Tacoma Community College

2014-2015 Catalog

TACOMA
COMMUNITY
COLLEGE

TCC at a Glance

COLLEGE TRANSFER

DEGREES

Associate in Arts and Sciences
- Option A
- Option B

Associate in Biology

Associate in Business

Associate in Elementary Education

Associate in Pre-Nursing

Associate of Science
- Biological and Chemical Engineering
- Biology
- Chemistry
- Computer and Electrical Engineering
- Computer Science
- Earth Sciences
- Engineering
- Environmental Sciences
- Mechanical, Civil, Aeronautical, Industrial and Material Science Engineering
- Physics

PROGRAM AREAS

Arts, Humanities & Social Sciences
- American Ethnic and Gender Studies
- Anthropology
- Art
- Communication Studies
- English Composition
- English Literature
- History
- Humanities
- Library Science
- Music
- Political Science
- Psychology
- Social Sciences
- Sociology
- World Languages: Arabic, Chinese, French, German, Japanese, Spanish

Business
- Accounting (Academic)
- Business (Academic)
- Economics

Physical Education

Sciences, Mathematics & Engineering
- Astronomy
- Biology
- Botany
- Chemistry
- Computer Science
- Engineering
- Environmental Science
- Geography
- Geology
- Mathematics
- Nutrition
- Oceanography
- Physics
- Sciences

CAREER TRAINING

DEGREES/CERTIFICATES

Associate in Applied Sciences

Certificate of Completion

PROGRAM AREAS

Business
- Accounting
- Business

Early Childhood Education: Emphasis on Children with Special Needs

Health
- Diagnostic Medical Sonography
- Emergency Medical and Health Services
- Health Information Technology
- Nursing, Associate Degree
- Radiologic Science
- Respiratory Therapy

Human Services

Paralegal

Technology
- Networking & Cyber Security

GIG HARBOR CAMPUS

College Transfer Classes

Adult Basic Skills/High School Completion

Continuing Education

Learning Resource Center
- Student computers

- Advising
- Tutoring

LEARNING PROGRAMS

eLearning

Library

Learning Centers:
- Business Education Center (BEC)
- Center for Academic Support & Achievement (TRIO/MECA)
- Cooperative Learning Center
- Learning Resource Center (Gig Harbor Campus)
- Math Advising Resource Center (MARC)
- Supplemental Instruction
- Workforce Education Computer User Lab
- Writing and Tutoring Center

Learning Labs:
- Active Learning Lab
- Art Gallery
- Computer Assisted Learning (CAL) Lab
- Cooperative Learning Center

STUDENT SERVICES

- Advising & Counseling
- Experiential Learning
- Fresh Start
- Human Development
- International Students
- Running Start
- Study Abroad
- Supplemental Instruction

TRANSITIONAL STUDIES

English for Academic Purposes (EAP)

Developmental Education

Adult Basic Skills
- ABE - Adult Basic Education
- AESL - English as a Second Language
- HS21+

Integrated Basic Education and Skills Training (I-BEST)

CONTINUING EDUCATION

- Arts and Creativity
- Business and Computers
- Health and Wellness
- Home and Garden
- Performing Arts
- Photography
- Trips and Tours
- World Languages

INVISTA PERFORMANCE SOLUTIONS

(formerly Corporate Education)
- Leadership & Management
- Communication Skills
- Core Business Skills
- Software & IT Training
- Process Improvement
- Industrial & Technical Skills

CONTENTS

Welcome to TCC!

FOR ADDITIONAL COPIES OF THIS CATALOG:
Download a free version at www.tacomacc.edu/collegecatalog.
Print it all or just the pages you need.

NOTE:
Information in this catalog is accurate at the time of publication.
However, Tacoma Community College reserves the right to make
appropriate changes in procedures, policies, calendars,
requirements, programs, courses and fees. When feasible, changes
will be announced prior to their effective dates, but the college
assumes no responsibility for giving any particular notice of
changes. Nothing included in this catalog should be construed to
create any contractual rights.

TCC AT A GLANCE

Tacoma Community College provides a dynamic learning
environment that is recognized for student success, academic
excellence and quality instruction.

Students can pursue degrees or receive career training for
affordable tuition at convenient locations during the day, evenings,
weekends or online. TCC offers 60 transfer areas of study and over
30 career-oriented certificate and degree programs. Students who
enroll at the college enjoy intimate class sizes, diverse classmates
and highly qualified instructors. Of TCC's 126 full-time faculty, 90
hold master's degrees and 31 hold doctorates.

TCC students interact with students from diverse local and
international backgrounds, and have opportunities to participate in
a variety of sports, clubs and activities. TCC also offers strong
student support services to help ensure student success. This
catalog introduces the college and its programs and activities.

MISSION

TCC creates meaningful and relevant learning, inspires greater
equity, and celebrates success in our lives and our communities.

CORE THEMES

Create learning, achieve equity, engage community and embrace
discovery.

VISION

Tacoma Community College is recognized as a spirited leader in
emphasizing and documenting student learning. We are known for
our commitment to innovation and excellence, our inclusive
internal and external community, and our technology integration.
We achieve this through the collective dedication and recognition
of our college family.

VALUES

Tacoma Community College promotes student success by
embracing core values of:
* Integrity
* Leadership
* Trust
* Excellence
* Innovation
* Access
* Responsibility
* Diversity
* Mutual Respect
* Collegiality

EDUCATIONAL OPTIONS

TCC serves more than 18,000 students each year. Students can
choose:
* **College Transfer:** TCC offers six Associate degrees to help you
  reach for your bachelor's degree: Associate in Arts and Sciences,
  Associate in Biology, Associate in Business, Associate in
  Elementary Education, Associate in Pre-Nursing and Associate
  of Science. Each degree is directly transferable to most four-year
  colleges and institutions in Washington state.
* **Career Training:** TCC's certificate and degree programs
  provide training for high demand careers in business, health and
  professional services.
* **Transitional Studies:** These programs help students improve
  their basic reading, writing and math skills, earn a high school
  diplomma or IBEST job-ready certificate, or study English for
  Academic Purposes (EAP).
* **Continuing Education:** TCC provides customized training
  services to businesses and classes to meet individual needs for
  improved job skills, employment certification, or personal
  enrichment.

TCC IS A SMART INVESTMENT

While the cost of attending four-year colleges and universities is
beyond the reach of many students, tuition at Tacoma Community
College remains affordable, and TCC academic credits will transfer
to most four-year colleges and universities.
* Tuition and fees at four-year private colleges and universities
  average $28,500 per year.
* Tuition and fees at four-year public colleges and universities
  average nearly $8,244 per year.
* Tuition and fees at Tacoma Community College average about
  $3,600 per year.

TCC offers a variety of financial aid packages to help students reach their educational goals. In 2012-2013, the average TCC award -- including grants, loans, work study employment and scholarships -- was $5,782. Students received $1.3 million in scholarships.

TCC's Financial Aid office offers limited work study jobs to eligible students, and the TCC Career Center posts some 100 new jobs each month and offers job search services to students.

STUDENT SUPPORT SERVICES

TCC offers comprehensive student support services to help ensure student success.
- A nationally accredited Early Learning Center for child care
- Counseling and Advising Center
- Career Center
- Access Services for students with disabilities
- Center for Academic Support and Achievement (CASA)
    o TRIO Student Support Services program
    o Center for Multi-Ethnic and Cultural Affairs (MECA)
- International Student Services and Programs
- Free tutoring and writing services:
    o Writing and Tutoring Center
    o Business Education Center
    o MARC and other instructional labs
- Comprehensive financial aid programs
- Scholarships and grants through the TCC Foundation
- Worker Retraining program
- Opportunity Grants
- Basic Food, Employment & Training (BFET)
- Veterans
- Supplemental Instruction
- Computer Assisted Learning (CAL) Lab
- Cooperative Learning Center
- Peer Mentors

STUDENT LIFE

The TCC experience doesn't end when students leave their classes. TCC students find many opportunities for involvement in college life, through clubs, concerts, multicultural programs, student government and other activities.

MEET OUR STUDENTS

Its diverse student body is one of Tacoma Community College's greatest strengths. Students of color comprise 41 percent of all TCC students. TCC also hosts nearly 400 international students each quarter, whose global perspectives enhance the TCC experience. Whether teenagers or members of the over-50 population, students are likely to find classmates like them in their TCC courses.

RECRUITMENT AND COMMUNITY OUTREACH

The purpose of TCCs' Outreach and Recruitment Services is to provide information on TCC and its programs to prospective students, parents and community members. Outreach staff communicate with high schools and service organizations to promote TCCs' academic programs and the importance of lifelong education. Services include:
- Campus tours
- Workshops on financial aid and how to enroll
- College/career awareness nights

DEGREE LEARNING OUTCOMES

TCC has a responsibility to the larger community to guide its students toward becoming thoughtful, skilled, contributing citizens. To that end, we have developed outcomes (listed below) that we expect every degree recipient to meet. Yet much of what we hope students learn is not easily measurable, nor is it necessarily completed when they acquire a degree here.

Intellectual curiosity and creativity, appreciation for a broad education, respect for self and others, a strong ethical conscience, resourcefulness in the face of change – these are qualities that may take time to develop, and may be attained beyond TCC in communities, workplaces, and other institutions of higher learning. We take seriously our role in nurturing these qualities while students are here and we try to cultivate in our graduates an awareness that the degree they earn here is not the end of their learning, but a beginning. While students attend TCC, we hold ourselves accountable both to them and to the wider community for the following degree-related learning outcomes:

Upon completing a degree at Tacoma Community College, students will be able to:

- **Core of Knowledge (COK)**
  Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences and Social Sciences; or, as applicable, specific career training programs), integrate knowledge across disciplines, and apply this knowledge to academic, occupational, civic and personal endeavors.
- **Communication (COM)**
  Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.
- **Critical Thinking and Problem Solving (CRT)**
  Compare, analyze, and evaluate information and ideas, and use sound thinking skills to solve problems.
- **Information and Information Technology (IIT)**
  Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and personal applications.
- **Living and Working Cooperatively/ Valuing Differences (LWC)**
  Respectfully acknowledge diverse points of view, and draw upon the knowledge and experience of others to collaborate in a multicultural and complex world.
- **Responsibility & Ethics (RES)**
  Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

ACCREDITATION

Tacoma Community College is accredited by the Northwest Commission on Colleges and Universities, 8060 165th Avenue NE, Suite 100, Redmond, WA 98052. Specialized curriculum accreditation recognized by the Council for Higher Education Accreditation and/or the U.S. Department of Education include the following:

- TCC's Associate Degree Nursing program is accredited by the National League for Nursing Accreditation Commission (NLNAC).
- TCC's Health Information Management program is accredited by the Commission on the Accreditation for Health Informatics and Information Management Education (CAHIIM).
- TCC's Respiratory Therapy program is accredited by the Committee on Accreditation for Respiratory Care (CoARC).
- TCC's EMT-Paramedic program is accredited by the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP) in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
- TCC's Radiologic Sciences program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).
- TCC's Paralegal program is approved by the American Bar Association.
- TCC's Diagnostic Medical Sonography program is accredited by the Joint Review Committee on Education in Diagnostic Medical Sonography.

THE COLLEGE CAMPUSES

Tacoma Community College is a comprehensive state-supported institution serving more than 720,000 residents of the Tacoma-Pierce County area. The college's service district includes all of Tacoma and the Pierce County portion of the Olympic Peninsula and serves the Tacoma and Peninsula School Districts. TCC is one of 34 community and technical colleges in a statewide system. The college has an annual operating budget of $32 million.

TACOMA CAMPUS

6501 South 19th Street, Tacoma   253.566.5001
Located on a 150-acre site in west Tacoma, the Tacoma Campus houses 31 buildings including a computer center, learning resource center, art gallery, gymnasium, student center, children's center, auditorium and bookstore. The Tacoma-Pierce County area, located on Puget Sound between the Cascade and Olympic mountain ranges, offers residents and visitors a wealth of cultural and recreational opportunities. The city of Seattle is located 35 miles north of Tacoma.

GIG HARBOR CAMPUS

3993 Hunt Street, Gig Harbor   253.460.2424

Located in a 13,000-square-foot facility, the Gig Harbor Campus provides educational services to residents and organizations in Gig Harbor and throughout the Peninsula.

The Gig Harbor Campus offers courses for credit toward an associate degree, career training and Worker Retraining programs, adult basic skills, and personal interest classes. Classes are available at day, evening and weekend times. Services available to Gig Harbor students include registration, assessment, advising, career exploration, and cashiering. Students have internet access through campus labs, laptops for in-building checkout, and can use the online library to order materials from the Tacoma campus.

The Gig Harbor Campus also hosts community events throughout the year.

Reach Your Degree Toll Free!
All classes required for the Associate in Arts and Sciences transfer degree are offered at the Gig Harbor Campus, in morning and evening schedules. Students may fulfill requirements for other certificates and degrees by taking combinations of classes at the Gig Harbor Campus and online. In addition a variety of other classes are offered which fulfill prerequisites for other programs.

Continuing Education Programs
TCC's Gig Harbor Campus offers a variety of non-credit personal interest classes. These range from art, fitness, and digital photography classes to gardening seminars and senior programs. Courses in computer basics and emerging technology are offered in computer labs, on laptops and mobile devices.

BRIDGE PROGRAM AT THE EVERGREEN STATE COLLEGE - TACOMA

1210 South Sixth Avenue, Tacoma 253.680.3022
Tacoma Community College's Bridge Program is presented in partnership with The Evergreen State College-Tacoma (TESC-T). The Bridge Program's liberal arts curriculum is intended for students interested in pursuing bachelor's degrees at The Evergreen State College. Students who fulfill the requirements of this Option B degree are eligible to apply to the upper-division baccalaureate degree program at The Evergreen State College's Tacoma or Olympia campuses. Courses included in this degree can be transferred to other colleges and universities on a course-by-course basis.

The Bridge program provides a unique learning experience. The program of studies follows TCC's transfer associate degree requirements, omitting the physical education requirement. Bridge students who wish to earn the direct transfer degree in order to transfer to other Washington colleges and universities may choose to complete three physical education activity credits on TCC's main Tacoma campus.

Bridge Program courses are offered in the evening at the TESC-T campus. For more information, call the Bridge program at 253.566.5366 or TESC-Tacoma at 253.680.3000.

ACADEMIC CALENDAR

Please note: Dates are subject to change.

2014-15

SUMMER 2014

Day/evening classes begin	June 23
Last day of class	August 14

FALL 2014

Day/evening classes begin	September 22
Educational Planning Day	October 22 (no day classes)
Veteran's Day holiday	November 11
Thanksgiving holidays	November 26-28
Last day of class	December 5
Final exams and grading	December 8-11

WINTER 2015

Day/evening classes begin	January 5
M.L. King Jr.'s Birthday observed	January 19
Educational Planning Day	February 5 (no day classes)
President's Day observed	February 16
Last day of class	March 16
Final exams and grading	March 17-20

SPRING 2015

Day/evening classes begin	March 30
Professional Development Day	April 24 (no day classes)
Educational Planning Day	May 7 (no classes)
Memorial Day observed	May 25
Last day of class	June 8
Final exams and grading	June 9-12

Enrollment Services

STEP UP! GET INTO COLLEGE

1. Apply/Reapply
Apply online or in person (Bldg. 7 or at the Gig Harbor Campus).
There is no application fee.
- www.tacomacc.edu/theenrollmentprocess
- P: 253.566.6042

2. Get connected with MY TCC
Activate your newly assigned TCC student email.
- my.tacomacc.edu

3. Explore your interests on Inside TCC
Connect to all the info you need to become a student at TCC -
takes 5 minutes tops!
- https://insidetcc.tacomacc.edu
- P: 253.566.6042

4. Paying for college
Start early and do it simultaneously as you complete all these steps.
- www.tacomacc.edu/costsandaid
- P: 253.566.5080

5. Assess your skills
To get into classes, an evaluation of your skills is needed. Do it by
testing or transcript review.
- www.tacomacc.edu/assessyourskills
- P: 253.566.5093 (Tacoma Campus)
- P: 253.566.5158 (24-hour information line)
- P: 253.460.2424 (Gig Harbor Campus)

6. Get oriented
New students must attend a NSAO (New Student Advising &
Orientation) to get classes.
- www.tacomacc.edu/getoriented
- P: 253.566.6091 (Tacoma Campus)
- P: 253.460.2424 (Gig Harbor Campus)

7. Pay your tuition
Missing the due date can mean missing out on the classes you
wanted ...
- www.tacomacc.edu/tuition

Start classes!

ADMISSIONS

ADMISSION TO TCC

The college has an open-door admission policy which reflects its
commitment to access to higher education. Consistent with its
open-door policy, Tacoma Community College practices equal
opportunity in its educational programs. No one is denied
admission to the college because of race, color, creed, religion,
national origin, gender, sexual orientation, age, marital status,
disability, or status as a disabled veteran.

New Student Admission
New student admission is a simple process. Simply submit an
admissions application on the web or to Enrollment Services as
early as possible and at least 30 days prior to the quarter in which
you want to begin. Admission to TCC is available to individuals
who are high school graduates, at least 18 years of age, or have
obtained a GED. Applicants under 18 years of age who have not
graduated from high school may be eligible to enter TCC through
either the Running Start or Fresh Start programs. Other applicants,
age 16-18, must obtain written releases from the principal of the
high school they last attended. Admission of these applicants will
be considered on a case-by-case basis.

Readmitting Students
Readmitting students who previously attended TCC (including any
of the off-campus sites) and who have not attended for one quarter
or more (excluding summer quarter) must reapply to the college. If
the student attended within the past year, he or she may reapply
verbally over the phone. If it has been over a year, the student can
apply online or in person at the college. For more information,
contact Enrollment Services at 253.566.5325.

Attended Another College
If you attended another college, mail or bring in your official
college transcript(s) to the Enrollment Services (TCC, 6501 S. 19th
St., Tacoma WA 98466) for a transcript evaluation. Evaluations
usually take up to three months. Once it is completed, you can
review your transfer-in credits at MY TCC portal (go to the TCC
website, select *Quick Links*, click *My E-Services* and then *Your
Transfer Credits*). You can also obtain a copy of your transfer-in
credits at the Enrollment Services office, Bldg. 7 (picture ID
required).

After reviewing your transfer-in credits, email one of the
Credentials Evaluators if you have questions
(cspezia@tacomacc.edu or clane@tacomacc.edu). You do not have
to wait for your transcript to be evaluated before you meet with an
advisor. Bring your unofficial transcript to your appointment.

To learn more about transferability of credits earned from
other institutions on page 27, contact the credential evaluator in
Enrollment Services located in Bldg. 7, or call 253.566.5325.

Students who plan to enter a career training program, the English for Academic Purposes program for international students, the Running Start, Fresh Start, or Worker Retraining programs or take continuing education or personal enrichment courses, and students who are not seeking degrees should check below for additional admissions information.

TRANSITIONAL STUDIES (ABE) ADMISSIONS

The Transitional Studies (formerly Adult Basic Skills) department offers a variety of courses and programs designed to help individuals who wish to improve their basic reading, writing, math conversation, employment, parenting and life skills. Programs are designed for adults 18 years of age or older. Youth, ages 16-18, must obtain a high school release to be eligible for participation.

Tuition for the Transitional Studies program is $25 each quarter. Some courses may also have additional material fees. Partial tuition assistance is available for qualified low-income individuals.

For more information about placement testing, class location and registration, call 253.566.5144. Refer to the Transitional Studies catalog section for additional program details.

FRESH START ADMISSIONS

Fresh Start is a re-engagement program for youth ages 16-21 years who want to earn a high school diploma or Associate's Degree at Tacoma Community College.

Interested students should call 253.566.5086.

INTERNATIONAL STUDENT ADMISSIONS

TCC welcomes international students from more than 30 countries around the world. Whether you're entering college for the first time, seeking specific skills for a career path, or upgrading your expertise to compete in today's marketplace, TCC is a great place to learn and grow.

To apply to TCC, simply log on to the online application at www.tacomacc.edu/internationalstudents/applynow. Along with the application form, you will need to submit the following documents:

- Bank statement in English showing sufficient funds available for the first year of study.
- Copies of your high school or college transcript in English.
- Applicable fees – includes mandatory $55 application fee and other fees, including housing placement fee. Fees are payable by credit card, money order from the postal service (not Western Union), bank draft or check from an American bank.
- Transfer Students – if you are currently studying at a different U.S. college or university you are required to submit a transfer form after it has been signed by the International Advisor at your current institution.

I-20 Form
The I-20 is a document that indicates you have been accepted to study at TCC. TCC will send you an I-20 form within two working days of receiving your complete application. The U.S. consulate in your home country will require that you bring the I-20 to your F-1 visa interview. TCC will also send you a consulate letter stating TCC's support for your application to study in America.

F-1 Visa Interview
You will need to make an appointment for an interview at the U.S. consular office nearest your home. The U.S. government requires all F-1 visa applicants to interview and pay a SEVIS fee and a visa fee. Go to www.tacomacc.edu/internationalstudents/applynow for additional tips for your interview.

Arrival in the U.S.A. and Orientation
As soon as you receive your F-1 visa, please inform TCC so we can plan for your arrival. The TCC Housing Coordinator will need to know your travel plans (including flight number, date and time) so airport pickup can be arranged for you. Airport pickup dates are available on our international web site. Plan to arrive no more than one week before TCC's New Student Orientation begins.

English Proficiency
Upon arrival, students are required to take TCC's English proficiency exam for placement at the appropriate level of English instruction. TOEFL is not required.

Other Visa Status
Students with other visa status than F-1 will need to contact Enrollment Services directly.

For more information regarding the international student admission process, call 253.566.5190 or go to www.tacomacc.edu/internationalstudents/applynow.

CAREER TRAINING PROGRAM ADMISSIONS

Admission to a particular TCC career training program is dependent on individual qualifications and the availability of space in the desired program. New TCC students must complete college applications and if applicable, specific program applications. For program specific information, contact the program chair identified for each program in the career training section of the catalog.

RUNNING START ADMISSIONS

Running Start is a partnership between the Washington State's community college system and Washington's public school districts through which eligible high school juniors and seniors may enroll in TCC courses at no tuition cost.

College credits earned through Running Start apply toward high school graduation and satisfy college requirements (within guidelines of the program). To be eligible for Running Start, students must have college-level English skills. To apply, interested students should contact their high school counselor or the TCC Running Start program at 253.566.6061.

WORKFIRST PROGRAM ADMISSIONS

The WorkFirst program serves parents who are receiving Temporary Assistance for Needy families (TANF).

Students are referred to TCC by their DSHS Case Worker. Prior to beginning training, eligible students must attend an orientation and receive assessment and career planning to prepare them to enter the workforce in wage progression positions. WorkFirst offers:

- Educational assessment testing, including screening for learning disabilities
- Training in basic skills, including HS21+ preparation, reading, writing and mathematics
- Financial aid and paid work-study positions are available for qualified students

Call 253.460.3803 for more information.

INTEGRATED BASIC EDUCATION AND SKILLS TRAINING (I-BEST) ADMISSIONS

I-BEST programs are offered for students who wish to improve their English language or basic skills while earning a college-level certificate or two-year degree.

I-BEST students have two teachers in each class: one career training instructor, and one English language or basic skills instructor. I-BEST students receive additional support for each career training course. TCC offers the following I-BEST programs:

- Help Desk Technician - short-term certificate/three-quarter program prepares students to perform fundamental PC support tasks and to hold entry-level jobs as help desk technicians.
- Accounting Office Associate - short-term certificate/three-quarter program prepares students for entry-level clerical and accounting positions in a variety of business environments.
- Medical Registration & Admissions Specialist - certificate/four-quarter program prepares students for entry-level medical office positions.

For information on how to enroll in I-BEST programs call 253.566.5229 or stop by the Transitional Studies office in Bldg. 7.

YOUR ACADEMIC FUTURE

Tacoma Community College is committed to helping each student achieve his or her educational goals. The college's services include computerized basic skills assessment, new student orientation, and academic advising.

ASSESSMENT

In an effort to provide effective educational services for students, Tacoma Community College's entry skills assessment process helps identify each student's strengths and weaknesses in English and math. Assessment may include basic skills testing, review of SAT scores, translation of other placement scores, or college transcript review. The results are used for academic advising, course placement, and program placement.

Assessment is required for any student who plans to register for:

- o Six or more credits
- o English or math
- o Courses with a math, reading or English prerequisite which the student has not satisfied
- o A degree, certificate or transfer program
- o The Running Start or Fresh Start program

International students take an English language placement exam upon arrival and are required to demonstrate English proficiency before beginning college academic classes. Students whose English proficiency is not at college level take classes in TCC's English for Academic Purposes (EAP) program.

Transfer students who have completed college-level math and English coursework with a grades of 'C' or higher may substitute a transcript review for the assessment process. Unofficial transcripts may be used for this purpose.

Students with disabilities may request testing accommodations by contacting the Access Services Coordinator in Bldg. 7, at 253.566.5328.

Math Placement Options
Certain recent high school graduates may be placed into math courses based on their high school math courses and grades. This option only applies to students from the Tacoma School District, University Place School District, and the Peninsula School District who are entering TCC within one year of high school graduation and are taking their first TCC math course no more than two years after their last high school math course was completed. Specially trained advisors in Bldg. 7 or the MARC analyze the student's high school transcript as well as the student's assessment score to gain the best placement for eligible students.

TCC also accepts scores on other colleges' recognized placement tests when taken within the previous year. TCC also accepts the statewide Math Placement Tests - General (MPT-G) used by Washington's public four-year schools to establish readiness for college-level mathematics.

NEW STUDENT ADVISING & ORIENTATION

To encourage student success, entering students attend a New Student Advising & Orientation (NSAO) session. At the orientation students are introduced to academic programs and services of the college and receive academic advising. Orientation also helps students build TCC connections with faculty, staff and fellow students.

All students are required to complete NSAO unless they have successfully completed college-level courses at other colleges. To sign up for the next available orientation, go to http://www.tacomacc.edu/theenrollmentprocess/getoriented/.

Students who are taking all their TCC courses online, returning students who have been away for more than a year, and students who are transferring from another college may use the Online NSAO to save time. It is important to complete the form at the end of the Online NSAO to get an updated advisor assignment and registration PIN.

ADVISING

Advising at TCC is integrated and student-centered. TCC encourages students to make appropriate choices based on their abilities, interests and values, and supports them in achieving their personal, academic and career goals.

Academic advisors assist new students with the planning and completion of class schedules consistent with their educational goals. Students are encouraged to meet with their academic advisors each quarter to track their educational progress. Once students have identified educational goals, developed plans for achieving their goals, and demonstrated progress, they are assigned faculty advisors.

The Advising Center in Bldg. 7 coordinates campus-wide advising services, provides referral services, and assigns faculty advisors to students. Academic advisors are available by appointment or on a drop-in basis. The Center also provides information on transfer requirements for students planning to pursue degrees at four-year colleges and universities. For more information call 253.566.6091.

Gig Harbor students may also call the Gig Harbor Campus at 253.460.2424 for advising information.

HUMAN DEVELOPMENT 101 REQUIREMENT FOR NEW STUDENTS

Students who assess at the developmental level in English are required to enroll in Human Development 101 (HD 101) during their first TCC quarter. The HD 101 Student Success Seminar is recommended for all students.

HD courses help students explore college resources, set goals, make educational and career decisions, develop individual potential, improve interpersonal communication skills, learn decision-making skills, and learn how to build positive relationships. The courses are offered quarterly. Details are available in the catalog course descriptions and at the Counseling and Advising Center, Bldg. 7.

PROGRAM LEARNING OUTCOMES

Upon successful completion of Human Development (HD) courses, students will:
- Determine/identify their own capabilities, interests, and values.
- Design their own educational, personal, social, or career action plan.
- Explain how their own personal responsibility determines their success as a college student.

- Locate, use, and evaluate information technology and other college resources.
- Participate in the college community.
- Contribute to team projects.
- Demonstrate an understanding of college culture.

DUAL ENROLLMENT PROGRAM BETWEEN THE UNIVERSITY OF WASHINGTON-TACOMA AND TACOMA COMMUNITY COLLEGE

The Dual Enrollment program allows eligible Tacoma Community College students to take up to 25 credits at the University of Washington Tacoma before submitting a complete application to UW Tacoma as a degree-seeking student. Current eligibility requirements include the completion of 15 transferable, college-level credits at TCC with a 2.75 GPA or higher and completion of a college-level English composition course with a grade of 2.0 or higher.

Prospective Dual Enrollment students should comply with UW Tacoma application deadlines for the quarters in which they intend to dually enroll, and those who enroll in the program will be responsible for payment of tuition and fees to both TCC and UW Tacoma based on each school's respective tuition rate.

Admission to the Dual Enrollment program does not guarantee admission to UW Tacoma as a degree-seeking student. For additional information 253.566.6091.

TUITION AND FEES

Tuition rates are set by the Washington State Legislature. Current quarterly tuition and fee rates are published in the *Quarterly Preview*.

Tuition and fees are due approximately three weeks before the start of classes (www.tacomacc.edu/academiccalendar). Late payments may result in cancellation of registration.

Payments may be made via:
- Cashier's Office in Bldg. 14, Tacoma Campus
- VISA or MasterCard at the TCC website or by calling 253.566.5011
- Gig Harbor Campus
- Automatic Payment Plan on page 13 (NELNET)
- Financial Aid on page 12

SPECIAL FEES

The college charges course fees at the time of registration for most courses. Students are charged for individualized instruction and other incidentals. Additionally, the college charges facilities use and safety fees. These fees are published in the *Quarterly Preview*.

RESIDENCY

The State of Washington regulates residency determinations at Washington community colleges and public universities in accordance with RCW 28B.15.012-014. To be considered eligible

for the lower resident-tuition rate, a student (or his/her parent or legal guardian in the case of a dependent student) must:

- Be a U.S. citizen or have permanent resident immigration status in the U.S. for at least one year, or hold an eligible visa classification (A, E, G, H, I, K or L)
- Be physically present (or his/her parent or legal guardian) in Washington for 12 continuous months prior to the beginning of the quarter
- Have established a bona fide domicile (or his/her parent legal guardian) 12 continuous months prior to the beginning of the quarter
- Be separated from the military under honorable conditions after at least two years of service and enter an institution of higher education in Washington within one year of the date of separation who:
  1. At the time of separation designated Washington as his or her intended domicile; or
  2. Has Washington as his or her official home of record; or
  3. Moves to Washington and establishes a domicile as determined in RCW28B.15.013; or
  4. A student who is the spouse or a dependent of an individual who has separated from military as noted above.

To determine if a bona fide domicile has been established, a variety of factors are considered. Simply living in Washington for 12 continuous months prior to the beginning of the quarter does not establish residency or intent to become a permanent resident of Washington. Other factors include:

- Visa classification—some classifications will allow a student to establish residency, others do not
- Residency status while enrolled at an out-of-state college or university
- Financial assistance received from an out-of-state source where residency of that state is a requirement
- Out-of-state driver's license, vehicle registration, and voter registration
- Students who enroll in six credits or more shortly after arriving in Washington state are presumed to have come to the state primarily for educational purposes and will need to overcome this presumption

Applications to change residency status will be accepted up to the 30th calendar day of the quarter in which the change would apply. The residency questionnaire is available at Enrollment Services. The questionnaire and all supporting documentation are reviewed by the residency officer. If a change to resident status is substantiated, a refund is processed for the difference between nonresident and resident tuition.

Some students may qualify, on a quarterly basis, for an exemption from all or a portion of the nonresident fees. Those who may qualify include:

- U.S. citizens, and immigrants who hold permanent resident alien status who have not yet established Washington residency may qualify for the nonresident on waiver tuition rate.

- In accordance with HB 1079, which became effective July 1, 2003, TCC complies with guidelines that allow individuals who are not permanent residents or citizens of the United States to pay resident tuition. These individuals must meet certain criteria, and sign and return the *Washington Higher Education Residency Affidavit/Declaration/Certification* form (available at Enrollment Services). These students are not eligible to receive financial aid.
- Eligible visa classifications: A, E, G, H, I, K or L. A student (or his/her parent or legal guardian in the case of a dependent student) may be eligible to apply for the resident tuition rate if residency requirements are met (with the exception of registering to vote).
- Active duty military, Washington National Guard members, and their spouses and dependents are eligible for the resident tuition rate. The student's military ID and orders showing the individual is stationed in Washington must be on file in the Enrollment Services office.
- A student on Refugee Status (or spouse or dependent children of such refugee) if the refugee (a) is on parole status, (b) has received an immigrant visa, or (c) has applied for U.S. citizenship may qualify for the refugee tuition rate. Appropriate documentation must be on file in Enrollment Services.
- A student domiciled for one year in one or a combination of the following states: Idaho, Montana, Oregon, or Washington, and who is a member of a qualifying American Indian tribe (for list contact Enrollment Services) may be eligible for resident tuition.

FINANCIAL ASSISTANCE

FINANCIAL AID

The primary responsibility for an education rests with students and their families. However, if financial resources are not sufficient to cover expenses, students may be eligible for financial aid. Aid programs include grants, work study, loans and scholarships.

Applying for financial aid takes time. Information is available online at www.tacomacc.edu/costsandaid/ or you may contact Financial Aid Services in Bldg. 14. It is advisable to begin the application process in January or February for the upcoming academic year. The deadline for priority funding is typically mid- to late-March for the upcoming fall quarter. Specific quarterly deadlines are available from Financial Aid and online at www.tacomacc.edu/applyforaid. Basic eligibility requirements for financial aid are as follows. A student must:

  o Have a high school diploma or GED.
  o Be in a financial aid-eligible degree program or an eligible certificate program.
  o Be a U.S. citizen or eligible noncitizen.
  o Be making satisfactory academic progress as defined by the TCC satisfactory academic progress requirements.
  o Be registered with selective service (if required).

o Provide a valid Social Security number, and not owe any repayments or be in default on any federal student loans.

Washington State Need Grant may be available for low income, non-citizen students who meet certain residency criteria.

Students advised into Adult Basic Education (ABE) will not be eligible to receive financial aid until they have successfully completed their ABE coursework and are advised into an eligible college certificate or degree program.

Students are expected to successfully complete the credits for which they enroll with a grade point average (GPA) of at least 2.0. In doing so, students remain in good standing and can continue to receive financial aid. Students planning to drop credits after financial aid has been disbursed should discuss changes with the Financial Aid office first. Failure to successfully complete their enrolled credits may cause financial aid to be cancelled and may require repayment of a portion of the aid received and all or a portion of the related tuition. A complete policy regarding these standards is available in Financial Aid upon request and is mailed to all aid recipients.

All potential financial aid applicants should note that previous academic performance will be reviewed prior to granting funds. All coursework from TCC is taken into consideration, even if aid was not received.

AUTOMATIC PAYMENT PLAN (NELNET)

Students who owe $200 or more in quarterly tuition and fees may enroll in the automatic payment plan, which offers easy online enrollment, monthly payment plans, with flexible payment options with no interest. Payment methods include automatic bank payment (ACH) and credit card/debit card payment. NELNET does not accept VISA. There are minimal costs to participate in this automatic payment plan. Follow these simple steps to enroll in the payment plan:

- Go to www.tacomacc.edu/myservices and click on *Registration Login.*
- Enter your student ID (SID) and quarter PIN to login to *Registration.*
- After registering for classes click *Finish.*
- Click on the *Pay by FACTS* link on the left side.
- Follow the on-screen instructions to enroll in the FACTS automatic payment plan.

Students with financial aid or coverage by a third party should not sign up for the automatic payment plan. Contact Nelnet Business Solutions at 800.609.8056 or the TCC Business Office at 253.460.4311 for more information.

OPPORTUNITY GRANTS

Students in specific approved career training programs may be eligible for funding under the Opportunity Grant for tuition, books, transportation and other assistance. For more information, call 253.566.5188, contact the Worker Retraining program in Bldg. 7, or visit www.tacomacc.edu/opportunitygrant.

PASSPORT TO COLLEGE PROGRAM

Students who have been in foster care in Washington state may be eligible for this scholarship and grant. Contact the Financial Aid office in Bldg. 14 for more information or call 253.566.5080.

SCHOLARSHIPS

An information board listing scholarships is maintained in Bldg. 14 and online at www.tacomacc.edu. The posted information summarizes scholarship criteria and the application process.

VETERANS, ACTIVE DUTY MILITARY AND RESERVIST SERVICES

Tacoma Community College is approved for the education and training of veterans, the children and spouses of deceased or 100% disabled veterans, and eligible members of the select reserve. Veterans, reservists and eligible dependents should contact Veterans Services at 253.566.5081 to apply for benefits.

Veterans and dependents attending TCC who expect to receive Veterans Administration benefits must meet three minimum standard requirements, in addition to those required by the college:

- Veterans and dependents using benefits must declare a program of study or degree objective and will be paid only for those classes that apply toward the VA approved program of study.
- Veterans and dependents must complete the course work paid for. Grades of 'N', 'V', 'WI', 'U', 'R', 'S', 'Z' or 'W' will result in overpayment; this means some or all the benefits received must be repaid.
- Veterans and dependents must notify the Veterans Office in Bldg. 14 when changing classes, withdrawing from the college or when deciding to stop attending classes.
- A dedicated veterans counselor is located in the Counseling & Advising Center, Bldg. 7, to support veterans and their spouses.

Benefits may be terminated for unsatisfactory progress or conduct. If terminated, benefits may be reinstated by a certifying official upon establishing a reasonable likelihood that satisfactory progress and/or conduct will be sustained in the future. This can occur only after all other admission requirements have been met. Selected programs of study are approved by a Washington State Approving Agency for enrollment of those eligible for benefits under Title 28 and Title 10, U.S. Code.

WORKER RETRAINING PROGRAM

Financial assistance may be available to students who qualify for TCC's Worker Retraining program. A student may be eligible if in the past 24 months any of the following apply:

- Collected unemployment insurance in Washington state
- Separated from the military with an honorable discharge
- Became a displaced homemaker
- Ended self-employment for economic reasons
- Is currently employed but meets at least two of the following:
    o Is in a declining occupation
    o Needs training to keep his or her current job

o Does not already have a year of college and a related certificate or degree

For more information contact the Worker Retraining office in Bldg. 7, call 253.566.5188, or visit www.tacomacc.edu/workerretraining.

BASIC FOOD EMPLOYMENT & TRAINING PROGRAM

Students receiving food stamps or who are income eligible for food stamps may be eligible for funding and support under the Basic Food Employment & Training (BFET) program. Once approved, students can receive childcare assistance, continuous eligibility for food stamps, and, when not eligible for other types of aid, help with paying for tuition, books and transportation while enrolled in one of TCC's Career Training programs.

For more information or to make an appointment to enroll in BFET at TCC, contact the BFET staff in Bldg. 7 or call 253.566.5009.

WORKFIRST

TCC's WorkFirst program offers financial assistance to parents who are receiving Temporary Assistance for Needy Families (TANF). Students are referred to the TCC WorkFirst program by their DSHS case worker for either education in basic skills, high school completion, or if the student possesses a high school diploma, they are referred to enter directly into a professional-technical program which is designed to help the student enter the workforce to earn a living wage.

Types of Assistance for Eligible WorkFirst Students:
- Tuition Assistance
- Textbooks
- Course Fees
- Work Study

REFUND POLICY

CREDIT CLASSES

College procedures for the refund of tuition and fees to students are consistent with state statutes. A student must complete the official withdrawal procedure to receive a refund. A student dismissed from the college for disciplinary reasons is not eligible for a refund. Instructional days are defined as days school is in session, not including weekends and scheduled holidays. Refunds will be made according to the following schedule:
- Withdrawal resulting from classes being cancelled by the college - 100 percent
- Withdrawal prior to the first instructional day of the quarter - 100 percent
- Withdrawal during the first five instructional days of the quarter - 80 percent

- Withdrawal from the sixth through the 20th calendar day of the quarter - 40 percent
- Withdrawal after the 20th calendar day of the quarter - 0 percent

For continuous enrollment courses which permit a student to register at any time after the beginning of the quarter, a student will be allowed an 80 percent refund for five instructional days after the course begins and a 40 percent refund from the sixth through the 20th calendar day. Summer quarter courses, courses which do not follow the regular college calendar, early/late starting courses, and short courses have prorated refund periods. Contact Enrollment Services at 253.566.5325 for the related refund dates.

REFUNDS – NON-CREDIT COURSES

TCC reserves the right to change or reschedule non-credit classes as needed. Payment for all non-credit classes is payable in advance. If a student elects to withdraw from a class, a written request must be made before a refund is issued. If the written request is received at least seven calendar days before the first day of class, the class fee minus a $20 processing fee will be returned to the student. The student may transfer the full class fee to another course offered within 90 days of submitting their written request. Students should allow three to four weeks for processing reimbursement.

REGISTRATION

Registration is the process of enrolling in classes each quarter. Detailed information and procedures for registration, as well as important dates and deadlines, are published at the college's website. Summer quarter and short courses have prorated deadlines.

NON-CREDIT COURSE ENROLLMENT

Students may register online, by phone or by visiting Enrollment Services in Bldg. 7 on the Tacoma campus or the front desk at the Gig Harbor campus (253.460.2424).

NEW AND READMITTING STUDENTS ENROLLING IN CREDIT COURSES

Students register for classes using the college website. New students are required to attend a mandatory on-campus New Student Advising & Orientation before registering. Students taking only online courses and students transferring college-level courses to TCC from another institution are exempt from orientation.

CURRENTLY ENROLLED STUDENTS

Students currently enrolled in credit courses register for the following quarter using the college website. Registration appointments are determined by number of credits completed at TCC and/or transfer-in credits. If students have completed courses at other institutions, up to 60 credit of those courses can be counted when they have been transferred in through the official

evaluation process. Priority registration is given to groups, such as veterans, as required by State law.

LATE REGISTRATION

Students who have been admitted may register through the third instructional day of the quarter. From the fourth instructional day through the tenth instructional day of the quarter, students may register with the written permission of their instructors. Registration requests after the tenth instructional day of the quarter, with the exception of continuous enrollment or late-starting classes, must be petitioned and are subject to a $36.50 per class late add/reinstatement fee if approved.
Note: Summer quarter, early/late starting, and short courses have pro-rated deadlines.

SCHEDULE CHANGES

Students may add or drop a course using the college website through the third instructional day of the quarter (through the second instructional day for summer quarter). Changes after this date must be made on an add/drop form and submitted to Enrollment Services in Bldg. 7. The effective date of the transaction is the date the completed form is received at Enrollment Services.

To Add a Class:
Note: Summer quarter, early/late starting, and short courses have pro-rated deadlines.
- Add transactions completed on or before the third day of the quarter can be made on the college website. Follow directions online at my eServices,
- An add/drop form is required for transactions from the fourth through the tenth day of the quarter. The instructor's signature approving entry into class is required. Add/drop forms must be submitted to Enrollment Services no later than the tenth instructional day of the quarter. Adds will not be accepted after the tenth instructional day of the quarter, with the exception of continuous enrollment or late-starting classes.

To Drop a Class:
Note: Summer quarter, early/late starting, and short courses have pro-rated deadlines.
- Drop transactions completed through the third day of the quarter can be done on the college website. These classes will not appear on student transcripts.
- Drop transactions completed on the fourth through the tenth instructional day of the quarter require add/drop forms (instructor's signature is not required for a drop during this period). Forms are submitted to Enrollment Services on or before the tenth instructional day of the quarter. These classes will not appear on student transcripts.
- While faculty permission is not required, drop transactions completed on the 11th instructional day through the 55th calendar day of the quarter require completed add/drop forms submitted to Enrollment Services with either an instructor's

signature or an email to the instructor with a response. A grade of 'W' will appear on the transcript indicating official withdrawal from the course. In the event the student is unable to obtain the instructor's signature, they may still drop the class.
- After the 55th calendar day of the quarter, students no longer have the option to withdraw from a course. An instructor may grant a grade of 'WI' or any other appropriate letter grade based on the course syllabus.

Students who are physically unable to come to campus to complete an add/drop form must notify the registrar in writing of their intent to officially withdraw. An email to online@tacomacc.edu must be dated or a letter must be postmarked by the 55th calendar day of the quarter and should be sent from the student's TCC email account.

Students who register for a quarter but do not attend classes must complete official withdrawals. Failure to complete fee payment may not result in a cancellation of registration or tuition and fees. A failing grade may be assigned and be posted to the student's permanent record. The consequences of dropping a course vary depending upon both the time frame in which the drop occurs and obligations the student may have regarding financial aid awards, veteran benefits or U.S. Citizenship and Immigration (USCIS) status. Students are advised to review possible consequences before proceeding with withdrawal from one or more classes (see also Refund Policy on page 14).

WITHDRAWALS

Medical or military withdrawals may be granted in cases where students experience serious unanticipated illnesses, family or medical emergencies, or are called up for active-duty military service. Petition forms are available at Enrollment Services in Bldg. 7. Written documentation must be provided at the time petitions are submitted. Refunds will not be granted for requests received after the quarter has ended.

Administrative withdrawals are initiated by the college to withdraw students for disciplinary reasons, failure to meet academic standards, or other exceptional causes. Students who are administratively withdrawn for disciplinary reasons are not eligible for tuition refunds. (See Grade Policies for Course Repeat on page 30 and Course Audit options on page 30.)

NO-SHOW INSTRUCTOR WITHDRAWAL

Students registered in regular quarter-length classes who fail to attend initial class sessions and fail to make arrangements with their instructors for excused absences may be subject to instructor withdrawal. This withdrawal is at the discretion of the faculty and can be completed only for class sections with students waiting to add the class.

WAIT LISTS

Some classes have automated wait lists. Not all classes are assigned wait lists. The length of a wait list varies. The length of a wait list for a class is determined by the department/program.

When students attempt to register for full classes that have wait lists, they are offered the opportunity to be placed on a wait list. Students are placed on the wait list on a first-come, first-served basis. Students can be on a total of no more than two wait lists at a time.

Once a class has an active wait list, all regular registration activity for that class stops. As other students drop these classes, wait-listed students are automatically registered into available class openings from the wait list in the order they were received.

It is the student's responsibility to track their status to see if they have been moved from the wait list to registration in the class. When a student is moved from a wait list into a class, they are notified through their TCC email account.

Wait lists are frozen the last business day prior to the start of a quarter. Students who have not been registered into a class by this point are encouraged to attend the first day of class to see if the instructor will permit an overload. Refer to myTCC for more detailed information.

Students

STUDENT SERVICES

ACCESS SERVICES: SERVING STUDENTS WITH DISABILITIES

TCC's Access Services assures that students with disabilities have equal access to programs and activities offered at the college. Access Services staff coordinates services and fosters student independence. To receive academic accommodations, students must provide official documentation to the disability specialist. To learn about options and opportunities:

- visit Access Services, Bldg. 7
- call 253.460.3995 to make an appointment
- visit www.tacomacc.edu/accessservices

CAREER CENTER

The Career Center, located in Bldg. 7, offers extensive resources to assist students in making career and educational decisions including:

- Individual career counseling to explore interests, identify personal strengths and match skills with career opportunities
- Washington Occupational Information Services (WOIS), a system providing access to accurate, up-to-date occupational and educational information specific to Washington State
- Computer programs designed to help students investigate their learning styles, personalities and temperaments
- Catalogs for Washington colleges and universities
- Assistance in finding full-time, part-time, temporary and seasonal employment
- Assistance with job-search skills, including resume assistance and interviewing techniques
- Internships and volunteer opportunities

CENTER FOR ACADEMIC SUPPORT AND ACHIEVEMENT

The Center for Academic Support and Achievement (CASA) houses two separate programs to support student success: TRIO Student Support Services (SSS) and the Center for Multi-Ethnic/Cultural Affairs (MECA). To learn more:

- visit the center, located on the first floor of the Student Center (Bldg. 11)
- go to www.tacomacc.edu

TRIO Student Support Services (SSS)

Student Support Services is a federally-funded TRIO program committed to providing comprehensive educational enhancement and support services to first-generation, low-income students and students with disabilities. Program activities are designed to significantly increase participants' academic success, retention, and transfer to four-year institutions.

Services offered include academic planning and advising, advocacy within the college system, career exploration services, college skills workshops, comprehensive needs assessments, coordination of services for students with disabilities, financial aid and financial literacy advising, mentoring, scholarship search assistance, tutoring resources and transfer services, including transfer advising and college tours.

The Center for Multi-Ethnic/Cultural Affairs (MECA)

MECA's primary mission is to offer additional support services to traditionally under-represented student populations to assist them in achieving their educational goals. MECA promotes academic excellence for all students.

Programs and services offered include academic advising, peer-to-peer mentoring, financial aid and financial literacy advising, scholarship and grant information, and emergency book loan. MECA staff members advise clubs and play a key role in a number of campus activities including lectures, events, activities, concerts, and the Free Student Workshop series.

EARLY LEARNING CENTER

The Early Learning Center is a state-certified, nonprofit campus center (Bldg. 3) that offers a high-quality, affordable child care program designed to enable parents to pursue education at TCC by providing a safe, nurturing environment for their children. Additional services provided by the Center include breakfasts, hot lunches and afternoon snacks; developmental screening assessment; and family resources and referrals. Spaces are also available to children of TCC staff and faculty. TCC students taking 10 or more credits are given priority for enrolling their children.

The Center accepts children from one month to five years of age and provides a comprehensive program of activities suited to the developmental level of the children. Tuition is determined by a sliding fee scale, based on parents' income. Eligible four-year-olds can enroll in the preschool ECEAP program which provides 2-1/2 hours of free preschool per day.

The ELC offers a camp at the beginning of the summer quarter for children who attend elementary school and who are between the ages of five and eight at the beginning of summer.

Center hours are 7:30 a.m.-5:30 p.m., Monday-Friday. Summer hours are 7 a.m.-5:30 p.m., Monday-Thursday.

Families using the Center are required to participate in a series of parent education courses or other activities to be determined.

Parents can place their children's names on the waiting list by calling or coming to Bldg. 3.

COUNSELING CENTER

P: 253.566.5122

The Counseling Center staff offers a wide variety of services to students in an atmosphere of mutual trust and confidentiality. Services available to students include:

- Counseling to assist in educational planning and resolving problems relating to studies
- Counseling to address personal concerns
- Counseling to assist in choosing academic majors, programs or careers
- Career interest assessment
- Current information on educational and career opportunities
- Classes in human development, career and life planning
- Special-interest workshops and class presentations
- Information on substance abuse prevention and recovery. Referral to a wide variety of community resources when additional services are needed

Most Counseling Center services are free to enrolled students. For an appointment, call or stop by the Counseling Center in Bldg. 7.

EDUCATIONAL TALENT SEARCH

P: 253.566.5110

Educational Talent Search (ETS) is a federally funded TRIO program designed to assist 6th- through 12th-graders enrolled at Jason Lee Middle School and Stadium and Foss high schools to better understand their educational opportunities and options. ETS provides tutoring, academic advising, personal counseling, career and college preparation and mentoring and is committed to educational access, diversity, excellence and the belief that each student is a valuable member of the educational community.

INTERNATIONAL STUDENT SERVICES AND PROGRAMS

P: 253.566.5190

Tacoma Community College provides a quality learning environment in which international students can pursue their educational objectives. The college is committed to international education as a means to promote cultural, political, and social awareness and understanding.

Through the college's International Student Services and Programs office, students receive support in a variety of areas including detailed assistance in admissions and registration, academic advising, and orientation to the campus and community. In addition, the office provides information on United States Citizenship and Immigration Services regulations.

Services for international students also include housing and activities. Students who request help with accommodations are matched with local families for home-stays or referred to nearby apartments. TCC's International Student Organization (ISO), a large and active student club, plans numerous events of special interest to international students.

TCC offers direct transfer agreements for international students transferring to the University of Washington Tacoma, Saint Martin's University in engineering, Pacific Lutheran University, Washington State University, Brandman University, Central Washington University, Concordia University, Portland State University, Indiana University South Bend, and more. For more information visit www.tacomacc.edu/internationalstudents.

MEN'S SERVICES

P: 253.566.5122

Men are encouraged to call or stop by the Counseling Center in Bldg. 7 to inquire about resources addressing men's issues or concerns. A men's support group is offered when interest is expressed. See also the Human Development course, Life Choices for Men (HD 116). TCC's Early Learning Center provides information on classes of interest to parents.

WOMEN'S SERVICES

A variety of workshops, support groups and activities are planned on campus throughout the year to support women's interests. Life Choices for Women (HD 116) is a class offered to assist women in transition. Women may call the Counseling Center at 253.566.5122 with questions about women's services. TCC's Early Learning Center provides information on classes of interest to parents.

OTHER SERVICES

COLLEGE BOOKSTORE

New and used textbooks for TCC courses may be purchased in the Bookstore, Bldg. 11. Art and classroom supplies, nursing uniforms and postage stamps are also available. Anyone can place special book orders through the Bookstore.

Students can order textbooks online approximately four weeks before classes start. The online store www.tacomacc.edu/bookstore also provides an assortment of clothing, supplies, TCC imprinted items, graduation regalia and bargain books. Orders can be shipped or picked up in-store or at the Gig Harbor Campus.

FOOD COURT

The TCC Food Court is located in the Opgaard Student Center, Bldg. 11. A variety of food and beverages are available in the Food Court including sandwiches, pizza, bagels, Asian food, and espresso. In addition, the grill provides breakfast and lunch items.

The Food Court is closed on professional development days, and hours vary on mid-quarter educational planning days, holidays, finals week and summer quarter.

Additionally, food and beverage machines are located in many buildings on campus.

ID CARDS

Photo identification cards providing access to TCC's library, computer lab and fitness center, are available through the Campus Public Safety office, Bldg. 14.

PARKING ON CAMPUS

Students are required to display a parking permit when parking in designated student parking areas (unmarked spaces). Administrators, faculty, and staff are required to have valid parking permits which authorizes their vehicles to park in designated administrative or faculty/staff designated parking spaces. Failure to obtain a permit or to adhere to parking and traffic rules and regulations may result in fines or other penalties. Security and parking information is given to students during registration and to employees at the time of employment.

Parking permits may be obtained through the Public Safety office in Bldg. 14.

PUBLIC SAFETY OFFICE

TCC's Public Safety office is responsible for:
- providing a safe and healthy educational and working environment for students and employees,
- maintaining TCC's accident prevention program,
- and the protection of people and property.

Public Safety employees maintain parking controls, enforce traffic laws, investigate accidents, maintain a lost and found department and handle emergency situations.

Students and staff are encouraged to report any unusual campus incidents by calling 253.566.5111.

TCC FOUNDATION

The Tacoma Community College Foundation, a 501(C)(3) not-for-profit benefit corporation accepts and administers philanthropic support for the college.

Through gifts and bequests, the Foundation is able to support a wide range of college goals including scholarships and grants, subsidies to TCC's Children's Center, emergency student funds, faculty and staff development, and capital projects. The Foundation receives grant funding from area corporations, foundations, and individuals who support access to top-quality education in Tacoma and Pierce County.

STUDENT POLICIES AND NOTICES

EQUAL OPPORTUNITY EMPLOYER AND EDUCATOR

The principles of equal employment opportunity, affirmative action and nondiscrimination are fundamental to the mission, goals and objectives of Tacoma Community College. The college complies with applicable federal and state laws designed to promote equal employment opportunity and affirmative action.

- It is the policy of Tacoma Community College to provide an environment in which faculty, staff and students can work and study free from harassment or discrimination.
- The college will assure equal employment opportunity and prohibit discrimination in employment on the basis of race, ethnicity, religion, national origin, gender, sexual orientation, gender identity, age, marital status, status as a disabled or Vietnam era veteran, the presence of a sensory, mental or physical disability or genetic information.
- The college will integrate the principles of diversity into all facets of the college. We strive to eliminate barriers to employment which artificially restrict hiring, promotion, recruitment, and tenure and to create an organization that reflects the diversity of the client constituencies we serve. Further, the college is committed to creating a climate in which diversity is valued and fostered, exposure to differing cultures and peoples is viewed as a key component of the employment experience, and that the college seeks to strengthen and expand the diversity of faculty, staff and students wherever possible.
- The college is committed to creating a culture and environment that respects and values individual differences as well as encourages the productive potential of every employee.
- The college seeks to address challenges, further our objectives and develop a culture welcoming to all who enter. The diversity of the college has a direct correlation to the excellence of services provided to students to meet their needs culturally, economically and socially.

The college maintains a program of affirmative action as provided for by state and/or federal law. This policy is applicable to the college's educational programs and activities; student services and financial aid programs; use of facilities, purchasing, contracting and facilities construction activities, and all areas of employment. The college is committed to protecting the rights and dignity of each individual in the campus community, and will not tolerate discrimination of any kind at any level.

Individuals who feel they are being discriminated against are encouraged to seek help. For more information contact one of the following offices: Vice President for Student Services, 253.566.5115, or Human Resources Director, 253.566.5054. The college's policy statement and procedures for filing discrimination complaints is available from TCC administrative offices, the office of the Vice President for Student Services, the ASTCC President's office, the Counseling Center, the Library, and Human Resources.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act requires institutions of higher education to establish written policies and guidelines governing the review, inspection, release, amendment and maintenance of student educational records.

Tacoma Community College has established policies and guidelines to ensure that the education records of its students are treated responsibly in accordance with the act and U.S. Department of Education regulations.

TCC directory information can be released without a student's permission. It includes student names, degrees and awards. TCC will also confirm dates of attendance, dates of birth, major field of study, participation in officially-recognized sports and activities, and most recent previous educational institution attended. Release of non-directory information requires a release signed by the student.

Students should be advised that military recruiters may request and receive address and phone listings as well as the above directory information without a signed release.

A student may request directory information be withheld from public release by filing an annual request with the Registrar in Bldg. 7. However, the college may authorize designated persons and agencies access to students' educational records under certain conditions listed in the college policy without the student's consent.

Copies of the college's student educational records policies and procedures may be obtained from the office of the Vice President for Student Services in Bldg. 7.

Students may file complaints concerning alleged failures by the college to comply with the Act or regulations promulgated there under with the United States Department of Education (FERPA), Office of the Review Board, Washington, D.C. 20202.

HIV/AIDS

The college is committed to providing a safe and healthy educational environment and to providing education and information about the transmission and prevention of chronic, communicable diseases, including human immune deficiency virus (HIV) and acquired immune deficiency syndrome (AIDS). Consistent with existing law and in the interest of all concerned, the college takes appropriate measures to ensure a safe environment through educational services.

RADIOLOGIC TECHNOLOGY PROGRAM PREGNANCY POLICY

For information on the Radiologic Technology Program Pregnancy Policy, contact the Radiologic Sciences program chair.

RESTRICTED SMOKING POLICY

Tacoma Community College has a restricted smoking policy. Smoking is restricted to parking lots and designated smoking shelters located on the perimeter of campus. Violations of the policy may result in fines or other penalties.

STUDENT RIGHT TO KNOW

Information required under the Student Right to Know Act is available on the college website. This includes:
- Campus Safety and Substance Awareness
- Student Right to Know Guide
- Completion and Graduation Rules

Additional information is available in the Student Services Administration office in Bldg. 7 and Safety and Security office in Bldg. 14. The Equity in Athletics Disclosure Act Report is available in the Athletic Department, Bldg. 20.

