Appendices:

Focused Interim Report
Pierce College District
Lakewood and Puyallup, Washington

PIERCCE COLLEGE
possibilities. realized.

Presented to
Northwest Commission on Colleges
and Universities
October 14, 2010

Contact information: Debra Gilchrist, Ph.D., (253) 964-6553
## CLASS Members 2010-2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Position, Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Voting Members</strong></td>
<td></td>
</tr>
<tr>
<td>McMeekin, Bill</td>
<td>Interim Executive Vice President for Learning &amp; Student Success, Puyallup</td>
</tr>
<tr>
<td></td>
<td>Executive Vice President for Extended Learning Programs</td>
</tr>
<tr>
<td>Green, Carol</td>
<td>Vice President for Learning &amp; Student Success, FS</td>
</tr>
<tr>
<td>Baria, Jo Ann</td>
<td>Dean of Workforce Development, FS</td>
</tr>
<tr>
<td>Bergstrom, Teah</td>
<td>Transitional Education Division Rep., District</td>
</tr>
<tr>
<td>Brasile, Frank</td>
<td>Library Representative, PUY</td>
</tr>
<tr>
<td>Childers, Mike</td>
<td>Faculty Counselor Advisor Representative</td>
</tr>
<tr>
<td>Contris, Markiva</td>
<td>Science &amp; Allied Health Division Rep., FS</td>
</tr>
<tr>
<td>Darcher, Mike</td>
<td>Chair, Arts &amp; Humanities Division, FS</td>
</tr>
<tr>
<td>DeJardin, Judy</td>
<td>Chair, Business &amp; Social Science Division, FS</td>
</tr>
<tr>
<td><strong>VACANT</strong></td>
<td>DOC Representative, McNeil</td>
</tr>
<tr>
<td>Alexis Estoque</td>
<td>Student Government Representatives, FS</td>
</tr>
<tr>
<td>Griffin, Lori</td>
<td>District Chair, Transitional Education Division</td>
</tr>
<tr>
<td><strong>VACANT</strong></td>
<td>Business &amp; Social Science Division Representative, PUY</td>
</tr>
<tr>
<td>Jensen, Maria</td>
<td>Extended Learning At-Large Representative (PCFT), Ft. Lewis</td>
</tr>
<tr>
<td>Kemp, Alan</td>
<td>Business &amp; Social Science Division Representative, FS</td>
</tr>
<tr>
<td>Kulbacki, Emily or</td>
<td>Assessment Team Representative</td>
</tr>
<tr>
<td>Olsen, Katy</td>
<td></td>
</tr>
<tr>
<td>May, Ron</td>
<td>Chair, Science &amp; Allied Health Division, FS</td>
</tr>
<tr>
<td>McCollow, Tom</td>
<td>Science &amp; Allied Health Division Rep., PUY</td>
</tr>
<tr>
<td>Michael, Leslie</td>
<td>Arts &amp; Humanities Division Representative, FS</td>
</tr>
<tr>
<td>Myers, Karen</td>
<td>Chair, Business &amp; Social Science Division, PUY</td>
</tr>
<tr>
<td>Piger, Justin or</td>
<td>Student Government Representative, PUY</td>
</tr>
<tr>
<td>Trejo, Indira</td>
<td></td>
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<tr>
<td>Putman, Barry</td>
<td>Military Faculty Representative, Ft. Lewis</td>
</tr>
<tr>
<td>Sabeti, Roya</td>
<td>Chair, Science &amp; Allied Health Division, PUY</td>
</tr>
<tr>
<td>Salak, Ann</td>
<td>Chair, Arts &amp; Humanities Division, PUY</td>
</tr>
<tr>
<td>Name</td>
<td>Position/Role</td>
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<tr>
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<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Schwartz, Ron</td>
<td>Part-time Faculty Representative</td>
</tr>
<tr>
<td>Wycoff, Corrina</td>
<td>At-Large Faculty Representative (PCFT), FS</td>
</tr>
<tr>
<td>Zimbleman, Dana</td>
<td>Arts &amp; Humanities Division Representative, PUY</td>
</tr>
<tr>
<td><strong>Resource Members (non-voting)</strong></td>
<td></td>
</tr>
<tr>
<td>Bachmann, Ed</td>
<td>Director of Distance Education, FS</td>
</tr>
<tr>
<td>Burdick, Marjo</td>
<td>Instructional Support Supervisor, Learning &amp; Student Success, FS</td>
</tr>
<tr>
<td>Howell-Williams, Vicki</td>
<td>ICRC Representative</td>
</tr>
<tr>
<td>Nelson, Patty</td>
<td>Director of Student Development, PUY</td>
</tr>
<tr>
<td>Steward, Agnes</td>
<td>Director of Student Development - FS</td>
</tr>
<tr>
<td>White, Anne</td>
<td>Registrar, FS</td>
</tr>
<tr>
<td>VACANT</td>
<td>DSHS Faculty Representative</td>
</tr>
<tr>
<td><strong>Recording Secretary</strong></td>
<td></td>
</tr>
<tr>
<td>Robinson, Kami</td>
<td>Executive Asst., Learning &amp; Student Success-PUY</td>
</tr>
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Means a Vacant position for CLASS

<table>
<thead>
<tr>
<th>Assessment Representatives (non-voting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Karen Danner</td>
</tr>
<tr>
<td>• Katy Olsen</td>
</tr>
<tr>
<td>• Tom McCollow</td>
</tr>
<tr>
<td>• Duncan McClinton</td>
</tr>
<tr>
<td>• Nikki Poppen-Eagan</td>
</tr>
<tr>
<td>• Lisa Murray</td>
</tr>
</tbody>
</table>

The following individuals automatically receive correspondence including agenda's and minutes:

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bonnie Christian</td>
</tr>
<tr>
<td>• Cindy Cannella</td>
</tr>
<tr>
<td>• Diane Caughlin (was Myrick)</td>
</tr>
<tr>
<td>• Julie Cargill</td>
</tr>
<tr>
<td>• Karen Hunt</td>
</tr>
<tr>
<td>• Sheri Jacobsen</td>
</tr>
<tr>
<td>• Shelley Sirotek</td>
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</tbody>
</table>
# Assessment and Curriculum Team

## 2010 – 2011

<table>
<thead>
<tr>
<th>Assessment Team Members</th>
<th>Distribution Area Responsibility</th>
<th>Liaison for Curriculum</th>
<th>Division Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom McCollow</td>
<td>Quantitative &amp; Symbolic Reasoning</td>
<td>Ron May</td>
<td>FS Science &amp; Allied Health</td>
</tr>
<tr>
<td>Math – PY</td>
<td></td>
<td>Roya Sabeti</td>
<td>PY Science &amp; Allied Health</td>
</tr>
<tr>
<td>Katy Olsen</td>
<td>Natural Sciences</td>
<td>Ron May</td>
<td>FS Science &amp; Allied Health</td>
</tr>
<tr>
<td>Chemistry – PY</td>
<td></td>
<td>Roya Sabeti</td>
<td>PY Science &amp; Allied Health</td>
</tr>
<tr>
<td>Teah Bergstrom</td>
<td>Transitional Education</td>
<td>Lori Griffin</td>
<td>Transitional Education</td>
</tr>
<tr>
<td>Trans Ed – PY</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lisa Murray</td>
<td>Professional Technical</td>
<td>Jo Ann Baria</td>
<td>FS Science &amp; Allied Health</td>
</tr>
<tr>
<td>Health Education &amp; Wellness – FS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karen Danner</td>
<td>Social Science</td>
<td>Judy DeJardin</td>
<td>FS Social Science/Business</td>
</tr>
<tr>
<td>Anthropology – FS</td>
<td></td>
<td>Karen Scott</td>
<td>PY Social Science/Business</td>
</tr>
<tr>
<td>Nikki Poppen-Eagen</td>
<td>Humanities</td>
<td>Mike Darcher</td>
<td>FS Arts &amp; Humanities</td>
</tr>
<tr>
<td>Speech – PY</td>
<td></td>
<td>Ann Salak</td>
<td>PY Business</td>
</tr>
<tr>
<td>Duncun McClinton</td>
<td>Communication</td>
<td>Mike Darcher</td>
<td>FS Arts &amp; Humanities</td>
</tr>
<tr>
<td>English – PY</td>
<td></td>
<td>Ann Salak</td>
<td>PY Arts &amp; Humanities</td>
</tr>
<tr>
<td>Greg Brazell</td>
<td>ECE – FS</td>
<td>Judy DeJardin</td>
<td>Division Chair Liaison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Science/Business – FS</td>
<td></td>
</tr>
</tbody>
</table>
Pierce College District is seeking
Faculty representatives for two-year appointments on
the Instructional Assessment Team

Application Deadline: May 24, 2010

POSITION DESCRIPTION

The District Assessment Team is seeking new members from the Pierce College District to serve on the district-wide Assessment Steering Committee for a period of two years. The Committee acts as an assessment catalyst and leader for the Pierce College District faculty. Each Committee member will represent and provide direct faculty leadership to a specific distribution area, Transitional Education, or Professional Technical Programs. The Committee will plan, promote, and participate in frequent activities that provide learning, professional development and community-building around effective assessment of learning at the classroom, program/department, and institutional levels at Pierce College Fort Steilacoom, Pierce College Puyallup, Distance Learning, and Pierce College Extended Learning. Data collection for student learning outcomes and the distribution of assessment results are a part of this position.

Responsibilities will begin fall quarter 2010 and will continue through June 2012. Faculty team members will be compensated through 1/3 released time per quarter or a stipend of $2500 per quarter. The choice of compensation will be determined by the Assessment Steering Committee member in coordination with his or her supervisor.

ELIGIBILITY

All full and part-time faculty members are invited to apply. The Assessment Team needs to reflect the instructional areas of the District, and will include representation from Puyallup, Fort Steilacoom and Extended Learning.

REQUIRED KNOWLEDGE AND SKILLS

- College-level leadership; strong implementation skill
- Collaborative ability (face-to-face and electronically)
- Demonstrated conceptual grasp of learning outcomes, core abilities, program/department outcomes and effective assessment

Prior involvement in Pierce College's or another college's outcomes/assessment activities and training is preferred but not required.
RESPONSIBILITIES

The Assessment Team will work with other District committees and personnel in order to implement the District's Assessment Plan. Assessment Team members will:

- Serve as a catalyst and resource for the district as related to learning outcomes, core abilities, and effective assessment, including chairing Curriculum Committees, attendance at CLASS, and/or Student Services meetings
- Provide leadership to assess district training needs; plan, promote and participate in projects and training related to classroom and program/department assessment
- Participate in professional development activities (which may include retreats/conferences) to enhance one's own understanding of assessment
- Attend Assessment Committee meetings as scheduled
- Work electronically, on a timely basis, between scheduled meetings
- Be available approximately 100 hours per quarter
- Be available for team training prior to fall quarter
- Be available for the annual Summer Program and Department Review Institute

APPLICATION PROCESS

Applicants should submit:

- A brief statement of interest in the position
- A detailed description of your experience in writing learning outcomes, incorporating and assessing core abilities, using methods and tools of assessment in your courses or program, and data collection and analysis (You may attach syllabi or other documents to demonstrate your experience)
- A brief description of your abilities in leading faculty activities, working collaboratively, and following through on plans with faculty
- A letter of support from a member of the Pierce College community who can speak to your experiences in outcomes and assessment.

Submit electronically to Bob Mohrbacher bmohrbacher@pierce.ctc.edu at Pierce College Puyallup by May 24, 2010. Questions? Call Bob at 840 8396

A committee will review the applications and recommend candidates to the Vice-Presidents for Learning & Student Success.
Quantitative Reasoning:

1. Identifies relevant information in quantitative problem solving, including theories, formulas, and references. Uses the following steps:
   a. Understanding the original problem well enough to select a formal quantitative system sufficiently powerful to solve it.
   b. Translating the original problem into a problem of the formal system.
   c. Solving the problem using the formal system.
   d. Interpreting the results in the context of the original problem.
2. Translates quantitative systems into words.
3. Translates words into quantitative relationships by representing the information symbolically, visually, graphically, or numerically.
4. Constructs, analyzes and draws inferences from quantitative models (e.g., equations, graphs, tables, schematics).
5. Uses quantitative approaches to solve problems.
6. Estimates and checks quantitative results to determine reasonableness, identify alternative answers, and select optimal result.
7. Demonstrates understanding the concept of functions, relations, and their graphs.
8. Identifies career related and practical life applications.
9. Understands use of technology as a tool, that technology output is only as good as use input, and that using technology is not a substitute for understanding concepts.

Natural Science:

1. Think critically by using the scientific method to analyze phenomena.
2. Apply ethics, integrity, and responsibility to science.
3. Appreciate the natural world.
4. Recognize that there are multiple realms of inquiry.

Humanities:

1. Create and perform as an expression of the human experience.
2. See the connections between the arts and other disciplines.
3. Gain an appreciation of other cultures as expressed through their art, culture, and ideas.
4. Acquire skills to critically interpret, analyze, and evaluate art.
5. Communicate effectively to a variety of audiences using language, image, sound, and movement.
6. Receive and respect the ideas and artistic expression of others, even when faced with difference and ambiguity.
Communications:

1. Identify, analyze and evaluate rhetorical strategies in one’s own and others’ writing.
2. Engage creatively and intellectually with the composition process to communicate effectively to a variety of audiences.

Social Science:

Social Science disciplines theoretically and practically address most areas of human concern including biology; individuality; culture; diversity; location; survival; development; learning; cognitive processes; behavior; needs; deviance; history; government; law, economics; institutions; power; social, group, and institutional behavior; and, care for self and others. Definition: Social Sciences are disciplines that engage in the rational, systematic study of human behavior utilizing a quantitative or qualitative approach to analysis and interpretation of data. Social Science theory is applied to understand social phenomena in a variety of contexts. Students will learn to think rationally and critically; to communicate clearly and persuasively; to gather, interpret, and use data; and to engage in discourse with others from multiple perspectives with civility and respect.

1. Describe, explain, predict, and influence individual and group behavior in order to contribute to civic responsibility and global citizenship.
2. Design important research questions and construct reasonable research approaches to them, drawing valid conclusions from data.
3. Analyze, evaluate, and articulate strengths and weaknesses of arguments or conclusions in order to engage in challenging discourse with others with understanding and respect.
4. Demonstrate facility to move between frameworks, to use varieties of evidence, and to arrive at multiple conclusions.
5. Develop a perspective about and practice active citizenship (local and global).
6. Embrace (or recognize and tolerate) the ambiguity, diversity, contradictions, and multiple perspectives inherent in human studies.
7. Recognize bias in self and others in order to advance a more just society.
Pierce College Core Abilities

Critical, Creative and Reflective Thinking

Definition:
A critical, creative, reflective thinker will question, search for answers and meaning, evaluate ideas and information, and develop beliefs that leads to action.

Outcomes:
- Creates, integrates, and evaluates ideas and information across a range of contexts, cultures, and areas of knowledge when appropriate.
- Evaluates problems and solves them creatively using a multitude of processes.
- Examines attitudes, values, and assumptions and assesses their implications in a variety of contexts.
- Integrates experience, reason, and information to make meaningful conclusions, judgments, and/or products.

Responsibility

Definition:
Responsibility is the ability to respond by examining the relationship between self, community, and environments, evaluating potential impacts and consequences of actions, and making choices and contributions based on that examination and evaluation.

Outcomes:
- RECOGNIZES INTERCONNECTEDNESS: Examines the relationship between self, community, and environment in order to understand the interconnectedness.
- GENERATES CHOICES: Generates choices which are broad and inclusive in order to create the widest range of possibilities.
- CONSIDERS CONSEQUENCES: For each choice, considers potential positive/negative impact on human beings, relationships, cultures, natural and fiscal resources. Prioritizes alternatives based on consequences and values.
- IMPLEMENTS A COURSE OF ACTION: Selects, plans, and executes action-steps that address obstacles and efficiently utilize resources.
- ACCEPTS CONSEQUENCES: Experience the effects of actions on self. Notices the effects of actions on others and the environment. Admits negative, painful or unintended effects to self and others who are affected in order to learn from the experience.
- MAKES NECESSARY ADJUSTMENTS: Compares actual consequences to intended goals in order to initiate corrective steps if necessary.

Information Competency

Definition:
Seeks, finds, evaluates and uses information to engage in lifelong learning.

Outcomes:
- Values and engages in regular inquiry and seeks new information for lifelong learning.
- Applies a repertoire of creative and flexible information seeking strategies in order to navigate the unfamiliar, take action or solve a problem.
- Evaluates appropriate sources in order to access relevant information.
- Selectively uses most appropriate technological and organizational tools in order to access and manipulate information.
- Appropriates information in order to evaluate quality, relevance, or perspective.
- Synthesizes new information with current understanding and experience in order to create something new, acquire insight, transform values, or expand knowledge base.
- Examines and uses ethical standards in order to use information appropriately and responsibly.

Effective Communication

Definition:
The effective exchange of messages in a variety of contexts using multiple methods

Outcomes:
- Recognizes and uses a variety of methods and styles to convey ideas and information.
- Receives messages openly, critically and responsively.
- Considers purpose, context, audience and situation when sending and/or receiving messages.
- Recognizes that communication is influenced by perspective (e.g., the sender's and receiver's culture, gender, privilege, experience, level of authority, etc.).

Multiculturalism

Definition:
Valuing open-mindedness, inclusion, multicultural perspectives and multiple ways of knowing, thinking and being.

Outcomes:
- Builds knowledge of diverse ideas, values, perspectives and experiences.
- Engages others with civility, empathy, honesty and responsibility.
- Examines one's own attitudes, values, and assumptions and considers their impact.
- Challenges past, present and future discrimination and privilege of individuals, societies, groups and institutions.
## Global Rubric: (Multiculturalism)

<table>
<thead>
<tr>
<th>Builds knowledge of diverse ideas, values, perspectives and experiences.</th>
<th>Emerging</th>
<th>Developing</th>
<th>Competent</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for improvement outweighs apparent strengths. Evidence of the outcome present.</td>
<td>Acknowledges that different ways of knowing, thinking, and being exist.</td>
<td>Demonstrates tolerance towards other people's and culture's points of view.</td>
<td>Respects multiple points of view. Examines the impact of considering multiple points of view.</td>
<td>Articulates value and impact of multiple points of view in a given context. Integrates new points of view in daily life.</td>
</tr>
<tr>
<td>Engages others with civility, empathy, honesty and responsibility.</td>
<td>♦ Avoids knowingly offensive behavior and attempts neutrality with those different from oneself. ♦ Is willing to hear, read or otherwise expose self to different points of view. ♦ Is willing to acknowledge own beliefs, actions, assumptions represent only one's own point of view.</td>
<td>♦ Tolerates others' perspectives and feelings, but may stereotype or over generalize. ♦ Tolerates and considers different points of view. ♦ Is able to set aside one's own prejudices to communicate or work with others. ♦ Every institutional level demonstrates tolerance of differences; structures are in place to guide decisions/actions towards inclusiveness.</td>
<td>♦ Strives to respect differences through inclusive behavior. ♦ Makes an effort to respect different points of view. ♦ Steps outside of one's own comfort zone (acknowledging and/or defending a different viewpoint—own or someone else's). Attempts to rectify any hostility and/or misunderstandings due to differences. ♦ Every institutional level respects differences; policies/procedures are structured/written to encourage inclusiveness at every level.</td>
<td>♦ Takes action to help create a safe space for any diverse group. ♦ Values and fosters inclusion of multiple points of view. ♦ Is able to collaborate with others in complicated, dynamic, and ambiguous situations. Demonstrates appropriate, thoughtful and sensitive interactions with others regardless of differences or similarities. ♦ Every institutional level values and fosters diversity; programs are in place to nurture minorities; classes teach multiculturalism; diversity and many viewpoints valued and incorporated at every level.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Examines one's own attitudes, values, and assumptions and considers their impact.</th>
<th>Emerging</th>
<th>Developing</th>
<th>Competent</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Attempts to identify one's own values, attitudes, and assumptions. ♦ Acknowledges that personal prejudices and assumptions about others can impact daily activities. ♦ Acknowledges that one may harbor latent prejudices.</td>
<td>♦ Identifies one's own values, attitudes, and assumptions. ♦ Actions demonstrate tolerance: willing to withhold personal beliefs/assumptions while exploring new ideas, experiences. ♦ Attempts to identify own latent prejudices. ♦ Identifies, acknowledges, and tracks institutional issues related to multiculturalism.</td>
<td>♦ Attempts to evaluate the multiculturalism of one's own values, attitudes, and assumptions. ♦ Actions may demonstrate respect of some differences but not of others. Seeks opportunities to enlarge personal understanding of diversity. ♦ Identifies and works toward overcoming own latent prejudices. ♦ Confronts and challenges multicultural issues at many levels of the institution and seeks solutions.</td>
<td>♦ Continually re-evaluates own values, attitudes, and assumptions in the interest of fostering a multicultural point of view. ♦ Actions value and foster inclusion, regardless of similarities or differences. ♦ Regularly re-evaluates personal opinions on multicultural issues, identifying and overcoming latent prejudices as needed. ♦ Actively pursues, assesses, and seeks improvement related to meeting multicultural goals at every institutional level.</td>
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<table>
<thead>
<tr>
<th>Challenges past, present and future discrimination and privilege of</th>
<th>Emerging</th>
<th>Developing</th>
<th>Competent</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Is able to identify past discrimination. Is able to acknowledge some present discrimination. ♦ Doesn't restrict or disrupt others' discussions of power and privilege.</td>
<td>♦ Is able to acknowledge the many instances of past and present discrimination. ♦ Considers effects of misuse of power and privilege on individuals.</td>
<td>♦ Recognizes power and privilege and understands the impacts power and privilege have had, can have, and will have on society. ♦ Attempts to make positive</td>
<td>♦ Challenges present and future attitudes that cause discrimination at personal, institutional, cultural, and higher levels. ♦ Advocates social justice to</td>
<td></td>
</tr>
<tr>
<td>individuals, societies, groups and institutions</td>
<td>and cultures, including the dominant one.</td>
<td>multicultural change in “own corner of the world” (speaking up to eradicate prejudice or stereotyping; whistle-blowing, welcoming learning opportunities, etc.), but in attempts to demonstrate cultural sensitivity, may mistakenly stereotype in the name of multiculturalism.</td>
<td>overturn the dynamics of power and privilege.</td>
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<tr>
<td></td>
<td></td>
<td>• Avoids stereotyping when making ethical judgments.</td>
<td>• Continually evaluates multicultural practices of current situations.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Program/institution/individual resists erosion of multicultural practices in place, actively breaks down barriers to inclusion/participation, facilitates ongoing reassessment and improvement at every institutional level.</td>
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</table>
# Global Rubric: (Critical, Creative and Reflective Thinking)

<table>
<thead>
<tr>
<th></th>
<th><strong>Emerging</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Competent</strong></th>
<th><strong>Strong</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using ideas and information</strong></td>
<td>Need for improvement outweighs apparent strengths. Evidence of the outcome present.</td>
<td>Strengths and need for improvement are about equal.</td>
<td>Shows skill in this outcome. Improvement still needed.</td>
<td>Applies outcome in multiple contexts. Many strengths are present.</td>
</tr>
<tr>
<td><strong>Problem solving processes</strong></td>
<td>Responds to information and ideas using immediate context or existing knowledge.</td>
<td>When appropriate, gathers information and ideas, and applies them in a limited number of contexts.</td>
<td>Integrates and analyzes quantitative and qualitative information and ideas in several contexts.</td>
<td>Creates, integrates, and evaluates ideas and information across a range of contexts, cultures, and areas of knowledge when appropriate.</td>
</tr>
<tr>
<td><strong>Attitudes, values and assumptions</strong></td>
<td>Recognizes a problem and begins to envision a useful solution.</td>
<td>Breaks problems into smaller more specific pieces as part of the problem solving process.</td>
<td>Develops and applies effective solutions to a variety of problems.</td>
<td>Evaluates problems and solves them creatively using a multitude of processes.</td>
</tr>
<tr>
<td><strong>Conclusions and judgments</strong></td>
<td>Attempts to use experience and information to reach conclusions.</td>
<td>Combines some aspects of experience, reason, and information to make conclusions and judgments with some success.</td>
<td>Uses experience, reason, and information to make conclusions, judgments, and/or products.</td>
<td>Integrates experience, reason, and information to make meaningful conclusions, judgments, and/or products.</td>
</tr>
</tbody>
</table>
## Global Rubric: (Responsibility)

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Developing</th>
<th>Competent</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognizes interconnectedness</strong></td>
<td>Need for improvement outweigh apparent strengths. Evidence of the outcome present.</td>
<td>Sees self as part of more extended group. Describes self in relation to peers, school, work, etc.</td>
<td>Recognizes self as having role in neighborhood &amp; community; voter, volunteer, etc.</td>
<td>Utilizes the relationship between self, community, and environment in order to understand interconnectedness. Applies systems thinking and functions as a conscientious member of a system.</td>
</tr>
<tr>
<td><strong>Generates choices</strong></td>
<td>Considers choices to be right or wrong. Limited by current perspective - does not consider history or context and sees only one course of action.</td>
<td>Generates a few relevant choices beyond current perspective, mainly from those in agreement.</td>
<td>Looks beyond impact to self, reaches out and seeks input and perspective beyond immediate circle. Considers input in conflict with personal agenda or perspective.</td>
<td>Able to make choices that are broad and inclusive in order to create the widest range of possibilities. Can generate those choices based on alternate perspectives. Considers global-level impact.</td>
</tr>
<tr>
<td><strong>Considers consequences</strong></td>
<td>Reactive: Unaware of consequences (impact) beyond these to self. Has difficulty considering others.</td>
<td>Considers impact but only in terms of self.</td>
<td>Envisions long-term consequences and is able to identify how behavior impacts others.</td>
<td>Considers potential impact of each choice on human beings, relationships, cultures, natural and fiscal resources.</td>
</tr>
<tr>
<td><strong>Implements a course of action</strong></td>
<td>Sets vague, ill-defined goals. Does not create a plan of action or recognize potential obstacles.</td>
<td>Plans include a few details of action. Able to identify major obstacles.</td>
<td>Considers more than one plan and prioritizes what needs to be done and what resources are needed.</td>
<td>Selects, plans and executes action-steps that address obstacles and efficiently utilize resources. Resources match the steps. Recognizes what's working and not working and is willing to alter plans to make it work.</td>
</tr>
<tr>
<td><strong>Accepts consequences</strong></td>
<td>Recognizes that mistakes were made but shifts blame to external causes.</td>
<td>Aware of impact on others. Realizes that they may be &quot;part of the problem&quot; and accepts that they have some control over the situation.</td>
<td>Uses foresight, anticipates reactions. Proactively seeks out resources or strategies for resolution. Only reacts to blaming when feeling threatened.</td>
<td>Identifies the effects of actions on self, others, and the environment. Learns from experiencing negative, painful or unintended effects to self and others. Intent and impact can be clearly delineated.</td>
</tr>
<tr>
<td><strong>Initiates necessary adjustments</strong></td>
<td>Functions by trial and error. Does not contemplate or learn from failure.</td>
<td>Questions results and looks for cause and effect.</td>
<td>Routinely anticipates and accepts consequences and potential corrections.</td>
<td>Compares actual consequences with intended goals in order to initiate necessary adjustments.</td>
</tr>
</tbody>
</table>
# Global Rubric: (Information Competency)

<table>
<thead>
<tr>
<th></th>
<th><strong>Emerging</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Competent</strong></th>
<th><strong>Strong</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values inquiry</strong></td>
<td>Seeks information only when prompted. Does not discourage the inquiry of others.</td>
<td>Generates questions without prompts; seeks answers inconsistently.</td>
<td>Formulates a question or inquiry. Generates and follows through with questions; asks for help and clarification.</td>
<td>Values and engages in regular inquiry and seeks new information for lifelong learning.</td>
</tr>
<tr>
<td><strong>Applies strategies</strong></td>
<td>Utilizes convenient and known sources of information. Uses organizing tool to assist search.</td>
<td>Identifies that additional information is needed. Experiments with new strategies and methods.</td>
<td>Applies several regular approaches to modify, update or learn.</td>
<td>Applies a repertoire of creative and flexible information seeking strategies in order to navigate the unfamiliar, take action or solve a problem.</td>
</tr>
<tr>
<td><strong>Evaluates sources</strong></td>
<td>Identifies convenient and known sources of information.</td>
<td>Develops knowledge of sources central to individual, discipline, field and/or educational needs.</td>
<td>Looks at sources, sees differences and selects from among them.</td>
<td>Evaluates appropriate sources in order to access relevant information.</td>
</tr>
<tr>
<td><strong>Uses tools</strong></td>
<td>Recognizes and attempts to use tools that are readily available.</td>
<td>Uses required tools, with some direction.</td>
<td>Develops creative projects using a variety of tools.</td>
<td>Selectively uses most appropriate technological and organizational tools in order to access and manipulate information.</td>
</tr>
<tr>
<td><strong>Appraises</strong></td>
<td>Recognizes that some sources are more credible/reliable than others.</td>
<td>Selects sources relative to context and need.</td>
<td>Applies the understanding of context to determine when and how to use selected sources.</td>
<td>Appraises information in order to evaluate quality, relevance, or perspective.</td>
</tr>
<tr>
<td><strong>Synthesizes</strong></td>
<td>Recognizes that there are multiple sources of information.</td>
<td>Relates new information to existing knowledge and experience.</td>
<td>Integrates previously held beliefs, assumptions and knowledge with existing knowledge.</td>
<td>Synthesizes new information with current understanding and experience in order to create something new, acquire insight, transform values, or expand knowledge base.</td>
</tr>
<tr>
<td><strong>Uses Information Responsibly</strong></td>
<td>Recognizes that there are appropriate and inappropriate uses of information.</td>
<td>Identifies applicable laws, regulations and standards regarding information use.</td>
<td>Applies knowledge of laws, regulations and standards for information use.</td>
<td>Examines and uses ethical standards in order to use information appropriately and responsibly.</td>
</tr>
<tr>
<td><strong>Global Rubric:</strong> (Effective Communication)</td>
<td></td>
<td></td>
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<tr>
<td>-------------------------------------------</td>
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<td></td>
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<tr>
<td><strong>Emerging</strong></td>
<td><strong>Developing</strong></td>
<td><strong>Competent</strong></td>
<td><strong>Strong</strong></td>
<td></td>
</tr>
<tr>
<td>Need for improvement outweighs apparent</td>
<td>Strengths and need for improvement are</td>
<td>Shows skill in this outcome.</td>
<td>Recognizes and utilizes the most</td>
<td></td>
</tr>
<tr>
<td>strengths. Evidence of the outcome present.</td>
<td>about equal.</td>
<td>Improvement still needed.</td>
<td>appropriate combinations of methods.</td>
<td></td>
</tr>
<tr>
<td>Recognizes and uses a variety of methods</td>
<td>Relays a message using a limited set of</td>
<td>Can modify communication methods as</td>
<td>Seeks to overcome limitations of</td>
<td></td>
</tr>
<tr>
<td>and styles to convey ideas and information.</td>
<td>abilities.</td>
<td>appropriate to communicate an idea.</td>
<td>communication style; can effectively</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognizes that every communicator has a</td>
<td>Can modify communication style based</td>
<td>use less comfortable styles when</td>
<td></td>
</tr>
<tr>
<td></td>
<td>communication style.</td>
<td>on audience, content, and situation.</td>
<td>appropriate for the audience.</td>
<td></td>
</tr>
<tr>
<td>Receives messages openly, critically and</td>
<td>Listens attentively and respectfully without</td>
<td>Demonstrates a willingness to</td>
<td>Receives messages with an open</td>
<td></td>
</tr>
<tr>
<td>responsively.</td>
<td>intentionally causing roadblocks to</td>
<td>address any roadblocks that interfere</td>
<td>attitude (no roadblocks).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>communication through body language or other</td>
<td>with communication.</td>
<td>Maintains appropriate body language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>behaviors.</td>
<td>Displays appropriate body language.</td>
<td>throughout an exchange.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understands that all messages have</td>
<td>Can differentiate between reactions</td>
<td>Formulates critical evaluation of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>content that must be extracted.</td>
<td>to a message's content and the style</td>
<td>message received.</td>
<td></td>
</tr>
<tr>
<td>Considers purpose, content, audience and</td>
<td>Recognizes that every message has purpose</td>
<td>Prepares a message with purpose and</td>
<td>Demonstrates ability to use most</td>
<td></td>
</tr>
<tr>
<td>situation when sending and/or receiving</td>
<td>and content.</td>
<td>content and purpose.</td>
<td>forms of communication to deliver a</td>
<td></td>
</tr>
<tr>
<td>messages.</td>
<td>Recognizes that every message is</td>
<td>Delivers a message to a particular</td>
<td>message with purpose and content.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>intended for a particular audience and</td>
<td>audience.</td>
<td>Evaluates received messages on the</td>
<td></td>
</tr>
<tr>
<td>Recognizes that communication is</td>
<td>situation, and has content and purpose.</td>
<td>Identifies purpose, content, and</td>
<td>basis of purpose, content, audience,</td>
<td></td>
</tr>
<tr>
<td>influenced by perspective (e.g., the</td>
<td></td>
<td>audience when receiving messages.</td>
<td>and situation.</td>
<td></td>
</tr>
<tr>
<td>sender’s and receiver’s culture, gender,</td>
<td>Participates in different skills (written,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>privilege, experience, level of authority,</td>
<td>spoken, etc) from own perspective.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.)</td>
<td>Demonstrates awareness of the influences</td>
<td>Assesses the message based on</td>
<td>Demonstrates initiative in seeking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of privilege (or lack of privilege), culture,</td>
<td>perspective, not on the person.</td>
<td>out different perspectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>gender, and level of authority in own</td>
<td>Evaluates own messages based on</td>
<td>Elicits, seeks, and encourages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>perspective.</td>
<td>perspective, not on self.</td>
<td>responses from other perspectives.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrates a non-judgmental</td>
<td>Analyzes messages critically and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>exchange of messages.</td>
<td>respectfully, based on perspective</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>not person.</td>
<td></td>
</tr>
</tbody>
</table>
Pierce College Degree Outcomes

AA, AS and DTA Degree Outcomes:
General Education at Pierce College prepares graduates to live and work in a dynamically changing world by emphasizing whole student development through fundamental areas of knowledge and the college five core abilities.

Professional-Technical Degree/Certificate Programs:
Professional Technical education at Pierce College prepares graduates to live and work in a dynamically changing world by emphasizing program professional competencies, related instruction (fundamental areas of knowledge), and the college five core abilities.
Professional Technical program competencies can be found on the Pierce College website: http://www.pierce.ctc.edu/protech/

Core Abilities Outcomes

Critical, Creative, and Reflective Thinking:
Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

Responsibility:
Graduates will be able to respond by examining the relationship between self, community, and environments, evaluating potential impacts and consequences of actions, and making choices and contributions based on that examination and evaluation.

Information Competency:
Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

Effective Communication:
Graduates will be able to exchange messages in a variety of contexts using multiple methods.

Multiculturalism:
Graduates will demonstrate knowledge of diverse ideas, cultures and experiences and the ability to examine their own attitudes and assumptions in order to engage others with civility and empathy.

Fundamental Areas of Knowledge Outcomes:

Communication:
Graduates identify, analyze, and evaluate rhetorical strategies in one’s own and other’s writing in order to communicate effectively.

Humanities:
Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.

Social Sciences:
Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

Natural Sciences:
Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

Quantitative & Symbolic Reasoning:
Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.

Appendix 1.6
Program Outcomes

Associate in Physics Education (AS-T) Degree Outcomes:

1. Graduates will be able to question, search for answers and meaning and develop beliefs of what it means to be a competent, ethical, professional secondary education physics teacher and the disposition to adhere to the professional, legal, and ethical responsibilities of being a secondary education physics teacher.

2. Graduates will acquire the necessary knowledge base in physics, mathematics and sciences, as recommended by participating state college or university teacher preparation programs, for future secondary education physics teachers.

Critical, Creative, and Reflective Thinking:
Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

Responsibility:
Graduates will be able to respond by examining the relationship between self, community, and environments, evaluating potential impacts and consequences of actions, and making choices and contributions based on that examination and evaluation.

Information Competency:
Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

Effective Communication:
Graduates will be able to exchange messages in a variety of contexts using multiple methods.

Multiculturalism:
Graduates will demonstrate knowledge of diverse ideas, cultures and experiences and the ability to examine their own attitudes and assumptions in order to engage others with civility and empathy.