CODE OF STUDENT CONDUCT

Admission to Tacoma Community College carries with it the presumption that the student will conduct himself/herself as a responsible member of the college community.

The Code of Student Conduct identifies the responsibilities of students according to state law and college policy. The provisions of the code apply to all students whenever they are on the college campus or engaged in college-sponsored activities or functions.

Students who commit any of the following offenses are subject to disciplinary action:
- Personal offenses (such as assault, disorderly, drunken or abusive conduct, false complaint or alarm, illegal assembly, trespass, sexual harassment, and possession of or use of firearms)
- Property offenses (such as theft, intentional or grossly negligent damage or destruction of college property, and unauthorized use of college equipment)
- Status offenses (such as cheating, plagiarizing, or tendering; forgery or alteration; use, possession, selling, or being under the influence of narcotics; being under the influence of alcoholic beverages except wherein official approval has been given; use, possession or distribution of alcoholic beverages on campus; failure to comply with directions of an authorized college official; smoking in "no smoking" areas; and unauthorized occupancy of a college facility)

Requests by students or college employees to initiate disciplinary proceedings should be submitted in writing to the Student Conduct Administrator or designee within 10 instructional days of the date the petitioner became aware or could have become aware of the alleged violation of the code.

A student is subject to disciplinary warning, probation, suspension or expulsion for violating any of the above listed offenses. The Code of Student Conduct identifies the due process guaranteed to students who are charged with violating provisions of the code.

The college's Code of Student Conduct is available in the office of the Vice President for Student Services in Bldg. 7 and on the college website.

SUBSTANCE ABUSE

In accordance with provisions of the Drug-Free Schools and Communities Act of 1986 (Public Law 99-570) and its amendments of 1989, Tacoma Community College provides substance abuse education, resources, information, and referrals focusing on the prevention and treatment of substance abuse.

Information on substance abuse prevention is available in the Counseling Center, Bldg. 7. This information covers the many health risks associated with the use and abuse of illicit drugs and alcohol, which include liver damage, heart disease, ulcers, brain damage, malnutrition, cancer, and damage to a developing fetus. These risks may adversely affect one's learning environment, work and personal life.

Student use, possession or distribution of alcoholic beverages, narcotic drugs, or controlled substances or being under the influence of alcohol or illicit drugs on campus or at any college-sponsored event is prohibited. (Exceptions for use of alcoholic beverages may be made with permits and by approval of the college president.) Violations of this policy by any student may result in disciplinary warning, probation, suspension or expulsion. In addition, state and federal laws make possession or distribution of illicit drugs and alcohol a crime subject to imprisonment, fine or both.

POLICY APPEALS

The college provides a process for students to appeal operating policies or procedures. Appeals are typically addressed to the manager responsible for administration of the specific policy or procedure. Policy and procedure appeals are usually subject to strict time limits – it is important to act upon a concern as soon as it develops.

Some of the rules by which TCC operates are based on state or federal laws; in most situations, laws may not be appealed. To find out who to contact regarding a particular appeal, contact the office of the Vice President for Student Services in Bldg. 7.

USE OF STUDENT ARTIFACTS

Some student assignments may be referenced as artifacts and analyzed in conjunction with the college seeking accreditation renewal; needing to demonstrate evidence of expected performance; subjecting itself to external review by accrediting bodies; and/or sharing best practices and lessons learned with other higher education professionals.   By attending classes at TCC, students agree to allow access and reference to assignments, usage patterns,   and share content and/or information as needed to facilitate such processes and the continuous improvement of college programs.

STUDENT LIFE

The mission of Student Life at Tacoma Community College is to provide cultural, educational, recreational, and social learning opportunities that will enhance a student's personal experience.

Student Life at TCC is committed to active participation in the college's diverse learning community and providing programs that enhance student learning outcomes. Students are challenged to expand upon their learning through the programs and activities in which they become involved, the resources they use, and interactions with the college's multicultural community.

Student Life at TCC is committed to developing student leaders. We believe the following are essential qualities of leadership:

- o Self awareness
- o Ability to work well with diverse people
- o Ability and willingness to take action
- o Commitment to service

Students are encouraged to contribute to the campus community in ways that can make a difference. Student leadership opportunities enhance student success and campus community.

STUDENT LEADERSHIP OPPORTUNITIES AT TCC

ASTCC Student Government
Student Government encourages student viewpoints and input in college governance. The Associated Students (ASTCC) executive officers provide direct representation of students in establishing policies and procedures that affect student life.

ASTCC Senators
Any student registered for a minimum of one or more TCC credits may become an active participant in Student Government. Students become ASTCC senators by attending three consecutive senate meetings and successfully completing student senator training. Senate meetings and trainings are held bimonthly.

AS Productions
Associated Student Productions is a leadership team responsible for developing student programs and activities on campus. AS Productions leaders plan, promote, implement and evaluate campus events. These events are diverse in nature and may include educational, multicultural, recreational and social opportunities to enhance campus life.

Student Volunteerism
Student volunteers, with direction from a lead student ambassador, represent Tacoma Community College both on campus and in the community. Students assist and serve the college in its outreach, student success efforts and special events throughout the year.

Artist & Lecture Series
Student Life coordinates an Artist & Lecture Series consisting of 3-4 professional speakers and presentations each quarter. Using national talent, these presentations are cultural, educational and

entertaining, featuring topics and ideas that expand upon classroom learning. The series is open to the college and local community.

TCC CLUBS AND ORGANIZATIONS

Student clubs and organizations reflect the many diverse student interests represented in the Tacoma Community College student body. Participation in clubs provides educational opportunities and encourages personal growth and the development of social, organizational and leadership skills. New clubs and organizations may be formed throughout the academic year as student interests develop and change. Examples of TCC student clubs and organizations are:

- o American Society of Mechanical Engineers
- o Asian/Pacific Islanders Club
- o Black Student Union
- o Business Connections Club
- o Christians on Campus
- o Clay Club
- o Diagnostic Medical Sonography Club
- o Environmental Club
- o International Student Organization
- o Lambda Juris Law Club
- o Latino Embracing Diversity Club
- o Medieval Battle Club
- o Native American Student Union
- o Phi Theta Kappa
- o Political Science Club
- o Pride and Allies Club
- o Radiologic Technicians Club
- o Respiratory Care Club
- o Secular Student Alliance Club
- o Student Nursing Organization
- o Tea Club
- o Veterans Club

For more information on Student Life,
- o stop by the Student Life offices, upstairs Bldg. 11
- o call 253.566.5118
- o visit www.tacomacc.edu/campuslife
- o go to *Student Life and Events* on myTCC

STUDENT NEWSPAPER

The Challenge, TCC's student news site, is a fully online news source located on the front page of myTCC. Monitored, written, edited and designed by TCC students, *The Challenge* provides the TCC community with campus news and information. The news site is divided into four sections: news, arts and entertainment, sports and opinions. With the ability to post stories minutes after an event, the news site is always current.

ATHLETICS

TCC's athletic program emphasizes both academic and athletic success for its student athletes. Men's varsity sports include soccer, basketball and baseball. Varsity sports for women include volleyball, basketball and soccer. Athletic facilities include the TCC gym (Bldg. 20), Minnitti baseball field, and a soccer field.

The Titans have a strong competitive record in the Northwest Athletic Association of Community Colleges (NWAACC). Each year many athletes transfer to universities to continue their academic and athletic pursuits.

To be eligible for athletic competition, students must:
- o Have passed 12 credit hours in their previous quarter of attendance at any post-secondary institution.
- o Must be enrolled in at least 12 credit hours during the quarter of participation.
- o Must pass 12 credit hours to remain eligible in sports which overlap into a second quarter.

To compete in a second season of any sport, students must:
- o Have completed 36 credit hours since their first quarter of participation.
- o Have an overall G.P.A. of at least 2.0.

Students may request copies of the Equity in Athletics Disclosure Act report, filed by the Athletic Department each October. This report provides a summary of participation rates, athletics-related student aid, expenses related to athletics, revenue generated through athletics, and graduation and transfer rates of athletes. Information requests should be made to the athletic director.

For information on athletic scholarship opportunities, call TCC's athletics office at 253.566.5097.

Instruction

INSTRUCTIONAL SUPPORT SERVICES

ELEARNING SUPPORT

TCC's eLearning department provides three primary resources: online courses, multimedia production and the Information Commons student computer lab.

Online Courses
Providing flexibility to accommodate various student schedules, online courses are offered via the internet in web-enhanced, hybrid, and full online formats. Online courses meet students' educational goals to complete degrees, update job skills, and for personal enrichment.

In addition to online courses, TCC provides online student enrollment services and support to assist students with eLearning technical issues.

Students may call 253.566.5176 or email eLearning@tacomacc.edu for eLearning technical support. For additional information and for online tutorials, visit www.tacomacc.edu/eLearning. Also refer to online course information.

Multimedia Production
TCC's Multimedia Production group delivers multimedia resources and support for classes and events held at the college. Staff assists students and faculty to digitize materials, create digital media content like video and photos, and our Studio offers a green screen setup for various types of video presentations. Multimedia Group offers support and basic training for non-linear editing software like Final Cut Pro, Adobe Premier, iMovie and Movie Maker. Staff also offers support and training for lecture capture software. Staff also assist in the distribution of multimedia content in digital or physical formats.

INFORMATION COMMONS STUDENT COMPUTER LAB

TCC's Information Commons provides 89 student computers with internet access and Microsoft Office and other software programs, and two small-group study rooms equipped with high-tech mediascape tables for collaboration. Height adjustable surfaces and software are also available to accommodate students with disabilities. Help Desk staff answer student questions concerning lab hardware and software. Students may call 253.566.5176 to reserve group study rooms. Students can check out equipment such as laptops, projectors, digital camcorders, and digital still cameras.

LIBRARY

The TCC Library provides access to research materials, technology, instruction, study space and a variety of services that support teaching and learning for TCC students, faculty, and staff. Available resources include:

- Individual assistance with research projects from faculty librarians in person, by email, or chat
- Information literacy class sessions tailored to help students with specific research projects
- Electronic research guides tailored to specific research assignments
- 2-credit research courses taught by faculty librarians
- Online research databases available 24/7 with a wide variety of full-text articles from more than 7,000 magazines, journals, and newspapers
- Approximately 50,000 print books, 86,000 electronic books, and over 200 textbook reserves
- English as a Second Language and English for Academic Purposes reading collections
- Individual and group study space including three group media rooms with large screen monitors and advance online booking
- Over 80 computers with Microsoft Office programs, wireless internet access, and technology support
- Copiers, scanners, DVD equipment, black-and-white and color printers, headphones and laptops for on-campus use

To access electronic research databases, research tutorials, current hours and contact information, visit the student portal or www.tacomacc.edu/library.

STUDENT LEARNING PROGRAMS

TCC's Student Learning Centers support individualized learning, computer-based learning, and individual and group tutoring to meet student needs.

Art Gallery
ART 199, Gallery Viewing Lab, is a self-paced course in which students visit the TCC Gallery, located across from Bldg. 5, and other galleries and museums, view videos, and attend lectures.

Business Education Center
TCC's Business Education Center (BEC) provides:
- Individual and drop-in appointments with peer and staff tutors
- Tutoring in business subjects, including business algebra and calculus, statistics, accounting, computer user courses, and economics
- Assistance in developing new learning strategies, understanding concepts, learning good study habits, studying for exams, and understanding one's own learning process
- A place to study, do homework, and use computers
- Tutor training and certification
  For information on hours, making appointments, and contact information, go to www.tacomacc.edu/bec.

Computer Assisted Learning (CAL) Center

TCC's Computer Assisted Learning Center supports student learning in all subjects with particular emphasis on English, ABE, ESL, and math courses. Students may participate with their classes during reserved times or drop in to use available computers and online resources on a first-come, first-serve basis. The CAL lab supports campus-wide efforts to provide instructors and students with Open Educational Resources (OER). The CAL provides students with easy access of an array of OER's and other online learning modules, with one-on-one support and training, and ongoing workshops and presentations.

Cooperative Learning Center

The Cooperative Learning Center ("the Coop") is equipped with resources, computers, and creative space designed specifically for faculty, tutors, and students to meet in small groups to enhance cooperative learning. The Coop specifically supports the instruction in Transitional Studies (ENGL 85 and 95, Basic Skills, IBEST, EAP), Dedicated Tutoring (DT) sessions, critical reading groups, language conversation groups, and other opportunities for cooperative learning.

Dedicated Tutoring

Dedicated Tutoring (DT) supports developmental-level English, ABE math, and Statway courses where the emphasis on cooperative learning allows tutors to interact with students individually and in small groups during class, as well as provide drop-in support in the Student Learning Program spaces. The dedicated tutor and faculty member work collaboratively to integrate tutoring into the weekly lesson plan.

Gig Harbor Campus Learning Resource Center

TCC's Gig Harbor Campus Learning Resource Center provides a student computer lab, tutoring and other resources, including transfer materials, tutoring handouts, and scholarship information.

Math Advising Resource Center (MARC)

TCC's MARC is a student learning center devoted to helping TCC students be successful in math courses. Resources available in the MARC include:
- o Study areas
- o Drop-in tutoring
- o Math advising
- o Math handouts and resources
- o Books, calculators, rulers and whiteboards
- o Computer lab equipped with math software
- o Quarterly graphing calculator rentals

Classes to support students enrolled in developmental math courses, including:
- o MARC 085 Tools for Introduction to Algebra Success
- o MARC 090 Tools for Elementary Algebra Success
- o MARC 098 Tools for Mathematics Success

For additional information, current hours, and online resources, visit the portal.

Supplemental Instruction

Supplemental Instruction (SI) is a series of weekly sessions for students taking historically difficult courses. SI is provided for all students who want to improve their understanding of course material and improve their grades.
- Participation is voluntary, free, and open to all students
- SI can help students develop essential academic and learning skills in their courses
- SI sessions begin during the first or second week of the quarter before students encounter academic difficulties
- SI leaders do not lecture; instead thy direct collaborative learning exercises that encourage students to take responsibility for processing course content
- In schools around the world, SI students earn higher final course grades and withdraw less often than non-SI participants

Writing and Tutoring Center

TCC's Writing & Tutoring Center is a multi-disciplinary tutoring center offering students:
- Individual tutoring appointments and drop-in help in math, physics, chemistry, biology, social science, English, reading, EAP/ESL, ABE, Spanish, and HSP courses
- Assistance in developing new learning strategies, understanding concepts, learning good study habits, studying for exams, and understanding one's own learning process
- Writing assistance at any stage of the writing process
- Drop-in grammar help in the Grammar Corner
- Computers for drafting, research, and computer-assisted tutorials
- Online tutoring through eTutoring
- Tutor training and certification
- Credit courses include:
  - o WRITE 096 Writing Tutorials
  - o WRITE 140, 141, and 142 Writing Tutor Practicum

For hours, information on making appointments, and contact information, visit: www.tacomacc.edu/wtc.

Workforce Education Computer User Center

The Workforce Education Computer User center is located in Bldg. 16, room 310, and is open to any student attending TCC utilizing funding from workforce programs (Worker Retraining, WorkFirst, Basic Food Employment & Training, IBEST), and who is in need of additional assistance with any of the Computer User (CU) courses. The lab is staffed by a skilled CU course technician who is available to provide one-on-one assistance to students. Fall through spring quarters the lab is open Monday-Thursday 12:00-5:00 PM and Friday 8:00 AM-4:30 PM; summer quarter hours will be posted on the center's door.

LEARNING FORMATS

In addition to diverse classroom offerings, Tacoma Community College provides a wide range of alternative learning formats in the same subjects taught in the traditional classroom. Courses provided

in the following formats are identified in TCC's online class schedule.

ONLINE COURSES

Students can earn college credits, enroll for career training courses, and complete TCC's Associate in Arts and Science degree online. Online course formats include full online courses, hybrid online courses, and web-enhanced courses. Non-credit online courses are also offered.

Online courses provide instructional content via the internet. All instruction is offered online. Students interact with instructors and other students using email, discussion board postings, and chat rooms. Some full online courses require proctored exams.

TCC also offers full online courses developed through Washington Online (WAOL), a cooperative effort of the Washington state Community and Technical College system. WAOL courses are taught by faculty at various Washington colleges.

Hybrid online courses combine online learning with traditional classroom instruction. Students are required to attend a reduced number of class meetings on the TCC campus as well as working online.

Students enrolled in online/lab courses attend an on-campus orientation before using web-based instructional materials. Instructor assistance is available at scheduled hours in a computer lab.

Web-enhanced courses are traditional, on-campus, classes with additional information and resources provided online.

One-time-per-quarter non-refundable account fees are attached to all TCC's full online and hybrid online courses.

For more information, including computer requirements, answers to frequently asked questions, and a self-assessment to help determine if online learning is a good fit, visit www.tacomacc.edu/elearning.

COMPUTER-BASED LEARNING

Developmental math courses are sometimes offered in a computer-based format. Students meet regularly with instructors in hands-on computer classrooms.

Students learn by using computer software under their instructor's direction, often working independently or in small groups. Students are required to complete material within a time line established by the instructor. Additional time is required working on a home computer or in a TCC computer lab.

COORDINATED STUDIES/LEARNING COMMUNITIES

Coordinated studies integrate two or more academic disciplines in a cooperative teaching and learning environment. Coordinated studies take one of several approaches to linking courses and course work around a common theme that allows students and teachers to experience greater depths of teaching and active learning.

Students who plan to transfer to The Evergreen State College or the University of Washington-Tacoma are advised to take at least one learning community (coordinated studies or linked course) as part of their degree program.

Students are encouraged to take at least one learning community (coordinated studies or linked course) and a writing intensive course (other than composition) as part of their TCC degree electives.

Regularly offered coordinated studies and linked class are identified in the quarterly schedule.

CONDENSED FORMAT

Computer User Courses

Computer User classes are offered in short time blocks starting at various times throughout the quarter. This format allows students to learn computer skills early in the quarter, adding other classes later if needed, or to complete two- or three-class Computer User sequences in a single quarter:

CU	COURSE TITLE	CREDIT	WEEKS
100	Intro. to Windows & WWW	1	2 or 10
102	Word I	2	4 or 10
103	Excel I	3	6 or 10
104	PowerPoint	1	2 or 10

Intensive Review

TCC's four-week Intensive Review courses are refreshers to help students sharpen skills required for success in college-level courses.

EXPERIENTIAL LEARNING

Internships

All TCC's career training programs include internship or clinical components. Students pursuing transfer degree programs may enroll in the EXPLR 290 Internship for elective credit. Internships allow students to earn college credit through on-the-job workplace learning. Practical work experience helps students develop skills and personal attributes to improve their job opportunities. For more information, visit the Career Center, Bldg. 7, or call 253.566.5191.

Service Learning

The Service Learning format integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on their service in order to increase their understanding of course content, gain broader appreciation of the discipline, and enhance their sense of civic responsibility.

Prior Learning Assessment through a Portfolio (PLA)

Tacoma Community College serves a diverse community of learners, many of whom have acquired previous learning through life experiences, including work, training, and independent study.

These adults come to the college ready to demonstrate what they already know and can do.

PLA credits are noted on TCC transcripts as the TCC equivalent courses. Credit usually is awarded only if TCC offers an equivalent course. However, if the PLA experience can be shown to have direct application to a student's technical program the credit may be posted to the student transcript as elective credit.

If PLA credit is based on an articulated agreement, a letter grade is assigned conforming with the agreement. Other PLA credit is posted with a grade of 'S' for satisfactory pass.

Some students are granted prerequisite waivers rather than credit for prior learning. In these cases notations are made that the prerequisites have been satisfied, but no credit is posted to transcripts.

Students must be currently enrolled before prior learning assessment is initiated. PLA credits are posted at the end of the quarter in which the PLA requirement is satisfied. PLA credits are not considered enrolled credits and are not counted in calculating students' enrollment status or financial aid awards.

Transfer colleges and universities evaluate PLA credits based on their own institutional policies.

Students interested in petitioning for credit through portfolios should enroll in EXPLR 190 E-Portfolio. For more information, contact the Career Center, Bldg 7, or call 253.566.5191.

STUDY ABROAD

Study abroad opportunities are available through the Washington State Community College Consortium for Study Abroad. For more information, visit wcccsa.com

For information on funding assistance, visit the TCC Financial Aid office, Bldg. 14.

INSTITUTIONAL ASSESSMENTS

USE OF STUDENT ARTIFACTS

While you are a student at TCC, some of your student assignments may be referenced as artifacts and analyzed in conjunction with the college seeking accreditation renewal; needing to demonstrate evidence of expected performance; subjecting itself to external review by accrediting bodies; and/or sharing best practices and lessons learned with other higher education professionals. By attending classes at TCC, you agree to allow access and reference to your assignments, usage patterns, share content, and/or information as needed to facilitate such processes and the continuous improvement of college programs.

COLLEGE DEGREES

Tacoma Community College grants the following college degrees:

- **College transfer associate degrees on page 38:** Awarded for completion of a transfer curriculum paralleling the first two years of college study.
- **Associate in Applied Sciences on page 54:** Awarded for completion of an approved TCC career training program. This is a terminal degree that is not generally transferable to universities. In some cases, articulation agreements with specific universities enable transfer. Program chairs can provide information regarding transfer opportunities associated with specific programs.
- **Associate in General Studies on page 52:** Awarded for completion of a two-year academic program designed to meet a particular educational goal.

REQUIREMENTS FOR ALL DEGREES

General requirements for all degrees are:
- A combined cumulative college-level grade point average of 2.00 in TCC and transferred-in college-level coursework. College-level courses are numbered 100 and above at TCC. Course numbering at other colleges may vary. For questions regarding transfer credit, see the credential evaluator, Bldg. 7.
- A cumulative college-level grade point average of 2.00 in course work completed at Tacoma Community College.
- At least 30 applicable credits must be earned at Tacoma Community College.

Advisors will assist students in understanding these requirements, but final responsibility for meeting all academic and graduation requirements rests with the individual student. See Grade Policies on page 30.

CREDITS TRANSFERRED TO TCC

Students may apply a maximum of 60 transferred in credits to their Tacoma Community College degree or certificate.

Tacoma Community College honors academic credits earned at other regionally accredited institutions that are equivalent in academic level and learning outcomes nature to credit (or courses) offered at TCC.

The college subscribes to the statewide policy on transfer credit among Washington public colleges and universities approved by the State Board for Community and Technical Colleges. For more detailed information about transfer credits, contact the Enrollment Services office, Bldg. 7.

Students are encouraged to submit official transcripts from previous institutions attended as soon as they are admitted to the college. Credit evaluations usually take up to three months to complete. Transfer coursework will not be used to satisfy degree requirements until official transcripts have been evaluated.   One semester credit hour is equivalent to one and one-half quarter credit hours.

TRANSFER AMONG WASHINGTON STATE COMMUNITY & TECHNICAL COLLEGES

Washington state community and technical colleges have adopted an Inter-College Reciprocity Policy designed to help students transfer courses that have met distribution requirements at one community or technical college to another. This policy does not address transfer of courses between two-year and four-year colleges.

- Individual Courses: If a student transfers an individual course that meets a Communication Skills, Quantitative Skills or Distribution Requirement for a specific transfer degree at the sending two-year college, that course is considered to have met the TCC requirement for a similar transfer degree, even if the course does not have an exact equivalent at TCC.
- Distribution Areas/Specific Requirements: TCC will accept an entire Distribution, Communication Skills, Quantitative Skills or other requirement for a transfer degree as met if that student has met certain requirements. A student can also meet their multicultural requirement through this process. It is the student's responsibility to initiate the reciprocity process.
- It is the responsibility of the student to notify the college if transfer courses fall into the Inter-College Reciprocity Policy. Complete the Reciprocity Form available in Enrollment Services, Bldg. 7.

CREDITS TRANSFERRING FROM TACOMA COMMUNITY COLLEGE

Transfer of Credits

Tacoma Community College's credit courses fall into three general categories:

      o College Transfer
      o Career Training
      o Transitional Studies

Courses that fulfill requirements for university transfer degrees are generally transferable to four-year colleges and universities (baccalaureate institutions). General education courses that are taken to meet requirements for career training degrees are transferable. Courses that are specific to career training programs are not transferable to four-year institutions unless a specific articulation agreement, providing for acceptance of those courses, exists between TCC and the four-year institution. Courses included in TCC's Transitional Studies program numbered below 100, are not considered college-level and do not transfer.

    Each baccalaureate institution maintains its own policies on acceptance of credits for transfer. While TCC advisors make a good faith effort to assist students with the transferability of courses, TCC is not responsible for acceptance of credits and courses at other institutions.

    General acceptance of transfer credits is not the same as direct course equivalency. Baccalaureate institutions may accept credits for transfer but not consider them directly equivalent to their own courses or count them as meeting specific requirements at their institutions.

Transfer of Degrees

Tacoma Community College offers several two-year degrees designed to transfer to four-year colleges or universities. See College Transfer on page 34 for these transfer degrees. These degrees are directly transferable to most Washington baccalaureate (four year) institutions. TCC, along with 30 community colleges and 20 four-year Washington colleges and universities, subscribes to the Policy on Intercollege Transfer and Articulation among Washington Public Colleges and Universities (at www.sbctc.edu).

CHANGING DEGREE REQUIREMENTS

When degree requirements change while a student is enrolled at Tacoma Community College, the college will adhere to the following policy:

- If the degree is completed within five years of the student's original enrollment date the student may choose to graduate under the provisions of the TCC degree requirements in effect when he or she originally enrolled at TCC.
- If the student transfers to TCC with a minimum of 55 credits, the student may choose to graduate under the provisions of the TCC degree in place at the time they enrolled at the transfer college as long as the college is accredited by the Northwest Commission on Colleges and Universities or other accrediting body duly recognized by TCC, and within five years of their graduation date.

The college encourages all students to fulfill the degree requirements in effect at the time of their graduations. Students who do not complete their degree requirements within five years must fulfill the requirements in effect when they graduate.

MULTIPLE DEGREES

A student may earn more than one degree from Tacoma Community College. In addition to meeting the specific requirements for each degree, a candidate must earn an additional 30 credits for each additional degree. (Example: 90 credits for a first degree, 120 credits for a second degree, and 150 credits for a third degree). Fifty (50) credits must be earned in residence at Tacoma Community College for a student to be eligible to receive two degrees.

APPLICATION FOR DEGREES OR CERTIFICATES

Students preparing for graduation must complete formal applications for degrees or certificates. Application forms are available from Enrollment Services, Bldg. 7 and online on the college website and on the student portal. A completed application form, signed by the advisor or program coordinator, must be on file at Enrollment Services no later than two weeks prior to the end of the quarter in which a student plans to graduate. A $10.50 non-refundable fee is attached to the application. Students applying to graduate with the Associate in Arts and Sciences degree, Option B, must complete Option B application forms, which must be

signed by advisors. See additional information under Option B Degrees on page 39.

Prior to submitting the Application for Degree, students are advised to carefully review with their faculty advisors degree requirements published in the college catalog to ensure that all requirements have been satisfied. Applications for degrees are reviewed and approved quarterly. Transfer students must have official copies of all transcripts from other colleges on file in Enrollment Services, Bldg. 7, prior to applying for degrees.

INSTRUCTIONAL POLICIES

CREDIT HOURS AND QUARTER

The college measures its course work by credit hour. Courses offered each quarter are assigned credit value based on the number of hours the classes meet each week; however, some courses require additional laboratory time, and activity courses typically require additional hours per week. When planning their quarterly course loads, students should plan for an additional two hours of study time for every hour spent in class.

Students who wish to enroll for 20 or more credit hours must request advisor permission. Forms for this purpose are available in the Counseling and Advising Center, Bldg. 7.

TCC's academic year is divided into four quarters. See the Academic Calendar on page 7 for specific quarter start and end dates.

Instructional and Calendar Days
The quarter's instructional and calendar days are referenced in various policies. Instructional days are those days starting with the first day of the quarter on which the campus is open, and counting each day classes are held through the last class day of the quarter. Weekends and holidays when classes are not in session are not counted when calculating deadlines based on instructional days.

Some deadline dates are based on calendar days. For example, the last day to drop a class with a grade of 'W' is the 55th calendar day of the quarter. These deadline calculations include weekends and holidays.

STUDENT STATUS

Full-time Student
Tacoma Community College's degree programs are structured with the expectation that students who intend to complete associate's degrees within two years, will enroll for an average 15 college-level credits each quarter. The college considers students enrolled in 12 or more credits in a given quarter to be full-time.

Part-time Student
A student registered for fewer than 12 credits.

First-year Student
A student who has earned fewer than 45 college-level credits.

Second-year Student
A student who has earned 45 or more college-level credits.

Auditing Student
A student who registers for a class for no credit and pays the standard tuition and fees for the class For more information, see Course Audit on page 30.

Non-Degree Seeking Student
A student attending TCC for purposes other than to obtain a degree or certificate. Non-degree seeking students are restricted to registration for five credits or fewer per quarter and are self-advised.

TRANSCRIPTS

A transcript is a complete record of a student's academic achievement at Tacoma Community College. Students may request official transcripts online or at the Enrollment Services office, Bldg. 7.

Unofficial transcripts for advising purposes are available online or at the Enrollment Services office in Bldg. 7.

All outstanding fees and/or fines must be paid before transcripts will be released. Picture ID is required to order transcripts to be picked up. Transcripts will not be released to third parties without students' written permission.

For transcript fees and information on how to request transcripts by mail or online call 253.566.5036, or go to the college website.

Transcripts from Other Schools
Tacoma Community College does not release or certify copies of transcripts received from other institutions. Transcripts documenting students' prior secondary and college education are part of their official files and will not be returned to them. Students who want transcripts of work completed at other institutions must order transcripts directly from those institutions.

Official transcripts from other institutions must be received by TCC from sending institutions electronically or in unopened, sealed envelopes. For more information about transfer credit see Credits Transferred to TCC on page 26.

NATIONALLY-RECOGNIZED EXAMS

Advanced Placement
Tacoma Community College grants credits to entering first-year students who have earned scores of 3 or higher on the Educational Testing Service's (ETS) Advanced Placement Tests. Students who wish to receive advanced placement credits must send their ETS test scores to TCC's credential evaluator for evaluation. The number of credits and grades of 'S' recorded for all courses for which credit is granted will be noted on the transcript. Advanced placement credits fulfill either distribution or elective requirements for an associate degree. The following TCC departments currently grant advanced placement credits:

- **Art:** A student scoring 5 on the Art History exam will receive five credits each for ART 201, ART 202, and ART 203.
- **Biology**: A student scoring 3 on the Biology exam will receive five credits for BIOL& 100. A student scoring 4 or 5 may receive additional credit upon consultation with the Science and Engineering department.
- **Chemistry:** A student scoring 3 on the Chemistry exam will receive credit for CHEM& 121. A student scoring 4 on the Chemistry exam will receive credit for CHEM& 161 and 162. A student scoring 5 on the Chemistry exam will receive credit for CHEM& 161, 162 and 163.
- **Computer Science:** A student scoring 4 or 5 on the Computer Science A exam will receive credit for CS 142. A student scoring 3 on the Computer Science AB exam will receive credit for CS 142. A student scoring 4 or 5 on the Computer Science AB exam will receive credit for CS 142 and CS 143.
- **Economics**: A student scoring 3 or higher on the macroeconomics exam will receive five credits for ECON& 202. A student scoring 3 or higher on the microeconomics exam will receive five credits for ECON& 201.
- **English:** A student scoring 3 on the English literature and composition exam will receive credit for ENGL& 101. A student scoring 4 and 5 on the English literature and composition exam will receive credit for ENGL& 101 and ENGL 103. A student scoring 3 on the English language and composition exam will receive credit for ENGL& 101. A student scoring 4 and 5 on the English language and composition exam will receive credit for ENGL& 101 and ENGL& 102.
- **Environmental Science:** A student scoring 3 on the Environmental Science AP examination will receive 5 credits for ENVS& 101.
- **Mathematics:** A student scoring 3, 4 or 5 on the statistics exam will receive five credits for MATH& 146. A student scoring 3 on the calculus AB or BC exam will receive five credits for MATH& 151. A student scoring 4 or 5 may receive additional credit upon consultation with the mathematics department.
- **History:** A student scoring 4 or higher on the European history exam will receive five credits in HIST 210.
- **History:** A student scoring 3 and 4 on the American history exam will receive five credits for HIST& 146. A student scoring 5 on the American history exam will receive five credits each for HIST& 146, HIST& 147, and HIST& 148.
- **Physics:** A student scoring 3 or 4 on the physics B exam will receive credit for PHYS& 114. A student scoring 5 on the Physics B exam will receive credit for PHYS& 114 and 115. A student taking the Physics C exam will receive credit for PHYS 221 and/or 222 depending upon the test focus and score.
- **Political Science:** A student scoring 3 or higher on the American government exam will receive five credits for POLS& 202.
- **Psychology:** A student scoring 3 or higher on the psychology exam will receive five credits in PSYC& 100.

Note: Transfer schools are not required to accept courses transferred to TCC by AP exam. Students should check with their intended transfer institutions regarding AP exam policies.

Advanced placement credits may be granted in other subjects upon consultation with appropriate department heads. For more information, contact the credential evaluator in Enrollment Services, Bldg. 7.

International Baccalaureate (IB)

International Baccalaureate students who have earned successful IB higher level test scores may request college credit for IB higher-level work. TCC academic departments evaluate students' individual records prior to awarding advanced placement credit. For more information, contact the credential evaluator in Enrollment Services, Bldg. 7.

CLEP

Tacoma Community College grants up to 30 credits toward the Associate in General Studies degree to students who score at the 50th percentile or above on the CLEP General Examination. Credit may be granted for other degrees and for CLEP Subject Examinations with division or department chairperson approval. For more information, contact the credential evaluator in Enrollment Services, Bldg. 7.

ARTICULATION AGREEMENTS

College in the High School Program

TCC develops articulation agreements with local school districts that permit students to earn college credit completing approved courses at their high schools.

Servicemen's Opportunity College (SOC)

Tacoma Community College has been designated by the Department of Defense, in cooperation with the American Association of Community Colleges, as a participant in the Service Members Opportunity College (SOC). The SOC, as implemented at Tacoma Community College, seeks to increase access to higher education for active and retired military personnel by:

- Accepting a maximum of 45 quarter-hour credits from military service schools
- Military credits are transferred in by ACE Guide recommendations

OTHER OPTIONS

Departmental Challenge Exam

Students enrolled for five or more credits may earn additional credits in some courses by challenge examination, if the appropriate academic department has developed an examination for the course to be challenged. All arrangements, including fee payment, must be completed within the first ten instructional days of a quarter.

Students who successfully challenge courses will receive 'S' grades. Course challenge application forms are available in Enrollment Services, Bldg. 7.

GRADES AND ACADEMIC POLICIES

GRADING POLICIES

Tacoma Community College uses the following grading system and grade-point values for reporting and recording academic achievement. Faculty may or may not choose to use the plus/minus grading option for any given class.

GRADE	DESCRIPTION	GRADE POINTS
A	Honor	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
D	Minimum	1.0
E	Failure to complete minimum requirement	0.0
W	Official withdrawal from course *Applies 11th through 55th calendar day *	0.0
WI	Instructor approved withdrawal *Applies after 55th calendar day *	0.0
V	Unofficial withdrawal *Student commenced attendance, then stopped attending before instructor had sufficient data to evaluate. Instructor reports last date of attendance on grade sheet.*	0.0
I	Incomplete (see Incomplete Grade for more detail)	0.0
S	Satisfactory (credit only, no grade point)	0.0
U	Unsatisfactory (no credit, no grade point)	0.0
N	Audit (see Course Audit for detail)	0.0
R	Repeat R beside lowest grade	0.0
Z	Unofficial withdrawal with zero attendance	0.0

A, B, C, D and S grades are considered passing. 'S' and 'U' identify courses taken on pass/fail basis and are not counted in computing grade point averages. 'S' is given only if the student performed at a grade of 'C' or higher. For more detailed information see Satisfactory/Unsatisfactory Grade on page 30. An 'E' grade is not considered passing and does not earn credit toward a degree or certificate.

Final Course Grade Appeal Process
Students who believe a final course grade has been awarded incorrectly, in error, or in an arbitrary or capricious manner, can address the discrepancy by following the Final Course Grade Appeal Process. The procedure is available in the office of the Vice President for Student Services or at the college website.

Incomplete Grade
An 'I' grade is given at the instructor's discretion when a student has completed more than 60 percent of the quarter and has a plan to finish remaining course work. The student and instructor must fill out a contract form that identifies specific requirements to be completed, the time allowed for completion, and the grade to be assigned if the contract is not completed. One copy of the contract is retained by the instructor, one given to the student, and one given to the department chair or division dean. An 'I' grade will revert to 'E' if not completed within one year.

Satisfactory/Unsatisfactory Grade
Some classes, due to their nature and content, are designated 'S/U' by departmental decision and are graded on an 'S/U' basis. In some other classes, students have the option of choosing an 'S/U' grade. An 'S' grade indicates student performance at a 'C' grade level or higher. A 'U' grade indicates performance below a 'C' level. Neither the 'S' or 'U' are used in computing grade point averages. In order to exercise the 'S/U' option, students:

o Must choose the 'S/U' grade option in writing at Enrollment Services, Bldg. 7, by the 15th instructional day of the quarter.

o Must understand that once the choice for the 'S/U' grade has been made, it will not be changed to the regular letter grade option. Students should be aware that courses with 'S' grades may not satisfy transfer requirements. Some universities do not accept 'S' graded courses to satisfy distribution requirements. Students are urged to confer with their advisors and consult catalogs of their transfer institutions.

Course Repeat
Students (not enrolled in an allied health program with specific course repeat limitations) may repeat courses in which they have received grades of 'C' or lower.

Courses can be repeated no more than twice. In computing cumulative grade point averages, the higher grade earned for repeated courses is used if students have submitted repeated course forms to Enrollment Services Bldg. 7. The course repeat is not applicable to a course registered twice in the same quarter.

Students who plan to transfer to other college or universities should contact their transfer institutions to determine how repeated courses are calculated in applicants' admission grade point averages. Some institutions use all grades earned for repeated courses when calculating admissions grade point averages.

The Tacoma Community College grade point average reflects TCC work only.   A student's grade point average cannot be improved by repeating a course elsewhere. If a student wishes to repeat a TCC course for a better grade, the course must be repeated at TCC.

Course Audit
The course audit option allows students to participate in courses without having credits or grades posted to their transcripts. Auditing students pay regular tuition and fees. Individual faculty

members determine participation and attendance requirements for their courses. Audited courses are identified on transcripts by 'N' grades. If attendance or other requirements are not met, 'WI' grades indicate course withdrawal.

Students may not convert from audit to credit or from credit to audit after the 30th calendar day of the quarter. To select audit status, students must submit an add/drop form indicating audit to Enrollment Services, Bldg. 7.

Change of Grade
Students requesting a course grade change must contact their instructors. Instructors approve grade change requests by submitting grade change forms to Enrollment Services.

Grade changes must be made within two quarters (excluding summer) after the quarter in which the student was registered for the course. After two quarters, no grade changes are allowed, unless the instructor documents that the original grade was an error, and the division dean signs an approval. Grades for specific courses can be changed only once.

Academic Forgiveness Policy
With an advisor's written approval, a student may petition the Vice President for Student Services (or designee) to have Tacoma Community College course work set aside.
- The student must be currently enrolled.
- The forgiveness (set aside) date must be at least five years prior to the current quarter.
- All course work taken prior to the forgiveness date is set aside. The student may not elect to retain individual courses and set aside other courses.
- A student may exercise the Academic Forgiveness option only once.
- Complete the Academic Forgiveness Petition and submit it to the Student Services Administration office, Bldg. 7.

Forgiven course work is not used to determine number of credits earned at TCC, calculate cumulative grade point average or calculate honors. Forgiven course work may not be reinstated or used to satisfy prerequisite or degree requirements. Course numbers, titles, and original grades of all forgiven course work remain on student transcripts. A decision to set aside course work may or may not be honored by other colleges and universities, since each institution interprets transcripts using its own policies.

Financial Aid Note: Financial Aid regulations make no provision for academic forgiveness. Therefore, all courses applicable to a student's major will be included in evaluating a student's satisfactory academic progress for financial aid eligibility.

ACADEMIC REVIEW POLICY AND PROCEDURES

Academic review is designed to help students in academic difficulty improve their academic performance. The purpose of the policy is to quickly identify and alert students whose grade point averages fall below 2.00 and assist them in improving their academic standing. The Academic Review Policy provides for academic suspension in cases when students are unable to achieve satisfactory academic standing.

Specific college populations, including international students, Fresh Start students, veterans, and students receiving financial aid may be subject to different or additional academic standard requirements and appeal processes. Students in these programs should contact program advisors regarding these requirements and processes.

Academic Deficiency
A student is placed on academic deficiency at the end of any quarter in which his or her grade point average falls below 2.00, provided the student is enrolled in six or more credits after the 10th instructional day of that quarter. No later than the second week of the subsequent quarter, the Vice President for Student Services will notify the student that he or she is academically deficient. The student will be encouraged to take advantage of available campus resources to improve his or her academic standing.

Academic Probation
A student placed on academic deficiency must earn a 2.00 quarterly grade point average the succeeding quarter he or she is enrolled for six or more credits after the 10th instructional day of that quarter, or be placed on academic probation. No later than the second week of the subsequent quarter, the Vice President for Student Services will notify the student that he or she has been placed on academic probation.

Removal of Academic Probation
A student is removed from academic probation at the end of the quarter in which he or she is enrolled for six or more credits after the 10th instructional day of that quarter and earns a quarterly grade point average of 2.00 or higher.

Academic Suspension
A student who has been placed on academic probation and fails to earn a 2.00 quarterly grade point average or higher the next quarter he or she is enrolled for six or more credits after the 10th instructional day of that quarter will be suspended for one quarter. As it applies to the period of academic suspension, summer quarter shall count as part of fall quarter.

The Vice President for Student Services will notify a student by mail by the first day of classes of the subsequent quarter that he or she has been suspended. A student who has already enrolled for classes prior to suspension status being determined will be administratively withdrawn, and tuition paid will be refunded.

Following a one-quarter suspension, a student may enroll following procedures outlined in the college's *Re-enrollment Procedures Following Academic Suspension* available in the Student Services Administration office in Bldg. 7.

A student readmitted after one quarter of academic suspension re-enters the college on academic probation. If he or she fails to attain a quarterly grade point average of 2.00 or higher at the end of the first quarter in which he or she is enrolled in six or more credits after the 10th instructional day, the readmitted student is suspended for three consecutive quarters.

Appeal Procedures

Academic suspension may be appealed to the Vice President for Student Services if there are strong and unavoidable extenuating circumstances, such as serious illness or accident requiring hospitalization. A student will not be suspended during the course of the appeal process.

If a student on academic appeal status fails to attain a quarterly grade point average of 2.00 or higher at the end of the next quarter in which he or she is enrolled in six or more credits after the 10th instructional day of the quarter, the student will be academically suspended for three consecutive quarters.

Appeal procedures are available in the Student Services Administration office in Bldg. 7.

Re-enrollment Procedures Following Academic Suspension

To re-enroll following an academic suspension, a student shall present a petition for re-enrollment to the Vice President for Student Services. The petition must include, but not be limited to, the following:

- A proposed class schedule for the coming quarter and a course list for two additional quarters
- Short-term (one to three quarters) educational goals
- Plans to improve academic standing

The student must meet with an advisor to review the petition and have the advisor sign the petition before it is submitted to the Vice President for Student Services.

The petition shall be filed with the Vice President for Student Services no later than one week before the start of classes for the quarter in which the student is seeking readmission to the college. After reviewing the student's academic record and petition, as well as other pertinent information, the Vice President shall decide to take one or more of the following actions:

- Permit the student to register according to his or her proposed program of studies and class schedule
- Impose conditions on the student's enrollment
- Require that the student undergo further academic assessment prior to registration
- Refer the student for learning assistance and/or counseling during the subsequent quarter

A student re-enrolling following academic suspension re-enters on probation. If he or she fails to attain a quarterly grade point average of 2.00 or higher the succeeding quarter he or she is enrolled for six or more credits after the 10th instructional day of that quarter, the student readmitted after suspension will be suspended for three consecutive quarters.

ACADEMIC DISHONESTY

Students at Tacoma Community College are expected to be honest and forthright in their educational endeavors. Cheating, plagiarism, fabrication and other forms of academic dishonesty corrupt the learning process and threaten the educational environment for all students.

The consequences of academic dishonesty may vary with the situation and the individual instructor. All instructors will include in the course syllabus a policy on, and sanctions for, academic dishonesty. If a student is guilty of, or admits to, academic dishonesty, an instructor may impose sanctions up to and including administrative withdrawal from the course and/or an 'E' grade for the course.

It is the official policy of Tacoma Community College that cheating, plagiarism, fabrication, and other forms of academic misconduct are grounds for disciplinary action under the Code of Student Conduct. A student accused of academic dishonesty may be reported to the appropriate college official for initiation of disciplinary proceedings which could result in disciplinary sanctions ranging from a warning to expulsion from the college.

Definitions of academic dishonesty and descriptions of the hearing and appeal processes are included in the Tacoma Community College Administrative Procedure for Academic Dishonesty, available in all administrative offices.

Copies of the Code of Student Conduct are available in the office of the Vice President for Student Services in Bldg. 7.

HONORS & AWARDS

HONORS

Quarterly Honors

Students who earn 12 or more TCC graded college-level credits numbered 100 and above (excluding 'S' and 'U') in a quarter with grade point averages of 3.33 to 3.65 are placed on the quarterly Honors List. (Grades of 'N', 'I', 'W', 'WI', and 'V' are not considered earned credits.)

Quarterly High Honors

Students who earn 12 or more TCC graded college-level credits numbered 100 and above (excluding 'S' and 'U') in a quarter with grade point averages of 3.66 to 4.00 are placed on the quarterly High Honors List. (Grades of 'N', 'I', 'W', 'WI', and 'V' are not considered earned credits.)

HONOR SOCIETIES

Three nationally recognized scholastic organizations have TCC chapters: Phi Theta Kappa, Psi Beta, and Alpha Delta Omega.

Phi Theta Kappa

Academic excellence is the primary hallmark of Phi Theta Kappa, an honor society serving two-year colleges that offer associate degree programs. Prospective members must have 3.5 or better

grade point averages to apply. PTK provides members opportunities to develop interpersonal communication and leadership skills, compete for special scholarships, and provide a variety of services to the college and community.

Psi Beta

Psi Beta is a national honor society for psychology students. The mission of Psi Beta is professional development of psychology students through promotion and recognition of excellence in scholarship, leadership, research and community service. Members must maintain 3.0 or better grade point averages, have completed at least two quarters of psychology, and have demonstrated genuine interest in psychology and high standards of personal behavior and integrity. For more information contact the faculty advisor.

Alpha Delta Omega

Alpha Delta Omega is a national honor society for students enrolled in Human Services programs. Chartered in 1990, the TCC chapter stresses academic excellence and promotes the ideals of the human services profession. Membership is open to students with 3.0 or higher grade point averages who are enrolled in Human Services or related programs.

GRADUATION

Degrees are conferred at the end of each quarter. Commencement ceremonies are held annually in June, at the end of spring quarter.

All students who have earned degrees and/or certificates of 45 credits or more in the current academic year are invited to participate in the June commencement. Students within two courses or 10 credits of degree completion, who have enrolled in the required courses for summer quarter, may also apply to participate in commencement. For degree and early commencement applications, contact the credentials evaluator, Bldg. 7.

GRADUATION AWARDS

TCC students who have achieved outstanding grades are honored upon graduation. Awards for students who graduate with scholastic honors are designated by seals on their diplomas and noted on official transcripts. Students are eligible for the following honors or awards:

Graduation with Honors – Students with graduation grade point averages of 3.33 to 3.65 for credits earned at TCC as well as for credits earned at other institutions and used to meet TCC degree requirements, and who have met award criteria described below graduate with "Honors."

Graduation with High Honors – Students with graduation grade point averages of 3.66 or higher for credits earned at TCC as well as for credits earned at other institutions and used to meet TCC degree requirements, and who have met the award criteria described below graduate with "High Honors."

AWARDS CRITERIA

Graduation with Honors and Graduation with High Honors

Grade point average computations for degrees and awards at graduation are based on all college-level credits (numbered 100 and above) earned at Tacoma Community College as well as credits used to meet degree requirements, which are transferred from other institutions.

For commencement, scholastic honors are computed using grades earned through the winter quarter preceding commencement. Changes in a students' honor status are made to the student records if the last quarter of college work or grades earned from transfer credits affect a student's qualifications.

President's Medal Awards

The President's Medal is the highest academic honor the college bestows. Associate degree candidates who have completed at least 60 graded college-level credits numbered 100 and above at Tacoma Community College and who have earned the highest cumulative grade point average above 3.84 are eligible for consideration for the President's Medal.

College Transfer

COLLEGE-LEVEL EDUCATION (TRANSFER)

Students interested in pursuing fields that require 4-year degrees complete the first two years of courses through enrollment in Tacoma Community College's comprehensive college parallel programs.

TCC provides freshman- and sophomore-level courses leading to bachelor's degrees at four-year colleges and universities. For specific major department requirements, students are advised to contact the four-year institutions to which they intend to transfer.

Washington four-year colleges have an increasing expectation that students will choose and prepare for their major field of study before transfer. Public colleges, such as the University of Washington-Seattle, that accept transfer students on a competitive-entry basis, consider "major readiness" to be an important acceptance criteria for transfer students. Transfer students should select majors and begin taking specific courses to prepare for their majors. Consult TCC advisors for more information on major readiness.

While TCC's dedicated counseling and advising staff assists students in selecting courses, the final responsibility for meeting graduation requirements rests with individual students.

COLLEGE TRANSFER AREAS

Students can prepare at TCC for the following university transfer areas, and others, while completing requirements for the two-year associate degree:

■ Accounting ■ American Ethnic & Gender Studies ■ Anthropology ■ Architecture ■ Art ■ Biochemistry ■ Biology ■ Botany ■ Business ■ Chemistry ■ Chiropractic ■ Communications ■ Computer Science ■ Dental Hygiene ■ Dentistry ■ Earth Science ■ Economics ■ Education ■ Engineering ■ English ■ Environmental Science ■ Evergreen Bridge Program ■ Exercise Science ■ Forestry ■ Geology ■ History ■ Humanities ■ International Business ■ Japanese ■ Law ■ Liberal Arts ■ Mathematics ■ Medical Technology ■ Medicine ■ Microbiology ■ Molecular Biology ■ Music ■ Naturopathic Medicine ■ Nursing/BSN ■ Nutrition ■ Occupational Therapy ■ Oceanography ■ Optometry ■ Pacific Rim Studies ■ Pharmacy ■ Physical Education ■ Physical Therapy ■ Physics ■ Political Science ■ Pre-Nursing ■ Psychology ■ Social Science ■ Social Work ■ Sociology ■ Spanish ■ Speech ■ Veterinary Medicine ■ Wildlife Biology ■ World Languages ■ Zoology

The "Washington 45" is a list of courses that are accepted at all public colleges and universities in the State of Washington.

LIST OF ONE YEAR TRANSFER COURSES

Adopted: May 2012
Implemented: Fall 2012

A student who completes courses selected from within the general education categories listed below at a public community, technical, four-year college or university in Washington State will be able to transfer and apply 45 quarter credits toward general education requirement(s) at any other public and most private higher education institutions in the state.

For transfer purposes, a student must have a minimum grade of 'C' or better (2.0 or above) in each course completed from this list.

Students who transfer Washington 45 courses must still meet a receiving institution's admission requirements and eventually satisfy all their general education requirements and their degree requirements in major, minor and professional programs.

The list of courses in Washington 45 does not replace the Direct Transfer Agreement, Associate of Science Tracks I and II or any Major Related Program agreement, nor will it guarantee admission to a four-year institution.

FIRST YEAR TRANSFER LIST OF GENERAL EDUCATION COURSES

- Communications (5 credits) –ENGL& 101, ENGL& 102
- Quantitative and Symbolic Reasoning (5 credits) –MATH& 107, MATH& 148 or MATH& 151
- Humanities (10 credits in two different subject areas or disciplines)—PHIL& 101, MUSC& 105, DRAM& 101, ENGL& 111, or HUM& 101
- For colleges that use History as a Humanities HIST& 116, HIST& 117, HIST& 118, HIST& 146, HIST& 147, HIST& 148)
- Social Science (10 credits in two different subject areas or disciplines) –PSYC& 100, SOC& 101, POLS& 101, POLS& 202
- For colleges that use History as a Social Science: HIST& 116, HIST& 117, HIST& 118, HIST& 146, HIST& 147, HIST& 148
- Natural Sciences (10 credits in two different subject areas or disciplines) - BIOL& 100, BIOL& 160 with lab, ASTR& 101 with lab, CHEM& 110 with lab, CHEM& 121 with lab, CHEM& 161, CHEM& 162, ENVS& 101, PHYS& 121, GEOL& 101 with lab.
- Additional 5 credits in a different discipline can be taken from any category listed above.

NOTE: Although these courses are listed under categories, the actual course may satisfy a different general education category at a receiving institution.

1 Many private non-profit colleges and universities have distinct general education requirements. Students should check with institution(s) they plan to attend regarding application of transfer credits that will meet general education requirements.

2 Disciplines are sometimes called subject or subject matter areas and designated by a prefix (i.e. PHIL for Philosophy and POLS for Political Science).

COLLEGE TRANSFER DEGREES

Tacoma Community College offers several specialized transfer degrees. Students planning to earn bachelor's degrees in the following specialized areas can complete associate degrees tailored to prepare them to transfer as efficiently as possible.

Associate in Arts and Sciences
- o Option A on page 38
- o Bridge Program–Option B on page 39

Associate in Biology
- o Associate in Biology on page 40

Associate in Business
- o Associate in Business on page 41

Associate in Elementary Education
- o Associate in Elementary Education on page 42

Associate in Pre-Nursing
- o Associate in Pre-Nursing on page 44

Associate of Science
- o Biological and Chemical Engineering on page 45
- o Biology on page 46
- o Chemistry on page 46
- o Computer and Electrical Engineering on page 46
- o Computer Science on page 46
- o Earth Sciences on page 46
- o Engineering on page 46
- o Environmental Sciences on page 46
- o Mechanical, Civil, Aeronautical, Industrial, and Material Science Engineering on page 47
- o Physics on page 47

TRANSFER RIGHTS AND RESPONSIBILITIES

Student Rights and Responsibilities
- Students have the right to clear, accurate, and current information about degree requirements, transfer admission requirements, transfer admission deadlines, and transfer policies that include course equivalencies.
- Transfer and freshman-entry students have the right to expect comparable standards for regular admission to programs and comparable program requirements.

- Students have the right to seek clarification regarding their transfer evaluations and may request the reconsideration of any aspects of those evaluations. In response, the college will follow established practices and processes for reviewing its transfer credit decisions.
- Students have the responsibility to complete all materials required for admission and to submit applications on or before published deadlines.
- Students have the responsibility to plan their courses of study by referring to the specific published degree requirements of the college or academic program at which they intend to earn a bachelor's degree.
- 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
- Colleges and universities have the right and authority to determine program requirements and course offerings in accordance with their institutional missions.
- 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.
- Colleges and universities have the responsibility to communicate their admission and transfer related decisions to students in writing (electronic or paper).

AMERICAN ETHNIC AND GENDER STUDIES CERTIFICATE

TCC's American Ethnic and Gender Studies (AEGS) certificate offers courses selected from a variety of disciplines, on topics related to gender and ethnicity in the United States. AEGS courses are intended for career training and college transfer students who want to understand complex gender, race, ethnic, and class issues, and is also available to community members interested in ethnicity and gender.

Certificate requirement:
Students who successfully complete 15 credits of coursework in American Ethnic and Gender Studies may apply to receive certificates in American Ethnic and Gender Studies, which is noted on their transcripts. Courses used to satisfy the requirements of the AEGS certificate simultaneously apply to other certificate or degree requirements satisfied by these courses, allowing students to select course sequences that support their educational and personal goals. See the class schedule for course availability. For more information, contact the AEGS coordinator: Andrew Cho, Ph.D., acho@tacomacc.edu, or call 253.566.5355.

PROGRAM LEARNING OUTCOMES (PLO)

The following learning outcomes were developed through faculty conversations regarding what TCC wants students to be able to know and do after they complete our programs. Outcomes gained through programs that support TCC's transfer degrees will be used by students at the baccalaureate institutions to which they transfer.

WRITTEN AND ORAL COMMUNICATION

Upon successful completion of ENGL& 101 and/or CMST 220, students will:
- Craft, develop, and support a specific, debatable thesis.
- Draft and refine a well-organized essay, speech, or other form of communication appropriate to context and audience.
- Read critically and research effectively to support thesis.
- Use appropriate writing and/or communication strategies, standard grammar, and academic documentation conventions.
- Demonstrate ethical standards in all phases of the writing and/or communication process to include using collaboration within academically appropriate guidelines.

QUANTITATIVE SKILLS

Students will demonstrate increasing levels of mastery of the Program Learning Outcomes. Upon successful completion of the Quantitative Skills requirement for the Associates degree, students will:
- Interpret, analyze, and create graphs and charts that communicate quantitative or relational information.
- Determine, create, and use appropriate and reasonable mathematical constructs to model, understand, and explain phenomena encountered in the world.
- Determine and carry out an appropriate algorithm to solve problems that are amenable to mathematical solutions.
- Communicate mathematical information formally, using appropriate math notation and terminology, and informally by using everyday language to express ideas.
- Use technology to analyze and solve mathematical problems and effectively communicate solutions to problems, particularly those that cannot be solved efficiently by other means.

NATURAL SCIENCES

Upon successful completion of the Natural Sciences distribution requirements for the AAS Option A or B, the Associate of Sciences degrees, or the Associate of Biology degree, students will:
- Evaluate information scientifically in the context of their own lives.
- Explain the importance of observation and hypothesis testing in the scientific process, and distinguish between the scientific process and other human endeavors.
- Communicate the primary principles and processes underlying at least one natural system (for example: atoms and molecules, cells and organisms, the oceans and atmosphere, the solid earth, or the cosmos).
- Perform and effectively communicate the results of scientific investigations, and explain how research is done in science.
- Demonstrate the safe and proper use of scientific instrumentation, measuring devices, chemical reagents, media, and/or tools of science in a laboratory or field setting relevant to specific disciplines of science.

SOCIAL SCIENCES

Upon successful completion of the Social Sciences distribution requirements for the Associates Degree, students will:
- Demonstrate knowledge of some major empirical findings of the social sciences.
- Demonstrate an understanding of some of the concepts, theories, and methods used within the social sciences to understand human behavior/events.
- Objectively identify some social variables that have shaped one's own point of view.
- Engage with or accurately represent a point of view that is different from one's own.
- Apply concepts and tools from the social sciences to explain or analyze a social phenomenon, process, event, conflict, or issue.
- Evaluate the quality/credibility of information from various kinds of sources (academic, journalistic, popular media).
- Present social science information according to appropriate academic standards.