Fundamental Areas of Knowledge Outcomes

Communication:
Graduates identify, analyze, and evaluate rhetorical strategies in one's own and others' writing in order to communicate effectively.

Humanities:
Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.

Social Sciences:
Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

Natural Sciences:
Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

Quantitative & Symbolic Reasoning:
Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.
Program Outcomes

Associate in Elementary Education (DTA/MRP) Degree Outcomes:

1. Graduates will be able to question, search for answers and meaning and develop beliefs of what it means to be a competent, ethical, professional elementary school teacher and the disposition to adhere to the professional, legal, and ethical responsibilities of being an elementary school teacher.

2. Graduates will meet published requirements for entrance into participating state college or university elementary education programs at the junior level.

Core Abilities Outcomes

Critical, Creative, and Reflective Thinking: Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

Responsibility: Graduates will be able to respond by examining the relationship between self, community, and environments, evaluating potential impacts and consequences of actions, and making choices and contributions based on that examination and evaluation.

Information Competency: Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

Effective Communication: Graduates will be able to exchange messages in a variety of contexts using multiple methods.

Multiculturalism: Graduates will demonstrate knowledge of diverse ideas, cultures and experiences and the ability to examine their own attitudes and assumptions in order to engage others with civility and empathy.

Fundamental Areas of Knowledge Outcomes

Communication: Graduates identify, analyze, and evaluate rhetorical strategies in one’s own and other’s writing in order to communicate effectively.

Humanities: Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.

Social Sciences: Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

Natural Sciences: Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

Quantitative & Symbolic Reasoning: Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analyses for the interpretation and solution of problems in the natural world and human society.
Program Level Map

Date: Anthropology

Intended Learning Outcomes

- Participate constructively when interacting with diverse groups

- Access, evaluate and use information from reliable sources

- Analyze and compare relevant information and tools to solve problems

- Recognize bias in self and others

Multiculturalism

AND

Critical, Creative and reflective thinking

Courses:
- Dev Math
- Dev English
- Communication
- Prof/Tech Programs
- International Education
- MLU

Entry Requirements:
- GED or HS Diploma
- Compass Testing

Assessment

Courses etc. outside program

Courses in Program

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Program Name: ANTHROPOLOGY

Program Role: Transfer student; responsible citizens

Theme(s): Multiculturalism; Critical, Creative, and Reflective Thinking

Concepts and Issues
Issues: difficulty or problem
* Professional Ethics
* Plagiarism
* Stereotyping
* Discrimination
* Pseudoscience

Concepts – mental frameworks that elevate thinking to abstraction.
* Culture
* Ethnocentrism
* Cultural relativism
* Gender
* Adaptation
* Multiculturalism
* Scientific method
* Holism
* Context (cultural, biological, archaeological, etc.)
* Globalism
* Emic and Etic perspectives

What must students understand to demonstrate the intended outcome?

What skills must students master to demonstrate the intended outcome?
* Cite a source using APA style guidelines.
* Listen and respond thoughtfully and respectfully to various viewpoints.
* Contribute in ways that move the discussion or task forward.
* Re-evaluate your attitudes and opinions in light of new information and ideas.
* Discuss the strengths and weaknesses of your own and others' conclusions, supporting your ideas with specific examples.
* Identify the significance and implications of patterns you see.
* Identify and work appropriately at different levels of analysis (e.g., the individual, community, society).
* Compare and contrast (e.g., past to present, group to group, biology to culture, various lines of evidence bearing on a particular issue)
* Understand and explain a point of view that may differ from your own.

Assessment Tasks
* Assignments requiring source citations.
* Students discuss given topics in diverse groups, e.g., to address an issue, answer a question, or accomplish a task.
* Self-assessment: Provide evidence of self-evaluation, e.g., through reflective writing.
* Analyze a problem and evaluate the conclusions.

Intended Outcome(s)
* Assess, evaluate, and use information from reliable sources.
* Participate constructively when interacting in diverse groups.
* Recognize bias in self and others.
* Analyze and compare relevant information and tools to solve problems.

What will students do in here to demonstrate evidence of the outcome?

What do students need to be able to DO "out there" that we're responsible for "in here"?
Program Name:

Criminal Justice

Program Role: This program is designed to prepare graduates to successfully establish careers in criminal justice fields and additional educational attainments (pathways).

Theme(s): Working in a Multicultural society: personal and citizen responsibility; Successfully transfer; needs and requirements of the professions; criminal justice system agencies and activities.

Concepts and Issues

<table>
<thead>
<tr>
<th>Issues: difficulty or problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts – mental frameworks that elevate thinking to abstraction</td>
</tr>
<tr>
<td>Lack of college-level readiness for basic skills (professional writing, math)</td>
</tr>
<tr>
<td>Lack of individual awareness of the responsibility for evaluating information validity</td>
</tr>
<tr>
<td>Lack of understanding the multidimensional responsibilities of criminal justice professionals</td>
</tr>
<tr>
<td>Lack of understanding how our personal views are individually biased by our experiences and standpoints</td>
</tr>
<tr>
<td>Unaware of the influence of media messages, and how these influence our personal standpoints</td>
</tr>
<tr>
<td>Unaware of own power and the responsibilities for our own individual education</td>
</tr>
<tr>
<td>Lack of awareness of the social institution that is the criminal justice system</td>
</tr>
<tr>
<td>Lack of understanding the role of the justice system in relation to the greater society</td>
</tr>
<tr>
<td>Lack of understanding that justice is individual, situational and achieved/not achieved on a case-by-case basis</td>
</tr>
<tr>
<td>Unaware of the importance of public speaking, writing, and multicultural communications in the 21st century</td>
</tr>
</tbody>
</table>

Skills

- Critically assess the validity of web based and other sources of information (opinion, official, research, perspectives)
- Ability to locate primary sources (and successful strategies) of information on justice issues
- Ability to apply information to class/program topics, concepts and themes
- Ability to comprehend personal privilege and how that impacts one's own perceptions of power and justice
- To practice and improve public speaking, grammar and professional writing skills

Assessment Tasks

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written projects</td>
</tr>
<tr>
<td>Public speaking</td>
</tr>
<tr>
<td>See skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter of recommendation</td>
</tr>
<tr>
<td>Self evaluation/supervisor evaluation</td>
</tr>
<tr>
<td>Mission / Professionalism and Ethics policy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Advising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising as self assessment?</td>
</tr>
<tr>
<td>Preparing for advising</td>
</tr>
<tr>
<td>Choose degree plan, classes, schedule</td>
</tr>
<tr>
<td>Transfer to 4 year programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multiculturalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
</tr>
<tr>
<td>Self identification</td>
</tr>
<tr>
<td>Discussions</td>
</tr>
<tr>
<td>Power differentials</td>
</tr>
</tbody>
</table>

Intended Outcome(s)

Develop and maintain personal and professional relationships through respect, clear boundaries, empathy and honest interactions.

Critically assess one's own attitudes, values and assumptions and considers their impact on individuals and the wider society.

Uses information/technology competently and appropriately including Best Programming Practices to decrease problems and crime in society.

Challenges past, present & future discrimination and privilege of individuals, societies, groups and institutions.

Communicates appropriately based on topic, audience and situation.

Builds knowledge of diverse ideas, values, perspective and experiences.
What must students understand to demonstrate the intended outcome?

- To be able to define and appropriately apply a variety of different terms and concepts related to crime and justice
- Practice and improve ones activities in relation to the team approach and the roles of others
- Ability to access and critically evaluate themselves and their peers
- To practice and apply ethical responses to a variety of situations.
- Comprehend the different components of the criminal justice system and who is responsible of different tasks in the system

What will students do in here to demonstrate evidence of the outcome?

What do students need to be able to DO "out there" that we're responsible for "in here"?
Associate Degree in Digital Design
Program Level Map – Supporting Assessment

Intended Learning Outcomes

- Communication of Ideas
- To work collaboratively with clients and co-workers in the creation of a product
- Create and maintain a portfolio to show potential employers their abilities.
- Constant practice and upgrading of graphic design skills is a must to maintain a competitive edge in the field
- Ethically use of copyrighted materials

Program Course
Non-Program Course
Assessment
Program Name: Digital Design (1/25/06)

Program Role: This program is designed to prepare graduates to be Graphic Designer, Desktop Publisher, Marketing Assistant, Animator, Web Designer, Photographer.

Theme(s): Communication through print and electronic means

Concepts and Issues
Issues: difficulty or problem
- Constantly changing technology
- Keeping up with industry standards
- Highly competitive workplace for graduates
- Client Relationships

Concepts – mental frameworks that elevate thinking to abstraction.
- Role of a graphic designer in the market place
- Influence of a constantly changing market on a designer’s skill set

Skills
- Recognize and abide by legal use of materials based on U.S. copyright laws
- Perform page layout and design
- Compose text and images
- Manipulate images and photos
- Draw (pencil and paper and/or computer)
- Photography skills
- 3D modeling
- 2D/3D animation
- Conduct video editing
- Motion Graphics
- Interface Design
- Perform rich media creation
- Verbal communication
- Joint Decision Making
- Develop Project Scope with others
- Research the job market

Assessment Tasks
- Internship
- 250 hours (5 credits)
- Visitation
- Journal
- Includes collaboration with clients and co-workers.

Portfolio
- Create print and electronic version
- Present to peers

Job Search
- Resume, cover letters
- Soft Skills (mock interview)
- Support system for lifelong learning

Intended Outcome(s)
- Communicate ideas
- Collaborate with clients and co-workers in the creation of a product
- Create and maintain a portfolio to show potential employers their abilities.
- Maintain a competitive edge in the field through constant practice and upgrading of graphic design skills
- Ethical use of copyrighted materials

What must students understand to demonstrate the intended outcome?
What skills must students master to demonstrate the intended outcome?
What will students do in here to demonstrate evidence of the outcome?
What do students need to be able to DO “out there” that we’re responsible for “in here”?
English Composition

Program Name: English Composition

Program Role: This program is designed to prepare graduates to

Theme(s): Writing, Critical Thinking, Reading, Effective Communication

Concepts and Issues
Issues: difficulty or problem
- Application and evaluation of rhetorical strategy
- Ability to hold an opinion while considering the opinions of others
- Express (and receive?) ideas sensitively
- Ethics of communication
- Information validity
- Death for the 5 paragraph essay

Concepts – mental frameworks that elevate thinking to abstraction.
- Writing as a process
- Understanding rhetorical strategies
- Power of language
- Creativity (??? Something more needed here?)
- Audience recognition
- Academic Ethics

What must students understand to demonstrate the intended outcome?

Skills
- Purpose, topic, audience
- (Utilize)Vocabulary, grammar, conventions
- Organization of ideas
- Support and develop a thesis statement
- Summarize in concise language the concepts and ideas of a text (recognize minor & major ideas of texts)
- Utilizing an effective writing process
- Access appropriate information
- Information evaluation and discrimination
- Write essays

What skills must students master to demonstrate the intended outcome?

Assessment Tasks
- Research essay (incorporated in all second Composition courses)
- Word count
- Portfolio of writing
- Write college-level writing
- Long and convoluted letter with graduation requirement instructions

What will students do in here to demonstrate evidence of the outcome?

Intended Outcome(s)
- Identify, analyze, and evaluate rhetorical strategies in one’s own and other’s writing.
- Develop facility with the written work for success in college-level writing.
- Read and write critically in order to join the conversation of the diversity of human ideas/experiences.
- Engage creatively and intellectually with the composition process in order to communicate effectively in writing.
- Identify an information need; effectively find, evaluate and synthesize new information with one’s own ideas.

What do students need to be able to DO “out there” that we’re responsible for “in here”?

Prerequisites

Adapted from POG by Saba Shiel.
COMMUNITY COLLEGE DISTRICT 11
COURSE OUTLINE

Division __________________________ Intent Code ______________________ C.I.P. __________________

Department __________________________ Abbreviation & Number __________________________

Course Title __________________________

Transcript Abbreviation __________________________ (Maximum of 24 Characters including Spaces)

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Quarterly</th>
<th>10:1 Lecture</th>
<th>20:1 Lab</th>
<th>30:1 Clinical, Cooperative Education or Work Site</th>
<th>50:1 Other, e.g., Internships, Externships, Work Exp, Field Experience</th>
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</table>

Prerequisites, if any __________________________

Submitted by: __________________________ Date ____________

(Name of Instructor)

Approved by: __________________________ Date ____________

(Puyallup-Division Chair)

Approved by: __________________________ Date ____________

(Fort Steilacoom Division Chair)

Approved by: __________________________ Date ____________

(Professional/Technical)

(Evaluation and Student Success - Instruction & Student Services)

EVALUATION USAGE:

A. Pierce College General Education Requirement (GER) for the Associate of Arts Degree (AA):

Yes _____ No _____

*If Yes, please indicate which Core Area:*

Communications

Humanities __________________________ Humanities/Performance Skills only _____

Natural Science __________________________ Natural Science w/lab _____

Quantitative/Symbolic Skills __________________________

Social Science __________________________

B. Pierce College General Transferable Elective (GTE) Yes _____ No _____

C. Pierce College Professional/Technical Program? Yes _____ No _____

Name of Professional/Technical Program __________________________

E.P.C. Code __________________________ C.I.P. __________________

Course intended for:

Academic Disadvantage Indicator (ADI) ______ Limited English Proficiency (LEP) ______ Work Based ______

Revised Spring 2009

See next page for course description and course outcomes. Appendix 1.8
| **Course Number:** |  |
| **Course Title:** |  |
| **Course Catalog Description:** |  |
| **Credits:** |  |

### Course Content:

A.

B.

C. ......

### Student Outcomes:

1.

2.

### Degree Outcomes:

Enter the appropriate FAK (GER) or Program Outcome (Pro-Tech), and at least one Core Abilities outcome which will be formally taught and assessed in this course. FAK and Core Abilities outcomes are on the Pierce College Degree Outcomes list, and Pro-Tech outcomes are on the Pierce College website: [http://www.pierce.ctc.edu/protech/](http://www.pierce.ctc.edu/protech/)

1.

2.

### Potential Methods and Tools for Assessment:

A.

B.

C. ....
COMMUNITY COLLEGE DISTRICT 11
COURSE OUTLINE

Division Business & Social Science Intent Code 21 C.I.P. 52.0204
Department Business Information Technology Abbreviation & Number BTECH 104
Course Title Dvorak Keyboarding

Transcript Abbreviation Dvorak Keyboard (Maximum of 24 Characters including Spaces)

Credit Quarterly 10:1 20:1 30:1 50:1
Hours 3 Lecture 10 Lab 40 Clinical, Cooperative Education or Work Site Other, e.g., Internships, Externships, Work Exp, Field Experience

Prerequisites, if any Instructor Permission Only

Submitted by: LuAnn Wolden Date January 27, 2010
(Name of Instructor)

Approved by: Puyallup-Division Chair Date
(Fort Steilacoom Division Chair)

Approved by: Professional/Technical Date

(Learning and Student Success - Instruction & Student Services)

EVALUATION USAGE:
A. Pierce College General Education Requirement (GER) for the Associate of Arts Degree (AA):
   Yes No X
   If Yes, please indicate which Core Area:
   Communications
   Humanities
   Natural Science
   Quantitative/Symbolic Skills
   Social Science
   Humanities/Performance Skills only
   Natural Science w/lab

B. Pierce College General Transferable Elective (GTE) Yes No X

C. Pierce College Professional/Technical Program? Yes X No

   Name of Professional/Technical Program Business Information Technology

   E.P.C. Code 564 C.I.P. 52.0204

Course Intended for:
Academic Disadvantage Indicator (ADI) Limited English Proficiency (LEP) Work Based
Revised January 2010 See next page for course description and course outcomes.
## Course Number: BTECH 104  
### Course Title: DVORAK KEYBOARDING

| Course Catalog Description: | Credits: | 3 |
|----------------------------|---------|
| Students will learn to key the alphabet and common punctuation by touch using one-handed keyboarding. Speed and accuracy will be developed through proper keyboarding technique and practice. These keyboarding skills will then be applied to create memorandums, business letters, and reports. Recommended for students with any physical disability that requires one-handed typing. | |

## Course Content:

- A – Keying by touch using the Dvorak keyboard
- B – Proofreading
- C – Formatting basic business documents

## Student Outcomes:

- **A-1** Convert any computer keyboard to the Dvorak settings.
- **A-2** Key by touch using the Dvorak keyboard for 3 minutes at a minimum rate of 15 wpm with no more than 5 errors.
- **B-1** Proofread and edit a letter, memo, and report
- **C-1** Key and format business letters and personal business letters with copy and attachment/enclosure notations.
- **C-2** Key and format memoranda and reports.
- **C-3** Edit, save, close, open, and print documents.

## Degree Outcomes:
Enter the appropriate FAK (GER) or Program Outcome (Pro-Tech), and at least one Core Abilities outcome which will be formally taught and assessed in this course. FAK and Core Abilities outcomes are on the Pierce College Degree Outcomes list, and Pro-Tech outcomes are on the Pierce College website: http://www.pierce.ctc.edu/protech/

### Program Outcome:

Apply technical skills to meet industry standards in the office.

### Core Ability – Effective Communication:

Graduates will be able to exchange messages in a variety of contexts using multiple methods.

## Potential Methods and Tools for Assessment:

- A. Computer performance evaluation
- B. Discussion
- C. Instructor assessment
- D. Objective (true/false and completion) test.
- E. Production (computer) test
- F. Self assessment
- G. Word processed documents
Official Outline:
Approved by Academic Council on: 3/17/2010 Effective: Summer 2010 Quarter
New [X] Updated [ ] Inactive [ ] Deleted [ ]

COMMUNITY COLLEGE DISTRICT 11
COURSE OUTLINE

Division Business and Social Science Intent Code 11 C.I.P. 45.0201
Department Anthropology Abbreviation & Number ANTH& 204 (Formerly ANTHR 230)

Course Title ARCHAEOLOGY

Transcript Abbreviation ARCHAEOLOGY
(Maximum of 24 Characters including Spaces)

Credit 5 Quarterly 10:1 20:1 30:1 50:1
Hours Lecture 50 Lab Clinical, Cooperative
Other, e.g., Internships, Education or Externships, Work Exp,
Work Site Field Experience

Prerequisites, if any Completion of MATH 095 or 098 or equivalent with a grade of 2.0 or better or test
recommendation at level above MATH 098

Submitted by: Dr. Kathryn Keith Date Sep 2009
(Name of Instructor)

Approved by: Karen Myers Date 5/6/2010
(Puyallup Division Chair)

Judy DeJardin Date 5/5/2010
(FS Division Chair)

Carol Green Date 5/25/2010
(Professional/Technical)

(Learning and Student Success- Instruction & Student Services)

EVALUATION USAGE:
A. Pierce College General Education Requirement (GER) for the Associate of Arts Degree (AA):
Yes [X] No

If Yes, please indicate which Core Area:
Communications
Humanities [ ] Humanities/Performance Skills only [ ]
Natural Science [ ] Natural Science w/lab [ ]
Quantitative/Symbolic Skills [ ]
Social Science [X]

B. Pierce College General Transferable Elective (GTE) Yes [X] No

C. Pierce College Professional/Technical Program? Yes _____ No [X]

Name of Professional/Technical Program

E.P.C. Code [ ] C.I.P. [ ]

Course Intended for:
Academic Disadvantage Indicator (ADI) [ ] Limited English Proficiency (LEP) [ ] Work Based [ ]
Revised Spring 2009 See next page for course description and course outcomes.
<table>
<thead>
<tr>
<th>COURSE NUMBER:</th>
<th>ANTH&amp; 204</th>
<th>COURSE TITLE:</th>
<th>Archaeology</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CATALOG DESCRIPTION:</td>
<td></td>
<td></td>
<td>CREDITS: 5</td>
</tr>
<tr>
<td>Introduction to archaeological method and theory.</td>
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<tr>
<td>COURSE CONTENT:</td>
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<tr>
<td>A. History of Archaeology</td>
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<tr>
<td>B. Archaeological site formation processes</td>
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<td>C. Archaeological survey and excavation procedures</td>
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<td>D. Archaeological sampling strategies.</td>
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<td>E. Archaeological analysis and interpretation</td>
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<tr>
<td>F. Current issues in archaeology</td>
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<tr>
<td>STUDENT OUTCOMES:</td>
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<tr>
<td>1. Identify and discuss the major changes in archaeology in the past 200 years</td>
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<td>2. Explain and discuss the nature, aims, and processes of scientific archaeological research.</td>
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<td>3. Apply metric measurement systems to discuss, document, and analyze archaeological data.</td>
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<td>4. Explain appropriate use of sampling strategies in archaeological research.</td>
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<tr>
<td>5. Identify, discuss, explain and give examples of natural and cultural site formation processes.</td>
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<td>6. Identify, explain, and discuss the appropriate application of various methods for locating archaeological sites.</td>
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<td>7. Identify and explain relative and absolute dating methods and their appropriate application.</td>
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<td>8. Explain and apply principles of stratigraphy, seriation, and stylistic dating in archaeological analysis.</td>
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<td>9. Explain and demonstrate the significance of distributions, associations, and relative amounts for archaeological interpretation.</td>
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<tr>
<td>10. Identify, classify, and/or analyze artifacts, artifact types (e.g., ceramics, chipped stone) and their attributes using or identifying appropriate analytical techniques (e.g., sourcing, microwear, chemical studies).</td>
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<td>11. Identify, explain, and apply appropriate analytical techniques for the interpretation of seasonality, environmental reconstruction, subsistence systems, and diet.</td>
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<td>12. Discuss and identify appropriate techniques and research questions for the archaeological study of societies of different scales and levels of complexity.</td>
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<td>13. Identify, discuss, and apply appropriate anthropological theory in the interpretation of the dynamics, organization, and interactions among past societies based on archaeological data.</td>
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<td>14. Identify and discuss current cross-cultural, legal, and political issues that impact the practice of archaeology.</td>
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<tr>
<td>DEGREE OUTCOMES: Enter the appropriate FAK (GER) or Program Outcome (Pro-Tech), and at least one Core Abilities outcome which will be formally taught and assessed in this course. FAK and Core Abilities outcomes are on the Pierce College Degree Outcomes list, and Pro-Tech outcomes are on the Pierce College website: <a href="http://www.pierce.ctc.edu/proctech/">http://www.pierce.ctc.edu/proctech/</a></td>
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<tr>
<td>1. Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.</td>
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<td>2. Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.</td>
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<tr>
<td>3. Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.</td>
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<tr>
<td>POTENTIAL METHODS AND TOOLS FOR ASSESSMENT:</td>
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</tr>
<tr>
<td>A. Written assignments (e.g., archaeological reports)</td>
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<tr>
<td>B. Exercises or problem sets, for individual or group work</td>
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<tr>
<td>C. Exams</td>
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<tr>
<td>D. Quizzes</td>
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<tr>
<td>E. Class / small group discussion</td>
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</tbody>
</table>
COMMUNITY COLLEGE DISTRICT 11
COURSE OUTLINE

Division: Business and Social Science
Intent Code: 21___________ C.I.P. 48.0297_______

Department: Digital Design
Abbreviation & Number: DDGSN 150

Course Title: Web Design and CSS

Transcript Abbreviation: Web Design and CSS (Maximum of 24 Characters including Spaces)

Credit Hours: 5
Quarterly Lecture: 10:1 50 Lab
10:1 20:1
30:1
Clinical, Cooperative Education or Work Site
50:1
Other, e.g., Internships, Externships, Work Exp, Field Experience

Prerequisites, if any: CIS 121 or Instructors Permission

Submitted by: Brian J Martin
(Name of Instructor)

Date 6/02/10

Approved by: (Puyallup-Division Chair)

Date

Approved by: (Fort Steilacoom Division Chair)

Date

Approved by: (Professional/Technical)

Date

EVALUATION USAGE:
A. Pierce College General Education Requirement (GER) for the Associate of Arts Degree (AA):
Yes __ No X __

If Yes, please indicate which Core Area:
Communications
Humanities
Natural Science
Quantitative/Symbolic Skills
Social Science

 Humanities/Performance Skills only
 Natural Science w/lab

B. Pierce College General Transferable Elective (GTE) Yes X __ No ______

C. Pierce College Professional/Technical Program? Yes X __ No ______

Name of Professional/Technical Program: Digital Design
E.P.C. Code 504 C.I.P. 48.0297

Course intended for:
Academic Disadvantage Indicator (ADI) ______ Limited English Proficiency (LEP) ______ Work Based ______
Revised Spring 2009
See next page for course description and course outcomes.
I. CONTENT / OUTCOMES / ASSESSMENT

**Course Number:** DDSGN 150  
**Course Title:** Web Design and CSS

<table>
<thead>
<tr>
<th>Course Catalog Description:</th>
<th>Credits: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop skills necessary for effective delivery of content via the Internet. Students develop web sites using digital design programming, interactive techniques and associated tools. Students are also introduced to basic principles of site management, business strategies and information architecture.</td>
<td></td>
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</tbody>
</table>

**Course Content:**

A. Careers  
B. Information architecture  
C. Equipment requirements  
D. Web page production  
E. Principles of design  
F. Product evaluation  
G. Conversion to web page formats  
H. Use of images, text sound & animation  
I. Uploading a web site  
J. Ethics  
K. Programming options  
L. Software options

**Student Outcomes:**

1. Define terminology and recognize the context of the terminology related to web design.  
2. Examine the history and trends of web design vocations in order to recognize the fast pace market demands of workers.  
3. Research career options in web design.  
4. Recognize principles of site management, business strategies, and information architecture as they apply to web page design.  
5. Use various web design and network software and hardware in class projects.  
6. Use web-programming languages in the production of a web page.  
7. Apply principles of design (format, hierarchy, and interactivity) and creative problem solving to classroom web page projects.  
8. Evaluate the quality and design of a variety of web page products.  
9. Synthesize and edit information in order to convert to a web page format.  
10. Create and manipulate images, text sound and animation to a web format.  
11. Using a mix that balances theory, creativity, and technology, design and upload a web site that defines the identify of the client and appeals to a multicultural audience.  
12. Comply with ethics related to the use of copyrighted materials.

**Degree Outcomes:** Enter the appropriate FAK (GER) or Program Outcome (Pro-Tech), and at least one Core Abilities outcome which will be formally taught and assessed in this course. FAK and Core Abilities outcomes are on the Pierce College Degree Outcomes list, and Pro-Tech outcomes are on the Pierce College website: [http://www.pierce.ctc.edu/protech/](http://www.pierce.ctc.edu/protech/)

**Effective Communication**

- Recognizes and uses a variety of methods and styles to convey ideas and information. The student should exhibit an ability to combine various appropriate web techniques to convey information to a viewer.

**Responsibility**

- Implements a course of action that considers more than one plan, prioritizing the process and getting the resources needed to create an appropriate web site that will bring information to an end user.

**Program Outcomes**

- Communicate ideas.  
- Create and maintain a portfolio to show potential employers their abilities.  
- Ethical use of copyrighted materials.  
- Collaborate with clients and co-workers in the creation of a product.
**Potential Methods and Tools for Assessment:**

<p>| | |</p>
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<tr>
<th></th>
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<tbody>
<tr>
<td>a)</td>
<td>Individual/group projects</td>
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<td>b)</td>
<td>Self-assessment</td>
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<tr>
<td>c)</td>
<td>Peer-assessment</td>
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<td>d)</td>
<td>Case Studies</td>
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<tr>
<td>e)</td>
<td>Research Paper</td>
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<tr>
<td>f)</td>
<td>Portfolio</td>
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</tbody>
</table>
2008-2011 Assessment Plan

Our Definition of General Education
General Education prepares students to live and work effectively in a dynamically changing world by emphasizing whole student development through fundamental areas of knowledge, and five core abilities: Critical, Creative, and Reflective Thinking, Information Competency, Multiculturalism, Responsibility, Effective Communication.

AA/Transfer Degree Outcome
Our AA/Transfer degree outcome as a whole is that students who graduate with an AA degree from Pierce College will have a broad foundation of knowledge and skills on which to build in their personal, academic, and professional lives.

DEGREE REQUIREMENTS are designed to ensure students meet these goals. They include a Math and English requirement as well as the requirement to take courses in three different disciplines within each of the three distribution areas. Students will demonstrate an introductory level of mastery of core content for 2-3 different disciplines within each distribution area addressing fundamental areas of knowledge (FAK) including:
- Concepts and language of each discipline.
- Information
- Skills needed to apply or practice the discipline as well as skills related to Pierce College Core Abilities

Each of these is assessed at the course, department/program, and institutional levels.

2008-2011 - Assessment Plan

I. Fundamental areas of knowledge: Faculty have identified Fundamental Areas of Knowledge (FAK) generalized learning outcomes that are refined and more specifically defined and assessed at the course level.
   • Faculty, in the course of Dept. Self-Studies, will identify and collect course assessments that relate to the distribution FAK's and submit as evidence to the Institutional Portfolio.

II. Core Abilities: Faculty will expand on Dept. Self-Studies and initiate assessment projects for assessment of Core Abilities that will be submitted to the Institutional Portfolio.

III. Maintain 3 year plan to move all courses to the "New" course outcomes form
• All courses will identify at least one (up to as many as are appropriate) Core Abilities Outcome that is explicitly taught and assessed.

• All courses will identify at least one (up to as many as appropriate) Fundamental Areas of Knowledge (FAK) that is explicitly taught and assessed.

• Departments and Divisions continue current work to have all courses on form by Fall 2011.

IV. Faculty collects evidence of the assessment of the identified fundamental areas of knowledge (FAK) and Core Abilities for 1/3 of the sections taught by each instructor.

   Evidence to include:
   - Course Outline
   - Assignment
   - Grading criteria/Rubrics
   - Results
   - Samples of student work
   - Implications/Recommendations

V. Analysis (to be conducted by representative faculty body or Assessment Team)
   - Analyze where Core Abilities and Fundamental Area of Knowledge Outcomes (FAK's) are assessed within each Distribution using Course Outcome forms and submitted evidence
   - Gap analysis - what is/is not being taught
   - Analyze "student journey"
   - Compile evidence in an Institutional Portfolio
   - Make recommendations for change

VI. Explore surveys or self assessments of graduating students, alumni surveys as a piece of the evidence with the assistance of the Institutional Researcher.

VII. Address gaps in student journey. Propose specific methods/processes to address gaps. Possible methods for addressing gaps could include:
   - Distributions adopt-a-Core Ability
   - Student Portfolio (students collect evidence of Core Abilities and FAK's learned)
   - Student developed projects, etc...
   - Beginning and end course to address Core Abilities (Ed 110a/b)

VIII. Assessment Team or representative faculty body to compile assessment plan, collected evidence and resulting analysis in an annual Institutional Portfolio to include:
   - 3-year Assessment Plan
   - Analysis of collected evidence (re: Part V)
   - Representative sample of student work (re: Part IV)
   - Recommendations for next 3-year assessment cycle. (re: Part VII)
Pierce College Assessment Map

Institutional Level Assessment
Core Abilities Outcomes

Program Level Assessment

AA/AS/MRP Transfer Degree
- Fundamental Areas of Knowledge (Distribution) Outcomes
- Core Abilities Outcomes

Professional-Technical Certificate/Degree
- Program Outcomes
- Core Abilities Outcomes

Course Level Assessment
- Course Outcomes
- Fundamental Areas of Knowledge Outcomes/Program Outcomes
- Core Abilities Outcomes
Pierce College Cycle At-a-Glance

Institutional Level Assessment
- Assessment Team Reviews & Aggregates Round Table Session Reports
- Provides Annual Assessment Report to Faculty
- Faculty Review & Action Items developed during Summer Institute

Program Level Assessment

AA/AS/MRP Transfer Degrees & Pro-Tech Certificate/Degree Assessment
- Open-forum Faculty Round Table Discussions – Assessment Reports/student samples reviewed by faculty
- Two Faculty Round Table sessions hosted each quarter
- Round Table session reports created based on faculty discussion
- Professional-Technical Certificate/Degree programs implement assessment plans/cycles with Advisory Committees review/approval, develop Assessment Report

Course Level Assessment
- Faculty Assess both Core Abilities Outcomes & FAK Outcomes for 1/3 of their course load per year – the outcomes to be assessed can be found on the Course Outline
- Use Report Form to Summarize Assessment
- Submit to Assessment Team Representative
You are Invited
To a Discussion of Teaching and Learning

Please join the Assessment Team and your Pierce College colleagues to discuss what students are learning, how we know they are learning it, and why we teach what we teach.

Four dates are available:

February 26
1 to 3pm
Library 224
Puyallup

March 4
2:30 to 4:30pm
Sunrise 113
Fort Steilacoom

March 10
2:30 to 4:30pm
Library 224
Puyallup

March 12
1 to 3pm
Sunrise 113
Fort Steilacoom

Join us for one or more of the discussions. We’ll start with some specific questions related to student work and then open the discussion up to identify what issues are important to you with regard to student learning. Refreshments will be provided.

Questions? Contact a member of the Assessment Team:

Denise Arnold
964-6901
darnold@pierce.ctc.edu

Tom McCollow
864-3273
tmccollow@pierce.ctc.edu

Markiva Contris
964-6721
mcontris@pierce.ctc.edu

Katy Olsen
840-8337
kolsen@pierce.ctc.edu

Karen Danner
964-6679
kdanner@pierce.ctc.edu

Nikki Poppen-Eagan
840-8393
neagan@pierce.ctc.edu

Emily Kulbacki
964-6409
ekulbacki@pierce.ctc.edu

Bob Mohrbacher
840-8396
bmohrbacher@pierce.ctc.edu

Appendix 1.10
Faculty Assessment Report

Program/Department: __________________________  Faculty: __________________________  Quarter __________________________

<table>
<thead>
<tr>
<th>Assessed Outcome</th>
<th>Course Name and Number</th>
<th>Assignment Description</th>
<th>Implementation Details/Methodology</th>
<th>Results</th>
<th>Recommendations or conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Outcomes</td>
<td></td>
<td></td>
<td>Information about implementation including grading criteria or rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Ability:</td>
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<tr>
<td>Fundamental Area of Knowledge:</td>
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<td>Or</td>
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<tr>
<td>Professional-Technical Program Outcome:</td>
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</tbody>
</table>

Attach Grading Criteria or rubric and samples of student work that demonstrate the full range of accomplishment on the outcome(s)
Talking about Teaching & Learning at Pierce College
Degree Outcomes Assessment Workshop

Our goal is to assess what the assessment reports and student work samples we have collected tell us about the kind of skills and knowledge our students are accumulating as they work through the degree outcomes we have determined for them. This is an ongoing process. This “roll-up” activity represents a quick snapshot of how we think things are going at the moment.

The assessment reports are grouped according to our 10 degree outcomes for the AA and AS degrees (5 FAK outcomes and 5 Core Ability outcomes). Take a look at the reports for one outcome. Give a quick review to one report and then pass it to someone else in the group. After you have looked at several, try to answer the questions below. This is a group activity. You can stop and discuss at any time. Try to share with the members of your group what trends you notice in the reports.

1. Which degree outcome are these reports focused on? (Circle one):

   FAK Outcomes
   - Communication Skills
   - Quantitative Skills
   - Humanities
   - Social Science
   - Natural Science

   Core Abilities
   - Critical Thinking
   - Effective Communication
   - Information Competency
   - Multiculturalism
   - Responsibility

2. Looking at the reports that the instructors have written, what trends do you notice? (For example, are instructors reporting similar types of strengths and weaknesses in the student work? Do the assessments address the outcome adequately? etc.)

3. Look at the student work samples. Do the strongest examples represent the type of skills or knowledge that you would expect to see from a Pierce College graduate? Why or why not?
4. As you look at the student work samples, can you identify the minimum skill level that you think is appropriate for students in a college class? (Remember that you may be looking at samples from outside your own discipline, so this may be more a point of discussion than of clear consensus.)

5. As you discuss the reports and work samples with your group, what evidence would you point to that students are making progress toward achieving their degree outcomes?

6. As you discuss the reports and work samples with your group, what questions have been raised? Are there issues about which it would be helpful to gather additional information?
7. As you look at the various assessment reports, are there some formats that are particularly useful or insightful (i.e. are there "best practices that you would recommend to others")?

8. Thinking more broadly about teaching and learning at Pierce College, what are the issues that are on your mind at this point in time? What teaching and learning issues would you like to discuss with your colleagues?
OVERVIEW
This report summarizes the process and findings of the assessment of student learning outcomes for the General Education program, for the period Fall 2008 through Fall 2009. This report is presented to the Council for Learning and Student Success (CLASS), which is asked to facilitate and record actions taken in response to recommendations made in the report.