HUMANITIES

Upon successful completion of the Humanities distribution requirements for the Associates Degree, students will:
- Know and recall important ideas and facts relating to Humanities program subject areas (Art, Creative Writing, Foreign Languages, Humanities, Literature, Music, and Philosophy).
- Apply critical thinking skills to explore and interpret the human experience.
- Utilizing various media, create and communicate content understanding.
- Demonstrate empathy and understanding based on recognition of historical and cultural contexts in more than one Humanities subject area.

PHYSICAL EDUCATION

Upon successful completion of the Physical Education distribution requirements (three credits) for the Associates Degree, students will:
- Critically evaluate and communicate health and/or fitness information.

- Engage regularly in physical fitness and/or sports activities using skills developed in the physical education program.
- Practice and evaluate a personal wellness/fitness plan based upon a periodic evaluation of personal fitness status.
- Exhibit personal and social behavior that respects self and others in physical activities.

ASSOCIATE IN ARTS AND SCIENCES

DEGREE COMPLETION REQUIREMENTS

- 90 quarter credit hours in courses numbered 100 or above, including the distribution requirements listed below under the heading Option A or the requirements of an approved Option B plan.
- At least 30 applicable credits earned at Tacoma Community College.
- A cumulative grade point average of 2.00 in all coursework applied to the associate degree, and a cumulative grade point average of 2.00 in all TCC college-level courses.
- No more than three physical education activity credits will apply toward the degree.

OPTION A DEGREE

DTA Transfer Degree

This TCC degree is directly transferable to most Washington baccalaureate institutions (four-year colleges and universities). The Associate of Arts and Sciences is a general transfer degree appropriate for a wide variety of major areas of study. Students who complete this degree will normally have satisfied the General Education (distribution) requirements and be granted junior standing upon transferring to Washington baccalaureate institutions. While this degree does not guarantee admission, completion of the degree is a criterion for acceptance by many colleges and universities.

At least one course (five credits) of the 90 credits applied toward graduation must be a designated multicultural course. Approved multicultural courses are identified on the Approved Distribution Course List on page 48 and in the Credit Course Descriptions on page 91 section. Students who plan to transfer to The Evergreen State College or to the University of Washington-Tacoma are strongly advised to include at least one learning community (coordinated studies or linked course) as part of their degree. See the distribution electives below.

BASIC REQUIREMENTS   15 CREDITS

WRITTEN COMMUNICATION SKILLS (10 CREDITS)

ENGL& 101	English Composition I
ENGL& 102	Composition II: Argument & Persuasion
or ENGL 103	Composition III: Writing about Literature

QUANTITATIVE SKILLS (5 CREDITS)

Select from the courses listed below. Each of these courses carries a prerequisite of MATH 95, MATH 140 or TMATH 100.

MATH& 107	Math in Society
MATH& 131	Math for Elementary Education 1
MATH& 132	Math for Elementary Education 2

MATH 136	Inferential Statistics
MATH& 141	Precalculus I
MATH& 142	Precalculus II
MATH& 146	Introduction to Statistics
MATH 147	College Algebra for Business and Economics
MATH& 148	Business Calculus
MATH& 151	Calculus I
MATH& 152	Calculus II
MATH& 153	Calculus III
MATH 220	Linear Algebra
MATH 238	Elements of Differential Equations
MATH& 254	Calculus IV

DISTRIBUTION REQUIREMENTS   60 CREDITS

Individual credits may be counted in only one distribution area.

Humanities (15 credits): Select courses from the Humanities section of the Approved Distribution Course List on page 48. Courses must be selected from at least two disciplines. No more than five credits of performance/skills course(s) can be used to satisfy this requirement.

Social Sciences (15 credits): Select courses from the Social Sciences section of the Approved Distribution Course List on page 48. Courses must be selected from at least two disciplines.

Natural Sciences (15 credits): Select courses from the Natural Sciences section of the Approved Distribution Course List on page 48. Courses must be selected from at least two disciplines and must include at least two laboratory courses.

Multicultural (5 credits): Select one course from the Multicultural section of the Approved Distribution Course List on page 48. (See NOTE on Distribution List.)

Physical Education (3 credits): Any three activity credits. No more than three PE activity credits apply toward the degree.

Distribution Electives (7 credits): Distribution electives must be selected from courses listed under Basic Requirements, Humanities, Social Sciences, or Natural Sciences. Students are advised to take at least one writing intensive course (other than a written communication skills course) as part of their degree requirements and electives. Approved Writing Intensive courses are designated at the end of the Approved Distribution Course List on page 48 and in the course description section.

OTHER COLLEGE-LEVEL ELECTIVES   15 CREDITS

All elective credits must be selected from courses numbered 100 or above. PE activity credits cannot be used as electives.

TOTAL: 90 CREDITS

DTA: Direct Transfer Agreement

See Approved Distribution Course List on page 48.

OPTION B DEGREE

This TCC degree option is awarded in fields of study for which the transfer requirements of a four-year college or university differ significantly from TCC's Option A requirements and no major related degree exists.

Option B degrees are designed to transfer only to specific programs within specific four-year colleges or universities. Students who are uncertain where they will transfer or which program/major they will pursue should consult with their advisors. Such students may be better served by pursuing Associate in Arts and Sciences Option A degrees or other major-related transfer degrees.

Students who know to which programs and institutions they plan to transfer and are interested in Option B degrees, should consult with advisors at their intended transfer institutions regarding program requirements. They should also be assigned to a designated TCC Option B faculty advisor for their specific major-related areas, preferably by the end of their first TCC year.

Two quarters before TCC graduation, Option B students should complete the Option B application forms, available from the Enrollment Services credentials evaluator, Bldg. 7. The Option B applications must be signed by student's Option B advisors and include copies of the requirements or recommendations published by the four-year institutions or written recommendations by an undergraduate departmental advisor of the four-year institutions. Students' Option B advisors can assist with these forms.

While Option B advisors provide assistance, students pursuing Option B degrees are responsible for securing adequate assurances from their four-year institutions that their Option B programs will be accepted by the transfer institution.

BRIDGE PROGRAM–OPTION B

Tacoma Community College's Bridge Program is presented in partnership with The Evergreen State College–Tacoma (TESC–Tacoma). This liberal arts curriculum is intended for students interested in pursuing bachelor's degrees at The Evergreen State College. Courses included in this degree can be transferred on a course-by-course basis to other colleges and universities. Students who fulfill the requirements of this Associate in Arts and Sciences - Option B degree are eligible to apply to the upper-division baccalaureate degree program at Evergreen's Tacoma or Olympia campuses.

The Bridge program provides a unique learning experience. The program of studies follows TCC's associates transfer degree, omitting the physical education requirement. Bridge students who wish to earn the direct transfer degree in order to transfer to other Washington colleges and universities may choose to complete three physical education activity credits on TCC's main Tacoma campus.

Bridge Program courses are offered in the evening at the TESC-T campus at 1210 So. Sixth Avenue. For more information, call the Bridge Program Advisor, Margaret Robinson, at 253.566.5366 or TESC-T at 253.680.3000.

BASIC REQUIREMENTS   15 CREDITS

WRITTEN COMMUNICATION SKILLS (10 CREDITS)

| ENGL& 101 | English Composition I |
| ENGL& 102 | Composition II: Argument and Persuasion |

QUANTITATIVE SKILLS (5 CREDITS)

| MATH& 146 | Introduction to Statistics |

DISTRIBUTION REQUIREMENTS   75 CREDITS

HUMANITIES (15 CREDITS)
CMST& 101, ENGL 280 and HUM& 101

SOCIAL SCIENCES (15 CREDITS)
SOC& 101, ANTH& 100 and PSYC& 100

NATURAL SCIENCES (15 CREDITS)
ENVS& 101
SCI 105

MULTICULTURAL (5 CREDITS)
ANTH& 206

HUMAN DEVELOPMENT (3 CREDITS)
HD 101

INFORMATION TECHNOLOGY (5 CREDITS)
CU 105

DISTRIBUTION ELECTIVE (5 CREDITS)
HUM 120

GENERAL ELECTIVES (12 CREDITS)
TCC courses numbered 100 level and above

TOTAL: 90 CREDITS

See Approved Distribution Course List on page 48.

ASSOCIATE IN BIOLOGY

(DTA/MRP Transfer Degree)
This TCC degree is designed for students who intend to transfer to Biological Science majors at baccalaureate institutions.

Many classes required for this degree are offered only once or twice a year. Students should work closely with faculty advisors to plan their programs of study, including elective courses.

The Associate in Biology degree satisfies General Education requirements of baccalaureate institutions. Students who transfer with the Associate in Biology degree may be required to complete some additional requirements during their junior and senior years as required by individual institutions.

DEGREE COMPLETION REQUIREMENTS
- A minimum of 90 quarter credit hours in courses numbered 100 or above.
- At least 30 applicable credits earned at Tacoma Community College.
- A cumulative grade point average of 2.00 in all coursework applied to the degree and a cumulative grade point average of 2.00 in all TCC college-level courses.
- At least one course applied to the degree must be an approved multicultural course. Approved multicultural courses are identified on the Approved Distribution Course List on page 48, and in the Credit Course Descriptions on page 91.

BASIC REQUIREMENTS   15 CREDITS

WRITTEN COMMUNICATION SKILLS (10 CREDITS)

ENGL& 101	English Composition I
ENGL& 102	Argument and Persuasion

QUANTITATIVE SKILLS (5 CREDITS)

MATH& 151	Calculus I

DISTRIBUTION REQUIREMENTS   60 CREDITS

HUMANITIES (15 CREDITS)
- Select humanities courses from the Approved Distribution Course List on page 48.
- Select courses from at least two different disciplines.
- No more than five Humanities credits of foreign language or performance skills classes can be used to satisfy this requirement.

SOCIAL SCIENCE (15 CREDITS)
- Select social sciences courses from the Approved Distribution Course List on page 48.
- Select courses from at least two different disciplines.

NATURAL SCIENCES (30 CREDITS)

BIOL& 221	Introduction to Evolution, Ecology and Biodiversity
BIOL& 222	Introduction to Cellular and Molecular Biology
BIOL& 223	Introduction to the Biology of Organisms
CHEM& 161	General Chemistry w/Lab I
CHEM& 162	General Chemistry w/Lab II
CHEM& 163	General Chemistry w/Lab III

COLLEGE-LEVEL ELECTIVES   15 CREDITS
- Select remaining college-level courses to reach a total of 90 credits
- Selected courses must include two elective physical education credits
- Select no more than five elective credits from courses that do not appear on the Basic Requirements Distribution List for the Associate in Arts and Sciences degree or the Approved Distribution Course List on page 48.

TOTAL: 90 CREDITS
DTA: Direct Transfer Agreement
MRP: Major Related Program
See Approved Distribution Course List on page 48.

ASSOCIATE IN BUSINESS

(DTA/MRP Transfer Degree)
This TCC degree is designed for students who intend to transfer to business schools at baccalaureate institutions.

Students who complete the Associates of Business degree are normally granted junior standing upon admission to four-year colleges and universities. However, admission to schools of business is highly competitive, and completion of the Associate in Business degree does not guarantee admission.

In addition to the required courses for the Associate in Business degree, some baccalaureate institutions have unique graduation requirements. Many institutions require foreign language for admission, which can be used to satisfy humanities requirements and/or electives in TCC's Associate in Business degree. Students pursuing this degree are encouraged to work closely with TCC advisors familiar with business transfer requirements.

PROGRAM LEARNING OUTCOMES
Upon successful completion of the Associate in Business Degree and prerequisite courses for transfer to four-year university Business Degree Programs, students will be able to:
- Discriminate between different business forms and take into consideration the ethical and other constraints of differing business structures in selecting the appropriate form to conduct a business enterprise.
- Employ a group process to explain the relationship of supply and demand in assessing the impact these factors have on the price of goods and services.
- Using a wide variety of electronic tools, explain the differences between and the information communicated on the balance sheet, income statement, and statement of owners' equity when making business decisions.
- Interpret, analyze, and quantify business information.

DEGREE COMPLETION REQUIREMENTS
- 90 quarter credit hours in courses numbered 100 or above.
- At least 30 applicable credits must be earned at Tacoma Community College.
- A cumulative grade point average of 2.00 in all coursework applied to the degree and a cumulative grade point average of 2.00 in all TCC college-level courses.
- At least one course applied to the degree must be an approved multicultural course. Approved multicultural courses are identified on the Approved Distribution Course List on page 48 and in the Credit Course Descriptions on page 91.

BASIC REQUIREMENTS   20 CREDITS

WRITTEN COMMUNICATION SKILLS (10 CREDITS)

ENGL& 101	English Composition I
ENGL& 102	Argument and Persuasion
or ENGL 103	College Composition: Writing about Literature

QUANTITATIVE SKILLS (10 CREDITS)

MATH 147	College Algebra for Business and Economics
MATH& 148	Business Calculus

DISTRIBUTION REQUIREMENTS   65 CREDITS

HUMANITIES (15 CREDITS)
Select courses from at least two disciplines on the Approved Distribution Course List on page 48. Select no more than five credits of performance/skills course(s).

SOCIAL SCIENCE (15 CREDITS)

ECON& 201	Micro Economics
ECON& 202	Macro Economics

Select one additional Social Science course in a discipline other than Economics, from the Approved Distribution Course List on page 48.

MULTICULTURAL
One of the Humanities or Social Science courses from the above Distribution Areas, or the Elective course selected in the section below, must be an approved multicultural course. Approved multicultural courses are identified on the Approved Distribution Course List on page 48.

NATURAL SCIENCES (10 CREDITS)
Select two courses from two disciplines on the Approved Distribution Course List on page 48. At least one course must be a lab science.

STATISTICS (5 CREDITS)

BUS 256 (preferred)	Statistical Analysis
or MATH&146	Introduction to Statistics

BUSINESS (20 CREDITS)

ACCT& 201	Principles of Accounting I
ACCT& 202	Principles of Accounting II
ACCT& 203	Principles of Accounting III
BUS& 201	Business Law

COLLEGE-LEVEL ELECTIVES   5 CREDITS
Elective courses must be numbered 100 or above.

TOTAL: 90 CREDITS
DTA: Direct Transfer Agreement   MRP: Major Related Program
See Approved Distribution Course List on page 48.

ASSOCIATE IN ELEMENTARY EDUCATION

(DTA/MRP Transfer Degree)
This TCC degree is directly transferable to most Washington baccalaureate institutions. Students who complete the degree have the minimum preparation for consideration for admission to Washington State's elementary education teacher preparation programs.

Students who complete the Associate in Elementary Education normally will be granted junior standing upon admission to four-year colleges and universities. However, some baccalaureate institutions and university departments have unique graduation requirements. Some institutions require foreign language for admission, which can be used to satisfy humanities or elective requirements for TCC's Associate in Elementary Education degree.

Successful completion of courses for this degree does not guarantee admission to a university college of education. Additional criteria, such as grade point average, leadership activities, prior classroom experience, and community service, such as volunteer tutoring may also be used in making admission decisions.

PROGRAM LEARNING OUTCOMES:
Upon completion of the Associate in Elementary Education degree, students will be able to:
- Evaluate personal strengths and weaknesses and analyze the implications these have on becoming a professional educator.
- Research and document current trends and issues in education for use in upper division critical thinking and collaborative problem solving.
- Document, analyze, and participate professionally in field experiences in fulfillment of transfer requirements.
- Recognize and explain appropriate terminology, educational strategies, and Common Core State Standards (CCSS) requirements to create learning environments that address students' diverse needs.

DEGREE COMPLETION REQUIREMENTS:
- 90 quarter credit hours in courses numbered 100 or above.
- At least 30 applicable credits must be earned at Tacoma Community College.
- A cumulative grade point average of 2.00 in all coursework applied to the degree, and a cumulative grade point average of 2.00 in all TCC college-level courses.
- At least one course applied to the degree must be selected from the list of approved multicultural courses in the Approved Distribution Course List on page 48 and in the Credit Course Descriptions on page 91.

BASIC REQUIREMENTS   20 CREDITS

WRITTEN COMMUNICATION SKILLS (10 CREDITS)

ENGL& 101	English Composition I
ENGL& 102	Argument and Persuasion
or ENGL 103	College Composition: Writing about Literature

QUANTITATIVE SKILLS (10 CREDITS)

MATH& 131	Math for Elementary Education I
MATH& 132	Math for Elementary Education II

DISTRIBUTION REQUIREMENTS   50 CREDITS

HUMANITIES (15 CREDITS)

CMST& 220	Public Speaking
MUSC 120	Music in the Classroom
or MUSC 100	Fundamentals of Music
or MUSC& 105	Music Appreciation
ART 180	Art for Elementary Education
or ART& 100	Art Appreciation

SOCIAL SCIENCES (20 CREDITS)
Required (15 credits):

EDUC& 205	Intro. to Education (w/field experience)

Select U.S. History
Select World Civilization or non-Western History
Recommended (5 credits): Economics, Geography, Political Science, Psychology, Sociology or additional History.

Note: WSU, CWU and SM require:

PSYC& 200	Lifespan Psychology

NATURAL SCIENCES (15 CREDITS)
Select Biology
Select Oceanography, GEOG 205, or GEOG 210
Select Chemistry or Physics
Course must include two laboratory sciences

ADDITIONAL REQUIREMENTS   20 CREDITS

MULTICULTURAL (5 CREDITS)

EDUC 220	Diversity in Education
or SOC 262, ANTH& 206	

PHYSICAL EDUCATION (3 CREDITS)

PE 295	PE for Elementary Teachers
or 3 PE activity credits	

ELECTIVES (12 CREDITS)
Select additional content courses, such as, social sciences, humanities, sciences, or mathematics, in order to meet endorsement competencies and/or satisfy requirements for academic majors. Recommended:

ENGL 280	Children's Literature

TOTAL: 90 CREDITS
DTA: Direct Transfer Agreement   MRP: Major Related Program
See Approved Distribution Course List on page 48.

ASSOCIATE IN PRE-NURSING

(DTA/MRP Transfer Degree)

TCC's Associate Degree in Pre-Nursing DTA/MRP is a two-year program designed for students who plan to transfer to a Bachelor of Science in Nursing program (BSN) at four-year universities. Students who complete the pre-nursing degree and meet the minimum GPA requirement for the BSN program to which they plan to apply, will have met the prerequisites of most Washington upper-division nursing programs. However, admission to BSN programs is highly competitive, and completion of the pre-nursing associate degree does not guarantee admission.

The Associate in Pre-Nursing degree is intended for students who wish to take science and general education classes at Tacoma Community College to prepare to transfer to four-year colleges and universities to earn a Bachelor of Science in Nursing (BSN) degrees.

Students who complete this track are not eligible to take the National Council Licensure Examination (NCLEX) for registered nursing until they complete BSN programs. Students who prefer to become registered nurses directly upon completing their associate degrees should talk with TCC advisors about TCC's Associate Degree in Nursing.

DEGREE REQUIREMENTS:
- 90 quarter credit hours in courses numbered 100 or above.
- At least 30 applicable credits must be earned at Tacoma Community College.
- A cumulative grade point average of 2.00 in all coursework applied to the degree, and a cumulative grade point average of 2.00 in all TCC college-level courses.

PREPARATION
While in high school, students should complete all available courses in mathematics, chemistry and biology.

PROGRAM PLANNING
Students should meet with advisors as soon as they are admitted to Tacoma Community College. Prerequisites for many courses are offered only once or twice a year and/or are sequential, so timely program completion depends on careful quarterly class selection. Certain colleges and universities have additional admission requirements. For example, some universities require two years of high school foreign language or two or three quarters of college foreign language, additional college-level math, practical experience in a healthcare setting, or specific additional courses. It is important to consult catalogs, websites and four-year college advisors early in the process.

BASIC REQUIREMENTS   15 CREDITS

WRITTEN COMMUNICATION SKILLS (10 CREDITS)
ENGL& 101	English Composition I
ENGL& 102	Argument and Persuasion
or ENGL 103	College Composition: Writing about Literature

QUANTITATIVE SKILLS (5 CREDITS)
MATH& 146	Introduction to Statistics

DISTRIBUTION REQUIREMENTS   75 CREDITS

HUMANITIES (15 CREDITS)
CMST& 220   Public Speaking
Select two additional courses from the Humanities section from the Approved Distribution Course List on page 48. At least one course must be selected from a discipline other than Communication Studies (CMST). Select no more than five credits of performance/skills courses and no more than five foreign language credits.

SOCIAL SCIENCES (15 CREDITS)
PSYC& 100	General Psychology
PSYC& 200	Lifespan Psychology
SOC& 101	Introduction to Sociology

NATURAL SCIENCES (37 CREDITS)
BIOL& 160	General Cell Biology
CHEM& 121	Introduction to Inorganic Chemistry
CHEM& 131	Introduction to Organic Biochemistry
NUTR& 101	Human Nutrition
BIOL& 241 & 242	Human Anatomy and Physiology 1, 2
BIOL& 260	General Microbiology

ADDITIONAL REQUIREMENTS (8 CREDITS)
PE 100 (2 credits)	Total Fitness
PE Activity (1 credit)	
Electives (5 credits)	

TOTAL: 90 CREDITS

DTA: Direct Transfer Agreement   MRP: Major Related Program
See Approved Distribution Course List on page 48.

ASSOCIATE OF SCIENCE DEGREE

(AS-T Transfer Degree)
This TCC degree is designed for students who plan to transfer to specific science majors at four-year colleges or universities. Students pursuing this degree are required to select a field of specialization from the approved list and will be assigned TCC advisors who understand the specialization requirements.

Many classes required for the Associate of Science Degree are offered only once or twice a year. Students should work closely with Associate of Science advisors to plan their programs of study, including elective courses.

This degree does NOT satisfy all General Education requirements of baccalaureate institutions. Like native students who begin science studies at four-year colleges and universities as freshmen, students who transfer with Associate of Science degrees will typically be required to complete some general education requirements during their junior and senior years.

DEGREE COMPLETION REQUIREMENTS:
- Minimum of 90 quarter credit hours in courses numbered 100 or above.
- At least 30 applicable credits must be earned at Tacoma Community College.
- A cumulative grade point average of 2.00 in all coursework applied to the degree and a cumulative grade point average of 2.00 in all TCC college-level courses.
- At least one course applied to the degree must be an approved multicultural course. Approved multicultural courses are identified on the Approved Distribution Course List on page 48 and in the Credit Course Descriptions on page 91.

BASIC REQUIREMENTS   15 CREDITS

WRITTEN COMMUNICATIONS SKILLS (5 CREDITS)
ENGL& 101   English Composition I

QUANTITATIVE SKILLS (10 CREDITS)
MATH& 151   Calculus I
MATH& 152   Calculus II
or above, with advisor approval

HUMANITIES & SOCIAL SCIENCES
DISTRIBUTION REQUIREMENTS   15 CREDITS

Select five Humanities credits from the Approved Distribution Course List on page 48.

Select five Social Sciences credits from the Approved Distribution Course List on page 48.

Select five additional Humanities or Social Sciences credits from the Approved Distribution Course List on page 48.

At least one of the courses selected above for Humanities or Social Science must be an approved multicultural course. Approved multicultural courses are identified on the Approved Distribution Course List on page 48 and in the Credit Course Descriptions on page 91.

SPECIALIZATION COURSES   40–75 CREDITS

Select a set of courses, approved by the department, the science division, and the registrar, that meet your specialization requirements. See the details of approved specializations on page 45.

COLLEGE-LEVEL ELECTIVE   0–30 CREDITS
COURSES

Select remaining college level courses to reach a total of 90 credits. The number of credits in this category depends on the number of credits in your specialization courses.

Select no more than five credits in this category from courses that do not appear on the Basic Requirements for the Associate in Arts and Sciences degree or the Approved Distribution Course List on page 48.

PE activity courses cannot be used as electives.

Specializations approved at the time of printing are published below.

TOTAL: 90-110 CREDITS
See Approved Distribution Course List on page 48.

SPECIALIZATION COURSES

Biological & Chemical Engineering
ENGR& 104 (5 credits) is highly recommended for this specialization and partially satisfies Section 2 Social Science credits. In addition, the following course sets fulfill the specialization requirement of the Associate of Science degree and are appropriate for students studying Biological or Chemical Engineering. This specialization requires a total of 98 credits.

Specialization Courses (68 credits)
- PHYS& 221, 222, 223 (18 credits).
- MATH& 153, MATH 238 (10 credits).
- CHEM& 161, 162, 163, 261 (20 credits).
- Select four additional courses from the following electives list: ENGR& 204, 224; MATH 220, MATH& 254; BIOL& 222, 223; CS 142;   ENGL& 235; CHEM& 262 (20 credits).   One of the additional courses must be either CHEM& 262 or BIOL& 222.

- This specialization allows no credits in Section 4 (Electives).

Biology

The following course set fulfills the Specialization Requirement of the Associate of Science degree and is appropriate for students studying biological sciences, including biology, botany, microbiology, molecular biology, and zoology.

Specialization Courses (50 credits)

- BIOL& 221, 222, 223 (15 credits).
- CHEM& 161, 162, 163, 261, 262, 263 (30 credits).
- MATH& 153 or MATH& 146 (5 credits).
- Select 10 credits in Section 4 (Electives) to reach a total of 90 credits. PHYS& 114, 115 or PHYS& 221, 222 are strongly recommended as elective courses.

Chemistry

The following course set fulfills the Specialization Requirement of the Associate of Science degree and is appropriate for students studying chemistry.

Specialization Courses (53 credits)

- CHEM& 161, 162, 163, 261, 262, 263 (30 credits).
- MATH& 153 (5 credits).
- PHYS& 221, 222, 223 (18 credits).
- Select 7 credits in Section 4 (Electives) to reach a total of 90 credits.

Computer & Electrical Engineering

ENGR& 104 (5 credits) is highly recommended for this specialization and partially satisfies Social Science degree requirement. ENGR& 114 is also highly recommended as an elective course under Section 2 Humanities courses. In addition, the following course set fulfills the Specialization Requirement of the Associate of Science degree and is appropriate for students studying Computer or Electrical Engineering. This specialization requires a total of 103 credits for the degree.

Specialization Courses (73 credits)

- CS 142, 143, ENGR& 204 (15 credits).
- PHYS& 221, 222, 223 (18 credits).
- MATH& 153, MATH 220, 238 (15 credits).
- CHEM& 161 (5 credits).
- Select four additional courses to be chosen from the following electives list (20 credits):
    - ENGR& 214, 215, 224
    - ENGL& 235
    - MATH& 254
    - BIOL& 222
    - CHEM& 162
- This specialization allows for no elective credits.

Computer Science

The following course set fulfills the Specialization Requirement of the Associate of Science degree and is appropriate for students studying computer science.

Specialization Courses (48credits)

- CS 142, 143 (10 credits).
- PHYS& 221, 222, 223 (18 credits).
- MATH& 153, 220 and one of the following: MATH 238, MATH& 254 (15 credits).
- Science course approved by a computer science advisor (5 credits).
- Select 12 elective credits to reach a total of 90 credits. MATH& 146 and MATH 238 are highly recommended elective courses.

Earth Sciences

The following course set fulfills the Specialization Requirement of the Associate of Science degree and is appropriate for students studying earth sciences such as geology.

Specialization Courses (43 credits)

- MATH& 153 (5 credits).
- CHEM& 161, 162, 163 (15 credits).
- PHYS& 221, 222, 223 (18 credits).
- GEOL& 101 (5 credits).
- Select 17 elective credits to reach a total of 90 credits. GEOG/ENVS 210 is recommended.

Engineering*

ENGR& 104 (5 credits) is highly recommended for this specialization and partially satisfies the Social Science degree requirement. In addition, the following course set fulfills the Specialization Requirement of the Associate of Science degree and is appropriate for students studying engineering.

Specialization Courses (63 credits minimum)

- CS 142 (5 credits).
- PHYS& 221, 222, 223 (18 credits).
- MATH& 153, MATH 220, 238 (15 credits).
- CHEM& 161, 162 (10 credits).
- This specialization requires 15 credits from the following list. Selection depends on the intended engineering major. These 15 credits must be approved by an engineering advisor.
    - ENGR& 114, 214, 215, 224, 225
    - ENGL& 235
    - CHEM& 163, 261, 262
    - BIOL& 221, 222, 223 (Bioengineering only)
    - MATH& 254 (required for UW transfers)
- This specialization allows for no elective credits.
    * The engineering specialization requires 63 credits. However, in some cases this will not satisfy entry requirements for specific baccalaureate engineering departments. Most students are advised to complete one of the specialized engineering Associate of Science degrees, rather than this general engineering Associate of Science degree.

Environmental Sciences

The following course set fulfills the Specialization Requirement of the Associate of Science degree and is appropriate for students studying environmental science.

Specialization Courses (46 credits)

- CHEM& 161, 162, 163 (15 credits).
- BIOL& 221, 222, 223 (15 credits).
- MATH& 146 or BUS 256 (5 credits).
- PHYS& 114 (6 credits).
- GEOL& 101 (5 credits).
- Select 14 credits in Section 4 (Electives) to reach a total of 90 credits. Selection from the following courses is strongly recommended:
    o GEOL 179 or OCEA 179 or ENVS 179 (3 credits)
    o ENVS 210 or GEOG 210 (5 credits)
    o Humanities or Social Science (5 credits)

Physics

The following course set fulfills the Specialization Requirement of the Associate of Science degree and is appropriate for students studying physics.

Specialization Courses (53 credits)

- PHYS& 221, 222, 223 (18 credits).
- MATH& 153, MATH 220, 238, MATH& 254 (20 credits).
- CHEM& 161, 162 (10 credits).
- CS 142 (5 credits).
- Select seven credits in Section 4 (Electives) to reach a total of 90 credits. ENGR& 104 is highly recommended to satisfy the Social Sciences degree requirement or as an elective.

Mechanical, Civil, Aeronautical, Industrial and Material Science Engineering

ENGR& 104 (5 credits) is highly recommended for this specialization and partially satisfies the Social Science degree requirement. ENGR& 114 is also highly recommended as an elective course under Section 2 Humanities courses. In addition, the following course set fulfills the Specialization Requirement of the Associate of Science degree and is appropriate for students studying Mechanical, Civil, Aeronautical, Industrial or Material Science Engineering. This specialization requires a total of 108 credits.

Specialization Courses (78 credits)

- ENGR& 214, 215, 225 (15 credits).
- PHYS& 221, 222, 223 (18 credits).
- MATH& 153, MATH 220, 238 (15 credits).
- CHEM& 161, 162 (10 credits).
- Select four additional courses: ENGR& 114, 204, 224; CS 142; ENGL& 235; MATH& 254 (20 credits).
- This specialization allows for no elective credits.

APPROVED DISTRIBUTION COURSE LIST

Each Associate Degree includes basic English and math requirements, which are identified with the degree descriptions. All transfer degrees also include Humanities, Social Sciences, Natural Sciences and Multicultural Distribution Requirements. Courses that satisfy Distribution Requirements for these degrees are identified below.

This list applies to TCC's Associate in Arts and Sciences, Associate in Business, Associate in Elementary Education, Associate in Pre-Nursing, Associate in Biology, and Associate of Science degrees.

(P/S) = Performance/Skills courses use a mix of lecture, guided activities, and individual projects as teaching and learning methods. These courses often include creative projects and performances. Typical performance/skills courses include: studio art, music ensembles and creative writing courses.

HUMANITIES

ANTH&	207	Linguistic Anthropology
ART&	100	Art Appreciation
ART	101	Art Basics
ART	102	Two-Dimensional Design (P/S)
ART	103	Three-Dimensional Design (P/S)
ART	105	Beginning Drawing (P/S)
ART	106	Drawing (P/S)
ART	110	Beginning Graphic Design (P/S)
ART	111	Intermediate Graphic Design (P/S)
ART	131	Beginning Ceramics (P/S)
ART	146	Beginning Photography (P/S)
ART	147	Intro. to Digital Photography (P/S)
ART	150	Beginning Printmaking (P/S)
ART	156	Beginning Painting (P/S)
ART	172	Beginning Sculpture (P/S)
ART	180	Art for Elementary Teachers
ART	199	Gallery Viewing Lab
ART	201	History of Western Art: Ancient
ART	202	History of Western Art: Medieval and Renaissance
ART	203	History of Western Art: Baroque through Modern
ART	258	Watercolor (P/S)
CMST&	101	Introduction to Communications
CMST	110	Multicultural Communications
CMST&	220	Public Speaking
ENGL&	220	Introduction to Shakespeare
ENGL	234	Introduction to Mythology and Folk Stories
ENGL	242	Contemporary Non-Western Literature
ENGL&	244	American Literature I
ENGL&	245	American Literature II
ENGL&	246	American Literature III
ENGL	260	Themes or Social Issues in Fiction/Drama/Poetry
ENGL	261	The Bible as Literature
ENGL	262	Children's Literature
ENGL	264	English Literature: From Beowulf through Shakespeare
ENGL	265	English Literature: From Donne through Blake
ENGL	271	Contemporary American Literature
ENGL	276	Creative Writing – Fiction (P/S)
ENGL	278	Creative Writing – Poetry (P/S)
ENGL	280	Literatures of Diversity
ENGL	282	Writing the Autobiography
ENGR&	114	Engineering Graphics
HIST&	219	Native American History
HIST	231	American History, American Film
HUM&	101	Introduction to Humanities
HUM	110	Introduction to Pacific Rim Cultures
HUM&	116	Introduction to Humanities I
HUM&	117	Introduction to Humanities II
HUM&	118	Introduction to Humanities III
HUM	120	The American Multicultural Arts Experience
HUM	130	Introduction to Film
HUM	131	Introduction to Film Production
HUM	260	Themes/Topics in Humanities
HUM	285	The City
MUSC	100	Fundamentals of Music
MUSC&	105	Music Appreciation
MUSC	106	World Music
MUSC	110	Introduction to Digital Music
MUSC	120	Music in the Classroom
MUSC	123	Class applied Music: Guitar (P/S)
MUSC	124	Class Applied Music: Piano I (P/S)
MUSC	125	Class Applied Music: Piano II (P/S)
MUSC	126	Class Applied Music: Piano III (P/S)
MUSC	130	Private Vocal or Instrumental Instruction (P/S)
MUSC&	141	Music Theory I
MUSC&	142	Music Theory II
MUSC&	143	Music Theory III
MUSC	151	TCC Singers I (P/S)
MUSC	152	TCC Voices I (P/S)
MUSC	155	Gospel Choir (P/S)
MUSC	160	Orchestra I (P/S)
MUSC	161	Symphonic Band (P/S)
MUSC	165	Jazz Band (P/S)

MUSC	230	Private Vocal or Instrumental Instruction
MUSC	251	TCC Singers II (P/S)
MUSC	252	TCC Voices II (P/S)
MUSC	260	Orchestra II (P/S)
MUSC	270*	TCC Singers
MUSC	280*	TCC Voices
MUSC	290*	Symphonic Band
MUSC	291*	Jazz Band
PHIL&	101	Introduction to Philosophy
PHIL	105+	Introduction to Critical Thinking
PHIL	190+	World Philosophy
PHIL	215+	Introduction to Ethics
PHIL	230+	Contemporary Philosophy
PHIL	260+	Philosophy of Science
PHIL	267+	Problems in Philosophy of Religion
PHIL	270+	Great Thinkers of the Western World
PHIL	290+	Political Philosophy and Ideology

(P/S) = Performance/Skills courses. No more than five credits of Performance/Skills courses may be used to satisfy the Humanities distribution requirement.
+ Courses no longer offered at TCC.

WORLD LANGUAGES (DISCIPLINE):

ARAB 121, 122, 123	Arabic 1, 2, 3
CHIN& 121, 122, 123	Chinese 1, 2, 3
FRCH& 121, 122, 123	French 1, 2, 3
GERM& 121, 122, 123	German 1, 2, 3
JAPN& 121, 122, 123	Japanese 1, 2, 3
SPAN& 121, 122, 123	Spanish 1, 2, 3

SOCIAL SCIENCES

ANTH&	100	Survey of Anthropology
ANTH&	204	Archaeology
ANTH&	205	Biological Anthropology
ANTH&	206	Cultural Anthropology
ANTH&	207	Linguistic Anthropology
ANTH&	210	Indians of North America
ANTH	220	Ethnographies of American Cultures
ANTH&	237	Human Osteology
ANTH&	245	Primatology
BUS&	101	Introduction to Business
BUS	150	Global Business
BUS&	201	Business Law
ECON&	201	Micro Economics
ECON&	202	Macro Economics
EDUC	220	Diversity in Education
ENGR&	104	Introduction to Engineering and Design
GEOG	110	Geography of the Pacific Rim
HIST&	126	World Civilizations I
HIST&	127	World Civilizations II
HIST&	128	World Civilizations III
HIST&	146	U.S. History I

HIST&	147	U.S. History II
HIST&	148	U.S. History III
HIST	210	History of Modern Europe
HIST	211	History of China
HIST&	214	Pacific Northwest History
HIST&	219	Native American History
HIST&	220	African-American History
HIST	230	History of Japan
HIST	231	American History, American Film
HIST	240	Religion in America and the Modern World
HIST	244	A Decade: Revolving Time Periods
HIST	249	20th Century American Diplomatic History
POLS&	101	Introduction to Political Science
POLS&	202	American National Government and Politics
POLS&	203	International Relations
POLS	231	Politics and Film
PSYC&	100	General Psychology
PSYC&	180	Human Sexuality
PSYC&	200	Lifespan Psychology
PSYC	202	Biopsychology
PSYC	205	Introduction to Personality
PSYC	209	Fundamentals of Psychological Research
PSYC&	220	Abnormal Psychology
PSYC	240	Social Psychology
SOC&	101	Introduction to Sociology
SOC	120	Introduction to Women's Studies
SOC&	201	Social Problems
SOC	205	Sociology of African Americans
SOC	222	Sociology of Sport
SOC	247	Media, Politics and Society
SOC	262	Race and Ethnic Relations
SOC	265	Sociology of Asian Americans
SOC	295	Entrepreneurial & Innovative Mindset

NATURAL SCIENCES

ANTH&	205	Biological Anthropology (non-lab)
ANTH&	237	Human Osteology (non-lab)
ANTH&	245	Primatology (non-lab)
ASTR&	101	Introduction to Astronomy (lab)
ASTR&	110	The Solar System (lab)
ASTR&	115	Stars, Galaxies, and the Cosmos (lab)
BIOL&	100	Survey of Biology (lab)
BIOL	105	Fossils and the History of Life (lab)
BIOL	125	Biology in the Field (lab)
BIOL	140	Marine Biology (lab)
BIOL&	160	General Cell Biology (lab)
BIOL&	175	Human Biology (lab)
BIOL	179	Special Topics in Biology
BIOL&	221	Intro. to Evolution, Ecology and Biodiversity (lab)

BIOL&	222	Intro. to Cellular and Molecular Biology (lab)
BIOL&	223	Intro. to the Biology of Organisms (lab)
BIOL&	241	Human Anatomy and Physiology 1 (lab)
BIOL&	242	Human Anatomy and Physiology 2 (lab)
BIOL&	260	General Microbiology (lab)
BOT	101	General Botany (lab)
BOT	179	Special Topics in Botany
CHEM&	110	Chemical Concepts with Lab
CHEM&	121	Introduction to Inorganic Chemistry with Lab
CHEM&	131	Survey of Organic and Biochemistry with Lab
CHEM&	161	General Chemistry with Lab I
CHEM&	162	General Chemistry with Lab II
CHEM&	163	General Chemistry with Lab III
CHEM&	261	Organic Chemistry with Lab I
CHEM&	262	Organic Chemistry with Lab II
CHEM&	263	Organic Chemistry with Lab III
ENVS&	101	Introduction to Environmental Science (lab)
ENVS	179	Special Topics in Environmental Science
ENVS	210	Maps, GIS and the Environment (lab)
GEOG	205	Physical Geography (lab)
GEOG	210	Maps, GIS and the Environment (lab)
GEOL&	101	Introduction to Physical Geology (lab)
GEOL	108	Fossils and the History of Life (lab)
GEOL	125	Geology in the Field (lab)
GEOL	179	Special Topics in Geology
GEOL&	208	Geology of Pacific Northwest (lab)
NUTR	101	Human Nutrition
OCEA&	101	Introduction to Oceanography (lab)
OCEA	179	Special Topics in Oceanography
PHYS&	114	General Physics (lab)
PHYS&	115	General Physics (lab)
PHYS&	116	General Physics (lab)
PHYS&	221	Engineering Physics (lab)
PHYS&	222	Engineering Physics (lab)
PHYS&	223	Engineering Physics (lab)
SCI	105	Introductory Topics in Natural Science (lab)
SCI	110	Physical Science & Technology (lab)

PHYSICAL EDUCATION

PE	All PE courses count toward the PE distribution credits EXCEPT: PE 190, PE 191, PE 285, and PE 292

MULTICULTURAL

ANTH&	100	Survey of Anthropology
ANTH&	206	Cultural Anthropology
ANTH&	207	Linguistic Anthropology
ANTH&	210	Indians of North America
ANTH	220	Ethnographies of American Culture
ART&	100	Art Appreciation
BUS	150	Global Business
CMST	110	Multicultural Communications
ECE	130	Individual and Cultural Diversity
EDUC	220	Diversity in Education
ENGL	234	Introduction to Mythology and Folk Stories
ENGL	242	Contemporary Non-Western Literature
ENGL&	244	American Literature I
ENGL&	245	American Literature II
ENGL&	246	American Literature III
ENGL	261	The Bible as Literature
ENGL	262	Children's Literature
ENGL	271	Contemporary American Fiction
ENGL	280	Literatures of Diversity
HD	110	Human Relations
HIST&	126	World Civilization I
HIST&	127	World Civilization II
HIST&	128	World Civilization III
HIST	210	History of Modern Europe
HIST	211	History of China
HIST&	219	Native American History
HIST&	220	African-American History
HIST	230	History of Japan
HIST	231	American History, American Film
HIST	240	Religion in America and the Modern World
HSP	126	Cultural Competencies for Human Services
HUM&	101	Introduction to Humanities
HUM	110	Introduction to Pacific Rim Cultures
HUM&	117	Introduction to Humanities II
HUM&	118	Introduction to Humanities III
HUM	120	The American Multicultural Arts Experience
MUSC	106	World Music
PSYC&	200	Lifespan Psychology
SOC&	101	Introduction to Sociology
SOC	120	Introduction to Women's Studies
SOC&	201	Social Problems
SOC	205	Sociology of African Americans
SOC	222	Sociology of Sport
SOC	262	Race and Ethnic Relations
SOC	265	Sociology of Asian Americans

ARAB 121, 122, 123	Arabic 1, 2, 3
CHIN& 121, 122, 123	Chinese 1, 2, 3
FRCH& 121, 122, 123	French 1, 2, 3
GERM& 121, 122, 123	German 1, 2, 3
JAPN& 121, 122, 123	Japanese 1, 2, 3
SPAN& 121, 122, 123	Spanish 1, 2, 3

NON-DISTRIBUTION MULTICULTURAL COURSES

The following courses do not satisfy distribution requirements. If one of the following courses is selected to satisfy the multicultural requirement, distribution electives must be increased by the same number of credits to assure that a minimum of 60 distribution credits are completed.

ECE	130	Individual and Cultural Diversity
HD	110	Human Relations
HSP	126	Cultural Competencies for Human Services

WRITING INTENSIVE

Recommended for some transfer students.

BUS	150	Global Business
ENGL&	220	Introduction to Shakespeare
ENGL	234	Introduction to Mythology and Folk Stories
ENGL	242	Contemporary Non-Western Literature
ENGL&	244	American Literature I
ENGL&	245	American Literature II
ENGL&	246	American Literature III
ENGL	260	Themes/Social Issues in Fiction/Drama/Poetry
ENGL	261	The Bible as Literature
ENGL	262	Children's Literature
ENGL	264	English Literature: From Beowulf through Shakespeare
ENGL	265	English Literature: From Donne through Blake
ENGL	271	Contemporary American Fiction
ENGL	276	Creative Writing – Fiction
ENGL	278	Creative Writing – Poetry
ENGL	280	Literatures of Diversity
HIST	244	The 1960s
HIST&	128	World Civilization III
HUM&	101	Introduction to Humanities
HUM&	116	Introduction to Humanities I
HUM&	117	Introduction to Humanities II
PSYC	209	Fundamentals of Psychological Research

COMMON COURSE NUMBERING

The Washington Community and Technical College system has adopted common course numbers, prefixes and titles for courses that are equivalent at many two-year colleges. These changes went into effect summer quarter 2008. The courses and their descriptions have not changed, just the course numbers and, in some cases, the course prefixes and/or titles. The changes apply to both common courses and non-common courses. Common courses are identified by an "&" character at the end of the prefix, for example ENGL& or ANTH&.

ASSOCIATE IN GENERAL STUDIES

TCC's Associate in General Studies degree is designed for students who want to earn associate degrees while allowing for maximum flexibility in course selection.

This degree is not considered a transfer degree nor is it included in Washington's Inter-College Transfer and Articulation Agreement. Four-year colleges and universities may accept some courses used to satisfy requirements of this degree as transfer credit. Courses applied to TCC's Associate in General Studies degree are usually individually evaluated by transfer institutions. Students who plan to transfer to four-year colleges and universities are strongly advised to pursue the Associate in Arts and Sciences degree, which is a transfer degree.

DEGREE COMPLETION REQUIREMENTS
- A cumulative college-level grade point average of 2.00 in course work completed at Tacoma Community College.
- At least 30 applicable credits must be earned at Tacoma Community College.
- Ninety (90) quarter hours in courses numbered 100 or above, including the following requirements.
- No more than three physical education activity credits can be applied to the degree.

COURSES APPLICABLE TO AGS DEGREE
Students pursuing Associate in General Studies degrees must select courses from the Approved Distribution Course List to meet Humanities, Math/Science and Social Sciences distribution requirements. Each credit can be counted in only one distribution area.

With the exception of English composition and physical education activity courses, any TCC course numbered 100 and above and not used may be used to satisfy Humanities, Math/Science or Social Sciences distribution requirements are considered to be electives and may be used to satisfy the elective requirement portion of the 90 total quarter hour degree.

DISTRIBUTION REQUIREMENTS
Credits may be applied to only one distribution area.
See the Approved Distribution Course List on page 48.

COMMUNICATIONS (10 CREDITS)
ENGL& 101   English Composition I

and one of the following:

ENGL& 102   Argument and Persuasion
ENGL 103   College Composition: Writing about Literature
CMST& 101   Introduction to Communication
CMST 110   Multicultural Communication

CMST& 220   Public Speaking

HUMANITIES (10 CREDITS)
Select five credits from each of the following:
Performing and Fine Arts (Music, Art)
Literary Arts (Literature, World Language, Humanities, Philosophy)

SOCIAL SCIENCE (10 CREDITS)
Select five credits from two of the following:
Social Sciences (Economics, Geography, Political Science)
Behavioral Science (Anthropology, Psychology, Sociology)
History

MATH/SCIENCE (10 CREDITS)
Select five credits from two of the following:
Natural Science (Astronomy, Biology, Botany, Environmental Science, Nutrition)
Physical Science (Chemistry, Geography, Geology, Oceanography, Physics, Physical Science)
Mathematics (100 or above)

ANTH& 205   Biological Anthropology
ANTH& 245   Primatology
GEOG 205   Physical Geography (lab)

PHYSICAL EDUCATION (3 CREDITS)
Select any three activity credits

ELECTIVES (47 CREDITS)

TOTAL: 90 CREDITS

Career Training

Tacoma Community College offers several career training programs to prepare students to enter the workforce. Career training programs at TCC lead to a two-year Associate in Applied Science degree or shorter-term program certificates. Many of the programs and courses are available to help students prepare for career advancement, update their skills, or retraining for new careers.

　　Some of the programs have application and admission requirements in addition to those required for admission to Tacoma Community College. For more information, interested students should contact individual program chairs or division offices. TCC provides career training and retraining in the following areas:

- Accounting careers
- Business careers
- Early Childhood Education careers
- Health careers
- Human Services careers
- I-BEST training for careers
- Paralegal careers
- Technology careers

CAREER TRAINING PROGRAMS

CAREER TRAINING PROGRAMS	CERTIFICATE	AAS DEGREE
Business		
Accounting		•
Accounting Office Associate	•	
Assistant Bookkeeping Clerk	•	
Bookkeeping Systems	•	
Computerized Accounting	•	
Tax Preparation	•	
Business		•
Customer Service	•	
Entrepreneurship	•	
Global Transportation and Secure Logistics	•	
Human Resource Specialist	•	
Management	•	
Marketing	•	
Business certificates offered in partnership with Corporate Education		
General Warehouse Clerk	•	
Manufacturing Leadership Management	•	
Retail Leadership Development	•	
Supervision and Management	•	
Tribal Enterprise & Gaming Management	•	
Early Childhood Education: Emphasis on Children with Special Needs		
Early Childhood Education: Emphasis on Children with Special Needs		•
Early Childhood Education: Emphasis on Children with Special Needs	•	
Management of Early Learning	•	
Child Development Specialist	•	

Program	Certificate	Degree
Health		
Diagnostic Medical Sonography		·
Emergency Medical and Health Services		·
Emergency Medical Technician-Basic	·	
Paramedic	·	
Health Information Technology		·
Medical Reimbursement Specialist	·	
Medical Registration & Admissions Specialist	·	
Nursing, Associate Degree		·
Radiologic Science		·
Respiratory Therapy		·
Human Services		
Human Services	·	·
Human Services Case Aide	·	
I-BEST (Integrated Basic Education Skills Training)		
Accounting Office Associate	·	
Child Development Specialist	·	
Help Desk	·	
Medical Registration & Admissions Specialist	·	
Paralegal		
Paralegal		·
Paralegal Preferred Pro-Certificate	·	
Technology		
Networking and Cyber Security		·
Application Support Specialist	·	
Cyber Security	·	
e-HIM	·	
Help Desk	·	
Network Support	·	
Technical Support	·	

CERTIFICATES

Certificates of completion are granted to students who meet the requirements for programs of less than 90 credits. To receive certificates, students must submit Tacoma Community College's Application for Vocational Certificate (no fee required). Applications must be submitted to the program chair no later than the end of the second week of the quarter in which requirements are completed.

Certificates of 45 or more credits include a minimum of three related instruction areas: communication, quantitative skills, and human relations.

ASSOCIATE IN APPLIED SCIENCES DEGREE

The Associate in Applied Sciences degree is designed for students who complete an approved course of studies in professional, occupational, or technical areas. Refer to the career training program list for TCC programs leading to Applied Sciences degrees. The AAS degree is a terminal (non-transfer) degree designed for students in TCC's career training programs. In some cases articulation agreements with specific universities may enable transfer. Program chairs can provide information regarding available transfer opportunities for their specific programs.

Degree Requirements (General)
- A cumulative college-level grade point average of 2.00 in course work completed at Tacoma Community College.
- At least 30 of the last 45 applicable credits must be earned at Tacoma Community College.
- Ninety (90) quarter hours in courses numbered 100 or above, including program and related instruction requirements.

TCC faculty, along with a program advisory committee composed of business and community members determine the curriculum for each career training program. Requirements for each program include major program requirements, related instruction requirements, and elective courses. See individual programs for specific degree requirements.

RELATED INSTRUCTION REQUIREMENTS

COMMUNICATION (5 CREDITS)
- ENGL& 101
- ENGL& 102
- CMST& 101, 220
- CMST 110

QUANTITATIVE SKILLS (5 CREDITS)
- BUS 110
- MATH 95
- TMATH 100
- any MATH 100 or above

HUMAN RELATIONS (10 CREDITS)
- embedded in all Paralegal classes
- embedded in ECE 211, 212, 213
- embedded in EMC 120, 121, 122, 130, 131, 132
- embedded in all HSP classes
- embedded in all NURS classes
- embedded in RC 181, 182, 183, 280, 281, 282, 283, 290
- BUS 102
- BUS 163
- BUS 164
- BUS 165
- DMS 140
- HIM 242
- PSYC& 100
- PSYC& 200
- RS 170
- SOC& 101
- HD 110
- HSP 126
- PSYC& 101
- CMST 110

ACCOUNTING

PROGRAM CHAIR

Annalee Rothenberg
253.566.5181   arothenberg@tacomacc.edu

TCC's Accounting program prepares students for employment in a wide variety of business accounting environments. The program structure is progressive, leading to four levels of achievement associated with increasing levels of job responsibility. The certificates can be taken as stand-alone options or applied to the Associates in Applied Sciences degree. TCC also offers specialized accounting certificates in Computerized Accounting and Tax Preparation.

This program is not intended for transfer to most four-year colleges and universities. Students who plan to transfer should meet with the program chair prior to program enrollment. For more information please visit the Accounting Advising Tool at www.tacomacc.edu, areas of study, career training, accounting.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the AAS Accounting degree, students will:

- Generate accurate financial statements for a company and communicate a company's financial position.
- Simulate an accounting department (group process) to prepare accounting documents using automated software to record business transactions for an entity or tax agency, and integrate current regulations.
- Demonstrate analysis of existing documentation to verify the accuracy of information for an entity and perform necessary reconciliations.

ADMISSION REQUIREMENTS: PREREQUISITE COURSEWORK FOR ENTRY

- Assessment above or completion of ENGL/ 095 and MATH 085.
- Knowledge of CU 091, CU 100 and HD 101.

DEGREE/CERTIFICATE COMPLETION REQUIREMENTS

Accounting Office Associate Certificate

(17 credits)

Prepares students for entry-level employment in office support positions.

Take PSYCH 100 for transfer-level Leadership and Human Relations.

ACCT 101	Practical Accounting I	5
BUS 102	Customer Service	2
CU 105	Word I, Excel I	5

BUS 164	Leadership and Human Relations	5

Assistant Bookkeeping Clerk Certificate

(15 additional credits = total 32 credits)

Prepares students for entry-level positions as assistant clerks in accounts payable or accounts receivable. To complete the Assistant Bookkeeping Clerk certificate, students must first complete the Accounting Office Associate certificate. Please take MATH 147 for transfer level math and for transfer level Leadership & Human Relations please take PSYC& 100.

ACCT& 201	Principles of Accounting I	5
BUS 110	Business Math	5
ENGL& 101	English Composition	5

Bookkeeping Systems Certificate

(13 additional credits = total 45 credits)

Prepares students for entry-level positions as accounts payable clerks, accounts receivable clerks, and payroll assistants. To complete the Bookkeeping Systems certificate before enrolling for the Bookkeeping Systems certificate students must first complete the Assistant Bookkeeping Clerk certificate. NOTE: ACCT 145 may be used toward the CPA exam's 5th year requirement..

ACCT 145	Payroll and Business Taxes	5
CMST& 101	Introduction to Communication	5
CU 203	Excel 2	3

Associate of Applied Science Degree

(45 additional credits = total 90 credits)

Prepares students for entry-level accounting positions that work with integrated computerized accounting systems. To complete the Accounting AAS degree program students must first complete the Bookkeeping Systems certificate. NOTE: ACCT 165 and ACCT 175 may be used toward the CPA exam's 5th year requirement. BUS& 201 is a transfer-level class.

CORE REQUIREMENTS

ACCT& 202	Principles of Accounting II	5
ACCT 165	Accounting with Sage	5
ACCT 175	Accounting with QuickBooks	5
ACCT 290	Work Internship	5
BUS& 201	Business Law	5

SPECIALIZED REQUIREMENTS

ACCT 250	Federal Income Tax	5
BUS 280	Career Readiness Skills	2
Electives - choose from:	ACCT, BUS, CU, ECON, ENGL, HD, IT, LOG, MATH	13

SPECIALIZED ACCOUNTING CERTIFICATES

These certificates are designed for individuals who are currently employed in the workforce and returning to school to enhance or update skills for the accounting industry. Courses taken for these certificates can be applied to the Accounting AAS degree. NOTE: ACCT 145, ACCT 165 and ACCT 175 may be used toward the CPA exam's 5th year requirement.

Computerized Accounting Certificate
(13 credits)

Knowledge and skills about application programs commonly used in the accounting industry.

ACCT 165	Accounting with Sage	5
ACCT 175	Accounting with QuickBooks	5
CU 203	Excel II	3

Tax Preparation Certificate
(15 credits)

Knowledge and skills about income, payroll and business taxes. The certificate also covers preparation of payroll checks and related documents.

ACCT 145	Payroll and Business Taxes	5
ACCT 250	Federal Income Tax	5
ACCT 290	Work Internship	5

BUSINESS

PROGRAM CHAIR

Mary Jane Oberhofer
253.566.5253   moberhofer@tacomacc.edu

TCC's Business program prepares students for employment in a wide variety of business environments and leads to an Associate in Applied Science degree. The program's structure is progressive, leading to four levels of achievement related to increasing levels of job responsibility.

While most program courses are not intended for transfer to most four-year colleges and universities, several transfer-level courses are included in the degree plan, including BUS& 101, BUS& 201, CMST& 101, and ENGL& 101. Additional transfer-level courses may be substituted depending on a student's degree plan. Students who plan to transfer should meet with the program chair before enrolling in this program.

Several other specialized certificates are also available through the Business program including the WAFC Retail Management certificate which is fully endorsed by the Western Association of Food Chains and its member companies. Additionally, the Business program partners with Invista Performance Solutions to offer certificate programs to corporation and organizations.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the Associates in Applied Sciences degree in Business, students will:

- Be able to identify, select, communicate, and implement sound and appropriate business management or logistic concepts, strategies, and best practices in the pursuit of effective and efficient business operations.
- Demonstrate an ability to critically evaluate, problem solve, make and communicate effective decisions about business or logistic situations.
- Display effective interpersonal communication, leadership, motivation, and team dynamics skills in their interactions with others.
- Communicate effectively about business management or logistic issues, including the demonstration of competence with a wide variety of electronic tools to research, analyze, manage, and present information orally and in writing.
- Consistently apply, role model, and communicate high standards of ethical judgment and behavior in the conduct of personal and business affairs.

ADMISSION REQUIREMENTS: PREREQUISITE COURSEWORK FOR ENTRY

- Assessment above or completion of ENGL/ 095 and MATH 085

DEGREE/CERTIFICATE COMPLETION REQUIREMENTS

Customer Service Certificate
(12 Credits)

Prepares students to deliver consistently superior customer service, both internally and externally.

BUS 102	Customer Service	2
BUS 164	Leadership and Human Relations	5
CU 105	Word I, Excel I	5

Marketing Certificate
(25 additional credits = total 37 credits)

Prepares students for entry-level opportunities with organizations that provide products or with direct marketing agencies. Students must first complete the 12-credit Customer Service certificate to receive the Marketing certificate.

BUS& 101	Introduction to Business	5
BUS 110	Business Math*	5
BUS 140	Marketing and Business Development	5
BUS 145	Retailing Management	5
ENGL& 101	English Composition I	5

*Substitute MATH 147 for BUS 110 if transfer level math is needed

Management Certificate
(18 additional credits = total 55 credits)

Prepares students to manage a variety of retail sales operations or merchandise lines. Students must first complete the 37-credit Marketing certificate to receive the Management certificate.