During the 2008-09 academic year, faculty revised the Degree Outcomes for General Education. The revised outcomes are designed to reflect both the Fundamental Areas of Knowledge (FAK)—the discipline-specific skills that comprise the traditional distribution areas that make up the course requirements for our Associate of Arts and Associate of Science degrees—as well as our Core Abilities—those broad skills that cut across all disciplines. The General Education Degree Outcomes are in these areas:

<table>
<thead>
<tr>
<th>Core Ability Outcomes</th>
<th>Fundamental Areas of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical, Creative &amp; Reflective Thinking</td>
<td>Communication</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>Humanities</td>
</tr>
<tr>
<td>Information Competency</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Multiculturalism</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Quantitative and Symbolic Reasoning</td>
</tr>
</tbody>
</table>

In order to assess these degree outcomes, CLASS adopted a system of Course-Embedded assessment:

Course-embedded assessment is the term used when general education committees or departments collect assessment information for program or institutional activities within the classroom. It commonly involves a process by which reviewers take a second look at materials generated by students in a course to see what evidence it reveals that students have met specified student learning outcomes. —Morningside College

As with any system of assessment, a course-embedded process has specific advantages and disadvantages. The primary advantages are as follows:

- The assessment is “in the hands of the faculty, rather than outside agencies” (Gerretson & Golson). The validity of the assessments is based primarily on the expertise of the faculty in their disciplines.
- It requires less infrastructure investment than standardized testing or other methods of assessment.

However, there are also disadvantages to the particular course-embedded system that we have adopted. The primary disadvantage:

- The assessment findings give relatively little information about progress toward degree, or “value added” for particular students.

In order to address this disadvantage, we have looked at transfer data from the University of Washington Tacoma (our largest transfer partner), as well as data from the State Board for Community and Technical College Student Achievement Project (our “momentum points”).

**Success for Transfer Students**

As our largest transfer partner, The University of Washington Tacoma (UWT) provides our best source of information regarding the success of Pierce College graduates after transfer. Data provided by UWT for the fall of 2009 shows that while Pierce students are overall very successful upon transfer, there are some areas in which may want to focus attention (see page 21 for UWT data).

Pierce College students transferring to UWT have a slightly higher GPA than students transferring from other Washington community colleges:

*Average Transfer GPA by Majority of Credits Transferred*

<table>
<thead>
<tr>
<th>Category</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pierce College</td>
<td>3.23</td>
</tr>
<tr>
<td>Other WA CC's</td>
<td>3.16</td>
</tr>
<tr>
<td>UWT Sophomores</td>
<td>2.72</td>
</tr>
</tbody>
</table>

While these may in some ways be encouraging figures, the picture changes slightly over the course of students’ UWT matriculation. Pierce College students enter UWT with a 0.07 GPA advantage over other WA CC’s and a 0.51 advantage over UWT direct-entry sophomores. However, by the time of graduation, that trend reverses itself:

*Average Graduation GPA by Majority of Credits Transferred*

<table>
<thead>
<tr>
<th>Category</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pierce College</td>
<td>3.20</td>
</tr>
<tr>
<td>Other WA CC's</td>
<td>3.29</td>
</tr>
<tr>
<td>UWT Direct-entry</td>
<td>3.16 (<em>UWT's first direct-entry freshman class began autumn 2006</em>)</td>
</tr>
<tr>
<td>UWT Seniors</td>
<td>3.29</td>
</tr>
</tbody>
</table>

So while Pierce transfer students move to UWT with a slight GPA advantage over other WA CC’s and UWT direct-entry sophomores, they graduate with a slight deficit compared to those same groups (0.09). The comparison to the average GPA of UWT direct-entry students may be misleading, due to the fact that UWT only began accepting freshmen in the fall of 2006. The GPA deficit at graduation is slight; the average graduation GPA of 3.20 clearly denotes the success of Pierce students at UWT. However, the trend between an entry GPA advantage and a graduation GPA deficit may point toward more generous grading standards at Pierce than at other community colleges or at UWT. Pierce College
might benefit from some formal discussion of our grading standards and average GPA’s in various disciplines, as reported in our Annual Instructional Status Reports. It would also be helpful to examine similar transfer data for our other major transfer partners, such as Central Washington University and Pacific Lutheran University.

**Achievement Points**
Another measure of progress toward degree are the “momentum points” reported by the Student Achievement Initiative of the Washington State Board for Community and Technical Colleges. This project records student achievement at Washington Community Colleges in four categories: pre-college level skills, first year retention, completing college level math, and the “tipping point” of 45 college level credits. These achievements are reported in terms of “momentum points” earned in each category. Colleges can then track their progress in the various categories from one academic year to the next.

From 2007-08 to 2008-09, Pierce College made progress in a majority of categories and reported increased student momentum:

<table>
<thead>
<tr>
<th>Momentum Points: State Funded Students</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total points per Student</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Steilacoom</td>
<td>0.99</td>
<td>1.01</td>
</tr>
<tr>
<td>Puyallup</td>
<td>0.96</td>
<td>1.16</td>
</tr>
<tr>
<td>District</td>
<td>0.98</td>
<td>1.07</td>
</tr>
<tr>
<td><strong>Percentage of Total Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Steilacoom</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Puyallup</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>15 College-level Credits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Steilacoom</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Puyallup</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>30 College-level Credits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Steilacoom</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>Puyallup</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Completing Quantitative Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Steilacoom</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Puyallup</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>

From the chart above, we can see that Pierce either improved or stayed the same in all of these categories except one: completing the quantitative course at Fort Steilacoom, which dipped slightly. The departments teaching quantitative courses might want to work with the Institutional Research office in order to extract more detailed information from the FAST report from the State Board to see whether this actually constitutes a trend.

These numbers only apply to state-funded students. Currently, the FAST report combines all of our contract funded programs in the Fort Steilacoom report. The Institutional Research office is working with the State Board to develop a more effective means of reporting these numbers so that we can easily aggregate specific student populations, such as the military programs, Running Start, and Distance Learning. Once that is
accomplished, the Student Achievement data will be an even stronger tool to use in analyzing student success across the District. Meanwhile, the overall trend in student momentum is good, though it is possible we could improve on the number of students achieving the “tipping point” of 45 college-level credits.

**General Education Outcomes Assessment**

**Data Collection: Assessment Reports:**
Faculty submitted quarterly assessment reports that could consist of both qualitative analysis and quantitative data. A standardized Assessment Report Form was developed, but was optional. Reporting methods varied.

Additionally, faculty collected samples of student work.

**Assessment Reports Review: Teaching and Learning Workshops:**
The Assessment Team collected and tabulated assessment reports from faculty for fall 2008 through fall 2009. The team worked together to analyze the data, determine trends, and draft preliminary results. The team then gathered feedback from the four faculty workshops and summarized the feedback.

In February and March 2010, the Assessment Team sponsored four workshops for faculty to discuss and examine our General Education Degree outcomes assessments. Attendance was good—we had 68 participants over the course of four workshops—and the discussions were lively and informative; additionally, 56 faculty participated in the Summer Institute conversations.

Workshop participants gathered in small groups and examined the assessment reports and student work samples related to one of the ten General Education degree outcomes (see page 20 for a list of the outcomes). The groups worked with a list of questions related to student learning and our assessment process (see page 22 for the list of questions). Overall, there was quite a bit of consensus that the “strong” student work samples were indicative of the type of work we would expect to see from Pierce College graduates. It was also fairly easy to see the types of skill deficits that were reported in the “emerging” category. What was more difficult to identify in many cases was the difference between the “developing” and “competent” categories: several groups noted that this distinction was more elusive, but it was not clear whether this was because they may have been unfamiliar with the content in the discipline, whether specific reports did not articulate the distinction clearly enough, or whether there is a general lack of clarity about this in our assessment process. The participants also noted that in some instances it was hard to see a clear connection between the student work (or the assignment) and the degree outcome. Some further discussion about the outcomes and what constitutes clear evidence of achievement might be useful.

**Assessment Report Summary: Assessment Team Analysis:**

In the following pages, we address each one of the General Education outcomes individually, tabulating the number of students assessed and graphing the relative strength
of student accomplishment in each area. The ratings are all based on what individual faculty members reported with regard to the performance of their students on specific tasks related to the General Education outcome.
CORE ABILITIES ACROSS THE CURRICULUM

Faculty Assessment Reports revealed that teaching, learning, and assessment of the five Core Abilities cut broadly across the curriculum. Analysis, however, uncovered several trends.

- **Critical, Creative, & Reflective Thinking** emerged as the most broadly represented across the curriculum, it was featured prominently in assessment reports from each distribution area.
- **Multiculturalism** was primarily represented in Social Science distribution.
- **Responsibility** appeared with greater frequency in Transitional Education.
- **Effective Communication** was nicely represented in every distribution except Science/Math, while
- **Information Competency** was absent only from Transitional Education.

Based on collected Assessment Reports for each division, the following charts depict the frequency of Core Ability assessments:

**Pierce College Assessment Summary Report 2008-2009**
CRITICAL, CREATIVE & REFLECTIVE THINKING: FALL 2008-FALL 2009

![Bar chart showing distribution of students among different thinking levels]

<table>
<thead>
<tr>
<th>Critical, Creative &amp; Reflective Thinking</th>
<th>Number of Students Assessed</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>154</td>
<td>16.1%</td>
</tr>
<tr>
<td>Competent</td>
<td>273</td>
<td>28.6%</td>
</tr>
<tr>
<td>Developing</td>
<td>281</td>
<td>29.5%</td>
</tr>
<tr>
<td>Emerging</td>
<td>157</td>
<td>16.5%</td>
</tr>
<tr>
<td>Not Present</td>
<td>89</td>
<td>9.3%</td>
</tr>
<tr>
<td><strong>Total Students Assessed</strong></td>
<td><strong>954</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reports Talled</strong></td>
<td>43 (+5 didn’t quantify; 11 are Dev Ed Math)</td>
<td></td>
</tr>
</tbody>
</table>

FINDINGS:

- **Noted Faculty Preference for Critical Thinking Outcomes Assessment:**
  In the Employee Climate Survey (Fall 2009), faculty reported that they most often teach and assess Critical, Creative, and Reflective Thinking: 83.8% of faculty reported that they regularly assess their students for critical thinking skills. The assessment reports clearly support that finding, as we collected far more assessments of this outcome than any other.

- **Outcome Assessed Across Curriculum:**
  We saw critical thinking assessments from a wide variety of departments in different areas of the curriculum, including humanities, social science, natural science and mathematics, and basic skills. This sample shows a clear “bell curve” of abilities.

- **Noted similarities between Critical, Creative, & Reflective Thinking and Information Competency Assessments:**
  The participants in the Teaching and Learning Workshops noted a wide range of learning activities assessed as critical thinking; they noted the strong similarity between the wording of the degree outcomes for Critical, Creative, and Reflective Thinking and Information Competency. Several participants questioned whether some of the critical
thinking assessments might more accurately be described as Information Competency assessments. Some discussion may be necessary to determine what kinds of assessment strategies might get at the distinction between those two Gen. Ed. outcomes. Overall, students performed reasonably well in the Critical Thinking assessments; however, we would like to see a few more students move from “developing” into “competent.” It would also be good to know more about the “not present” category, and why 9.3% of students are not assessable.
EFFECTIVE COMMUNICATION: FALL 2008-FALL 2009

<table>
<thead>
<tr>
<th>Effective Communication</th>
<th># of Students</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>37</td>
<td>25.5%</td>
</tr>
<tr>
<td>Competent</td>
<td>65</td>
<td>44.8%</td>
</tr>
<tr>
<td>Developing</td>
<td>19</td>
<td>13.1%</td>
</tr>
<tr>
<td>Emerging</td>
<td>17</td>
<td>11.7%</td>
</tr>
<tr>
<td>Not Present</td>
<td>7</td>
<td>4.9%</td>
</tr>
<tr>
<td>Total Students Assessed</td>
<td>145</td>
<td></td>
</tr>
<tr>
<td>Reports Tallied</td>
<td>6 (+4 didn’t quantify)</td>
<td></td>
</tr>
</tbody>
</table>

FINDINGS:

- **Noted Overlap between Communication FAK and Core Ability Outcome:**
  Participants in the Teaching and Learning Workshops noted the strong overlap of skills between this Core Ability outcome and the FAK outcome for Communication (see below for a combined tally of Effective Communication and Communication FAK).

- **“Strong” Samples Representative of Expectation:**
  Workshop participants noted that the strong student work samples did demonstrate the type of communication skills we would expect to see from Pierce College graduates, and that students were able to “articulate thoughts in an organized manner” and synthesize their ideas with the words and ideas of others.

- **Difficulty in Distinguishing Between “Emerging”, “Developing”, “Competent” Samples:**
  This set of samples also shows the largest percentage of students in the competent category (44.8%). In looking over the samples, it was often easier to determine the difference between competent and strong work, than it was to distinguish between developing and competent work (some observers noticed this trend in the samples for other outcomes as well).
  They also noted that not all of the reports had tallied overall student averages (ie. number of strong, competent, etc.) Having this tally is essential for establishing overall trends in the outcome.
FINDINGS:
  
  - **Noted Large Sample of “Not Present”:**
    
    There were a large number of “not present” ratings noted in the samples. Some reports identified those as plagiarism issues, but in other reports the criteria for the “not present” rating were unspecified. Faculty identified need to increase our sample size for this outcome and to reduce the percentage of students in the “not present” and “emerging” categories.
  
  - **Need for More Specificity:**
    
    Library faculty also assessed information competency in course-integrated instruction sessions. They noted the need to assess for a higher level of Information Competency, and with more specificity. As they pointed out, just finding any piece of information is not sufficient to demonstrate this outcome: we should assume that students come to us with the ability to do basic searches. We need to help them discriminate between different sources and to search more accurately.

Assessment Reports collected for Information Competency were supplemented by the assessment data collected by library faculty in their library instruction sessions.
Library Instructional Assessment Data

Division - District

- Humanities: 54%
- Social Science: 18%
- Natural Science: 8%
- Business: 7%
- Education: 9%
- Ed/other: 4%

Library Instruction Sessions by Distribution Area

<table>
<thead>
<tr>
<th>COMPETENCIES ASSESSED*</th>
<th>COUNT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values Inquiry</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Applies Strategies</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td>Identifies Sources</td>
<td>14</td>
<td>33%</td>
</tr>
<tr>
<td>Uses Tools</td>
<td>19</td>
<td>45%</td>
</tr>
<tr>
<td>Evaluates Sources</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Synthesizes Information</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Responsibility</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Does not equal 100% because multiple competencies were assessed

5. ASSESSMENT DATA (cont'd)

<table>
<thead>
<tr>
<th>SESSIONS ASSESSED</th>
<th>FS</th>
<th>PY</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>41%</td>
<td>21%</td>
<td>25%</td>
</tr>
<tr>
<td>Competent</td>
<td>54%</td>
<td>31%</td>
<td>41%</td>
</tr>
<tr>
<td>Developing</td>
<td>28%</td>
<td>26%</td>
<td>27%</td>
</tr>
<tr>
<td>Emerging</td>
<td>23%</td>
<td>16%</td>
<td>18%</td>
</tr>
</tbody>
</table>

EVALUATION BY COMPETENCY*

<table>
<thead>
<tr>
<th>COMPETENCY*</th>
<th>EMERGING</th>
<th>DEVELOPING</th>
<th>COMPETENT</th>
<th>STRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies Strategies</td>
<td>25%</td>
<td>31%</td>
<td>45%</td>
<td>20%</td>
</tr>
<tr>
<td>Identifies Sources</td>
<td>10%</td>
<td>25%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Uses Tools</td>
<td>15%</td>
<td>26%</td>
<td>40%</td>
<td>26%</td>
</tr>
</tbody>
</table>
In course-integrated assessments, students performed well on four of the five most assessed abilities—Applies Strategies, Identifies Sources, Uses Tools, and Evaluates Sources—but not as well with Synthesizes Information. A contributing factor was that students were not as prepared with topic development, so additional class time was needed to focus on this area since it is basic to the process. Identifies Sources and Evaluates Sources have a good amount of conceptual overlap because the approach to finding information is different now than when the ability was defined. While search tools were segregated by format type, 21st century information systems have collapsed these and students retrieve multiple types in a single search. For example, when working with a results list in an article database, library faculty and students discuss the type of articles found, their relevance to the topic, and the purpose of the article. Library faculty believe collapsing these two outcomes would yield a more relevant indicator of student success.
MULTICULTURALISM: FALL 2008-FALL 2009

<table>
<thead>
<tr>
<th>Multiculturalism</th>
<th># of Students</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>109</td>
<td>23.4%</td>
</tr>
<tr>
<td>Competent</td>
<td>153</td>
<td>33%</td>
</tr>
<tr>
<td>Developing</td>
<td>70</td>
<td>15%</td>
</tr>
<tr>
<td>Emerging</td>
<td>80</td>
<td>17.2%</td>
</tr>
<tr>
<td>Not Present</td>
<td>53</td>
<td>11.4%</td>
</tr>
<tr>
<td>Total Students Assessed</td>
<td>465</td>
<td></td>
</tr>
<tr>
<td>Reports Tallied</td>
<td>17 (±2 didn't quantify)</td>
<td></td>
</tr>
</tbody>
</table>

FINDINGS:

- **Identified Problem with Outcome/Assignment Alignment:**
  The Assessment Report review revealed that workshop participants had a hard time seeing the connection between the assessment and the Multiculturalism ability. It was unclear whether this was due to a difference of conception among faculty members as to the nature of the Multiculturalism ability or whether in some cases there was not enough information in the assessment reports for observers to see the connection.

- **Noted Connection Between Critical Thinking and Multicultural Outcome:**
  Workshop participants noted that in the “strong” samples for this outcome (as well as for some of the other outcomes), students were exhibiting analytical thinking; in the samples that were rated less than strong, students were summarizing or reiterating facts. This raised the question of where in the curriculum we specifically teach analysis, as opposed to those classes in which we expect the skill to be demonstrated but don’t explicitly teach the basic steps of analysis. It would be useful for us to gather information about where in the curriculum we teach these basic steps of analysis; this could be accomplished with a very short survey of faculty. We could then use that information to estimate how likely it is that the average student receives adequate instruction in analytical processes during their degree coursework.
RESPONSIBILITY: FALL 2008-FALL 2009

FINDINGS

- **Most Assessment Report Emerged from Transitional Education:**
  The majority of assessment reports from faculty came from Transitional Education classes. The reports contained useful assessments and student work samples, but did not quantify results in a way that can be tabulated for comparison. We need to discuss how to increase our sample size for assessments of Responsibility. The Teaching and Learning Workshops produced several suggestions about how we might produce more assessment results in this area:

  - Ask departments about their willingness to design a specific Responsibility assessment for next year
  - Develop alternate assessments of Responsibility, for example assessments that might be conducted by Advisors, Student Programs, Athletics, or other areas of the college
  - Develop a specific program, such as a Service Learning program or Sustainability project, that would directly assess Responsibility
  - Eliminate Responsibility as a degree outcome, while still retaining it as a core value of the college.

While there was no overall consensus in the discussions about this issue, it clearly warrants further consideration by the faculty.
COMMUNICATION SKILLS: FALL 2008-FALL 2009

![Bar Chart]

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th># of Students</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>54</td>
<td>23.3%</td>
</tr>
<tr>
<td>Competent</td>
<td>65</td>
<td>28.0%</td>
</tr>
<tr>
<td>Developing</td>
<td>58</td>
<td>25.0%</td>
</tr>
<tr>
<td>Emerging</td>
<td>35</td>
<td>15.1%</td>
</tr>
<tr>
<td>Not Present</td>
<td>20</td>
<td>8.6%</td>
</tr>
<tr>
<td>Total Students Assessed</td>
<td>232</td>
<td></td>
</tr>
<tr>
<td>Reports Tallied</td>
<td>9 (+2 didn't quantify)</td>
<td></td>
</tr>
</tbody>
</table>

FINDINGS:

- **Noted Consistency in Reporting:**
  This was a fairly consistent sample, as all of the reports were from the same department, English, and the department had some discussion of how to apply the rubric. That kind of consistency in reporting helps us to obtain more reliable information in relatively smaller samples. Many workshop participants agreed that we need a more uniform reporting method; however, there was not consensus as to exactly how much uniformity should be required.

- **Large Number of “Not Present” within Sample:**
  There were also a fairly large number of “not present” ratings in this sample, which raised the question of how to report that category: should it be reported as part of the overall rating for the outcome or should it be reported separately, since those students in many cases did not attempt to demonstrate the outcome? While it is important for us to gather information about the students in this category, we may need further definition of the “not present” rating from faculty: are these students not turning in assignments, cheating or plagiarizing, or turning in work that does not address what was assigned in the class? Gathering more information about this would give us a better idea of how to include this category in our reporting. *(See also page 16 for a joint tally of Effective Communication and Communication Skills)*.
HUMANITIES: FALL 2008-FALL 2009

<table>
<thead>
<tr>
<th>Humanities</th>
<th># of Students</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>8</td>
<td>9.9%</td>
</tr>
<tr>
<td>Competent</td>
<td>28</td>
<td>34.6%</td>
</tr>
<tr>
<td>Developing</td>
<td>30</td>
<td>37.0%</td>
</tr>
<tr>
<td>Emerging</td>
<td>14</td>
<td>17.3%</td>
</tr>
<tr>
<td>Not Present</td>
<td>1</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>Total Students Assessed</strong></td>
<td><strong>81</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reports Tallied</strong></td>
<td><strong>4 (+3 didn't quantify)</strong></td>
<td></td>
</tr>
</tbody>
</table>

FINDINGS:

- **Small Sample:**
  This is a small sample, but it showed quite a bit of consistency because a group of Humanities faculty had worked together at last year’s Summer Institute to develop a rubric for the Humanities outcome. Most of the reports used the same rubric, which gave us fairly useful results from a small sample. If the three additional reports submitted were to quantify their results for comparison, we would have an even better sample in this area.

- **Most Students in “Developing” Category:**
  One goal for next year would be to see fewer students in the “emerging” category and a few more in the “strong” or “competent” categories. Humanities faculty might discuss what distinctions they see between the “developing” and “competent” categories and whether there are specific strategies that might be useful to student performance. At least one workshop participant suggested that better reading skills might improve overall performance, but the overall sample is not really large enough to identify that as a trend.
**FINDINGS:**

- **Variation in Reporting Methods Noted:**
  Data was collected for this outcome very early in our process, before the new Gen. Ed. outcomes had been finalized. The rating methods varied to such an extent that the numerical tallies were not represented, difficult to determine, or not necessarily indicative of student skill levels.

- **Noted Detailed Reports:**
  The reports contained within the sample showed excellent qualitative detail and very strong outcome/assessment alignment.
  Overall, the results from this outcome show a very good level of skill among Social Science students, with 59.8% in either the “strong” or “competent” category.
NATURAL SCIENCES: FALL 2008-FALL 2009

<table>
<thead>
<tr>
<th>Natural Science</th>
<th># of Students</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>64</td>
<td>26.1%</td>
</tr>
<tr>
<td>Competent</td>
<td>77</td>
<td>31.4%</td>
</tr>
<tr>
<td>Developing</td>
<td>62</td>
<td>25.3%</td>
</tr>
<tr>
<td>Emerging</td>
<td>25</td>
<td>10.2%</td>
</tr>
<tr>
<td>Not Present</td>
<td>17</td>
<td>7.0%</td>
</tr>
<tr>
<td><strong>Total Students Assessed</strong></td>
<td><strong>245</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reports Tallied</strong></td>
<td><strong>8 (±4 didn’t quantify)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**FINDINGS:**

- **Discussion Emerged on Rubrics:**
  This was a good sample of student work: it was of moderate size and pretty strong consistency. Natural Science faculty had some discussion of how to apply their rubrics. Some Natural Science faculty assessed the same learning activity over more than one quarter and was able to track improvements in student performance.

- **Addressing Multiple Outcomes in One Assignment:**
  A number of reports in this sample addressed more than one outcome—most often Natural Science FAK and Critical Thinking. The Assessment Team noted that the Natural Science FAK is really an application of the Critical Thinking outcome, using the scientific method. It also shows strong overlap with the Information Competency outcome. It would be useful to have some discussion as to whether it is more useful to assess just one outcome at a time, in order to increase accuracy and specificity, or whether it works well to assess more than one outcome with the same activity in order to increase the amount of feedback we receive on different outcomes.
  Overall, the results from this outcome show a very good level of skill among Natural Science students, with 57.5% in either the “strong” or “competent” category.
QUANTITATIVE & SYMBOLIC REASONING: FALL 2008-FALL 2009

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>103</td>
<td>24%</td>
</tr>
<tr>
<td>Competent</td>
<td>160</td>
<td>37.3%</td>
</tr>
<tr>
<td>Developing</td>
<td>94</td>
<td>21.9%</td>
</tr>
<tr>
<td>Emerging</td>
<td>41</td>
<td>9.6%</td>
</tr>
<tr>
<td>Not Present</td>
<td>31</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

Total Students Assessed: 429
Reports Tallied: 14

FINDINGS:
This was the second largest student sample, and the reports also showed a fairly strong level of consistency, with all of the reports coming from the math department. The overall performance of students in this sample was very good, with 61% in either the “competent” or “strong” category.

Discussion about “Not Present” Category:
The Math department might want to discuss the number of students in the “not present” category, to see whether that number can be reduced. While the number of students (31) is not particularly large, when added to the fact that the Student Achievement Initiative recorded a 2% decline in Fort Steilacoom students who earned a Q course momentum point in the last year, this might indicate that we should focus some attention in this area.
**COMMUNICATION SKILLS & EFFECTIVE COMMUNICATION: FALL 2008-FALL 2009**

![Chart showing communication skills categories](chart.png)

<table>
<thead>
<tr>
<th>Communication Skills &amp; Effective Communication</th>
<th># of Students</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>91</td>
<td>24.1%</td>
</tr>
<tr>
<td>Competent</td>
<td>130</td>
<td>34.5%</td>
</tr>
<tr>
<td>Developing</td>
<td>77</td>
<td>20.4%</td>
</tr>
<tr>
<td>Emerging</td>
<td>52</td>
<td>13.8%</td>
</tr>
<tr>
<td>Not Present</td>
<td>27</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

# of Students Assessed: 377  
# of Reports: 15 (+6 didn’t quantify)

**FINDINGS:** This tally combines two outcomes—the Communication Skills FAK and the Effective Communication Ability. The FAK outcome addresses just written communication, while the Core Ability outcome includes a broader array of disciplines, such as speech communication and world languages. There is obviously a strong overlap between these two outcomes; tabulating them together gives a larger sample size and a broader view of students’ communication skills than either of the outcomes separately.

- **Identifying Differences between the Effective Communication Core Ability and Communications Skills FAK:**
  In the Teaching and Learning Workshops, there was some discussion of whether these two degree outcomes should be combined into one. There was no clear consensus of opinion, but there was enough interest in the topic that it would be worth having a broader discussion. The overall indication for communication is good, with 58.6% of students in either the “competent” or “strong” category. It would be good to have more information about the “not present” category; some reports indicated issues with plagiarism, but others did not give specific information. This sample also included six reports that did not quantify results, so those students were not included in the tallies. Having quantifiable tallies from each report would give us a larger sample.
Professional-Technical Degree/Certificate Assessment:

Professional-Technical program assessment involves an evaluation of Core Abilities
Outcomes, as well as, specific Program Outcomes. Assessment cycles for Professional-
Technical programs mirrors the assessment cycle for general education outcomes.

Core Ability Assessment  Core Abilities are incorporated into all professional/technical
degrees and certificates. Faculty contribute assessments of abilities from 1/3 of their
courses to the Assessment Team to be included in the institutional learning portfolio.
Pro/tech faculty participate in the annual summary meetings evaluating student
performance with the abilities.

Related instruction Assessment  Related instruction is taught and assessed through
individual courses that are a part of the requirements for Degrees and Certificates, and the
majority is offered and assessed within General Education courses. Therefore,
assessment takes place within the context of General Education assessment and is
included in the data in this report. Assessment of student performance of related
instruction is also assessed through assignments incorporated into program courses
where students demonstrate application within the field. Assessment at this level is
incorporated into the Program Assessment process.

Plan for Program Assessment:  Professional-Technical program faculty meet annually to
assess student achievement at the program/degree level. Facilitated by the Assessment
Team, programs engage in a 3-year cycle of assessment of both Program Outcomes and
Core Abilities Outcomes. Each program submits a plan for systematic assessment that fits
their mission and adheres to individual program accrediting bodies, as well as meets
Pierce College guidelines for assessment of the Core Abilities. The plan is approved by
their respective advisory committees.

Assessment Plan Implementation:  A systematic method of review, including using
course/degree outcomes crosswalks, has been provided to faculty as a tool/method for
comprehensive program review. Collectively, program faculty evaluate student work for
evidence of achievement. A summary report is produced based on the analysis of student
samples and faculty discussion. This report, also, captures implications for student
learning and recommendations for changes in pedagogy. Coordinators also meet
regularly to analyze trends and coordinate activities.

Assessment Reports:  Based on the established timelines, Professional-Technical faculty
assessment reports are due in Fall 2010.
Basic Skills Program Assessment

Basic Skills program assessment involves an evaluation of Learning Standards as well as Core Abilities Outcomes. Assessment cycles for Basic Skills programs mirrors the assessment cycle for general education outcomes.

Core Ability Assessment Although Basic Skills is a non-credit program, it is designed to teach and reinforce skills that students need in order to be successful in college. With this in mind, the Transitional Education faculty elected to incorporate the college Core Abilities into every Basic Skills course outline and to use them as one measure for formal assessment. The Core Abilities are assessed based on the applicability to real-life context in particular skill areas (i.e., writing, reading, oral communication and math), and one-third of course assessments are contributed to the Assessment Team in the same manner as other faculty. Basic Skills faculty participate in the annual summary meetings evaluating student performance with the abilities.

Assessment Plan Implementation: Collectively, program faculty evaluate student work for evidence of achievement. A summary report is produced based on the analysis of student samples and faculty discussion. This report, also, captures implications for student learning and recommendations for changes in pedagogy.

The content outcomes in course outlines are developed using the Washington State Adult Learning Standards. Faculty assess these outcomes each quarter through the use of classroom assignments, portfolios and standardized CASAS testing. District-wide, student progress toward the Learning Standards and the Core Abilities is documented and tracked using the college’s Student Tracking Database (STS). Additionally, student CASAS testing gains are recorded using SBCTC’s WABERS system. All program outcomes are published in the print catalog and the website describing each of the Basic Skills programs - Adult Basic Education/GED, English as a Second Language and IBEST. Additionally, faculty examine how much each student has progressed toward the Learning Standards in their current level and utilize additional classroom assessments (exams, portfolios, etc.) to determine whether or not the student is ready to advance to the next level.

The Transitional Education faculty meet annually to assess student achievement for each program. Facilitated by the Assessment Team, faculty review student work to identify outcomes where student achievement is strong to elicit why and how that accomplishment is evident to them and what in the pedagogy contributed to that success. They also identify outcomes where student performance is weaker than desired and commit to changes in pedagogy, course sequencing, etc. that will increase student success. A summary report documents this process and the plan for action/change.

Assessment Reports: Based on the established timelines, Professional-Technical faculty assessment reports are due in Fall 2010.
Conclusions

Overall, Pierce College students are doing well in demonstrating proficiency in the General Education outcomes. In areas where we had a good sample size to work with (200 or more students), the results showed that between 45% (Critical Thinking) and 61% (Quantitative Skills) of students were either “competent” or “strong” in their demonstration of skills. This does raise the question as to whether we want to set a specific benchmark in these areas, or simply track improvement from year to year: in other words, is 45% competent or better good enough for the Critical Thinking outcome, or should we designate a target for improvement in that area?

We most likely need to increase our sample size for several of the outcomes: specifically Responsibility and Humanities. One way to do this will be to include more adjunct instructors in the assessment reporting process. We should look for ways to do this without creating an undue amount of extra work for these instructors. The Assessment Team has identified some strategies to address this issue. First, one sample per year from adjunct faculty members would be sufficient to increase our sample size. The Assessment Team can offer orientation workshops to familiarize adjunct faculty with our assessment process. In addition, we have developed an alternate assessment—an assessment interview. This would allow adjunct faculty to work with an Assessment Team member (or possibly a Division Chair or Department Coordinator) to quickly record the necessary information with regard to a particular assessment of student learning. It would also be possible for departments to development assessment templates for adjuncts in their discipline, which might allow for more consistency and efficiency in gathering assessment information. Increased sample size in the coming year will give us a better snapshot of student success for next year’s report.

When assessments of the General Education outcomes are combined with other success data (transfer success at UWT and momentum points in the Student Achievement Initiative), we can see that a majority of students are demonstrating success in the outcomes and having success after they transfer. For next year’s report, additional data would be useful in a number of areas:

- Transfer success at other institutions, such as CWU and PLU
- Further analysis of FAST data from the Student Achievement Initiative, including specific information on the success of Distance Learning and Running Start students
- More information about transition rates from Basic Skills and Developmental Education
- More standardized information in the Assessment Reports collected in the coming year.

The results in this report confirm many things that we already know about Pierce College students: that they are successful in many areas. With continued attention to areas of focus that we have identified in this report, they will be able to improve on their already successful record.
Recommendations for Action and Further Research

1. **CLASS should make an explicit effort to let faculty know that our students are doing well in many areas.** These assessment results show that faculty are helping students achieve success in attaining General Education outcomes. It is important to communicate that result, so that our current success can continue.

2. **CLASS should establish a specific timeline for responding to these action items.** CLASS may decide to take specific actions related to these items, to refer the items to other committees or groups (such as the Divisions), or decide that no action is necessary; however, even in the case that no action is deemed necessary, we need to record that decision for future reference.

3. **We should attempt to map the places in the curriculum where analytical thinking skills are regularly taught, as well as those places where these skills are expected to be demonstrated, though not explicitly taught.** Workshop participants and the Assessment Team noted that examples of strong student work tended to exhibit analytical thinking on the part of the students, while examples that were not as strong tended to summarize or reiterate facts. The Assessment Team can organize a simple survey of faculty to determine in which classes analysis is regularly taught, in which it may be taught depending on the instructor, in which it is not explicitly taught but is expected to be demonstrated, and in which classes it is not a major component of the course content.

4. **We should adopt a more uniform format for Assessment Reports.** This issue came up repeatedly in the Teaching and Learning Workshops. Some participants were in favor of a universal rubric to be used in all assessment reports; others favored a more flexible approach. We recommend the following:
   - All assessment reports should tally student work samples on a 4 or 5 point scale (e.g. Strong, Competent, Developing, Emerging, Not Present, OR Strong, Competent, Emerging, Not Present).
   - All assessment reports should use the Not Present category as follows: Student did not submit work, student cheated or plagiarized, student submitted work that was not relevant to the specific assignment.
   - All assessment reports should clearly explain the criteria used for rating student work (i.e. what criteria were used for a “strong” rating or for a “competent” rating).
   - All assessment reports should clearly show the connection between the student achievement and the General Education outcome.
   - All assessment reports should include samples of student work.

5. **We should increase our sample size by including adjunct faculty in our collection of assessments.** One assessment report per year from adjunct faculty would be sufficient to significantly increase our sample size. The Assessment Team should offer orientation workshops for faculty to give an overview of the reporting process. They should also help to organize alternate reporting methods, such as assessment interviews or department assessment templates, in order to make collection of assessments as efficient and consistent as feasible.
6. **CLASS should consider whether the small sample size for Responsibility requires us to collect alternate assessments, such as through Student Programs or a service learning project.** This was our smallest assessment sample. Alternate assessments would provide one means of increasing the sample size. It is also possible that the faculty might decide to remove Responsibility from the list of General Education outcomes, while retaining it as a general goal.

7. **CLASS should determine what collection method we will use for assessment reports—to continue collecting them on paper, to use the e-Catalog, or to use another method, such as collecting them in an Angel classroom.** We had previously assumed that we would begin using the e-Catalog to collect all assessment reports. This method may have some limitations, particularly in terms of gathering samples of student work. We should clarify what collection method we intend to use going forward.

8. **We should ensure that departments see the assessment reports collected for their discipline.** This topic came up more than once in the Teaching and Learning Workshops. Many departments discussed their assessment plans in advance, but they didn’t necessarily have a chance to review the reports together after they were submitted.

9. **CLASS should determine how to further examine grading standards, or collect more info from Transfer colleges to look for trends.** Transfer data from UWT indicates a slight trend toward grade inflation on the part of Pierce College when compared with other community colleges and direct-entry UWT students. We should either conduct a conversation around grading standards or collect further data to determine whether this trend persists significantly.

10. **CLASS should encourage further discussion about our General Education outcomes in several areas.**
    - Do we need to clarify the distinction between Critical Thinking and Information Competency?
    - Do we have a clear understanding of the relationship between the Effective Communication Core Ability and the Communication Skills FAK?
    - Do we have a clearly defined understanding of the Multiculturalism ability and how to assess it?
    - Should we set minimum benchmarks of achievement for the General Education outcomes or simply track trends from year to year?
Pierce College Degree Outcomes

AA, AS and DTA Degree Outcomes:
General Education at Pierce College prepares graduates to live and work in a dynamically changing world by emphasizing whole student development through fundamental areas of knowledge and the college five core abilities.

Professional-Technical Degree/Certificate Programs:
Professional Technical education at Pierce College prepares graduates to live and work in a dynamically changing world by emphasizing program professional competencies, related instruction (fundamental areas of knowledge), and the college five core abilities. Professional Technical program competencies can be found on the Pierce College website: http://www.pierce.ctc.edu/proftech/

Core Abilities Outcomes

Critical, Creative, and Reflective Thinking:
Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

Responsibility:
Graduates will be able to respond by examining the relationship between self, community, and environments, evaluating potential impacts and consequences of actions, and making choices and contributions based on that examination and evaluation.

Information Competency:
Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

Effective Communication:
Graduates will be able to exchange messages in a variety of contexts using multiple methods.

Multiculturalism:
Graduates will demonstrate knowledge of diverse ideas, cultures and experiences and the ability to examine their own attitudes and assumptions in order to engage others with civility and empathy.

Fundamental Areas of Knowledge Outcomes:

Communication:
Graduates identify, analyze, and evaluate rhetorical strategies in one's own and other's writing in order to communicate effectively.

Humanities:
Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.

Social Sciences:
Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

Natural Sciences:
Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

Quantitative & Symbolic Reasoning:
Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.
Pierce College Transfer Student Comparison: Autumn Quarter 2009
The following table shows autumn quarter 2009 data comparing the performance of Pierce College transfer students to that of all other Washington community college transfer students attending UW Tacoma.

These data are representative of 34 Washington community and technical colleges and exclude non-Washington community/technical college and four-year institution transfer students who did not attend a Washington community college.

Table1: Transfer Student GPA comparison

<table>
<thead>
<tr>
<th>Table Credit</th>
<th>Pierce College</th>
<th>Other WA CC's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students by last school attended</td>
<td>449</td>
<td>1130</td>
</tr>
<tr>
<td>Number of students by majority credits transferred</td>
<td>509</td>
<td>1288</td>
</tr>
<tr>
<td>Number of students by any credits transferred</td>
<td>683</td>
<td>1363</td>
</tr>
<tr>
<td><strong>Average Transfer GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By last school attended</td>
<td>3.24</td>
<td>3.18</td>
</tr>
<tr>
<td>By majority credits transferred</td>
<td>3.23</td>
<td>3.16</td>
</tr>
<tr>
<td>By any credits transferred</td>
<td>3.21</td>
<td>3.16</td>
</tr>
<tr>
<td><strong>AverageUWTacomaaAutumn'09GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By last school attended</td>
<td>3.12</td>
<td>3.17</td>
</tr>
<tr>
<td>By majority credits transferred</td>
<td>3.14</td>
<td>3.16</td>
</tr>
<tr>
<td>By any credits transferred</td>
<td>3.19</td>
<td>3.18</td>
</tr>
<tr>
<td><strong>Average Graduation GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By last school attended</td>
<td>3.23</td>
<td>3.30</td>
</tr>
<tr>
<td>By majority credits transferred</td>
<td>3.20</td>
<td>3.29</td>
</tr>
<tr>
<td>By any credits transferred</td>
<td>3.23</td>
<td>3.30</td>
</tr>
<tr>
<td><strong>Average Direct-entry Graduation GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined undergraduates</td>
<td>2.85</td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>2.71</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>2.72</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>3.08</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>3.29</td>
<td></td>
</tr>
<tr>
<td><strong>Graduates</strong></td>
<td></td>
<td>3.16</td>
</tr>
</tbody>
</table>

* UW Tacoma direct-entry students are defined as students who entered directly from high school and are degree seeking. They include those students with credits earned through Running Start.

** N=3 (UW Tacoma's first direct-entry freshman class began autumn 2006)
Talking about Teaching and Learning at Pierce College
Degree Outcomes Assessment Workshop

Our goal is to assess what the assessment reports and student work samples we have collected tell us about the kind of skills and knowledge our students are accumulating as they work through the degree outcomes we have determined for them. This is an ongoing process. This “roll-up” activity represents a quick snapshot of how we think things are going at the moment. The assessment reports are grouped according to our 10 degree outcomes for the AA and AS degrees (5 FAK outcomes and 5 Core Ability outcomes). Take a look at the reports for one outcome. Give a quick review to one report and then pass it to someone else in the group. After you have looked at several, try to answer the questions below. This is a group activity. You can stop and discuss at any time. Try to share with the members of your group what trends you notice in the reports.

1. Which degree outcome are these reports focused on? (Circle one):
   - FAK Outcomes
     - Communication Skills
     - Quantitative Skills
     - Humanities
     - Social Science
     - Natural Science
   - Core Abilities
     - Critical Thinking
     - Effective Communication
     - Information Competency
     - Multiculturalism
     - Responsibility

2. Looking at the reports that the instructors have written, what trends do you notice? (For example, are instructors reporting similar types of strengths and weaknesses in the student work? Do the assessments address the outcome adequately? etc.)

3. Look at the student work samples. Do the strongest examples represent the type of skills or knowledge that you would expect to see from a Pierce College graduate? Why or why not?

4. As you look at the student work samples, can you identify the minimum skill level that you think is appropriate for students in a college class? (Remember that you may be looking at samples from outside your own discipline, so this may be more a point of discussion than of clear consensus.)

5. As you discuss the reports and work samples with your group, what evidence would you point to that students are making progress toward achieving their degree outcomes?

6. As you discuss the reports and work samples with your group, what questions have been raised? Are there issues about which it would be helpful to gather additional information?

7. As you look at the various assessment reports, are there some formats that are particularly useful or insightful (ie. are there “best practices that you would recommend to others)?

8. Thinking more broadly about teaching and learning at Pierce College, what are the issues that are on your mind at this point in time? What teaching and learning issues would you like to discuss with your colleagues?

Pierce College Assessment Summary Report 2008-2009
Resources

"Classroom Assessment and Course-Embedded Assessment – What’s the Difference?"


Proposed Timeline for Addressing Recommendations from the Spring 2010 Assessment Report

The report presented to CLASS in April 2010 contained a list of ten recommendations for action and further research. Below is a proposal to CLASS for addressing these items.

1. CLASS should make an explicit effort to let faculty know that our students are doing well in many areas.
   This was done at the April 2010 CLASS meeting in the form of a resolution passed by CLASS commending faculty.

2. CLASS should establish a specific timeline for responding to these action items.
   This is what this document is proposing.

3. We should attempt to map the places in the curriculum where analytical thinking skills are regularly taught, as well as those places where these skills are expected to be demonstrated, though not explicitly taught.
   Propose that CLASS form a sub-committee in the Fall of 2010 to begin discussions about analytical thinking skills in the Pierce College curriculum.

4. We should adopt a more uniform format for Assessment Reports.
   Propose that CLASS task the Assessment Team to determine first of all, the need for uniform format and, if necessary, what that format would be. This should be accomplished by the end of the 2010-11 academic year.

5. We should increase our sample size by including adjunct faculty in our collection of assessments.
   CLASS should make a decision on this early in the Fall of 2010. Several divisions have already discussed this. This should be taken to divisions with the expectation that CLASS will be making a decision.

6. CLASS should consider whether the small sample size for Responsibility requires us to collect alternate assessments, such as through Student Programs or a service learning project.
   The Assessment Team is creating a “crosswalk” of degree outcomes vs. courses in order to gauge whether all outcomes are being assessed at acceptable levels. It appears that the Core Ability Outcome of Responsibility is somewhat underrepresented in courses. This “crosswalk” is not complete. Once it is, CLASS should consider whether alternative assessments of this outcome will be necessary.
7. CLASS should determine what collection method we will use for assessment reports—to continue collecting them on paper, to use the eCatalog, or to use another method, such as collecting them in an Angel classroom.

Propose that CLASS ask the Assessment Team to determine which method will be used for collection. As with #4 above, this determination should be done by the end of the 2010-11 academic year.

8. We should ensure that departments see the assessment reports collected for their discipline.

This is an item that CLASS should send to divisions.

9. CLASS should determine how to further examine grading standards, or collect more info from transfer colleges to look for trends.

CLASS should request relevant data from the Institutional Researcher and then form a sub-committee to review this data as suggested. This process should be in place by Spring 2011.

10. CLASS should encourage further discussion about our General Education outcomes in several areas.

The discussion of these topics is one of the strands of the 2010 Summer Institute. CLASS should request a report of that group’s work during Summer Institute.
Professional/Technical Programs - Degree and Certificate Requirements

Associate in Technology - Specific Program

Students who complete the Associate in Technology degree in one of Pierce College's specific professional/technical programs will receive a degree entitled with that program specialty. Refer to Areas of Study for specific degree programs offered through Pierce College.

Degree Requirements

1. Students must successfully complete a minimum of 60 quarter credits or their equivalent, exclusive of physical education activity courses, including all specific requirements of an approved professional/technical program outlined in the Areas of Study listings.
2. A minimum college cumulative grade point average (GPA) of 2.0 must be maintained.
3. A minimum of 25 of the last 45 quarter hours must be earned at Pierce College.
4. SOC/SOCAD military students may be exempt from this requirement.
5. A minimum of 18 credits must be completed in related instruction. Related instruction areas include communications, computation and human relations. Related instruction content may be part of a course that specifically addresses the related instruction (e.g. ENGL 101 for communications), may be embedded (listed in course objectives) within a program course, or may be a prerequisite to program admittance. Students may challenge courses or use an assessment process to satisfy selected related instruction.

Communications - A minimum of three credits*
Select course(s) from the AAS Communications Skills list, or complete the course(s) identified as the communications skill course(s) in the curriculum guide for the specific degree.

Computation - A minimum of three credits*
Select a course from the AAS Quantitative/Symbolic Reasoning Skills list, or complete the course(s) identified as the computation skills course(s) in the curriculum guide for the specific degree. In programs where no specific course has been identified, students must be assessed above the MATH 098 (Intermediate Algebra) level.

Human Relations - A minimum of three credits*
Complete the course(s) identified as the human relations course(s) in the curriculum guide for the specific degree.

* Related instruction skills may be embedded with certain program courses.
Some programs may include additional related instruction areas such as leadership and safety.

Associate in Technology - General

A graduate of any approved occupational/vocational program from an accredited college, military school, vocational/technical institute, technical college, licensed private college, vocational school, industry, apprentice-based training, or university may be granted up to 65 quarter credits toward the Associate in Technology - General degree. The remainder of the student's program shall include a minimum of 18 credits of related instruction. A minimum of three credits required in each of the following areas: communications, computation, and human relations. All related instruction courses must be numbered 100 or above and a minimum college cumulative grade point average (GPA) of 2.0 must be maintained. A total of 90 credits is required.

Professional/Technical Certificates

Professional/technical certificate programs emphasize basic, practical skills needed for entry-level employment. These are programs that generally can be completed in a short period of time, preparing a student with beginning job skills or providing knowledge and skills that are needed for advancement in a specific professional/technical area.
Certificates between 21-44 credits require that at least one-half of the credits be earned at Pierce College. All coursework must be completed at Pierce College for short-term programs and certificates of 20 credits or less. You must have a cumulative college-level GPA of 2.0 or higher.

A candidate for a certificate in a professional/technical program of at least 45 credits must earn a minimum of nine credits in related instruction, three each in communications, computation and human relations.

**Related Instruction (18 credits minimum)**

The following chart lists courses satisfying the Related Instruction components of professional/technical programs.

**Related Instruction Suggested Course List**

- **Communications**: * - Any AAS Communication Skill course; or BUS 105, BUS 106
- **Computation**: * - Any AAS Quantitative/Symbolic Reasoning Skills course; or BUS 103, BUS 107, ECE 161
- **Human Relations**: * - BUS 240, MNGT 130, PSYC 100, PSYC 107, PSYC 108, PSYCH 150, PSYC 201, PSYC 210, SOCS 101, SOCS 211

* Minimum of three credits

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Program Level Map  SSMH

Date: 2/21/06

INTENDED LEARNING OUTCOMES

Examine self & field to identify and match appropriate
Strengths and weaknesses for successful/meaningful
Education and/or career path

Integrate self-awareness to cope and manage
With stress in the field for self and others

Incorporate an ethic of care in all aspects
Of practice to ensure humane treatment for
Clients/consumers/patients, regardless of
Race, creed, diagnosis, wealth, age
(develop appreciation social justice)

Related Instruction Courses
Illustrated by green circles in outer ring

Format Copyright 2004 Stiehl & Lewchuk
Associate Degrees
Degree objectives for each of the associate degrees described below are outlined in the District Catalog and are available online and in print District-wide. Faculty advisors, instructional division offices, and the advising centers have curriculum sheets for each specific degree and individual certificate programs.

Associate of Arts (AA-DTA)
In Washington State, all community and public colleges and most private baccalaureate institutions participate in the direct transfer agreement (DTA). Completion of the Associate of Arts (AA-DTA) degree ensures that a student will have completed most, if not all, of the General Education (Gen Ed) requirements of the baccalaureate institution prior to transfer. The Associate of Arts degree is designed for students who plan to transfer to four-year institutions after completing the first two years of study at Pierce. The degree enables students to fulfill the undergraduate Gen Ed requirements of most four-year degree programs and is also recommended for students who have not yet decided the field they will enter or the four-year institution they will attend. Pierce College’s AA degree meets the Inter-College Relations Commission’s AA Transfer Degree Guidelines for Washington colleges and universities.

Associate of Science, Track 1
This degree is intended for Science Pre-Majors in Biological Sciences, Chemistry, Environmental/Resource Sciences, Geology and Earth Science who plan to transfer to science programs at four-year institutions after completing the first two years of study at Pierce. The degree enables students to fulfill the undergraduate Gen Ed requirements of most four-year science degree programs. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

Associate of Science, Track 2
This degree is intended for Science Pre-Majors in Engineering, Computer Science, Physics and Atmospheric Sciences who plan to transfer to science programs at four-year institutions after completing the first two years of study at Pierce. The degree enables students to fulfill the undergraduate Gen Ed requirements of most four-year science degree programs. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

Associate of Business, Direct Transfer Agreement
This transfer degree ensures that a student completing it will have satisfied the lower division Gen Ed (or core) requirements and lower division business requirements at the baccalaureate institutions. This articulated degree for the business major is specific to public institutions; however, since the degree follows the statewide articulated DTA agreement, and DTA is designated in the title on the transcript, it is accepted for admission to private institutions in the same manner as any other DTA-based degree.

Associate in Science Education
These degrees are intended for future secondary science teachers in the following fields: General Science Education, Biology, Chemistry, and Physics. Students completing this degree receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associates degree and are given junior status by the receiving institution.

Associate in Math Education – DTA
This degree is intended for future secondary math teachers. Students completing this degree receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associates degree and are given junior status by the receiving institution.
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Print Catalog
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Degree Outcomes &
Requirements
Degree and Certificate Requirements

GENERAL INFORMATION

QUARTER SYSTEM
Pierce College’s academic year is divided into quarters. Fall, winter, and spring quarters are generally ten weeks in length; summer, eight weeks. Academic calendars for 2010-11 and 2011-12 are included on the inside front cover.

COURSE NUMBER SYSTEM
001-099 Adult Basic Education (ABE), English as a Second Language (ESL), GED and high school completion.
042-099 Developmental or pre-college-level courses designed to help students succeed in subsequent college-level courses. These generally are not transferable credits and will not be used toward fulfilling degree/certificate requirements.
100-299 College-level courses applicable to associate degrees and certificates.

COMPLETION TIME FOR DEGREES AND CERTIFICATES
You are allowed up to six years from the date of initial enrollment at Pierce College to fulfill the degree or certificate requirements that were in effect at that time. If you do not fulfill the requirements in that period, you must meet the requirements currently in effect for your degree. All prior credit that has been evaluated as equivalent to current requirements will be counted toward their fulfillment.

The six-year period begins with the first quarter in which you enroll for five or more credits on a consecutive quarterly basis, excluding summer quarter, or when you officially declare a program of study, whichever comes first. This policy applies to students who have initially enrolled at the college since fall quarter 1985.

STUDENT CHANGES IN PROGRAM
Major changes in your program of study, such as a change in the degree you are seeking, should be reported on a Personal Data Change form to the registration office at Fort Steilacoom or Puyallup. This will establish an "official starting date" for the new program and thereby preserve a full six-year period of time in which you may complete it under current requirements.

DISCONTINUED PROGRAMS
If the degree or certificate you are working toward is discontinued, you will be permitted to finish the program, to the extent the college finds possible, provided you fulfill the requirements within six years of the date of your initial enrollment at the college. Substitutions for discontinued courses will be permitted when appropriate substitute courses are available and when authorized through the course substitution procedures currently in effect. Requests for course substitutions should be made through the appropriate faculty.

Degree Outcomes

AA, AS AND DTA DEGREE OUTCOMES:
General Education at Pierce College prepares graduates to live and work in a dynamically changing world by emphasizing whole student development through fundamental areas of knowledge and the college five core abilities.

PROFESSIONAL-TECHNICAL DEGREE/CERTIFICATE PROGRAMS:
Professional Technical education at Pierce College prepares graduates to live and work in a dynamically changing world by emphasizing program professional competencies, related instruction (fundamental areas of knowledge), and the college five core abilities.

University Transfer Degrees

ASSOCIATE OF ARTS (AA-DTA)
The Associate of Arts degree (AA-DTA; formerly titled AAS degree) is designed for students who plan to transfer to four-year institutions after completing the first two years of study at Pierce. The degree enables students to fulfill the undergraduate general education requirements of most four-year degree programs and is also recommended for students who have not yet decided the field they will enter or the four-year institution they will attend.

TRANSFER PREPARATION
Pierce College's AA-DTA degree meets the Inter-College Relations Commission's AA Transfer Degree Guidelines for Washington colleges and universities. Because transfer requirements vary from one institution to another, students are encouraged to work closely with their advisors in planning their program of study. Because it is the student's responsibility to ensure that the courses taken at Pierce will be accepted for transfer, it is helpful to select a transfer institution, obtain a catalog and transfer guide from that college or university, and consult with the college or university regarding the requirements for admission and transfer.

Professional Technical program competencies can be found on the Pierce College website: http://www.pierce.cc.tac.edu/protech/

CORE ABILITIES OUTCOMES
CRITICAL, CREATIVE, AND REFLECTIVE THINKING:
Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

RESPONSIBILITY:
Graduates will be able to respond by examining the relationship between self, community, and environments, evaluating potential impacts and consequences of actions, and making choices and contributions based on that examination and evaluation.

INFORMATION COMPETENCY:
Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

EFFECTIVE COMMUNICATION:
Graduates will be able to exchange messages in a variety of contexts using multiple methods.

MULTICULTURALISM:
Graduates will demonstrate knowledge of diverse ideas, cultures and experiences and the ability to examine their own attitudes and assumptions in order to engage others with civility and empathy.

FUNDAMENTAL AREAS OF KNOWLEDGE OUTCOMES:
COMMUNICATION:
Graduates identify, analyze, and evaluate rhetorical strategies in their own and other's writing in order to communicate effectively.

HUMANITIES:
Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.

SOCIAL SCIENCES:
Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

NATURAL SCIENCES:
Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

QUANTITATIVE & SYMBOLIC REASONING:
Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.
and become familiar with its admission and course requirements soon after enrolling at Pierce. For students who have not decided on a transfer institution, our advisors can help them plan a well-balanced program that will best meet their transfer needs.

Specific questions concerning transfer can be directed to a faculty advisor, to the Pierce College advising center, or to an admissions officer at the four-year institution of choice. Transfer information handouts for four-year institutions in Washington State are available in the advising centers at both colleges.

More than 90 credits may be earned at Pierce College, but no more than 90 quarter credits may apply to your chosen four-year program of study.

GENERAL DEGREE REQUIREMENTS
- Minimum of 90 earned credits in courses numbered 100 or above is required to complete the AA-DTA degree. The 90 credits must include at least 60 Core Requirement credits, 15 Core Elective (CTE) credits, and 15 General Elective credits.
- ENGL 101 (English Composition I) is required for all AA-DTA degree candidates.
- Minimum of 25 of last 45 credits must be earned at Pierce College.
- College cumulative grade point average (GPA) of 2.0 or better.
- 1.5 grade (C) or better for all Core Requirement and Core Elective (CTE) courses is required unless prerequisites state otherwise.
- "P" (P) grades may be used only for General Elective credits.
- Independent Study may be used only for General Elective credits.
- Cooperative work experience/work-based learning credits may be applied to the general elective area only.
- Once a course has been successfully completed, credits obtained may be used only once, even if that course is listed in more than one category.

CORE REQUIREMENTS
Courses should be selected from the Approved Core Requirements (GER) list below. A minimum of 60 credits must be earned, distributed as follows.
- Communication Skills (CM): 10 credit minimum. ENGL 101 is required.
- Quantitative/Symbolic Reasoning Skills (QS): 5 credit minimum. Prerequisite: MATH 095 or 096 with a grade of 2.0 or better or placement out of MATH 098.
- Humanities (HM): 15 credit minimum. Must include at least three different disciplines, with no more than five credits from performance/skills courses. No more than 5 credits are allowed in world (foreign) language to satisfy the Humanities requirements.
- Social Sciences (SS): 15 credit minimum. Must include at least three different disciplines.
- Natural Sciences (NS): 15 credit minimum. Must include at least three different disciplines and at least one laboratory course.

AA-DTA CORE REQUIREMENTS LIST (GER) 60 credit minimum

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>CM/210A</td>
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<tr>
<td>CMST 102</td>
<td>Intro to Mass Media</td>
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<td>CMST 105</td>
<td>Intercultural Communication</td>
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<td>Public Speaking</td>
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<td>Small Group Communication</td>
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<td>CRIT 100</td>
<td>Critical Thinking</td>
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<td>English Composition II</td>
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<td>ENGL 103</td>
<td>Composition: Argumentation &amp; Research</td>
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<td>ENGL 107</td>
<td>Composition: Writing About Literature</td>
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<td>ENGL 235</td>
<td>Technical Writing</td>
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<td>JOUR 104</td>
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<tr>
<td>MATH 107</td>
<td>Math in Society</td>
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<td>MATH 114</td>
<td>Applied Algebra, Geometry &amp; Trigonometry</td>
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<td>MATH 141</td>
<td>Precalculus I</td>
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<td>MATH 142</td>
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<td>MATH 146</td>
<td>Intro to Statistics</td>
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<td>MATH 150</td>
<td>Business Calculus</td>
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<tr>
<td>MATH 151</td>
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<td>MATH 152</td>
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<tr>
<td>MATH 153</td>
<td>Calculus III</td>
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<tr>
<td>MATH 156</td>
<td>Finite Mathematics</td>
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<td>MATH 171</td>
<td>Math for Elem Educ I</td>
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<td>MATH 172</td>
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<td>MATH 205</td>
<td>Linear Algebra</td>
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<td>Discrete Math</td>
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<td>MATH 230</td>
<td>Differential Equations</td>
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<td>Intro to Logic</td>
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<tr>
<td>PHYS 106</td>
<td>Intro to Logic</td>
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</table>

COMMUNICATION SKILLS (10 credit minimum)
- * required course

HUMANITIES (15 credit minimum)
- Select from at least two disciplines.
- No more than five credits from Performance/Skills courses.
- For designated Performance/Skills courses, see the end of the Humanities listing.
- No more than 10 credits (a maximum of 5 credits in a 100 level course and maximum of 5 credits in a 200 level course) are allowed in world (foreign) language to satisfy the Humanities requirement.
- ART & 101 | Art Appreciation | 5 |
- ART & 102 | Intro to Art | 5 |
- ART 145 | History of Art (Contemporary) | 5 |
- CMST & 101 | Intro to Communications | 5 |
- CMST & 102 | Intro to Mass Media | 5 |
- CMST & 105 | Intercultural Communication | 5 |
- CMST & 220 | Public Speaking | 5 |
- CMST & 230 | Small Group Communication | 5 |
- DRMA 101 | Intro to Theatre | 5 |
- DRMA 102 | Intro to Film and Video | 5 |
- ENGL 111 | Intro to Literature | 5 |
- ENGL 112 | Intro to Fiction | 5 |
- ENGL 113 | Intro to Poetry | 5 |
- ENGL 114 | Intro to Dramatic Literature | 5 |
- ENGL 140 | English Grammar | 5 |
- ENGL 204 | The Bible as Literature | 5 |
- ENGL 205 | Intro to Mythology | 5 |
- ENGL 210 | Intro to American Literature | 5 |
- ENGL 220 | Intro to Shakespeare | 5 |
- ENGL 226-228 | British Literature I, II, III | 5 |
- ENGL 228-238 | Creative Writing | 5 |
- ENGL 239 | World Literature | 5 |
- ENGL 244-246 | American Literature I, II | 5 |
- ENGL 249 | Creative Writing: Special Projects | 5 |
- ENGL 255 | Advanced Composition | 5 |
- ENGL 264 | Literature of U.S. Slavery/Abolition | 5 |
- ENGL 265 | American Literature-Humor/Satire | 5 |
- ENGL 266 | Women Writers-International Mosaic | 5 |
## AA-DTA Core Requirements List (GER) continued

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>ANTHS 104</td>
<td>World Prehistory</td>
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<tr>
<td>ANTHS 106</td>
<td>American Mosaic</td>
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<tr>
<td>ANTHS 107</td>
<td>Anthropology of Ancient Civilizations</td>
<td>5</td>
</tr>
<tr>
<td>ANTHS 204</td>
<td>Archaeology</td>
<td>5</td>
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<tr>
<td>ANTHS 206</td>
<td>Cultural Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>ANTHS 210</td>
<td>Indians of North America</td>
<td>5</td>
</tr>
<tr>
<td>ANTHS 216</td>
<td>Northwest Coast Indians</td>
<td>5</td>
</tr>
<tr>
<td>ANTHS 240</td>
<td>Women In Cross Cultural Perspectives</td>
<td>5</td>
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<tr>
<td>BUS 101</td>
<td>Intro to Business</td>
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<tr>
<td>BUS 201</td>
<td>Business Law</td>
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<tr>
<td>BUS 246</td>
<td>Human Relations in the Workplace</td>
<td>5</td>
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<tr>
<td>CJ 112</td>
<td>Criminal Justice in America</td>
<td>5</td>
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<tr>
<td>CJ 120</td>
<td>Constitutional Rights</td>
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<tr>
<td>CJ 140</td>
<td>Corrections in America</td>
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<tr>
<td>CJ 200</td>
<td>Crime and Justice in America</td>
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<td>CJ 202</td>
<td>Concepts of Criminal Law</td>
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<td>CJ 215</td>
<td>Drugs and Society</td>
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<td>ECE 111</td>
<td>Intro to Early Childhood Education</td>
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<td>ECON 110</td>
<td>Survey of Economics</td>
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<td>ECON 201</td>
<td>Micro Economics</td>
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<td>ECON 202</td>
<td>Macroeconomics</td>
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<td>GEOG 100</td>
<td>Intro to Geography</td>
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<td>GEOG 150</td>
<td>Euro: The Americas, Australia/New Zealand</td>
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<tr>
<td>GEOG 160</td>
<td>Africa, Middle East and Asia</td>
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<td>GEOG 200</td>
<td>Cultural Geography</td>
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<td>Intro to the Physical Environment</td>
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<td>HIS 126-128</td>
<td>World Civilizations I-II</td>
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<td>HIS 126-129</td>
<td>History of US I-II</td>
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<td>HIST 108</td>
<td>Vietnam War History</td>
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<td>HIST 214</td>
<td>Pacific WWII History</td>
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<td>HIST 230</td>
<td>Concise History of Science &amp; Technology</td>
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<td>HIST 250</td>
<td>History of Russia and Soviet Union</td>
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<td>HIST 265</td>
<td>History of Latin America: Since 1810</td>
<td>5</td>
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<td>HIST 266</td>
<td>History of Europe: Since 1870</td>
<td>5</td>
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<tr>
<td>HIST 267</td>
<td>History of Africa: Since 1800</td>
<td>5</td>
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<td>HIST 268</td>
<td>History of Warfare</td>
<td>5</td>
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<tr>
<td>HIST 269</td>
<td>U.S. Foreign Policy: Since 1776</td>
<td>5</td>
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<td>HIST 270</td>
<td>Intro to the Far East</td>
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<td>HIST 272</td>
<td>Survey of Middle East History</td>
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<tr>
<td>HIST 277</td>
<td>The Cold War</td>
<td>5</td>
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<tr>
<td>HIST 280</td>
<td>Intro to Chinese Civilization</td>
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<td>HIST 284</td>
<td>Intro to the Balkans</td>
<td>5</td>
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<tr>
<td>HIST 287</td>
<td>History of Japan Science Antiquity</td>
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<tr>
<td>INT 107</td>
<td>Intro to International Studies</td>
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<td>INTS 140</td>
<td>Contemporary Issues in International Studies</td>
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<td>INTS 150</td>
<td>Contemporary Rebel, Secessionist and Terrorist Organizations</td>
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<tr>
<td>INTS 164</td>
<td>Border and Genocidal Conflicts of the Modern World</td>
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<td>POLS 101</td>
<td>Intro Political Science</td>
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<td>POLS 200</td>
<td>Introduction to Law</td>
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<td>American Government</td>
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<td>POLS 203</td>
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<td>POLS 208</td>
<td>U.S. Campaigns and Elections</td>
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<td>U.S. Federal Indian Policy</td>
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<td>PSYC 100</td>
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<td>SOCA 101</td>
<td>Intro to Sociology</td>
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<td>SOCA 201</td>
<td>Social Problems</td>
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<td>SOC 211</td>
<td>Marriage and the Home</td>
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<tr>
<td>SOC 220</td>
<td>Gender Roles in Society</td>
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## Natural Sciences (15 credit minimum)

Choose at least one laboratory science—indicated by an 'L'—and from two different disciplines.

| ANTHS 235 | Biological Anthropology                               | 5       |
| ANTHS 236 | Forensic Anthropology                                 | 5       |
| ASTR 100  | Survey of Astronomy                                   | 5       |
| ASTR 101  | Intro to Astronomy                                    | 5       |
| ASTR 105  | Survey of Astrobiology                                | 5       |
| ASTR 110  | The Solar System                                      | 5       |
| ASTR 115  | Stars, Galaxies and Cosmos                            | 5       |

## Social Sciences (15 credit minimum)

Select from at least two disciplines.

| ANTHS 100 | Survey of Anthropology                               | 5       |
### AA-DTA Core Requirements List (GER) continued

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>ATMOS 101</td>
<td>Intro to Weather</td>
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<tr>
<td>BIOL 118</td>
<td>Human Anatomy and Phys for Non-Sci Majors</td>
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<tr>
<td>BIOL 120</td>
<td>General Biology w/lab</td>
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<tr>
<td>BIOL 211</td>
<td>Majors Cellular</td>
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<td>BIOL 212</td>
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<td>BIOL 213</td>
<td>Majors Plant</td>
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<td>BIOL 241</td>
<td>Human Anatomy and Physiology 1</td>
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<td>BIOL 242</td>
<td>Human Anatomy and Physiology 2</td>
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<td>BIOL 260</td>
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<td>CHEMS 100</td>
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<td>CHEMS 261-263</td>
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<td>CS 131</td>
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<td>Western Water Problems</td>
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<tr>
<td>ENV 212</td>
<td>Applied Environmental Methods</td>
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<tr>
<td>GEOG 120</td>
<td>Volcanoes</td>
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<tr>
<td>GEOG 140</td>
<td>Principles of Field Mapping</td>
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<tr>
<td>GEOS 205</td>
<td>Intro to the Physical Environment</td>
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<tr>
<td>GEOG 210</td>
<td>Physical Geography</td>
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<tr>
<td>GEOG 201</td>
<td>Intro to Physical Geography</td>
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<tr>
<td>GEOG 103</td>
<td>Historical Geography</td>
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<td>GEOL 107</td>
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<tr>
<td>GEOL 110</td>
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<tr>
<td>GEOL 115</td>
<td>Geology National Parks</td>
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<td>GEOL 208</td>
<td>Geology of the Pacific NW</td>
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<tr>
<td>GEOL 220</td>
<td>Earth Resources and the Environment</td>
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<tr>
<td>HSCI 119</td>
<td>Human Health and Disease</td>
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<tr>
<td>HSCI 140</td>
<td>Contemporary Health Science Problems</td>
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<tr>
<td>HSCI 151</td>
<td>Personal &amp; Community Health</td>
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<tr>
<td>HSCI 209</td>
<td>Human Stress — Its Nature and Control</td>
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<tr>
<td>MATH 107</td>
<td>Math in Society</td>
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<tr>
<td>MATH 114</td>
<td>Applied Algebra, Geometry and Trigonometry</td>
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<tr>
<td>MATH 120</td>
<td>Precalculus I</td>
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<tr>
<td>MATH 122</td>
<td>Precalculus II</td>
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<td>MATH 146</td>
<td>Intro to Statistics</td>
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<td>MATH 148</td>
<td>Business Calculus</td>
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<tr>
<td>MATH 151</td>
<td>Calculus I</td>
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<tr>
<td>MATH 152</td>
<td>Calculus II</td>
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<tr>
<td>MATH 153</td>
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<td>MATH 155</td>
<td>Finite Mathematics</td>
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<tr>
<td>MATH 205</td>
<td>Linear Algebra</td>
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<td>MATH 210</td>
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<td>MATH 224</td>
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<td>MATH 238</td>
<td>Differential Equations</td>
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<td>NSCI 120</td>
<td>Nature</td>
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<td>NSCI 160</td>
<td>Environmental Biology</td>
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<tr>
<td>NUTR 101</td>
<td>Nutrition</td>
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<tr>
<td>OCEA 101</td>
<td>Intro to Oceanography</td>
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<td>OCEA 170</td>
<td>Marine Biology</td>
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<td>PHYS 101</td>
<td>Intro to Logic</td>
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<tr>
<td>PHYS 102</td>
<td>Physics Non-Science Majors</td>
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</tr>
<tr>
<td>PHYS 121-122</td>
<td>General Physics I-II</td>
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<tr>
<td>PHYS 221-222</td>
<td>Engineering Physics I-II</td>
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<tr>
<td>PS 101</td>
<td>Intro to Physical Science</td>
<td>5</td>
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</table>

### GENERAL TRANSFERABLE ELECTIVES (GTE)

A minimum of 15 credits must be earned from Pierce College's approved General Transferable Electives (GTE) list. Courses taken for a Pass/No Pass grade, Independent Study and cooperative work experience/work-based learning courses do not apply to the GTE area.

The following courses have been approved by Pierce College as General Transferable Electives/Core Electives:

A. Any of the approved CORE distribution courses designated as Communication Skills, Quantitative/Symbolic Reasoning Skills, Humanities, Social Sciences and Natural Sciences with the exception of performance/skills courses.