ACCT 101	Practical Accounting I*	5
BUS 163	Management. Principles and Organizational Systems	5
BUS 165	Human Resource Management	3
CMST& 101	Introduction to Communication	5

*Substitute ACCT& 201 for ACCT 101 if transfer-level accounting is needed

Associate of Applied Science Degree
(17 additional credits and an area of concentration = total 90-95 credits)

Students must complete the Customer Service, Marketing, and Management certificates and the following courses plus one of the concentrations described below before to receive an Associates in Applied Science degree.

BUS& 201	Business Law	5
BUS 150	Global Business	5
BUS 280	Career Readiness	2

| IT 230 | Introduction to Project Management | 2 |
| LOG 112 | Importing and Exporting | 3 |

AREAS OF CONCENTRATION

Entrepreneurship and Small Business Management Concentration
(18 credits)

Prepares students to start new businesses or better understand small to mid-size business opportunities.

BUS 160	Small Business Entrepreneurship	5
BUS 290	Internship or 5 elective credits from ACCT, BUS, LOG, or IT	5
BUS 295	Entrepreneurial and Innovative Mindset	5
IT 257	Social Media	3

Global Logistics Concentration
(23 credits)

Prepares students to work in the transportation and logistics industry or to gain a big picture perspective on the international aspects of logistics and technology needed to make the transportation of goods more efficient.

LOG 102	Transportation and Distribution	5
LOG 104	Warehousing and Inventory Management	5
LOG 110	International Logistics	3
LOG 115	Logistics Security and Risk Management	5
BUS 141 or BUS 290	Purchasing and Supply Management (WAOL) or Internship	5
Optional: BUS 142 or Elective	Sourcing and Supplier Relations Fundamentals (WAOL) or 5 elective credits from ACCT, BUS, or IT	(5)

SPECIALIZED BUSINESS CERTIFICATES

While the Global Transportation and Secure Logistics, Human Resource Specialist, General Warehouse Clerk, Manufacturing Leadership Management, and the WAFC Retail Management certificates are not areas of concentration, they may be applied to satisfy requirements for the Associate in Applied Science degree in Business.

Entrepreneurship Certificate
(26 credits)

This certificate is designed to provide students with an entrepreneurial mindset and the business skills to create a sustainable venture.

ACCT 101	Practical Accounting I (may substitute ACCT& 201)	5
BUS 140	Marketing and Business Development	5
BUS 160	Small Business Entrepreneurship	5

BUS 295	Entrepreneurial & Innovative Mindset	5
IT 257	Social Media	3
LOG 112	Importing and Exporting	3

General Warehouse Clerk Certificate
(12 credits)

Instruction is offered in the following areas: global supply chain logistics life cycle, logistics environment, material handling equipment, safety principles, safe material handling and equipment operations, quality control principles, workplace communications, teamwork, and workplace behavior to solve problems using computers. Equivalents of BUS 102 (Customer Service) and CU 91 (Keyboarding) are prerequisites to the certificate.

CU 100	Introduction to Practical Computing	2
CU 102	Word I	2
HD 101	Student Success Seminar	3
LOG 104	Warehousing and Inventory Management	5

Global Transportation and Secure Logistics Certificate
(21 credits)

Provides a big-picture perspective on the transportation and logistics industry and the international aspects of logistics and technology needed to make the transportation of goods more efficient.

LOG 102	Transportation and Distribution	5
LOG 104	Warehousing and Inventory Management	5
LOG 110	International Logistics	3
LOG112	Importing and Exporting	3
BUS 150	Global Business	5

Human Resource Specialist Certificate
(20 credits)

Prepares students for careers in a Human Resources departments. This certificate is for individuals who currently in the workforce who are returning to school to enhance their skills.

ACCT 145	Payroll and Business Taxes	5
BUS 102	Customer Service	2
BUS 163	Management Principles and Organizational Systems	5
BUS 164	Leadership and Human Relations	5
BUS 165	Human Resource Management	3

WAFC Retail Management Certificate
(48 credits)

The WAFC Retail Management certificate program is a 10-course college-level program that has been fully endorsed by the Washington Association of Food Chains and its member companies. The certificate's curriculum was developed out of a collaborative effort between several food industry and college

professionals and encompasses several business essentials, including the "soft skills" of management and communication required for career success in the retail food industry.

ACCT 101	Practical Accounting I (may substitute ACCT& 201)	5
BUS 110	Business Math (may substitute MATH 147)	5
BUS 140	Marketing & Business Development	5
BUS 145	Retailing Management	5
BUS 163	Management Principles and Organizational Systems	5
BUS 164	Leadership and Human Relations	5
BUS 165	Human Resource Management	3
CMST& 101	Introduction to Communication	5
CU 105	Word I, Excel I	5
ENGL& 101	English Composition I	5

The Business program partners with Invista Performance Solutions to offer the following certificate programs. For information about these certificates, call 253.583.8863 or visit http://www.invistaperforms.org.

Manufacturing Leadership Management Certificate
(8 credits)

Prepare individuals for leadership in the manufacturing industry.

BUS 120	Teamwork Essentials	2
BUS 121	Introduction to Manufacturing	2
BUS 122	Continuous Improvement	2
IT 230	Introduction to Project Management	2

Retail Leadership Development Certificate
(19 credits)

The Retail Leadership Development certificate is a specialized certificate for individuals currently employed in the grocery or retail industries to increase job skills and/or prepare for assistant manager career paths.

BUS 102	Customer Service	2
BUS 164	Leadership and Human Relations	5
BUS 145	Retail Management	5
BUS 280	Career Readiness Skills	2
BUS 290	Work Internship	5

Supervision and Management Certificate
(15 credits)

Prepares students to guide others in a work, professional or personal context.

SMG 101	Supervisor Survival Skills	3
SMG 120	Supervising the Problem Employee	3
SMG 201	Management Communications	3
SMG 261	Dynamics of Leadership	3
SMG 264	Motivation and Productivity	3

Tribal Enterprise and Gaming Management Certificate Concentration
(14 credits)

Prepares students for entry-level management positions with tribal enterprises and casino operations.

TEGM 110	Casino and Enterprise Finance Essentials	2
TEGM 163	Supervisory Essentials & Front Line Leadership	2
TEGM 165	Casino HR & Personnel Management	2
TEGM 200	Casino Regulations Compliance & Game Protection	2
TEGM 240	Casino Hospitality & Guest Service	2
TEGM 292	Enterprise Operations	2
TEGM 293	Casino Game Management	2

DIAGNOSTIC MEDICAL SONOGRAPHY

PROGRAM CHAIR

Shea Bower
253.460-4476   sbower@tacomacc.edu

TCC's Diagnostic Medical Sonography program prepares students for employment as a Sonographer working in ultrasound imaging. It is a full-time, 21 calendar month program leading to an Associate of Applied Science degree. Students complete classroom and laboratory work at TCC and clinical education in an affiliated ultrasound department. Positions often are available in hospital ultrasound departments, clinics and private physicians' offices. Students acquire skills in reviewing and recording pertinent clinical patient history, performing the sonographic examinations, providing patient comfort and needs during the examination, and recording anatomic, pathologic, and physiologic data for interpretation by supervising physicians. Traits needed by individuals who enter this program include attention to detail, efficiency, excellent hand/eye coordination, and compassion.

The program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography, and upon successful program completion along with any required work experience, graduates are eligible to take the certifying examinations of the American Registry of Diagnostic Medical Sonographers in the specialty areas of ultrasound physics and instrumentation, abdomen, and obstetrics-gynecology.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the AAS degree in Diagnostic Medical Sonography, students will:

* Demonstrate the required technical and critical thinking skills to perform as ARDMS-certified entry-level sonographers, providing accurate and efficient general diagnostic sonographic examinations and procedures.
* Obtain, review and integrate pertinent patient history and supporting clinical information/data to optimize diagnostic results.
* Record sonographic diagnostic, pathologic and/or physiologic information for interpretation by a physician.
* Interact effectively, professionally, and ethically in oral and written communications with patients, their families, physicians and other health care professionals, adhering to the recognized SDMS scope of practice.
* Provide basic patient care and comfort, anticipating and responding to patient needs.

ADMISSION REQUIREMENTS: PREREQUISITE COURSEWORK FOR ENTRY

(36 credits)

All prerequisite courses must be completed within two attempts with a grade of C or higher. There is a five-year time limit for all math and science prerequisite courses.

ENGL& 101	English Composition I	5
or ENGL& 102	Composition II: Argument and Persuasion	
or ENGL 103	Composition III: Writing about Literature	
CMST& 101	Introduction to Communication	5
or CMST 110	Multicultural Communication	
or CMST& 220	Public Speaking	
HIM 130	Medical Terminology I (or higher level equivalent Medical Terminology course)	3
MATH& 141	Pre-Calculus I	5
BIOL& 241	Human Anatomy and Physiology 1	6
BIOL& 242	Human Anatomy and Physiology 2	6
PHYS& 115 or PHYS& 116	General Physics	6

NON-ACADEMIC PROGRAM ENTRY REQUIREMENTS

Contact the DMS program for information about:
   o Criminal and federal fraud background checks
   o Health insurance
   o Immunizations

Students are responsible for arranging dependable transportation to and from clinical sites and dependable child/dependent care. Admission to the Diagnostic Medical Sonography program is competitive. There are usually more applicants to the program than available positions. Completing prerequisite courses and satisfying other requirements for a complete application, does not guarantee program admission.

DEGREE COMPLETION REQUIREMENTS

Associate in Applied Sciences Degree
(105-118 credits)

FALL QUARTER (18 CREDITS)

DMS 101	Sonography Lab I	2
DMS 105	Ultrasound Cross-Sectional Anatomy	5
DMS 110	Pathophysiology I	3
DMS 120	Abdominal Sonography	3
DMS 130	Physics and Instrumentation I	3
DMS 175	Orientation to DMS (Early Start)	2

WINTER QUARTER (15 CREDITS)

DMS 102	Sonography Lab II	3
DMS 111	Pathophysiology II	3
DMS 121	Small Parts and Superficial Structures Sonography	3

| DMS 122 | Gynecological Sonography | 3 |
| DMS 131 | Ultrasound Physics and Instrumentation II | 3 |

SPRING QUARTER (13 CREDITS)

DMS 103	Sonography Lab III	2
DMS 123	Obstetrical Scanning and Pathophysiology	5
DMS 125	Advanced Sonography	2
DMS 140	Patient Care and Scope of Practice	2
DMS 150	Introduction to Clinical I	2

SUMMER QUARTER (12 CREDITS)

| DMS 151 | Ultrasound Clinical II | 10 |
| DMS 160 | Ultrasound Seminar and Critique I | 2 |

FALL QUARTER (17-30 CREDITS)

DMS 250	Ultrasound Clinical III	13
DMS 260	Ultrasound Seminar and Critique II	2
DMS 299	Independent Study	2-15

WINTER QUARTER (15 CREDITS)

| DMS 251 | Ultrasound Clinical IV | 13 |
| DMS 261 | Ultrasound Seminar and Critique III | 2 |

SPRING QUARTER (15 CREDITS)

| DMS 252 | Ultrasound Clinical V | 13 |
| DMS 270 | Ultrasound Registry Review Seminar | 2 |

EARLY CHILDHOOD EDUCATION: EMPHASIS ON CHILDREN WITH SPECIAL NEEDS

PROGRAM CHAIR

Mary Skinner
253.566.5010   mskinner@tacomacc.edu

TCC's Early Childhood Education: Emphasis on Children with Special Needs program is structured as progressive leading to two levels of achievement with a certificate and an Associate in Applied Science degree, for increasing levels of job responsibility. This program is designed to develop skills needed to be a successful early childhood professional and is directed toward students planning to work with young children, birth through eight years of age, including those who are culturally, linguistically, and ability diverse. Employment opportunities are in a variety of settings including preschools, childcare centers, family childcare, HeadStart/ECEAP programs, kindergarten through third grade classrooms (as a teacher assistant), and/or other early learning programs. NOTE: The practicum and field experience require a criminal background check prior to enrollment.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the ECE certificate or AAS degree, students will:

- Use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
- Create respectful, reciprocal relationships that support and empower families, and to involve all families in their child's development and learning.
- Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
- Implement a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
- Use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every child.
- Use ethical guidelines and other professional standards related to early childhood practice; demonstrate knowledgeable, reflective and critical perspectives on their work and are informed advocates for sound practices and policies.

DEGREE/CERTIFICATE COMPLETION REQUIREMENTS

Early Childhood Education: Emphasis on Children with Special Needs Certificate

(44 credits)

Note: A grade of C or higher is required in all coursework.

ECE 100	Introduction to Early Childhood Education	3
ECE 101	Early Childhood Environmental Design	3
ECE 102	Math, Science & Technology for Young Children	3
ECE 112	Language, Literacy, and the Arts in Early Childhood Education	3
ECE 130	Cultural Competency and Responsiveness in Early Childhood Education	2
ECE 140	Promoting Positive Behavior	3
	or ECE 141, 142, and 143 Guiding Behavior of Young Children I, II, and III	
ECE 201	Effective Communication with Colleagues and Families	3
ECE 202	Nutrition, Health and Safety for Young Children	3
ECE 203	Family Systems & Supports	3
ECE 290	Practicum	3
PSYC& 100	General Psychology	5
PSYC& 200	Lifespan Psychology	5
	or EDUC& 115 Child Development	
EDUC& 204	Exceptional Child	5

Associate in Applied Sciences Degree

(52-55 additional credits = total 96-99 credits)

Upon completion of the Early Childhood Education: Emphasis on Children with Special Needs certificate, students may enroll in the following courses to obtain the AAS degree in Early Childhood Education: Emphasis on Children with Special Needs.

CORE REQUIREMENTS (27-30 CREDITS)

BUS 164	Leadership and Human Relations	5
	or ECE 211 and ECE 212 and ECE 213 Administration of Early Learning Programs I, II, and III	(3)
CMST& 101	Introduction to Communication	5
CU 105	Word I, Excel I	5
	or CU 100 Introduction to Practical Computing and CU 102 Word I	(4)
ENGL& 101	English Composition I	5
ENGL& 102	Composition II: Argument and Persuasion	5
MATH& 107	Math in Society	5
	or MATH& 131 Math for Elementary Teachers I or MATH& 132 Math for Elementary Teachers II	

HUMANITIES REQUIREMENTS (10 CREDITS)

Choose two from the following 5-credit courses:		10
ART& 100	Art Appreciation	

or ART 180 Art for Elementary Education

HUM& 101	Introduction to Humanities	
MUSC& 105	Music Appreciation	
	or MUSC 120 Music in the Classroom	

SOCIAL SCIENCES REQUIREMENTS (10 CREDITS)

Choose two from the following 5-credit courses:		10
ANTH& 100	Survey of Anthropology	
HIST& 146 or HIST& 147 or HIST& 148 US History I, II, III		
SOC& 101	Introduction to Sociology	
SOC& 201	Social Problems	

NATURAL SCIENCES REQUIREMENTS (5 CREDITS)

Choose one from the following 5-credit courses:		5
ASTR& 101	Introduction to Astronomy	
BIOL& 100	Survey of Biology	
BIOL& 175	Biology with Lab	
BOT 101	General Botany	
CHEM& 110	Chemical Concepts with Lab I	
ENVS& 101	Introduction to Environmental Science	
GEOG 205	Physical Geography	
GEOG 210	Maps, GIS, and the Environment	
GEOL& 101	Introduction to Physical Geology	
OCEA& 101	Introduction to Oceanography	
SCI 105	Introductory Topics in Natural Science	
SCI 110	Physical Science and Technology	

Management of Early Learning Program Certificate
(6 credits)

Designed to provide childcare personnel with knowledge to open, operate and manage childcare centers and early learning programs that meet licensing, accreditation and other quality standards, to foster adult relationships within those programs. Certificate completion combined with the Early Childhood Education: Emphasis on children with Special Needs certificate, provides the 45 credits of early childhood education required for Washington state childcare licensing of early learning program supervisors.

ADMINISTRATION OF EARLY LEARNING PROGRAM REQUIREMENTS (3 CREDITS)

ECE 211	Administration of Early Learning I: Program Administration	1
ECE 212	Administration of Early Learning II: Operation of Children's Program	1
ECE 213	Administration of Early Learning III: Staffing and Professional Development	1

CHILD, FAMILY AND COMMUNITY RELATIONSHIPS REQUIREMENTS (3 CREDITS)

ECE 121	Child, Family, Community I: Creating Community among Adults in Early Care Settings	1
ECE 122	Child, Family, Community II: Building a Caring	1

	Community with Children	
ECE 123	Child, Family, Community III: Building Quality Relationships with Families	1

Child Development Specialist Certificate
(18 credits)

Designed to prepare students for the Child Development Associate (CDA) Credential examination. Upon successful completion of this three-quarter program students will be prepared for employment in entry-level early childhood education positions. The certificate also provides professional development for those currently working in early childhood settings. Typical jobs include lead teacher in a childcare center, Head Start educational assistant, and preschool teacher. Participants who obtain a CDA's are qualified to be program supervisors or directors and have the basic skills to open their own childcare center.

Courses completed for this certificate will satisfy 12 credits (ECE 100, 101, 140 and 202) of the Early Childhood Education: Emphasis on Children with Special Needs certificate or the Early Childhood Education: Emphasis on Children with Special Needs AAS degree. The schedule below provides a tentative schedule subject to change depending on enrollment levels.

1ST QUARTER (6 CREDITS)

ECE 100	Introduction to Early Childhood Education	3
ECE 141	Guiding Behavior of Young Children 1	1
ECE 191	Early Childhood Clinical Experience	2

2ND QUARTER (6 CREDITS)

ECE 101	Early Childhood Environmental Design	3
ECE 142	Guiding Behavior of Young Children 2	1
ECE 192	Early Childhood Clinical Experience	2

3RD QUARTER (6 CREDITS)

ECE 202	Family, Health, Nutrition & Safety	3
ECE 143	Guiding Behaviors of Young Children III	1
ECE 193	Early Childhood Clinical Experience	2

INTERNSHIP/WORK EXPERIENCE

Students enrolled in this program are required to participate in 180 hours of internship/work experience over the course of the three program quarters (ECE 191, 192, 193). Placement assistance is available for those not currently working in early childhood environments.

EMERGENCY MEDICAL & HEALTH SERVICES

PROGRAM CHAIR

Melissa Stoddard, MA, MPH, NRP
253.566.5219   mstoddard@tacomacc.edu

TCC's Emergency Medical & Health Services program prepares students for employment in the emergency medical services field. The program has three levels: the EMT-Basic certificate course, the Paramedic certificate, and the Emergency Medical & Health Services AAS degree.

EMT-Basic provides basic life support and transportation for victims of illness and injury. The EMT-Basic program at TCC follows U.S. Department of Transportation guidelines as well as Washington State Department of Health standards.

Paramedics are typically employed by fire services, hospitals, and ambulance companies and while in the field serve as the eyes, ears, and hands of an emergency physician. The program is designed to prepare graduates to meet state certification requirements and to take the National Registry EMT-Paramedic examination.

The TCC Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) by recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

PROGRAM LEARNING OUTCOMES

Upon successful completion of the Paramedic certificate and Associate in Applied Science degree, students will:

- Perform competently as an entry level paramedic meeting National Registry standards as well as safely and effectively manage all situations involving a pre-hospital emergency.
- Demonstrate the ability to recall and apply knowledge of human structure, function, pathophysiology, and psychosocial development to patient care relative to the role of entry level paramedic.
- Demonstrate, through knowledge and behavior, a commitment to the highest standards and competence, ethics, integrity, and accountability to the patient and the paramedic profession.
- Demonstrate effective use of motor, cognitive, and critical thinking skills in diagnosis, management, and prevention of common health problems encountered in patient care necessary to fulfill the role of entry level paramedic.
- Integrate the use of scientific theory, methodology, and critical thinking skills to interpret and apply research to improving patient care in the pre-hospital environment.
- Demonstrate effective listening, verbal, and written communication skills with a wide range of individuals and groups in order to provide patient-centered care.

- Recognize and work effectively within the larger context and system of health care to advocate for and provide quality patient care relative to the role of entry level paramedic.

ADMISSION REQUIREMENTS FOR THE EMT-BASIC COURSE

- Accuplacer assessment exam scores showing placement at ENGL/ 085 or higher, MATH 085 or higher or successful completion with a C grade or higher in MATH 075.
- Current driver's license
- Current CPR card (Health Care Provider) card issued by the American Heart Association or Professional Rescuer card issued by the American Red Cross. No other cards are accepted.

Emergency Medical Technician–Basic Certificate
(10 credits)

The EMT-Basic program is the entry-level certification course for the Emergency Medical and Health Services field.

EMC 110	Emergency Medical Technician Basic	10

ADMISSION REQUIREMENTS: PREREQUISITE COURSEWORK FOR ENTRY

- o EMT-Basic or EMT-Intermediate certification with work or volunteer experience for a minimum of one or more years ride time. Certification requires state licensure and/or national licensure with Registry (NREMT)
- o Completion of MATH 090, ENGL& 101 or showing placement in ENGL& 101 and MATH 090.

NON-ACADEMIC PROGRAM ENTRY REQUIREMENTS

Contact the EMS program for information about:
- o Criminal and federal fraud background checks
- o Health insurance
- o Immunizations

Students are responsible for arranging dependable transportation to and from clinical sites and dependable child/dependent care. Admission to the TCC paramedic program is competitive. There are usually more program applicants than available positions. Completing prerequisite courses and satisfying requirements for a completed application does not guarantee program admission.

DEGREE/CERTIFICATE COMPLETION REQUIREMENTS

Paramedic Certificate
(65 credits)

PREREQUISITES (8 CREDITS)

BIOL& 175	Human Biology	5

HIM 130	Medical Terminology	3

FALL QUARTER (22 CREDITS)

EMC 116	Introduction to Emergency Medical Care	4
EMC 120	Paramedic I (didactic)	12
EMC 130	Paramedic Clinical I	4
PE 100	Total Fitness	2

WINTER QUARTER (21 CREDITS)

EMC 121	Paramedic (didactic) II	12
EMC 131	Paramedic Clinical II	7
PE 200	Advanced Total Fitness	2

SPRING QUARTER (14 CREDITS)

EMC 122	Paramedic III (didactic)	5
EMC 132	Paramedic Clinical III	9

Associate in Applied Sciences Degree
(107 credits)

The AAS degree in Emergency Medical & Health Services requires the completion of the Paramedic certificate (65 credits) and an additional 42 credits of required degree courses. With the exception of EMC 200, students may take all of the required degree courses in advance of the Paramedic certificate program.

REQUIRED DEGREE COURSES (42 ADDITIONAL CREDITS))

EMC 200	Contemporary Issues in Pre-Hospital Care	2
PSYC& 100	General Psychology	5
ENGL& 101	English Composition I	5
BUS 110	Business Math	5
or MATH& 107	Math in Society	
BUS 163	Management Principles and Organizational Systems	5
or BUS 164	Leadership and Human Relations	
PHIL 105	Introduction to Critical Thinking	5
or ENGL& 102	Composition II: Argument and Persuasion	
SOC& 101	Introduction to Sociology	5
CMST& 101	Introduction to Communication	5
or CMST& 220	Public Speaking	
CU 105	Word I, Excel I	5

HEALTH INFORMATION TECHNOLOGY

PROGRAM CHAIR

Char Gore, RHIA, CCS
253.566.5082   cgore@tacomacc.edu

Tacoma Community College offers several options for professional career development in Health Information Technology: Health Information Technology (HIT) Associate in Applied Science degree, Medical Reimbursement Specialist certificate, and Medical Registration and Admissions Specialist certificate.

TCC's HIT AAS degree program is accredited by the Commission on the Accreditation for Health Informatics and Information Management (CAHIM). Skills students acquire in this program are outlined in the AHIMA Associate Degree Entry-Level Competencies for the profession (http://www.cahiim.org/)

PROGRAM LEARNING OUTCOMES

Upon successful completion of the AAS degree in Health Information Technology students will:

- Apply the AHIMA ELC Domain I: Health Data Management.
- Apply the AHIMA ELC Domain II: Health Statistics, Biomedical Research, and Quality Management.
- Apply AHIMA ELC Domain III: Health Services Organization and Delivery.
- Apply the AHIMA ELC Domain IV: Information Technology & Systems.
- Apply the AHIMA ELC Domain V: Organizational Resources.
- Apply the AHIMA ELC Biomedical Sciences.
- Apply knowledge-based research techniques.
- Prepare effective written and oral communication.
- Use common software applications in the performance of Health Information Technology functions.
- Apply and promote ethical standards of practice.

PROGRAM REQUIREMENTS

The degree and certificate programs are offered in a full online learning format. Students are required to have 24/7 internet access with reliable computer hardware and software. For more information see www.tacomacc.edu/onlineclasses/computerrequirements. Students must be familiar with and comfortable using computers. Those who need remedial computer training should take TCC's CU 100 course (2-credits) prior to program entry. Students are required to use Microsoft Office programs, specifically Word and PowerPoint. Those who are uncomfortable with either of these applications should take CU 102 Word I (2 credits) and/or CU 104 PowerPoint (1 credit) prior to program entry. Students new to online learning may also want to take OLL 101 Online Learning (2 credits).

NON-ACADEMIC PROGRAM REQUIREMENTS

Professional Practice Experience internships for the program will require:

- o Criminal and federal fraud background checks
- o Health insurance
- o Immunizations
- o Vehicle insurance (where applicable)
- o 40-80 hours of in-person, on-site clinical visitation

DEGREE/CERTIFICATE COMPLETION REQUIREMENTS

Medical Registration & Admissions Specialist
(45-47 credits)

TCC's Medical Registration and Admissions Specialist program prepares students for employment in entry-level positions in a health care office. This certificate leads directly into either the Medical Reimbursement Specialist or Physician Practice Management certificate, which in turn leads to the AAS degree.

This certificate provides students the skills necessary for entry-level employment in a medical/health care office setting with increasing levels of responsibility and employability. Duties may include reception, scheduling appointments, preparing routine correspondence, processing bills, and maintaining health information.

Technical Requirements

HIT 105	Comprehensive Medical Terminology	5
HIT 110	Health Care Delivery Systems	5
HIT 125	Health Data Structure, Content, and Standards	5
MO 110	Medical Office Procedures	5

Distribution Requirements

CU 105	Word I, Excel I	5
BIOL& 175	Human Biology w/Lab	5
BUS 110	Business Math	5
ENGL& 101	English Composition I	5
MATH 085	Introduction to Elementary Algebra	5

Optional Internship

MO 241	Clinical Applications for Medical Office	2

Medical Reimbursement Specialist
(48 credits)

The Medical Reimbursement Specialist (MRS) may prepare students for employment as medical billers, patient account representatives, medical claims reviews, and a variety of other medical support positions.

Admission Requirement

Must be completed before beginning the Medical Reimbursement Specialist certificate technical core requirements and must be completed with a grade of "C" or better within two attempts.

ENGL& 101	English Composition I	5

TECHNICAL CORE REQUIREMENTS

BUS 110	Business Math	5
CU 105	Word I, Excel I	5
HIT 105	Comprehensive Medical Terminology	5
HIT 110	Healthcare Delivery Systems	5
HIT 141	Outpatient Diagnostic Coding	2
HIT 151	Medical Reimbursement/ Insurance	5
HIT 170	CPT Coding	5
HIT 185	MRS Clinical	3
HIT 195	Health Law and Ethics	3
MO 110	Medical Office Procedures	5

Associate in Applied Sciences Degree
(104 credits)

The HIT AAS degree program provides a combination of medical knowledge and business applications. TCC's program prepares students for employment in hospitals, ambulatory health care facilities, physician practices, skilled nursing facilities, and state or federal health agencies.

Successful graduates of the AAS degree in HIT are eligible to write for the national certification exam for Health Information Technicians sponsored by the American Health Information Management Association (AHIMA). Upon passing this exam, graduates will receive the Registered Health Information Technician (RHIT) credential from AHIMA, which is recognized nationally by health care institutions. Prospective students are encouraged to visit the AHIMA careers web site and job map (http://hicareers.com/) to view career opportunities and extensive resources available for the profession.

Degree completion and successfully obtaining the RHIT credential may provide the opportunity to enter a 2+2 Health Information Administration program a the university level and become eligible for the Registered Health Information Administrator (RHIA) credential from AHIMA. Students who wish to transfer to four-year colleges and universities should work closely with their TCC advisor and contact their transfer institution to determine transfer requirements.

Admission Requirements

Must be completed before beginning the Medical Reimbursement Specialist certificate technical core requirements and must be completed with a grade of "C" or better within two attempts.

BIOL& 175	Human Biology w/Lab	5
BUS 110	Business Math	5
ENGL& 101	English Composition I	5

TECHNICAL CORE REQUIREMENTS

CU 105	Word I, Excel 1	5
HIT 105	Comprehensive Medical Terminology	5
HIT 110	Healthcare Delivery Systems	5
HIT 115	Health Information Technologies	5
HIT 125	Record Contents and Standards I	5
HIT 141	Outpatient Diagnostic Coding	2
HIT 160	Pathophysiology	5
HIT 170	CPT Coding	5
HIT 175	Data Quality and Healthcare Statistics	5
HIT 195	Health Law and Ethics	3
HIT 200	Pharmacology	2
HIT 210	Revenue Management	5
HIT 221	Intermediate Coding	5
HIT 225	Record Content and Standards II	5
HIT 242	Leadership and Management I	5
HIT 245	Advanced Coding	5
HIT 254	Leadership and Management II	5
HIT 255	HIT Professional Practice Experience	5
IT 230	Project Management	2

ELECTIVES - CHOOSE ONE (5 CREDITS)

HIT 250	Coding Specialist	5
HIT 251	Document Improvement Practitioner	5

Students who wish to sit for the outpatient coding credential of CPC or CCS-P to complement their AAS degree and RHIT credential may wish to take the additional elective of HIT 152 Adcvanced Outpatient Coding and/or HIT 186 Outpatient Coding Clinical.

ADDITIONAL CERTIFICATE OPTION AVAILABLE

An e-HIM (electronic-Health Information Management) certificate is also offered in collaboration with TCC's Networking & Cyber Security program. This certificate is designed to complement the Registered Health Information Technician (RHIT) or Registered Health Information Administrator (RHIA) credential. The certificate program provides information technology skills that allow HIT professionals to participate on health information management IT teams working in electronic development and/or management of health information. For more information visit www.tacomacc.edu/academics/areasofstudy/healthinformationmanagement/e-himcertificateprogram.

HUMAN SERVICES

PROGRAM CHAIR

Jim Carroll
253.566.5214   jcarroll@tacomacc.edu

TCC's competency-based Human Services program prepares students for employment as practitioners in social service, health and addiction agencies. The program offers three completion options:
- a one-quarter (15 credits) Case Aide certificate
- a three-quarter (45 credits) Human Services certificate (meets educational competencies for Chemical Dependency Professional (CDP) as described by the State of Washington)
- a two-year Associate in Applied Sciences (AAS) degree in Human Services.

The program's core courses and PSYC& 100 course currently satisfy the educational competencies for Chemical Dependency Professional Trainee for the state of Washington.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the AAS degree or the certificate in Human Services, students will:
- Recognize historical influences that have led to the development of the Human Services profession.
- Explain the interaction and diversity of human systems including individual, interpersonal, group, family, organizational, community, and social.
- Analyze and apply major models used to provide services.
- Demonstrate the knowledge and skills required to effectively manage client and organizational information.
- Plan and evaluate service needs, strategies, and outcomes.
- Demonstrate the knowledge and skills required for service delivery and appropriate interventions.
- Develop and utilize effective professional Human Services communication skills.
- Recognize the values, attitudes, and ethics practices in Human Services.
- Develop awareness of one's own values, personalities, reaction patterns, interpersonal styles, and limitations.
- Recognize and apply elements of the continuum of care used in behavior health and recovery systems.

ADMISSION REQUIREMENTS: PREREQUISITE COURSEWORK FOR ENTRY

To enter the Human Services program, students must assess at ENGL& 101 level or have completed ENGL/ 095 with a C or higher.

DEGREE/CERTIFICATE COMPLETION REQUIREMENTS

Case Aide Certificate

(15 credits)

The Case Aide Certificate is designed to prepare students for entry-level employment opportunities with a wide variety of human service agencies.

HSP 100	Introduction to Human Services	5
HSP 103	Therapeutic Approaches and Techniques	5
HSP 112	Best Practices in Human Services	5

Associate in Applied Sciences Degree

(97 credits)

1ST QUARTER

HSP 100	Introduction to Human Services	5
HSP 103	Therapeutic Approaches and Techniques	5
HSP 107	Behavioral Health and Wellness	5

2ND QUARTER

HSP 112	Best Practices in Human Services	5
HSP 113	Advanced Helping Strategies	5
HSP 117	Ethics and Professional Development	5

3RD QUARTER

HSP 121	Survey of Addictions and Pharmacology	5
HSP 126	Cultural Competencies for Human Services	5
HSP 291	Supervised Clinical Practicum I	5

4TH QUARTER

CU 102	Word I (or other approved computer course)	2
ENGL& 101	English Composition I	5
HSP 292	Supervised Clinical Practicum II	5
HSP	Specialty Course - select one from list below	5

5TH QUARTER

ENGL& 102	Composition II: Argument and Persuasion	5
PSYC& 100	General Psychology	5
HSP 293	Supervised Clinical Practicum III	5

6TH QUARTER

HSP	Specialty Course - select one from list below	5
SOC& 101	Introduction to Sociology	5
BUS 110	Business Math	5
or MATH& 107	Math: A Practical Art	

ELECTIVES

Students completing the Associate in Applied Sciences degree in Human Services program must select 10 credits of related elective courses. Students may select specialty courses from the Human Services program, human development courses, and/or behavioral sciences courses. Specialty courses are usually taken during the last three quarters of the program.

SPECIALIZATION COURSES

Students are encouraged to select two courses that relate to their academic and career goals. Ongoing academic advising is provided to help students adjust program requirements to meet specific needs. For information contact the HSP office at 253.566.5076.

HSP 130	Recovery Education	5
HSP 212	Advanced Case Management	5
HSP 224	Dynamics of Family Violence	5
HSP 225	Treatment Trends for Domestic Violence	5
HSP 230	Co-occuring Disorders	5
HSP 241	Working with Youth and Families	5
HSP 251	Substance Abuse Prevention Strategies	5
HSP 252	Advanced Prevention Strategies	5
HSP 262	Loss and Grief Through Life Span	5
HSP 265	Aging and Adult Services	5
HSP 281	Clinical Supervision	5
HSP 282	Program and Proposal Development	5

HUMAN SERVICES CERTIFICATE

Human Services Certificate
(45 credits)

The Human Services certificate meets the educational competencies for Chemical Dependency Professional (CDP) certification as described by the State of Washington.
NOTE: An Associates or higher degree is required for the CDP certificate.

1ST QUARTER (15 CREDITS)

HSP 100	Introduction to Human Services	5
HSP 103	Therapeutic Approaches and Techniques	5
HSP 107	Behavioral Health and Wellness	5

2ND QUARTER (15 CREDITS)

HSP 117	Ethics and Professional Development	5
HSP 113	Advanced Helping Strategies	5
HSP 112	Best Practices in Human Services	5

3RD QUARTER (15 CREDITS)

HSP 291	Supervised Clinical Practicum I	5
or PSYC& 100	General Psychology	
HSP 121	Survey of Addictions and Pharmacology	5
HSP 126	Cultural Competencies for Human Services	5

NETWORKING AND CYBER SECURITY

PROGRAM CHAIR

Jeanette Smith-Perrone
253.566.5292   jsmith-perrone@tacomacc.edu

TCC's Networking and Cyber Security program prepares the student for careers in network administration and technical support with a focus on cyber security. The program includes a series of technical core courses that provide hands-on knowledge and skills in systems, data, networking, and security concepts. The program includes a series of non-technical core courses related to business, project, and team communication skills. Advanced coursework includes training in PC hardware and operating systems, Windows servers, networking, routing, security, and virtualization. Students can prepare for industry certifications such as A+ and Network+ in a hands-on lecture and laboratory environment.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the course requirements for the AAS degree in Networking and Cyber Security, students will:

- Demonstrate effective verbal and written communication skills necessary in information technology.
- Exemplify professional and ethical behaviors required to perform effectively as an information technology team member within an organization.
- Implement critical thinking skills to provide sound solutions for information technology issues.
- Plan to take responsibility for own lifelong learning including anticipation and adaptation to ever-changing business and technology environments.
- Demonstrate an integrated, comprehensive proficiency in the content area of information technology; interpolate this knowledge to the real world.

ADMISSION REQUIREMENTS: PREREQUISITE COURSEWORK FOR ENTRY

To enter the program students must meet the following requirements:

- Assessment above MATH 075 or completion of MATH 075 with a C or higher
- Assessment at college-level English or completion of ENGL/ 095 with a C or higher
- Completion of CU 100 with a C or higher, or instructor permission

DEGREE/CERTIFICATE COMPLETION REQUIREMENTS

All program coursework must be completed with C grades or higher to qualify for any certificates or degrees. Networking & Convergence Technologies program certificates can be earned as stand-alone certificates or they can be applied to the AAS degree requirements.

Help Desk Certificate
(19 credits)

Prepares students to perform fundamental PC support tasks and to hold entry-level jobs as help desk technicians. Students are encouraged to take the A+ certification exam upon certificate completion.

CU 105	Word I, Excel I	5
CU 108	Outlook	2
IT 102	Microcomputer Fundamentals	5
IT 110	Operating Systems I	5
IT 112	Help Desk Operations	2

Technical Support Certificate
(20 additional credits = total 39 credits)

Builds on basic PC support and networking skills and experience to develop more advanced networking skills. Students are encouraged to take the Network+ certification exam upon certificate completion.

Students must complete the Help Desk certificate or have equivalent work experience as determined by the program chair before completing this certificate.

IT 210	Operating Systems II	5
IT 260	Client/Server Technology - LANs	5
IT 261	Administration of Networks	5
IT 262	Technical Support of Windows Networks	5

DEGREE OPTIONS: STUDENTS IN THE DEGREE PATHWAY WILL CHOOSE FROM EITHER THE NETWORK SUPPORT OR CYBER SECURITY CERTIFICATES TO PROGRESS TO THE AAS DEGREE.

Option 1: Network Support Certificate
(30 additional credits = total 69 credits)

Prepares students to perform entry-level network administration tasks on both local and wide area networks. To complete the Network Support certificate, the student must first complete the requirements for the Help Desk and Technical Support certificates or have equivalent work experience as determined by the program chair.

IT 247	IT Project Management	5
IT 270	Service and Support Fundamentals	5
IT 271	Internetworking	5
IT 274	Network Security Fundamentals	5
IT 277	Data Storage Security & Management	5
IT 281	Advanced Networking Technologies	5

Option 2: Cyber Security Certificate
(30 additional credits = total 69 credits)

Prepares students to assess, defend, and remediate security risks for networked environments. The courses in this certificate provide hands-on expertise in using process, technology, and critical thinking skills to solve emerging security issues for business. Successful completion of this certificate prepares the student to be ready to pursue an entry-level position, upgrade a current role in an organization, or further their educaiton. This certificate will be aligned with the requirements of recognized industry certifications (CompTia Security+, CCNA(R) Security, and CISSP Associate), and the industry standards of the National Security Agency (NSA), and the Committee on National Security Systems (CNSS), as the foundation of the CISSP. To complete the Cyber Security certificate, the student must first complete requirements for the Help Desk and Technical Support certificates or have equivalent work experience as determined by the program chair.

IT 247	IT Project Management	5
IT 274	Network Security Fundamentals	5
IT 275	Security Assessment & Remediation	5
IT 277	Data Storage Security & Management	5
IT 278	Incident Response & Intrusion Analysis	5
IT 280	Advanced Networking Technologies	5

Associate of Applied Sciences Degree
(24-29 additional credits = total 93-98 credits)

The Associate in Applied Sciences degree includes additional coursework in wireless networking, security, business, project management, and communication. Students are also required to successfully complete internships. Students who complete the AAS degree will be prepared for more advanced supervisory positions after obtaining requisite field experience. To complete the AAS degree, students must first complete the Network Support or Cyber Security certificate. Students are encouraged to take MATH& 107 if you need a transfer-level math. ENGL& 101 and CMST& 101 are transfer-level classes.

BUS 102	Customer Service	2
BUS 110	Business Math	5
BUS 164	Leadership and Human Relations	5
BUS 280	Career Readiness Skills	2
CMST& 101	Introduction to Communication	5
ENGL& 101	English Composition I	5
OPTIONAL		
IT 115	Certification Exam Preparation	2
IT 201	Introduction to Programming	5
IT 257	Social Media	3
IT 290	Work Internship	5
IT 299	Independent Study & Special Projects	5

ADDITIONAL CERTIFICATE OPTIONS

Application Support Specialist Certificate
(49 credits)
This certificate is designed to prepare students in the use and support of software applications. Success completion of the certificate prepares students for an   entry-level position, upgrading their role in an organization, or to further their education.

ADMISSION REQUIREMENTS: PREREQUISITE COURSEWORK FOR ENTRY

To enter the program students must meet the following requirements:

- Assessment above MATH 075 or completion of MATH 075 with a C or higher
- Assessment at college-level English or completion of ENGL 095 with a C or higher
- Completion of CU 100 with a C or higher, or instructor permission

Certificate Completion Requirements

BUS 102	Customer Service	2
BUS 110	Business Math	5
BUS 164	Leadership and Human Relations	5
BUS 280	Career Readiness Skills	2
CMST& 101	Introduction to Communication	5
CU 101	Web-enabled Learning & Communication	2
CU 104	PowerPoint	1
CU 105	Word I, Excel I	5
CU 108	Outlook	2
CU 110	Access I	2
CU 202	Word II	3
CU 203	Excel II	3
CU 210	Access II	3
ENGL& 101	English Composition I	5
IT 112	Help Desk Operations	2
IT 230	Introduction to Project Management	2

e-HIM Certificate
(43 credits)
In collaboration with the Networking and Cyber Security program, TCC's Health Information Technology program offers an e-HIM (electronic-Health Information Management) certificate.

The health information management (HIM) field employs accredited professionals who are responsible for the organization and safe-keeping of a patient's health information. Until recently, HIT professionals were primarily concerned with paper documents, but information is now generated, stored, and accessed electronically. This certificate complements the Registered Health Information Technician (RHIT) and Registered Health Information Administrator (RHIA) credentials that allow HIT professionals to participate on health information management IT teams to electronically develop and/or manage health information.

ADMISSION REQUIREMENTS: PREREQUISITE COURSEWORK FOR ENTRY

Completion of the Networking & Cyber Security AAS degree or completion of the Health Information Technology AAS degree program, or program chair permission and completion of CU 105 (or CU 102 and CU 103), ENGL& 101, and BUS 110 with a minimum grade of C or higher for each class.

Certificate Completion Requirements

CU 108	Outlook	2
CU 110	Access I	2
CU 202	Word II	3
CU 203	Excel II	3
CU 210	Access II	3
HIT 110	Healthcare Delivery Systems	5
HIT 125	Record Content and Standards I	5
HIM 130	Medical Terminology I	3
HIT 115	Health Information Technologies	5
IT 230	Introduction to Project Management	2
IT 245	Data Modeling	2
IT 248	Database Implementation	3
IT 274	Network Security Fundamentals	5

NURSING, ASSOCIATE DEGREE

ASSOCIATE DEAN FOR NURSING

TBD
For program and admission inquiries, contact Rhonda Ashpole
253.566.5218   rashpole@tacomacc.edu

TCC's Associate Degree in Nursing program prepares students for employment as a Registered Nurse. The program's structure is progressive, leading to an Associate in Applied Sciences degree and graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) for Registered Nursing.

A graduate who has completed the Associate Degree in Nursing may articulate into a bachelor's degree program at a four-year institution. Additional prerequisites for specific bachelor's degree programs may also be completed at TCC. Interested students are encouraged to contact the four-year college or university of their choice to obtain more detailed information.

TCC's Associate Degree Nursing program is approved by the Washington State Nursing Care Quality Assurance Commission and is accredited by the Accrediting Commission for Education in Nursing (ACEN), formerly NLNAC.

NURSING, ASSOCIATES DEGREE: RN OPTION

The nursing courses in the full-time generic program are taught in a six-quarter sequence over a two-year period, excluding summer. Visit
http://www.tacomacc.edu/areasofstudy/careertraining/nursing/
on page 140 for admission dates.

A part-time option is also available for those students who will be more successful attending school half-time. Part-time students attend theory class one quarter, followed by the clinical portion the next quarter. Due to this split, part-time students attend classes during summer quarter in addition to the usual academic year (fall-spring) for a total of 11 quarters. Entry to the part-time option occurs only once a year with the spring quarter enrollment.

NURSING, ASSOCIATES DEGREE: LPN TO RN OPTION

Licensed Practical Nurses who wish to become Registered Nurses may apply for advanced standing in the program. LPNs are admitted into the program once a year in summer. LPNs are required to take an LPN articulation course that prepares them to transition into the fourth (full-time) level.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the AAS Nursing degree, students will:

- Use critical thinking skills to apply the nursing process in caring for patients and their families by identifying, developing, implementing, evaluating and documenting a plan of care utilizing appropriate technology.

- Demonstrate the ability to function effectively in a collaborative multicultural environment utilizing effective interpersonal communications, both written and verbal.
- Demonstrate professional and ethical conduct in providing safe patient care, specifically: follow directions consistently and accurately, follows through on all assigned tasks and responsibilities, demonstrates receptiveness to questions, suggestions and feedback, demonstrates punctuality, satisfactory attendance, effective time management and prioritization, demonstrates honesty, integrity, and accountability for all actions, demonstrates respectful positive team behavior, and protects client rights and confidentiality.
- Apply principles of caring and effective communication.

ADMISSION REQUIREMENTS: PREREQUISITE COURSEWORK FOR ENTRY

Students must take a select number of general study courses before application is made to the nursing program. These courses are designed to provide students with a strong foundation in sciences and humanities before they enter the nursing program. Students must also take the ATI TEAS V (Test of Essential Academic Skills) and receive a minimum score of 59%.

Due to the sequencing of courses, student may find it difficult to complete the Associate Degree in Nursing in two years. Typically students take at least three years to complete all courses for the degree. Some courses are required for program application.

Course work completed at other colleges must be evaluated by TCC's Credential Evaluator. Applicants should arrange to have official transcripts sent to TCC as early as possible. The applicant must apply to the college prior to submitting official transcripts. Please send transcripts to Enrollment Services in Bldg. 7. Do not send transcripts directly to the nursing program. Students are encouraged to apply to the Nursing program as soon as their prerequisites and assessment testing (TEAS V) are completed.

NON-ACADEMIC PROGRAM REQUIREMENTS ONCE ACCEPTED INTO THE PROGRAM

- Criminal and federal fraud background checks
- Health insurance
- Immunizations
- Drug Screening (as required by clinical site)

It is the student's responsibility to arrange for dependable transportation to and from the clinical site as well as for dependable child/dependent care.

The following prerequisite courses must be successfully passed with grade of B or higher within two attempts. Attempts include all course withdrawals as well as grades below 3.0 and include courses taken at all colleges attended in the last five years.

Prerequisite Coursework for Application (32 credits)

| BIOL& 241 | Anatomy and Physiology 1 | 12 |
| and BIOL& 242 | Anatomy and Physiology 2 | |

All courses of an Anatomy and Physiology (A&P) series must be completed before the application is submitted. A&P series from other schools must be at least 10 credits in length and include a lab component to the course work.

BIOL& 260	General Microbiology	5
CHEM& 121	Introduction to Inorganic Chemistry	5
ENGL& 101	English Composition I	5
or ENGL& 102	English Composition II: Argument & Persuasion	
PSYC& 200	Lifespan Psychology	5

Nursing, Associate Degree: RN Option
(116 Credits)

Course sequencing, prerequisites, and core requirements require students to attend classes for at least three years to earn Associate degree in Nursing.

Program Prerequisites (32 credits)

CORE REQUIREMENTS

NURS 111	Nursing I: Caring for the Well Client (Theory)	5
NURS 112	Nursing I: Caring for the Well Client (Clinical)	5
NURS 113	Nursing Interventions I: Assessment (Lab)	1
NURS 121	Nursing II: Caring for the Client w/Minor Deviations from Wellness (Theory)	5
NURS 122	Nursing II: Caring for the Client w/Minor Deviations from Wellness (Clinical)	5
NURS 123	Nursing Interventions II: Basic Skills (Lab)	1
NURS 131	Nursing III: Caring for the Childbearing Family (Theory)	5
NURS 132	Nursing III: Caring for the Childbearing Family (Clinical)	5
NURS 133	Nursing Interventions III: Advanced Skills (Lab)	1
NURS 141	Nursing Focus I: Gerontological Nursing (Theory)	1
NURS 142	Nursing Focus II: Pharmacology I (Theory)	1
NURS 143	Nursing Focus III: Pharmacology II (Theory)	1
NURS 151	Nursing Focus I: Technology	2
NURS 211	Nursing IV: Caring for the Client with Acute Problems (Theory)	5
NURS 212	Nursing IV: Caring for the Client with Acute Problems (Clinical)	5
NURS 221	Nursing V: Caring for the Client with Chronic Problems (Theory)	5
NURS 222	Nursing V: Caring for the Client with Chronic Problems (Clinical)	5
NURS 231	Nursing Seminar in Care Management (Theory)	1
NURS 232	Nursing Preceptorship: Manager of Care	8

	(Clinical)	
NURS 233	Nursing Preparation for Licensure	1
NURS 241	Nursing Focus IV: Leadership and Management	2
NURS 242	Nursing Focus V: End of Life	2
NURS 243	Nursing Focus VI: Trends and Issues	2

COMPLETION REQUIREMENTS

CMST& 101	Introduction to Communication	5
or CMST 110	Multicultural Communication	
or CMST& 220	Public Speaking	
SOC& 101	Introduction to Sociology	5
or ANTH& 206	Cultural Anthropology	

Nursing, Associate Degree: LPN to RN Option
(88 Credits)

This option is intended for students who already have an LPN license. Course sequencing, prerequisites, and core requirements require students to attend classes over at least a three-year period to attain an Associate degree in Nursing. Prerequisites (32 credits)

CORE REQUIREMENTS

NURS 151	Nursing Focus I: Nursing Technology	2
NURS 261	LPN-RN Articulation entering 4th level - theory	
NURS 262	LPN-RN Articulation entering 4th level - clinical	8
NURS 263	LPN-RN Articulation entering 4th level - lab	
NURS 211	Nursing IV: Caring for the Client with Acute Problems - Theory	5
NURS 212	Nursing IV: Caring for the Client with Acute Problems - Clinical	5
NURS 221	Nursing V: Caring for the Client with Chronic Problems - Theory	5
NURS 222	Nursing V: Caring for the Client with Chronic Problems - Clinical	5
NURS 231	Nursing Seminar in Care Management (Theory)	1
NURS 232	Nursing Preceptorship: Manager of Care (Clinical)	8
NURS 233	Nursing Preparation for Licensure	1
NURS 241	Nursing Focus IV: Leadership and Management	2
NURS 242	Nursing Focus V: End of Life	2
NURS 243	Nursing Focus VI: Trends and Issues	2

COMPLETION REQUIREMENTS

CMST& 101	Introduction to Communication	5
or CMST& 220	Public Speaking	
or CMST 110	Multicultural Communication	
SOC& 101	Introduction to Sociology	5
or ANTH& 206	Cultural Anthropology	

PARALEGAL

PROGRAM CHAIR

Jennifer Sorensen, J.D.

253.566.5053 jsorensen@tacomacc.edu

TCC's Paralegal program prepares students for employment in the legal services as specialists who will provide assistance to attorneys or other legal professionals.

Students can earn an Associate in Applied Sciences degrees (Paralegal); or, with a previously earned Associate in Arts and Sciences or bachelor's degree, the student may pursue the Paralegal Pro-Certificate. Students who transfer from other paralegal programs should read TCC's credit transfer policy at www.tacomacc.edu/paralegal. Although the Associate in Applied Science degree is not a transfer degree, students interested in attending law school are encouraged to take advantage of the various law courses offered in this program.

TCC's Paralegal program is approved by the American Bar Association.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the AAS degree in Paralegal and the Paralegal Preferred Pro-Certificate, students will:

- Recognize ethical issues that arise in a legal work environment and apply rules of professional conduct to resolve them
- Demonstrate oral and written skills that paralegals use on the job
- Apply basic principles of legal analysis
- Use computers and other technology for document production, law office management, and trial preparation
- Demonstrate sensitivity through adaptability and flexibility in working with a diverse group of people
- Manage multi-tasks while prioritizing them to meet deadlines

ADMISSION REQUIREMENTS: PREREQUISITE COURSEWORK FOR ENTRY

- Assessment at college-level English and reading. A minimum C grade or higher in each course applied to the degree.
- Students must retake required courses in which they earned C grades or lower. For elective courses in which C grades or lower are earned, students may retake the original course or choose to earn a C grade or higher in another elective course.

DEGREE/CERTIFICATE COMPLETION REQUIREMENTS

Paralegal Associate in Applied Sciences Degree Plan

(100 credits)

Note: PLST course prefix is formerly ADLJ through the end of fall quarter 2012.

CORE REQUIREMENTS (57 CREDITS)

CU 105	Word I, Excel I	5
MO 106	Professional Document Production	3
PLST 149	Writing Basics for Paralegals	3
PLST 150	Paralegal Fundamentals and Ethics	5
PLST 151	Legal Research and Writing I	5
PLST 152	Introduction to Civil Law	5
PLST 153	Civil Procedure I	5
PLST 154	Computer Applications in the Law	3
PLST 155	Health/Dealing with Stress	1
PLST 156	Criminal Procedure for Paralegals	5
PLST 232	Interviewing and Investigation	5
PLST 233	Internship I - Paralegal	5
PLST 239	Transition Planning	1
PLST 251	Legal Research and Writing II	3
PLST 253	Civil Procedure II	3

ELECTIVE COURSES (9 CREDITS MINIMUM FROM THE FOLLOWING)

PLST 221	Family Law	3
PLST 222	Probate/Estate Planning	3
PLST 223	Alternative Dispute Resolution	3
PLST 224	Real Estate Law	3
PLST 225	Bankruptcy Law	3
PLST 226	Administrative Law	3
PLST 228	Employment and Labor Law	3
PLST 230	Business Organization/ Corporations	3
PLST 231	Contracts/Commercial Transactions	3
PLST 234	Internship II - Paralegal	5
PLST 235	Evidence and e-Discovery	5

COMPLETION REQUIREMENTS (35 CREDITS)

ENGL& 101	English Composition I	5
CMST& 220	Public Speaking	5
BUS 110	Business Math	5
or MATH 90	Elementary Algebra	
Natural Science	See note below*	5
Political Science/ History	See note below*	5
Sociology/ Psychology	See note below*	5
Multicultural Course	See note below*	5

*Any course identified as meeting the respective requirement for TCC's Associate of Arts & Sciences degree

Paralegal Preferred Pro-Certificate

(56 credits)

Note: PLST course prefix is formerly ADLJ through the end of fall quarter 2012.

To enter this certificate program, students must show evidence of completion of Associate in Arts & Sciences or a Bachelor of Arts degrees, earn a minimum C grade or higher in all required paralegal courses, and provide evidence of meeting related study requirements. Note: PLST course prefix is formerly ADLJ through the end of fall quarter 2012.

CORE REQUIREMENTS (53 CREDITS)

CU 105	Word I, Excel I	5
MO 106	Professional Document Production	3
PLST 150	Paralegal Fundamentals and Ethics	5
PLST 151	Legal Research and Writing I	5
PLST 152	Introduction to Civil Law	5
PLST 153	Civil Procedure	5
PLST 154	Computer Applications in the Law	3
PLST 156	Criminal Procedure for Paralegals	5
PLST 232	Interviewing and Investigation	5
PLST 233	Internship I - Paralegal	5
PLST 239	Transition Planning	1
PLST 251	Legal Research and Writing II	3
PLST 253	Civil Procedure II	3

ELECTIVE COURSES (3 CREDITS)

Select a minimum of 3 credits from the following:

PLST 221	Family Law	3
PLST 222	Probate/Estate Planning	3
PLST 223	Alternative Dispute Resolution	3
PLST 224	Real Estate Law	3
PLST 225	Bankruptcy Law	3
PLST 226	Administrative Law	3
PLST 228	Employment and Labor Law	3
PLST 230	Business Organization/Corporation	3
PLST 231	Contracts/Commercial Transactions	3
PLST 234	Internship II - Paralegal	5
PLST 235	Evidence and e-Discovery	5

RADIOLOGIC SCIENCE

PROGRAM CHAIR

Mike Mixdorf, M.Ed., R.T. (R)(CT)
253.566.5168   mmixdorf@tacomacc.edu

TCC's Radiologic Science program prepares students for employment as Radiologic Technologists and leads to an Associate in Applied Sciences degree. Clinical practice is performed in program affiliated hospitals and imaging centers. TCC's Radiologic Science program is in Diagnostic Radiography only. The program courses are offered sequentially and students should plan to attend full time.

The TCC Radiologic Science program is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182, 312.704.5300, email: mail@jrcert.org. The JCERT website is: www.jcert.org.

Graduates of the Radiologic Science program are eligible to apply to take the national certification examination administered by the American Registry of Radiologic Technologists. Successful completion of the registry examination results in national certification as a Registered Radiologic Technologist, RT (R) ARRT.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the AAS degree in Radiologic Science, students will:

- Perform competently in the clinical arena including application of correct positioning skills and demonstration of correct application of technical factors.
- Communicate effectively with patients and members of the health care team by demonstrating effective oral and written communication skills.
- Think critically and adapt to changing conditions, such as adapting positioning skills for trauma patients and technical factors for atypical exams.
- Demonstrate professionalism as members of the health care team, including demonstration of responsibility and accountability.

ADMISSION REQUIREMENTS: PREREQUISITE COURSEWORK FOR ENTRY

PREREQUISITE COURSEWORK FOR APPLICATION (35 CREDITS)

HIM 130	Medical Terminology I	3
BIOL& 241	Human Anatomy and Physiology 1	6
BIOL& 242	Human Anatomy and Physiology 2	6
CHEM& 110	Chemical Concepts I	5
TMATH 100	Mathematics for the Health Sciences (recommended)	5
or MATH 095	Intermediate Algebra	

ENGL& 101	English Composition I	5
CMST& 101	Introduction to Communication	5
or CMST 110	Multicultural Communication	
or CMST& 220	Public Speaking	

NON-ACADEMIC REQUIREMENTS FOR PROGRAM ENTRY

Contact the Radiologic Science program for information about:
- Criminal and federal fraud background checks
- Health insurance
- Immunizations
- Job shadow requirements

All prerequisite and RS course work must be completed with a C grade or higher within two attempts.

Students are responsible for arranging dependable transportation to and from the clinical sites and dependable child/dependent care. Admission to the Radiologic Science program is competitive. There are usually more applicants than available positions. Students who complete prerequisite courses and meet other application requirements are not guaranteed program admission.