AND/OR

B. Courses numbered 100 and above listed in the departments below.

### GTE Approved Courses by Department

<table>
<thead>
<tr>
<th>Department</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNTING</td>
<td>All except 175 and 287</td>
</tr>
<tr>
<td>ANTHROPOLOGY</td>
<td>All</td>
</tr>
<tr>
<td>ART</td>
<td>All except those listed as performance/skills courses</td>
</tr>
<tr>
<td>ASTRONOMY</td>
<td>All</td>
</tr>
<tr>
<td>ATMOSPHERIC SCIENCE</td>
<td>All</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>All</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>All except 103, 107, 125, 135, 279</td>
</tr>
<tr>
<td>BUSINESS MANAGEMENT</td>
<td>All</td>
</tr>
<tr>
<td>BUSINESS INFORMATION TECHNOLOGY</td>
<td>only 104, 111-113, 120, 135, 145, 241, 253</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>All except 119</td>
</tr>
<tr>
<td>COMMUNICATION STUDIES</td>
<td>All</td>
</tr>
<tr>
<td>COMPUTER INFO SYSTEMS</td>
<td>All except 103</td>
</tr>
<tr>
<td>CRIMINAL JUSTICE</td>
<td>All</td>
</tr>
<tr>
<td>DIGITAL DESIGN</td>
<td>All</td>
</tr>
<tr>
<td>DRAMA</td>
<td>All except those listed as performance/skills courses</td>
</tr>
<tr>
<td>EARLY CHILDHOOD EDUCATION</td>
<td>only 111, 116, 202, 210, 212</td>
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<tr>
<td>ECONOMICS</td>
<td>All</td>
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<tr>
<td>EDUCATION</td>
<td>only EDUC 202 and EDUC 204</td>
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<tr>
<td>ENGINEERING</td>
<td>All</td>
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<tr>
<td>ENGLISH</td>
<td>All except 104, 115, 125</td>
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<td>ENVIRONMENTAL SCIENCE</td>
<td>All</td>
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<tr>
<td>FASHION MERCHANDISING</td>
<td>All</td>
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<tr>
<td>FOREIGN LANGUAGE</td>
<td>See WORLD LANGUAGES</td>
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<tr>
<td>GEOGRAPHY</td>
<td>All</td>
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<tr>
<td>GEOLOGY</td>
<td>All</td>
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<tr>
<td>HEALTH SCIENCE</td>
<td>Only 119, 140, 151, 200, 210</td>
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<tr>
<td>HISTORY</td>
<td>All</td>
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<tr>
<td>HUMAN SERVICES SUBSTANCE ABUSE (HSSA)</td>
<td>only 101, 120, 140, 170</td>
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<tr>
<td>HUMANITIES</td>
<td>All</td>
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<tr>
<td>INTERDISCIPLINARY STUDIES</td>
<td>All except 115</td>
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<tr>
<td>JOURNALISM</td>
<td>All except 110, 111, 112, 211, 212</td>
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<tr>
<td>MATHEMATICS</td>
<td>All</td>
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<tr>
<td>MILITARY SCIENCE</td>
<td>All to ROTC programs only</td>
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<tr>
<td>MUSIC</td>
<td>All except 107, 108, 109 and those listed as performance/skills courses</td>
</tr>
<tr>
<td>NATURAL SCIENCE</td>
<td>All</td>
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<tr>
<td>NUTRITION</td>
<td>All</td>
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<tr>
<td>OCEANOGRAPHY</td>
<td>All</td>
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<tr>
<td>PARALEGAL STUDIES (LEGAL)</td>
<td>All except 280-282</td>
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<td>PHILOSOPHY</td>
<td>All</td>
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<td>PHYSICAL SCIENCE</td>
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<td>PHYSICS</td>
<td>All</td>
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<tr>
<td>POLITICAL SCIENCE</td>
<td>All</td>
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<tr>
<td>PSYCHOLOGY</td>
<td>All except 102, 105-108, 119, 140</td>
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<tr>
<td>SOCIAL SERVICE/MENTAL HEALTH</td>
<td>only 100, 170, 215</td>
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<tr>
<td>SOCIOLOGY</td>
<td>All</td>
</tr>
<tr>
<td>SPEECH</td>
<td>See COMMUNICATION STUDIES</td>
</tr>
<tr>
<td>THEATRE</td>
<td>See DRAMA</td>
</tr>
<tr>
<td>WORLD LANGUAGES</td>
<td>All except JAPN 130, JAPN 135 and SPAN 100</td>
</tr>
</tbody>
</table>

### GENERAL ELECTIVES (GE)

Maximum of 15 credits of courses numbered 100 and above may be applied to this area. Credits may include Physical Activity (5 credits maximum), Cooperative Education, courses taken under the FINP option, Independent Study, etc.
ASSOCIATE OF ARTS - OPTION B

Students who are sure of the specific four-year program to which they will transfer can design a program to fulfill the senior institution's general admission and program entry requirements. This degree program is not recommended for students who are undecided about their future educational plans.

The student completes an AA-Option B contract that must be approved by an authorized representative of the senior institution and Pierce College. The signed contract must then be submitted to the Pierce College evaluations office. The degree is awarded upon successful completion of the contracted course of study. Contract forms, policies, and procedures are available in the advising center.

GENERAL DEGREE REQUIREMENTS

• Minimum of 90 credits must be completed, as authorized for transfer by the four-year institution's representative. Students must remain aware of the senior institution's requirements and officially update the Option B contract as needed. Each AA-Option B student is ultimately responsible for meeting senior institution requirements.

• The student must earn a college cumulative grade point average (GPA) of 2.0 or better and a grade of 1.5 (C-) or better in all core proficiency or distribution courses unless prerequisites state otherwise.

• Minimum of 25 of the last 45 credits must be earned at Pierce College.

• Courses selected must meet the senior institution's general distribution requirements plus any special proficiency requirements, where applicable, or must meet the senior institution's departmental requirements for entrance. The student should be prepared to provide a copy of the senior institution's current catalog to a Pierce College advisor for assistance in program planning.

• AA-Option B degree candidates must present to the evaluations office, at least two quarters prior to graduation, a copy of the Option B program contract together with any supporting documentation.

ASSOCIATE OF SCIENCE (AS-T)

The Associate of Science degree (AS-T) is designed for students who plan to transfer to science programs at four-year institutions after completing the first two years of study at Pierce. The degree enables students to fulfill the undergraduate general education requirements of most four-year science degree programs. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

There are two Associate of Science (AS-T) degree-track options:

ASSOCIATE OF SCIENCE (AS-T) DEGREE TRACK #1

For Science Pre-Majors in Biological Sciences, Chemistry, Environmental/Resource Sciences, Geology and Earth Science

GENERAL DEGREE REQUIREMENTS

1. Minimum of 90 earned credits in courses numbered 100 or above is required to complete the AS-T degree.

2. Minimum of 25 of last 45 credits must be earned at Pierce.

3. Cumulative college-level grade point average (GPA) of 2.0 or higher is required.

4. 1.5 grade (C-) or higher is required for all coursework unless prerequisites state otherwise. Coursework with a grade of 0.7 through 1.4 (D+) may be used for general elective credit only.

5. Pass (P) grades may be used only for General Elective credits.

6. Independent Study may be used only for General Elective credits.

7. Once a course has been successfully completed, credits earned may be used only once, even if that course is listed in more than one category.

Note: Additional general education, cultural diversity and foreign language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.

SCIENCE PRE-MAJOR REQUIREMENTS (minimum 35 credits required)

A. Chemistry sequence: (15 credits required)

CHEM 161-163: General Chemistry w/lab I-III

B. Third-quarter calculus OR approved statistics course (5 credits required; choose one):

MATH 146: Intro to Statistics

MATH 153: Calculus III

C. Biology OR physics sequence (15 credits required)*

Choose one of the following sequences. Students should check with the receiving institution to determine which sequence is appropriate. Some baccalaureate institutions require physics with calculus.

BIOL 211-213: Majors: Cellular/Animal/Plant OR

PHYS 121-123: General Physics I-II OR

PHYS 221-223: Engineering Physics I-III

*ICRC Guidelines: Sequences should not be broken up between institutions (e.g., the typical three-quarter physics sequence should be taken entirely at one institution).

ADDITIONAL SCIENCE REQUIREMENTS (10-15 credits required)

Courses chosen in physics, geology, organic chemistry, biology or mathematics consisting of courses normally taken for science majors (not for general education), preferably in a two- or three-quarter sequence, chosen with the help of an advisor. (Note: Biology majors should select organic chemistry or physics for this requirement.)

List of appropriate courses:

BIOL 241: Human Anatomy and Physiology 1

BIOL 242: Human Anatomy and Physiology 2

BIO & 211-213: Majors: Cellular/Animal/Plant

CHEM 261-293: Organic Chemistry w/lab I-III

GEOG 101: Intro Physical Geology

GEOL 103: Historical Geology

GEOG 110: Environmental Geology

GEOG 220: Earth Resources and the Environment

MATH 146: Introduction to Statistics

MATH 153: Calculus III

MATH 205: Linear Algebra

MATH 224: Multivariate Calculus

MATH 238: Differential Equations

PHYS 121-123: General Physics I-II OR

PHYS 221-223: Engineering Physics I-III

GENERAL REQUIRED COURSES (30 credits)

• Communications: 5 credit minimum. Minimum 5 quarter credits in college-level composition course required.

ENG 101: English Composition I

• Mathematics: 10 credit minimum. Two courses required at or above introductory calculus level.

MATH 151/152: Calculus I and II

• Humanities and Social Sciences: 15 credit minimum. Courses listed in more than one category may be used only once. A maximum of 5 credits under the Humanities/Performance/Skills area may be used. See AA-DTA distribution list.

Humanities: 5 credits minimum

Social Science: 5 credits minimum

Humanities OR Social Science: 5 credits minimum

GENERAL ELECTIVES (10-15 credits required)

College-level courses numbered 100 and above. Remaining credits may include prerequisites for pre-major courses (e.g., pre-calculus), meet additional pre-major coursework, or satisfy specific general education or other university requirements. A maximum of 5 PE activity credits can be applied to this degree.

TOTAL CREDITS 90
ASSOCIATE OF SCIENCE (AS-T) DEGREE TRACK #2
For Science Pre-Majors in Engineering, Computer Science, Physics and Atmospheric Science

GENERAL DEGREE REQUIREMENTS
Same as those listed under the Associate of Science (AS-T) Degree Track #1.

SCIENCE PRE-MAJOR REQUIREMENTS (minimum 30 credits required)
A. Required of all students:
   CHEM 161: General Chemistry I (5 credits required)

B. Third quarter calculus or approved statistics course:
   (5 credits required) Choose one:
   MATH 146: Intro to Statistics
   MATH 153: Calculus III

C. Physics sequence (15 credits required)*
   PHYS 221: Engineering Physics I
   PHYS 222: Engineering Physics II
   PHYS 223: Engineering Physics III

D. Computer Programming (5 credits required)
   Programming language chosen with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend. ENGR 142 (Computer Programming C++ for Engineers) is recommended for engineering majors.

*ICC Guidelines: Sequences should not be broken up between institutions (e.g., the typical three-quarter physics sequence should be taken entirely at one institution).

ADDITIONAL SCIENCE REQUIREMENTS (15 credits required)
Courses must be selected from the list of courses below. Note: A two- or three-quarter sequence is recommended to be chosen with the help of an advisor.

List of appropriate courses:
   CHEM 162/163: General Chemistry II
   CS 131: Computer Science I
   CS 141: Computer Science I Java
   CS 202: Computer Science II
   ENGR 142: Computer Programming C++ for Engineers
   ENGR 214: Statics
   ENGR 215: Dynamics
   ENGR 225: Mechanics of Materials
   ENGR 226: Thermodynamics
   MATH 146: Introduction to Statistics
   MATH 205: Linear Algebra
   MATH 224: Multivariate Calculus
   MATH 238: Differential Equations

GENERAL REQUIRED COURSES (30 credits)
- Communications: 5 credit minimum. Minimum 5 quarter credits in college-level composition course required. ENGL 101: English Composition I
- Mathematics: 10 credit minimum. Two courses required at or above introductory calculus level. MATH 151/152: Calculus I and II
- Humanities and Social Sciences: 15 credit minimum. Courses listed in more than one category may be used only once. A maximum of 5 credits under the Humanities/Performance/Skills area may be used. See AA-DTA distribution list.
  - Humanities 5 credits minimum
  - Social Science 5 credits minimum
  - Humanities OR Social Science 5 credits minimum

GENERAL ELECTIVES (15 credits required)
Minimum of 10 credits that satisfy Pierce's AA Core requirements, i.e., GER-NS, GER-HUM, GER-SS, GER-CN or GER-QS. See Associate of Arts (AA-DTA) section for specific classes. Maximum of five credits of any college-level course numbered 100 or higher. Physical education activity credits may be used only in this area.

TOTAL CREDITS

AA-DTA DEGREES IN SPECIFIC FIELDS
In addition to our general AA-DTA degree, we also offer transfer degrees in specific areas. These areas include Biology, Business, Pre-Nursing, and Education (Elementary, General Science, Math, Chemistry, Biology and Physics). More information on these degrees and their respective requirements can be found in the PROGRAMS OF STUDY section of this catalog.

Transfer Rights and Responsibilities

STUDENT RIGHTS AND RESPONSIBILITIES

1. Students have the right to clear, accurate, and current information about their transfer admission requirements, transfer admission deadlines, degree requirements, and transfer policies that include course equivalencies.
2. Transfer and freshman-entry students have the right to expect comparable standards for regular admission to programs and comparable program requirements.
3. Students have the right to seek clarification regarding their transfer evaluation and may request the reconsideration of any aspect of that evaluation. In response, the college will follow established practices and processes for reviewing its credit transfer decisions.
4. Students who encounter other transfer difficulties have the right to seek resolution. Each institution will have a defined process for resolution that is published and readily available to students.
5. Students have the responsibility to complete all materials required for admission and to submit the application on or before the published deadlines.
6. Students have the responsibility to plan their courses of study by referring to the specific published degree requirements of the college or academic program in which they intend to earn a bachelor's degree.
7. When a student changes a major or degree program, the student assumes full responsibility for meeting the new requirements.

COLLEGE AND UNIVERSITY RIGHTS AND RESPONSIBILITIES

1. Colleges and universities have the right and authority to determine program requirements and course offerings in accordance with their instructional missions.
2. Colleges and universities have the responsibility to communicate and publish their requirements and course offerings to students and the public, including information about student transfer rights and responsibilities.
3. Colleges and universities have the responsibility to communicate their admission- and transfer-related decisions to students in writing (electronic or paper).
# Professional/Technical Degrees and Certificates

## ASSOCIATE IN TECHNOLOGY — SPECIFIC PROGRAM

Students who complete the Associate in Technology degree in one of Pierce College’s specific professional/technical programs will receive a degree entitled with that program specialty. Refer to the chart on the next page for specific degree programs offered through Pierce College.

Student Learning Outcomes for individual professional/technical degrees and certificates available at:
http://www.pierce.cc.edu/dst/pro/tech/list

## DEGREE REQUIREMENTS

1. Students must successfully complete a minimum of 90 quarter credits or their equivalent, exclusive of physical education activity courses, including all specific requirements of an approved professional/technical program outlined in the PROGRAMS OF STUDY listings.

2. A minimum college cumulative grade point average (GPA) of 2.0 must be maintained.

3. A minimum of 25 of the last 45 quarter credit hours must be earned at Pierce College. SOC/50CAD military students may be exempt from this requirement.

4. A minimum of 18 credits must be completed in related instruction. Related instruction areas include communications, computation and human relations. Related instruction content may be part of a course that specifically addresses the related instruction (e.g., ENGL 101 for communications), may be embedded (listed in course objectives) within a program course or may be a prerequisite to program admittance. Some programs may challenge courses or use an assessment process to satisfy selected related instruction.

**Communications:** A minimum of three credits
Select course(s) from the AA-DTA Communication Skills list, or complete the course(s) identified as the communication skill course(s) in the curriculum guide for the specific degree.

**Computation:** A minimum of three credits
Select a course from the AA-DTA Quantitative/Symbolic Reasoning Skills list, or complete the course(s) identified as the computation skills course(s) in the curriculum guide for the specific degree. In programs where no specific course has been identified, students must be assessed above the MATH 098 (intermediate Algebra) level.

**Human Relations:** A minimum of three credits
Complete the course(s) identified as the human relations course(s) in the curriculum guide for the specific degree.

*Related instruction skills may be embedded within certain program courses. Some programs may include additional related instruction areas such as leadership and safety.

## ASSOCIATE IN TECHNOLOGY — GENERAL

A graduate of any approved occupational/vocational program from an accredited college, military school, postsecondary technical institute, technical college, licensed private college, vocational school, industry, apprentice-based training or university may be granted up to 65 quarter credits toward the Associate in Technology — General degree. The remainder of the student’s program shall include a minimum of 18 credits of related instruction. A minimum of three credits is required in each of the following areas: communications, computation and human relations. All related instruction courses must be numbered 100 or above. A total of 90 credits is required.

Student Learning Outcomes for individual professional/technical degrees and certificates available at:
www.pierce.cc.edu/dst/pro/tech/list

<table>
<thead>
<tr>
<th>Accounting</th>
<th>•</th>
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</thead>
<tbody>
<tr>
<td>Alcoholism and Drug Abuse</td>
<td>•</td>
</tr>
<tr>
<td>Business</td>
<td>•</td>
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<tr>
<td>Customer Service</td>
<td>•</td>
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<tr>
<td>Entrepreneurship</td>
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<tr>
<td>Fashion Merchandising</td>
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<tr>
<td>Human Resource Management</td>
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<td>Marketing</td>
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<td>Pupil Transportation Supervision</td>
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<td>Transportation Technology</td>
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<td>Retail Management</td>
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<td>Supervision &amp; Management</td>
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<td>• International Business</td>
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<td>• Integrated Business Technology</td>
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<td>• Office Assistant, General</td>
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<td>• Office Management</td>
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<td>• Administrative Assistant, Medical Office</td>
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<td>• Office Assistant, Medical Billing</td>
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<td>• Medical Services Representative</td>
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<td>• Medical Transcription</td>
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<td>Child Nutrition Program Management</td>
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<td>Computer Network Engineering</td>
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<td>Computer Systems Administration</td>
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<td>Construction Management</td>
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<td>Explorer/Cadet Pre-Law Enforcement</td>
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<tr>
<td>Law Enforcement Officer</td>
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<tr>
<td>Reserve Pre-Law Enforcement</td>
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<td>Criminal Justice Forensic Technician</td>
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<td>Custodial/Technology</td>
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<tr>
<td>Dental Hygiene*</td>
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<td>Diagnostic Health &amp; Fitness Technician</td>
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<td>Digital Design</td>
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<td>Early Childhood Education</td>
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<td>Emergency Medical Technician</td>
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<td>Fire Command Administration</td>
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<tr>
<td>Health Information and Integrated Technology</td>
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<td>Homeland Security Emergency Management</td>
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<td>Language Interpreting</td>
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<td>• Community Interpreting</td>
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<td>• Medical Interpreting</td>
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<td>• Social Service Interpreting</td>
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<td>Maintenance Technology</td>
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<td>Medical Services Representative</td>
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<td>Nursing (ADN)*</td>
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<td>LPN Ope Out</td>
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<td>Occupation Safety &amp; Health Technician</td>
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<td>Construction Safety Technician</td>
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<tr>
<td>Safety Inspection</td>
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<td>Paraeducation</td>
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<tr>
<td>PierceWorks!</td>
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<tr>
<td>Social Service/Mental Health</td>
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<td>Foster Parent Education</td>
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<td>Alcoholism and Drug Abuse</td>
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<tr>
<td>Veterinary Technology*</td>
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</tbody>
</table>

*Special admissions procedures apply.
PROFESSIONAL/TECHNICAL CERTIFICATES

Professional/technical certificate programs emphasize basic, practical skills needed for entry-level employment. Often, these programs can be completed in a short period of time, preparing a student with beginning job skills or providing knowledge and skills that are needed for advancement in a specific professional/technical area.

Certificates between 21-44 credits require that, at least one-half of the credits be earned at Pierce College. All coursework must be completed at Pierce College for short-term programs and certificates of 20 credits or less. You must have a cumulative college-level GPA of 2.0 or higher.

A candidate for a certificate in a professional/technical program of at least 45 credits must earn a minimum of nine credits in related instruction, three each in communications, computation and human relations.

Refer to the chart on the next page for specific certificates offered.

Student Learning Outcomes for individual professional/technical degrees and certificates available at: http://www.pierce.ctc.edu/dst/proftechlist

COURSE SUBSTITUTION POLICY

Pierce College Professional/Technical program coordinators and full-time faculty within the program area may substitute coursework within their programs that they feel is appropriate. Courses may also be waived as deemed appropriate; however, for associate programs, a degree will not be awarded with less than 90 quarter hours. Approved course substitutions must be submitted in writing to the college credentials evaluators.

RELATED INSTRUCTION (9-15 credit minimum)

The following chart lists courses satisfying the Related Instruction components of professional/technical programs.

| Related Instruction Suggested Course List: |
|------------------------------|--------------------------------------------------|
| COMMUNICATIONS (minimum of three credits) | Any AA Communication Skills course; or BUS 105, BUS 106 |
| COMPUTATION (minimum of three credits) | Any AA Quantitative/Symbolic Reasoning Skills course; or BUS 103, BUS 107 |
| HUMAN RELATIONS (minimum of three credits) | BUS 240, MNDT 130, PSYC 100, PSYC 201; PSYC 210, SOC 191, SOC 211 |

ARE THEY ALL THE SAME?

We offer two primary types of courses: continuous entry and quarterly schedule.

Quarterly-schedule courses follow the standard 10-week schedule (eight weeks in the summer). You choose the time each day that fits your needs to do the course work but have deadlines to meet throughout the quarter. Review the quarterly class bulletin e-learning section for course lists of each type. Pierce College Online (PCOL) and WashingtonOnline (WAOL) are both on the quarterly schedule system.

Continuous entry courses are open for enrollment from the start of registration until each quarter's last day to withdraw. This course type allows a "Z" in-progress grade if you don't complete the course work. That's flexibility! Be forewarned: starting late can make it hard to finish, and some instructors require that you reach a given point in the course before awarding a "C" grade. Completing the course by the end of the quarter in which you start is necessary if you receive financial aid, are ready to graduate or plan to transfer.

WHAT IS IT LIKE?

First of all, these are real courses, not simplified versions of their campus counterparts. They take more work because you must overcome the challenge of replacing classroom experiences and conversing with your instructors. You must be a self-starter, be well organized and feel comfortable with technology. Courses use a variety of media ranging from audio and DVD materials to Internet tools like listservs, Web pages, e-mail and fully online courseware, like Angel, that runs in a Web browser. You use syllabi to guide your work, read textbooks, do research, and communicate with your instructor and fellow students (using technology), just like in a campus-based class. Courses are taught by full- and part-time Pierce College instructors. Course disciplines cover the range of general education requirements (GERs) needed to get an AA degree.

WHAT IS PIERCE COLLEGE ONLINE (PCOL)?

PCOL courses follow the same system as WAOL courses. The essential difference is that all the students and instructors come from Pierce College. Students log in to their online classroom at the same Angel Web address. Most of our e-learning courses are PCOL!

WHAT IS WASHINGTONONLINE (WAOL)?

WAOL courses are special, fully online offerings. Students and instructors from all over the state share these courses. You could be in the "virtual classroom" with students from many other colleges and the instructor could be at any community and technical college in Washington. We have approved and offer a subset of the courses available in the consortium.

For all online courses, you must have a late model computer connected to the Internet with an Internet service provider established and working. Online courses use computer software to create the virtual classroom. Enroll in a brief orientation as class starts and are expected to participate daily. Activities include engaging in multimedia "lectures" in the virtual classroom, viewing other Web resources, researching, submitting assignments, commenting in threaded discussion areas on each other's work, and taking exams. They are not self-paced or correspondence-type courses. They follow the 10-week quarterly schedule with beginning and end dates. Each week assignments are due and the class moves to the next week as a group. You don't have to be online at any particular time each day, but you should plan to spend roughly 15 hours a week in activities online, five out of seven days each week. You can choose the hours that work best for you.

All online courses offered at Pierce are listed in the quarterly class bulletin. You can also visit the e-learning website or WAOL's home page (www.washingtononline.org) for additional information.

WHAT POLICIES AND PROCEDURES APPLY?

Generally, all policies and procedures relating to advising, admissions, registration, financial aid, placement testing and other college or student services apply to eLearning students. Departments use e-mail, FAX and telephones, in addition to our website's Student Online Services, to support students who cannot come to either campus.

eLearning

www.pierce.ctc.edu/el
E-mail: distedu@pierce.ctc.edu
Toll-Free: 1-877-EForMe • (253) 964-6244

When time is tight or you prefer to study on your own schedule, try our eLearning course offerings. They'll give you the freedom to learn at your convenience. Moreover, these courses are affordable, transcripted and transferable — just like on-campus courses.

FREQUENTLY ASKED QUESTIONS

HOW DO I START?

It is always a good idea to consult your advisor or visit the advising center to compare your degree planning needs with the courses we offer. A good second step is to take the readiness self-assessment at our website to see if eLearning is right for you. Then check out the course listings in the class bulletin or at the eLearning website. To help ensure success in online courses, consider enrolling in CIS 103: Online Learning — Getting Started.

WHAT COURSES ARE AVAILABLE?

You can complete a general AA degree fully online! There are courses in each general education requirement (GER) category, and many professional/technical programs have courses online, too. Check with your advisor to determine the options for your program of study.
e-Catalog description:
Associate of Arts Degree
The Associate of Arts degree is designed for students who plan to transfer to four-year institutions after completing the first two years of study at Pierce. The degree enables students to fulfill the undergraduate general education requirements of most four-year degree programs and is also recommended for students who have not yet decided the field they will enter or the four-year institution they will attend.

Pierce College's AA degree meets the Inter-College Relations Commission's AA Transfer Degree Guidelines for Washington colleges and universities.

General Degree Requirements

Download the Associate of Arts Worksheet to help keep track of credits.

- A minimum of 90 earned credits in courses numbered 100 or above is required to complete the AA degree. The 90 credits must include at least 60 Core Requirement credits, 15 Core Elective (GTE) credits, and 15 General Elective credits.
- English 101 (Composition Exposition) is required for all AA degree candidates.
- A minimum of 25 of the last 45 credits must be earned at Pierce College.
- A college cumulative grade point average (GPA) of 2.0 or better is required.
- A 1.5 grade (C-) or better for all Core Requirement and Core Elective (GTE) courses is required unless prerequisites state otherwise.
- "Pass" (P) grades may be used only for General Elective credits.
- Independent Study credits may be used only for General Elective credits.
- Cooperative work experience/work-based learning credits may be applied to the general elective area only.
- Once a course has been successfully completed, credits obtained may be used only once, even if that course is listed in more than one category.

Core Requirements

Courses should be selected from the Approved Core Requirements (GER) list. A minimum of 60 credits must be earned, distributed as follows. Learn more about the General Education program outcomes.

- Communication (CM) – 10 credit minimum. Must include ENGL 101. View the transfer program outcomes.
- Quantitative/Symbolic Reasoning (QS) – 5 credit minimum. Prerequisite: MATH 095 or 098 with a grade of 2.0 or better or placement out of MATH 098. View the transfer program outcomes.
- Humanities (HM) – 15 credit minimum. Must include at least two different disciplines, with no more than five credits from performance/skills courses. No more than 10 credits are allowed in world (foreign language) to satisfy the Humanities requirements, restricted to a maximum of 5 credits in a 100 level course and a maximum of 5 credits in a 200 level course. View the transfer program outcomes.
- Social Sciences (SS) – 15 credit minimum. Must include at least two different disciplines. View the transfer program outcomes.
- Natural Sciences (NS) – 15 credit minimum. Must include at least two different disciplines, and must include at least one laboratory course. View the transfer program outcomes.
Core Electives (GTE)

A minimum of 15 credits must be earned from Pierce College’s approved General Transferable Elective (GTE) list. Courses taken for a Pass/No Pass grade, Independent Study, and cooperative work experience/work-based learning courses DO NOT apply to the GTE area.

General Electives (GE)

Up to 15 elective credits may be completed, using Pierce College courses numbered 100 or above. A maximum of five activity physical education credits (numbered 100-199) may be applied to this area.

Program Outcomes

AA, AS and DTA Degree Outcomes:
General Education at Pierce College prepares graduates to live and work in a dynamically changing world by emphasizing whole student development through fundamental areas of knowledge and the college five core abilities.

Professional-Technical Degree/Certificate Programs:
Professional Technical education at Pierce College prepares graduates to live and work in a dynamically changing world by emphasizing program professional competencies, related instruction (fundamental areas of knowledge), and the college five core abilities. Program competencies can be found on the Professional Technical website.

Core Abilities Outcomes

Critical, Creative, and Reflective Thinking:
Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

Responsibility:
Graduates will be able to respond by examining the relationship between self, community, and environments, evaluating potential impacts and consequences of actions, and making choices and contributions based on that examination and evaluation.

Information Competency:
Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

Effective Communication:
Graduates will be able to exchange messages in a variety of contexts using multiple methods.

Multiculturalism:
Graduates will demonstrate knowledge of diverse ideas, cultures and experiences and the ability to examine their own attitudes and assumptions in order to engage others with civility and empathy.
Fundamental Areas of Knowledge Outcomes

**Communication:**
Graduates identify, analyze, and evaluate rhetorical strategies in one's own and other's writing in order to communicate effectively.

**Humanities:**
Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.

**Social Sciences:**
Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

**Natural Sciences:**
Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

**Quantitative & Symbolic Reasoning:**
Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.
### COURSES COMPLETED AND/OR INCLUDED FROM OTHER SOURCES:

<table>
<thead>
<tr>
<th>DISCIPLINES</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATIONS (GER-CM):</td>
<td>- English 101 REQUIRED (prerequisites require 2.0) - Requires 1.5 or higher grade for each course</td>
</tr>
<tr>
<td>QUANTITATIVE SKILLS (GER-QS):</td>
<td>- (PREREQ: Intermediate Algebra with 2.0 or higher or equivalent coursework, or appropriate assessment scores). Course requires 1.5 or higher grade.</td>
</tr>
<tr>
<td>HUMANITIES (GER-HM):</td>
<td>- No more than 5 credits of Performance Skills - Select courses from at least two disciplines. - No more than one World/Foreign Language (5 credits) - Requires 1.5 or higher grade for each course</td>
</tr>
<tr>
<td>SOCIAL SCIENCES (GER-SS):</td>
<td>- Select courses from at least two disciplines - Requires 1.5 or higher grade for each course</td>
</tr>
<tr>
<td>NATURAL SCIENCES (GER-NS):</td>
<td>- One course MUST be a lab science. - Select courses from at least two disciplines - Requires 1.5 or higher grade for each course</td>
</tr>
<tr>
<td>CORE ELECTIVES (GTE / GER):</td>
<td>- Credits must be from the approved GER or GTE list, and requires 1.5 or higher grade for each course.</td>
</tr>
<tr>
<td>GENERAL ELECTIVES:</td>
<td>- A maximum of five activity Physical Activity or Physical Education (PE) credits (courses number 100-199) may be applied to this area. - College level courses with grade 0.7 – 1.4, and &quot;Pass&quot; (P) grades used only for General Electives. Independent study, Cooperative Education or Work-based Learning credits may be used in this category only.</td>
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### TOTALS

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<tr>
<th>COURSES</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>TOTALS</td>
<td>90</td>
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**NOTE:** In addition to 90-credit minimum, the Grade Point Average (GPA) needs to be a minimum of 2.0 to obtain degree.

**TRANSCRIPTS HAVE BEEN REVIEWED FROM THE FOLLOWING SOURCES:**

**NOTE:** This is an **Unofficial** credit evaluation of degree requirements for information and advising purposes only. An **Official** credit evaluation may be obtained by submitting an application to the Evaluations department.

**ADVISOR:**

**DATE:**

**PHONE:**

**EMAIL:**

*Effective Summer Quarter 2008 Pierce College implemented the statewide Common Course Numbering (CCN) system. Please check the CCN Crosswalk to assist you in identifying classes you have taken or plan to take. The CCN Crosswalk is available in the College Catalog, Class Bulletins and Pierce College Website. Consult with your faculty advisor or the advising center for questions during this transitional time.*
e-Catalog description:
Associate of Science (AS) Degree Track 1
The Associate of Science degree (AS-T) is designed for students who plan to transfer to science programs at four-year institutions after completing the first two years of study at Pierce. The degree enables students to fulfill the undergraduate general education requirements of most four-year science degree programs. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

There are two degree track options:

- Track One is for science students who wish to focus on biological and environmental/resource sciences, geology and earth science, or chemistry. To help keep track of your credits, also download the Associate of Science Track One Worksheet and the Educational Planner Worksheet.
- Track Two is for students who wish to focus on engineering, computer science, physics, or atmospheric science. To help keep track of your credits, also download the Associate of Science Track Two Worksheet and the Educational Planner Worksheet.

**Associate of Science (AS) Degree Track #1**

For Science Pre-Majors in Biological Sciences, Chemistry, Environmental/Resource Sciences, Geology and Earth Science

**General Degree Requirements**

1. Minimum of 90 earned credits in courses numbered 100 or above is required to complete the AS-T degree.
2. Minimum of 25 of last 45 credits must be earned at Pierce.
3. Cumulative college-level grade point average (GPA) of 2.0 or higher is required.
4. 1.5 grade (C-) or higher is required for all coursework unless prerequisites state otherwise. Coursework with a grade of 0.7 through 1.4 (D’s) may be used for general elective credit only.
5. Pass (P) grades may be used only for General Elective credits.
6. Independent Study may be used only for General Elective credits.
7. Once a course has been successfully completed, credits earned may be used only once, even if that course is listed in more than one category.

Note: Additional general education, cultural diversity and foreign language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.

**Pre-major Requirements**

(minimum of 35 credits required)

A. Chemistry sequence (15 credits required): CHEM& 161-163: General Chemistry w/lab I-II

B. Third quarter calculus OR approved statistics course (5 credits required) Choose one:

- MATH& 146: Intro to Statistics
- MATH& 153: Calculus II
C. Biology OR Physics sequence (15 credits required)
Choose one of the following sequences. Students should check with the receiving institution to determine which sequence is appropriate. Some baccalaureate institutions require physics with calculus.

- BIOL& 211-213: Majors: Cellular/Animal/Plant OR
- PHYS& 121-123: General Physics I-II OR
- PHYS& 221-223: Engineering Physics I-II

Additional Requirements
(10-15 credits required)

Courses chosen in physics, geology, organic chemistry, biology or mathematics consisting of courses normally taken for science majors (not for general education), preferably in a two- or three-quarter sequence, chosen with the help of an advisor. (Note: Biology majors should select organic chemistry or physics for this requirement.)

List of appropriate courses:

- BIOL& 241 Human Anatomy and Physiology 1
- BIOL& 242 Human Anatomy and Physiology 2
- BIOL& 211-213 Majors: Cellular/Animal/Plant
- CHEM& 261-263 Organic Chemistry w/lab I-II
- GEOL& 101 Intro Physical Geology
- GEOL& 103 Historical Geology
- GEOL& 110 Environmental Geology
- GEOL 220 Earth Resources and the Environment
- MATH& 146 Introduction to Statistics
- MATH& 153 Calculus II
- MATH 205 Linear Algebra
- MATH 224 Multivariate Calculus
- MATH 238 Differential Equations
- PHYS& 121-123 General Physics I-II OR
- PHYS& 221-223 Engineering Physics I-II

General Required Courses
(30 credits)

Courses should be selected from the General Required Courses list.

- Communications: 5 credit minimum. Minimum 5 quarter credits in college-level composition course required: ENGL& 101: English Composition I
- Mathematics: 10 credit minimum. Two courses required at or above introductory calculus level. MATH& 151/152: Calculus I and II
- Humanities and Social Sciences: 15 credit minimum. Courses listed in more than one category may be used only once. A maximum of 5 credits under the Humanities/Performance/Skills area may be used.
- Humanities 5 credits minimum
- Social Science 5 credits minimum
- Humanities OR Social Science 5 credits minimum

**General Electives**

(10-15 credits required)

College-level courses numbered 100 and above. Remaining credits may include prerequisites for pre-major courses (e.g., pre-calculus), meet additional pre-major coursework, or satisfy specific general education or other university requirements. A maximum of 5 PE activity credits can be applied to this degree.