DEGREE COMPLETION REQUIREMENTS

Associate in Applied Sciences Degree
(109 credits)

1ST QUARTER (FALL 18 CREDITS)

RS 100	Radiologic Sciences Orientation	3
RS 101	Fundamentals of Radiologic Science & Health Care	4
RS 140	Radiographic Positioning I	5
RS 150	Principles of Image Formation	1
RS 170	Introduction to Fundamentals of Patient Care	5

2ND QUARTER (WINTER 15 CREDITS)

RS 108	Radiation Physics I	4
RS 120	Clinical Education I	5
RS 141	Radiographic Positioning II	5
RS 153	Principles of Digital Radiography I	1

3RD QUARTER (SPRING 15 CREDITS)

RS 109	Radiation Physics II	5
RS 121	Clinical Education II	5
RS 142	Radiographic Positioning III	5

4TH QUARTER (SUMMER 10 CREDITS)

RS 122	Clinical Education III	10

5TH QUARTER (FALL 13 CREDITS)

RS 225	Clinical Education IV	7
RS 243	Radiographic Positioning IV	3

| RS 200 | Cross Sectional Anatomy | 3 |
| RS 214 | Imaging Pathology | 2 |

6TH QUARTER (WINTER 15 CREDITS)

RS 216	Pharmacology IV: Therapy	3
RS 226	Clinical Education V	7
RS 233	Leadership and Management	1
RS 244	Radiographic Positioning V	3

7TH QUARTER (SPRING 12 CREDITS)

RS 250	Advanced Health care Organization	3
RS 227	Clinical Education VI	7
RS 255	Advanced Imaging Modalities	2

8TH QUARTER (SUMMER 10 CREDITS)

| RS 228 | Clinical Education VII | 10 |

RESPIRATORY THERAPY

PROGRAM CHAIR

Greg Carter, RRT
253.566.5231   gcarter@tacomacc.edu

The Respiratory Therapy program prepares students for employment as respiratory care practitioners and leads to an Associate of Applied Science degree. The program is full time and sequential, consisting of seven instructional quarters offered during daytime hours. Students complete classroom and laboratory course work on campus and gain clinical experience in affiliated clinical sites.

Upon successful program completion, graduates are eligible to take the Certified Respiratory Therapist examination administered by the National Board for Respiratory Care. Following CRT credential completion, graduates are eligible to take the Registered Respiratory Therapist examination. Upon passing this exam (both a written and a clinical simulation examination), graduates become Registered Respiratory Therapists (RRT).

Respiratory therapists must be licensed by the state as respiratory care practitioners. Requirements include completion of an approved training program, a background investigation, and passing the entry-level certification examination administered by the National Board for Respiratory Care (NBRC).

The Respiratory Therapy program is accredited by the Committee on Accreditation for Respiratory Care (CoARC) (www.coarc.com). Admission to the Respiratory Therapy program is competitive. There are usually more program applicants than available positions. Students who complete program prerequisite and co-requisite courses and meet the other application requirements are not guaranteed program admission.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the AAS degree in Respiratory Therapy, students will:

- Apply the respiratory care knowledge necessary to function in a health care setting.
- Use critical thinking skills to recommend appropriate diagnostic and therapeutic procedures using patient data from laboratory and physiologic evaluations.
- Perform cardiopulmonary therapeutic procedures and modalities appropriate to level of training.
- Function effectively as members of health care teams.
- Exemplify professional and ethical behavior.

NON-ACADEMIC PROGRAM ENTRY REQUIREMENTS

Contact the Respiratory Therapy program for information about:
- o Criminal and federal fraud background checks
- o Health insurance
- o Immunizations

ADMISSION REQUIREMENTS: PREREQUISITE COURSEWORK FOR ENTRY

PREREQUISITE COURSEWORK FOR APPLICATION (25 CREDITS)

All prerequisites courses must be completed with a grade of C or higher and within two attempts before applications are accepted. All math and science prerequisite courses must be completed within 10-years of the application date.

BIOL& 241	Anatomy and Physiology 1	6
BIOL& 242	Anatomy and Physiology 2	6
HIM 130	Medical Terminology I	3
TMATH 100	Mathematics for the Health Sciences (recommended)	5
or MATH 095	Intermediate Algebra	
PSYC& 100	General Psychology	5
or PSYC& 200	Lifespan Psychology	

DEGREE COMPLETION REQUIREMENTS

Associate in Applied Sciences Degree
(99-107 credits)

1ST QUARTER (FALL 17 CREDITS)

RC 150	Fundamentals of RC	4
RC 160	Cardiopulmonary A & P and Pathophysiology	4
RC 170	Respiratory Therapy Equipment I	3
RC 175	Respiratory Care Orientation	2
RC 180	Respiratory Therapy Clinical I	3
RC 193	Respiratory Pharmacology I	1

2ND QUARTER (WINTER 14 CREDITS)

RC 151	Fundamentals of RC II	4
RC 161	Arterial Blood Gases	3
RC 171	Respiratory Therapy Equipment II	3
RC 181	Respiratory Therapy Clinical II	3
RC 194	Respiratory Pharmacology II	1

3RD QUARTER (SPRING 15 CREDITS)

RC 152	Mechanical Ventilation	4
RC 162	Advanced RC Pathophysiology	3
RC 172	Respiratory Therapy Equipment III	4
RC 182	Respiratory Therapy Clinical III	3
RC 195	Respiratory Pharmacology III	1

4TH QUARTER (SUMMER 16 CREDITS)

CMST& 101	Introduction to Communication	5
RC 153	Alternative Procedures in RC	3
RC 165	Evolving Roles in RC	2
RC 183	Respiratory Therapy Clinical IV	4

| RC 290 | Ethics & Professionalism in Respiratory Care (online) | 2 |

5TH QUARTER (SECOND FALL 14 CREDITS)

RC 192	Advanced Mechanical Ventilation	4
RC 240	Advanced Assessment & Diagnosis	3
RC 263	Pulmonary Functions	3
RC 280	Specialty Clinical Rotation	4

6TH QUARTER (SECOND WINTER 11-15 CREDITS)

CU	Computer User course	1-5
RC 251	Respiratory Pathophysiology Case Presentations	2
RC 261	Pediatric and Neonatal Respiratory Care	4
RC 281	Advanced Critical Care Clinical Rotation	4

7TH QUARTER (SECOND SPRING 11 CREDITS)

ENGL& 101	English Composition	5
RC 262	Review of Applications of Respiratory Care (hybrid)	4
RC 272	Pulmonary Rehabilitation, Home Care and Assistance in Specialty Procedures	3
RC 282	Neonatal Clinical Rotation	2
RC 283	Specialty Clinical Rotation II	2

ADDITIONAL COURSE OPTION (1-5 CREDITS)

| RC 299 | Individual Study in Respiratory Therapy Technology | 1-5 |

Transitional Studies

Tacoma Community College offers a variety of courses and programs to help students build their reading, writing, communication, and mathematics skills and prepare for transition to workforce training or academic transfer programs. In addition, TCC offers a variety of training programs and courses designed for non-native English speakers.

PROGRAM LEARNING OUTCOMES

These learning outcomes were developed in the course of faculty conversations regarding what TCC faculty want students to be able to know and do after completing TCC programs. Students who complete English for Academic Purposes (EAP), Developmental Education, or Basic Skills programs may use these skills in TCC's college-level courses. IBEST students use these skills when they are employed in specific careers.

ENGLISH FOR ACADEMIC PURPOSES (EAP)

Upon successful completion of the five EAP program levels, students will:
- Speak clearly and fluently enough for an English speaker to understand and interpret intent without difficulty.
- Understand spoken English well enough to participate fully and effectively in academic and personal oral communication.
- Write proficiently in both academic and non-academic modes.
- Read with understanding a variety of academic and other texts.
- Appropriately and responsibly use the technology necessary to function fully as a member of the academic and wider community
- Interact cooperatively with individuals of diverse backgrounds in all of the above areas.

ADULT BASIC SKILLS: ENGLISH AS A SECOND LANGUAGE (AESL)

Upon successful completion of AESL Level 6 students will be able to transition into employment or higher education and/or achieve personal goals related to meeting family needs and engaging in civic activities by:
- Utilizing critical thinking, reading, math, and written and oral communication skills.
- Using information technology to identify and locate community resources as appropriate.
- Working effectively as team members with persons of diverse cultures, styles and beliefs.

ADULT BASIC SKILLS: ADULT BASIC EDUCATION (ABE/HS21+)

Upon successful completion of the program, the student will be able to:
- Demonstrate academic reading, math, and written and oral communication skills through metacognition and the development of critical thinking and comprehension strategies.
- Recognize themselves as learners and citizens capable of accomplishing their academic and professional goals and contributing to the larger community.
- Engage in campus activities, utilize campus resources, and demonstrate the ability to transition to and navigate academic and professional environments.
- Demonstrate an increase in computer literacy and proficiency in using technology for academic and professional purposes.
- Use interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

ABE 066   Applied Math I   (5)
Students will read, write and interpret basic mathematical information using whole numbers, fractions, benchmark percents, and decimals. Students will be introduced to basic patterns, data, algebraic concepts, measurement, geometry and computational skills to solve 1-2 step contextualized real life word problems.
Prerequisite: Instructor permission or Math CASAS score of 195-225

ABE 067   Applied Math II   (5)
Students will read, write and interpret mathematical information by measuring whole numbers and extending skills in fractions and decimals, ratios and percents. Students will use basic patterns, data, algebraic concepts, measurement, geometry and computational skills to solve 1-3 step theme based contextualized word problems. This course will integrate these skills into contextualized units. Students completing this course with an 80% or better will meet the requirements for HS 21+ to earn 1 - 1.5 credits of high school math equivalency.
Prerequisite: Instructor permission or ABE 066 with a minimum grade of B or Minimum CASAS score of 220

ABE 068   Integrated Algebra and Geometry I   (5)

In this course, students will be introduced to basic algebraic and geometric concepts through a contextualized, integrated curriculum. Students will review basic concepts of number sense, ratios, proportions and percents and apply these skills to algebraic and geometric word problems. Students will also become familiar with polygons, circles, lines, and angles and their relationship to algebra by solving multi-step real life word problems. Students will increase their basic knowledge of algebra by understanding and applying signed numbers to real world concepts, solving 3-4 step equations, solving and graphing inequalities and linear equations. Students will demonstrate mastery of these concepts and their real world connections with a midterm exam, culminating portfolio and final exam. Students completing this course with an 80% or better will meet the requirements for HS 21+ to earn 1 - 1.5 credits of high school math equivalency.

Prerequisite: Instructor permission or Minimum Math CASAS score of 230 or ABE 067 with a minimum grade of B or Assessment at or above Math 085

ABE 069   HS21+ Portfolio Class   (2)

The purpose of this class is to allow students to show high school content area competency and fulfillment of HS21+ graduation requirements through the completion of online independent portfolio assignments. Students will develop educational plans designed around their personal aspirations, develop self-awareness and identify strategies and resources that will assist in achieving professional and academic goals, including transition to college and /or certification and training programs. This competency based class allows students to work at their own pace, exit at a level appropriate to demonstrated skills and knowledge, and earn high school completion credits.

Prerequisite: HS 21+ Transcript Evaluation; and either CASAS score under 246, or qualifying ABE writing sample, or placement into Basic Skills Program

ABE 070   Reading and Writing for the Sciences: Health Science   (5)

This theme based English course integrates reading, writing, listening, speaking, and critical thinking skills around assignments and activities focusing on health science. Possible topics include: nutrition; stress management; fitness; disease prevention and control; drug addiction and recovery; growth and development; and the impacts of environmental, family and cultural factors on health. Laboratories and field trips are included. This competency based class allows students to work at their own pace, exit at a level appropriate to demonstrated skills and knowledge, and earn possible high school completion Science, Health, English and/or elective credits.

Prerequisite: Instructor permission or Minimum CASAS reading score of 201 or Minimum writing sample score 2

ABE 071   Reading and Writing for Occupational Education   (5)

This theme based English course integrates reading, writing, listening, speaking, and critical thinking skills around assignments and activities focusing on occupational education. Students will investigate possible career paths, acquire employability and leadership skills, and develop the technology skills necessary for the workplace. This competency based class allows students to work at their own pace, exit at a level appropriate to demonstrated skills and knowledge, and earn possible high school completion occupational education, English, and/or elective credits.

Prerequisite: Instructor permission or Minimum CASAS reading score of 201 or Minimum writing sample score 2

ABE 072   Reading and Writing for Social Studies: Washington State History   (5)

This theme based English course integrates reading, writing, listening, speaking, and critical thinking skills around assignments and activities focusing on Washington State History through multicultural perspectives. Students will examine Washington?s social, cultural, economic, geographical and political history as well as explore current State issues. This competency based class allows students to work at their own pace, exit at a level appropriate to demonstrated skills and knowledge, and earn possible high school completion Social Studies (WA State History), English, fine art and/or elective credits.

Prerequisite: Instructor permission or Minimum CASAS score of 201 or Minimum writing sample score of 2

ABE 073   Reading and Writing for Social Studies: Contemporary World Issues   (5)

This theme based English course integrates reading, writing, listening, speaking, and critical thinking skills around assignments and activities focusing on contemporary world issues. Students will examine diverse societies from around the world and explore the major issues that affect our ability to connect and thrive as a global community. Possible topics include: homelessness, poverty, immigration, human rights, and social and economic inequities. This competency based class allows students to work at their own pace, exit at a level appropriate to demonstrated skills and knowledge, and earn possible high school completion Social Studies (Current World Issue), Fine Art, English, and/or elective credits.

Prerequisite: Instructor permission or Minimum CASAS score of 201 or Minimum writing sample score of 2

ABE 074   Reading and Writing for the Sciences: Biology   (5)
This theme based English course integrates reading, writing, listening, speaking, and critical thinking skills around assignments and activities focusing on biology. Topics include: scientific method and literacy; basic cellular anatomy and biochemical processes; evolution; diversity of life; and ethical issues related to scientific and medical research. Laboratories are included. This competency based class allows students to work at their own pace, exit at a level appropriate to demonstrated skills and knowledge, and earn possible high school completion English, Lab Science, Contemporary World Problems and/or elective credits.
Prerequisite: Instructor permission or   Minimum CASAS reading score of 221 or Minimum writing sample score 4

ABE 075   Reading and Writing for Social Studies: US History   (5)
This theme based English course integrates reading, writing, listening, speaking, and critical thinking skills around assignments and activities focusing on United States History through multicultural perspectives. The course includes social and political history and geography providing students with a broad view of America?s past and present. Possible course topics include: African-American history, immigrants, women?s studies, Native American history, Civil Rights, and major turning points in US history. This competency based class allows students to work at their own pace, exit at a level appropriate to demonstrated skills and knowledge, and earn possible high school completion English, Social Studies (US History), and/or elective credits.
Prerequisite: Instructor permission or Minimum CASAS score of 221 or Minimum writing sample score of 4

ABE 076   Grammar Review   (3)
Grammar Review is designed for high-intermediate ESL students. Topics include a review of Grammar 5 and are expanded to include past perfect verb tense, coordinators, subordinators (adjective, adverb, noun clauses), conjunctive adverbs, conditionals, and indirect speech. Students will use the internet to research grammar points.
Prerequisite: AESL 055 and/or CASAS reading score of 221-255 and writing sample

ABE 077   Reading and Writing for the Sciences: Environmental Science   (5)
This theme based English course integrates reading, writing, listening, speaking, and critical thinking skills around assignments and activities focusing on Environmental Science. Topics include population, ecology, climate change, sustainability and pollution. Students will specifically focus on environmental issues related to the Pacific Northwest. Laboratories and field trips are included. This competency based class allows students to work at their own pace, exit at a level appropriate to demonstrated skills and knowledge, and earn possible high school completion English, Lab Science, Contemporary World Problems and/or elective credits.

Prerequisite: Instructor permission or   Minimum CASAS reading score of 221 or Minimum writing sample score 4

ABE 078   Reading and Writing for Social Studies: World Cultures   (5)
This theme based English course integrates reading, writing, listening, speaking, and critical thinking skills around assignments and activities focusing on World Cultures. Using a comparative approach, students will examine societies from around the world to explore the patterns of human life in areas such as adaptation, economics, family, political organization, healing, and religion as well as explore current issues impacting those societies. By examining different peoples through a cultural anthropologic lens, students will develop a better understanding of the unity and the diversity of humankind. This competency based class allows students to work at their own pace, exit at a level appropriate to demonstrated skills and knowledge, and earn possible high school completion English, Social Studies (Current World Issue),Fine Art and/or elective credits.
Prerequisite: Instructor permission or Minimum CASAS reading score of 221 or Minimum writing sample score of 4

ABE 079   Reading and Writing for Social Studies: US Government and Civics   (5)
This theme based English course integrates reading, writing, listening, speaking, and critical thinking skills around assignments and activities focusing on United States Government and Civics. Students will learn how our government works and develop a critical understanding of the strengths and weaknesses of the American political system, and their rights and responsibilities as citizens. Includes study of the U.S. Constitution. This competency based class allows students to work at their own pace, exit at a level appropriate to demonstrated skills and knowledge, and earn possible high school completion English, Social Studies (US Government), and/or elective credits.
Prerequisite: Instructor permission or   Minimum CASAS score of 221 or Minimum writing sample score of 4

DEVELOPMENTAL STUDIES: WRITTEN COMMUNICATIONS

Upon successful completion of the Developmental Studies Program, students will:
- Use reading and writing processes and adjust them as necessary.
- Acquire, develop, and exchange knowledge through reading and writing.
- Understand, interpret, analyze, and compose written documents.
- Read and write to understand one's own and others' perspectives and cultural contexts.
- Apply student success strategies.

DEVELOPMENTAL STUDIES: MATH

Students will demonstrate increasing levels of mastery of Program Learning Outcomes throughout the developmental math curriculum. Upon successful completion of the Quantitative Skills requirement for the Associates degree, students will:

- Interpret, analyze and create graphs and charts that communicate quantitative or relational information.
- Determine, create and use appropriate and reasonable mathematic constructs to model, understand and explain phenomena encountered in the world.
- Determine and carry out appropriate algorithms to solve problems that are amenable to mathematical solutions.
- Communicate mathematical information formally, using appropriate math notation and terminology, and informally by using everyday language to express ideas.
- Use technology to analyze and solve mathematical problems and to effectively communicate solutions to problems, particularly those that cannot be solved efficiently by other means.

ENGLISH FOR ACADEMIC PURPOSES (EAP)

English for Academic Purposes is an intensive program for non-native speakers of English who wish to gain English skills necessary to enter college-level content classes.

The EAP program does not require TOEFL scores. International students are required to take the EAP placement test before registering for EAP classes. Before entering the EAP program, resident students must either complete or test out of ABE ESL Level 6.

The EAP program provides five levels, beginning through advanced, of instruction in Reading/Writing, Grammar/Speaking, Conversation/Pronunciation, and American Culture. Advanced EAP classes are offered for college-level credit, which can be applied to TCC's associate degree. Students can also take certain other college classes while completing advanced EAP classes. The following EAP courses are offered:

CONVERSATION AND PRONUNCIATION

EAP 089	Pronunciation and Conversation 1
EAP 090	Pronunciation and Conversation 2
EAP 191	Pronunciation and Conversation 3
EAP 192	The American Accent

CONVERSATION AND CULTURE

| EAP 190 | American Culture and Conversation |

GRAMMAR AND SPEAKING

EAP 091	Grammar and Speaking 1
EAP 092	Grammar and Speaking 2
EAP 093	Grammar and Speaking 3
EAP 094	Grammar and Speaking 4
EAP 155	Grammar and Speaking 5

READING AND WRITING

EAP 095	Reading and Writing 1
EAP 096	Reading and Writing 2
EAP 097	Reading and Writing 3
EAP 098	Reading and Writing 4
EAP 159	Reading and Writing 5

See complete listing of courses in the Credit Course Descriptions on page 91.

CONTEXTUALIZED READING, WRITING, AND GRAMMAR

| EAP 099 | Level 4 Reading, Writing & Grammar |
| EAP 154 | Level 5 Reading, Writing & Grammar |

(Note: These courses are linked with a transfer-level course in business, humanities, or social sciences)

DEVELOPMENTAL EDUCATION

TCC's Developmental Education program provides opportunities for students to develop the skills needed to enter college-level courses. Courses are designed so students may begin at their assessed skill levels.

Courses numbered below 100 are offered in mathematics, reading, study skills, grammar, writing and speaking. For course descriptions, see course lists under the following headings within the Credit Course Descriptions on page 91:

- English
- Home and Family Studies
- Human Development
- Mathematics
- Math Advising Resource Center (MARC)
- Reading
- Writing Center

Courses numbered below 100 cannot be applied toward TCC certificates or degrees, which require courses numbered 100 or above.

ADULT BASIC SKILLS PROGRAMS (ABE AND HIGH SCHOOL COMPLETION/AESL/IBEST)

The Adult Basic Skills department offers a variety of programs for individuals who wish to improve their basic reading, writing, math, conversation, employment, parenting, and life skills. Programs include English as a Second Language, Adult Basic Education and High School Completion, vocationally-focused basic skills programs, family literacy, and programs designed for college bound and Career Training participants. Classes are available at a variety of sites throughout Pierce County. Schedules include both day and evening classes. Students between the ages of 16-19 must obtain formal high school releases. Individuals with F-1, M-1, and J-1 visas are not eligible for federally funded Adult Basic Skills services. Before enrolling, students are required to attend an information

session and complete a skills assessment. Tuition for Basic Skills classes is $25 per quarter; some courses may charge additional material fees. Tuition assistance may be available for qualified students through one of our Workforce Education programs. For more information about class schedules and locations, call 253.566.5144.

ADULT BASIC SKILLS: ENGLISH AS A SECOND LANGUAGE

Adult Basic Skills English as a Second Language classes are offered to help immigrants and refugees develop communication skills, function effectively in jobs, pursue a higher degree, and participate as members of the community.

AESL 031   ESL Speaking and Listening Level 1   (3)
Students will learn to use and understand basic words and phrases related to personal information and basic communication needs. Students will learn to answer and ask very basic questions, use basic non verbal cues and ask for clarification when needed.
Prerequisite: CASAS score of 180 or below

AESL 032   ESL Speaking and Listening Level 2   (3)
Students will learn to use and understand short sentences related to personal information. Instruction will focus on basic comprehension and pronunciation and students will learn to use and understand simple strategies to relay information such as gestures, eye contact and requesting feedback.
Prerequisite: Completion of AESL 031 and/or CASAS score of 181-190

AESL 033   ESL Speaking and Listening Level 3   (3)
Student will begin to use and understand basic grammar and sentence structure in communication related to everyday topics and personal experiences. Students will continue to work on pronunciation and will begin to participate in short conversations, give instructions, and gather missing information.
Prerequisite: Completion of AESL 032 and/or CASAS score of 191-200

AESL 034   ESL Speaking and Listening Level 4   (3)
Students will learn to communicate with little support in familiar and unfamiliar settings. Instruction will focus on improving pronunciation, managing more complex conversations, explanations, instructions, and narratives.
Prerequisite: Completion of AESL 033 and/or CASAS score of 201-210

AESL 035   ESL Speaking and Listening Level 5   (3)
Students will learn to communicate fluently and accurately in familiar and unfamiliar settings. Instruction will focus on fine tuning pronunciation, building more complex vocabulary, improving comprehension, and using more complex communication strategies.
Prerequisite: Completion of AESL 034 and/or CASAS score of 211-220

AESL 036   ESL Speaking and Listening Level 6   (3)
Students will learn to use a broad range of vocabulary and registers as well as understand most details in conversations, short lectures, news reports and extended explanations. Instruction will focus on building complex conversation skills as well as developing strategies for repairing gaps in communication.
Prerequisite: Completion of AESL 035 and/or CASAS score of 221-235

AESL 041   ESL Reading and Writing Level 1   (3)
Students will learn to read simple everyday words. Instruction will focus on letters and numbers and helping students combine and blend sounds and recognize new words. Students will learn to write the alphabet and numbers. Instruction will focus on basic writing needs such as personal information and basic lists.
Prerequisite: CASAS score of 180 or below or recommendation of instructor/intake staff

AESL 042   ESL Reading and Writing Level 2   (3)
Students will learn to decode familiar words and read simple texts. Instruction will focus on sounding out words by syllables, locating information, and using simple reading strategies. Students will learn to organize ideas and write simple sentences on familiar topics. Instruction will focus on simple grammar, capitalization, punctuation, and editing.
Prerequisite: Completion of AESL 041 or CASAS score of 181-191

AESL 043   ESL Reading/Writing Level 3   (3)
Students will learn to use reading strategies to monitor comprehension. Instruction will focus on building content knowledge and vocabulary, and locating information in texts. Students will learn to organize ideas and write a short but legible draft. Instruction will focus on simple sentence structure, grammar, capitalization, spelling and punctuation.
Prerequisite: Completion of AESL 042 or CASAS score of 191-200

AESL 044   ESL Reading/Writing Level 4   (3)
Students will organize and write a single paragraph with topic sentence, supporting details, and conclusion. Writing instruction will include editing and revising spelling, mechanics, and sentence structure. Students will learn to read short- to medium-length text to locate information. Reading instruction will focus on developing vocabulary and strategies to monitor comprehension.
Prerequisite: Completion of AESL 043 or CASAS reading score of 201-210

AESL 045   ESL Reading/Writing Level 5   (3)
Students will learn to organize and write short, linked paragraphs for personal and business purposes, and make multiple revisions of writing. Students will read medium-length texts, focusing on strategies such as inference and word analysis to approach unfamiliar and specialized vocabulary.
Prerequisite: Completion of AESL 044 or CASAS score of 211-220

AESL 046   ESL Reading/Writing Level 6   (3)

Expanding on Reading/Writing 5, students will learn to organize and write medium length, linked paragraphs for academic purposes. Instruction will include compound-complex sentence structure and word processing. Students will learn to read medium-to long-text focusing on reading and monitoring strategies.
Prerequisite: Completion of AESL 045 or CASAS score of 221-235

AESL 053   ESL Grammar Level 3   (3)

Grammar 3 is designed for high-beginning ESL students. Topics include verb tenses (simple present, simple past, simple future), phrasal verbs, imperatives, adverbs, adjectives, prepositions, and determiners. Students will use the internet to research grammar points.
Prerequisite: CASAS reading score of 191-200 and writing sample

ADULT BASIC SKILLS: ADULT HIGH SCHOOL COMPLETION

ABE courses are designed for adults already proficient in the English language and not enrolled in high school, who wish to improve their basic reading, writing and mathematics skills. The contextualized courses are designed to provide students an opportunity to earn high school credits towards a HS21+ diploma and/or prepare for the high school completion exam (currently Washington State uses the GED®) as well as build the academic habits and skills necessary for successful transition to post-secondary education and the professional world.

ABE 032   ABE Math - Level 2   (3)

Students will read, write and interpret basic mathematical information using whole numbers, benchmark fractions and percents. Students will be introduced to basic patterns, data, measurement, geometry and computational skills to solve 1 step real life and contextualized word problems.
Prerequisite: CASAS score 201-210 or Instructor permission

ABE 033   ABE Math - Level 3   (3)

Students will read, write and interpret basic mathematical information using whole numbers, benchmark fractions, percents, and decimals. Students will be introduced to basic patterns, data, algebraic concepts, measurement, geometry and computational skills to solve 1-2 step real life and contextualized word problems.
Prerequisite: Completion of ABE 032 or CASAS score 211-220 or Instructor permission

ABE 034   ABE Math - Level 4   (3)

Students will read, write and interpret mathematical information by measuring whole numbers and extending skills in fractions and decimals. students will be expanding ratios and percents skills. Students will use basic patterns, data, algebraic concepts, measurement, geometry and computational skills to solve 1-3 step real life and contextualized word problems.
Prerequisite: Completion of ABE 033 or CASAS score 221-235 or Instructor permission

ABE 043   ABE Reading and Writing Level 3   (3)

Instruction will focus on reading strategies, vocabulary, and comprehension in literary, social studies and science text. Students will create1-2 paragraph writing samples with topic sentences, details, conclusions and will make basic edits in grammar, sentence structure, spelling, capitalization, and punctuation. Students will expand basic computer technology skills to enhance reading/writing.
Prerequisite: Completion of ABE 042 or CASAS score 211-220 or Instructor permission and ABE writing sample

ABE 044   ABE Reading and Writing Level 4   (3)

Students will take responsibility for learning by using reading strategies to increase comprehension, vocabulary and critical thinking in contextualized readings. Students will write 2-3 paragraph essays using the writing process, logic, organization, and will edit for grammar, spelling, and sentence structure. Students will expand career exploration and technology skills.
Prerequisite: Completion of ABE 043 or CASAS score 221-235 or Instructor permission and ABE writing sample

HS21+

HS21+ is a high school completion option with a comprehensive, competency-based approach tailored to adult learning styles. Designed for adult learners (21 and older) who do not have a GED® or high school (HS) diploma, HS21+ encourages lifelong learning and prepares students to transition into IBEST programs and further training and education. When adults earn a high school diploma, they are better prepared to enter college-level programs, leading to better skills and family-wage jobs.

OVERVIEW OF THE PROCESS:

- Students will meet with an advisor to discuss the student's needs and, when available, to review transcripts. The student will work with the advisor to create a personalized education plan for high school completion and future academic and professional goals.
- Students will demonstrate competency in reading, writing, and math in the context of science, history, government, occupational studies, and digital literacy.

- Competencies will be demonstrated through ABE courses or through alternative means, such as work, life, and military experience; portfolio; and, high school and college transcripts.
- Students will be eligible for the Adult Basic Education tuition rate of $25 per quarter.

COLLEGE BOUND AND GED PREPARATION

College Bound and GED preparation classes are designed for individuals who wish to prepare for the college entrance exam or for the five subjects included on the General Educational development (GED) Exam. Courses integrate content from the following subject areas: reading, language arts-writing, science, social studies and mathematics.

ABE 035   College Bound Math Level 5   (3)

Students will read, write and interpret mathematical information by mastering whole numbers, fractions, percents, ratios, and decimals. Students will use extended patterns, data, algebraic concepts, measurement, geometry and computational skills to solve real life and contextualized word problems.
Prerequisite: ABE 034 or CASAS score 221-235 or instructor permission.

ABE 036   College Bound Math Level 6   (3)

Students will read, write and interpret mathematical information focusing on multi-step problem solving using fractions, decimals, percents, ratios, signed numbers, and introductory algebra. Students will interpret and draw inferences from complex data and apply geometric concepts of circles, triangles, and other polygons to real life applications.
Prerequisite: ABE 035 or CASAS score 246-255 or Instructor permission

ABE 045   College Bound Reading and Writing 5   (3)

Students will take responsibility for learning by using reading and vocabulary strategies to increase their comprehension and critical thinking of level-appropriate contextualized texts. Students will participate in each step of the writing process, from prewriting to revision, as they compose well-organized paragraphs and draft multi-paragraph essays. Through this process, students will build the necessary skills to competently edit for grammar, spelling, sentence structure and diction.
Prerequisite: CASAS score of 236-245 or Instructor permission

ABE 046   College Bound Reading and Writing 6   (3)

Students will take responsibility for learning by using reading strategies to increase comprehension, vocabulary and critical thinking of medium/long fiction and non-fiction, contextualized text. Students will write 3-5 paragraphs in a variety of forms, using the writing process, logic, organization, and edit for grammar, spelling, sentence structure and language usage.

Prerequisite: Completion of ABE 045 or CASAS score of 246 and higher or passage of two or more official GED tests with a score of 410 or higher or Instructor permission

CAREER PATHWAY TRAINING - INTEGRATED BASIC EDUCATION AND SKILLS TRAINING (I-BEST)

I-BEST Career Pathway training programs are designed for students who wish to improve their English language or basic skills while earning college-level certificates or two-year degrees.

In the I-BEST program each class is team taught by one content instructor and one English language or basic skills instructor. Students also receive additional academic support for college courses required for career training certificates. Each certificate program includes the opportunity to build reading and English skills through developmental levels with the goal of reaching college level by the time the first certificate is earned.

For information on how to enroll for I-BEST programs, visit the Adult Basic Skills office, Bldg. 7, or contact Rebecca Jayasundara at 253.566.5229.

IBEST CAREER PATHWAY TRAINING OPTIONS

TCC may offer IBEST training options in the following programs:
- Accounting / Business
- Early Childhood Education
- Health Information Technology
- Human Services
- Networking and Cyber Security

Corporate and Continuing Education

CORPORATE EDUCATION

INVISTA PERFORMANCE SOLUTIONS

Tacoma Community College is now a member of Invista Performance Solutions, a partnership of five regional colleges dedicated to providing high quality workforce training. Invista provides customized solutions for corporate training and education, including:

- Leadership & Management
- Communication Skills
- Core Business Skills
- Software & IT Training
- Process Improvement
- Industrial & Technical Skills

For more information visit www.invistaperforms.org or call 253.583.8861.

PERFORMANCE CONSULTING

Invista provides performance consultants and industry experts who can develop and deliver targeted training and performance coaching that will positively impact your business.

PRIOR LEARNING ASSESSMENT

Invista staff can guide and support your staff as they explore higher education options. Many adult workers have years of work experience but have earned little college credit. Invista works with employees to document and transfer life and work experience into college credits.

TRANSCRIPTING FOR COLLEGE CREDIT

Invista offers customized training programs for college credit.

CUSTOMIZED TRAINING

Invista designs and tailors classes to fit the culture and values of business clients. Popular courses include:

COMPUTER LITERACY

- o Microsoft Office Suite
- o Computer Literacy
- o Database Management

CUSTOMER SERVICE ACADEMY

- o Interpersonal Communications
- o Customer Service

- o Attitude in the Workplace
- o Ethics and Values
- o Stress and Time Management
- o Conflict Resolution
- o Decision Making

LEADERSHIP

- o Frontline Leadership
- o Leading Change
- o Succession and Transition Planning
- o Building a Culture of Trust
- o Retaining Talent
- o Influential Leadership

PRODUCTIVITY IMPROVEMENT

- o Project Management
- o Supply Chain Management
- o Six Sigma
- o Lean Kaizen
- o ISO

SUPERVISION AND MANAGEMENT

- o First-time Supervisor
- o Managing Change
- o Motivating Employees
- o Managing Difficult Employees
- o Effective Delegation
- o Performance Coaching

WORKPLACE SKILLS

- o Communication Skills
- o Conflict Resolution
- o Team Building
- o Problem Solving
- o Diversity Training
- o Command Spanish

CONTINUING EDUCATION

TCC's Continuing Education department offers:

JOB SKILLS AND CAREER TRAINING

Courses designed to provide ...

- a variety of training opportunities for employees who wish to enhance their skills and advance their careers
- certifications required for various careers

- programs and courses required for obtaining and maintaining licensure in professional fields

Job and Career Training classes include ...

- Flagging and Traffic Control Certification
- Forklift Operator Certification
- Nursing Assistant Certified (NAC)
- HIV-AIDS Independent Study for Health Professionals
- Alcohol/Drug Information School--Training for Trainers (ADIS-TOT)

COMMUNITY EDUCATION CLASSES

Designed for you to ...

- stretch your mind and satisfy your curiosity
- develop new skills and enhance others at home or on the job
- build new relationships with others who share your interests
- have fun!

ONLINE NON-CREDIT CLASSES

Designed for you to take online classes from the comfort of your own home or office at times most convenient for you.   There are hundreds of classes to choose from.   Find your classes at www.ed2go.com/tccdtc.

A CERTIFICATION AND TESTING CENTER

To ...

- help you advance your career through professional certification
- provide welcoming, comfortable and relaxed testing environment in a state-of-the-art facility
- provide authorized testing for Pearson Vue, Prometric, CASTLE, PSI, WorkKeys, CASAS, Certiport, Kryterion, ACT, Lasergrade, MSSC and ATI.

The center also provides GED, Microsoft Office Specialist, and typing tests. For more information and prices call 253.460.4364 or visit www.tacomacc.edu/testingcenter.

TCC's Continuing Education offerings change to meet current and emerging interests and needs of local resident and businesses. Ideas for new offerings come from participants! Classes are offered face-to-face and online, at various days and times. Please visit www.campusce.net/tacoma/category/category.aspx or call 253.566.5020.

Credit Course Descriptions

On the following pages are descriptions of the course offerings of Tacoma Community College. The specific courses to be offered each quarter will be announced in the online class schedules, which are posted quarterly at the college website.

Courses numbered 1-99 are pre-college-level courses designed to develop skills needed for college work and career training courses. They cannot be applied towards certificate or degree requirements.

Courses numbered 100-299 are college-level courses. They meet the requirements of the degrees of Associate in Arts and Sciences, Associate in Business and Associate of Science as well as the Associate in Applied Sciences, and Associate in General Studies degrees conferred by TCC. These courses are normally accepted for transfer by four-year colleges and universities in Washington state when they are part of an Associate in Arts and Sciences, Associate in Business or Associate of Science degree. Students who transfer without one of the approved transfer degrees should not take for granted the transferability of all 100-level or 200-level classes since some of them are vocational courses and apply toward the Applied Sciences degree only.

Courses numbered 299 are reserved for special projects. Such projects are undertaken by individual students upon arrangement with an instructor and the chair of the division in which the course is offered. Credit granted for courses numbered 299 varies with the individual project.

Normally, one credit is given for one 50-minute period of class per week per quarter for lecture classes. Laboratory sections generally require two hours of class per week per quarter for each credit. Credits earned for successfully completing each course are shown in parentheses following the course titles in this section of the catalog.

For current course offerings, check the online class schedule or consult the appropriate division administrator. Class availability is dependent on adequate enrollment.

COURSE CATEGORY INDEX

Courses at TCC are organized into institutional divisions or categories, each including a related group of subjects. Subject areas and course descriptions in this section of the catalog are listed in alphabetical order for the convenience of readers. Students wishing to learn more about certain courses are urged to talk about those courses with the chair of the division or department through which those courses are offered.

DEVELOPMENTAL COURSES

There have been some program-wide course changes with broad significance that we alert you to here. The developmental courses have been re-organized for clarity. See English, Reading and Math sections for detailed description of courses and prerequisites.

COMMON COURSE NUMBERING

COMMON COURSE NUMBERING

The Washington Community and Technical College system has adopted common course numbers, prefixes and titles for courses that are equivalent at many two-year colleges. These changes went into effect summer quarter 2008. The courses and their descriptions have not changed, just the course number and, in some cases, the prefix and/or title. The changes apply to both common courses and non-common courses. Common courses are identified by an "&" character at the end of the prefix, for example ENGL& or ANTH&.

Accounting

ACCT 101   Practical Accounting I   (5)
(Formerly ACCT 110) Introduces students to basic accounting concepts and procedures, emphasizing sole proprietors. Topics include analysis of business transactions and completion of the accounting cycle, including preparation of financial statements. Students will be introduced to computers.
Prerequisite: MATH 085 with a minimum grade of C or placement at MATH 090 or higher
Recommended: READ 095 and concurrent or prior enrollment in CU 103 or CU 105

ACCT 102   Practical Accounting II   (5)
(Formerly ACCT 120) A continuation of financial accounting topics including an introduction to accounting for partnerships. Students will be encouraged to complete assignments using the computer.
Prerequisite: ACCT 101 or ACCT& 201 with a minimum grade of C or Instructor permission

ACCT 103   Accounting for Decision Makers   (5)
(formerly ACCT 130) An accounting class from the user's perspective, this class will review the accounting cycle, with some attention directed toward procedures and techniques. The major emphasis is on the content of accounting reports, and the interpretation and possible uses of this information.
Prerequisite: ACCT 102 or ACCT& 202 with a minimum grade of C or Instructor permission

ACCT 145   Payroll And Business Taxes (5)
(Formerly ACCNT-145) Reviews state and federal laws and regulations on payroll computations, deductions and other business taxes.
Prerequisite: ACCT 102 or ACCT& 201 with a minimum grade of C- or Instructor permission

ACCT 165   Accounting with Sage   (5)
Introduction to automated accounting methods using Sage. Sage is used to examine the complete accounting cycle. The course focuses on technical skills behind the screens and soft skills needed in an accounting department.
Prerequisite: CU 103 or CU 105; and either ACCT 102 or ACCT& 202; or Instructor permission

ACCT 175   Accounting with QuickBooks (5)
(Formerly ACCNT-175) Introduction to automated accounting methods using QuickBooks. QuickBooks is used to examine the complete accounting cycle. Includes analysis, demonstration, exporting, importing and hands-on experience using the general ledger, accounts payable, accounts receivable and payroll modules.
Prerequisite: ACCT 102 or ACCT& 202 with a minimum grade of C or Instructor permission
Recommended: ACCT 165

ACCT 250   Federal Income Tax   (5)
(Formerly ACCNT-250) Federal income tax for the layman, accounting student, working accountant/bookkeeper and small business owner, with special emphasis on tax issues affecting individuals.
Prerequisite: ACCT 101 or ACCT& 201 with a minimum grade of C- or Instructor permission

ACCT 290   Work Internship   (5)
(Formerly ACCNT-290) During one quarter of the sophomore year, students can receive college credits for hands-on accounting work experience and training in a private or public sector organization.
Prerequisite: Program Chair permission

ACCT 299   Independent Study & Special Projects   (1)
(Formerly ACCNT-299) Study on an individual basis.
Prerequisite: Program chair permission

ACCT& 201   Principles of Accounting I (5)
(Formerly ACCNT-210) Emphasis is on the development and interpretation of financial statements: the balance sheet, income statement and the statement of equity.

Prerequisite: ACCT 101 with a minimum grade of C or MATH 095 with a minimum grade of C or equivalent

ACCT& 202   Principles of Accounting II (5)
(Formerly ACCNT-220) ACCT&-202 is a continuation of ACCT&-201. Introduces accounting for long-term debt and investments. Examines the measuring and reporting of Stockholders' Equity and consolidated statements. Re-emphasizes the preparation of the Statement of Cash Flows. Introduction to methods used to interpret financial statements.
Prerequisite: ACCT& 201 with a minimum grade of C

ACCT& 203   Principles of Accounting III (5)
(Formerly ACCNT-230) Introduction to cost concepts such as cost-volume-profit analysis and the budgeting process. Examines methods to determine product costs of a manufacturing business and the methods employed to control costs, such as the use of the standard cost system.
Prerequisite: ACCT& 201 with a minimum grade of C

Anthropology

ANTH 220   Ethnographies of American Cultures   (5)
(Formerly ANTHR-207) This course focuses on the diversity of cultural perspectives within the United States. In-depth examinations of two or more cultures will include exploring the ways in which people from minority cultural perspectives cope with some of the central ideals and expectations of the dominant culture. (multicultural content)
Prerequisite: Completion of one of the following: ANTH& 100 or ANTH& 206 or ANTH& 207 or ANTH& 210 or SOC& 101 or Instructor permission

ANTH 299   Independent Study   (1)
A variable credit (1-3) course based on independent study contracted between an instructor and a student. The emphasis will be a research related project which will provide an opportunity for students to pursue in-depth in an area previously or concurrently covered in a college-level course.
Prerequisite: ANTH& 100 with a minimum grade of B+, Instructor permission and a written contract between the instructor, student and instructional administrator, describing the nature and method of the independent study.

ANTH& 100   Survey of Anthropology   (5)
(Formerly ANTHR-100) A survey of the subfields of physical anthropology, archaeology, anthropological linguistics and sociocultural anthropology through the examination of selected problems in human biological and cultural evolution. An introduction to the discipline of anthropology that asks what it means to be human. (multicultural content)
Prerequisite: Completion of ENGL 095 and READ 095 or ENGL/ 095 with a minimum grade of C or assessment at college-level reading and writing

ANTH& 204   Archaeology   (5)
(Formerly ANTHR-205) Introduction to the study of the prehistory of humankind as revealed by material remains. Covers excavation techniques, analyzing and dating artifacts, and a survey of world prehistory from the beginning of culture to the appearance of writing.
Prerequisite: Completion of ENGL 095 and READ 095 or ENGL/ 095 with a minimum grade of C or assessment at college-level reading and writing

ANTH& 205   Biological Anthropology   (5)
(Formerly ANTHR-201) Study of the origins and adaptations of the human species. An examination of the fossil record and living populations of monkeys, apes and humans.
Prerequisite: Completion of ENGL 095 and READ 095 or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

ANTH& 206   Cultural Anthropology   (5)
(Formerly ANTHR-202) An analysis of the social and cultural variation of humankind. Comparison of how various western and non-western peoples live. (multicultural content)
Prerequisite: Completion of ENGL 095 and READ 095 or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

ANTH& 207   Linguistic Anthropology   (5)
(Formerly ANTHR-203) Introduction to linguistic methods and theories used within anthropology. Topics include the structure of language, anatomy and evolution of language, the relationship between language and culture, the study of language variation and of language change. The linguistic database in the course is both historical and cross-cultural. (multicultural content)
Prerequisite: Completion of ENGL 095 and READ 095 or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

ANTH& 210   Indians of North America   (5)
(Formerly ANTHR-210) An examination of the diversity of cultures among the Indians of North America, this course is an ethnographic survey of Native American societies before European contact and includes discussion of contemporary issues. (multicultural content)
Prerequisite: Completion of ENGL 095 and READ 095 or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

ANTH& 237   Human Osteology   (5)
(Formerly ANTHR-280) An introduction to the comparative study of human and other mammalian skeletons as used for identification in forensic and biological anthropology. The course explores various methods of identifying human skeletons (from others) including bone form, age, sex, and state at death. Other topics include dental analyses, bone formation, and preservation.
Prerequisite: Completion of ENGL 095 and READ 095 or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing   Recommended: ANTH& 205 or BIOL& 100 or BIOL& 175

ANTH& 245   Primatology   (5)
(Formerly ANTHR-270) Examines the origins and evolutionary trends of primates, from modern relationships to growth, development, and behavioral adaptations. Course also covers primate ecology and conservation. Uses lectures, multimedia, and readings to compare and contrast the major groups of non-human primates and consider their relationships to humans. Course will provide perspective on the status of endangered species with whom we may share a future as well as a past. Field trips included.
Prerequisite: Completion of ENGL 095 and READ 095 or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing   Recommended: ANTH& 205 or BIOL& 100

Arabic

ARAB 121   Arabic I   (5)
The first year of the beginning Arabic language sequence of 121, 122, and 123. ARAB-121 is the first quarter of the sequence. The basic tenets of communications including reading, writing, speaking and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well as assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)
Prerequisite: Completion of ENGL 095 and READ 095 or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

ARAB 122   Arabic II   (5)
ARAB-122 is the second quarter of the first-year language sequence and continues to build on the skills acquired in ARAB-121. The basic tenets of communications including reading, writing, speaking and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well as assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)
Prerequisite: ARAB 121 with a minimum grade of C or Instructor permission

ARAB 123   Arabic III   (5)
ARAB-123 is the third quarter of the first-year language sequence and continues to build on the skills acquired in ARAB-122. The basic tenets of communication including reading, writing, speaking and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well as assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)
Prerequisite: ARAB 122 with a minimum grade of C or Instructor permission

Art

The following courses are designed for students who wish to explore one or more areas of art. They are beginning studio courses and have no prerequisites. Note: Five credits of studio courses may be used as distribution credit for the A.A.S. degree.
ART 101 Art Basics
ART 102 Two-Dimensional Design
ART 103 Three-Dimensional Design
ART 105 Beginning Drawing
ART 131 Beginning Ceramics
ART 140 Beginning Photography
ART 150 Beginning Printmaking
ART 156 Beginning Painting
ART 172 Beginning Sculpture

The following are lecture-oriented courses recommended for Humanities distribution requirements. They have no prerequisites.
ART& 100 Art Appreciation
ART 201 History of Western Art: Ancient
ART 202 History of Western Art: Medieval and Renaissance
ART 203 History of Western Art: Baroque through Modern

Students who are interested in an art-related vocation should initially concentrate on basic design and drawing courses (ART 102, 103, 105). These form the foundation for the advanced art courses offered at TCC. Some of the courses listed in the catalog are offered on a limited basis once a year, every other year, etc. Contact the Art Department for help in planning your program. Students who plan to transfer should check the requirements of the college or university of their choice.

In painting, drawing and sculpture courses, the human form is a subject of study. The human model, sometimes in the nude, may be incorporated into these studies. Any student enrolled in one of these courses who may object, for whatever reason, to study of the nude model may arrange for optional studies with the instructor of that course.

The college reserves the right to temporarily retain for exhibit or photographing any student work submitted for credit.

ART 101   Art Basics (5)
Introduction to materials and techniques including drawing, painting, printmaking and design. Projects are designed for students with limited experience in art. Recommended for beginners. Satisfies humanities distribution requirement for AAS degree under performance/skills category. Maximum of five credits.

ART 102   Two-Dimensional Design (5)
The organization of visual elements (line, shape, texture, color) as applied in a variety of two-dimensional design media. Recommend prior to Graphic Design, Drawing, and Painting classes. Satisfies humanities distribution requirement for AAS degree under performance/skills category. maximum of 5 credits. The online version of this class uses graphic software to complete projects.

ART 103   Three-Dimensional Design (6)
Using a series of progressive projects, students will learn the basic elements and principles of design and apply them to three-dimensional space. Organization of visual design elements will be applied to a variety of construction processes to create aesthetically pleasing sculptural designs.

ART 105   Beginning Drawing (5)
Foundation in drawing from observation. Emphasis on composition, perspective, and form through various drawing techniques and media. Satisfies humanities distribution requirement for AAS degree under performance/skills castegory. Maximum of 5 credits.

ART 106   Advanced Drawing (5)
Further development of drawing skills with emphasis on composition, new media, and visual communication concepts. Satisfies humanities distribution requirement for AAS degree under performance/skills category. Maximum of five credits.
Prerequisite: ART 105

ART 110   Beginning Graphic Design (5)
An introduction to a visual structure concept using two-dimensional design. The beginning course will cover composition, color theory, typography and layout. Computer technology will be used to explore the use of these design elements as required for specific projects with traditional methods to communicate the practical design form.

ART 111   Intermediate Graphic Design (5)
An intermediate course furthering understanding of visual structure using concepts of two-dimensional design. This course will cover intermediate concepts in composition, color theory, typography and layout. Computer technology will be used to create a design elements as required for specific projects with traditional methods to communicate the design form.

ART 131   Beginning Ceramics (5)
Introduction to creating ceramic forms using hand-building and wheel-throwing techniques. Student will learn the basic forming methods employed in making ceramic forms, and basic glazing and decorating techniques will be covered. Satisfies humanities distribution requirement for AAS degree under performance/skills category. Maximum of 5 credits.

ART 132   Intermediate Ceramics I (5)
Introduction to creating ceramic forms using hand-building and wheel-throwing techniques. Student will learn the basic forming methods employed in making ceramic forms, and basic glazing and decorating techniques will be covered. Satisfies humanities distribution requirement for AAS degree under permance/skill category. Maximum of 5 credits.
Prerequisite: ART 131 Recommended: ART 102, ART 103 and ART 105

ART 133   Intermediate Ceramics II (5)
Further development of ceramic techniques: hand-built and/or wheel-thrown forming techniques, more advanced glazing and decorative techniques. Theory and practice in kiln loading and firing will be covered as part of ART-133.

Prerequisite: ART 132 and either ART 102, ART 103 or ART 105   Recommended: ART 102, ART 103 and ART 105

ART 146   Beginning Photography (5)
Basic black & white photography. Includes 35mm camera operation, film developing, and printing. Attention to the creative process from the conception of the idea to the completion of the image, as well as, the aesthetics of composition, lighting, and presentation. Assigned projects provide ample range for personal expression while being devoted to exploring photographic processes.

ART 147   Introduction to Digital Photography (5)
This course is designed to introduce students to the use of digital and/or film cameras, and the use of computers to make prints of images from their cameras. Students need a digital camera, or film camera (35mm or medium format) capable of being operated in a manual exposure mode.

ART 150   Beginning Printmaking (5)
Studies in traditional print techniques and processes including relief, etching, and lithographic methods. Historical and contemporary print developments serve as background material for technical application. Satisfies humanities distribution requirement for AAS degree under performance/skills category. Maximum of five credits.

ART 151   Advanced Printmaking (5)
Expanding basic procedures learned in ART-150 with emphasis on materials, color, and technique. A continuing study of historical and cultural roles of printmaking with attention to individual artistic contributions.
Prerequisite: ART 150

ART 156   Beginning Painting   (5)

Introductory course exploring the principles of representational painting, compositional aesthetics, and painting techniques. Lectures include introductions to new projects with examples of student work and art historical references. Demonstrations cover composition, perspective, color theory, and technique. Satisfies humanities distribution requirement for AAS degree under performance/skills category. Maximum of 5 credits.

ART 157   Intermediate Painting   (5)

Further investigation of painting techniques, color, and composition in representation painting with an emphasis on visual communication. Content will be explored through a series of assignments which expand on visual concepts and self-expression.
Prerequisite: ART 156

ART 158   Advanced Painting   (5)

Further investigation of painting techniques, color, and composition in representation painting with an emphasis on visual communication. Content will be explored through a series of assignments which expand on visual concepts and self-expression.
Prerequisite: ART 157

ART 161   Life Studies: Figure Drawing   (3)

Drawing from the posed model, clothed and nude. Emphasis is on expressive composition, accurate proportion/foreshortening, and investigation of a variety of drawing media.

ART 172   Beginning Sculpture   (5)

A diversity of materials and technical processes to develop the sculptural form, such as: assemblage, modeling, carving, casting, and fabrication will be examined. Emphasis will focus on developing technical skills and conceptual themes. Assigned projects will enable students to develop fabrication techniques and to learn the use of materials in the making of sculpture.

ART 173   Intermediate Sculpture   (5)

A diversity of materials and technical processes to develop the sculptural form, such as: assemblage, modeling, carving, casting, and fabrication will be examined. Emphasis will focus on developing conceptual themes. Assigned projects will enable students to develop fabrication techniques and to learn the use of materials in the making of sculpture. Further experience in sculpture design, materials, techniques, tools and approaches.
Prerequisite: ART 172 Recommended: ART 102, ART 103 and ART 105

ART 174   Intermediate Sculpture   (6)

Further experience in sculpture design, materials, techniques, tools and approaches.
Prerequisite: ART 173 and either ART 103 or 105 Recommended: ART 102, ART 103, and ART 105

ART 180   Art for Elementary Education   (5)

The course is designed for prospective K-6 educators as a lecture/workshop structured to provide students an opportunity to explore materials and techniques suitable for classroom use. Imaginative art experiences and the nature of creativity are stressed and linked to other disciplines. Includes planning and assessment components directed at art education.

ART 199   Gallery Viewing Lab   (1)

Recommended concurrent enrollment with all art classes and HUM&-101, 116, 117, 118. ART-199 supplements the above courses and is designed as a "viewing lab" where students can develop their visual vocabulary, sharpen their critical thinking skills, and apply the concepts taught in Art and Humanities classes. Students will visit local galleries and museums and attend or view lectures and write a series of short reports. May be taken a total of three times. Graded S/U. Note: This class is a self-paced laboratory course. Course packet materials are available in the TCC Bookstore. Two meetings with instructor are required: Meeting #1 in the first two weeks of the quarter; Meeting #2 at mid-quarter. These meetings are required and part of the final grade. Call 253.460.4306 with any questions.

ART 201   History of Western Art: Ancient   (5)

An introductory survey of Western art's foundation and early development. Art and architecture are covered from Prehistoric times through the ancient Middle East, Egyptian, Aegean, Greek, Etruscan, Roman, Early Christian, and Byzantine periods. Emphasis is given to historical and cultural contexts. Satisfies humanities distribution requrement for AAS degree.
Prerequisite: Completion of READ 095 or ENGL/ 095 with a minimum grade of C or assessment at college level reading

ART 202   History of Western Art: Medieval & Renaissance   (5)

An introductory survey of the Western art from approximately 400-1600 AD. From the Late Antique world's legacy, painting, sculpture, architecture, and crafts are covered from Germanic and Celtic tribes through the Carolingians and Medieval Romanesque and Gothic periods, on to Italian and Northern Renaissance art, and ending with the Mannerists.
Prerequisite: Completion of READ 095 or ENGL/ 095 with a minimum grade of C or assessment at college level reading

ART 203   History of Western Art: Baroque through Modern   (5)

An overview of the influences on, and development of Western art, architecture, and craft from 1600 AD to the present. Follows Baroque and Rococo through the French Revolution to the emergence of Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism. Twentieth-century and later art is studied in the context of global diversity.
Prerequisite: Completion of READ 095 or ENGL/ 095 with a minimum grade of C or assessment at college level reading

ART 210   Color and Design   (5)

Exploration of color theory for advanced studies in two-dimensional media. Emphasis will be on analysis in regard to color perception, color relationships, and the use of color in historical art works.
Prerequisite: ART 102

ART 217   Jewelry: Construction   (2)
Bezel setting: setting a round-cut stone within an enclosed metal mounting.

ART 218   Jewelry: Casting   (2)
Free-form mountings (other than bezel and prong settings) of stones, pearls, etc. in cast jewelry forms.

ART 231   Low-fire Ceramics   (5)
Students will explore the possibilities available in low-fire ceramics. Traditional forms such as Majolica and burnished earthenware will be used as well as nontraditional styles. The ART 230 series is taught as a series of ceramic design courses offering experience in both hand-building and throwing on the wheel in a sequence of increasing involvement and difficulty.
Prerequisite: ART 133 and either ART 102, ART 103 or ART 105 or Instructor permission

ART 232   Surface Embellishment and Form Alteration   (5)
Course work will concentrate on the alteration of forms and the various techniques for surface textures. The student should be competent in the ability to make basic shapes to use on the techniques assigned. The ART-230 series is taught as a series of ceramic design courses offering experience in both hand-building and throwing on the wheel in a sequence of increasing involvement and difficulty.
Prerequisite: ART 133 and either ART 102, ART 103 or ART 105 or instructor permission

ART 233   Ceramics Master Study   (5)
In this course each student will research an artist or a type or style of ceramics and from that research attempt to make replicas of that work. After the initial series of works the student will use the research work to create a new direction using the masterwork as a starting point.
Prerequisite: ART 133 and either ART 102, ART 103 or ART 105 or Instructor permission

ART 246   Intermediate Photography   (5)
Second quarter of black & white photography with emphasis on seeing, composition, presentation and advanced techniques. Refinements of camera and metering operation, development and printing techniques, darkroom manipulation, toning, coloring and alternative processes. Students must have an adjustable 35mm SLR camera and must provide film, printing paper and other supplies.
Prerequisite: ART 146 or Instructor permission
Recommended: ART 102, ART 103 and ART 105

ART 247   Intermediate Digital Photography   (5)
This course will provide students intermediate instruction in the use of digital and/or film cameras, and the use of computers to make prints of images from their images. Students need a digital camera or film camera (35mm or medium format) capable of being operated in a manual exposure mode.
Prerequisite: ART 147 with a minimum grade of C

ART 258   Watercolor   (5)
Development and broadening of technical skills and knowledge regarding watercolor technique and materials. Watercolor media is used for exploring color theory, composition, and experimental techniques. Emphasis is on working from life. Class will regularly meet on location (off campus) to paint.

ART 259   Advanced Watercolor   (5)
Further development and broadening of technical skills and knowledge regarding watercolor technique and materials. Watercolor media is used for exploring color theroy, composition, and experimental techniques. Emphasis is on working from life. Class will regularly meet on location (off campus) to paint.

ART 272   Sculpture: Modeling and Casting   (5)
Basic experience in direct modeling, assemblage and found objects and mold construction of these objects. Various traditional and non-traditional casting mediums will be explored. Developing conceptual themes for your art, as well as, learning technical skills and processes will be emphasized.
Prerequisite: ART 174 Recommended: ART 102, ART 103 and ART 105

ART 273   Sculpture: Carving   (5)
Introduction to power tools, hand tools, techniques, and materials used in the carving of wood, stone, plaster and cement to create sculptural forms. Design and craftsmanship will be emphasized.
Prerequisite: ART 174 Recommended: ART 102, ART 103 and ART 105

ART 274   Sculpture: Fabrication Techniques   (5)
Introduction to building abstract sculptural forms through the use of a variety of materials, techniques and fabrication processes. Joinery, assemblage, welding and other processes where materials are joined will be covered. Emphasis will focus on technical skills and developing conceptual themes for your projects.
Prerequisite: ART 174 Recommended: ART 102, ART 103 and ART 105

ART 275   Sculpture: Bronze Casting   (6)
Emphasis on pattern fabrication, wax manipulation, model and mold making, and foundry procedures for casting metals through piece-molds and the lost-wax method. Projects will help develop expressive conceptual themes while examining certain technical foundry processes.
Prerequisite: ART 174 and either ART 103 or ART 105 Recommended: ART 102, ART 103 and ART 105

ART 296   Special Projects in Art   (2)

This course involves special group efforts which grow out of departmental need or artistic opportunity. The course will be offered as each project is identified. The number of participants would be limited by the nature of the project, and involvement would be subject to the applicant's background coursework and the instructor's approval.

Prerequisite: Instructor permission

ART 297   Folio Preparation   (1)

Students will prepare a portfolio for application to a transfer institution. Students will be advised regarding their selections of samples, revisions and skill areas that need further attention. Students will learn to photograph samples, mat and frame appropriate pieces, develop directed projects to improve the overall quality and finalize a professional portfolio.

Prerequisite: Students must claim their intent to major in art and must have completed two of the three following courses: ART 102, ART 103, or ART 105. Instructor permission required.

ART 299   Special Problems in Art   (1)

These courses are an extension of existing course sequences and are subject to the same fees as the individual courses within the sequence chosen. All 299 classes require permission of the instructor.   299A Ceramics 299B Design 299C Drawing 299D Figure Drawing 299E Painting 299F Photography 299G Printmaking   299H Sculpture 299I Watercolor   299J Digital Photography   299I   Graphic Design

Prerequisite: Prerequisite to registration for any 299 class is   the satisfactory completion of the entire course sequence offered by the department in that particular medium. Example: 299C, Advanced Problems in Drawing, has a prerequisite of ART 105 and ART 106.

ART& 100   Art Appreciation   (5)

(Formerly ART-100) An introduction to understanding and appreciating the visual arts (fine arts, crafts, architecture, and new media) from a global perspective. Designed for non-art majors. A variety of learning approaches include lectures, slides, videos, guest artists, field trips, demonstrations, and hands-on participation. Satisfies 5 credits for Humanities distribution requirement. (multicultural content)

Astronomy

ASTR& 101   Introduction to Astronomy
                    (5)

(Formerly ASTRO-105) Introduces basic concepts in astronomy including the formation of the solar system; characteristics of the planets, moons, asteroids, and comets; the formation and evolution of stars; the nature and characteristics of light and telescopes; and notes the historical milestones of astronomy from ancient astronomers to current space probes. Laboratory included.

Prerequisite: Completion of ENGL 095 and READ 095 or ENGL/ 095 with a minimum grade of C and completion of MATH 090 with a minimum grade of C

ASTR& 110   The Solar System   (5)

Study of the structure and composition of the Solar System. Topics discussed include the history of Astronomy, the appearance of the nighttime sky, orbital motion, gravity, the nature of light, theories of Solar System formation, and the characteristics of the planets, moons, asteroids, and comets that inhabit the Solar System. Laboratory included.

Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent and MATH 090 with a minimum grade of C or equivalent

ASTR& 115   Stars, Galaxies and the
                    Cosmos (5)

Study of the structure and composition of the universe including stars and galaxies. Topics discussed include the theories of the formation of stars, galaxies, and the universe; the nature of light and telescopes; the characteristics of the Sun; the cycle of star formation, life and death; the types of stars and galaxies; and the application of physical principles to making astronomical measurements. Laboratory included.

Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent and MATH 090 with a minimum grade of C or equivalent

Biology

Students seeking courses for general interest or natural sciences distribution requirements should consider the following non-major courses: BIOL& 100, BIOL 105, BIOL 108, BIOL 125, BIOL 140, BIOL& 160, BIOL& 175, BOT 101, ENVS& 101, ENVS 179, NUTR& 101 or SCI 105.

Students interested in majoring in biology or related disciplines should work toward either an Associate of Science degree with a Biology Specialization or an Associate in Biology. An academic advisor should be consulted to determine the appropriate courses for your degree goal.

BIOL 105   Fossils and the History of Life (5)

Introduction to the geological and biological processes and events that generated the amazing record of life on earth. Topics include plate tectonics, rocks, fossilization processes, principles of evolution, and a survey of the history of life. Lab includes studying rock and fossil specimens and involves field trips. This course is the same as GEOL-108. Students may receive credit for either BIOL-105 or GEOL-108, but not both.
Prerequisite: Completion of ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C and completion of MATH 090 or MATH 093 with a minimum grade of C or equivalent assessment in these areas

BIOL 125   Biology in the Field (5)

An intensive introductory course covering the fundamental principles governing biological assemblages from the species level to communities, as exemplified by the different ecosystems found in the Pacific Northwest. Laboratory activities include learning select biological field methods. Extended field trip(s) required; exact itinerary varies quarterly.
Prerequisite: ENGL/ 095 with a minimum grade of C ; and either MATH 090 with a minimum grade of C or MATH 093 with a minimum grade of C ; or equivalent assessment in these areas.

BIOL 140   Marine Biology (5)

Introductory marine biology designed for non-majors. Learn how marine organisms are categorized, about their habitats, how they survive, their ecological relationships, and environmental concerns. Laboratories and field trips included.
Prerequisite: Completion of ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C and completion of MATH 090 or MATH 093 with a minimum grade of C or equivalent assessment in these areas

BIOL 179   Special Topics in Biology (2)

This topic course will explore one varying topic in biology. The specific biological topic will be explored using a variety of methods which may include lectures, discussions, seminars, research projects, field work, laboratory work, or all-day to overnight field trips. Example topics include: genetics, conservation biology, the history of life, or other current topics in biology.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent; and either MATH 090 with a minimum grade of C or equivalent or MATH 093 with a minimum grade of C or equivalent

BIOL 280   Human Cadaver Prosection (2)

(Formerly BIOL-260) This is a two-credit laboratory dissection course. Students will dissect a human cadaver to include removal of skin and superficial fascia, isolation of selected muscles, and opening of thoracic and abdomino-pelvic cavities. Students will also participate in the annual Surgical Demonstration event and present selected surgical procedures to the public.
Prerequisite: BIOL& 241 with a minimum grade of C and instructor recommendation ; and instructor permission.

BIOL 294   Biology Research (1)

Students will work as part of a research team on a specific research project for the quarter. The course will involve either laboratory or field study depending on the project, evaluation of primary research papers relevant to the project, and presentation of project results.

Prerequisite: BIOL& 221 with a minimum grade of C or equivalent; or BIOL& 222 with a minimum grade of C or equivalent; or BIOL& 242 with a minimum grade of C or equivalent; or BIOL& 260 with a minimum grade of C or equivalent

BIOL& 100   Survey of Biology (5)

An introduction to biological principles. Topics include: scientific method; scientific literacy; basic cellular anatomy and biochemical processes; evolution and genetics; diversity of life; and ecology and environmental issues. Laboratory included.
Prerequisite: ENGL/ 095 with a minimum grade of C ; and either MATH 090 with a minimum grade of C or MATH 093 with a minimum grade of C ; or equivalent assessment in these areas

BIOL& 160   General Cell Biology (5)

(Formerly BIOL-111) An introductory cell biology course for students preparing for health professions. Major concepts of cell biology will be introduced, including the chemistry of life, the structure, reproduction, and metabolism of cells, genetics, and evolutionary biology. Lab included.
Prerequisite: Completion of ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C and completion of MATH 090 or MATH 093 with a minimum grade of C or equivalent assessment in these areas

BIOL& 170   Human Biology (5)

A one-quarter non-lab course in human anatomy and physiology. This course offers a broad overview of the human body for the non-science major. It covers aspects of basic chemistry and cell biology and then outlines the major systems of the human body.
Prerequisite: Completion of ENGL/ 095 with a minimum grade of C and completion of MATH 090 or MATH 093 or BUS 110 with a minimum grade of C or equivalent assessment in these areas.

BIOL& 175   Human Biology w/Lab   (5)

(Formerly BIOL-118) This course is a one-quarter class of human anatomy and physiology. This course offers a brief overview of the human body for the non-science major. It covers some basics of chemistry and cells and then outlines all the major systems of the human body. Laboratory included.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent; and either MATH 090 with a minimum grade of C or equivalent or MATH 093 with a minimum grade of C or equivalent or BUS 110 with a minimum grade of C or equivalent

BIOL& 221   Introduction to Evolution, Ecology and Biodiversity   (5)

(Formerly BIOL-210) Introduction to the evolutionary and ecological processes involved in the generation of our planet's biodiversity, including review of patterns and processes that influence the origin, evolution, distribution and abundance of living things. One of a three quarter sequence (BIOL&-221, 222, 223) designed for science majors. Laboratory included.
Prerequisite: BIOL& 160 and CHEM& 161

BIOL& 222   Introduction to Cellular and Molecular Biology   (5)

(Formerly BIOL-211) Introduction to the structures and functions of biological molecules; anatomy of prokaryotic and eukaryotic cells; cell metabolism and metabolic diversity; molecular genetics and genomics. Laboratory included.
Prerequisite: BIOL& 160 and CHEM& 161

BIOL& 223   Introduction to the Biology of Organisms   (5)

(Formerly BIOL-212) Introduction to the structures and functions of eukaryotic organisms with particular attention to animal and plant anatomy, physiology, and development. Laboratory included. NOTE: The biology majors' sequence may be taken as BIOL&-221, 222, 223 or BIOL&-222, 223, 221.
Prerequisite: BIOL& 222 and CHEM& 162

BIOL& 241   Human Anatomy and Physiology 1   (6)

(Formerly BIOL-220) The first of a two-quarter sequence of human anatomy and physiology. The course reviews basic molecular and cell biology. New material covers histology, the integumentary system, the skeletal system, the muscular system, the nervous system and the special senses. Laboratory sessions include the study of microscopy, histology, anatomical models, preserved bones and human cadavers.
Prerequisite: CHEM& 110 with a minimum grade of C and BIOL& 160 with a minimum grade of C

BIOL& 242   Human Anatomy and Physiology 2   (6)

(Formerly BIOL-221) The second of a two-quarter sequence of human anatomy and physiology. The course will examine the endocrine system, blood, the cardiovascular system, the lymphatic system, the immune system, the respiratory system, the digestive system, the urinary system, and the reproductive system. Laboratory sessions include the study of histology, anatomical models, and the human cadaver.
Prerequisite: BIOL& 241 with a minimum grade of C

BIOL& 260   General Microbiology   (5)

(Formerly BIOL-201) Biological characteristics and metabolic activities of microorganisms and infective agents with an emphasis on bacteria and viruses. Includes consideration of microbial ecology as well as the relationship of microorganisms to disease. Laboratory included.
Prerequisite: CHEM& 121 and either BIOL& 160 or BIOL& 222   Recommended: CHEM& 131

Botany

BOT 101   General Botany   (5)

Presents basic concepts of plant biology to non-science majors including plant characteristics, biodiversity, growth, reproduction, and ecology. Students discuss current topics in agriculture, horticulture, medicine, ethnobotany, biotechnology, ecology, conservation, and environmental issues. Labs include lab experiments, greenhouse projects, field trips, and habitat restoration work in the TCC Nature Area.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent; and either MATH 090 with a minimum grade of C or equivalent or MATH 093 with a minimum grade of C or equivalent

BOT 179   Special Topics in Botany   (2)

This course will explore various topics in plant biology using a variety of methods, including seminars, laboratory experiments, lectures, research projects, presentations, field work, and all-day or overnight field trips depending on the quarter offered. Topics will vary by quarter. A course may include topics such as ethnobotany, plant taxonomy, etc.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent; and either MATH 090 with a minimum grade of C or equivalent or MATH 093 with a minimum grade of C or equivalent

Business

BUS 102   Customer Service   (2)

Students learn to be proactive in demonstrating quality verbal and non-verbal customer service in workplace situations with co-workers, customers, clients, or patients. Students are provided techniques to build teams, soothe dissatisfied customers, patients or colleagues, answer telephones and think with the end in mind.

BUS 110   Business Math   (5)

A review of basic math and its application to business problems. Topics include bank reconciliation, discounts, taxes, installment buying, payroll, insurance, depreciation, and interest.
Prerequisite: MATH 085 with a minimum grade of C

BUS 115   General Office Procedures   (3)

A genral course for the prospective office worker. Topics will include, but not be limited to, working effectively with others, work ethic, using a reference manual, practicing time management techniques, and reviewing (1) grammar, (2) math, (3) filing, (4) proofreading, (5) Microsoft Word.

BUS 116   Records & Information Management   (2)

Records and Information Management (RIM), is becoming increasingly more than just an office skill but also a major career field. This course covers the principles of alphabetic, geographic, numeric and subject filing systems using manual and electronic records storage. It additionally covers the management of both non-electronic and electronic information.
Prerequisite: READ 085 or ENGL/ 085 and knowledge of Windows

BUS 140   Marketing and Business Development   (5)

Examines marketing fundamentals and their impact on business and society. Students will study the concepts of consumer needs, demand management, customer behavior, strategies in product development, promotion, advertising, sales and distribution systems.
Prerequisite: ENGL 095 and READ 095 or ENGL/ 095 or Instructor permission

BUS 141   Purchasing and Supply Management   (5)

Introduction to the basic principles of purchasing and supply chain management with emphasis on understanding the purchasing and supply processes, organizational concepts, policy, relationships, and tools and techniques including cost/price analysis, and value analysis.
Prerequisite: BUS 110 with a minimum grade of C and either ENGL/ 095 with a minimum grade of C or Assessment at college level English and reading

BUS 142   Sourcing and Supplier Relation Fundamentals   (5)

Sourcing concepts, methods and techniques used to manage an organization's supply base are discussed. Emphasis is on strategic sourcing, including supplier selection, development and evaluation, supplier quality, and global sourcing.
Prerequisite: BUS 110 with a minimum grade of C and either ENGL/ 095 with a minimum grade of C or   Assessement at college level English and reading

BUS 145   Retail Management   (5)

This course examines types of retailers; multi-channel retailing; customer buying behavior; retail market strategy; retail locations and site selection; human resource management; information systems and supply chain management; customer relationship management; retail communication mixes; store management, layout, design, and visual merchandising; and, customer service.
Prerequisite: ENGL 095 and READ 095 or ENGL/ 095 or Instructor permission

BUS 150   Global Business   (5)

This course examines international business topics including globalization and the outsourcing of jobs; differences in cultures and political, economic, legal, and social systems; international ethics; the international monetary system; multinational corporations; methods of entering offshore markets; global production, logistics and marketing; and international trade organizations. (multicultural content) (writing intensive)
Prerequisite: ENGL 095 and READ 095 or ENGL/ 095 or Instructor permission

BUS 160   Small Business Entrepreneurship   (5)

A practical course concentrating on successfully launching and managing a small business, achieving optimum benefits from limited resources, planning for growth and succession, and developing skills, qualities, and traits that complement entrepreneurial behavior. Students will write a business plan that supports their future entrepreneurial efforts.
Prerequisite: ENGL /095 with a minimum grade of C or equivalent or Instructor permission
Recommended Preparation: knowledge of CU 100 and HD 101

BUS 163   Management Principles and Organizational Systems   (5)

Basic theory and common terms of management. Course examines what management is, who managers are, what they do, how they differ from non-managers, and how management contributes to an organization's success.
Prerequisite: ENGL 095 and READ 095 or ENGL/ 095 or Instructor permission

BUS 164   Leadership and Human Relations   (5)

Applies human relations skills to the work world. Focuses on interpersonal leadership skills that can maximize cooperation, flexibility, sensitivity and teamwork among workers. Students examine how attitudes, values, needs and communication styles affect relationships at work. Small-group projects will practice leadership skills and evaluate individual interpersonal competence.
Prerequisite: ENGL 095 and READ 095 or ENGL/ 095 or Instructor permission

BUS 165   Human Resource Management   (3)

Explores how organizations obtain, retain, and effectively utilize human resources. Topics include workplace diversity, forming quality work teams, equal opportunity, work analysis, staffing, training and development, performance appraisals, compensation, union/management relations, and grievance procedures.
Prerequisite: ENGL 095 and READ 095 or ENGL/ 095 or Instructor permission

BUS 256   Statistical Analysis   (5)

Statistical techniques to be used in guiding business decisions. Introduction to descriptive techniques, probability, estimation, hypothesis testing, regression, correlation and related concepts.
Prerequisite: MATH 095 with a minimum grade of C or equivalent

BUS 280   Career Readiness Skills   (2)

This course covers employment search skills and the employee skills needed to be successful on the job. It is recommended preparation for internships: ACCT-290, BUS-290, and IT-290.

BUS 290   Work Internship   (5)

During one quarter of the sophomore year, students may receive college credits for hands-on work experience and training in a private - or public - sector organization.
Prerequisite: Program Chair permission

BUS 295   Entrepreneurial & Innovative Mindset   (5)

This course is for students who want to learn more about innovation, entrepreneurship and launching a venture. The class will introduce the principles of an entrepreneurial mindset. The characteristics of the entrepreneurial mindset will be dissected and applied to the student's own entrepreneurial potential. Additionally, students will examine needed technical skills including business, finance, marketing, legal issues, and social media. This course is the same as SOC 295.
Prerequisite: Instructor permission

BUS 299   Independent Study   (1)

Study on an individual basis.
Prerequisite: Program Chair permission

BUS& 101   Introduction to Business   (5)

(Formerly BUS-101) For both business and non-business majors. Dynamics and competitive business world are explored through the study of topics including economic systems, forms of business ownership, social responsibility and ethics, entrepreneurship, marketing, management, organizational design, finance, banking, and securities markets.
Prerequisite: ENGL 095 and READ 095 or ENGL/ 095 or Instructor permission

BUS& 201   Business Law   (5)

(Formerly BUS-200) An introduction to the American legal system and the functions of law in a business environment; legal reasoning and the process of resolving disputes in society; a preliminary analysis of contractual arrangements and business association in the business community.

Chemistry

Students seeking courses for general interest and degree distribution requirements should consider the following non-major courses: CHEM& 110, 121, and 131. These courses are also appropriate for students working toward Allied Health careers.

Students pursuing a major in the sciences, engineering, or some medical fields should select courses from CHEM& 161, 162, 163, 261, 262, and 263. An academic advisor should be consulted to determine the appropriate courses for your degree goal. Students intending to major in Chemistry at a baccalaureate institution should work toward an Associate of Science degree with a Chemistry Specialization.

CHEM& 110   Chemical Concepts w/lab   (5)

(Formerly CHEM-100) Survey of the fundamental principles of Chemistry. Includes the study of the metric system, atomic theory, bonding, properties of matter, reactions, nomenclature, and applications of chemistry to everyday life. Laboratory included.
Prerequisite: MATH 095 or higher or TMATH 100 (may be taken concurrently)

CHEM& 121   Introduction to Inorganic Chemistry   (5)

(Formerly CHEM-101) (For non-science and non-engineering majors.) Course includes the study of the metric system, atomic theory, bonding, quantitative relationships, solutions, gases, acids and bases, salts, and nuclear chemistry. Laboratory included.
Prerequisite: CHEM& 110 or High School Chemistry ; and either MATH 095 or higher (may be taken concurrently) or TMATH 100 (may be taken concurrently)

CHEM& 131   Introduction to Organic/Biochemistry   (5)

(Formerly CHEM-102) (For non-science majors.) Study of the structure, properties, and reactions of organic and biological compounds. Includes an introduction to biochemical processes. Laboratory included.

Prerequisite: CHEM& 121

CHEM& 161   General Chemistry w/Lab I (5)

(Formerly CHEM-140) This is the first quarter of college-level freshman chemistry. It covers measurements, the structure of matter, compounds, stoichiometry, classes of chemical reactions, gases, thermochemistry, and the quantum mechanical model of hydrogen. Laboratory included.
Prerequisite: CHEM& 121 or High School Chemistry and either MATH& 141 or MATH 147 (Math may be taken concurrently)

CHEM& 162   General Chemistry w/Lab II (5)

(Formerly CHEM-150) This is the second quarter of college-level freshman chemistry. It covers electronic structure, bonding and bonding theories, molecular shapes, intermolecular forces, solids, liquids, solutions, and chemical equilibrium. Laboratory included.
Prerequisite: CHEM& 161

CHEM& 163   General Chemistry w/Lab III (5)

(Formerly CHEM-160) This is the third quarter of college-level freshman chemistry. It covers chemical kinetics, equilibrium, acids and bases, solubility, complex ions, thermodynamics, electrochemistry, and nuclear chemistry. Laboratory included.
Prerequisite: CHEM& 162

CHEM& 261   Organic Chemistry w/Lab I (5)

(Formerly CHEM-231) Organic chemistry for science majors. Study of the application of general chemical principles to organic compounds. Topics include: structure, orbital theory, isomerism, nomenclature, resonance, and chiralty; substitution and elimination reactions; introduction to IR spectroscopy. Laboratory included.
Prerequisite: CHEM& 163

CHEM& 262   Organic Chemistry w/Lab II (5)

(Formerly CHEM-232) Organic chemistry for science majors. Topics include: structure, properties and reactions of alkenes, alkynes, alcohols, radicals, and aromatic compounds; introduction to NMR, UV/VIS, and mass spectroscopy. Laboratory included.
Prerequisite: CHEM& 261

CHEM& 263   Organic Chemistry w/Lab III (5)

(Formerly CHEM-233) Organic chemistry for science majors. Topics include: structure, properties and reactions of aldehydes, ketones, amines, and carboxylic acids and their derivatives; introduction to biological molecules and biochemical processes. Laboratory included.
Prerequisite: CHEM& 262

Chinese

CHIN& 121   Chinese I   (5)

(Formerly CHIN-101) The first year of the beginning Chinese language sequence consists of 121, 122, and 123. CHIN&-121 is the first quarter of the sequence. The basic tenets of communications including reading, writing, speaking and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)
Prerequisite: Completion of READ 095 and ENGL 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing or Instructor permission

CHIN& 122   Chinese II   (5)

(Formerly CHIN-102) CHIN&-122 is the second quarter of the first-year language sequence and continues to build on the skills acquired in CHIN&-121. The basic tenets of communications including reading, writing, speaking and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)
Prerequisite: CHIN& 121 with a minimum grade of C or Instructor permission

CHIN& 123   Chinese III   (5)

(Formerly CHIN-103) CHIN&-123 is the third quarter of the first-year language sequence and continues to build on the skills acquired in CHIN&-122. The basic tenets of communications including reading, writing, speaking and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)
Prerequisite: CHIN& 122 with a minimum grade of C or Instructor permission

Communication Studies

CMST 110   Multicultural Communication (5)

(Formerly SPCH-110) A survey of how culture shapes the communication interaction. Emphasis is on the role of world views, how culture affects the development of value systems, interpersonal relationships, workplace and educational expectations. (multicultural content)
Prerequisite: ENGL& 101 with a minimum grade of C (may be taken concurrently)

CMST 120   The Process of Public Speaking   (2)

An introduction to the preparation of and process required to develop and deliver oral presentations. This course does NOT require oral presentations. Rather, focus includes the rhetorical situation, topic development, understanding an audience, appropriate research, understanding speech types, appropriate organization, the outlining process, and ethical considerations.

CMST 179   Special Topics in Communication   (2)

These are seminars designed to provide communication studies students with the opportunity to explore, research, and study selected topics and/or contemporary issues related to communication, public speaking, and the media. Faculty will generally determine material covered; however, material may also reflect the expressed need or interest of students in communication studies courses.
Prerequisite: CMST& 101 with a minimum grade of C or CMST 110 with a minimum grade of C or CMST& 220 with a minimum grade of C

CMST& 101   Introduction to Communication   (5)

(Formerly SPCH-100) A survey of fundamental principles of communication theory. Students are introduced to verbal and nonverbal communication, effective listening, interpersonal communication, small group discussion as well as culture and gender factors in communication. Written assignments, examinations and informal oral presentations are included.

CMST& 210   Interpersonal Communication   (5)

This course focuses on aspects of interpersonal communication in relationships that include philosophical, theoretical, and applied exploration of self-concept, perception, emotions, language, nonverbal cues, listening, and conflict.

CMST& 220   Public Speaking   (5)

(Formerly SPCH-101) An introduction to the preparation and delivery of oral presentations in an extemporaneous style. Emphasis is on ethical research, critical, logical analysis, organization of informative and persuasive presentations.
Prerequisite: ENGL& 101 with a minimum grade of C (may be taken concurrently)

Computer Science

Tacoma Community College offers a wide range of courses involving computer applications. The courses listed below are designed to satisfy computer programming requirements for engineering and science majors. Students intending to major in Computer Science at a baccalaureate institution should work toward an Associate of Science degree with a Computer Science Specialization.

Students interested in introductory computer courses or Business applications should see courses listed under Information Technology and Computer User.

CS 142   Java Programming for Engineers and Scientists I   (5)

Using the Java programming language, students learn general principles of object-oriented programming, including how to design, implement, document, test, and debug computer programs. Topics include classes, objects, messages, expressions, decision structures, iteration, arrays, collections, events, and interfaces.
Prerequisite: MATH& 141 with a minimum grade of C or equivalent.

CS 143   Java Programming for Engineers and Scientists II   (5)

An intermediate programming course, using Java. Topics will include classes, interfaces, inheritance, polymorphism, exception handling, recursion, data structures, and an introduction to performance analysis and implementation trade-offs.
Prerequisite: CS 142 with a minimum grade of C

Computer User

CU 091   Introduction To The Keyboard (2)

Learn to use the computer keyboard by touch and begin to develop accuracy and speed.
Prerequisite: Recommended: READ 085 or ENGL/ 085

CU 100   Introduction to Practical Computing   (2)

To provide individuals with an opportunity to cultivate the computer usage skills necessary to become confident, successful students. This course is an introduction to computer usage skills using the most current Microsoft Windows operating system. Topics include: developing computer literacy, navigation, organization, printing, file location and management, accessing help.
Prerequisite: Recommended: READ 095 or ENGL/ 095 and HD 101

CU 101   Web-Enabled Learning and Communication   (2)

Introduction to web-enabled learning and communication. Student will receive guidance in how to effectively navigate and use online TCC resources; Angel, Portal, Outlook Web Access. Emphasis on virtual communication, security concerns, Internet search effectiveness, and ethical behaviors for virtual learning communities.
Prerequisite: Knowledge of Microsoft Windows operating system required or Program Chair permission Recommended: CU 100

CU 102   Word I   (2)

Beginning Word Processing class using Microsoft Word. Emphasizes MOUS "Core Level" competencies and IC3 applications.
Prerequisite: Knowledge of Microsoft Windows operating system required or Program Chair permission Recommended: CU 100, READ 095 or ENGL/ 095, and HD 101

CU 103   Excel I   (3)

Beginning spreadsheets class using Microsoft Excel. Emphasizes MOUS core level competencies and IC3 applications.
Prerequisite: Knowledge of Microsoft Windows operating system required or Program Chair permission Recommended: CU 100, MARC 075, READ 095 or ENGL/ 095, and HD 101

CU 104   PowerPoint   (1)

Introduction to electronic presentations using Microsoft Power Point. Emphasizes MOUS "Core Level" competencies and IC3 applications.
Prerequisite: Knowledge of Microsoft Windows operating system required or Program Chair permission Recommended: CU 101, READ 095 or ENGL/ 095, and HD 101

CU 105   Word I & Excel I   (5)

Introduction to using Microsoft Office Suite. Emphasizes MOUS core level competencies in Word, Excel and IC3 applications.
Prerequisite: Knowledge of Microsoft Windows operating system required or Program Chair permission Recommended: CU 100, MATH 075 and READ 095 or ENGL/ 095

CU 108   Outlook   (2)

Beginning Outlook. Course includes coverage of the software's following features: e-mail, contacts, calendar, and scheduling.
Prerequisite: CU 105 with a minimum grade of C or equivalent or Program Chair Permission

CU 110   Access I   (2)

Beginning database class using Microsoft Access. Emphasizes MOUS core level competencies.
Prerequisite: CU 103 with a minimum grade of C or   CU 105 with a minimum grade of C or equivalent or   Program Chair permission

CU 202   Word II   (3)

Advanced Word processing class using Microsoft Word. Emphasizes MOUS expert level competencies.
Prerequisite: CU 102 with a minimum grade of C or CU 105 with a minimum grade of C or equivalent or Program Chair Permission.

CU 203   Excel II   (3)

Advanced spreadsheet class using Microsoft Excel. Emphasizes MOUS expert level competencies.
Prerequisite: CU 103 with a minimum grade of C or   CU 105 with a minimum grade of C or Program Chair permission

CU 210   Access II   (3)

Intermediate to advanced database skills using Microsoft Access. Emphasizes data import and export features, data access pages, advanced queries, tables, reports and forms. Includes creating macros and modules, managing database objects and managing databases.
Prerequisite: CU 110 with a minimum grade of C or Program Chair permission

Diagnostic Medical Sonography

DMS 101   Sonography Lab I   (2)

This course is designed to introduce students to the ultrasound machine, imaging/anatomic terminology and scanning techniques. Students will develop skills related to obtaing patient histories, evaluating clinical indications, using protocols to guide scanning and communicate exam results by written, imaging and oral means.
Prerequisite: Acceptance into DMS program or Program Chair approval

DMS 102   Sonography Lab II   (3)

Students further develop sonographic concepts from DMS 101 by applying their patient care, optimization and scanning skills to superficial structures, the female reproductive system and first trimester obstetrics.
Prerequisite: DMS 101 with a minimum grade of C or Program Chair approval.

DMS 103   Sonography Lab III   (2)

Students continue to refine their imaging, communication and patient care skills to further gain independence in scanning. Evaluation, analysis and integration of concepts will be emphasized this quarter.
Prerequisite: DMS 102 with a minimum grade of C or Program Chair approval.

DMS 105   Ultrasound Cross-Sectional Anatomy   (5)

Provides information on cross-sectional anatomy in the human body with an emphasis on the organs of sonographic interest. Different scanning planes are represented including longitudinal, transverse, coronal and oblique views. Students also gain an understanding of transducer positioning in relation to organs within the body, and correlate their studies with sonographic images.
Prerequisite: Acceptance into DMS program or Program Chair approval

DMS 110   Pathophysiology I   (3)

Explores the pathogenesis of disease processes and their impact on the human body. Discusses the clinical manifestations, diagnosis, treatment and surgical interventions of different disease processes affecting specific body systems. Emphasizes disease processes relevant to sonography.
Prerequisite: Acceptance into DMS program or Program Chair approval

DMS 111   Pathophysiology II   (3)

This course focuses on sonographic evaluation of the pathophysiology of pelvic and small parts organs/structures.
Prerequisite: DMS 110 with a minimum grade of C or Program Chair Approval

DMS 120   Abdominal Sonography   (3)

Introduces sonographic terminology. Discusses the normal and pathologic appearances, laboratory tests and clinical signs and symptoms pertinent to the organs studied. Inlcudes development of appropriate exam protocol.
Prerequisite: Acceptance into DMS program or Program Chair approval

DMS 121   Small Parts and Superficial Structures Sonography   (3)

Focuses on the sonography of various superficial structures. Reviews the anatomy, physiology, and pathology of these small parts; discussing laboratory tests and clinical signs and symptoms. Also explores the use of ultrasound in surgical procedures. Routine scanning protocols are learned and discussed.
Prerequisite: DMS 120 with a minimum grade of C or Program Chair Approval

DMS 122   Gynecology and Obstetrics I (3)

This course is the first in a series of two courses that focus on the female reproductive system and obstetrics. Physiologic, anatomic and pathologic conditions pertaining to gynecology and the first trimester will be explored and applied to scanning techniques acquired in the first quarter of the program.
Prerequisite: DMS 120 with a minimum grade of C or Program Chair Approval

DMS 123   Gynecology And Obstetrics II (5)
This is the second course in a two part series focusing on the female reproductive tract and the developing fetus. Anatomic, physiologic and pathologic conditions pertaining to the second and third trimester fetus and the post-partum pelvis will be explored as well as imaging requirements.
Prerequisite: DMS 122 with a minimum grade of C or Program Chair Approval

DMS 124   Introduction to Vascular Sonography (3)
This course gives students an overview of vascular scanning and provides them with the basic concepts of anatomy, wave forms, pathologic conditions and scanning techniques in vascular sonography.
Prerequisite: Acceptance into the DMS program or Program Chair Approval

DMS 125   Advanced Sonography (2)
This course further advances student critical thinking strategies in preparation for the clinical internship. Classification, analysis and integration of knowledge as well as problem solving and organizational skills will be focused on.
Prerequisite: DMS 120 and DMS 121 and DMS 122 or Program Chair approval.

DMS 130   Ultrasound Physics and Instrumentation I (3)
Provides a theoretical and practical understanding of acoustic physics and its application in diagnostic medical sonography. Includes a review of related mathematical concepts and explores wave concepts, properties of attenuation, ultrasound beam formation, transducer construction, and function and system operation.
Prerequisite: Acceptance into DMS program or Program Chair approval

DMS 131   Ultrasound Physics and Instrumentation II (3)
This course is the second in a series of two that prepares students to sit for the ARDMS's Scientific Principals and Techniques registry exam. Material covered relates to content of the exam, preparation and exam taking techniques.
Prerequisite: DMS 130 with a minimum grade of C or Program Chair Approval

DMS 140   Patient Care and Scope of Practice (2)
This course focuses on defining the scope of practice of the sonographer in the clinical setting. Students learn to provide appropriate care for high needs and critical patients, preparation for invasive procedures and expectations when working within a healthcare setting.
Prerequisite: DMS 102 with a minimum grade of C or Program Chair Approval

DMS 150   Introduction to Clinical I (2)
Students will begin their clinical experience with this once a week observation course. Students will gain knowledge of departmental operations, protocol specifications, machine settings and patient care techniques.
Prerequisite: DMS 102 with a minimum grade of C or Program Chair Approval

DMS 151   Ultrasound Clinical II (10)
This is the second quarter of the five quarter clinical rotation in which students begin to assist with imaging and department operations. Scanning skills are further developed under the supervision of a clinical instructor and patient care techniques and imaging protocols are applied. Pathologic identification and clinical association skills are also focused on.
Prerequisite: DMS 150 with a minimum grade of C or Program Chair Approval

DMS 160   Clinical Seminar I (2)
This course is a seminar on current issues in sonography. Includes case study presentation, discussion and critique.
Prerequisite: Acceptance into DMS program or Program Director approval

DMS 175   DMS Orientation (2)
This course will provide application of the basic skills required for patient care. Students will complete CPR, HIPPA and HIV/AIDS certification for health care providers.
Prerequisite: Acceptance into DMS program or Program Chair Approval

DMS 250   Ultrasound Clinical III (13)
A continuation of Ultrasound Clinical II. Continued observation with increasing performance of all duties of a sonographer in a clinical setting. Patient examinations are performed under generalized supervision. Requires completion of clinical competencies.
Prerequisite: DMS 151 with a minimum grade of C and DMS 160 with a minimum grade of C

DMS 251   Ultrasound Clinical IV (13)
This is the fourth clinical course in a series of five courses designed to increase student autonomy as sonographers. Continuing to build upon scanning, department routines, patient care and communication skills, students perform exams under minimal or indirect supervision of clinical instructors.
Prerequisite: DMS 250 with a minimum grade of C or Program Chair Approval

DMS 252   Ultrasound Clinical V (13)
This is the fifth and final quarter of the clinical internship. Student autonomy and critical thinking applications are emphasized and students master the skills required of an entry level sonographer.
Prerequisite: DMS 251 with a minimum grade of C or Program Chair Approval

DMS 260   Ultrasound Seminar and Critique II (2)
This course is a seminar on current issues in sonography. Includes case study presentation, discussion, and critique.
Prerequisite: DMS 151 with a minimum grade of C and DMS 160 with a minimum grade of C

DMS 261   Ultrasound Seminar and Critique III (2)
A continuation of Ultrasound Seminar and Critique II. Students present case studies as well as discuss current imaging trends.

Prerequisite: DMS 260 with a minimum grade of C or Program Chair Approval

DMS 270   Sonography Registry Review (2)

This course prepares students to sit for the two national registry examinations and focuses on exam content, learning strategies, association techniques and recall skills.
Prerequisite: DMS 251 with a minimum grade of C or Program Chair Approval

DMS 299   Clinical Independent Study   (5)

Increasing performance of all duties of a sonographer in the clinical setting. Patient examinations are performed under strict/general supervision depending on student's progress. This course will allow continuity in the development of clinical skills.
Prerequisite: DMS 151 with a minimum grade of C and   all DMS didactic and lab coursework with a minimum grade of C

Early Childhood Education

ECE 100   Introduction to Early Childhood Education   (3)

(Formerly EDP 100) This course offers an overview of the early childhood profession. This will include historical perspectives, current trends, professional expectations, settings, and evidence-based best practice described by the National Association for the Education of Young Children, the Division for Early Childhood, and the Council for Exceptional Children. This course addresses children birth to eight years old, including those who are culturally, linguistically, and ability diverse.

ECE 101   Early Childhood Environmental Design   (3)

(Formerly EDP 101) This course offers an introduction to evidence-based research and techniques for designing early childhood and school environments for young children (birth to eight years old), including those who are culturally, linguistically, and ability diverse. Schedules, materials, room arrangement, and center-based learning will be addressed. Students will also learn strategies for meaningful observations and ways to adapt environments to support the development of each child?s potential.

ECE 102   Math, Science, and Technology for Young Children   (3)

(Formerly EDP 102) This course focuses on the integration of developmentally appropriate math, science, and technology content into the early childhood classroom curriculum. The process of using inquiry tools and problem-solving strategies and focused learning centers with content embedded in all other classroom areas is explored. Examine numerous evidence-based instructional strategies for teaching young children, birth to eight years old, including those who are culturally, linguistically and ability diverse.

ECE 112   Language, Literacy, and the Arts in Early Childhood Education (3)

(Formerly EDP 112) This course will familiarize students with approaches to planning and integrating a developmentally appropriate language, literacy, and arts curriculum. Students will examine numerous evidence-based instructional strategies for teaching young children, birth to eight years old, including those who are culturally, linguistically, and ability diverse.

ECE 121   Child, Family and Community Relations I - Creating Community Among Adults in Early Care Settings   (1)

(Formerly EDP 121) Early care and education professionals will learn about the importance of adult relationships in child care and early learning settings.

ECE 122   Child, Family and Community Relations II Building a Caring Community with Children   (1)

(Formerly EDP 122) Caregivers will learn about concepts and the value of the caregiver-child relationship. The course will focus on care giving practices to strengthen and build skills to promote positive interactions and relationships.

ECE 123   Child, Family and Community Relations III Building Quality Relationships with Families   (1)

(Formerly EDP 123) Caregivers will explore ways to form culturally-responsive partnerships with families and parents.

ECE 130   Cultural Competency and Responsiveness in Early Childhood Education   (2)

(Formerly EDP 130) This course covers evidence-based practices related to providing responsive care and education in home, classroom, and community settings serving culturally, linguistically, and ability-diverse children, birth to eight-years-old, and their families. Students will be required to examine their own personal culture and to explore ways in which to become an effective teacher to each young child. Included are strategies for helping teachers, children, families, and colleagues to communicate, negotiate, and resolve dilemmas caused by cultural differences. There will be a focus on using an anti-bias approach. (multicultural content)

ECE 140   Promoting Positive Behavior   (3)

(Formerly EDP 140) An exploration of preventive and effective behavior guidance techniques with emphasis on positive behavior support and social-emotional competence in young children, birth to eight years old, including those who are culturally, linguistically, and ability diverse.

ECE 141   Guiding Behavior of Young Children I - Understanding Behaviors and Building Relationships with Children   (1)

(Formerly EDP 141)This course is structured around understanding behaviors and building relationships with young children. It will focus on: relationship-based care; influences on child's behavior; goals of mistaken behavior; temperament; and a personal philosophy of guidance for young children. Completion of ECE-141, 142, 143 will be equivalent to ECE-140.

ECE 142   Guiding Behavior of Young Children II - The Encouraging Classroom   (1)

(Formerly EDP 142)This course is focused on using the environment to support children's positive behavior, developmentally appropriate guidance practices, guidance vs. punishment, and involving families to support children's social and emotional growth. Completion of ECE-141, 142, 143 will be equivalent to ECE-140.

ECE 143   Guiding Behavior of Young Children III - Positive Guidance   (1)

(Formerly EDP 143) This course focuses on positive communication and direct guidance techniques to support children's social/emotional development, and strategies for specific challenging behaviors Completion of ECE-141, 142, 143 will be equivalent to ECE-140.

ECE 191   Early Childhood Clinical Experience I   (2)

Clinical experience that provides students the opportunity to observe and practice the skills, theories and behaviors taught in the coursework for the child development specialist certificate. Must be taken concurrently with ECE-100.
Prerequisite: ECE 100

ECE 192   Early Childhood Clinical Experience II   (2)

Clinical experience that provides students the opportunity to observe and practice the skills, theories and behaviors taught in the coursework for the child development specialist certificate. Must be taken concurrently with ECE-202
Prerequisite: ECE 202

ECE 193   Early Childhood Clinical Experience III   (2)

Clinical experience that provides students the opportunity to observe and practice the skills, theories and behaviors taught in the coursework for the child development specialist certificate. Must be taken concurrently with ECE-101
Prerequisite: ECE 101

ECE 201   Effective Communication with Colleagues and Families   (3)

(Formerly EDP 204)This course teaches effective communication techniques for interacting with colleagues and families of young children, birth to eight-years-old, including those who are culturally, linguistically, and ability diverse in a variety of early childhood education settings.

ECE 202   Nutrition, Health, and Safety for Young Children   (3)

(Formerly EDP 202) This course offers a practical study of the health, safety, and nutrition of young children, birth through age eight years old, including those who are culturally, linguistically, and ability diverse; incorporating prevention, emergency management, and family conscious services.

ECE 203   Family Systems & Supports   (3)

(Formerly EDP 203) This course offers an introduction to varying family dynamics within family systems as they relate to working with young children (birth to eight years old), including those who are culturally, linguistically and ability diverse in community, home, and early childhood education settings. This includes describing strengths-based and culturally responsive approaches for working collaboratively with families to address their concerns, resources, and priorities.

ECE 211   Administration of Early Learning Programs I - Program Administration   (1)

(Formerly EDP 211) This course emphasizes the technical knowledge necessary to develop and maintain a quality early care and education program. It focuses on planning, developing and managing a center; and meeting licensing, accreditation regulations and guidelines.

ECE 212   Administration of Early Learning Programs II - Operation of Children's Programs   (1)
(Formerly EDP 212) This course focuses on the operation of children's programs in early learning centers. It addresses the grouping of children; creating developmentally appropriate curriculum that is relevant for children for birth through age eight; and implementing a food program.

ECE 213   Administration of Early Learning Programs III - Staffing and Professional Development   (1)
(Formerly EDP 213) This course addresses staff recruitment, retention, support, and supervision which will lay a foundation for positive personnel management. Professional responsibilities such as cultural responsiveness and reflective practice are also examined.

ECE 290   Practicum   (3)
(Formerly EDP 290) This is a 99 hour, supervised classroom experience in an integrated early childhood education setting and is the capstone class for the Paraeducation program. This includes birth to eight-year-old children who are culturally, linguistically, and ability diverse in either a school and/or current work site. This practicum provides students the opportunity to demonstrate the skills and knowledge they gained in their previous early childhood education courses which must be successfully completed before taking this class. Students are expected to follow practicum expectations, procedures, responsibilities, and methods of evaluation. Criminal background clearances are required.
Prerequisite: Instructor permission and criminal background clearances required.

Economics

ECON& 201   Micro Economics   (5)
(Formerly ECON-201) Theory of the market systems as a method of allocating resources and distributing income and products. Analysis of current problems including government regulation, subsidies, monopoly, and taxation.
Prerequisite: MATH 095 with a minimum grade of C or assessment above MATH 095

ECON& 202   Macro Economics   (5)
(Formerly ECON-200) History and development of the United States' economy, including effects of government taxing and spending, control of the money supply, and effects of international trade.
Prerequisite: MATH 095 with a minimum grade of C or assessment above MATH 095

Education

EDUC 220   Diversity in Education   (5)
Examination of the relationship of cultural values to the formation of the child's self-concept and learning styles. Examination of the role of prejudice, stereotyping and cultural incompatibilities in education. Emphasis on preparing future teachers to offer an equal educational opportunity to children of all socioeconomic and cultural groups, as well as inclusion of exceptional children. (multicultural content)

EDUC 299   Early Childhood Field Experience   (2)
A 2-credit course based on an independent study contracted between an instructor and a student. This class is taken concurrently with EDP-100 wich will provide the opportunity to work with children in ECE classrooms, learning and implementing developmentally appropriate practices in guidance, curriculum, observation, assessment and the preparation of the physical environment.
Prerequisite: EDP 100 must be taken concurrently

EDUC& 115   Child Development   (5)
The purpose of this course is to provide the student with an overview of the study of child development, including those children who are culturally, linguistically, and ability diverse. The scientific and theoretical approaches to studying the development of the physical, cognitive, communication, social, and emotional changes that occur from conception through adolescence and the biological and/or environmental influences that affect this development will be addressed. Materials and resources regarding communication with families, brain development, and milestones for each stage of development will also be provided. Four field observations within inclusive child care settings are required outside of class time.
Prerequisite: PSYC& 100

EDUC& 205   Introduction to Education w/ Field Experience   (5)

(Formerly EDUC-201) Designed for students who are considering teaching as a profession, the course will examine historical and philosophical foundations of American education, learning theories, contemporary students, and curriculum development. The course will also explore the social, political, cultural, and economic pressures that influence current issues and trends in education. . Includes a required field experience in a public school K-12 setting (40 hours) that provides students opportunities to observe and reflect upon today?s classrooms, students, and teachers.
Prerequisite: Assessment at college level reading and writing

Emergency Medical & Health Services

EMC 110   Emergency Medical Technician Basic   (10)

Upon completion of this course, students are prepared to fulfill state and/or National Registry requirements for certification as an EMT-Basic, the entry level position in EMS for pre-hospital care providers. EMT-Bs provide basic life support and transportation for victims of illness and injury. Includes 121 hours of lecture and practical class-work time, and some clinical observation. Class also meets a portion of the prerequisites for the Paramedic program. Program adheres to the U.S. Department of Transportation guidelines and the Washington State Department of Social and Health Services standards.
Prerequisite: Students must be formally accepted into the EMC program prior to registering for this class. Please refer to the Health, Justice, and Human Services Division for more information. NOTE: Active affiliation with an EMS provider agency is required for state certification. Class may be taken without affiliation; however, students will not obtain state certification without being affiliated.

EMC 112   Emergency Medical Technician Recertification   (4)

For the currently certified EMT-Basic who needs to fulfill state, county, and/or National Registry requirements for recertification.
Prerequisite: Current state, county, or National Registry EMT-Basic Certification and Program Chair permission.

EMC 116   Introduction to Emergency Medical Care   (4)

EMC introduces the concept of pre-hospital care. Fundamental principles of the practice are presented in this hybrid course, i.e., medical ethics, role & responsibilities, critical thinking, medical math, and health and wellness.
Prerequisite: Acceptance into the Paramedic Program

EMC 120   Paramedic I   (12)

The first of three courses for the education of prehospital advanced life support paramedic personnel. Advanced concepts and skills in patient Assessment, airway management, shock management and I. V. therapy, pharmacology and drug administration, Advanced Cardiac Life Support (ACLS) provider course included.
Prerequisite: Acceptance into the Paramedic Certificate Program.

EMC 121   Paramedic II   (12)

Second in the three quarter paramedic course. Covers Assessment and management of the trauma victim; soft tissue injuries; respiratory emergencies; musculoskeletal injuries; medical, pediatric, psychiatric, obstetric and geriatric, toxic, allergic, environmental and mass casualty emergencies, . Pre-hospital trauma life support (PHTLS-Provider) as well as the PALS provider course included.
Prerequisite: EMC 120 and EMC 130

EMC 122   Paramedic III   (5)

Third in three quarter series reviewing the entire didactic content as applied to case studies. Requires extensive application of the material covered in EMC 120 and EMC 121.
Prerequisite: EMC 121 and EMC 131

EMC 130   Paramedic Clinical I   (8)

First-quarter clinical and infield experience for paramedic students taken in conjunction with EMC 120. Includes clinical experience in hospital and infield experience.
Prerequisite: Acceptance into the Paramedic Certificate Program

EMC 131   Paramedic Clinical II   (7)

Second-quarter clinical and field experience for Paramedic students taken in conjunction with EMC 121. Students will have assigned clinical and infield rotations.
Prerequisite: EMC 120 and EMC 130

EMC 132   Paramedic Clinical III   (9)

Continuation of EMC-131. Emphasis is on clinical and extensive in-field experience. Third quarter clinical and in-field experience for paramedic students includes specified hospital assignments and extensive in-field experience.
Prerequisite: EMC 121 and EMC 131

EMC 140   Supplemental Education for EMC Programs I   (1)

This course offers individualized didactic instruction to assist previously educated and/or certified personnel in meeting state, county, local or national certification or recertification requirements.
Prerequisite: Recommendation of County Medical Director and Instructor permission

EMC 150   Supplemental Education for EMC Programs II   (1)

This course offers individualized clinical instruction to assist previously educated and/or certified personnel in meeting state, county, local or national certification or recertification requirements.
Prerequisite: Recommendation of County Medical Director and Instructor permission

EMC 200   Contemporary Issues in Pre-hospital Care   (2)

This is a dynamic course that focuses on the various components of quality EMS. The course utilizes assorted current readings in conjunction with small group work that promotes critical thinking and a global understanding of what comprises state of the art out-of-hospital care.
Prerequisite: Certified Paramedic or Instructor permission

Engineering

The Engineering transfer program is designed to offer students the same courses as the first two years at a baccalaureate institution.

There are three specific discipline-related Associate of Science in Engineering degrees: (1) Civil, Mechanical, Industrial, Aeronautical/Astronautical and Material Science Engineering, (2) Electrical Engineering and Computer Engineering, and (3) BioEngineering and Chemical Engineering. There is also a General Engineering Associate of Science. Students are encouraged to pursue one of the specific discipline-related Associate of Science in Engineering degrees, rather than the General Engineering degree, unless advised to do otherwise by an engineering advisor. Students are strongly encouraged to meet with an Engineering advisor as early as possible.

Students seeking courses for general interest, upgrading skills, or college-level electives should consider ENGR& 104, ENGR& 114, and ENGL& 235.

TCC supports a local chapter of the ASME (American Society of Mechanical Engineers) and encourages student involvement.

ENGR 240   Applied Numerical Methods (5)

Numerical solutions to problems in engineering and science using modern scientific computing tools. Application of mathematical judgment in selecting computational algorithms and communicating results. Introduction to MATLAB programming for numerical computation.
Prerequisite: MATH& 153 Recommended: MATH 220

ENGR 299   Independent Study   (1)

Independent design, observation, analysis, and reporting of an engineering project or topic.
Prerequisite: Instructor permission

ENGR& 104   Introduction to Engineering and Design   (5)

(Formerly ENGR-100) Introduction to the engineering profession and its design process by building group skills, understanding the effects of different learning styles, producing strategies for innovation, and fostering creativity in problem solving. Includes design projects, journal keeping, professionalism and ethical issues, and oral presentations. Acquaints students with disciplines and opportunities in engineering.
Prerequisite: Completion of ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C and completion of MATH 090 with a minimum grade of C- or equivalent assessment in these areas

ENGR& 114   Engineering Graphics   (5)

(Formerly ENGR-123) An introduction to Computer Aided Design (CAD) using software based on parametric solid modeling. Students will use the software to create virtual models, show the models in various projections and views, manage the associated computer files, and produce engineering drawings. The course includes the engineering graphics topics of three-dimensional visualization, sketching, displaying solid objects in two-dimensional views, dimensioning, and reading engineering drawings.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent; and MATH 090 with a minimum grade of C or equivalent

ENGR& 204   Electrical Circuits   (5)

(Formerly ENGR-215) An introduction to electrical engineering through basic circuit and system concepts. Topics include: resistors, sources, capacitors, inductors, operational amplifiers, node and mesh analysis, Thevenin and Norton equivalents and RLC circuits. Solution of first and second order linear differential equations associated with basic circuit forms will be used.
Prerequisite: PHYS& 222 and MATH& 152 Recommended: MATH 238

ENGR& 214   Statics   (5)
(Formerly ENGR-210) Scalar and vector analysis of two, and three-dimensional static structures. Topics include: vector notation, equilibrium, moments, couples, distributed loads, resultants, trusses, frames and machines, center of mass, inertia, shear and bending moment diagrams, and friction. Includes a team project.
Prerequisite: PHYS 121 (may be taken concurrently) and MATH& 152

ENGR& 215   Dynamics   (5)
(Formerly ENGR-230) Dynamics of particles and rigid bodies, using the vector notation. Topics covered in this course include: kinematics, kinetics, rectangular coordinates, normal and tangent coordinates, polar coordinates, curvilinear motion, work, energy, impulse, momentum, impact, steady mass flow, rotation, absolute motion and relative motion. Includes design project.
Prerequisite: ENGR& 214 and MATH& 153

**ENGR& 224   Engineering
          Thermodynamics   (5)**
(Formerly ENGR-260) Introduction to principles of thermodynamics from a predominantly macroscopic point of view. Development of the basic laws of thermodynamics and their application to energy transformation and state changes in engineering problems. Topics include work, heat, energy, entropy, specific heat, open and closed system analysis, and applications to devices and systems. Simple power and refrigeration cycles, including Carnot, Otto, Diesel, Brayton and Rankine are introduced.
Prerequisite: PHYS& 221 (may be taken concurrently) and MATH& 152 and CHEM& 161

ENGR& 225   Mechanics of Materials   (5)
(Formerly ENGR-220) An introduction to the concepts of stress, strain, deformation, and failure theory in solid materials. Applies mechanics of materials concepts to structural and machine elements in tension, compression, bending, and torsion. Topics include deformation of members, Poisson's ratio, stress concentrations, thermal stress, statically indeterminate techniques, flexure formula, shear formula, stress transformation, Mohr's circle, strain gauges, deflections, and columns. Includes a design project.
Prerequisite: MATH& 153 (may be taken concurrently) and ENGR& 214

English: Composition

Students enrolled in the English for Academic Purposes program are strongly advised to complete the program before attempting the English program designed for native speakers. Courses numbered below 100 cannot be applied towards certificate or degree requirements.

**ENGL 103   Composition III: Writing about
          Literature   (5)**
The application and further development of writing principles covered in ENGL&-101. The writing - primarily analytical - is based on the reading and discussion of literature. This course may not be taken S/U.
Prerequisite: ENGL& 101 with a minimum grade of C

ENGL& 101   English Composition I   (5)
(Previously ENGL-101) Study and application of the principles of college writing. Students read, analyze, and write expository, descriptive, and argumentative essays, as well as learn to develop ideas fully, organize them effectively, and express them clearly. ENGL 101 readings focus on the essay. This course may not be taken "S/U."
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at or above college level reading and writing

**ENGL& 102   Composition II: Argument
          and Persuasion   (5)**
(Formerly ENGL-102) The application and further development of writing principles covered in ENGL&-101. ENGL&-102 is a composition course designed to develop the student's ability to write sound and cogent arguments in several academic disciplines. Course work focuses on strategies for developing convincing evidence, with emphasis on critical thinking and library research skills. This course may not be taken S/U.
Prerequisite: ENGL& 101 with a minimum grade of C

ENGL/ 085   Academic Reading and Writing I: Foundations   (8)

A pre-college integrated reading and writing course that provides instructions and practice skills needed for placement into ENGL/ 095. Course work includes grammatical concepts in order to write clear and correct sentences and paragraphs. This course is designed to introduce basic reading skills and to develop basic writing skills. Course work emphasizes writing from observations as well as writing in response to readings. The writing focus is on writing sentences which demonstrate a basic grasp of syntax and usage and writing sound paragraphs which express a main idea clearly and develop it fully with a minimum of errors in sentence structure, punctuation, and spelling. This course enables students to work with essential text structure and to begin basic analysis of passages from a variety of texts. Identification of main points, details, and implications are included, as well as skills in outlining and summarizing. Lab application is used for practice, and vocabulary development is included.
Prerequisite: EAP 155 and EAP 159 with a minimum grade of C or assessment into ENGL 085 and ENGL 095 or ENGL /085

ENGL/ 095   Academic Reading and Writing II: Threshold   (8)

An integrated pre-college course designed to improve the student's reading and writing ability for entrance into ENGL& 101. Course work focuses on critical reading and analytical writing in response to readings, with an emphasis on organization, unity, coherence, and adequate development; an introduction to expository essays; and a review of the rules and conventions of standard written English. Essay and research writing is included. This is a preparatory class for college success with reading emphasis on text analysis for structure, inferring meaning, critical thinking, and vocabulary development. Introduction to literary devices is included. A variety of expository excerpts from college textbooks are used for demonstration of skills. Lab application is used for practice.

Prerequisite: Either EAP 155 and EAP 159 with a minimum grade of C, EAP 154 with a minimum grade of C, READ 085 and ENGL 085 with a minimum grade of C, ENGL/ 085 with a minimum grade of C, or assessment into either ENGL 095 and READ 095 or ENGL/ 095

English: Literature

ENGL 179   Trillium Production Workshop   (2)

Course covers the basics of editing, design, and production of a literary magazine offereing practical hands-on experience.
Prerequisite: Instructor permission

ENGL 180   Una Voce Workshop   (2)

Una Voce Workshop provides practical, hands-on experience at every stage of the production of a magazine: solicitation of essays, selection of submissions, arrangement of submissions, writing of introductions, proofreading, and publication.
Prerequisite: ENGL& 101 with a minimum grade of C

ENGL 201   Advanced Expository Writing   (5)

Advanced course in expository writing. Attention given to acquiring a personal style and finding an effective tone and voice.