**TOTAL CREDITS: 90**
### PIERCE COLLEGE
**TRANSFER SUMMARY FOR ASSOCIATE OF SCIENCE DEGREE TRACK 1—WORKSHEET**

(For Science Pre-Majors in: Biological Sciences, Chemistry, Environmental/Resource Sciences, Geology and Earth Science)

<table>
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<tr>
<th>COURSES COMPLETED AND/OR ACCEPTED</th>
<th>Qtr. Credit Completed</th>
<th>Qtr. Credit Required</th>
<th>Qtr. Credit Remaining</th>
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<td>COMMUNICATIONS:</td>
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<td>ENGL &amp; 101 (<em>formerly ENGL 101</em>) REQUIRED</td>
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<td>MATHEMATICS:</td>
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<td>MATH &amp; 151 (<em>formerly MATH 124</em>) &amp; MATH &amp; 152 (<em>formerly MATH 125</em>) REQUIRED</td>
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<td>HUMANITIES:</td>
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<td></td>
<td>No more than 5 credits of Performance Skills</td>
</tr>
<tr>
<td>SOCIAL SCIENCES:</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUMANITIES OR SOCIAL SCIENCES:</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| SCIENCE - PRE-MAJOR PROGRAM:      |                       | 35                   |                       | A. CHEM & 161, 162, 163 (*formerly CHEM 140, 150, 160*) AND  
|                                   |                       |                      |                       | B. MATH & 153 (*formerly MATH 126*) OR MATH & 146 (*formerly MATH 281*) AND  
|                                   |                       |                      |                       | C. BIOL & 211, 212, 213 (*formerly BIOL 201, 202, 203*) OR PHYS & 121, 122, 123 (*formerly PHYS 114, 115, 116*) OR PHYS & 221, 222, 223 (*formerly PHYS 121, 122, 123*) |
| ADDITIONAL SCIENCE REQUIREMENTS:  |                       | 10-15                |                       | Preferably in a 2-or 3 quarter sequence:  
|                                   |                       |                      |                       | MATH & 153 (MATH 126), MATH 205, MATH 224, MATH 238, MATH & 146 (MATH 281) OR CHEM & 261, 262, 263 (CHEM 220, 221, 222) OR BIOL & 211, 212, 213(BIOL 201, 202, 203) OR BIOL & 241, BIOL & 242 (BIOL 240/241, 250/251) PHYS & 121, 122, 123 (PHYS 114, 115, 116) OR PHYS & 221, 222, 223 (PHYS 121, 122, 123) GEOL & 101, 103(Geol. 101, 103) GEOL & 110 (Geol/Envr 105), GEOL 220 |
| GENERAL ELECTIVE CREDITS:         |                       | 10-15                |                       | The following types of courses may ONLY be applied to the GENERAL ELECTIVE AREA:  
|                                   |                       |                      |                       | A. Any course(s) numbered 100 or above  
|                                   |                       |                      |                       | B. A maximum of five (5) PE activity credits  
|                                   |                       |                      |                       | C. Pass (P) grades and (S) grades  
|                                   |                       |                      |                       | D. Independent Study courses  
|                                   |                       |                      |                       | E. Course work with a grade of 0.7-1.4 (D’s)  
| TOTALS                            |                       | 90                   |                       | A minimum of 25 of the last 45 credits must be earned at Pierce College |

**IMPORTANT NOTES**

A. A 1.5 (C-) grade or higher is required for all CORE & GTE courses 
UNLESS prerequisites state otherwise and a cumulative college level grade point average (GPA) of 2.0 or higher is required.

B. Once a course has been successfully completed, credits earned may be used only once, even if that course is listed in more than one category.

C. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

D. Additional general education requirements, cultural diversity requirements, and foreign language requirements, as required by the transfer institution must be met prior to the completion of a baccalaureate degree.

CREDITS HAVE BEEN ACCEPTED FROM THE FOLLOWING SOURCES:

DATE

SIGNATURE:

PHONE:

EMAIL:

Associate of Science Track 1 degree requirements are available on the Pierce College website [www.pierce.cte.edu](http://www.pierce.cte.edu) 2009-2010
e-Catalog description:
Associate of Science (AS) Degree Track 2
The Associate of Science degree (AS-T) is designed for students who plan to transfer to science programs at four-year institutions after completing the first two years of study at Pierce. The degree enables students to fulfill the undergraduate general education requirements of most four-year science degree programs. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

There are two degree track options:

- **Track One** is for science students who wish to focus on biological and environmental/resource sciences, geology and earth science, or chemistry. To help keep track of your credits, also download the Associate of Science Track One Worksheet and the Educational Planner Worksheet.

- **Track Two** is for students who wish to focus on engineering, computer science, physics, or atmospheric science. To help keep track of your credits, also download the Associate of Science Track Two Worksheet and the Educational Planner Worksheet.

### Associate of Science (AS) Degree Track #2

**For Science Pre-Majors in Engineering, Computer Science, Physics and Atmospheric Sciences**

**General Degree Requirements**

Same as those listed under the Associate of Science (AS-T) Degree Track #1.

**Pre-major Requirements**

(minimum of 25 credits required)

A. Required of all students: CHEM 161: General Chemistry w/lab I (5 credits required)

B. Third quarter calculus or approved statistics course (5 credits required):

Choose One:

- MATH 146: Intro to Statistics
- MATH 153: Calculus II

C. Physics sequence (15 credits required)

- PHYS 221: Engineering Physics I
- PHYS 222: Engineering Physics II
- PHYS 223: Engineering Physics III

**Additional Requirements**

(15 credits required)
Courses must be selected from the list of courses below. Note: A two- or three-quarter sequence is recommended to be chosen with the help of an advisor.

List of appropriate courses:

- CHEM& 162/163 General Chemistry w/lab I/II
- CS& 131 Computer Science I-C++
- CS&141 Computer Science I-Java
- CS 202 Computer Science II ENGR 142 Computer Programming C++ for Engineers
- ENGR& 214 Statics
- ENGR& 215 Dynamics
- ENGR& 225 Mechanics of Materials
- ENGR& 224 Thermodynamics
- MATH& 146 Introduction to Statistics
- MATH 205 Linear Algebra
- MATH 224 Multivariate Calculus
- MATH 238 Differential Equations

**General Required Courses**

(30 credits)

Courses should be selected from the General Required Courses list.

- Communications: 5 credit minimum. Minimum 5 quarter credits in college-level composition course required: ENGL& 101: English Composition I
- Mathematics: 10 credit minimum. Two courses required at or above introductory calculus level. MATH& 151/152: Calculus I and II
- Humanities and Social Sciences: 15 credit minimum. Courses listed in more than one category may be used only once. A maximum of 5 credits under the Humanities/Performance/Skills area may be used.
  - Humanities 5 credits minimum
  - Social Science 5 credits minimum
  - Humanities OR Social Science 5 credits minimum

**General Electives**

(10-15 credits required)

Minimum of 10 credits that satisfy Pierce's AA Core requirements, i.e., GER-NS, GER-HM, GER-SS, GER-CM or GER-QS. See Associate of Arts (AA-DTA) section for specific classes. Maximum of five credits of any college-level course numbered 100 or higher. Physical education activity credits may be used only in this area.

**TOTAL CREDITS: 90**
## PIERCE COLLEGE
### TRANSFER SUMMARY FOR ASSOCIATE OF SCIENCE DEGREE TRACK 2 – WORKSHEET

(For Science Pre-Majors in: Engineering, Computer Science, Physics, and Atmospheric Science)

<table>
<thead>
<tr>
<th>COURSES COMPLETED AND/OR ACCEPTED</th>
<th>Qtr. Credit Completed</th>
<th>Qtr. Credit Required</th>
<th>Qtr. Credit Remaining</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATIONS:</td>
<td></td>
<td>5</td>
<td></td>
<td>ENGL&amp;101 (formerly ENGL 101) REQUIRED</td>
</tr>
<tr>
<td>MATHEMATICS:</td>
<td></td>
<td>10</td>
<td></td>
<td>MATH&amp; 151 (formerly MATH 124) and MATH&amp; 152 (formerly MATH 125) - REQUIRED</td>
</tr>
<tr>
<td>HUMANITIES:</td>
<td></td>
<td>5</td>
<td></td>
<td>No more than 5 credits of Performance Skills</td>
</tr>
<tr>
<td>SOCIAL SCIENCES:</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUMANITIES OR SOCIAL SCIENCES:</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE – PRE-MAJOR PROGRAM:</td>
<td></td>
<td>25</td>
<td></td>
<td>A. CHEM&amp; 161 (formerly CHEM 140) AND B. MATH&amp; 153 (formerly MATH 126) OR MATH&amp; 146 (formerly MATH 281) AND C. PHYS&amp; 221,222,223 (formerly Phys 121, 122, 123)</td>
</tr>
<tr>
<td>ADDITIONAL SCIENCE REQUIREMENTS:</td>
<td></td>
<td>20</td>
<td></td>
<td>Preferably in a 2- or 3 quarter sequence: MATH 205, 224, 238, MATH&amp; 146 (formerly MATH 281) OR CHEM&amp;162, 163 (formerly CHEM 150, 160), OR CS&amp;131,141 (formerly CIS 201, 202) OR ENGR&amp;114 (formerly ENGR 110), ENGR 142, ENGR&amp;214 (formerly ENGR 210), ENGR&amp;215,225,224 (formerly ENGR 230, 240, 260)</td>
</tr>
<tr>
<td>GENERAL ELECTIVE CREDITS</td>
<td></td>
<td>10</td>
<td></td>
<td>Minimum of 10 credits that satisfy the AA Core Requirements, i.e., GER-NS, GER-HUM, GER-SS, GER-CM, or GER-QS. See Associate of Arts degree brochure or quarterly bulletin for specific classes.</td>
</tr>
<tr>
<td>ADDITIONAL ELECTIVES</td>
<td></td>
<td>5</td>
<td></td>
<td>The following types of courses may ONLY be applied to the GENERAL ELECTIVE AREA: A. Any course(s) numbered 100 or above. B. A maximum of five (5) PE activity credits. C. Pass (P) grades and (S) grades. D. Independent Study courses. E. Course work with a grade of 0.7-1.4 (D's). A minimum of 25 of the last 45 credits must be earned at Pierce College</td>
</tr>
</tbody>
</table>

## TOTALS

<table>
<thead>
<tr>
<th>CREDITS HAVE BEEN ACCEPTED FROM THE FOLLOWING SOURCES:</th>
</tr>
</thead>
</table>

| TOTAL |

## IMPORTANT NOTES

A. A 1.5 (C-) grade or higher is required for all CORE & GTE courses UNLESS prerequisites state otherwise and a cumulative college level grade point average (GPA) of 2.0 or higher is required.
B. Once a course has been successfully completed, credits earned may be used only once, even if that course is listed in more than one category.
C. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.
D. Additional general education requirements, cultural diversity requirements, and foreign language requirements, as required by the transfer institution must be met prior to the completion of a baccalaureate degree.

SIGNED:  
PHONE:  
EMAIL:  
Associate of Science Track 2 degree requirements are available on the Pierce College website www.pierce.ctc.edu  
Updated 08/25/09 CCN  
All changes effective for students accepted in transfer for fall 2009
e-Catalog description:
Associate in Business
DTA/MRP
This transfer degree ensures that a student who completes this Associate in Business & DTA/MRP degree will have satisfied the lower division general education (or core) requirements and lower division business requirements at the baccalaureate institutions.

This articulated degree for the business major is specific to public institutions; however, since the degree follows the statewide articulated DTA agreement and DTA is designated in the title on the transcript, it will be accepted for admission to private institutions in the same manner as any other DTA-based degree.

Download the Business DTA Worksheet

**Basic Degree Requirements**

- Minimum of 90 earned credits in courses numbered 100 or above.
- ENGL& 101 (English Composition I).
- Minimum of 25 of last 45 credits must be earned at Pierce College.
- Cumulative GPA of 2.0 or better.
- Minimum grade for business major-related courses is a 2.0. These courses are denoted on this degree sheet by an asterisk (*).
- 1.5 grade (C-) or better for all other Core Requirements unless prerequisites state otherwise.
- "Pass" (P) grades may be used only for General Elective credits.
- Independent Study may be used only for General Elective credits.
- Cooperative work experience/work-based learning credits may be applied to the General Elective area only.
- Once a course has been successfully completed, credits obtained may be used only once, even if course is listed in more than one category.

**Core Requirements**

Courses should be selected from the lists prescribed on this degree sheet only.

- **Communication Skills (CM)** (10 credit minimum): Must include ENGL& 101 AND ENGL 107 or 103.
- **Quantitative/Symbolic Reasoning Skills (QS)** (10 credit minimum): MATH& 148 and MATH 156.
- **Humanities (HM)** (15 credit minimum): Must include at least two disciplines, with no more than five credits from performance/skills courses. No more than 10 credits are allowed in world (foreign) language to satisfy the Humanities requirement, restricted to a maximum of 5 credits in a 100 level
- **Social Sciences (SS)** (15 credit minimum): ECON& 201, ECON& 202, and BUS& 201 or POLS& 200.
- **Natural Sciences (NS)** (15 credit minimum): Must include at least two different disciplines in the biological or physical science areas to include at least one laboratory course. See appropriate courses listed below only. MATH& 146 is required.
- **Business Specific Courses**: Must include ACCT& 201-203.
- **General Courses** (5 credits)

For a list of course requirements for each section, see the catalog, Programs of Study, Business - University Transfer section.
Notes and Clarifications

Business School Admission

Admission to Washington public baccalaureate Schools of Business is not guaranteed to students holding an Associate in Business ♦ DTA degree. It is strongly recommended that students contact the baccalaureate-granting Business School early in their Associate in Business ♦ DTA program to be advised about additional requirements (e.g., GPA) and procedures for admission.

Please note that admission for many business schools is competitive, and higher grade-point-averages and course grades are often required. Please check with your destination school and college. In addition, the minimum grade for business courses is a 2.0. These courses are denoted by an asterisk (*). UW Bothell requires a minimum of 2.0 in all prerequisite courses.

Specific University Information

For program planning purposes, students are advised that the lower-division requirements for individual Washington public university business schools may vary.

Notes:

1. For admission to UW Seattle, Bothell and Tacoma, two years of high school foreign language or two quarters of college-level foreign language are required. Students not admitted to the Business School at UW Seattle and selecting an alternate major from the College of Arts and Sciences will be required to demonstrate foreign language proficiency (grade of 2.0 in third quarter of foreign language).
2. WSU's business school requires a political science course for admission to the program and encourages prospective transfers to take five credits in psychology or sociology. UW Tacoma's business school encourages prospective transfers to take five credits in psychology, sociology or Anthropology.
3. WSU's business school requires CIS 121 (Intro to Computer Information Systems).
4. WWU's Manufacturing Management requires CHEM& 121 (Intro to Chemistry) and PHYS& 100 (Intro to Physics).
5. POLS& 200 or BUS& 201. University of Washington requires POLS& 200; EWU requires BUS& 201; either course will satisfy the requirements at CWU, UW Bothell, UW Tacoma, WWU and WSU.
## PIERCE COLLEGE
### ASSOCIATE IN BUSINESS - DTA - WORKSHEET

**NOTE:** The minimum grade for Business courses is 2.0. These courses are denoted by an asterisk (*).

### COURSES COMPLETED
(Course #’s prior to Summer 2008’s start of Common Course Numbering are in parentheses)

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATIONS:</td>
</tr>
<tr>
<td>1. ENGL 101 - Eng. Comp. 1 - 5 (ENGL 101)</td>
</tr>
<tr>
<td>2. ENGL 107 - Engl Comp Writ Lit - 5 (ENGL 102)</td>
</tr>
<tr>
<td>OR ENGL 163 - Comp Arg Res - 5</td>
</tr>
<tr>
<td>MATH:</td>
</tr>
<tr>
<td>1. MATH 156 - Finite Mathematics - 5</td>
</tr>
<tr>
<td>2. MATH 148 - Bus. Calculus - 5 (MATH 157)</td>
</tr>
<tr>
<td>HUMANITIES:</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>SOCIAL SCIENCES:</td>
</tr>
<tr>
<td>1. *ECON &amp; 201 - Micro - 5 (ECON 212)</td>
</tr>
<tr>
<td>2. *ECON &amp; 202 - Macro - 5 (ECON 213)</td>
</tr>
<tr>
<td>3. *POLS &amp; 200 - Intro to Law - 5 (LAW 205)</td>
</tr>
<tr>
<td>OR * BUS &amp; 201 - Bus. Law - 5 (LAW 206)</td>
</tr>
<tr>
<td>NATURAL SCIENCES:</td>
</tr>
<tr>
<td>1. MATH &amp; 146 - Intro to Stats - 5 (MATH 281)</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>GENERAL TRANSFERABLE ELECTIVES (GTE):</td>
</tr>
<tr>
<td>1. *ACCT &amp; 201 - Prin of Acc I - 5 (BUS 210)</td>
</tr>
<tr>
<td>2. *ACCT &amp; 202 - Prin of Acc II - 5 (BUS 220)</td>
</tr>
<tr>
<td>3. *ACCT &amp; 203 - Prin of Acc III - 5 (BUS 230)</td>
</tr>
<tr>
<td>GENERAL ELECTIVE CREDITS:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### QTR. CRED. COMPLETED

| 10 |
| 10 |
| 15 |
| 15 |
| 15 |

### QTR. CRED. REQUIRED

| 10 |
| 10 |
| 15 |
| 15 |
| 15 |

### QTR. CRED. REMAINING

| ENGL 191 REQUIRED AND ENGL 107 OR ENGL 103 depending on receiving transfer institution’s requirements. |
| MATH 156 AND MATH 148 REQUIRED |
| No more than 5 credits of Performance Skills or World Language; CMST & 220 (formerly SPCH 110) is recommended by many Business schools. All courses must be selected from the AA degree GER IIM list. |
| ECON & 201 AND ECON & 202 REQUIRED; POLS & 200 OR BUS & 201 REQUIRED |
| All courses must be selected from the AA degree GER SS list. |
| MATH & 146 REQUIRED |
| One course MUST include a lab. At least 10 credits in physical, biological and/or earth sciences. SEE LIST OF ELIGIBLE NATURAL SCIENCES IN THE CATALOG UNDER ASSOC IN BUS DTA LISTING. |
| ACCT & 201, ACCT & 202 AND ACCT & 203 REQUIRED |
| College-level courses numbered 100 and above. A maximum of 5 PE activity credits can be applied to this degree. CIS 121 and CIS 130 recommended by some business schools. Some Business schools may require a PSYCH, SOC, or ANTIBRO course. |

### TOTALS

| 90 |

Credits have been reviewed from the following sources:

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**DATE:** 

**SIGNED:**

**PHONE:**

**EMAIL:**

Associate in Business DTA degree requirements are available on-line at [www.pierce.cte.edu](http://www.pierce.cte.edu) 6/6/2008

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NOTE: This is an unofficial evaluation of degree requirements for information and advising purposes at Pierce College. An official graduation evaluation may be obtained by making application for degree with a *Degree and Diploma Application* form.

A. The minimum grade for business courses is 2.0. (Note that business schools may require a higher grade for business courses; check with the receiving transfer school’s business dept.) These courses are denoted by an asterisk (*). A 1.5 (C-) grade or better required for all other CORE requirements unless prerequisites state otherwise.

B. "P" grades, Independent Study, and Cooperative work experience courses may be used as GENERAL ELECTIVES ONLY.

C. Once a course has been successfully completed, credits obtained may be used only once even if that course is listed in more than one category.

D. It is strongly recommended that students contact the receiving transfer school’s Business dept. early in their Associate in Business – DTA program to be advised about additional requirements (e.g., GPA, etc.) and procedures for admission.
e-Catalog description:
Associate in Biology
DTA/MRP
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 course work in Biology across the state.

Download the Biology DTA/MRP Worksheet

**General Degree Requirements**

- A minimum of 90 quarter hours of transferable credit.
- A college cumulative grade point average of at least 2.0 is required.
- ENGL& 101 (English Composition I) is required.
- A minimum of 25 of the last 45 credits must be earned at Pierce College.
- A 1.5 grade (C-) or better for all requirements is required unless prerequisites state otherwise.
- "Pass" (P) grades may be used for General Elective credits only.
- Independent Study credits may be used only for General Elective credits.
- Cooperative work experience/work-based learning credits may be applied to the General Elective area only.
- Once a course has been successfully completed, credits obtained may be used only once, even if that course is listed in more than one category.

**Basic Degree Requirements (15 credits)**

- Communication Skills (10 credits) Must include ENGL& 101
- Mathematics - 5 credits of Calculus or Statistics*
  
  *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.

**Distribution Requirements (75 credits)**

- Humanities (HM) 15 credits selected from at least two disciplines with no more than 10 credits allowed from any one discipline. No more than five credits of world (foreign) language at the 100 level and no more than five credits in performance/skills courses are allowed. Credits must be GER approved as designated on the Pierce College AA degree.
- Social Sciences (SS) 15 credits selected from at least two disciplines and no more than 10 credits allowed from any one discipline. Credits must be GER approved as designated on the Pierce College AA degree.
- Natural Sciences (NS) Minimum of 15 credits biology sequence (majors level) and 15 credits general chemistry (majors level).

**General Electives**
Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, (e.g., CHEM& 261-263) or specific general education or other university requirements, as approved by the advisor.

Course Requirements (90 Credits)

- **Communication Skills (CM):** Must include ENGL & 101 AND ENGL 103 or 107.
- **Quantitative/Symbolic Reasoning Skills (QS):** Prerequisites required. MATH & 151 or MATH & 145*.
- **Humanities (HM) (15 credit minimum):** At least two disciplines with no more than 10 credits allowed from any one discipline. No more than five credits of world (foreign) language at the 100 level and no more than five credits in performance/skills courses are allowed. See AA GER lists for appropriate classes.
- **Social Sciences (SS) (15 credit minimum):** Credits selected must be from at least two disciplines and no more than 10 credits allowed from any one discipline. See AA GER lists for appropriate classes.
- **Natural Sciences (NS):** BIOL & 211-213 and CHEM & 161-163
- **General Courses:** Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor.

Notes

1. Students completing this degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associate's degree and will be given junior status by the receiving institution.
2. Courses in Humanities/Social Science must come from the current ICRC distribution list in order to count as General Education or General University Requirements (GERs/GURs) at the receiving institution. Additional general educational requirements, cultural diversity requirements, and foreign/world language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.
3. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.
COURSE REQUIREMENTS

1. Communication Skills (CM)
   ENGL 101 English Composition 1 (required) 5
   ENGL 103 Composition - Argumentation & Research
   OR
   ENGL 107 Composition - Writing about Literature

2. Quantitative/Symbolic Reasoning Skills (QS)
   Prerequisites required.
   MATH 151 Calculus I
   OR
   MATH 146 Introduction to Statistics

3. Humanities (HM)
   At least two disciplines with no more than 10 credits allowed from any one discipline. No more than five credits of world (foreign) language at the 100 level and no more than five credits in performance/skills courses are allowed. See AA GER lists for appropriate classes.

4. Social Sciences (SS)
   Credits selected must be from at least two disciplines and no more than 10 credits allowed from any one discipline. See AA GER lists for appropriate classes.

5. Natural Sciences (NS)
   BIOL 211-213 Majors: Cellular/Animals/Plant
   CHEM 161-163 General Chemistry w/Lab II

6. General Electives (15 quarter credits)
   Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor.

Total Credits Required
90

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

2. Courses in Humanities/Social Science must come from the current ICRG distribution list in order to count as General Education or General University Requirements (GERs/GURs) at the receiving institution. Additional general educational requirements, cultural diversity requirements, and foreign/world language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.

3. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

www.pierce.ctc.edu
August 2009

2009-2010
Academic Year
Associate in
Biology DTA/MPR

GENERAL DEGREE REQUIREMENTS
- A minimum of 90 quarter hours of transferable credit.
- A college cumulative grade point average of at least 2.0 is required.
- ENGL 101 (English Composition I) is required.
- A minimum of 25 of the last 45 credits must be earned at Pierce College.
- A 1.5 grade (C-) or better for all requirements is required unless prerequisites state otherwise.
- "Pass" (P) grades may be used for General Elective credits only.
- Independent Study credits may be used only for General Elective credits.
- Cooperative work experience/work-based learning credits may be applied to the General Elective area only.
- Once a course has been successfully completed, credits obtained may be used only once, even if that course is listed in more than one category.

A. BASIC REQUIREMENTS (15 credits)
- Communication Skills (10 credits) Must include ENGL 101
- Mathematics — 5 credits of Calculus or Statistics*
*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.

B. DISTRIBUTION REQUIREMENTS (75 credits)
- Humanities (HM)
  15 credits selected from at least two disciplines with no more than 10 credits allowed from any one discipline. No more than five credits of world (foreign) language at the 100 level and no more than five credits in performance/skills courses are allowed. Credits must be GER approved as designated on the Pierce College AA degree.
- Social Sciences (SS)
  15 credits selected from at least two disciplines and no more than 10 credits allowed from any one discipline. Credits must be GER approved as designated on the Pierce College AA degree.
- Natural Sciences (NS)
  Minimum of 15 credits biology sequence (majors level) and 15 credits general chemistry (majors level).

C. GENERAL ELECTIVES
   Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, (e.g., CHEM 261-263) or specific general education or other university requirements, as approved by the advisor.

& COMMON COURSE NUMBERING

Effective Summer Quarter 2008 Pierce College implemented the statewide Common Course Numbering (CCN) system. Please check the CCN Crosswalk to assist you in identifying classes you have taken or plan to take. The CCN Crosswalk is available in the College Catalog, Class Bulletins and Pierce College Website. Consult with your faculty advisor or the advising center for questions during this transitional time.
e-Catalog description:
Associate in
Elementary Education
(DTA/MRP) Degree
General Degree Requirements

- A minimum of 90 quarter hours of transferable credit.
- A college cumulative grade point average of at least 2.0 is required.
- English 101 (Composition – Exposition) is required.
- A minimum of 25 of the last 45 credits must be earned at Pierce College.
- A 1.5 grade (C-) or better for all requirements is required unless prerequisites state otherwise.
- "Pass" (P) grades may be used for General Elective credits only.
- Independent Study credits may be used only for General Elective credits.
- Cooperative work experience/work-based learning credits may be applied to the General Elective area only.
- Once a course has been successfully completed, credits obtained may be used only once, even if that course is listed in more than one category.

Core Requirements

Courses should be selected from the lists prescribed on this degree sheet only.

- Communication Skills (10 credits). Must include ENGL 101
- Math/Quantitative Skills (15 credit minimum). Prerequisite MATH 095 or MATH 098 with a grade of 2.0 or better or placement out of MATH 098. Math courses must have focus on development of math concepts related to elementary education curriculum.
- Humanities (HM) (15 credit minimum) Must include at least three to five credits of public speaking. Additional credits in Art, Music, Literature and Theatre.
- Social Sciences (SS) (25 credit minimum) Must included at least three different disciplines. Five credits of US History, five credits of World Civilization or non-Western History and five credits of PSYC& 100 are required.
- Natural Sciences (NS) (15 credit minimum) Must include five credits of Biological sciences, five credits Geology or Earth Science and five credits of Physical sciences, i.e. Chemistry, Physics. Choose at least two laboratory science.
- Other (11-15 credits minimum)
- Elective (5 credits)

Course Requirements

Communication Skills (10 credits)

- ENGL 101, Composition – Exposition (required)
- ENGL 103, Composition – Argumentation & Research OR ENGL 107, Composition – Writing about Literature

Mathematics / Quantitative Skills (15 credits) Prerequisite of MATH 095 or 098 with 2.0 required.
• MATH& 170-172, Structure of Elementary Math I-III

Humanities (15 credits minimum)

• ART& 100 Art Appreciation
• ART 101 Design
• ART 105 Intro to Art
• ART 145 History of Art (Contemporary)
• CMST& 220 Public Speaking
• DRMA& 101 Intro to Theatre
• "DRMA 260 Acting for Stage and Digital Film
• ENGL& 111 Intro to Literature
• ENGL& 112 Intro to Fiction
• ENGL& 113 Intro to Dramatic Literature
• ENGL& 114 Intro to Poetry
• ENGL 204 The Bible as Literature
• ENGL 205 Intro to Mythology
• ENGL 210 Intro to American Literature
• ENGL& 220 Intro to Shakespeare
• ENGL& 226-228 British Literature I-III
• ENGL& 236-238 Creative Writing I-III
• ENGL 239 World Literature
• ENGL& 244-248 American Literature I-III
• ENGL 264 Literature of U.S. Slavery and Abolition
• ENGL 266 Women Writers: Voices International Mosaic
• MUSC 100 Intro to Rock and Roll
• MUSC 102 American Popular Music
• MUSC 103 Intro to Jazz
• MUSC& 105 Music Appreciation
• MUSC& 141 Music Theory I

*GER/HM-Performance

Social Science (25 credits minimum)

• ECON 110 Survey of Economics
• ECON& 201 Micro Economics
• ECON& 202 Macro Economics
• GEOG 100 Intro to Geography
• GEOG 150 Europe, Americas, Australia, New Zealand
• GEOG 160 Africa, Middle East and Asia
• GEOG 200 Cultural Geography
• GEOG 205 Intro to the Physical Environment
• HIST& 126-128 World Civilizations I-III (required)
• HIST& 156-158 History of United States I-III (required)
• HIST 260 History of Russia and Soviet Union
• HIST 270 Intro to the Far East
• HIST 272 Survey of Middle East History
• HIST 280 Intro to Chinese Civilization
• HIST 284 Intro to the Balkans
• POLS& 101 Intro to Political Science
• POLS& 202 American Government
• POLS& 203 International Relations
• PSYC& 100 General Psychology (required)

Natural Science (15 credits minimum)

• ASTR 100 Survey of Astronomy
• ASTR& 101 Intro to Astronomy
• ASTR& 110 The Solar System
• ATMOS 101 Intro to Weather
• BIOL& 100 Survey of Biology
• BIOL 118 Human Anatomy and Physiology for Non-Science Majors
• BIOL 120 Human Anatomy and Physiology w/ lab for Non-Science Majors
• BIOL& 160 General Biology w/lab
• CHEM& 100 Preparatory Chemistry (non-lab)
• CHEM& 110 Chemistry for Non-Scientists
• CHEM& 121 Intro to Chemistry
• CHEM& 131 Intro to Organic and Biochemistry
• CHEM& 161 General Chemistry w/lab I
• ENVS& 100 Survey of Environmental Science
• GEOG 210 Physical Geography
• GEOL& 101 Intro to Physical Geology
• GEOL 107 Earth Systems Science
• GEOL& 110 Environmental Geology
• GEOL 220 Earth Resources and the Environment
• NSCI 150 Nature
• NSCI 160 Environmental Biology
• OCEA& 101 Intro to Oceanography
• OCEA 170 Marine Biology
• PHYS& 100 Physics for Non-Science Majors
• PHYS& 121 General Physics I
• PS 101 Intro to Physical Science

Education Requirements (11-15 credits)
• EDUC& 190, Education Practicum
• EDUC& 202, Intro to Education
• PSYCH& 200, Lifespan Psychology

General Electives (5 quarter credits)

Recommended 5 credits in gender/culture coursework from the following: ANTH& 106, 206, 210, 240, ENGL 266, HUM 106 and SOC 220.

Total Credits Required 96-100

Notes

1. Students completing this degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associate’s degree and will be given junior status by the receiving institution.
2. Courses in Humanities/Social Science must come from the current ICRC distribution list in order to count as General Education or General University Requirements (GERs/GURs) at the receiving institution. Additional general educational requirements, cultural diversity requirements, and foreign language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.
3. Students should be advised that some baccalaureate institutions require physics with calculus to meet specific pre-major science category.
4. Biology majors should select organic chemistry or physics for specific pre-major requirements.
5. Pre-calculus cannot be used to satisfy the mathematics requirement (2 above).
6. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

Program Outcomes

Associate in Elementary Education (DTA/MRP) Degree Outcomes:

1. Graduates will be able to question, search for answers and meaning and develop beliefs of what it means to be a competent, ethical, professional elementary school teacher and the disposition to adhere to the professional, legal, and ethical responsibilities of being an elementary school teacher.
2. Graduates will meet published requirements for entrance into participating state college or university elementary education programs at the junior level.

Core Abilities Outcomes

Critical, Creative, and Reflective Thinking:
Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.
Responsibility:
Graduates will be able to respond by examining the relationship between self, community, and environments, evaluating potential impacts and consequences of actions, and making choices and contributions based on that examination and evaluation.

Information Competency:
Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

Effective Communication:
Graduates will be able to exchange messages in a variety of contexts using multiple methods.

Multiculturalism:
Graduates will demonstrate knowledge of diverse ideas, cultures and experiences and the ability to examine their own attitudes and assumptions in order to engage others with civility and empathy.

Fundamental Areas of Knowledge Outcomes

Communication:
Graduates identify, analyze, and evaluate rhetorical strategies in one's own and other's writing in order to communicate effectively.

Humanities:
Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.

Social Sciences:
Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

Natural Sciences:
Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

Quantitative & Symbolic Reasoning:
Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.
e-Catalog description:
Associate in General Science Education (AS-T) Degree
General Degree Requirements

- A minimum of 90 quarter hours of transferable credit.
- A college cumulative grade point average of at least 2.0 is required.
- English 101 (Composition – Exposition) is required.
- A minimum of 25 of the last 45 credits must be earned at Pierce College.
- A 1.5 grade (C-) or better for all requirements is required unless prerequisites state otherwise.
- "Pass" (P) grades may be used for General Elective credits only.
- Independent Study credits may be used only for General Elective credits.
- Cooperative work experience/work-based learning credits may be applied to the General Elective area only.
- Once a course has been successfully completed, credits obtained may be used only once, even if that course is listed in more than one category.

Basic Requirements

Courses should be selected from the lists prescribed on this degree sheet only.

- Communication Skills (10 credits). Must include ENGL 101
- Mathematics – 10 credits of calculus

Distribution Requirements

Humanities (HM) and Social Science (SS)
15 credits of humanities and social science with at least five credits taken from each. Three different subjects required. No more than five credits from performance/skills courses allowed. Credits must be GER approved as designated on the AA degree.

Science Pre-Major Requirements
Chemistry for science majors sequence (15 credits); Statistics (5 credits); Biology for science majors sequence (15 credits); Physics sequence (15 credits); and Geology courses (10 credits).

Education Requirements
Introduction to Education and Education Field Experience required.

General Electives
Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor. PSYC& 200 strongly recommended.

Course Requirements

Communication Skills (10 credits)

- ENGL& 101, Composition – Exposition (required)
• ENGL 103, Composition – Argumentation & Research OR ENGL 107, Composition – Writing about Literature

Mathematics (10 credits) Prerequisites required

• MATH& 151, Calculus I
• MATH& 152, Calculus II

Humanities & Social Science (15 credits minimum)

• CMST& 220, Public Speaking
• PSYCH& 100, General Psychology
• Multicultural elective by advisement (GER) SS or HM (5)

*See AA Gen Core list for appropriate classes.

Specific Pre-Major Requirements (50 credits)

• MATH& 146, Intro to Statistics (or MATH& 153)
• And 3 out of the 4 sequence areas listed below:
  o CHEM& 161-163, General Chemistry
  o BIOL& 211-213, Majors: Cellular/Animal/Plant
  o GEOL& 101 & 103, Physical Geology & Historical Geology
  o PHYS& 121-123, General Physics I, II, III (or PHYS& 221-223)

Education Requirements (6-10 credits)

• EDUC& 202, Intro to Education
• EDUC& 190, Education Practicum

General Electives (0-5 quarter credits)

PSYCH& 200 strongly recommended.

Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor.

Total Credits Required 91-100

Notes

1. Students completing this degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associate's degree and will be given junior status by the receiving institution.
2. Courses in Humanities/Social Science must come from the current ICRC distribution list in order to count as General Education or General University Requirements (GERs/GURs) at the receiving institution. Additional general educational requirements, cultural diversity requirements, and foreign language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.
3. Students should be advised that some baccalaureate institutions require physics with calculus to meet specific pre-major science category.
4. Biology majors should select organic chemistry or physics for specific pre-major requirements.
5. Pre-calculus cannot be used to satisfy the mathematics requirement (2 above).
6. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

Program Outcomes

Associate in General Science Education (AS-T) Degree Outcomes:

1. Graduates will be able to question, search for answers and meaning and develop beliefs of what it means to be a competent, ethical, professional secondary education general science teacher and the disposition to adhere to the professional, legal, and ethical responsibilities of being a secondary education general science teacher.
2. Graduates will acquire the necessary knowledge base in sciences and mathematics, as recommended by participating state college or university teacher preparation programs, for future secondary education general science teachers.

Core Abilities Outcomes

Critical, Creative, and Reflective Thinking:
Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

Responsibility:
Graduates will be able to respond by examining the relationship between self, community, and environments, evaluating potential impacts and consequences of actions, and making choices and contributions based on that examination and evaluation.

Information Competency:
Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

Effective Communication:
Graduates will be able to exchange messages in a variety of contexts using multiple methods.

Multiculturalism:
Graduates will demonstrate knowledge of diverse ideas, cultures and experiences and the ability to examine their own attitudes and assumptions in order to engage others with civility and empathy.
Fundamental Areas of Knowledge Outcomes

Communication:
Graduates identify, analyze, and evaluate rhetorical strategies in one's own and other's writing in order to communicate effectively.

Humanities:
Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.