ENGL 234   Introduction to Mythology and Folk Stories   (5)

A comparative study of myths and folklore throughout the world. Emphasis is on the commonality of concerns and values expressed by both western and non-western cultures and on the literary value of myths and folklore. (multicultural content) (writing intensive)
Prerequisite: Completion of READ 095 and ENGL 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

ENGL 242   Contemporary Non-Western Literature   (5)

A survey of contemporary non-Western literature. Various cultural and historical themes will be studied from quarter to quarter. (multicultural content) (writing intensive)
Prerequisite: Completion of READ 095 and ENGL 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

ENGL 260   Themes or Social Issues in Fiction/Drama/Poetry   (5)
A survey of popular themes or social issues pertinent to present society. Various themes or issues will be studied from quarter to quarter. May be taken twice as themes and issues covered are different each offering. (writing intensive)
Prerequisite: ENGL& 101 with a minimum grade of C

ENGL 261   The Bible as Literature   (5)
The Bible as Literature examines the Bible, both the Hebrew Bible and the Christian Testament, as a collection of literary works. Students learn to recognize plot, theme, character, setting, and style and to consider the interaction of those elements. They also learn about the history of the composition, transmission, and translation of the works. The purpose of the course is not to supplant the Bible as a religious text, but to enhance each student's appreciation of the Bible regardless of his or her religious convictions. (multicultural content) (writing intensive)
Prerequisite: ENGL& 101 with a minimum grade of C

ENGL 262   Children's Literature   (5)
Children's Literature is the study of classic and contemporary fiction and poetry for children, from the early reading levels through high school. Although the course is intended for students who plan to become teachers, it is open to all students who meet the prerequisites. Students examine and critique a variety of works on the basis of the elements of literature, such as plot, character, theme, setting, and style. They research the historical contexts of the works. They present their critiques and findings in written form, along with specific suggestions for teaching the works. (multicultural content) (writing intensive)
Prerequisite: ENGL& 101 with a minimum grade of C

ENGL 264   English Literature: From Beowulf Through Shakespeare (5)
Survey of English literature from three major periods of English literature: Old English (500-1100), Middle English (1100-1500), and the English Renaissance. (writing intensive)
Prerequisite: ENGL& 101 with a minimum grade of C

ENGL 265   English Literature: From Donne Through Blake   (5)
Survey of English literature from the Donne (1630s) through Blake (early Romantics, 1780s). (writing intensive)
Prerequisite: ENGL& 101 with a minimum grade of C

ENGL 271   Contemporary American Fiction   (5)
Study of American fiction written since 1960 with an emphasis on the major writers and themes of contemporary fiction. (multicultural content) (writing intensive)
Prerequisite: Completion of READ 095 and ENGL 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

ENGL 276   Creative Writing - Fiction   (3)
Writing of fiction (short story, novel), with particular attention to techniques used by contemporary authors. Course is flexible to meet needs of individual students. (writing intensive)
Prerequisite: ENGL& 101 with a minimum grade of C

ENGL 277   Creative Writing - Fiction   (3)
Writing of fiction (short story, novel), with particular attention to techniques used by contemporary authors. Course is flexible to meet needs of individual students. (writing intensive) (writing intensive)
Prerequisite: ENGL& 101 with a minimum grade of C

ENGL 278   Creative Writing - Poetry   (2)
A workshop for the writing of poetry, and the study and analysis of poetry techniques. Course is flexible to meet the needs of the individual students and may be repeated. (writing intensive)
Prerequisite: ENGL& 101 with a minimum grade of C

ENGL 279   Creative Writing - Poetry   (2)
A workshop for the writing of poetry, and the study and analysis of poetry techniques. Instruction is flexible to meet the needs of individual students. (writing intensive)
Prerequisite: ENGL& 101 with a minimum grade of C

ENGL 280   Literatures of Diversity   (5)
An introduction to the literatures of various cultures. Includes a study of historical and cultural context within which the literature evolved. Various single authors or a combination of authors will be studied from quarter to quarter. May be taken twice as cultures or authors covered are different each offering. (multicultural content) (writing intensive)
Prerequisite: Completion of READ 095 and ENGL 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

ENGL 299   Independent Study   (5)
Individual study, project-oriented. Instructor permission required and the successful completion of ENGL 101 and 102.

ENGL& 220   Introduction to Shakespeare (5)
(Formerly ENGL-250) Introduction to Shakespeare through a study of several of his tragedies, histories, comedies, and sonnets. (writing intensive)
Prerequisite: ENGL& 101 with a minimum grade of C

ENGL& 235   Technical Writing   (5)

(Formerly ENGR 231) A practical course in organizing, developing and writing technical information, including reports. Attention given to organizational patterns and report formats common to scientific and technical disciplines and technical writing conventions, including headings, illustrations, style and tone.
Prerequisite: ENGL& 101 with a grade of C or higher.

ENGL& 244   American Literature I   (5)

(Formerly ENGL-267) Survey of American literature from the beginnings through the Civil War. (multicultural content) (writing intensive)
Prerequisite: Completion of READ 095 and ENGL 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

ENGL& 245   American Literature II   (5)

(Formerly ENGL-268) Survey of American literature from the Civil War to the eve of World War I. (multicultural content) (writing intensive)
Prerequisite: Completion of READ 095 and ENGL 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

ENGL& 246   American Literature III   (5)

(Formerly ENGL-269) Survey of American literature from 1910-1960. (multicultural content) (writing intensive)
Prerequisite: Completion of READ 095 and ENGL 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

English for Academic Purposes

EAP 089   Pronunciation and Conversation I   (3)

A beginning-level course in conversation and pronunciation for non-native speakers of English. Students are introduced to the pronunciation of specific English sounds and basic intonation patterns, contextualized and practiced in conversation.
Prerequisite: EAP placement exam.

EAP 090   Pronunciation and Conversation II   (2)

A course in pronunciation and conversation for non-native speakers of English at the advanced-beginning or low-intermediate level. While developing conversational fluency, students improve their pronunciation of both the specific sounds and the intonation patterns of English. Some practice in note-taking is also included.
Prerequisite: EAP-089 with a grade of "C" or higher, or EAP placement exam.

EAP 091   Grammar and Speaking I   (5)

The first in a series of five grammar and speaking courses for non-native speakers of English. The course is designed to introduce students to basic English grammar and pronunciation.
Prerequisite: EAP placement exam.

EAP 092   Grammar and Speaking II   (5)

The second in a series of five grammar and speaking courses for non-native speakers of English at the advanced-beginner level. This course is designed to give students a strong grammatical basis in English and to improve their speaking and listening skills. At least one oral report is required.
Prerequisite: EAP-091 with a grade of "C" or higher, or EAP placement exam.

EAP 093   Grammar and Speaking III   (5)

The third in a series of five grammar and speaking classes for non-native speakers of English at the low-intermediate level. The focus is on grammar usage with work on the comprehension of spoken English.
Prerequisite: Eap-092 with a grade of "C" or higher, or EAP placement exam.

EAP 094   Grammar and Speaking IV   (5)

The fourth in a series of five grammar and speaking classes for non-native speakers of English at the high intermediate level. The class focuses on grammar plus classroom discussion and reports.
Prerequisite: EAP-093 with a grade of "C" or higher, or EAP placement exam.

EAP 095   Reading and Writing I   (10)

The first in a series of five reading and writing courses for non-native speakers of English. Students learn the basics of the writing process as they progress from writing simple sentences to single narrative paragraphs. Reading assignments provide support for the writing projects while developing students' reading comprehension and vocabulary.
Prerequisite: EAP placement exam.

EAP 096   Reading and Writing II   (10)

The second in a series of five reading and writing courses for non-native speakers of English. Students are introduced to the writing process as they progress from sentences to one-paragraph compositions. Reading assignments provide support for the writing projects while improving students' reading comprehension, speed and vocabulary.
Prerequisite: EAP-095 with a grade of "C" or higher, or EAP placement exam.

EAP 097   Reading and Writing III   (8)

The third in a series of five reading and writing courses for non-native speakers of English. Students practice the writing process of short narrative, descriptive and summary compositions. Grammar and mechanics are practiced in the context of writing assignments. Reading lessons support writing activities and build reading comprehension, retention, and vocabulary.
Prerequisite: EAP-096 with a grade of "C" or higher, or EAP placement exam.

EAP 098   Reading and Writing IV   (8)
The fourth in a series of five reading and writing courses for non-native speakers of English. Students progress from one-paragraph to multiple-paragraph compositions, focusing on the writing process for persuasive, descriptive, narrative, and expository essays. Readings provide background for compositions while building students' vocabulary, comprehension, and retention.
Prerequisite: EAP-097 with a grade of "C" or higher, or EAP placement exam.

EAP 099   High Intermediate EAP Composition and Reading   (10)
EAP 99 synthesizes skills taught in EAP 98 and 94 in the context of a variety of introductory-level transfer or professional/technical courses, introducing students to the reading and writing skills necessary for college success. Coursework moves from one-paragraph to multiple-paragraph compositions, focusing on the writing process for persuasive, descriptive, narrative, and expository essays while also working on sentence-level issues. Readings provide background for compositions; support learning in the content course; and build students' vocabulary, comprehension, and retention.
Prerequisite: EAP placement exam or EAP 097 with a minimum grade of C and EAP 093 with a minimum grade of C

EAP 154   Advanced Composition and Reading   (10)
EAP-154 synthesizes skills taught in EAP-155 and 159 in the context of a variety of transfer or professional technical courses, helping students build the reading and writing skills necessary for success in these courses. Course work focuses on increasing reading speed, comprehension, and retention; and gaining mastery of the essay writing process and editing/polishing skills.
Prerequisite: Either completion of EAP-094 and EAP-098 with minimum grade of "C", or completion of EAP 099 with a minimum grade of C, or EAP placement exam.

EAP 155   Grammar and Speaking V   (5)
The last in a series of five grammar and speaking courses for non-native speakers of English at the advanced level. The course focuses on areas of English grammar that present difficulties to advanced students of the language; aural comprehension, speaking skills, and vocabulary development are also included.
Prerequisite: EAP-094 with a grade of "C" or higher, or EAP placement exam.

EAP 159   Reading and Writing V   (7)
The last in a series of five reading and writing courses for non-native English speakers, designed to prepare advanced students for composition classes with native speakers. Focuses on multiple-paragraph essays, stressing revising and polishing skills. Readings provide background for the writing component, with emphasis on comprehension, speed, retention, and vocabulary.
Prerequisite: EAP-098 with a grade of "C" or higher, or EAP placement exam.

EAP 160   Advanced Writing   (5)
An advanced writing course for non-native speakers of English. The course focuses on assessment and improvement of sentence structure and writing style, allowing students to edit their own writing in order to improve accuracy, variety, and sophistication of sentences and paragraphs.
Prerequisite: EAP-155 with a grace of "C" or higher, or EAP placement exam.

EAP 162   Advanced Reading   (5)
An advanced course in reading for non-native speakers of English. The course focuses on reading skills including finding main ideas and details, looking at patterns of organization and transitions, and developing vocabulary.
Prerequisite: EAP-159 with a grade of "C" or higher, or EAP placement exam.

EAP 190   American Culture and Conversation   (3)
A course in conversational English focused on contemporary American culture for non-native speakers of English at the high-intermediate or advanced level. Students explore current issues in American life through readings, videos, and conversation. This course may be taken twice for credit.
Prerequisite: EAP 090 with a minimum grade of C or EAP 093 with a minimum grade of C or EAP placement exam.

EAP 191   Pronunciation and Conversation III   (2)
Instruction and practice in recognition and production of individual phonemes of American English and of word accent and intonation levels at the high intermediate-advanced level. Students participate in a variety of speech activities: speech giving, poetry reading, role playing, debating.
Prerequisite: EAP 090 with a minimum grade of C or EAP 093 with a minimum grade of C or EAP placement exam.

EAP 192   The American Accent   (3)
A course in reducing accent-related errors in spoken American English. Students target the individual challenges they face in making their speech comprehensible to native listeners. Through voice recordings of readings and conversations, instructor modeling, and pronunciation practice, students learn to modify their accent to conform to standard American English speech patterns.
Prerequisite: EAP-094 with a grade of "C" or higher, or EAP placement exam at EAP-155 level or higher.

Environmental Science

Students seeking courses for general interest or degree distribution requirements may consider any environmental science courses. Students intending to major in Environmental Science at a baccalaureate institution should work towards an Associate of Science degree with an Environmental Science specialization and consult with an environmental science advisor in the biology or earth science departments.

ENVS 179   Special Topics in Environmental Science   (2)

Specific environmental topics will be explored using a variety of methods which may include seminars, lectures, research projects, presentations, laboratory experiments, field work, and all-day or overnight field trips depending on the quarter offered. Topics for any one quarter may include biodiversity, toxins and human health, invasive species, water quality, climate change etc.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent; and either MATH 090 with a minimum grade of C or equivalent or MATH 093 with a minimum grade of C or equivalent

ENVS 210   Maps, GIS and the Environment   (5)

Introduces students to the elements of geographic information systems (GIS) including cartography, data structure, map overlays, and spatial analysis. Applications of GIS to environmental issues relating to hydrology and watershed management, soil science, land-use planning, and conservation are explored in a hands-on style, incorporating both field activities and GIS software. This course is the same course as GEOG 210. Students may receive credit for either ENVSC 210 or GEOG 210 but not both. Laboratories and field trips included.

Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C and MATH 090 or MATH 093 with a minimum grade of C or equivalent assessment in these areas.

ENVS& 101   Introduction to Environmental Science   (5)

(Formerly ENVSC-106) An interdisciplinary science course for both non-science majors and beginning science students. Topics such as overpopulation, energy, biodiversity, climate change, and pollution are covered. Underlying scientific principles are identified and related to relevant global, national and local perspectives. Laboratories and field trips included.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent; and either MATH 090 with a minimum grade of C or MATH 093 with a minimum grade of C or equivalent

Experiential Learning

EXPLR 190   Electronic Portfolio   (2)

Students will clarify their educational intent, study academic standards and work independently. They create inventories of prior learning, participate in discussions, share and collect feedback about experiential learning. Students combine theory with practice through reflective assignments. They develop a professional portfolio for prior learning assessment, transfer and/or future employers.

EXPLR 290   Internship Experience   (3)

Transfer students may enroll in a work experience internship related to their major area of interest. The work experience may be in either a private or public sector organization. Course includes an orientation, training, site supervision and hour reporting. Internship orientation, mentoring and reporting will be done through Transition Services.

EXPLR 295   Service Learning Experience   (2)

This course assists students to develop a greater civic awareness and engagement. Students complete an orientation, complete 30-60 service hours and participate in an online classroom. Students combine theory with practice through reflective assignments. When combined with EXPLR-296, this class satisfies the culminating project requirements for local school districts.

EXPLR 296   Capstone Experience   (1)

This course will assist students to develop an overarching view of their learning through a capstone experience bridging their classroom and community experiences. Students develop a portfolio of their work, prepare a scholarly paper reflecting the knowledge and skills acquired through their external experience and deliver a public presentation.
Prerequisite: EXPLR 295

French

FRCH& 121   French I   (5)

(Formerly FREN-101) The first year of the beginning French language sequence consists of 121, 122, and 123. FRCH&-121 is the first quarter of the sequence. The basic tenets of communications including reading, writing, speaking and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)
Prerequisite: READ 095 and ENGL 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing or Instructor permission

FRCH& 122   French II   (5)

(Formerly FREN-102) FRCH&-122 is the second quarter of the first-year language sequence and continues to build on the skills acquired in FRCH&-121. The basic tenants of communications including reading, writing, speaking, and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well as assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)
Prerequisite: FRCH& 121 with a minimum grade of C or Instructor permission

FRCH& 123   French III   (5)

(Formerly FREN-103) FRCH&-123 is the third quarter of the first-year language sequence and continues to build on the skills acquired in FRCH&-122. The basic tenets of communications including reading, writing, speaking, and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well as assessment. Students should expect to be immersed in the language. English will be used at a minimum. This course satisfies the Multicultural distribution requirement. (multicultural content)
Prerequisite: FRCH& 122 with a minimum grade of C or Instructor permission

Fresh Start

FRSH 098   English - Fresh Start   (5)

Introduction to literacy and study skills for beginning students enrolled in the Fresh Start program. Academically, the focus is on developing competence in Reading, English, and Technology, but instruction is also provided for social development and is aimed at providing students with skills to be resilient and to focus on program completion.

FRSH 100   Pathways to College Success   (5)

This course is designed as an introduction to college for students entering the Fresh Start program. Its purpose is to prepare students to meet the demands of college, understand the expectations of instructors, develop social skills, and improve life management techniques in order to increase their success once they transition into regular TCC courses. Topics will include goal setting, time management, values identification, conflict management, problem solving, and resource identification.

Geography

GEOG 110   Geography of the Pacific Rim (5)
Students will study the geographical elements of the Pacific Rim area. The physical and cultural attributes of each country will be compared. Problems related to the physical environment, ethnic composition, and resources will be emphasized.

GEOG 205   Physical Geography   (5)
Study of the formation and evolution of the physical features of the earth, including the atmosphere, climate, and weather; rocks, minerals, vegetation, and soils; erosion and modification of the earth's surfaces; and human impact and modification. Laboratory included.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C and MATH 090 or MATH 093 with a minimum grade of C or equivalent assessment in these areas

GEOG 210   Maps, GIS and the Environment   (5)
Introduces students to the elements of geographic information systems (GIS) including cartography, data structure, map overlays, and spatial analysis. Applications of GIS to environmental issues relating to hydrology and watershed management, soil science, land-use planning, and conservation are explored in a hands-on style, incorporating both field activities and GIS software. This course is the same course as ENVSC 210. Students may receive credit for either GEOG 210 or ENVSC 210 but not both. Laboratories and field trips included.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C and MATH 090 or MATH 093 with a minimum grade of C or equivalent assessment in these areas

Geology

Students seeking courses for general interest or degree distribution requirements may consider GEOL& 101, GEOL 108, GEOL 125, GEOL 179 and GEOL& 208 for the Associate in Arts and Sciences, General Studies and Applied Sciences degrees. GEOL 105 is suitable for general elective categories only. Students intending to major in Geology at a baccalaureate institution should work towards an Associate of Science degree with an Earth Sciences Specialization and consult with the earth sciences advisor.

GEOL 108   Fossils and the History of Life (5)
Introduction to the geological and biological processes and events that generated the amazing record of life on earth. Topics include plate tectonics, rocks, fossilization processes, principles of evolution, and a survey of the history of life. Lab includes studying rock and fossil specimens and involves field trips. This course is the same as BIOL 105. Students may receive credit for either GEOL 108 or BIOL 105 but not both.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C and MATH 090 or MATH 093 with a minimum grade of C or equivalent assessment in these areas

GEOL 125   Geology in the Field   (5)
An intensive course in introductory geology, covering the fundamental principles of physical geology and an introduction to field methods. Extended field trip required. Exact itinerary varies quarterly. Laboratory included.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C and MATH 090 or MATH 093 with a minimum grade of C or equivalent assessment in these areas

GEOL 179   Special Topics in Geology (2)
These are seminars designed to provide geology students with the opportunity to study selected geologic topics and techniques. Topics and/or techniques covered will generally be determined by the instructor but may also reflect the expressed need or interest of students in the earth science program. The seminars will be comprised of lecture, laboratory and fieldtrip activities in varying proportions depending on the specific topic and needs of participating students.

GEOL 299   Independent Study in Geology (1)
Independent study of selected geologic topics.
Prerequisite: Instructor permission

GEOL& 101   Introduction to Physical Geology   (5)
(Formerly GEOL-101) Introduces students to the materials and landscapes of the earth and the diverse geological processes that produce and change them. Subjects include rock formation, volcanoes, glaciers, rivers, and earthquakes. The laboratory includes various activities such as studying rock and mineral specimens, and local field trips.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C and MATH 090 or MATH 093 with a minimum grade of C or equivalent assessment in these areas

GEOL& 208   Geology of the Pacific Northwest   (5)
(Formerly GEOL-208) Study of the geologic history of the Pacific Northwest. Emphasis on both the role of plate tectonics in assembling the region as well as how surface processes such as rivers and volcanism have shaped the landscapes of the area. Field trips required. Laboratory included.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C and MATH 090 or MATH 093 with a minimum grade of C or equivalent assessment in these areas

German

GERM& 121   German I   (5)
(Formerly GERM-101) The first year of the beginning German language sequence of 121, 122, and 123. GERM&-121 is the first quarter of the sequence. The basic tenets of communications including reading, writing, speaking, and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well as assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)
Prerequisite: READ 095 and ENGL 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing or Instructor permission

GERM& 122   German II   (5)
(Formerly GERM-102) GERM& 122 is the second quarter of the first-year language sequence and continues to build on the skills acquired in GERM& 121. The basic tenets of communications including reading, writing, speaking, and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well as assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)
Prerequisite: GERM& 121 with a minimum grade of C or Instructor permission

GERM& 123   German III   (5)
(Formerly GERM-103) GERM& 123 is the third quarter of the first-year language sequence and continues to build on the skills acquired in GERM& 122. The basic tenets of communications including reading, writing, speaking, and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well as assessment. Students should expect to be immersed in the language. English will be used at a minimum. This course satisfies the Multicultural distribution requirement. (multicultural content)
Prerequisite: GERM& 122 with a minimum grade of C or Instructor permission

Health Information Technology

Note: Classes are offered in online format.

HIM 130   Medical Terminology I   (3)
Study of roots, prefixes, suffixes; principles of word building, study of diagnostic, operative, and symptomatic terms of body systems, emphasis on accurate spelling and pronunciations; study of medical abbreviations, selected eponyms, clinical laboratory and radiology terminology. course covers multiple systems with a focus on musculoskeletal, respiratory, and cardiovascular systems.
Prerequisite: Assessment at college level reading and writing

HIM 131   Medical Terminology II   (5)
Continuing study of selected roots, prefixes and suffixes; principles of word building; study of diagnostic, operative, and symptomatic terms of body systems with emphasis on accurate spelling and pronunciation of all medical terms; study of medical abbreviations, selected eponyms, clinical laboratory and radiology terminology.
Prerequisite: HIM 130

HIM 153   Healthcare Office Management and Leadership   (5)
This course will prepare students for oversight duties in a healthcare office, to include managing the revenue cycle, compliance regulations, human resources, health information, and general business processes.
Prerequisite: HIM 141 with a minimum grade of C and HIM 216 with a minimum grade of C.

HIM 187   Physician Practice Management Clinical   (3)
Students will apply skills and knowledge acquired in previous courses to a variety of outpatient settings in the community.
Prerequisite: HIM 153 with a minimum grade of C or concurrent enrollment

HIM 220   Inpatient Coding   (5)

The focus of this course is on the coding guidelines surrounding inpatient diagnostic and procedural coding.
Prerequisite: BIOL& 170 or BIOL& 175 with a minimum grade of C, HIM 125 with a minimum grade of C, HIM 140 with a minimum grade of C and HIM 160 with a minimum grade of C

HIM 240   ICD-10-CM/PCS Coding   (3)

Instruction in basic aspects of the ICD-10-CM and ICD-10-PCS coding systems. Designed to provide the student with a comprehensive understanding of ICD-10-CM and ICD-10-PCS coding guidelines, rules, and regulations. This course builds on prior knowledge of ICD-9-CM
Prerequisite: Prior knowledge of coding in ICD-9-CM HIM 220

HIM 241   Data Quality and Performance Improvement   (4)

Study and practical application of the purpose, organization, and function of continuous quality improvement, utilization management, standards for hospital accreditation and licensure, and calculation and presentation of statistical data. This course addresses the role of the Joint Commission, government agencies, and the United States Vital and Public Health Statistic.

HIM 242   Health Information Management & Leadership   (3)

Development of management, supervision and leadership skills, including planning, organizing, directing, and controlling. Special emphasis in systems management.
Prerequisite: HIM 125 with a minimum grade of C, HIM 145 with a minimum grade of C, HIM 195 with a minimum grade of C, and HIM 210 (may be taken concurrently) with a minimum grade of C Recommended: ENGL& 102 and/or ENGL& 235 with a minimum grade of C

HIM 299   Individual Study in HIM   (1)

Individual study of an aspect of HIM in accordance with the interest and ability of the student and the approval of the instructor. Credits to be arranged on the basis of the nature and extent of the project undertaken.

Prerequisite: Instructor permission

HIT 105   Comprehensive Medical Terminology   (5)

(Formerly HIM 105) Comprehensive study of roots, prefixes, suffixes, principles of word building, study of diagnostic, operative, and symptomatic terms of body system with emphasis on accurate spelling and pronunciation of all medical terms; study of medical abbreviations, eponyms, clinical laboratory and radiology terminology. This course is intended for Health Information Management or Medical Office students. Taking both HIM 130 and HIM 131 is equivalent to HIM 105.

HIT 110   Health Care Delivery Systems   (5)

(Formerly HIM 110) Students will be introduced to the many types of health care delivery systems in the United States. Students will identify laws, regulations, standards, initiatives, and payment systems; policies and procedures applicable to the various health care organizations. Students will gain an appreciation of the roles and disciplines of the providers throughout the continuum of health care in the US.

HIT 115   Health Information Technologies   (5)

(Formerly HIM 215) Students will apply prior knowledge and skills to become proficient in healthcare information systems and concepts such as EHR, PHR, CPOE systems, data storage, retrieval, and security. Students will evaluate communication and internet technologies and common software applications utilized in an EHR.

HIT 125   Record Content and Standards I   (5)

(Formerly HIM 125) Students will explore the structure and format of health records across various settings as well as storage systems used in HIM. Students will gain an insight into the numerous databases, registries, and indices used in HIM. Federal and state regulations involving HIM will also be addressed.

HIT 140   Beginning Diagnostic Coding ICD-9   (2)

(Formerly HIM 140) Instruction on the basic principles of diagnostic coding. Designed as an introductory course for beginners. Focus is on diagnostic coding in the ambulatory care setting.

HIT 141   Outpatient Diagnostic Coding   (2)

(Formerly HIM 141) Instruction to the basic principles of diagnostic coding. Designed as an introductory course for beginners. Focus is on diagnostic coding in the outpatient care setting.

HIT 142   Physician Reimbursement and Revenue Cycle   (4)

(Formerly HIM 142) This course will introduce the student to the basic concepts, input, support, maintenance, and monitoring of the complex interdepartmental charge, finance, and USA third party reimbursement structures required of physician practices.

HIT 151   Insurance/Claims Processing   (5)

(Formerly HIM 151) This course is designed to introduce information about major insurance programs and federal healthcare legislation, provide a basic knowledge of national diagnosis and procedural coding systems, and learn to simplify the process of completing claims.

HIT 152   Advanced Outpatient Coding   (5)

(Formerly HIM 152) An advanced coding course applying both ICD-10-CM and CPT to the more difficult sections of the coding systems. Course includes extensive advanced practice using coding exercises and abstracted medical records in a virtual environment.

HIT 160   Pathophysiology   (5)

(Formerly HIM 160) Selected general medical conditions and diseases of specific body systems, including etiology, signs, symptoms, diagnostic procedures, clinical course, therapy and prognosis will be discussed.

HIT 170   CPT Coding   (5)
(Formerly HIM 216) Instruction in basic, comprehensive, and more advanced aspects of coding with Current Procedural Terminology (CPT-4) for use in various health care settings. Designed to provide the student with an understanding of CPT coding guidelines, rules, and regulations; a basic understanding of HCPCS Level II Coding; a basic working knowledge of E/M coding methods; and a thorough working knowledge of CPT-4

HIT 175   Healthcare Statistics and Data Quality   (5)
(Formerly HIM 241) Covers the use of statistics in healthcare and their relation to quality assessment and improvement.

HIT 185   Medical Reimbursement Specialist Clinical   (3)
(Formerly HIM 185) Students will apply skills and knowledge acquired in previous courses to medical reimbursement settings in the community.

HIT 186   Outpatient Coding Clinical   (3)
(Formerly HIM 186) Students will apply skills and knowledge acquired in previous courses to outpatient coding settings in the community.

HIT 195   Health Law and Ethics   (3)
(Formerly HIM 195) Students will study the legislative and regulatory process, laws, regulations, and policies and procedures pertaining to confidentiality, privacy, release of information, and professional and practice-related ethical issues.

HIT 200   Pharmacology for Health Information Technology   (2)
(Formerly HIM 150) This is an introductory course in pharmacology for health care personnel to include terminology, drug classification and usage. This course emphasizes the clinical application of medications and treatment of disease.

HIT 210   Revenue Cycle   (5)
(Formerly HIM 210) HIM students will be given the opportunity to apply knowledge and skills that are necessary in health care reimbursement to create and analyze examples of various payment methodologies utilized in healthcare in the United States. Students will gain an understanding of the importance of coding and compliance and its impact on healthcare reimbursement and the revenue cycle process. In addition, students will learn about the importance of linking quality to reimbursement and how third party payers are implementing various value based purchasing plans and pay for performance criteria in healthcare. Students will practice calculating various payment methodologies frequently used in various healthcare settings.

HIT 221   Intermediate Coding   (5)
(Formerly HIM 221) The focus of this course is on the coding guidelines surrounding inpatient diagnostic and procedural coding using ICD-10-CM and ICD-10-PCS

HIT 222   Health Records In Alternative Care   (3)
(Formerly HIM 222) Study of health record systems for psychiatric, long-term care, home health care and hospice, including coding compliance licensure and accreditation standards.

HIT 225   Record Content and Standards II (5)
(Formerly HIM 225) In-depth study of healthcare data requirements, including JCAHO standards, governmental regulations, corporate compliance, and HIPAA applications in healthcare settings.

HIT 242   Leadership and Management I (5)
(Formerly HIM 153) This course will prepare students for oversight duties in a healthcare office, to include managing the revenue cycle, compliance regulations, human resources, health information, and general business processes.

HIT 245   Advanced Coding   (5)
(Formerly HIM 245) An advanced coding course applying instruction on the more difficult sections of the coding systems for both inpatient and outpatient coding. Extensive advanced practice using coding exercises and abstracted medical records in a virtual environment. Discussion of legacy and alternative coding systems as well.

HIT 250   Coding Specialist   (2)
(Formally HIM 250) Clinical coding experience where students will practice coding skills and the use of coding software programs.

HIT 254   Leadership and Management II (3)
(Formerly HIM 254) This is the culminating class for the HIM program. Students will create projects to strengthen their AHIMA Entry Level Competencies, prepare for the national exam, and prepare for employment.

HIT 255   Professional Practice Experience (3)
(Formerly HIM 255) Students will apply skills and knowledge acquired in previous courses to HIM settings in the community.

History

HIST 210   History of Modern Europe   (5)

An introduction of the common heritage, global dynamics, and historical components that crafted the making of modern Europe. The course will assess the unfolding historical events from the 17th century up to the present, examining major societies in the region, including British, French, German, Italian, and Russian societies, among others. The focus will be on the interactions among Europe's different societies, and between Europe and the larger world. (multicultural content)
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent

HIST 211   History of China   (5)

Historical study of human societies in China, with emphasis on their interactions with other societies in the greater world, and the continuous transitions of their traditions from antiquity to the present. (multicultural content)
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent

HIST 230   History of Japan   (5)

Historical study of human societies in Japan with emphasis on their interactions with other societies in the greater world, and the transitions of their traditions from antiquity to the present. (multicultural content)
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent

HIST 231   American History, American Film   (5)

This course will examine U.S. History, society and culture since 1929 through the lens of Hollywood feature films. Topics include: the Great Depression, the Cold War at home and abroad, gender roles and the American family, and the civil rights movement. (multicultural content)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HIST 240   Religion in America and the Modern World   (5)

The course will examine the history and impact of different religions and religious ideas in the modern world, with a focus on how these various religions and ideas have impacted the social, political, and cultural history of the United States. (multicultural content)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HIST 244   The 1960's   (5)

This course will examine key political, social, cultural, economic, and diplomatic trends in American society from 1960 to 1974. Topics covered will include John F. Kennedy and the "New Frontier," Lyndon Johnson's "Great Society," the civil rights movement, the women's movement, the war in Vietnam, the anti-war movement, and Richard Nixon and Watergate. Particular focus will be on the individuals, issues, ideas and events most responsible for shaping this period and our understanding of it. (writing intensive)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HIST 249   America and the Rise to Globalism   (5)

This course will survey the United States' rise to world power from 1898 to the present, with particular attention given to the causes and consequences of increased U.S. participation in world affairs, America's initial reluctance and ultimate acceptance of the responsibility of world leadership.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HIST& 126   World Civilizations I   (5)

(Formerly HIST-111) Historical study of human societies in the world, with emphasis on their interactions with each other and the continuous transitions of their traditions from antiquity to the 9th century. (multicultural content)

Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HIST& 127   World Civilizations II   (5)

(Formerly HIST-112) Historical study of human societies in the world, with emphasis on their interactions with each other, and the continuous transitions of their traditions from the 9th to the 18th century. (multicultural content)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HIST& 128   World Civilization III   (5)

(Formerly HIST-113) Historical study of human societies in the world, with emphasis on their interactions with each other, and the continuous transitions of their traditions from the 18th century to the present. (multicultural content)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HIST& 146   US History I   (5)

(Formerly HIST-241) The course will explore the key political, social, cultural, and economic events in the American colonies in the 17th and 18th centuries. Discussions will focus on the individuals, issues, ideas, and events most responsible for shaping modern America.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HIST& 147   US History II   (5)

(Formerly HIST-242) The course will explore the key political, social, cultural, and economic events in American society in the 19th Century. Discussions will focus on the individuals, issues, ideas, and events most responsible for shaping modern America.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HIST& 148   US History III   (5)

(Formerly HIST-243) The course will explore the key political, social, cultural, and economic events in American society in the 20th Century. Discussions will focus on the individuals, issues, ideas, and events most responsible for shaping modern America.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HIST& 214   Pacific NW History   (5)

(Formerly HIST-264) The course will examine the exploration, settlement and growth of the Pacific Northwest, with an emphasis on Washington State. Topics will include the settlement and creation of Washington Territory, as well as the social, economic and political issues that have shaped Washington State in the 19th and 20th centuries.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HIST& 219   Native American History   (5)

(Formerly HIST-251) This course will examine the history of Native American cultures in the United States. Through readings, lectures, and class discussions, students will explore the unique histories of several specific Native cultures, as well as the impact that these cultures had in shaping the course of American history. (multicultural content)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HIST& 220   African-American History   (5)

Formerly HIST-254) The course will examine the history of African-Americans in the United States, tracing the African-American experience from colonial times to present-day America. Topics will include the development of the institution of slavery in America, the post-Civil War experience of African-Americans, and the struggle for civil rights and social justice in America in the 20th Century. (multicultural content)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

Human Development

HD 098   Managing Math Anxiety   (2)

Increasing our awareness of why we have math anxiety and an appreciation of our own attitudes can actually help us to learn anxiety management tools and strategies to learn math. An emphasis is placed on understanding problem solving techniques and math assertiveness.
Prerequisite: MATH 085 (may be taken concurrently)

HD 101   Student Success Seminar   (3)

To provide individuals with an opportunity to cultivate the skills necessary to become confident, successful students. Topics may include: personal learning styles, time management, goal setting, test-taking techniques, academic planning, degree audit, self care, money management, relationships, communication, exploring careers, memory techniques, college and community resources, ethics, respecting diversity, and information literacy.

HD 105   Career and Life Planning   (3)

Students will assess their unique interests, values, capabilities and personalities as related to career choice and future life planning. Practical and effective job search and decision making skills will be taught, as well as skills to prepare students for an ever-changing world of work.

HD 110   Human Relations   (3)

Introductory course in personal growth through interpersonal communication. Primarily an experiential course, designed to facilitate learning and growth in self-awareness, self-esteem, and self-expression, with the goal of promoting positive relationships with others. (multicultural content)

HD 114   Exploring Human Potential   (3)

This course helps students discover and develop their individual potential. Students explore who they are and how to set meaningful goals in their own terms. We identify ways to unlock our individual potential and learn how to establish an action plan for positive change.

HD 116   Life Choices   (3)

Students will increase self-awareness and decision making skills by exploring: adult growth and development; the influence of culture, roles and stereotypes; and steps to successfully navigate the process of constant change and transition.
Prerequisite: ENGL/ 085 with a minimum grade of C or equivalent

HD 299   Independent Study   (1)

Independent observation, analysis and reporting of a selected problem in Human Development.
Prerequisite: Instructor permission

Humanities

Note: These courses are NOT sequential. Nor is one prerequisite to another.

HUM 110   Introduction to Pacific Rim Cultures   (5)

(Formerly HUMAN-110) A general introduction to a Pacific Rim culture (Southeast Asia, China, Japan, Korea, Mexico or Central America) emphasizing history, language, literature, arts, politics, economy, and society. (multicultural content)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HUM 111   Reading Popular Fiction   (2)

This course is designed to encourage students to read books of their own choosing (or from a recommended list) and to increase the amount of time spent reading. The students will choose books to read, meet at predictable times, generate questions, respond to questions, and discuss topics in an open and natural conversation, rotate roles, and share with others. This course can be repeated twice for a maximum of 4 credits.
Prerequisite: Assessment at or above READ 075

HUM 120   The American Multicultural Arts Experience   (5)

(Formerly HUMAN-120) An introduction to the special and unique contribution of American art, theater, dance, literature, and/or music by various American ethnic cultures. (multicultural content)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HUM 130   Introduction to Film   (5)

(Formerly HUMAN-130) Study in motion picture techniques and the development of cinema as an art form. (writing intensive)

Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HUM 131   Intro to Film Production   (5)

Humanities 131 allows students the opportunity to participate in a wide range of aspects of the film-making process. Students will explore and engage in various technical elements of the art of filmmaking, in part by taking active roles in the writing, acting, filming, and editing of various film production projects. By gazing through the lens of the camera, students will develop their own understanding of film as a contemporary art form, while also accentuating their film analysis and interpretation skills.

HUM 260   Themes or Topics in Humanities (Revolving Topics)   (5)

(Formerly HUMAN-260) A study of a theme or topic through its expressions, notably literature, drama, music, film, painting, sculpture and architecture. Various themes or topics will be studied from quarter to quarter. May be taken twice as themes and topics are different each offering.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HUM 285   The City   (5)

(Formerly HUMAN-285) An in-depth study covering history, philosophy, religion, art, architecture and literature of a culturally significant city. A different city, time, and place will be studied each quarter Humanities 285 is offered.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HUM& 101   Intro. to Humanities   (5)
(Formerly HUMAN-100) An introduction to the humanities through investigation of current cultural events offered by local communities. Study of the arts - painting, sculpture, architecture, drama, film, music and dance - will be enhanced by attending performances and on-location field trips to sites in the community. Students will become familiar with terminology of the arts and with community performance/demonstrations of these same arts. (multicultural content) (writing intensive)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HUM& 116   Humanities I   (5)
(Formerly HUMAN-101) An introduction to the global humanities through the study of six major art forms: literature, drama, music, painting, sculpture, and architecture from the ancient world to 1400. The course will focus on connecting ideas and beliefs with their expressions. (multicultural content) (writing intensive)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HUM& 117   Humanities II   (5)
(Formerly HUMAN-102) An introduction to the global humanities through the study of six major art forms: literature, drama, music, painting, sculpture, and architecture from 1400 to 1800. The course will focus on connecting ideas and beliefs with their expressions. (multicultural content) (writing intensive)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HUM& 118   Humanities III   (5)
(Formerly HUMAN-103) An introduction to the global humanities through the study of seven major art forms: literature, drama, music, film, painting, sculpture, and architecture from 1800 to the present. The course will focus on connecting ideas and beliefs with their expressions. (multicultural content)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

Human Services

HSP 100   Introduction To Human Services   (5)
This course provides an overview of the history, philosophy, and present status of the major Human Services delivery systems; examination of the roles of practitioners as well as occupational and educational alternatives for graduates; exploration of services provided by local social service agencies.
Prerequisite: ENGL 095 or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HSP 103   Therapeutic Approaches and Techniques   (5)
This course examines principles, concepts, and processes related to counseling and interviewing; role and function of the helping professional is examined; counseling and interviewing skills are demonstrated and practiced in class.
Prerequisite: ENGL 095 or ENGL/ 095 with a minimum grade of C or assessment at reading and writing

HSP 107   Behavioral Health and Wellness (5)
(Formerly HSP-207) This course explores theories ans strategies for wellness and self-care. A life-long approach is used to learn relaxation techniques and coping strategies to reduce stress. Therapeutic use of pharmacology and illicit use of drugs and their impact on the community is also examined.

HSP 112   Best Practices in Human Services   (5)
This course examines the fundamental roles and functions of managing client case loads in a variety of systems including substance treatment and social services. Will explore best practices in acquiring client data, documentation, and file management; ASAM criteria for adult and adolescent assessment and treatment planning will be covered.

Prerequisite: HSP 100 and HSP 103 with a minimum grade of C

HSP 113   Advanced Helping Strategies (5)

(Formerly HSP-106) This course explores the role of group, family, and treatment systems; strategies for helping in these areas and other relevant Human Services issues will be examined.
Prerequisite: HSP 100 and HSP 103 with a minimum grade of C

HSP 117   Ethics and Professional Development (5)

(Formerly HSP-105) This course will examine personal belief systems, ethical principles, and laws related to the Human Services field; Develop critical thinking skills to explore central work-related issues and develop leadership skills while preparing to enter the helping field, internships, and careers.
Prerequisite: HSP 100 and HSP 103 with a minimum grade of C

HSP 121   Survey of Addictions and Pharmacology (5)

(Formerly HSP-200) This course is an introduction to the physiological, psychological and socio-cultural aspects of addiction related issues. An overview of the pharmacology of psychoactive drugs including an explanation of the how brain chemistry changes result in compulsive use is examined.
Prerequisite: HSP 100 and HSP 103 with a minimum grade of C

HSP 126   Cultural Compentencies for Human Services (5)

(Formerly HSP-261) This is an online course that will examine the elements that create differences within society. The primary goal of this course is to expose learners to a variety of cultural ideas, promote tolerance for differences, and assistant in learning cultural competence when working with diverse populations. Culture, ethnicity, lifestyles, religion, disabilities, age, and gender will be explored to increase awareness of cultural biases and related concerns. (multicultural content)

Prerequisite: ENGL 095 or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

HSP 130   Recovery Education (5)

This course will provide an overview of treatment and recovery from substance abuse dependency and impulse control disorders. Included in this course will be the physiological, psychosocial, and systemic concerns about alcohol/drugs and the related issues of process addictions.

HSP 212   Systems and Case Work (5)

This course examines the systems that support and hinder case work with vulnerable client populations; the unique problems, issues, and concerns of case work with various special needs groups. Information necessary to develop and implement effective, complex, and compounded service plans and how to effectively negotiate social service systems will also be explored.
Prerequisite: HSP 112 with a minimum grade of C or Instructor permission

HSP 224   Dynamics of Family Violence (5)

(Formerly HSP 214)This course explores the history, philosophy and present status of violence in the family; examines cultural and social perspectives regarding violence across the life span including child mistreatment, sexual abuse, and elder maltreatment; and exposure to service delivery systems specific to family violence.

HSP 225   Treatment Trends for Domestic Violence (5)

(Formerly HSP-215) This course explores the specific roles of victims and perpetrators of domestic violence. Various treatment approaches will be examined as well as the patterns of behaviors, the cycles of abuse, and the continuum of violence.

HSP 230   Co-occurring Disorders Assessment and Treatment (5)

This course is an overview of co-occurring disorders in behavioral health and Human services settings. A brief overview of specific mental disorders, substance use disorders, and evidence based strategies used to serve those with co-occurring disorders will be covered. This course will survey effective co-occurring programming, screening processes, and practices used to serve this population.
Prerequisite: HSP 121

HSP 241   Working with Youth and Families (5)

(Formerly HSP-203) This course explores the theory of social learning and application to the development with appropriate social skills. Part of the course learning will occur through the actual experiences of working with children, youth, and families.
Prerequisite: HSP 100 and HSP 103 with a minimum grade of C

HSP 251   Substance Abuse Prevention (5)

(Formerly HSP-205) This course content includes an overview of prevention, current research, prevention planning, role of the media, program models and evaluation methodology.

HSP 252   Advanced Prevention Strategies (5)

This course reviews prevention research theory and practical application of prevention strategies and evaluations.

HSP 262   Loss and Grief through the Lifespan (5)

This course focuses on losses ranging from everyday setbacks to stigmatizing issues. The grief process will be examined from a variety of approaches including cultural, religious, and developmental perspectives. End of life concerns will also be covered.

HSP 265   Aging and Adult Services   (5)
(Formerly HSP-209) This course reviews the changing needs of people as they progress through the later stages of life. Social interactions, cognitive abilities, physical changes, health issues, psychological adaptations, recreational options, and other life domain concerns will be explored to prepare the students wishing to work with an aging population.

HSP 281   Clinical Supervision   (5)
(Formerly HSP-221) This course defines and conceptualizes models and types of supervision. Students will explore supervisory relationships, supervisory methods and techniques, group supervision, multicultural issues, and methods of assessing and evaluating supervision. Ethical, legal, and professional issues covering roles for supervision and standards of practice will also be examined.

HSP 282   Program and Proposal Development   (5)
(Formerly HSP-208 Program Planning and Grant Writing) This course will examine the various elements required to create a new program or project; research potential funding sources; write an effective funding proposal; create and apply program evaluation strategies.

HSP 291   Supervised Clinical Practicum I (5)
(Formerly HSP-191) This course is the first of supervised clinical practicum experiences and requires 116 hours of work during the quarter in a community setting. The focus of HSP-291 is on integrating oneself into the workplace. The weekly seminars offer helpful suggestions and discussions on how to establish a good work relationship, and strengthen communication skills.
Prerequisite: HSP 100, HSP 103, HSP 112, HSP 113, and HSP 117 all with a minimum grade of C

HSP 292   Supervised Clinical Practicum II (5)
(Formerly HSP-192) This course requires 116 hours of supervised work experience. The focus of the HSP 292 weekly seminars shifts to understanding integration into the professional role within the Human Services field. Students will examine the organization of agencies and other pertinent professional issues related to student's experiences.
Prerequisite: HSP 291 with a minimum grade of C

HSP 293   Supervised Clinical Practicum III   (5)
(Formerly HSP-193) This final clinical practicum experience again requires 116 hours of supervised work. The focus on HSP 293 is on integration of field experience with classroom learning to form a personal theory of helping. Weekly seminars will alternate between discussing issues that arise from the field and refining helping strategies as well as helping students to synthesize theories and techniques into a working model.
Prerequisite: HSP 292 with a minimum grade of C

Information Technology

IT 102   Microcomputer Fundamentals   (5)
This course provides concepts and hands-on experience in understanding and supporting a PC-compatible microcomputer. Topics include microprocessors, system architecture, system boards, expansion cards, memory, input/output devices, and peripherals. The student learns how to build, configure, and troubleshoot a personal computer, and install its operating system. The objectives of the course are based on those of the A+ Hardware Core Certification Exam.
Prerequisite: CU 100 with a minimum grade of C or Program Chair permission

IT 110   Operating Systems I   (5)
The student is introduced to operating systems used on desktop microcomputers. The course covers installation and configuration, memory and storage management, batch and script files, device drivers, troubleshooting and maintenance tools, and virus protection. Emphasis is on current Windows operating systems. The objectives of the course are based on those of the A+ Operating System (OS) Technologies Certification Exam.
Prerequisite: CU 100 with a minimum grade of C or Program Chair permission

IT 112   Help Desk Operations   (2)
The goal of this course is to provide the student with a good understanding of the concepts, technologies, and processes used in the business community to support in-house and remote staff through help desk operations.
Prerequisite: CU 100 with a minimum grade of C or Program Chair permission

IT 115   Certification Exam Preparation (2)
Students will prepare to take the COMPTIA certification exams by reviewing material based on the current exam objectives.

Prerequisite: IT 102 and IT 110 or equivalent training/ knowledge

IT 201   Introduction to Programming   (5)
An introduction to programming and programming concepts. Students will use process mapping, flowcharting, pseudocode, and critical thinking skills to analyze various types of problems as preliminary design tools, and then will design, code, test, and debug programs using a programming language.
Prerequisite: BUS 110 with a minimum grade of C or MATH& 107 with a minimum grade of C CO-REQUISITE(S): IT 262 with a minimum grade of C OR Program Chair permission

IT 210   Operating Systems II   (5)
This course extends the skills learned in IT-110 to more advanced desktop operating systems. Installation, maintenance, and troubleshooting are stressed.
Prerequisite: IT 102 and IT 110 with a minimum grade of C or Program Chair permission

IT 230   Introduction to Project Management   (2)
An introduction to Project Management from a team member perspective. Students will learn the different tools and techniques used in initiating, planning, developing, documenting and completing a project.
Prerequisite: ENGL& 101 and BUS& 101 or BUS 164 or Program Chair permission

IT 245   Data Modeling   (2)
Data Modeling focuses on the design of relational databases using such tools as entry relationship diagrams and normalization to create an efficient database design. This class studies the data modeling process as well as the interaction that must take place between the designer and user to develop a workable database design.
Prerequisite: CU 210 with a minimum grade of C or Program Chair permission

IT 247   IT Project Management   (5)
Project Management for IT professionals and projects from a team member perspective. Students will learn the different tools and techniques used in initiating, planning, developing, documenting and completing an IT project.

Prerequisite: IT 230 or IT 261 with a minimum grade of C or Program Chair permission

IT 248   Database Implementation   (3)
Focuses on the process to implement a database. Students will use both a graphical user interface and structured query language to implement tables, relationships, views, indexes, stored procedures, and triggers.
Prerequisite: CU 210 with a minimum grade of C or Program Chair permission

IT 257   Social Media   (3)
This course is designed to provide students with a foundational skill set in the new, evolving world of social media tools and strategies so that they can immediately apply them in the workplace.
Prerequisite: CU 105 with a minimum grade of C or Program Chair Permission. Recommended Preparation: CU 101

IT 260   Client/Server Technology - LANs   (5)
This course introduces the student to the concepts of data communication in a Local Area Network (LAN) environment. It includes training in the methods and protocols used to allow networked computer systems to communicate in local environments. Topics include the OSI Communication Model, transmission media, protocol stacks especially TCP/IP, simple internetworking, and LAN services. Course objectives are based on those of the Network + and the retired Microsoft Network Essentials certification exams.
Prerequisite: IT 102 and IT 110 with a minimum grade of C and IT 261(may be taken concurrently) or Program Chair permission

IT 261   Administration of Networks   (5)
The student is introduced to networking and to a detailed study of network administration techniques. This is an applied course in the concepts of local area networks (LANs). The student focuses on configuration of file and print services. Methods and tools for designing, implementing, and maintaining a secure, expandable local area network environments are studied. Microsoft Windows 2003 Server is used as the platform for this course.

Prerequisite: IT 102 and IT 110 with a minimum grade of C and IT 260(may be taken concurrently) or Program Chair permission

IT 262   Technical Support of Windows Networks   (5)
This is a practical course in the installation, configuration, maintenance, and support of Local Area Networks (LANs) using the Windows Network Operating Systems (NOSs). A Microsoft Windows 2003 Server is installed and configured for secure and efficient file, print and application services. The architecture and functionality of the Windows 2003 Server OS are studied. The course also provides the theoretical, hands on, and practical techniques that can be used in preparation for the Server+ exam.
Prerequisite: IT 260 and IT 261, with a minimum grade of C and IT 270(may be taken concurrently) or Program Chair permission Recommended: IT 210

IT 270   Service and Support Fundamentals   (5)
This course is an introduction to the methodologies and tools for personal computer and Local Area Network (LAN) troubleshooting from a proactive viewpoint. The student studies the methods to identify and repair the most likely causes of network faults caused by user, hardware, and software problems. Disaster Plans, including a Backup Plan, are developed. Quality customer service, journaling and documentation are emphasized. Configuration management and patch/service release installation is learned. Server performance monitoring is discussed.
Prerequisite: IT 260 and IT 261 with a minimum grade of C and IT 262(may be taken concurrently) or Program Chair permission Recommended: IT 210

IT 271   Internetworking   (5)
The skills learned in IT 270 are extended to applications on wide-area networks. Equipment, such as client computers, servers, bridges, hubs, switches, routers, and DSU/CSU units, are installed and configured. While the course is not specific to one vendor, many objectives parallel those of the Cisco Certified Network Associate (CCNA) Certification.

Prerequisite: IT 262 and IT 270 with a minimum grade of C and IT 280(may be taken concurrently) or Program Chair permission

IT 274   Network Security Fundamentals (5)

The Network Security Fundamentals course is an introduction to the various technical and administrative aspects of Information Security and Assurance in a network-centric computing environment. The course provides the foundation for understanding the key issues associated with determining appropriate levels of protection for information and computing assets. The course will also provide information on how to design and manage a secure network infrastructure.
Prerequisite: CU 105 with a minimum grade of C or equivalent knowledge or Program Chair permission Recommended: IT 260

IT 277   Data Storage Security and Management (5)

This course covers the core elements of storage infrastructure including various storage networking technologies, business continuity, information availability, storage management and security concepts, principles and best practices.
Prerequisite: IT 274 and IT 261 with a minimum grade of C or Program Chair permission

IT 280   Advanced Networking Technologies (5)

This is a capstone course for the Network and Convergence Technologies program. Students will demostrate a complete foundation skill set by using the knowledge and skills acquired in previous course work to implement a complete and secure network using project management, business analysis, budget development, presentation, and technical knowledge and skills.
Prerequisite: IT 262 and IT 270 with a minimum grade of C and IT 271(may be taken concurrently) or Program Chair permission

IT 290   Work Internship (5)

During one quarter of the sophomore year, students can receive college credits for hands-on computer related work experience and training in a private or public sector organization.
Prerequisite: Program Chair permission

IT 299   Indpendent Study & Special Projects (1)

Study on an individual basis
Prerequisite: Program Chair permission

Japanese

JAPN& 121   Japanese I (5)

(Formerly JAPAN-101) The first year of the beginning Japanese language sequence of 121, 122, and 123. JAPN&-121 is the first quarter of the sequence. The basic tenets of communications including reading, writing, speaking, and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well as assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)
Prerequisite: READ 095 and ENGL 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing or Instructor permission

JAPN& 122   Japanese II (5)

(Formerly JAPAN-102) JAPN&-122 is the second quarter of the first-year language sequence and continues to build on the skills acquired in JAPN&-121. The basic tenets of communications including reading, writing, speaking, and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well as assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)
Prerequisite: JAPN& 121 with a minimum grade of C or instructor permission

JAPN& 123   Japanese III   (5)

(Formerly JAPAN-123) JAPN&-123 is the third quarter of the first-year language sequence and continues to build on the skills acquired in JAPN&-122. The basic tenets of communications including reading, writing, speaking, and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well as assessment. Students should expect to be immersed in the language. English will be used at a minimum. This course satisfies the Multicultural distribution requirement. (multicultural content) (writing intensive)
Prerequisite: JAPN& 122 with a minimum grade of C or Instructor permission

Library Science

LS 101   Introduction to Research   (2)

Meet course-related research needs by learning to identify, find, evaluate, incorporate, and cite appropriate sources using a range of research tools.

LS 102   Research Skills   (2)

Meet course-related research needs by developing strategies to identify, find, evaluate, incorporate and cite appropriate sources using a broad range of research tools. Evaluation and use of sources for specific disciplines will be emphasized.
Prerequisite: Instructor permission

Logistics

LOG 102   Transportation & Distribution   (5)

This course will introduce students to the role and importance of transportation and distribution of cargo in the nation's economy and to overview the operations of each mode of the transportation industry. Students will be introduced to the carrier cost structures and operating characteristics, and public policy as it relates to transportation regulations. Practical aspects of transportation and distribution such as planning, routing, scheduling and loading cargo, and adhering to regulatory, safety, security and adminsitrative requirements will be stressed.
Prerequisite: ENGL/ 095 with a minimum grade of C or Assessment at college-level reading and writing Recommended: LOG 102

LOG 104   Applied Warehousing and Inventory Management   (5)

This course introduces students to practical concepts of warehousing and inventory management including the types of equipment, storage processes and systems, the technologies used to identify and track units in a warehouse, and the regulations designed to ensure safety in warehouse operations. Students will gain a better understanding of warehouse processes through field trips and/or applied lab exercise. Includes a series of applied hands-on exercises. This version of Warehousing & Inventory Management is required for students in the Business AAS degree.
Prerequisite: ENGL/ 095 with a minimum grade of C or Assessment at college level reading and writing Recommended: LOG 102

LOG 110   International Logistics   (3)

This course is an introduction to International Logistics and how organizations enter into and maintain a global presence. Students will learn global trade strategies and some of the controllable and uncontrollable factors that determine success in a global market.

LOG 112   Importing & Exporting   (3)

This course is an introduction to the processes and documentation used in importing and exporting products in today's international marketplace.
Prerequisite: ENGL/ 095 with a minimum grade of C or Assessment at college-level reading and writing Recommended: LOG 102

LOG 115   Logistics Security and Risk Management   (5)

This course overviews logistics security threats and risks and the countermeasures that can be used to secure fixed assets and assets in transit. Students will become familiar with applicable domestic and international standards, laws, and regulations as well as the technologies that are used in ensuring that the supply chain is safe.
Prerequisite: RECOMMENDED PREPARATION LOG 102 with a minimum grade of C

Math Advising Resource Center

Math Advising Resource Center (MARC) classes are offered to accompany math classes in which students may benefit from extra help. MARC classes are designed to help students gain the skills necessary to be successful in math classes by providing extra help with math coursework as well as an introduction to math specific study strategies. Each class is two credits. Two MARC classes may be taken concurrently for a total of four credits per quarter. These classes are graded "S/U" only.

MARC 075   Tools for Review Arithmetic Success   (2)

An optional course to be taken concurrently with MATH-075, designed to strengthen both mathematical skills and study skills, and to increase success in this course. Students will work in small groups with coaching from a math tutor and an instructor. Topics include: math study skills, reading a math textbook, overcoming math and test anxiety, learning style evaluation, test taking skills and stress management.
Prerequisite: Must be taken concurrently with MATH 075

MARC 085   Tools for Introduction to Algebra Success   (2)

An optional course to be taken concurrently with MATH-085, designed to strengthen both mathematical skills and study skills, and to increase success in this course. Students will work in small groups with coaching from a math tutor and an instructor. Topics include: math study skills, reading a math textbook, overcoming math and test anxiety, learning style evaluation, test taking skills and stress management.
Prerequisite: Must be currently enrolled in MATH 085

MARC 090   Tools for Elementary Algebra Success   (2)

An optional course to be taken concurrently with MATH-090, designed to strengthen both mathematical skills and study skills, and to increase success in this challenging course. Students will work in small groups with coaching from a math tutor and an instructor. Topics include: math study skills, reading a math textbook, overcoming math and test anxiety, learning style evaluation, test taking skills and stress management.
Prerequisite: Must be currently enrolled in MATH 090

MARC 093   Tools for Descriptive Statistics with Algebra Success   (2)

An optional course to be taken concurrently with MATH 093, designed to strengthen both mathematical and study skills, and to increase success in this course. Students will work in small groups with coaching.
Prerequisite: Must be currently enrolled in MATH 093

MARC 095   Tools for Intermediate Algebra Success   (2)

An optional course to be taken concurrently with MATH-095, designed to strengthen both mathematical skills and study skills, and to increase success in this challenging course. Students will work in small groups with coaching from a math tutor and an instructor. Topics include: math study skills, reading a math textbook, overcoming math and test anxiety, learning style evaluation, test taking skills and stress management.
Prerequisite: Must be currently enrolled in MATH 095

MARC 098   Tools for Mathematics Success   (2)

An optional class to be taken concurrently with Math 085, Math 090, Math 095 or Math 096, designed to strengthen both study skills and mathematical skills and to increase success in mathematics. Students will work in small groups. Topics include math anxiety, problem solving, study skills,learning style evaluation, test taking skills, and stress management.