Social Sciences:
Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

Natural Sciences:
Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

Quantitative & Symbolic Reasoning:
Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.
e-Catalog description:
Associate in Math Education (AS-T) Degree
General Degree Requirements

- A minimum of 90 quarter hours of transferable credit.
- A college cumulative grade point average of at least 2.0 is required.
- English 101 (Composition - Exposition) is required.
- A minimum of 25 of the last 45 credits must be earned at Pierce College.
- A 1.5 grade (C-) or better for all requirements is required unless prerequisites state otherwise.
- "Pass" (P) grades may be used for General Elective credits only.
- Independent Study credits may be used only for General Elective credits.
- Cooperative work experience/work-based learning credits may be applied to the General Elective area only.
- Once a course has been successfully completed, credits obtained may be used only once, even if that course is listed in more than one category.

Basic Requirements

- Communication Skills (10 credits). Must include ENGL& 101
- Mathematics – 5 credits of calculus

Distribution Requirements

Humanities (HM) and Social Science (SS)
15-20 credits selected from at least two disciplines with no more than 10 credits allowed from any one discipline. No more than five credits in foreign language at the 100 level and no more than five credits in performance/skills courses are allowed. Credits must be GER approved as designated on the AA degree.

Social Science (SS)
15-20 credits selected from at least two disciplines and no more than 10 credits allowed from any one discipline. PSYC& 110 and a multicultural elective required. Credits must be GER approved as designated on the AA degree.

Natural Sciences (NS)
MATH& 152 (5 credits) and 10 credits from other science areas. One course must be a lab.

Additional Math Requirements - MATH& 153 (3rd quarter calculus), MATH 205 (Linear Algebra) and MATH 224 (Multivariate Calculus) - five credits each.

Education Requirements
Introduction to Education and Education Field Experience required.

General Electives
Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor. PSYC& 200 and MATH 238 strongly recommended.
Course Requirements

Communication Skills (10 credits)

- ENGL& 101, English Composition 1 (required)
- ENGL 103, Composition - Argumentation & Research OR ENGL 107, Composition - Writing about Literature

Quantitative/Symbolic Reasoning Skills (5 credits)

Prerequisites required.

- MATH& 151, Calculus I

Humanities (15-20 credits)

- CMST& 220, Public Speaking
- Humanities (GER-HM) electives†

† At least two disciplines with no more than 10 credits allowed from any one discipline. No more than five credits of world (foreign) language at the 100 level and no more than five credits in performance/skills courses are allowed. See AA GER lists for appropriate classes.

Social Sciences (SS) (15-20 credits)

- PSYC& 100, General Psychology
- Multicultural elective by advisement
- Social Science (GER-SS) electives†

† At least two disciplines with no more than 10 credits allowed from any one discipline. No more than five credits of world (foreign) language at the 100 level and no more than five credits in performance/skills courses are allowed. See AA GER lists for appropriate classes.

Natural Sciences (NS) (15-20 credits)

- MATH& 152, Calculus II
- Natural Science (GER-NS) elective with lab†
- Natural Science (GER-NS) elective†

† No more than 10 credits allowed from any one discipline. At least 10 credits in physical, biological and/or earth sciences (i.e., physics, chemistry, geology or biology). See AA GER lists for appropriate classes.

Additional Math Requirements (15-20 credits)
• MATH& 153, Calculus III
• MATH 205, Linear Algebra
• MATH 224, Multivariate Calculus
• MATH 238, Differential Equations (recommended)

Education Requirements (6-10 credits)

• EDUC 190, Intro to Education
• EDUC& 202, Education Practicum

General Electives (10 quarter credits)

Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor.

Total Credits Required 91-115

Notes

1. Students completing this degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associate’s degree and will be given junior status by the receiving institution.
2. Courses in Humanities/Social Science must come from the current ICRC distribution list in order to count as General Education or General University Requirements (GERs/GURs) at the receiving institution. Additional general educational requirements, cultural diversity requirements, and foreign/world language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.
3. A maximum of five quarter credits of gray area courses will be accepted in the General Electives category.
4. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

Program Outcomes

Associate in Math Education (AS-T) Degree Outcomes:

1. Graduates will be able to question, search for answers and meaning and develop beliefs of what it means to be a competent, ethical, professional secondary education mathematics teacher and the disposition to adhere to the professional, legal, and ethical responsibilities of being a secondary education mathematics teacher.
2. Graduates will acquire the necessary knowledge base in mathematics and sciences, as recommended by participating state college or university teacher preparation programs, for future secondary education mathematics teachers.
Core Abilities Outcomes

Critical, Creative, and Reflective Thinking:
Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

Responsibility:
Graduates will be able to respond by examining the relationship between self, community, and environments, evaluating potential impacts and consequences of actions, and making choices and contributions based on that examination and evaluation.

Information Competency:
Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

Effective Communication:
Graduates will be able to exchange messages in a variety of contexts using multiple methods.

Multiculturalism:
Graduates will demonstrate knowledge of diverse ideas, cultures and experiences and the ability to examine their own attitudes and assumptions in order to engage others with civility and empathy.

Fundamental Areas of Knowledge Outcomes

Communication:
Graduates identify, analyze, and evaluate rhetorical strategies in one’s own and other’s writing in order to communicate effectively.

Humanities:
Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.

Social Sciences:
Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

Natural Sciences:
Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

Quantitative & Symbolic Reasoning:
Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.
e-Catalog description:
Associate in Chemistry Education (AS-T) Degree
General Degree Requirements

- A minimum of 90 quarter hours of transferable credit.
- A college cumulative grade point average of at least 2.0 is required.
- English 101 (Composition – Exposition) is required.
- A minimum of 25 of the last 45 credits must be earned at Pierce College.
- A 1.5 grade (C-) or better for all requirements is required unless prerequisites state otherwise.
- "Pass" (P) grades may be used for General Elective credits only.
- Independent Study credits may be used only for General Elective credits.
- Cooperative work experience/work-based learning credits may be applied to the General Elective area only.
- Once a course has been successfully completed, credits obtained may be used only once, even if that course is listed in more than one category.

Basic Requirements

Courses should be selected from the lists prescribed on this degree sheet only.

- Communication Skills (10 credits). Must include ENGL 101
- Mathematics (10 credits). Calculus

Distribution Requirements

Humanities (HM) and Social Science (SS) (15 credit minimum)
15 credits of humanities and social science with at least five credits taken from each. Three different subjects required. No more than five credits from performance/skills courses allowed. Credits must be GER approved as designated on the AA degree. A maximum of five credits of foreign/world language.

Science Pre-Major Requirements (53 credit minimum)
Chemistry for science majors sequence (33 credits); Statistics or third quarter calculus (5 credits); and Physics sequence (15 credits).

Education Requirements
Introduction to Education and Education Field Experience required.

General Electives
Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor. PSYC& 200 strongly recommended.

Course Requirements

Communication Skills (10 credits)

- ENGL& 101, Composition – Exposition (required)
• ENGL 103, Composition – Argumentation & Research OR ENGL 107, Composition – Writing about Literature

Mathematics (10 credits) Prerequisites required

• MATH& 151, Calculus I
• MATH& 152, Calculus II

Humanities & Social Science (15 credits minimum)

• CMST& 220, Public Speaking
• PSYCH& 100, General Psychology
• Multicultural elective by advisement (GER) SS or HM (5)

*See AA Gen Core list for appropriate classes.

Specific Pre-Major Requirements (53-68 credits)

• CHEM& 161-163, General Chemistry w/lab I-II
• CHEM& 261-263, Organic Chemistry I-III w/lab
• MATH& 146, Intro to Statistics (or MATH& 153)
• PHYS& 121-123, General Physics I, II, III (or PHYS& 221-223)

Education Requirements (6-10 credits)

• EDUC& 202, Intro to Education
• EDUC& 190, Education Practicum

General Electives (0-5 quarter credits)

PSYCH& 200 strongly recommended.

Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor.

Total Credits Required 94-109

Notes

1. Students completing this degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associate’s degree and will be given junior status by the receiving institution.
2. Courses in Humanities/Social Science must come from the current ICRC distribution list in order to count as General Education or General University Requirements (GERs/GURs) at
the receiving institution. Additional general educational requirements, cultural diversity
requirements, and foreign language requirements, as required by the transfer institution,
must be met prior to the completion of a baccalaureate degree.
3. Students should be advised that some baccalaureate institutions require physics with
calculus to meet specific pre-major science category.
4. Biology majors should select organic chemistry or physics for specific pre-major
requirements.
5. Pre-calculus cannot be used to satisfy the mathematics requirement (2 above).
6. Students are responsible for checking specific major requirements of baccalaureate
institutions in the year prior to transferring.

Program Outcomes

Associate in Chemistry Education (AS-T) Degree Outcomes:

1. Graduates will be able to question, search for answers and meaning and develop beliefs of
what it means to be a competent, ethical, professional secondary education chemistry
teacher and the disposition to adhere to the professional, legal, and ethical responsibilities
of being a secondary education chemistry teacher.
2. Graduates will acquire the necessary knowledge base in chemistry, mathematics and
sciences, as recommended by participating state college or university teacher preparation
programs, for future secondary education chemistry teachers.

Core Abilities Outcomes

Critical, Creative, and Reflective Thinking:
Graduates will be able to question, search for answers and meaning, and develop ideas that lead to
action.

Responsibility:
Graduates will be able to respond by examining the relationship between self, community, and
environments, evaluating potential impacts and consequences of actions, and making choices and
contributions based on that examination and evaluation.

Information Competency:
Graduates will be able to seek, find, evaluate and use information and employ information technology to
engage in lifelong learning.

Effective Communication:
Graduates will be able to exchange messages in a variety of contexts using multiple methods.

Multiculturalism:
Graduates will demonstrate knowledge of diverse ideas, cultures and experiences and the ability to
examine their own attitudes and assumptions in order to engage others with civility and empathy.

Fundamental Areas of Knowledge Outcomes
Communication:
Graduates identify, analyze, and evaluate rhetorical strategies in one’s own and other’s writing in order to communicate effectively.

Humanities:
Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.

Social Sciences:
Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

Natural Sciences:
Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

Quantitative & Symbolic Reasoning:
Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.
e-Catalog description:
Associate in Biology Education (AS-T) Degree
General Degree Requirements

- A minimum of 90 quarter hours of transferable credit.
- A college cumulative grade point average of at least 2.0 is required.
- English 101 (Composition – Exposition) is required.
- A minimum of 25 of the last 45 credits must be earned at Pierce College.
- A 1.5 grade (C-) or better for all requirements is required unless prerequisites state otherwise.
- "Pass" (P) grades may be used for General Elective credits only.
- Independent Study credits may be used only for General Elective credits.
- Cooperative work experience/work-based learning credits may be applied to the General Elective area only.
- Once a course has been successfully completed, credits obtained may be used only once, even if that course is listed in more than one category.

Basic Requirements

Courses should be selected from the lists prescribed on this degree sheet only.

- Communication Skills (10 credits). Must include ENGL 101
- Mathematics (10 credits). Calculus

Distribution Requirements

Humanities (HM) and Social Science (SS) (15 credit minimum)
15 credits of humanities and social science with at least five credits taken from each. Three different subjects required. No more than five credits from performance/skills courses allowed. Credits must be GER approved as designated on the AA degree. A maximum of five credits of foreign/world language.

Science Pre-Major Requirements (53-68 credit minimum)
Chemistry for science majors sequence (15 credits); Statistics (5 credits); Biology for science majors (15 credits). Additional science major sequence course series (10-15 credits).

Education Requirements
Introduction to Education and Education Field Experience required.

General Electives
Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor. PSYC& 200 strongly recommended.

Course Requirements

Communication Skills (10 credits)

- ENGL& 101, Composition – Exposition (required)
ENGL 103, Composition – Argumentation & Research OR ENGL 107, Composition – Writing about Literature

Mathematics (10 credits) Prerequisites required

- MATH& 151, Calculus I
- MATH& 152, Calculus II

Humanities & Social Science (15 credits minimum)

- CMST& 220, Public Speaking
- PSYCH& 100, General Psychology
- Multicultural elective by advisement (GER) SS or HM (5)

*See AA Gen Core list for appropriate classes.

Specific Pre-Major Requirements (53-68 credits)

- BIOL& 211-213, Majors: Cellular/Animal/Plant
- CHEM& 161-163, General Chemistry w/lab I-II
- CHEM& 261-263, Organic Chemistry I-III w/lab
- MATH& 146, Intro to Statistics (or MATH& 153)
- PHYS& 121-123, General Physics I, II, III (or *PHYS& 221-223)

* Optional - Some baccalaureate institutions require physics. Students should check major requirements prior to program planning.

Education Requirements (6-10 credits)

- EDUC& 202, Intro to Education
- EDUC& 190, Education Practicum

General Electives (0-5 quarter credits)

PSYCH& 200 strongly recommended.

Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor.

Total Credits Required 90-113

Notes
1. Students completing this degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associate's degree and will be given junior status by the receiving institution.
2. Courses in Humanities/Social Science must come from the current ICRC distribution list in order to count as General Education or General University Requirements (GERs/GURs) at the receiving institution. Additional general educational requirements, cultural diversity requirements, and foreign language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.
3. Students should be advised that some baccalaureate institutions require physics with calculus to meet specific pre-major science category.
4. Biology majors should select organic chemistry or physics for specific pre-major requirements.
5. Pre-calculus cannot be used to satisfy the mathematics requirement (2 above).
6. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

**Program Outcomes**

**Associate in Biology Education (AS-T) Degree Outcomes:**

1. Graduates will be able to question, search for answers and meaning and develop beliefs of what it means to be a competent, ethical, professional secondary education biology teacher and the disposition to adhere to the professional, legal, and ethical responsibilities of being a secondary education biology teacher.
2. Graduates will acquire the necessary knowledge base in biology, mathematics and sciences, as recommended by participating state college or university teacher preparation programs, for future secondary education biology teachers.

**Core Abilities Outcomes**

**Critical, Creative, and Reflective Thinking:**
Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

**Responsibility:**
Graduates will be able to respond by examining the relationship between self, community, and environments, evaluating potential impacts and consequences of actions, and making choices and contributions based on that examination and evaluation.

**Information Competency:**
Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

**Effective Communication:**
Graduates will be able to exchange messages in a variety of contexts using multiple methods.
**Multiculturalism:**
Graduates will demonstrate knowledge of diverse ideas, cultures and experiences and the ability to examine their own attitudes and assumptions in order to engage others with civility and empathy.

**Fundamental Areas of Knowledge Outcomes**

**Communication:**
Graduates identify, analyze, and evaluate rhetorical strategies in one’s own and other’s writing in order to communicate effectively.

**Humanities:**
Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.

**Social Sciences:**
Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

**Natural Sciences:**
Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

**Quantitative & Symbolic Reasoning:**
Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.
e-Catalog description:
Associate in Physics Education (AS-T) Degree
General Degree Requirements

- A minimum of 90 quarter hours of transferable credit.
- A college cumulative grade point average of at least 2.0 is required.
- English 101 (Composition – Exposition) is required.
- A minimum of 25 of the last 45 credits must be earned at Pierce College.
- A 1.5 grade (C-) or better for all requirements is required unless prerequisites state otherwise.
- "Pass" (P) grades may be used for General Elective credits only.
- Independent Study credits may be used only for General Elective credits.
- Cooperative work experience/work-based learning credits may be applied to the General Elective area only.
- Once a course has been successfully completed, credits obtained may be used only once, even if that course is listed in more than one category.

Basic Requirements

Courses should be selected from the lists prescribed on this degree sheet only.

- Communication Skills (10 credits). Must include ENGL& 101
- Mathematics (10 credits). Calculus

Distribution Requirements

Humanities (HM) and Social Science (SS) (15 credit minimum)
15 credits of humanities and social science with at least five credits taken from each. Three different subjects required. No more than five credits from performance/skills courses allowed. Credits must be GER approved as designated on the AA degree. A maximum of five credits of foreign/world language.

Science Pre-Major Requirements
Physics for science majors sequence (15 credits); Chemistry of science majors (10 credits). MATH& 153, 205, 224 and 238 and Computer Programming (4-5 credits).

Education Requirements
Introduction to Education and Education Field Experience required.

General Electives
Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor. PSYC& 200 strongly recommended. Engineering disciplines should include a design component consistent with ABET accreditation standards.

Course Requirements

Communication Skills (10 credits)
• ENGL& 101, Composition – Exposition (required)
• ENGL 103, Composition – Argumentation & Research OR ENGL 107, Composition – Writing about Literature

Mathematics (10 credits) Prerequisites required
• MATH& 151, Calculus I
• MATH& 152, Calculus II

Humanities & Social Science (15 credits minimum)
• CMST& 220, Public Speaking
• PSYCH& 100, General Psychology
• Multicultural elective by advisement (GER) SS or HM (5)

*See AA Gen Core list for appropriate classes.

Specific Pre-Major Requirements (53-68 credits)
• CHEM& 161-162, General Chemistry w/lab I-II
• PHYS& 221-223, General Physics I, II, III
• MATH& 153, Calculus III
• MATH 205, Linear Algebra
• MATH 224, Multivariate Calculus
• MATH 238, Differential Equations
• CS& 131, Computer Science I

Education Requirements (6-10 credits)
• EDUC& 202, Intro to Education
• EDUC& 190, Education Practicum

General Electives (0-5 quarter credits)

PSYC& 200 strongly recommended. Engineering disciplines should include a design component consistent with ABET accreditation standards. Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor.

Total Credits Required 91-100

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

2. Courses in Humanities/Social Science must come from the current ICRC distribution list in order to count as General Education or General University Requirements (GERs/GURs) at the receiving institution. Additional general educational requirements, cultural diversity requirements, and foreign language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.

3. Students should be advised that some baccalaureate institutions require physics with calculus to meet specific pre-major science category.

4. A maximum of 5 quarter credits will be accepted in the General Electives category.

Program Outcomes

Associate in Physics Education (AS-T) Degree Outcomes:

1. Graduates will be able to question, search for answers and meaning and develop beliefs of what it means to be a competent, ethical, professional secondary education physics teacher and the disposition to adhere to the professional, legal, and ethical responsibilities of being a secondary education physics teacher.

2. Graduates will acquire the necessary knowledge base in physics, mathematics and sciences, as recommended by participating state college or university teacher preparation programs, for future secondary education physics teachers.

Core Abilities Outcomes

Critical, Creative, and Reflective Thinking:
Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

Responsibility:
Graduates will be able to respond by examining the relationship between self, community, and environments, evaluating potential impacts and consequences of actions, and making choices and contributions based on that examination and evaluation.

Information Competency:
Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

Effective Communication:
Graduates will be able to exchange messages in a variety of contexts using multiple methods.

Multiculturalism:
Graduates will demonstrate knowledge of diverse ideas, cultures and experiences and the ability to examine their own attitudes and assumptions in order to engage others with civility and empathy.
Fundamental Areas of Knowledge Outcomes

Communication:
Graduates identify, analyze, and evaluate rhetorical strategies in one’s own and other’s writing in order to communicate effectively.

Humanities:
Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.

Social Sciences:
Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

Natural Sciences:
Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

Quantitative & Symbolic Reasoning:
Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.
e-Catalog description:
Associate Degree Nursing (ADN)
Statewide Major Ready Pathway (MRP) Agreement

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 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; Walla Walla College. 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 EWU, not through the other consortium institutions. EWU participated in the development of this agreement.

General Degree Requirements

- A minimum of 90 quarter hours of transferable credit.
- A college cumulative grade point average of at least 2.0 is required.*
- English 101 (Composition – Exposition) is required.
- A minimum of 25 of the last 45 credits must be earned at Pierce College.
- A 1.5 grade (C-) or better for all requirements is required unless prerequisites state otherwise.*
- "Pass" (P) grades may be used for General Elective credits only.
- Independent Study credits may be used only for General Elective credits.
- Cooperative work experience/work-based learning credits may be applied to the General Elective area only.
- Once a course has been successfully completed, credits obtained may be used only once, even if that course is listed in more than one category.

*Specific grade requirements vary from course to course and among transfer institutions. Students must check with the transfer institution. Note that admission to the BSN upper division nursing programs is very competitive; therefore, no particular GPA can guarantee admission to any specific nursing program.

Basic Requirements

Communication Skills - 10 Credits

- ENGL 101, Composition – Exposition
- ENGL 103, Composition – Argumentation & Research

Note: Northwest University and Walla Walla College require that the second English composition class be a research writing class.
Quantitative/Symbolic Reasoning Skills - 5 Credits

Intermediate Algebra proficiency is required

- MATH& 146, Intro to Statistics

Note: UW Seattle and Seattle University require 10 credits in quantitative/symbolic reasoning with the additional class in college algebra or pre-calculus (MATH 121) (at UW Seattle, a class in Logic (PHIL 120) also serves for the additional class).

Distribution Requirements

Humanities (HM) - 15 Credits

Consistent with the requirements in all DTA degrees, no more than five credits from performance/skills courses. No more than 10 credits are allowed in world (foreign) language to satisfy the Humanities requirements, restricted to a maximum of 5 credits in a 100 level course and a maximum of 5 credits in a 200 level course.

- CMST& 220 Public Speaking
- Humanities Electives (GER-HM)*

Note: 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 nursing curriculum.

Social Sciences (SS) - 15 Credits

- PSYC& 100 - General Psychology
- PSYC& 200 - Lifespan Psychology

Note: Northwest University requires Cultural Anthropology and does not accept a course in the sociology discipline as a substitute. Students may be admitted to the BSN without Cultural Anthropology if they agree to complete the course at NU in the summer prior to the junior year.

Natural Sciences (NS) - minimum of 35 credits with at least 25 credits lab-based

- BIOL& 160 - General Biology w/lab
- BIOL& 241 - Human Anatomy and Physiology 1
- BIOL& 242 - Human Anatomy and Physiology 2
- BIOL& 260 - Microbiology
- CHEM& 121 - Intro to Chemistry
- CHEM& 131 - Intro to Organic and Biochemistry
- NUTR& 101 - Nutrition
**Note:** Introductory survey courses or review courses do not meet the content level expectations for these natural science requirements. Northwest University requires two credits of Genetics as well. Students may be admitted to the BSN without Genetics if they agree to complete the course at NU in the summer prior to the junior year. UW Seattle requires a minimum GPA of 3.0 for three out of the seven courses or 2.8 for four out of the seven.

**Electives**

Five credits that meet the GER-CM, GER-QS, GER-HM, GER-NS or GER-SS designation as stated on Pierce AA degree lists. Up to five credits that are numbered 100 or above.

*A curriculum that provides students with an understanding of and sensitivity to human diversity is encouraged (required by WSU). The elective credits in humanities, social science, quantitative/symbolic reasoning and natural science provide one opportunity for such a curriculum. See the choices in the WSU "Diversity Course Identification Guidelines" for possible course selection or select courses that include minority, non-western, ethnic or other "area" studies.

**Total Credits Required: 93**

**Notes**

1. Admissions application deadlines vary; students must meet the deadline for the university or universities to which they plan to apply for admission to transfer.
2. For admission to nursing as a major, it is critical to note that grade point average requirements vary and admission is competitive across the several programs in Nursing.
3. Certain schools may have additional university-specific requirements that are not prerequisites to admission to the Nursing major but will need to be completed prior to graduation or, as noted above for NU, prior to commencement of nursing courses. Contact with advisors from individual schools for institutional requirements is highly recommended since this DTA may not meet every institution-specific graduation requirement. NU, for example, requires Old Testament and New Testament in the summer prior to beginning nursing classes.
4. Certain schools may have additional university-specific requirements for admission to the institution that are not prerequisites specifically identified in the DTA requirements. UW Seattle and PLU, for example, each require 10 credits of a world language if the applicant has not completed two years of a single language in high school.
Professional/Technical Program Outcomes from E-Catalog - Example
Professional/Technical Programs - Program List

Accounting
Business
Business Information Technology
Computer Information Systems
Computer Network Engineering
Construction Management
Corrections/Protection Officer
Criminal Justice
Dental Hygiene
Diagnostic Health and Fitness
Digital Design
Early Childhood Education
Fire Command
Foster Parent Education
Homeland Security Emergency Management
Human Services and Substance Abuse
Language Interpreter
Nursing
Occupational Safety and Health
Pupil Transportation Supervision
Social Service Mental Health
Veterinary Technology
Business Information Technology (BTECH) - Home

Get the computer and business skills you need to secure a high-paying, stable career in the medical or general office fields. Pierce College's Business Information Technology program offers two-year associate degrees, as well as one-year certificates. Find the option that's best for you and start realizing your possibilities today.

Enroll today
Enrollment is open throughout the year. Start in the fall, winter, spring, or summer quarters.

Prerequisites
Students must complete a skills assessment test (COMPASS test) through the Pierce College testing center.

Program length
Certificates can be earned in as little as three quarters. Associate degrees typically take from six to eight quarters to complete.

Transfer possibilities
Individual classes in the Business Information Technology program may transfer as electives to four-year colleges.

Employment possibilities
Knowledge of office skills and office management principles are marketable across all industries, and can be applied to a number of different careers. In addition, medical office assistants, medical billing specialists, and those with training in medical transcription are always highly sought after by healthcare companies.

Other info
Financial aid and scholarships are frequently available to students who qualify. In addition, special funding may be available for unemployed workers or low-wage working parents.

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Sitemap | A-Z Directory
Business Information Technology (BTECH) - Program Outcomes

Business Information Technology, Two-Year Program Outcomes

Work independently and in teams.
Interact courteously and responsibly with diverse people in the office environment.
Manage time and multiple tasks appropriate to the business office.
Demonstrate commitment to the office profession and lifelong learning.
Apply technical skills to meet industry standards in the office.
Communicate effectively using written, oral, and visual communications skills.
Manage the physical office environment.
Employ technology to manage information.
Conduct effective Web searches, critically analyze Web sites and related professional material.

Associate in Administrative Assistant: General Office

Outcomes:

Work independently and in teams.
Interact courteously and responsibly with diverse people in the office environment.
Manage time and multiple tasks appropriate to the office.
Apply technical skills to meet industry standards in the office.
Communicate effectively using written, oral, and visual communications skills.
Use software to manage information.
Conduct effective Web searches; critically analyze web sites and related professional articles.

Associate in Administrative Assistant: Office Management

Outcomes:

Work independently and in teams.
Interact courteously and responsibly with diverse people in the office environment.
Manage time and multiple tasks appropriate to the office.
Apply technical skills to meet industry standards in the office.
Communicate effectively using written, oral, and visual communications skills.
Use software to manage information.
Conduct effective Web searches; critically analyze web sites and related professional articles.
Apply basic accounting principles and math in daily business operations.
Apply basic management principles to contemporary management problems.
Apply human resource management principles.

Associate in Administrative Assistant: International Business

Outcomes:

Work independently and in teams.
Interact courteously and responsibly with diverse people in the office environment.
Manage time and multiple tasks appropriate to the office.
Apply technical skills to meet industry standards in the office.
Communicate effectively using written, oral, and visual communications skills.
Use software to manage information.

http://www.pierce.ctc.edu/dept/btech/outcomes 9/24/2010
Conduct effective web searches; critically analyze web sites and related professional articles.
Interact effectively with foreign nationals.
Demonstrate proper accounting principles.
Demonstrate knowledge of foreign trade organizations.
Demonstrate awareness of world cultures.
Demonstrate a geographical understanding of the world.

Office Assistant: General Certificate

Outcomes:

Work independently and in teams.
Interact courteously and responsibly with diverse people in the office environment.
Manage time and multiple tasks appropriate to the office.
Demonstrate commitment to the office profession and life-long learning.
Apply technical skills to meet industry standards in the office.
Communicate effectively using written, oral, and visual communications skills.
Use software to manage information.

Associate in Medical Office Assistant

Outcomes:

Work independently and in teams.
Interact courteously and responsibly with diverse people in the office environment.
Manage time and multiple tasks appropriate to the office.
Demonstrate commitment to the office profession and life-long learning.
Apply technical skills to meet industry standards in the office.
Communicate effectively using written, oral, and visual communications skills.
Use software to manage information.
Conduct effective web searches; critically analyze web sites and related professional articles.
Demonstrate knowledge of the United State's Health Insurance Privacy and Accountability Act (HIPAA).
Understand and properly define medical terminology and anatomy.
Demonstrate competency with first aid and CPR.

Office Assistant: Medical Billing Certificate

Outcomes:

Interact courteously and responsibly with diverse people in the office environment.
Manage time and multiple tasks appropriate to the office.
Apply technical skills to meet industry standards in the office.
Communicate effectively using written and oral communications skills.
Use software to manage information.
Be able to identify medical professional organizations in the local area.
Understand the role of professional organizations.
Understand and properly define medical terminology and anatomy.
Demonstrate proficiency with medical billing software and forms.
Demonstrate competency with first aid and CPR.
Demonstrate knowledge of the United State's Health Insurance Privacy and Accountability Act (HIPAA).

Office Assistant: Medical Certificate

Outcomes:

Interact courteously and responsibly with diverse people in the office environment.

http://www.pierce.ctc.edu/dept/btech/outcomes 9/24/2010
Manage time and multiple tasks appropriate to the office.
Apply technical skills to meet industry standards in the office.
Communicate effectively using written and oral communications skills.
Use software to manage information.
Be able to identify medical professional organizations in the local area.
Understand the role of professional organizations.
Understand and properly define medical terminology and anatomy.
Demonstrate proficiency with medical software for completing office tasks and billing.
Demonstrate competency with first aid and CPR.
Demonstrate knowledge of the United State's Health Insurance Privacy and Accountability Act (HIPAA).

Medical Transcription Certificate

Outcomes:
Interact courteously and responsibly with diverse people in the office environment.
Manage time and multiple tasks appropriate to the office.
Apply technical skills to meet industry standards in the office.
Communicate effectively using written and oral communications skills.
Use software to manage information.
Be able to identify medical professional organizations in the local area.
Understand the role of professional organizations.
Understand and properly define medical terminology and anatomy.
Demonstrate proficiency with medical transcription software, equipment, and format.
Demonstrate competency with first aid and CPR.
Demonstrate knowledge of the United State's Health Insurance Privacy and Accountability Act (HIPAA).

Related Instruction Outcomes
Communication: Communicate effectively using written, oral, and visual communications skills
Computation: Utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.
Human Relations: Interact courteously and responsibly with diverse people in the office environment
OFFICE ASSISTANT MEDICAL BILLING (CERTIFICATE)

BTECH REQUIREMENTS (50 CREDITS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BTECH 112</td>
<td>Keyboard Skillbuilding I (or BTECH 116 A-B)</td>
<td>2</td>
</tr>
<tr>
<td>BTECH 135</td>
<td>Electronic 10-Key Calculator</td>
<td>3</td>
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<td>Select both:</td>
<td></td>
<td>5</td>
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<tr>
<td>BTECH 146</td>
<td>Filing Review (2)</td>
<td></td>
</tr>
<tr>
<td>BTECH 156</td>
<td>Records Management (3)</td>
<td></td>
</tr>
<tr>
<td>or select:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTECH 145</td>
<td>Records and Database Management (5)</td>
<td></td>
</tr>
<tr>
<td>BTECH 149</td>
<td>Intro to the Medical Office</td>
<td>2</td>
</tr>
<tr>
<td>BTECH 150</td>
<td>Medical Terminology I</td>
<td>5</td>
</tr>
<tr>
<td>BTECH 151</td>
<td>Medical Terminology II</td>
<td>5</td>
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<tr>
<td>BTECH 201</td>
<td>Professional Office Applications I</td>
<td>5</td>
</tr>
<tr>
<td>(or BTECH 200 A-B, BTECH 210 A-B &amp; BTECH 223A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTECH 245</td>
<td>Cooperative Work Experience</td>
<td>3</td>
</tr>
<tr>
<td>BTECH 250</td>
<td>Medical Forms</td>
<td>5</td>
</tr>
<tr>
<td>BTECH 253</td>
<td>Medical Office Procedures</td>
<td>5</td>
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<tr>
<td>BTECH 254</td>
<td>CPT Coding</td>
<td>5</td>
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<tr>
<td>BTECH 255</td>
<td>ICD-9-CM Coding</td>
<td>5</td>
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GENERAL REQUIREMENTS (12 CREDITS)

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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 118</td>
<td>Human Anatomy and Physiology for Non-Sci Mjrs</td>
<td>5</td>
</tr>
<tr>
<td>*BUS 105</td>
<td>Business English I</td>
<td>5</td>
</tr>
<tr>
<td>**HSCI 228</td>
<td>First Aid and CPR for Health Care Professional</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>**Total Credits Required</td>
<td>62</td>
</tr>
</tbody>
</table>

*Meets related instruction requirements for professional/technical programs
**Valid First Aid/CPR card satisfies this requirement

Notes:
OFFICE ASSISTANT: MEDICAL BILLING (CERTIFICATE)

Pierce College offers the Certificate in Office Assistant: Medical Billing at both the Ft. Steilacoom and Puyallup campuses. Students in the program learn ICD-9-CM, CPT and ADA coding. Graduates are able to code and bill accurately, ethically and assertively, to optimize reimbursement, research and explain coverage and handle all components of claims processing.

The certificate is designed to “step” into the Associate in Medical Office Assistant. Students who intend to transfer to a four-year institution should work closely with an advisor and complete AA requirements (see brochure.)

The Office Assistant: Medical Billing Certificate is designed to prepare students for entry-level positions in medical and dental offices.

Medical Billing Clerk
Medical Coding Assistant
Surgery Scheduler
Patient Account Representative

Program Outcomes
• Interact courteously and responsibly with diverse people in the office environment.
• Manage time and multiple tasks appropriate to the office.
• Apply technical skills to meet industry standards in the office.
• Communicate effectively using written and oral communications skills.
• Use software to manage information.
• Be able to identify medical professional organizations in the local area.
• Understand the role of professional organizations.
• Understand and properly define medical terminology and anatomy.
• Demonstrate proficiency with medical billing software and forms
• Demonstrate competency with first aid and CPR.
• Demonstrate knowledge of the United State's Health Insurance Privacy and Accountability Act (HIPAA).

For More Information:
Amy Warren
Program Coordinator, Ft. Steilacoom
(253) 964.6431
awarren@pierce.cte.edu

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Program Coordinator, Puyallup
(253) 840.8478
cmgonag@pierce.cte.edu

Office of Professional/Technical Education
(253) 964.6645

Related Codes
Intent: F or J
Med Bill Off Cert: 565

This curriculum sheet was printed with funds from the Carl D. Perkins Act.
Updated Fall 2010

Special funding may be available for unemployed workers and low-wage working parents. See your advisor or call (253) 964.6265.

Pierce College does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability or age in its programs and activities.
Professional/Technical Program Outcomes from Print-Catalog - Example
Business Information Technology  PROFESSIONAL/TECHNICAL

Faculty:  Amy Warren, Luann Waiden (FS); Carol McGonigall, Karen Myers (PY)

Degrees:  Administrative Assistant: General Office
          Administrative Assistant: Office Management
          Administrative Assistant: International Business
          Administrative Assistant: Medical Office Assistant

Certificates:  Office Assistant: General
              Office Assistant: Medical
              Office Assistant: Medical Billing
              Medical Transcription
              Integrated Business Technology

Student Learning Outcomes available at:
www.pierce.cte.edu/dept/btech/outcomes

ADMINISTRATIVE ASSISTANT: GENERAL OFFICE (ASSOCIATE)

Today's office environment requires support staff who have skills in business communications and computer technology. Students in the Administrative Assistant program prepare for careers in business, industry and government. When composing documents, students integrate information from various computer programs, including word processing, spreadsheets and presentations. An office internship is required.

BTECH REQUIREMENTS (47-51 CREDITS)

BTECH 112 Keyboard SkillBuilding I (or BTECH 116 A-B) 2
BTECH 113 Keyboard SkillBuilding II (or BTECH 116 C-D) 2
BTECH 120 Intro to Windows (or BTECH 118 A-C) 3
BTECH 135 Electronic 10-Key Calculator 3

Select both:
BTECH 146 Filing Review (2) 5
BTECH 156 Records Management (3) 5
or select:
BTECH 145 Records and Database Management (5) 5
BTECH 201 Professional Office Applications I
   (or BTECH 210 A-B & BTECH 210 A-B & BTECH 225A) 5
BTECH 202 Professional Office Applications II
   (or BTECH 220 A-C & BTECH 225 B-C) 5
BTECH 203 Professional Office Applications III
   (or BTECH 220 C-D & BTECH 210 C-D & BTECH 220D) 5
BTECH 241 Accounting for the Office Professional
   (or ACC 170 or ACC 171) 5
BTECH 245 Cooperative Work Experience 3
BTECH 246 Cooperative Work Experience 3

Select both:
BTECH 117A Format Basic Business Documents (1) 2-5
BTECH 117B Format Advanced Business Documents (1)

BTECH 230 Machine Transcription I (5)

Select both:
BTECH 248 Business Information Technology Seminar I (2) 4-5
BTECH 249 Business Information Technology Seminar II (2)
or select:
MNGT 186 Professional Development (5)

BUSINESS REQUIREMENTS (43 CREDITS)

BUSA 101 Introduction to Business 5
BUSA 201 Business Law 5
* BUS 105 * Business English I 5
* BUS 106 * Business English II 3
* BUS 107 * Business Math 5
* BUS 240 * Human Relations in the Workplace 5
* BUS 249 * Global Business Intro and Essentials 5
* BUS 250 * Business Communications 5
* MNGT 130 * Customer Relationship Management 5

Total Credits Required 90-94

ADMINISTRATIVE ASSISTANT: OFFICE MANAGEMENT (ASSOCIATE)

Experienced office workers find that the Office Management degree provides them with the necessary technical knowledge and supervisory skills to move into office management. Positions in private enterprise and government service are available in the fields of personnel, finance, production, marketing and administration. Students develop proficiency in using word processing, spreadsheets, database and presentation software. Students gain a solid foundation in business principles while focusing on supervisory skills. An office internship is required.

BTECH REQUIREMENTS (47-51 CREDITS)

BTECH 112 Keyboard SkillBuilding I (or BTECH 116 A-B) 2
BTECH 113 Keyboard SkillBuilding II (or BTECH 116 C-D) 2
BTECH 120 Intro to Windows (or BTECH 118 A-C) 3
BTECH 135 Electronic 10-Key Calculator 3

Select both:
BTECH 146 Filing Review (2) 5
BTECH 156 Records Management (3) 5
or select:
BTECH 145 Records and Database Management (5) 5
BTECH 201 Professional Office Applications I
   (or BTECH 200 A-B, BTECH 210 A-B & BTECH 225A)
BTECH 202 Professional Office Applications II
   (or BTECH 220 A-C & BTECH 225 B-C) 5
BTECH 203 Professional Office Applications III
   (or BTECH 220 C-D, BTECH 210 C-D & BTECH 220D) 5
BTECH 241 Accounting for the Office Professional
   (or ACC 170 or ACC 171) 5
BTECH 245 Cooperative Work Experience 3
BTECH 246 Cooperative Work Experience 3

Select both:
BTECH 117A Format Basic Business Documents (1) 2-5
BTECH 117B Format Advanced Business Documents (1)

BTECH 230 Machine Transcription I (5)

Select both:
BTECH 248 Business Information Technology Seminar I (2) 4-5
BTECH 249 Business Information Technology Seminar II (2)
or select:
MNGT 186 Professional Development (5)

BUSINESS REQUIREMENTS (43 CREDITS)

* BUS 105 Business English I 5
* BUS 106 Business English II 3
* BUS 107 Business Mathematics 5
* BUS 201 Business Law 5
* BUS 240 Human Relations in the Workplace 5
* BUS 249 Global Business Intro and Essentials 5
* BUS 250 Business Communications 5
* MNGT 130 Customer Relationship Management 5

Total Credits Required 90-94

ADMINISTRATIVE ASSISTANT: INTERNATIONAL BUSINESS (ASSOCIATE)

International business assistants work in areas such as the Puget Sound, where a heavy dependence on international trade exists. They develop cultural understanding with required skills in one foreign language, anthropology and international business communication. Students develop computer skills including word processing, spreadsheets, presentation and databases. Students learn to produce complex business reports created from a variety of computer-generated information sources as well as building on their grammar and business writing skills. An office internship is required.

BUSINESS REQUIREMENTS (43 CREDITS)

* BUS 105 Business English I 5
* BUS 106 Business English II 3
* BUS 107 Business Mathematics 5
* BUS 201 Business Law 5
* BUS 240 Human Relations in the Workplace 5
* BUS 249 Global Business Intro and Essentials 5
* BUS 250 Business Communications 5
* MNGT 130 Customer Relationship Management 5

Total Credits Required 90-94

* Meets related instruction requirements for professional/technical programs.
BTECH REQUIREMENTS (46-51 CREDITS)
BTECH 112 Keyboard Skillbuilding I (or BTECH 116 A-B) 2
BTECH 113 Keyboard Skillbuilding II (or BTECH 116 C-D) 2
BTECH 120 Intro to Windows (or BTECH 118 A-C) 3
BTECH 135 Electronic 10-Key Calculator 3
Select both: 5
BTECH 146 Filing Review (2) 2
BTECH 156 Records Management (3) 3
or select:
BTECH 145 Records and Database Management (5) 5
BTECH 201 Professional Office Applications I (or BTECH 200 A-B & BTECH 225A) 5
BTECH 202 Professional Office Applications II (or BTECH 220 A-C & BTECH 225 B-C) 5
BTECH 203 Professional Office Applications III (or BTECH 220 C-D, BTECH 220 A-C & BTECH 220D) 5
BTECH 241 Accounting for the Office Professional (or ACCT 170 or ACCT 101) 5
BTECH 245 Cooperative Work Experience 3
BTECH 246 Cooperative Work Experience 3
Select:
BTECH 1178 Format Advanced Business Documents (1) 1
or select:
BTECH 230 Machine Transcription I (5) 5
Select both: 4-5
BTECH 248 Business Information Technology Seminar I (2) 2
BTECH 249 Business Information Technology Seminar II (2) 2
or select:
MNGT 186 Professional Development (5) 5
BUSINESS REQUIREMENTS (28 CREDITS)
* BUS 105 Business English I 5
* BUS 106 Business English II 3
* BUS 107 Business Math 3
* BUS 245 Global Business: Intro and Essentials 5
* BUS 250 Business Communications 5
* MNGT 130 Customer Relationship Management 5
GENERAL REQUIREMENTS (25 CREDITS)
Foreign Language (same language) 15
Select at least one of the following: 5
ANTH 106 American Mosaic 5
ANTH 206 Cultural Anthropology 5
Select at least one: 5
GEOG 100 Intro to Geography 5
GEOG 200 Cultural Geography 5
Total Credits Required 100-104

*Meets related instructional requirements for professional/technical programs.

OFFICE ASSISTANT: GENERAL (CERTIFICATE)
Students who earn the General certificate gain a full range of basic employable skills in a relatively short time. Students complete courses in word processing, spreadsheet preparation, filing, database management and communications.

BTECH REQUIREMENTS (29-34 CREDITS)
BTECH 112 Keyboard Skillbuilding I (or BTECH 116 A-B) 2
BTECH 113 Keyboard Skillbuilding II (or BTECH 116 C-D) 2
BTECH 120 Intro to Windows (or BTECH 118 A-C) 3
* BTECH 135 Electronic 10-Key Calculator 3
Select both: 5
BTECH 146 Filing Review (2) 2
BTECH 156 Records Management (3) 3
or select:
BTECH 145 Records and Database Management (5) 5
BTECH 201 Professional Office Applications I (or BTECH 200 A-B & BTECH 225A) 5
BTECH 202 Professional Office Applications II (or BTECH 220 A-C & BTECH 225 B-C) 5
Select:
BTECH 117A Format Basic Business Documents (1) 1
or:
BTECH 230 Machine Transcription 5
BTECH 245 Cooperative Work Experience 3

BUSINESS REQUIREMENTS (22-23 CREDITS)
* BUS 105 Business English I 5
* BUS 106 Business English II 3
* BUS 240 Business Communications 5
* MNGT 130 Customer Relationship Management 5
Select both: 4-5
BTECH 248 Business Information Technology Seminar I (2) 2
BTECH 249 Business Information Technology Seminar II (2) 2
or select:
MNGT 186 Professional Development (5) 5
Total Credits Required 51-57

INTEGRATED BUSINESS TECHNOLOGY (CERTIFICATE)
This new four-quarter program provides a customized pathway for Level 5 & 6 English as a Second Language (ESL) students and Levels 3-6 Adult Basic Education (ABE) and GED students to successfully complete the Integrated Business Technology Certificate. The training is part of a longer pathway with all credits leading to completion of an associate degree in Business Information Technology.

BTECH REQUIREMENTS (36 CREDITS)
BTECH 111 Keyboarding (or BTECH 115A-B & 117A) 3
BTECH 112 Keyboard Skillbuilding I (or BTECH 116A-B) 2
Choose 2 credits from the following:
BTECH 135 Electronic 10-Key Calculator 3
BTECH 201 Professional Office Applications I (or BTECH 220 C-D) 3
BTECH 202 Professional Office Applications II (or BTECH 220 A-C & BTECH 225 B-C) 5
Select both:
BTECH 146 Filing Review 2
BTECH 156 Records Management 3
or select:
BTECH 200 A-C, Microsoft Word 3
BTECH 205 Office Procedures 3
BTECH 210A Microsoft Excel 1
BTECH 210B Microsoft Excel 1
BTECH 225A Microsoft PowerPoint 1
BTECH 226A Microsoft Outlook 1
BTECH 245 Cooperative Work Experience 3
* BUS 105 Business English I 5
Total Credits Required 36

*Meets related instruction requirements for professional/technical programs.
### ADMINISTRATIVE ASSISTANT: MEDICAL OFFICE ASSISTANT (ASSOCIATE)

Students in this program prepare to work in a variety of medical office settings, which include clinics, hospitals, nursing homes, laboratories, and physicians' and dentists' offices. Medical office assistants must work with a high degree of accuracy and a clear understanding of medical ethics, legality of medical reports and empathy for patients.

A thorough knowledge of punctuation and grammar, medical terminology, medical transcription, medical forms (including basic coding and processing insurance forms), word processing and accounting are essential elements of this program. Additional courses in spreadsheets and databases broaden the required computer knowledge in this field. An office internship is required.

**BTECH REQUIREMENTS (43-67 CREDITS)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>BTECH 112</td>
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<tr>
<td>BTECH 113</td>
<td>Keyboard Skillbuilding II (or BTECH 116 C-D)</td>
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<tr>
<td>BTECH 120</td>
<td>Intro to Windows (or BTECH 118 A-C)</td>
<td>3</td>
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<tr>
<td>BTECH 135</td>
<td>Electronic 10-Key Calculator</td>
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<tr>
<td>BTECH 145</td>
<td>Filing Review (2)</td>
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</tr>
<tr>
<td>BTECH 156</td>
<td>Records Management (3)</td>
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<td>BTECH 149</td>
<td>Intro to the Medical Office</td>
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<tr>
<td>BTECH 150</td>
<td>Medical Terminology</td>
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<tr>
<td>BTECH 151</td>
<td>Medical Terminology II</td>
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<td>BTECH 201</td>
<td>Professional Office Applications I (or BTECH 210 A-B &amp; BTECH 225A)</td>
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<td>Professional Office Applications III (or BTECH 210 C-D, BTECH 220 C-D &amp; BTECH 225D)</td>
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<td>BTECH 230</td>
<td>Basic Computer Skills (or BTECH 117B)</td>
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<td>BTECH 245</td>
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<tr>
<td>BTECH 249</td>
<td>Medical Forms</td>
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<td>BTECH 253</td>
<td>Medical Office Procedures</td>
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**Total Credits Required**

**BUSINESS REQUIREMENTS (32 CREDITS)**

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<td>BUS 105</td>
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<td>BUS 106</td>
<td>Business English II</td>
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<tr>
<td>BUS 240</td>
<td>Human Relations in the Workplace</td>
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<tr>
<td>MNGT 130</td>
<td>Customer Relationship Management</td>
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**GENERAL REQUIREMENTS (7 CREDITS)**

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<th>Course Description</th>
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<tr>
<td>BGL 115</td>
<td>Human Anatomy and Physiology for Non-Sci Mjrs</td>
<td>3</td>
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<tr>
<td>HSCI 228</td>
<td>First Aid and CPR for Health Care Professionals</td>
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**Total Credits Required (93-97)**

**MEDICAL TRANSCRIPTION CERTIFICATE**

**BTECH REQUIREMENTS (37-40 CREDITS)**

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<td>BTECH 135</td>
<td>Electronic 10-Key Calculator</td>
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<td>BTECH 150</td>
<td>Medical Terminology</td>
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<td>BTECH 151</td>
<td>Medical Terminology II</td>
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<td>BTECH 201</td>
<td>Professional Office Applications I (Word/Excel) (or BTECH 200 A-B, BTECH 210 A-B &amp; BTECH 225A)</td>
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<tr>
<td>BTECH 245</td>
<td>Cooperative Work Experience</td>
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<td>BTECH 251</td>
<td>Medical Transcription</td>
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<td>MNGT 186</td>
<td>Professional Development (5)</td>
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**BUSINESS REQUIREMENTS (13 CREDITS)**

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<tr>
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<tr>
<td>BUS 105</td>
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<td>5</td>
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<td>BUS 106</td>
<td>Business English II</td>
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**GENERAL REQUIREMENTS**

<table>
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<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>HSCI 228</td>
<td>First Aid and CPR for the Health Care Professionals</td>
<td>2</td>
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</tbody>
</table>

**Total Credits Required**

**OFFICE ASSISTANT: MEDICAL (CERTIFICATE)**

As the front-office person, the receptionist greets patients, screens telephone calls, schedules appointments and assists in record management and accounting. The medical receptionist works with a high degree of accuracy and a clear understanding of medical ethics, legality of medical reports and empathy for patients. The medical receptionist student prepares for employment by taking courses in medical terminology, medical forms, office procedures and word processing.

**BTECH REQUIREMENTS (42-43 CREDITS)**

<table>
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<tr>
<td>BTECH 112</td>
<td>Keyboard Skillbuilding I (or BTECH 116 A-B)</td>
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</tr>
<tr>
<td>BTECH 120</td>
<td>Introduction to Windows (or BTECH 118 A-C)</td>
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<tr>
<td>BTECH 135</td>
<td>Electronic 10-Key Calculator</td>
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**Select one:**

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<tr>
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<td>Records and Database Management</td>
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<td>BTECH 149</td>
<td>Intro to Medical Office</td>
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<td>BTECH 150</td>
<td>Medical Terminology</td>
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<tr>
<td>BTECH 201</td>
<td>Professional Office Applications I (or BTECH 200 A-B, BTECH 210 A-B &amp; BTECH 225A)</td>
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<td>BTECH 245</td>
<td>Cooperative Work Experience</td>
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<td>BTECH 250</td>
<td>Medical Forms</td>
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<tr>
<td>BTECH 253</td>
<td>Medical Office Procedures</td>
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</tbody>
</table>

**Total Credits Required**

**OFFICE ASSISTANT: MEDICAL BILLING (CERTIFICATE)**

As the front-office person, the receptionist greets patients, screens telephone calls, schedules appointments and assists in record management and accounting. The medical receptionist works with a high degree of accuracy and a clear understanding of medical ethics, legality of medical reports and empathy for patients. The medical receptionist student prepares for employment by taking courses in medical terminology, medical forms, office procedures and word processing.

**BTECH REQUIREMENTS (42-43 CREDITS)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>BTECH 112</td>
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<tr>
<td>BTECH 120</td>
<td>Introduction to Windows (or BTECH 118 A-C)</td>
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<td>BTECH 135</td>
<td>Electronic 10-Key Calculator</td>
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**Select one:**

<table>
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<tr>
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<tbody>
<tr>
<td>BTECH 145</td>
<td>Records and Database Management</td>
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<tr>
<td>BTECH 149</td>
<td>Intro to Medical Office</td>
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<td>BTECH 150</td>
<td>Medical Terminology</td>
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<tr>
<td>BTECH 201</td>
<td>Professional Office Applications I (or BTECH 200 A-B, BTECH 210 A-B &amp; BTECH 225A)</td>
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</table>
### Business Management

See Business — Professional/Technical.

### Chemistry

**UNIVERSITY TRANSFER**

- **Faculty:** Megan Hess, Ted Wood (FS); Katherine Olsen (PY)
- **Degree:** Associate of Arts (AA-DTA); AA - Option B
  - Associate of Science (AS-T)

Chemistry is the study of the materials that make up the physical universe and the transformations that these materials can undergo. Career opportunities include teaching, research, chemical laboratory work, chemical engineering, quality control, Environmental monitoring and medicine. Many opportunities are available to those with associate degrees, particularly as chemical lab technicians, but most positions require a bachelor's or graduate degree.

Pierce College offers courses for students planning to transfer to four-year institutions, for those completing their associate degree, for those who are preparing for nursing, dental hygiene or veterinary technology programs, as well as for students who desire elective credits in natural science.

See Degree Outcomes on page 26.

### CHEMISTRY TRANSFER

This program does not necessarily qualify a student for an AA-DTA degree. General distribution requirements must be met for the AA-DTA degree. Students wishing to transfer to a four-year institution should discuss the Associate of Science degree (or the AA - Option B) with an advisor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CHEM2 161</td>
<td>General Chemistry w/ Lab I</td>
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<td>CHEM2 162</td>
<td>General Chemistry w/ Lab II</td>
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<td>CHEM2 163</td>
<td>General Chemistry w/ Lab III</td>
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<td>CHEM2 261</td>
<td>Organic Chemistry w/ Lab I</td>
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<td>CHEM2 262</td>
<td>Organic Chemistry w/ Lab II</td>
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<tr>
<td>CALS 263</td>
<td>Organic Chemistry w/ Lab III</td>
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<tr>
<td>MATH 151</td>
<td>Calculus I</td>
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<td>MATH 152</td>
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<td>MATH 153</td>
<td>Calculus III</td>
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<td>MATH 205</td>
<td>Linear Algebra</td>
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<tr>
<td>MATH 224</td>
<td>Multivariate Calculus</td>
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<td>MATH 238</td>
<td>Differential Equations</td>
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<tr>
<td>PHSS 221</td>
<td>Engineering Physics I</td>
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<tr>
<td>PHSS 222</td>
<td>Engineering Physics II</td>
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<tr>
<td>PHSS 223</td>
<td>Engineering Physics III</td>
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</tbody>
</table>

For electives, a foreign language and CS& 131 are recommended.

#### Child Nutrition Program Management

**PROFESSIONAL/TECHNICAL**

- **Contact:** Lisa Reeves
- **Degree:** Associate in Child Nutrition Program Management
- **Student Learning Outcomes available at:**
  - www.pierce.ctc.edu/dept/childnutrition/outcomes

#### ASSOCIATE IN CHILD NUTRITION PROGRAM MANAGEMENT

*(This is a contracted program offered to local school districts)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>FSM 102</td>
<td>Equipment and Facilities Management</td>
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<tr>
<td>FSM 103</td>
<td>Nutrition and Menu Planning</td>
<td>5</td>
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<tr>
<td>FSM 104</td>
<td>Quantity Food Production: Entrees (Prep: Safety &amp; Sanitation)</td>
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</tr>
<tr>
<td>FSM 106</td>
<td>Supervision and Management of Food Prep. II</td>
<td>5</td>
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<tr>
<td>FSM 109</td>
<td>Personnel Issues</td>
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<tr>
<td>FSM 110</td>
<td>Food and Beverage Cost Analysis</td>
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<tr>
<td>FSM 111</td>
<td>Child Nutrition Program Management</td>
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<td>FSM 114</td>
<td>Marketing Child Nutrition</td>
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<td>FSM 115</td>
<td>Basic Nutrition</td>
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<tr>
<td>FSM 116</td>
<td>Safety and Sanitation</td>
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<td>FSM 117</td>
<td>Nutrition Education in the Classroom</td>
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<td>FSM 118</td>
<td>Health and Good Health 2000</td>
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<td>FSM 121</td>
<td>Quantity Food Production: Salads, Sandwiches and Snacks (Prep: Safety &amp; Sanitation)</td>
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<tr>
<td>FSM 122</td>
<td>Quantity Food Preparation: Baked goods</td>
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<tr>
<td>FSM 130</td>
<td>Child Nutritional Needs for Diverse Populations</td>
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<tr>
<td>HUMDV 126</td>
<td>Life Skills (or HUMDV 127)</td>
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<tr>
<td>CIS XXX</td>
<td>Computer</td>
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</table>

#### GENERAL EDUCATION REQUIREMENTS

- **Select one:**
  - ACCT 101 | Survey of Accounting | 5
  - ACCT & 201 | Principles of Accounting I | 5
  - ECON 110 | Survey of Economics | 5
  - ECON & 201 | Micro Economics | 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MGMT 194</td>
<td>Supervisory Training and Leadership Develop. or MGMT 263</td>
<td>Principles of Supervision and Leadership</td>
</tr>
</tbody>
</table>

*Meet related instruction requirements for professional/technical programs.  *Prerequisite required.

---

### College Success

See Reading: College Success.
Professional-Technical Degree/Certificate Assessment:

Professional-Technical program assessment involves an evaluation of Core Abilities Outcomes, as well as, specific Program Outcomes. Assessment cycles for Professional-Technical programs mirrors the assessment cycle for general education outcomes.

Core Ability Assessment Core Abilities are incorporated into all professional/technical degrees and certificates. Faculty contribute assessments of abilities from 1/3 of their courses to the Assessment Team to be included in the institutional learning portfolio. Pro/tech faculty participate in the annual summary meetings evaluating student performance with the abilities.

Related instruction Assessment Related instruction is taught and assessed through individual courses that are a part of the requirements for Degrees and Certificates, and the majority is offered and assessed within General Education courses. Therefore, assessment takes place within the context of General Education assessment and is included in the data in this report. Assessment of student performance of related instruction is also assessed through assignments incorporated into program courses where students demonstrate application within the field. Assessment at this level is incorporated into the Program Assessment process.

Plan for Program Assessment: Professional-Technical program faculty meet at least annually to assess student achievement at the program/degree level. Facilitated by the Assessment Team, programs engage in a 3-year cycle of assessment of both Program Outcomes and Core Abilities Outcomes. Each program submits a plan for systematic assessment that fits their mission and adheres to individual program accrediting bodies, as well as meets Pierce College guidelines for assessment of the Core Abilities. The plan is approved by the respective advisory committees.

Assessment Plan Implementation: A systematic method of review, including using course/degree outcomes crosswalks, has been provided to faculty as a tool/method for comprehensive program review. Collectively, program faculty evaluate student work for evidence of achievement. A summary report is produced based on the analysis of student samples and faculty discussion. This report, also, captures implications for student learning and recommendations for changes in pedagogy. Coordinators also meet regularly to analyze trends and coordinate activities.

Assessment Reports: Based on the established timelines, Professional-Technical faculty assessment reports are due in Fall 2010.
Assessing Degree Outcomes from the instructional standpoint

<table>
<thead>
<tr>
<th>DO</th>
<th>ECE 110</th>
<th>ECE 111</th>
<th>ECE 121</th>
<th>ECE 202</th>
<th>ECE 205</th>
<th>ECE 212</th>
<th>ECE 213</th>
<th>ECE 215</th>
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</tbody>
</table>

Step 1: Identify Degree Outcome

Step 2: Identify Student Outcome that aligns with DO

Step 3: Identify assignment that aligns with SO

Step 4: Complete report form with samples of student work

Position Paper assignment

Assessment Report
<table>
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<tr>
<th>Responsibility</th>
<th>ECE 110</th>
<th>ECE 111</th>
<th>ECE 112</th>
<th>ECE 202</th>
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We have designed standardized Core Ability rubrics that all instructors use every quarter in the classes they teach.

Step 5: Identify Core Ability that aligns with DO

Step 6: Students complete CA rubric

Step 7: Complete Report Form

Core Ability Rubric

Assessment Report form
We will follow an assessment cycle that allows us to look at the entire degree via the students' professional portfolios, required college report forms, assignment review, and anecdotal reflections. We will use the Summer Institute to do yearly degree outcome review.

Degree Outcomes

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children
4. Teaching and Learning
   a. Connecting with Children and families
   b. Using developmentally effective approaches
   c. Understanding content knowledge in early education
   d. Building meaningful curriculum
   e. Child Guidance
   f. Health, Safety and Nutrition
5. Becoming a Professional
   - Responsibility
   - Multiculturalism
   - Critical, Creative, Reflective Thinking
   - Information Competency
   - Effective Communication
   - Related Instruction assessed in capstone portfolio and in general education requirements

Close the loop. Assess and revise instruction and degree outcomes (if necessary).
Continuous Improvement Cycle

Our program is also working on a continuous improvement cycle that focuses on professional-technical standards. We use self-study and systematic review to make annual changes. We know if we are a healthy program, because we have ways to look at our program data and activities and outcomes on a regular basis as part of how we do business.

We look at program pathways (employment and academic), attracting members of special populations, assessing how these students do in our programs, and ensuring that our program is meeting current industry needs (preparing students for the workplace). We use the annual data set process, advisory committee work, WEG survey, etc.
COMMUNITY COLLEGE DISTRICT 11
COURSE OUTLINE

Division  Trans Ed  Intent Code  11  C.I.P.  32.03.03
Department  ESL  Abbreviation & Number  ESL 035
Course Title  High Beginning ESL Computer Technology and Job Readiness-3

Transcript Abbreviation  Tech. & Job-3  (Maximum of 24 Characters including Spaces)

Credit  1-15  Quarterly  10:1  20:1  30:1  50:1
Hours  Lecture  10/20/30/40/50/100/150  Lab 20/40/60/80/100/200/300  Clinical, Cooperative Other, e.g., Internships, Education or Work Site  Externships, Work Exp, Field Experience

Prerequisites, if any  CASAS score of 191 or above

Submitted by: Marie Kyllo  (Name of instructor)  Date  11/18/09

Approved by:  (Puyallup-Division Chair)  Date

Approved by:  (Fort Steilacoom Division Chair)  Date

(Professional/Technical)  Date

(Applying Learning and Student Success - Instruction & Student Services)

EVALUATION USAGE:
A. Pierce College General Education Requirement (GER) for the Associate of Arts Degree (AA):
   Yes  No X
   If Yes, please indicate which Core Area:
      Communications
      Humanities
      Natural Science
      Quantitative/Symbolic Skills
      Social Science
   Humanities/Performance Skills only
   Natural Science w/lab

B. Pierce College General Transferable Elective (GTE)  Yes  No X

C. Pierce College Professional/Technical Program?  Yes  No X
   Name of Professional/Technical Program
   E.P.C. Code  C.I.P.

Course intended for:
Academic Disadvantage Indicator (ADI)  Limited English Proficiency (LEP)  Work Based  
See next page for course description and course outcomes.
I. CONTENT / OUTCOMES / ASSESSMENT

<table>
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<th>COURSE NUMBER:</th>
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<th>COURSE TITLE:</th>
<th>High Beginning ESL Computer Technology and Job Readiness-3</th>
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COURSE CATALOG DESCRIPTION:

High beginning ESL technology and job readiness course for students who want to develop English communication skills in order to enhance their personal, social, and workplace skills.

COURSE CONTENT:

A. Technology Learning Standards-ESL
   - Identify and list job skills.
   - Analyze life experiences in order to identify and communicate skills transferable to the workplace.
   - Research general and local career opportunities on the internet with instructor assistance.
   - Identify employment interests and list short-term and long-term employment goals.
   - Identify basic barriers to success and strategies for successful completion of goals.
   - Develop a simplified action plan for short-term and long-term employment goals.
   - Use job search strategies and the computer to prepare a draft application, resume, and cover letter.
   - Compile a simplified employment portfolio.
   - Compose and send emails and other workplace communication with instructor assistance.
   - Role play job interviews.
   - Identify, discuss, practice, and model appropriate work behavior and practices including e-mail and telephone etiquette.
   - Acquire basic computer skills; Word, Excel, PowerPoint
   - Optional distant learning activities

B. Goal Setting

STUDENT OUTCOMES:

1. Knowledge and Concepts:
   Begin to read independently, increase technology vocabulary, and with assistance, use a variety of sources such as electronic spell check and thesaurus as tools.

2. Resource Gathering:
   Gather and share information gained from technology with others. Follow oral and/or written instructions for using technology. Collaborate on technological tasks, such as completing a basic word processing activity with instructor assistance, and simple Power Points, Excel spreadsheets, Publisher activities and Word documents.

3. Applied Proficiency:
   Use several basic computer software programs, Perform basic computer functions such as saving, retrieving, and printing. Identify all visible components and common software icons, beginning to use electronic devices such as fax, copier, flash drive and calculator, to acquire, process, and manage information. Use word processing program to type sentences.

4. G 3.1 Set educational goals as they relate to their roles as workers, citizens, and family members; report progress on these goals; and revise and update them quarterly.

DEGREE OUTCOMES: Enter the appropriate FAK (GER) or Program Outcome (Pro-Tech), and at least one Core Abilities outcome which will be formally taught and assessed in this course. FAK and Core Abilities outcomes are on the Pierce College Degree Outcomes list, and Pro-Tech outcomes are on the Pierce College website: http://www.pierce.ctc.edu/proftech/

CORE ABILITIES:

1. Effective Communication: Recognizes and uses a variety of methods and styles to convey ideas and information as a student, worker, citizen, and family member. At this level, the student exhibits this element of the core ability at an emerging level, due to limited spoken English proficiency.

2. Responsibility: Selects, plans, and executes action steps that address obstacles and efficiently utilize resources. At level, the student selects, plans, and executes action steps in spoken English at an emerging level due to limited English proficiency.

BASIC SKILLS:

Effectively handle life issues: Effectively use technology at level in the community, work, school and family.
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COMMUNITY COLLEGE DISTRICT 11
COURSE OUTLINE

Division  Transitional Education  Intent Code  11  C.I.P.  32.0220
Department  Adult Basic Education  Abbreviation & Number  ABE 061
Course Title  ABE Beginning Basic Education - Writing
Transcript Abbreviation  ABE Beg Basic - Writing  (Maximum of 24 Characters including Spaces)
Credit  Hours  1-5  Quarterly  10:1  20:1  30:1  50:1
       Lecture 10 - 50  or  Lab 20 - 100
Prerequisites, if any  CASAS Appraisal score 201 to 210.
Submitted by:  Teah Bergstrom  Date  June 24, 2009
   (Name of Instructor)
Approved by:  Date
   (Puyallup-Division Chair)
Approved by:  Date
   (Fort Steilacoom Division Chair)
   (Professional/Technical)
   (Learning and Student Success - Instruction & Student Services)
EVALUATION USAGE:
A.  Pierce College General Education Requirement (GER) for the Associate of Arts Degree (AA):
   Yes _____  No _____  X _____
   If Yes, please indicate which Core Area:
   Communications  ______
   Humanities  ______  Humanities/Performance Skills only  ______
   Natural Science  ______  Natural Science w/lab  ______
   Quantitative/Symbolic Skills  ______
   Social Science  ______
B.  Pierce College General Transferable Elective (GTE)  Yes _____  No _____  X _____
C.  Pierce College Professional/Technical Program?  Yes _____  No _____  X _____
   Name of Professional/Technical Program
   E.P.C. Code  C.I.P.

Course intended for:
Academic Disadvantage Indicator (ADI)  ______  Limited English Proficiency (LEP)  ______  Work Based  ______
Revised Spring 2009  See next page for course description and course outcomes.
**Course Number:** ABE 061  
**Course Title:** ABE Beginning Basic Education - Writing  

**Course Catalog Description:**  
Designed for students to learn and/or review beginning grammar, punctuation, spelling, sentence structure, and paragraph development.

**Course Content:**

1. Washington State Adult Learning Standards – ABE/GED  
   - To convey ideas in writing  
   - a. Determine the purpose for communicating.  
   - b. Organize and present information to serve the purpose.  
   - c. Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader’s comprehension.  
   - d. Seek feedback and revise to enhance the effectiveness of the communication.
   
2. Goal Setting

**Student Outcomes:**

1. Writing
   - W2.1 Determine the purpose and audience for communicating in writing.
   - W2.2 Follow a highly structured plan to identify and organize a limited number of ideas to support a single purpose and produce a legible and comprehensible draft.
   - W2.3 Appropriately use familiar vocabulary (based on personal experience and learning) and basic text structure of simple steps/instructions/commands or a single paragraph to convey an idea with supporting details and examples.
   - W2.4 Demonstrate beginning attention to revision strategies including rereading and revising based on review and feedback from others.
   - W2.5 Make basic edits of grammar (verb tenses, subject/verb agreement), simple and compound sentences, capitalization, spelling and punctuation (end periods, some commas).

2. Goal Setting
   - G2.1 Monitor progress on educational goals as they relate to their roles as students, workers, citizens, and family members.

**Degree Outcomes:** Enter the appropriate FAK (GER) or Program Outcome (Pro-Tech), and at least one Core Abilities outcome which will be formally taught and assessed in this course. FAK and Core Abilities outcomes are on the Pierce College Degree Outcomes list, and Pro-Tech outcomes are on the Pierce College website: http://www.pierce.ctc.edu/protech/

**Critical, Creative, and Reflective Thinking:**  
Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

**Effective Communication:**  
Graduates will be able to exchange messages in a variety of contexts using multiple methods.

**Potential Methods and Tools for Assessment:**

A. Written exercises/assignments  
B. Objective tests  
C. Multiple choice tests  
D. Small group activities/discussions  
E. Instructor observation  
F. Self-assessment  
F. Written tests  
G. Teacher/Student interview  
H. CASAS reading and math pretest  
I. CASAS reading and math posttest  
J. Washington State and GED rubrics  
L. Performance tasks
Effective Summer 2008 over 350 courses and/or Department designators have changed due to the new **Common Course Number (CCN) project**. If you can't find what you are looking for below, it may have a new Course number or be listed under a new Department. To see a complete crosswalk listing that shows old course numbers and new course numbers, [click here](#). Where you see two or more Department listing in OCA, you may need to check all of them.

Click the Program Title to see detailed information about the program. The Degree Listing link will display all degrees associated with that program, and the Course Listing link will display all courses associated with that program.

### Academic Transfer Information (click to expand)

- **Associate of Arts (AA)**
- **Associate of Science (AS) Tracks 1 and 2**
- **Business**
- **Biology**
- **Education - Elementary Education**
- **Education - General Science Education**
- **Education - Math Education**
- **Education - Chemistry Education**
- **Education - Biology Education**
- **Education - Physics Education**
- **Health Science - Pre-Nursing**

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Course Listings for BIOLOGY

Course offered distance learning.

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Master Course Outline

BIOL 100
SURVEY OF BIOLOGY

Credits: 5
Clock Hours per Quarter: 60
Lecture Hours: 40 Lab Hours: 20

Description
Emphasis on the study of cells, genetics, ecology, diversity of life, and physiology in order to establish a foundation of understanding and respect of life. This course includes a laboratory.

Intended Learning Outcomes
Identify those components of chemistry that are of functional necessity of biology, including atomic structure, different types of bonds required in the chemistry of life; ionic, covalent, and hydrogen, macromolecule synthesis (monomers vs. polymers), the five classes of macromolecules, including ATP.
Define the concepts behind energy, including the laws of thermodynamics, what is energy, and the chemistry and importance of the two major chemical processes of life: cellular respiration and photosynthesis.
Identify the differences between eukaryotic and prokaryotic cells (including archaeabacteria) in energy attainment abilities, structures, and reproduction.
Define and understand the processes of DNA replication, transcription and translation.
Compare similarities and contrast differences in cellular reproduction: Mitosis, Binary Fission, Conjugation, Parthenogenesis, Meiosis, and Cytokinesis.
Describe attributes of, and differentiate between, the three domains and five kingdoms of life on planet Earth and possibly elsewhere.
Describe diffusion, osmosis and active transport in cellular terms.
Define the first two laws of thermodynamics and apply these laws to the fundamental operation of life through the processes of photosynthesis and cellular respiration.
Use the internet as a resource in biological science and life issues.
Discriminate between subjective and scientifically objective standards in all media while applying the (true) scientific method.
Define the fundamental structures and functions of ecology including; the areas of ecosystems, populations, food webs, food pyramids, consumers, decomposers, producers, and trophic levels.
Discuss potential applications of biotechnology to life on Earth and beyond, and evaluate the role of bioethics in this discussion.
Describe the impact of one’s personal behavior in local community and global ecology.
Analyze why humans are classified as members of the kingdom Animalia through organization at the cellular, tissue, organ, organ system, and organismic level.
Compare and contrast Mendelian and non-Mendelian genetic and Darwinian and non-Darwinian evolution.

Syllabi Listing See ALL Quarters
Course Year Quarter Item Instructor View Syllabus
BIOL 100 Fall 2010 7120 Stephanie Joy View Syllabus
BIOL 100 Fall 2010 7122 Stephanie Joy View Syllabus
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*If fall quarter starts on an odd year (2003, 2005, etc.), it's Year One.
**If fall quarter starts on an even year (2002, 2004, etc.), it's Year Two.

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