Mathematics

Before enrolling in their first math course at TCC, students must take a mathematics placement test unless they have taken a college-level mathematics class within the last two years. TCC offers both college transfer and pre-college-level courses. For students who graduated within the past year from either Tacoma or Peninsula high schools, there is an alternate placement for mathematics based upon recent high school math work. Courses numbered below 100 cannot be applied toward degree or certificate requirements. See Advising for details.

Students considering a major in mathematics, engineering, science or computer science will normally complete MATH 115, 116, 124, 125, 126, 220, 224, and 238. Business and economics majors should complete MATH 111 and 112. The use of computer applications, including spreadsheets, is included in MATH 108, 111, and 112. For these classes, CU 103 and CU 203 are recommended as prerequisites if a student does not have spreadsheet experience.

MATH 010   Arithmetic and Algebra Review   (2)
MATH-010 provides an individualized review of arithmetic and algebra topics based on the assessed needs of the student. Sessions will be led by an instructor with interactive computer software used as the primary mode of presentation. May be taken more than once, and is graded "S/U" only.
Prerequisite: Instructor permission

MATH 075   Review Arithmetic   (5)
(Previously MATH-086) Review of basic mathematics including arithmetic of whole numbers, fractions, decimals, percentages, ratios, proportions and plane geometry. Four-function basic calculator required.
Prerequisite: ENGL/085 with a minimum grade of C (may be taken concurrently)or assessment at above ENGL/ 085 or ABE 046 with a minimum grade of C (may be taken concurrently) or READ 075 with a minimum grade of C

MATH 085   Introduction to Elementary Algebra   (5)
(Previously MATH-088) Beginning algebra specifically designed for students with no algebra background. Topics include introduction to variables and signed numbers, solutions to linear equations and inequalities, simplification of algebraic expressions, evaluation and manipulation of formulas, an emphasis on word problems and graphing of linear equations. Scientific calculator required.
Prerequisite: ENGL/ 085 with a minimum grade of C (may be taken concurrently) or equivalent; and MATH 075 with a minimum grade of C or equivalent or ABE 035 with a minimum grade of C or equivalent

MATH 090   Elementary Algebra   (5)
Topics include linear equations, polynomials, factoring, rational expressions, and graphing. Scientific calculator required.
Prerequisite: MATH 085 with a minimum grade of C or   assessment above MATH 085 and ENGL/ 085 with a minimum grade of C or equivalent

MATH 093   Descriptive Statistics with Algebra   (5)
Based on the Statway curriculum for teaching statistics with integrated algebra. Introduction to descriptive statistics. Topics include data analysis and statistical studies, graphical and tabular summaries of data, measures of central tendency and variability, basic probability, functions, linear equations, linear regression and two-way tables. Preparation course for MATH-136.
Prerequisite: MATH 085 with a minimum grade of C or assessment above MATH 085 and READ 095 or ENGL/ 095 (may be taken concurrently) with a minimum grade of C or assessment above READ 095 or ENGL/ 095

MATH 095   Intermediate Algebra   (5)
(Formerly MATH-099) Topics include introduction to functions; linear, quadratic, exponential and logarithmic functions and their applications; systems of linear equations and inequalities and their applications; rational exponents and radicals.

Prerequisite: MATH 090 with a minimum grade of C or assessment above MATH 090 and READ 085 or ENGL/ 085 with a minimum grade of C or assessment above READ 085 or ENGL/ 085

MATH 096   Accelerated Algebra   (3)
A survey of algebraic concepts and skills intended for students majoring in math, science, or engineering. Topics include linear, quadratic, and radical functions, simplifying expressions, and solving equations. This course integrates the necessary algebraic skills and concepts into MATH-140 Introduction to Precalculus.
*Prerequisite: MATH 090 with a minimum grade of B or MATH 095 with a minimum grade of C or appropriate MATH placement and READ 095 or ENGL/ 095 with a minimum grade of C or assessment above READ 095 or ENGL/ 095
Co-requisite: MATH 140*

MATH 136   Inferential Statistics   (5)
Based on the Statway curriculum for teaching statistics with integrated algebra. Introduction to inferential statistics. Topics include modeling with linear, exponential and quadratic functions, probability distributions, confidence intervals and hypothesis testing for one and two sample proportions and means tests. Completion of MATH-136 is equivalent to completion of MATH&-146.
Prerequisite: MATH 093 with a minimum grade of C

MATH 140   Introduction to Precalculus (2)
This course integrates analytic geometry concepts into MATH-096 Accelerated Algebra. Topics include 1-dimensional and 2-dimensional coordinate geometry, parameterized families of functions and their graphs.
*Prerequisite: MATH 090 with a minimum grade of B or MATH 095 with a minimum grade of C or appropriate MATH placement and READ 095 or ENGL/ 095 with a minimum grade of C or assessment above READ 095 or ENGL/ 095
Co-requisite: MATH 096*

MATH 147   College Algebra for Business and Economics   (5)

(Formerly MATH-111) A precalculus course for business majors. Topics include: polynomials, inequalities, rational functions, marginal revenue and costs, matrix algebra, systems of equations, linear programming by graphing and simplex methods, exponential and logarithmic functions, linear regression, and the time value of money. Required: graphing calculator and knowledge of Excel spreadsheets including graphing.
Prerequisite: MATH 095 with a minimum grade of C or equivalent; and ENGL/ 095 with a minimum grade of C or equivalent

MATH 220   Linear Algebra   (5)

Topics include linear systems of equations, matrices, determinants, vectors, abstract vector spaces, linear transformations, eigenvectors and applications. Graphing calculator required.
Prerequisite: MATH& 153 with a minimum grade of C or appropriate MATH placement and department permission and READ 095 or ENGL/ 095 with a minimum grade of C or assessment above READ 095 or ENGL/ 095

MATH 238   Elements of Differential Equations   (5)

Introductory Course in ordinary differential equations. Topics includes first- and second-order differential equations, Laplace transform, power series solutions, applications and modeling. Graphing calculator required.
Prerequisite: MATH& 153 with a minimum grade of C or appropriate MATH placement and department permission and READ 095 or ENGL/ 095 with a minimum grade of C or assessment above READ 095 or ENGL/ 095

MATH& 107   Math in Society   (5)

(Formerly MATH-107) A general education course investigating quantitative reasoning and its applications and role in society. Topics may include graph theory, statistics, coding, game theory, symmetry, and geometric and numerical patterns. Mathematical theory combined with quantitative skills will be used in applications to a variety of problems encountered in mathematics and the world. A thematic approach may be taken in this course.
Prerequisite: MATH 095 with a minimum grade of C or assessment above MATH 095 and ENGL/ 095 with a minimum grade of C or assessment above ENGL/ 095

MATH& 131   Math for Elementary Education 1   (5)

(Formerly MATH-170) A course for prospective teachers focusing on the mathematics underlying modern elementary school math curricula. Topics include deductive reasoning, set theory, whole numbers, fractions, decimals and their operations, and proportion and percentage. Emphasizes deep conceptual understanding, problem solving, and communication of mathematical ideas.
Prerequisite: MATH 095 with a minimum grade of C or equivalent; and ENGL/ 095 with a minimum grade of C or equivalent

MATH& 132   Math for Elementary Education 2   (5)

(Formerly MATH-171) A course for prospective teachers focusing on the mathematics underlying modern elementary school math curricula. Topics include geometry, measurement, probability, and statistics. Emphasizes deep conceptual understanding, problem solving and communication of mathematical ideas.
Prerequisite: MATH 095 with a minimum grade of C or equivalent; and ENGL/ 095 with a minimum grade of C or equivalent

MATH& 141   Precalculus I   (5)

(Formerly MATH-115) In-depth study of the concept of a function, including graphs, transformations, operations on functions, and inverse functions. General theory of functions is applied to the study of polynomial, absolute value, radical, rational, exponential, and logarithmic functions. First course in a two course sequence designed to prepare students for Calculus. Graphing calculator required.
Prerequisite: MATH 140 with a minimum grade of C or appropriate MATH placement and READ 095 or ENGL/ 095 with a minimum grade of C or assessment above READ 095 or ENGL/ 095

MATH& 142   PRECALCULUS II   (5)

(Formerly MATH-116) An introduction to trigonometric functions and their applications. Topics include unit circle definition of trigonometric functions, graphs, identities, inverse trigonometric functions, and solving equations and triangles. Also included is an introduction to conic sections and parametric equations. Second course in a two course sequence designed to prepare students for Calculus. Graphing calculators are required.
Prerequisite: MATH& 141 with a minimum grade of C or appropriate MATH placement and READ 095 or ENGL/ 095 with a minimum grade of C or assessment above READ 095 or ENGL/ 095

MATH& 146   Introduction to Statistics   (5)

(Formerly MATH-108) Introduction to the basic principles of probability, descriptive statistics, and inferential statistics. Topics include properties of probability, graphical and tabular summaries of data, measures of central tendency and variability, probability distributions, confidence intervals, hypothesis testing, and linear regression.
Prerequisite: MATH 095 or TMATH 100 with a minimum grade of C or assessment above MATH 095 and READ 095 or ENGL/ 095 with a minimum grade of C or assessment above READ 095 or ENGL/ 095

MATH& 148   Business Calculus   (5)

(Formerly MATH-112) (For students in business, economics, social sciences and other fields requiring minimal calculus.) Topics include the derivative, rates of change, maxima and minima, the integral and applications of integrals. Required: graphing calculator and knowledge of Excel spreadsheets including graphing.

Prerequisite: MATH 147 with a minimum grade of C or appropriate MATH placement and department permission; and ENGL/ 095 with a minimum grade of C or equivalent; and Knowledge of Excel spreadsheet software including graphing

MATH& 151   Calculus I   (5)

Topics of calculus are presented geometrically, numerically, and symbolically. MATH& 151 topics include limits, introduction to differentiation (including derivatives of exponential and logarithmic functions), and applications of the derivative. Graphing calculator required.

Prerequisite: MATH& 142 with a minimum grade of C or appropriate MATH placement and department permission and READ 095 or ENGL/ 095 with a minimum grade of C or assessment above READ 095 or ENGL/ 095

MATH& 152   Calculus II   (5)

Topics of calculus are presented geometrically, numerically, and symbolically. MATH& 152 topics include applications of integration, differentiation, and methods of integration including improper integrals. Graphing calculator required.

Prerequisite: MATH& 151 with a minimum grade of C or appropriate MATH placement and department permission and READ 095 or ENGL/ 095 with a minimum grade of C or assessment above READ 095 or ENGL/ 095

MATH& 153   Calculus III   (5)

Topics of calculus are presented geometrically, numerically, and symbolically. MATH&-153 topics include sequences, infinite series, Taylor series, Taylor polynomials, vectors, and functions of several variables. Graphing calculator required.

Prerequisite: MATH& 152 with a minimum grade of C or appropriate MATH placement and department permission; and ENGL/ 095 with a minimum grade of C or equivalent

MATH& 254   Calculus IV   (5)

(Formerly MATH-224) Topics of multivariable calculus are presented geometrically, numerically, and algebraically. Emphasis is on problem-solving and understanding concepts. Computers and graphing calculators are used as tools to assist the student in learning to think mathematically. Topics include cylindrical and spherical coordinates, vector valued functions, functions of several variables, partial differentiation, gradients, and double and triple integrals and vector calculus, including Green's and Stokes' theorems. Graphing calculator required.

Prerequisite: MATH& 153 with a minimum grade of C or appropriate MATH placement and department permission and READ 095 or ENGL/ 095 with a minimum grade of C or assessment above READ 095 or ENGL/ 095

Math: Computer-Based

CMATH 075   Computer-Based Review Arithmetic   (5)

A self-paced, computer-based course covering the same material as MATH 075. Review of basic mathematics including arithmetic of whole numbers, fractions, decimals, percents, ratios, proportions, and plane geometry. A four function calculator is required.

Prerequisite: ENGL/ 085 with a minimum grade of C (may be taken concurrently) or READ 075 with a minimum grade of C A student who has earned a grade of "U" in any CMATH course will not be allowed to take any other CMATH course.

CMATH 085   Computer-Based Introduction to Elementary Algebra   (5)

A self-paced, computer-based course covering the same material as MATH 085. Topics include introduction to variables and signed numbers, solutions to linear equations and inequalities, simplification of algebraic expressions, evaluation and manipulation of formulas, with an emphasis on word problems and graphing of linear equations. A scientific calculator is required.

Prerequisite: MATH 075 with a minimum grade of C or assessment at MATH 085 level, READ 085 with a minimum grade of C or assessment above READ 85 or ENGL/ 085 with a minimum grade of C (may be taken concurrently) or assessment above ENGL /085 A student who has earned a grade of "U" in any CMATH course will not be allowed to take any other CMATH course.

CMATH 090   Computer-Based Elementary Algebra   (5)

A self-paced, computer based course covering the same material as MATH 090. Topics include linear equations, factoring, rational expressions, and graphing. A scientific calculator is required.

Prerequisite: MATH 085 with a minimum grade of C or Assessment above MATH 085, ENGL/ 085 with a minimum grade of C or equivalent A student who has earned a grade of "U" in any CMATH course will not be allowed to take any other CMATH course.

CMATH 095   Computer-Based Intermediate Algebra   (5)

A self-paced, computer based course covering the same material as MATH 095. Topics include introduction to functions; linear, quadratic, exponential, and logarithmic functions and their applications; systems of linear equations and inequalities and their applications; rational exponents and radicals.

Prerequisite: MATH 090 with a minimum grade of C or assessment above MATH 090, READ 085 with a minimum grade of C or assessment above READ 085 or ENGL/ 085 with a minimum grade of C or assessment above ENGL/ 085 A student who has earned a grade of "U" in any CMATH course will not be allowed to take any other CMATH course

Math: Technical

TMATH 100   Mathematics for the Health Sciences   (5)
An intermediate algebra-based course for Health Science students, satisfying the requirements for the nursing, radiology and respiratory therapy programs. Topics will cover graphing and graph analysis, linear, exponential, and logarithmic functions, roots, unit conversions, scientific notation, biostatistics, and applications involving various algebraic concepts applied specifically to the Health Science fields. Scientific calculator required. See schedule or instructor for recommended calculator. *Prerequisite: MATH 090 with a minimum grade of C or appropriate MATH placement and READ 095 or ENGL/ 095 with a minimum grade of C or assessment above READ 095 or ENGL/ 095*

Music

MUSC 100   Fundamentals of Music   (5)
(Formerly MUS-100) This introductory class covers the basics of reading and understanding music. Pitch names, rhythmic notation, basic terminology, keyboarding, singing, intervals, and scales. This class is beneficial to students with a limited or no musical background.

MUSC 106   World Music   (5)
(Formerly MUS-106) An introduction to musics of various cultures of the world. This class explores the elements of music, music as an expression of human values, music as an identity, and music as a lifestyle. (multicultural content)

MUSC 110   Introduction to Digital Music   (5)
This course introduces students to using computers and digital audio work station applications to make music. Topics covered include: an applied understanding of the elements of music, basic audio editing techniques, basic recording techniques, basic MIDI sequencing, and live performance with digital technology.

MUSC 120   Music in the Classroom   (5)
(Formerly MUS-120) Designed to educate elementary education majors in practices with which they might implement music into their classroom, this course will encompass individual music lesson plans as well as techniques to utilize music within other classroom subjects. Students will lead songs, lessons and exercises which will require performance before the class.

MUSC 123   Class Applied Music: Guitar   (1)
(Formerly MUS-123) Class instruction in performance. Beginning and Intermediate sections offered each quarter.

MUSC 124   Class Applied Music: Piano I   (1)
(Formerly MUS-124) Class instruction for the beginning piano student. Development of physical skills required for performance on keyboard instruments as well as an emphasis on reading music and an understanding of basic music theory.

MUSC 125   Class Applied Music: Piano II   (1)
(Formerly MUS-125) Second quarter of class instruction for the beginning piano student. Development of physical skills required for performance on keyboard instruments as well as an emphasis on reading music and an understanding of basic music theory. *Prerequisite: MUSC-124 or instructor permission.*

MUSC 126   Class Applied Music: Piano III   (1)
(Formerly MUS-126) Third quarter of class instruction for the beginning piano student. Development of physical skills required for performance on keyboard instruments as well as an emphasis on reading music and an understanding of basic music theory. *Prerequisite: MUSC-125 or instructor permission.*

MUSC 130   Private Vocal or Instrumental Instruction   (1)
(Formerly MUS-130) Private instruction in either voice or instrument for credit. May be taken three times on same instrument. *Prerequisite: Music Department Chair permission.*

MUSC 141   Music Theory I   (5)
(Formerly MUS-101) Recommended for all music majors and minors, but open to all students who have some music experience. Introduction to the materials of music, including notation, scales, intervals, diatonic triads, and rhythm. Includes development of elementary ear-training, sight-singing, and keyboard skills.

MUSC 142   Music Theory II   (5)
(Formerly MUS-102) Introduction to the study of diatonic harmony. Analysis of 18th and 19th century harmonic usage; composition exercises stressing correct voice-leading and chord succession. Further development of aural skills through ear-training, sight-singing and keyboard practice.
Prerequisite: MUSC-141 or instructor permission.

MUSC 143   Music Theory III   (5)
(Formerly MUS-103) Continuation and completion of study of diatonic harmony through analysis and composition exercises. Further development of aural skills through ear-training, sight-singing and keyboard practice. Supplemental topics dealing with diatonic modes and the smaller formal archetypes.
Prerequisite: MUSC-142 or instructor permission.

MUSC 150   Special Topics in Music   (5)
Study of the important contributions of a selected music genre, time period or culture to the world's music. Sample topics: American Music, Scandinavian Music, History of Jazz, The Symphony, History of Rock and Roll, etc. May be repeated twice (different topics).

MUSC 160   Chamber Orchestra   (2)
(Formerly MUS-160) Preparation and performance of chamber orchestra music. This ensemble performs at least three times a year on campus.
Prerequisite: Audition or instructor permission.

MUSC 170   TCC Singers   (1)
(Formerly MUS-170) Mixed chorus which rehearses and performs a broad variety of both sacred and secular choral music. One concert on-campus each quarter. Open to all singers; previous choral experience helpful but not essential.
Prerequisite: Three quarters of MUSC-170 for 270.

MUSC 175   Gospel Choir   (2)
A mixed chorus which rehearses and performs music specifically within in the "gospel" genre. One concert on-campus each quarter. Open to all singers; previous choral experience helpful but not essential.

Prerequisite: Audition or instructor permission.

MUSC 180   TCC Voices   (1)
(Formerly MUS-180) A small vocal ensemble whose members are selected by audition. Known for their versatility and polished performances, this group sings both on and off campus several times each quarter.
Prerequisite: Instructor permission and concurrent enrollment in MUSC-170/270, three quarters of MUSC-180 for 280.

MUSC 230   Private Vocal or Instrumental Instruction   (1)
(Formerly MUS-230) Private instruction in either voice or instrument for credit. May be taken three times on same instrument.
Prerequisite: Music Department chair permission

MUSC 260   Chamber Orchestra   (1)
(Formerly MUS-260) Preparation and performance of chamber orchestra music. This ensemble performs at least three times a year on campus.
Prerequisite: Audition or instructor permission.

MUSC 270   TCC Singers   (1)
(Formerly MUS-270) Mixed chorus which rehearses and performs a broad variety of both sacred and secular choral music. One concert on-campus each quarter. Open to all singers; previous choral experience helpful but not essential.
Prerequisite: Three quarters of MUSC-170 for 270.

MUSC 280   TCC Voices   (1)
(Formerly MUS-280) A small vocal ensemble whose members are selected by audition. Known for their versatility and polished performances, this group sings both on and off campus several times each quarter.
Prerequisite: Instructor permission and concurrent enrollment in MUSC-170/270, three quarters of MUSC-180 for 280.

MUSC 290   Symphonic Band   (1)
(Formerly MUS-290) This traditional concert band is made up of woodwind, brass, and percussion instruments. It is dedicated to performing a wide variety of traditional and contemporary works for wind band. Instrument expereience and basic note reading is needed to participate in this class.
Prerequisite: Audition only - Instructor Approval Needed

MUSC 291   Jazz Band   (1)
(Formerly MUS-291) This jazz big band is made up of saxophones, trumpets, trombones, and rhythm section instruments. It is dedicated to performing a wide variety of traditional and contemporary styles of jazz music. Auditions are required.
Prerequisite: Audition only - instructor approval needed.

MUSC 299   Independent Study   (1)
Individual study, project-oriented for advanced music students.
Prerequisite: Instructor permission.

MUSC& 105   Music Appreciation   (5)
(Formerly MUS-107) (For the general college student; recommended for education majors.) A nontechnical basis for enjoyable listening to music with understanding; illustrated lectures with supplementary reading and listening experiences to foster understanding of common musical forms, idioms, periods and styles.

Nursing

NURS 111   Nursing I: Caring for the Well Client - Theory   (5)

Didactic course prepares students to care for clients of any age in a variety of wellness settings in the community. Includes an introduction to wellness concepts. Learning experiences are designed to develop basic skills related to obtaining a complete assessment on clients.
Prerequisite: Admittance to the Nursing program

NURS 112   Nursing I: Caring for the Well Client - Clinical   (5)

Prepares students to care for clients of any age in a variety of wellness settings in the community. Includes an introduction to wellness concepts. Learning experiences are designed to develop basic skills related to obtaining a complete assessment on clients.
Prerequisite: Admittance to the Nursing program; NURS 111 if not taking concurrently.

NURS 113   Nursing Interventions I: Assessment (Lab)   (1)

This course consists of supervised practice and check-offs under simulated conditions for nursing technical skills
Prerequisite: Admittance to the Nursing program.

NURS 121   Nursing II: Caring for the Client with Minor Deviations from Wellness/Maternal Newborn theory   (5)

Didactic course provides learning experiences with clients of all ages with episodic and/or minor deviations from wellness. Concepts related to nursing care of the surgical client and the OB/GYN client are discussed. The principles of the nursing process, growth and development, nutrition, cultural sensitivity, pharmacology, health teaching, caring and communication are integrated throughout.
Prerequisite: NURS 111, NURS 112, NURS 113, NURS 141, and NURS 151

NURS 122   Nursing II: Caring for the Client with Minor Deviations from Wellness/Maternal Newborn - Clinical   (5)

This course provides learning experiences with clients with episodic and/or minor deviations from wellness in the long term care setting in addition to the care of the maternal new born clients in the acute care setting. Growth and development of these clients will be expanded. Concepts related to the nursing care of the surgical client, and the clients with orthopedic conditions are discussed. The principles of the nursing process, growth and development, nutrition, cultural sensitivity, pharmacology, health teaching, caring and communication are integrated throughout.
Prerequisite: NURS 111, NURS 112, NURS 113 & NURS 141; NURS 151 with a minimum grade of C and NURS 121 (may be taken concurrently)

NURS 123   Nursing Interventions II: Basic Skills (Lab)   (1)

Supervised check-off, under simulated conditions, for nursing skills and procedures commonly encountered in ambulatory, long term care and hospital settings
Prerequisite: NURS 111, NURS 112, NURS 113, NURS 141; NURS 151 with a minimum grade of C and NURS 121 (may be taken concurrently)

NURS 131   Nursing III: Caring for the Client with Moderate Deviations from Wellness/Pediatrics - Theory (5)

Didactic course provides learning experiences with clients of all ages with moderate deviations from wellness. Concepts related to the nursing care of adult clients and pediatric clients (including concepts of family-centered care) will be discussed, primarily in acute care settings. Growth and development of these clients will be expanded. The principles of the nursing process, nutrition, cultural sensitivity, pharmacology, health teaching, caring and communication are integrated throughout.
Prerequisite: NURS 121, NURS 122, NURS 123, and NURS 142

NURS 132   Nursing III: Caring for the Client with Moderate Deviations from Wellness/Pediatrics (Clinical) (5)

Clinical course provides learning experiences with the adult med/surg client that has moderate deviations from wellness and the pediatric client, primarily in acute care settings. Growth and development of these clients will be expanded. The principles of the nursing process, nutrition, cultural sensitivity, pharmacology, health teaching, caring and communication are integrated throughout.
Prerequisite: NURS 121, NURS 122, NURS 123, and NURS 142, NURS 131 (or taken concurrently).

NURS 133   Nursing Interventions III: Advanced Skills (Lab)   (1)

Supervised practice and check off under simulated conditions for nursing skills and procedures commonly encountered in the hospital setting such as: intravenous medication administration, central lines, tracheostomy care and blood administration.
Prerequisite: NURS 121, NURS 122, NURS 123, and NURS 142, NURS 131 (or taken concurrently).

NURS 141   Nursing Focus I: Gerontological Nursing (Theory) (1)

Concepts of gerontological nursing care are presented in this course. Emphasis is on the physical, psychological, social, and developmental changes that occur with aging.
Prerequisite: Admittance to the Nursing program.

NURS 142   Nursing Focus II: Pharmacology I (Theory)   (1)

This course will introduce nursing students to the basics of clinical pharmacology including dosage calculations, pharmaceutics, pharmacokinetics, pharmacodynamics, drug classifications and references. Information will be presented on: anti-infectives, neurosensory, pain/comfort, and food/fluid drugs.
Prerequisite: NURS 111, NURS 112, NURS 113, NURS 141 or instructor permission.

NURS 143   Nursing Focus III: Pharmacology II (Theory)   (1)

This course is a continuation of NURS 142, Pharmacology I. The basics of clinical pharmacology are expanded. Information will be presented on pharmaceutics, pharmacokinetics, and pharmacodynamics of respiration, circulation, neurosensory and food/fluid drugs.
Prerequisite: NURS 121, NURS 122, NURS 123, NURS 142 or instructor permission.

NURS 151   Nursing I: Nursing Technology (Theory)   (2)

Common and essential skills for register nurses to communicate are covered using technology, such as security, etiquette, software programs, web based programs, course management systems, accessing nursing research, and electronic medical record software.
Prerequisite: NURS 111 with a minimum grade of C.

NURS 161   LPN to ADN Articulation (Bridge - Entering Level III) Theory (4)

Articulation (bridge) course for LPNs entering ADN program who have successfully completed the ATI Maternal/Newborn RN exam, but require pediatric didactic and clinical. The following concepts are discussed: role transition, wellness - illness continuum, nursing process, caring behaviors, prevention concepts, dosage calculations, medication administration, fluid and electrolyte balance, history and physical assessment based upon NANDA diagnostic categories, cultural and ethnic concerns, and selected medical conditions.
Prerequisite: Admission to the Nursing Program and Active LPN license and ATI Maternal/Newborn exam at a score of 60 or greater CO-REQUISITE(S): NURS 162 and NURS 163

NURS 162   LPN-ADN Articulation (Bridge - Entering Level III) Clinical   (3)

Clinical course that supports the 3rd quarter LPN Bridge theory. Provides learning experiences with the client with minor deviations from wellness, primarily in long term settings. Growth and development of these clients will be expanded. The principles of the nursing process, nutrition, cultural sensitivity, pharmacology, health teaching, caring and communication are integrated throughout.
Prerequisite: Admittance to the Nursing Program Co-Requisites: NURS 161 and NURS 163

NURS 163   LPN TO ADN Articulation (Bridge - Entering Level III) Lab (1)

Supervised practice and check off under simulated conditions for nursing skills and procedures commonly encountered in the long term care setting.
Prerequisite: Admittance to Nursing Program Co-Requisites: NURS 161 and NURS 162

NURS 211   Nursing IV: Caring for the Client with Acute/Complex I Problems - Theory   (5)

Didactic course provides learning experiences with adult clients with acute, complex problems. Concepts related to care of the client with major injuries and illness or system failure are discussed. Principles of the nursing process, growth and development, nutrition, cultural sensitivity, pharmacology, health teaching, caring and communication are integrated throughout.
Prerequisite: NURS 131, NURS 132, NURS 133, NURS 143 or Instructor permission

NURS 212   Nursing IV: Caring for the Client with Acute/Complex I Problems - Clinical   (5)

Clinical course provides learning experiences with adult clients with acute/complex I problems. Concepts related to care of the client with major injuries and illness or system failure are discussed. Principles of the nursing process, growth and development, nutrition, cultural sensitivity, pharmacology, health teaching, caring and communication are integrated throughout.

Prerequisite: NURS 131, NURS 132, NURS 133, and NURS 143; NURS 211, or instructor permission.

NURS 221   Nursing V: Caring for the Client with Acute/Complex II/Chronic Problems - Theory   (5)

Didactic course provides experiences for the client with chronic physical and mental disorders across the lifespan. Emphasis is on self-awareness and a respect for the dignity of the individual. Principles of the nursing process, growth and development, nutrition, cultural sensitivity, pharmacology, health teaching, caring and communication are integrated throughout.
Prerequisite: NURS 211, NURS 212, NURS 241 or Instructor permission

NURS 222   Nursing V: Caring for the client with Acute/Chronic Complex II Problems- Clinical   (5)

Clinical course provides learning experiences for adult clients with complex II and chronic physical and mental disorders. Emphasis is on self-awareness, perception and respect for the dignity of the individual. Principles of the nursing process, growth, and development, nutrition, cultural sensitivity, pharmacology, health teaching, caring and communication are integrated throughout.
Prerequisite: NURS 211, NURS 212, NURS 241/ NURS 221 (or taken concurrently).

NURS 231   Seminar in Care Management (1)

A seminar for students taking Nursing 232, Nursing Preceptorship. Course provides students an opportunity to share experiences and feelings associated with the preceptorship experience. The instructor facilitates the discussion to incorporate previously taught concepts, especially leadership.
Prerequisite: NURS-221, NURS-222 & NURS-242 or instructor permission.

NURS 232   Nursing VI: Preceptorship-Manager of Care   (8)

Clinical course that provides learning experiences for students in assigned areas. Emphasis is on managing the care of multiple clients. The student is paired with an experienced RN who serves as a mentor/preceptor.
Prerequisite: NURS 221, NURS 222 & NURS 242, or instructor permission.

NURS 233   Preparation for RN Licensure   (1)

A seminar to prepare students for the National Council Licensing Exam-RN (NCLEX-RN). The course includes assessment of both nursing knowledge and critical thinking skills.
Prerequisite: NURS 221, NURS 222 & NURS 242 or instructor permission.

NURS 241   Nursing Focus IV: Leadership and Management (Theory)   (2)

Leadership skills associated with patient care management are introduced. Concepts discussed will include: supervision, delegation, conflict resolution, leadership styles, quality assurance, responsibility, accountability, and collaboration.
Prerequisite: NURS 131, NURS 132, NURS 133 & NURS 143 or instructor permission.

NURS 242   Nursing Focus V: End of Life Care   (2)

This course provides learning experiences for the client at the end of life. Course will include both 'high tech' and 'high touch' situations and the ethical dilemmas associated with each. The principles of communication, ethics, legal aspects, symptom management, cultural and spiritual competence regarding death are integrated.
Prerequisite: NURS-211, NURS-212 & NURS-241 or instructor permission.

NURS 243   Nursing Focus VI: Trends and Issues   (2)

This course will include a presentation of concepts necessary to become a member of the discipline of nursing. Ethical-legal issues, health care trends both nationally and globally, political awareness and collaboration with health care team members will be the primary topics.
Prerequisite: NURS 221, NURS 222 & NURS 242 or instructor permission.

NURS 260   Nursing Focus VI: Advanced Intravenous Therapy Skills   (1)

This course provides advanced content related to the care of clients receiving intravenous fluids. Concepts related to selecting solutions, managing common complications, legal/ethical considerations, infection control, managing catheters and implanted port devices are discussed. Principles of the nursing process, growth and development, nutrition, pharmacology and health teaching are integrated.
Prerequisite: NURS 221, 222 and 242 or instructor permission.

NURS 261   LPN to ADN Articulation (Bridge - Entering Level IV) Theory   (4)

Articulation (bridge) course for LPNs entering the ADN program who have successfully completed the ATI Maternal/Newborn and Pediatric RN exams. The following concepts are discussed: role transition, wellness-illness continuum, nursing process, caring behaviors, prevention concepts, dosage calculations, medication administration, fluid and electrolyte balance, history and physical assessment based upon NANDA diagnostic categories, cultural and ethnic concerns, and selected medical conditions.
Prerequisite: Admittance to the Nursing Program and Active Washington State LPN license and ATI Maternal/Newborn exam at a score of 60 or greater and ATI Pediatric exam at a score of 60 or greater. Co-Requisites: NURS 262 & NURS 263

NURS 262   LPN to ADN Articulation (Bridge - Entering Level IV) Clinical   (3)

Clinical course that supports the 4th quarter LPN Bridge theory. Provides learning experiences with the moderate ill client and their family, primarily in acute care settings. Growth and development of these clients will be expanded. The principles of the nursing process, nutrition, cultural sensitivity, pharmacology, health teaching, caring and communication are integrated throughout.
Prerequisite: Admittance to the Nursing Program Co-Requisites: NURS 261 and NURS 263

NURS 263   LPN TO ADN Articulation (Bridge - Entering Level IV) Lab   (1)

Supervised practice and check off under simulated conditions for nursing skills and procedures commonly encountered in the hospital setting such as: intravenous medication administration, central lines, tracheostomy care and blood administration.
Prerequisite: Admittance to the Nursing Program Co-Requisites: NURS 261 & NURS 262

NURS 299   Individualized Studies in Nursing   (1)

Independent learning activity designed jointly by student and instructor to improve and/or increase the knowledge and skill of the learner.
Prerequisite: Instructor permission.

Nutrition

NUTR 101   Human Nutrition   (5)

A scientific study of human nutrition, with an emphasis on a chemical understanding of the major nutrients, a biologic understanding of the gastrointestinal tract and a practical understanding of dietary needs throughout life. This is not a lab course. Students may not receive credit for both Nutr 101 and Nutr&101.

Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent; and MATH 090 with a minimum grade of C or equivalent RECOMMENDED PREPARATION CHEM& 110 with a minimum grade of C or BIOL& 100 with a minimum grade of C or BIOL& 160 with a minimum grade of C

Oceanography

Students seeking courses for general interest or degree distribution requirements may consider OCEA& 101 and OCEA 179 for the Associate in Arts and Sciences, General Studies and Applied Sciences degrees. Students intending to major in Oceanography at a baccalaureate institution should consult with the Earth Sciences advisor.

OCEA 179   Special Topics in Oceanography   (2)

These are seminars designed to provide Oceanography students with the opportunity to study selected oceanography topics and techniques. Topics and/or techniques covered will generally be determined by the instructor but may also reflect the expressed need or interest of students in the earth science program.

OCEA 299   Independent Study in Oceanography   (1)

Independent study of oceanographic topics.
Prerequisite: Instructor permission

OCEA& 101   Introduction to Oceanography   (5)

(Formerly OCEAN-101) Focuses on topics such as the origin of ocean basins, seawater chemistry, atmospheric and oceanic circulation, waves, and marine ecosystems. The laboratory includes investigations of oceanographic phenomena and local field trips.

Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C and MATH 090 with a minimum grade of C or equivalent assessment in these areas

Paralegal

PLST 149   Writing Basics for Paralegals (3)

(Formerly ADLJ 149) This introductory paralegal course is designed to improve the students' writing through emphasis on word usage, grammar and punctuation in typical legal contexts. Students will improve their proofreading and editing skills as they review and draft legal documents with a focus on accuracy and attention to detail.

Prerequisite: Assessment at college level English and reading

PLST 150   Paralegal Fundamentals and Ethics   (5)

(Formerly ADLJ 150)Students will be introduced to the varied and rewarding responsibilities of a paralegal. Topics will cover careers, paralegal organizations, ethics and professional responsibility, paralegal skills and attributes, sources of American law, the court system, specific areas of law, and preparation for the internship.

Prerequisite: Assessment at college level English and reading.

PLST 151   Legal Research and Writing I (5)

(Formerly ADLJ 151) An introduction to developing effective methods of legal research and writing: Students will participate in a series of exercises that include finding statutes and case decisions in books and through computer-assisted legal research. Students will focus on identifying legal issues and validating cases and statutes while drafting letters, case briefs, and an objective memorandum. This is the first of two required legal research and writing courses.

Prerequisite: Assessment at college level English and reading.

PLST 152   Introduction to Civil Law   (5)
(Formerly ADLJ 152) This course is designed to introduce the student to the foundations of civil law, including substantive issues; contracts; domestic relationships; wills, estates, and probate; torts and personal injury; and the legal profession. Classroom activities will include: case analysis; the drafting, examination and assessment of legal documents; application of general principles related to torts, contracts, family law, and wills; and relevant class projects pertaining to these areas. Activities outside the classroom will include online research and discussion board assignments.
Prerequisite: Assessment at college level English and reading

PLST 153   Civil Procedure I   (5)
(Formerly ADLJ 153) Students will be introduced to the procedural requirements in the civil litigation process with an emphasis on the requisite skills and knowledge essential to practicing paralegals. Statutes, case law and court rules (state and federal) will be examined, and the drafting of legal pleadings and other civil case documents will be assigned. Using simulated fact and legal scenarios, students will track and analyze the procedural aspects of a civil lawsuit from inception to verdict covering the stages of pleadings, discovery, motions practice, negotiations and pretrial settlement.
Prerequisite: Recommended: PLST 149 with a minimum grade of C

PLST 154   Computer Applications in the Law   (3)
(Formerly ADLJ 154) This course is an introduction to computer technology and its applications within a law firm. Students will have the opportunity to apply hands-on training with Microsoft Office Suite (Word, Excel, Access and Outlook); timekeeping software; docket control/case management software; litigation support software; and evidence display software. Resources and techniques for the efficient application of software typically found in the law office are provided in addition to hands-on work with industry-specific software applications.

Prerequisite: Assessment at college level English and reading or completion of ENGL 095 and READ 095 or ENGL/ 095 and CU 105 or CU 102 and CU 103

PLST 155   Health/Dealing With Stress   (1)
(Formerly ADLJ 155) The paralegal field can challenge a professional's health and well-being. This online course helps the student recognize cues that may be barriers to optimal health and well-being, and offers tools and practicum for dealing with stress and achieving a healthy balance in various areas of life, including school, work, and family.
Prerequisite: Assessment of college level English and reading

PLST 156   Criminal Procedure for Paralegals   (5)
(Formerly ADLJ 156) This course is designed to teach students the basic concepts of substantive criminal law emphasizing Washington statutes and criminal procedure with a focus on individual rights under the United States Constitution. Students will prepare documents typically drafted by paralegals in a law office or agency in the field of criminal law defense or prosecution.
Prerequisite: Assessment at college level English and reading or completion of ENGL 095 and READ 095 or ENGL/ 095

PLST 221   Family Law   (3)
(Formerly ADLJ 221) This course will introduce students to the legal authorities and procedures involved in family law cases. Topics covered will include marriage, divorce, adoption, legal separation, paternity and child support, parenting plans, and other topics. Students will learn to identify and resolve various family law issues, as well as to draft common family law documents such as child support worksheets.
Prerequisite: Assessment at college level English and reading

PLST 222   Probate/Estate Planning   (3)
(Formerly ADLJ 222) Estate planning involves the financial and healthcare arrangements that are made during a person's lifetime as well as the preparation for transfer of that person's assets at death. Probate is the process of proving the validity of a will and ensuring that the instructions in a valid will are carried out. Students will develop knowledge and skills for the drafting of wills and trusts and for the procedural requirements of the probate process.
Prerequisite: Assessment at college level English and reading

PLST 223   Alternative Dispute Resolution (ADR)   (3)
(Formerly ADLJ 223) Alternative Dispute Resolution is a method of resolving disputes before they go to trial. Negotiation, mediation and arbitration are forms of ADR. Paralegals may qualify as mediators and directly assist parties in reaching an agreement. Other paralegals will assist attorneys in this fast growing method of settling disputes. Students will become familiar with the ADR laws in Washington State.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent

PLST 224   Real Estate Law   (3)
(Formerly ADLJ 224) An introduction to law and legal systems as related to real estate transactions. Major topics include forms of ownership; title, transfers and insurance; fraud, deceit and misrepresentation; contract law and documents; real estate security documents; and duties and liabilities of licensees.
Prerequisite: Assessment at college level English and reading or ENGL 095 and READ 095 or ENGL/ 095

PLST 225   Bankruptcy Law   (3)
(Formerly ADLJ 225) Bankruptcy law is federal law with the proceedings taking place in the federal court system. Students will learn about the various types of relief for both individuals and businesses. They will gain knowledge and skills necessary for interviewing the debtor, reviewing creditors' claims, and preparing the documents for submission to the bankruptcy court.
Prerequisite: Assessment at college level English and reading or completion of ENGL 095 and READ 095 or ENGL/ 095

PLST 226   Administrative Law   (3)
(Formerly ADLJ 226) This course will introduce students to the legal authorities and procedures involved in administrative law cases. Students will learn the state and federal legal authority that creates and empowers administrative agencies and the different areas in which administrative agencies are legally authorized to act. Students will also become familiar with the legal procedures used in administrative law cases, as well as the legal tribunals created to hear and decide administrative law cases.
Prerequisite: Assessment at college level English and reading.

PLST 228   Employment and Labor Law   (3)
(Formerly ADLJ 228) Employment and labor law includes laws governing health and safety in the workplace, labor unions and union-management relations, employment discrimination, wrongful employment termination, pension plans, retirement and disability income (Social Security), employee privacy rights, the minimum wage, and overtime wages. Students will research Washington State workers' compensation statutes and learn about agencies where paralegals may represent clients during agency hearings.
Prerequisite: Assessment at college level English and reading.

PLST 230   Business Organization/Corporations   (3)
(Formerly ADLJ 230) Today's business owners may choose among a variety of business entities for business formation. Besides the traditional sole proprietorship, partnership, and corporation, owners may form limited liability companies and limited liability partnerships. Students will learn about the different relationships, rights, obligations, and regulatory schemes of the various entities. In corporate law, students will develop knowledge and skill in preparing articles of incorporation, drafting corporate bylaws, preparing minutes of corporate meetings, drafting shareholder proposals, reviewing documents relating to the sale of corporate securities, assisting with corporate mergers and acquisitions, and filing papers necessary to terminate a corporation.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent

PLST 231   Contracts/Commercial Transactions   (3)
(Formerly ADLJ 231) This course provides students with a working overview of the applied contract process. Following traditional instruction methodology as supplemented with practical law office skill development, the course outlines prerequisites of contracting parties and applicable law(s), contract formation, contract performance, breach of contract and available remedies. The course introduces the students to commercial transactions including application and analysis under Article 2 of the Uniform Commercial Code (Washington State adopted version under Revised Code of Washington, Chapter 62A). Contracts and Commercial Law also includes a practicum element in basic contract drafting utilizing both goods and services components with attendant sources of law reflective of primary and secondary legal sources.
Prerequisite: Assessment at college level English and reading.

PLST 232   Interviewing and Investigations   (5)
(Formerly ADLJ 232) Students are introduced to the legal contexts in which interviewing and investigating skills are utilized. Great emphasis is placed on the development of communication skills for interviewing and the use of resources available for investigating, particularly Internet resources. Students will walk step by step through an investigation by learning how to plan an investigation; handle evidence; identify and locate witnesses; conduct interviews; and locate, evaluate and work with expert witnesses.
Prerequisite: Completion of ENGL /095 or both ENGL 095 & READ 095 or Assessment at college level English and Reading.

PLST 233   Internship I - Paralegal   (5)
(Formerly ADLJ 233) The Internship I course provides paralegal majors with the opportunity to apply their classroom learning to worksite responsibilities. The internship offers paralegal students practical work experience under the supervision of an attorney and often a skilled paralegal in day-to-day legal work. Weekly seminar discussions focus on professionalism. PLST 233 is a required course for all paralegal students.
Prerequisite: MO 106 with a minimum grade of C; and CU 105 or equivalent with a minimum grade of C; and PLST 150, PLST 151, PLST 152, PLST 153, and PLST 154 with minimum grades of C; and PLST 156 or equivalent with a minimum grade of C; and   Permission by faculty internship supervisor.

PLST 234   Internship II - Paralegal   (5)
(Formerly ADLJ 234) The elective Internship II course provides paralegal majors with additional opportunities to apply their classroom learning to worksite responsibilities. Weekly seminar discussions will focus on career advancement.
Prerequisite: PLST 233 and Instructor permission

PLST 235   Evidence and e-Discovery   (3)
This course is a survey in evidence and e-Discovery. Following the groundwork and review of evidence law and discovery rules, the course will shift focus to the concepts, issues, and solutions presented by ESI (electronically stored information) and e-Discovery. Students will examine "white papers" written by both legal commentators and technical experts. Students should have an interest in current civil litigation procedures.
Prerequisite: PLST 153 with a minimum grade of C

PLST 239   Transition Planning   (1)
(Formerly ADLJ 239) Students take this course shortly before they complete the Paralegal program. Students will build paralegal skills, critique and hone their understanding of professionalism and ethics, research the current job market and networking opportunities, learn to manage work/family balance, update their portfolios, and evaluate the program.
Prerequisite: PLST 150, PLST 152, PLST 153, MO 106 and Instructor permission.

PLST 251   Legal Research And Writing II   (3)
(Formerly ADLJ 251) Building on the research and writing skills acquired in ADLJ 151, students prepare a variety of documents including a motion with persuasive brief. Emphasis is placed on in-depth research of primary and secondary authorities, validation of research, appropriate formatting, citation of legal sources, and strategies for effective writing.
Prerequisite: PLST 151 with a minimum grade of C

PLST 253   Civil Procedure II   (5)
(Formerly ADLJ 253) This course is a continuation of the concepts and legal applications learned in Civil Procedure I, to include further analysis of the various issues confronted in civil litigation. Students will learn to interpret and apply state and federal statues and court rules to solve real legal problems. Students will draft various types of legal documents intended to be presented in court and will be able to formulate arguments for and against various legal positions that arise during a civil lawsuit.
Prerequisite: PLST 153

Physical Education

In order to receive the Associate in Arts and Sciences or Associate in General Studies degrees, it is necessary to obtain three physical education activity credits. These credits can be included in the 90 credits needed for the degrees. (Students planning to transfer to other institutions should check their requirements.)

Beginning courses are prerequisites to intermediate courses, and intermediate courses are prerequisites to advanced courses. Advanced placement may be made by the instructor. An activity at the same level may not be repeated for credit. Most activities require extra fees.

The physical education requirements may be waived only with approval of the physical education department chairman. Students may request waivers only if there is a medical problem or a student has previous military service.

PE 100   Total Fitness   (2)
An up-to-date approach to physical fitness for better living. Combination lecture and lab, stressing the importance of life-long fitness. Increasing the awareness and establishing the values, benefits and necessity of regular physical activity related to health. Will include individual evaluation, prescription and program implementation.

PE 106   Tai Chi   (1)
Tai Chi is an ancient Chinese system of health giving exercise. Students will build concentration, increase flexibility, and improve physical fitness by learning and practicing basic Tai Chi forms and movements.

PE 108   Beginning Weight Training   (2)
A course designed to introduce the student to the benefits of a regular weight training routine. The student will be taught various exercises in isotonic, isometric and isokinetic lifting. Safety precautions and guidelines will be stressed.

PE 109   Toning   (1)
An upbeat, high energy course that combines aerobic movements with muscle toning strength movements. Emphasis on total body conditioning. Instruction will include the safe and effective use of fitness apparatus including physio balls and hand weights.

PE 111   Walking for Wellness   (1)
This course is designed to introduce the student to walking and its contributions to wellness. Content includes benefits of walking, development of safe and effective walking skills, nutrition and equipment to enhance walking, and essential components of a walking program.

PE 118   Modern Dance   (1)
A course designed to get the student to appreciate modern dance as an art form as well as a physical fitness activity. Emphasis will be placed on developing cardio-respiratory fitness and flexibility through participating in dance routines.

PE 122   Beginning Bowling   (2)
A course designed to acquaint the student with the game of Bowling. Emphasis is placed on basic fundamentals, mechanics, faults and rules of bowling.

PE 126   Beginning Badminton & Pickleball   (1)
A course designed to allow the student to develop the necessary skills, fundamentals, strategies and knowledge of rules to participate in recreational badminton and pickelball.

PE 134   Softball   (1)
A course designed to introduce the student to the game of softball as a recreational and physical fitness activity. Emphasis is placed on basic individual and team fundamentals.

PE 135   Beginning Soccer   (1)
A course designed to introduce the student to soccer. Emphasis will be placed on basic fundamentals, strategies, and rules of the game.

PE 136   Volleyball   (1)
A course designed to introduce the student to the game of volleyball. Emphasis will be placed on basic skills, i.e., serve, set, pass, block, spike, team strategy and rules of play

PE 140   Cardio Fitness   (1)
This course is designed to give student information and practical experience on how to maintain a healthy cardiovascular system. Physical activities, nutritional guidelines, and unhealthy behaviors pertaining to cardiovascular health will be covered.

PE 142   Introduction to Yoga   (1)
This course is designed to introduce students to the benefits of yoga as a way to understand the mind/body relationship in exercise and fitness. Basic yoga techniques will be taught as a way to develop balance, core strength, flexibility, and joint stability.

PE 155   Fast Fitness   (1)
Comprehensive physical education course designed to develop strength, flexibility, muscular endurance and cardiovascular efficiency in an effective and timely manner through the use of circuit training.

PE 170   Independent Fitness Lab I   (1)
Self-paced conditioning for the motivated student. This course is designed to give students the opportunity to assess current physical fitness level, establish personal fitness goals, develop and follow an individualized self-paced fitness program.
Prerequisite: PE 100 with a minimum grade of C or PE 108 with a minimum grade of C or PE 140 with a minimum grade of C or

PE 171   Independent Fitness Lab II   (1)
Self-paced conditioning for the motivated student. This course is designed to give students the opportunity to assess current fitness goals, as well as develop and follow an individualized self-paced fitness plan.
Prerequisite: PE-170

PE 175   Hiking   (1)
This course is designed to introduce the student to basic techniques and skills necessary to enjoy minimum-impact hiking. Includes information on hiking essentials, trip planning, route finding, equipment, basic wilderness survival, and wilderness first aid. This course also includes several hiking trips throughout the quarter.

PE 190   Health and Wellness   (3)
A course for students to learn how to take control of their personal health and lifestyle habits so they can make a constant and deliberate effort to stay healthy and achieve the highest potential for well-being. Encompasses a total wellness concept of one's physical, mental, emotional and social well being. Students will examine major health issues of contemporary society, with emphasis on identifying risk factors.

PE 191   Contemporary Health and Wellness   (5)
Emphasis is placed on the relationship between course content and lifestyle choices to foster a better understanding of health issues today. Current issues include, but are not limited to, physical fitness and nutrition; weight management; stress and emotional health; chemical use and abuse; issues in contemporary human sexuality; communicable and noncommunicable disease; health-smart consumerism; the contemporary healthcare system; aging and dying; and environmental health issues.

PE 200   Advanced Total Fitness   (2)
An advanced approach to physical fitness for more effective living. Combination of lecture and lab stressing the importance of developing positive life-long fitness activities. Course will include evaluation, prescription, program implementation, and goal setting.
Prerequisite: PE-100 or instructor's permission

PE 201   Sport Specific Conditioning   (2)
This course is designed to give advanced instruction for the physically active student. Consideration of sport specific and individual fitness goals will be given. Cardio conditioning; strength training; flexibility training, as well as the nutritional aspects of physical performance will be taught.

PE 208   Intermediate Weight Training   (1)
This course is designed to develop cognitive knowledge pertaining to a higher level of strength training and applying this knowledge in a daily weight lifting program. Students will experience the benefits of weight lifting and will learn how to develop a weight training program designed to meet their personal weight training goals.
Prerequisite: PE-108 or instructor's permission

PE 222   Intermediate Bowling   (1)
A course designed to allow the student to improrve his/her bowling skills. Emphasis on spot, pin, and line bowling. Delivery and form and playing a hookball will be emphasized.
Prerequisite: PE 122 or Instructor permission

PE 226   Intermediate Badminton/Pickleball   (1)
Instruction dealing with the techniques of Badminton/Pickleball. This is an intermediate level class dealing with playing strategies, tournaments, and individual playing styles.
Prerequisite: PE 126

PE 233   Advanced Basketball   (1)
A course designed for the advanced basketball player who has competed at a high skill level. Special emphasis will be placed on advanced individual and team concepts.

PE 235   Advanced Soccer Techniques   (1)
An advanced course in the fundamentals of soccer. Subjects covered will include physical fitness, basic skills, team play, laws of the game, and strategy.

PE 236   Intermediate Volleyball   (2)
This course is designed to allow the student to improve upon his/her basic skills of playing volleyball. To be able to compete and enjoy the sport on a recreational level.
Prerequisite: PE-136 or instructor permission

PE 237   Advanced Volleyball   (1)
This course is designed to give students the opportunity to improve their volleball skills to an advanced level of play. Emphasis will be placed on skills and techniques used as a competitive as well as recreational level.
Prerequisite: PE 136

PE 241   Baseball Techniques   (1)
A course in the fundamentals of baseball. Course content includes conditioning, basic skills, strategies, team-play concepts and rules of the game.
Prerequisite: Experience in organized baseball-either high school or college.

PE 285   Coaching Theory   (2)
Provides the beginner or advanced coach with the basic teaching and coaching skills, techniques and strategies for coaching. Includes lectures, group discussions, guest speakers, and actual performance of skills and techniques by individual class members.

PE 292   Advanced First Aid   (5)
The student will satisfy the requirements for advanced American Red Cross first aid and cadiopulmonary resuscitation certification (CPR).

PE 295   Teaching Elementary Physical Education and Health   (3)
This course is designed to provide prospective K-6 educators with information, methods, and activities for teaching elementary physical education and health. Developmentally appropriate and quality physical education and health methods will be emphasized.

PE 299   Individual Study in Physical Education   (1)
An independent learning activity, designed jointly by the student and the instructor to improve and/or increase the knowledge and skill of the learner.

Prerequisite: Instructor Permission

Physics

An advisor should be consulted to determine the appropriate level of physics course for your degree goal. Students intending to major in Physics at a baccalaureate institution should work toward an Associate of Science degree with a Physics Specialization.

PHYS 299   Independent Study   (1)
Independent observation, analysis, and reporting of a physics-related topic.
Prerequisite: Instructor permission.

PHYS& 114   General Physics I   (6)
Algebra-based physics for liberal arts students and certain professions.   Study of basic mechanics including position, velocity, acceleration, forces, momentum, and energy. Laboratory included. Recommended Preparation: MATH& 141.
Prerequisite: PREREQUISITE(S): TMATH 100 or MATH 095 or higher (but not MATH 136)   RECOMMENDED PREPARATION   MATH& 141

PHYS& 115   General Physics II   (6)
Algebra-based physics for liberal arts students and certain professions. Study of thermodynamics, oscillations, waves, capacitance, and electric forces/fields/potential/potential energy. Laboratory included. Recommended Preparation: MATH& 141.
Prerequisite: PREREQUISITE(S): PHYS& 114 and TMATH 100 or MATH 095 or higher (but not MATH 136)   RECOMMENDED PREPARATION   MATH& 141

PHYS& 116   General Physics III   (6)
Algebra-based physics for liberal arts students and certain professions. Study of DC circuits, magnetism, geometrical optics, wave optics, and modern physics. Laboratory included. Recommended Preparation: MATH& 141.

Prerequisite: PREREQUISITE(S): PHYS& 114 and   TMATH 100 or   MATH 095 or higher (but not MATH 136)   RECOMMENDED PREPARATION   MATH& 141

PHYS& 221   Engineering Physics - Mechanics   (6)
Mechanics. (Formerly Physics 121) Calculus based physics for engineering or those majoring in certain sciences. Introduces problem solving techniques and applications to real world situations. Topics include motions and causes of motion; conservation of energy, momentum and angular momentum; gravitation, center of mass, and torque. Laboratory included.
Prerequisite: MATH& 151 with a minimum grade of C or equivalent.

PHYS& 222   Engineering Physics - Electricity and Magnetism   (6)
Electricity and Magnetism. (Formerly Physics 122) Calculus based physics for engineering or those majoring in certain sciences. Introduces problem solving techniques and applications to real world situations. Topics include Coulomb's Law, Gauss' Laws, circuits and circuit theory, electrical devices, Ampere's Law, electric and magnetic flux, and induction. Laboratory included.
Prerequisite: PHYS& 221 (formerly PHYS 121) and MATH& 152 with a minimum grade of C or equivalent

PHYS& 223   Engineering Physics - Waves, Optics, and Thermodynamics   (6)
Waves, Sound, Light and Thermodynamics. (Formerly Physics 123) Calculus based physics for engineering or those majoring in certain sciences. Introduces problem solving techniques and applications to real world situations. Topics include oscillations, damping, waves, interference, refraction, reflection, optical systems, fluids, specific heat, temperature, ideal gasses, and states of matter. Laboratory included.
Prerequisite: PHYS& 221 (formerly PHYS 121)

Political Science

POLS 231   Politics and Film   (5)
(Formerly POLSC-231) This course will examine a variety of political and legal issues through their portrayal in contemporary cinema. Students will read relevant Political Science literature as a background for an analysis of the films viewed in the course. Rotating themes include: elections and the presidency, law and justice, science fiction, organized labor, and American foreign policy.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent

POLS 298   Political Internship   (5)
Students will participate in internships with either a political party, interest group, or an elected official and will meet periodically with the instructor to discuss assigned readings and a research paper based on the internship experience.
Prerequisite: Instructor permission

POLS& 101   Introduction to Political Science   (5)
(Formerly POLSC-101) This course is intended to serve as a comparative introduction to the concepts, methods, and subject areas of the discipline of political science. Students will explore various forms of political beliefs, behaviors, institutions, and processes at the individual, group, national, and international levels. Strongly recommended for those students with no prior coursework in political science.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent

POLS& 202   American Government   (5)

(Formerly POLSC-202) This course is intended to provide a basic understanding of the American political system. We will examine the structural foundations of American politics, including our constitutional framework, political culture, and political economy. We will then explore the various political institutions which serve as a link between citizens and government, including public opinion, the mass media, interest groups, social movements, political parties, and elections. Following this, we will turn our attention to the branches of the federal government, including Congress, the Presidency, the federal bureaucracy, and the Supreme Court.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent

POLS& 203   International Relations   (5)

(Formerly POLSC-203) This course is intended to serve as an introduction to the concepts, methods, and subject areas of the field of international relations within the discipline of political science. Students will explore various forms of political beliefs, behaviors, institutions, and processes shaping the relationships between states and other non-governmental actors in the international system.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent

Psychology

PSYC 202   Biopsychology   (5)

Biopsychology examines the biological basis of behavior, the nervous system, how it works to control behavior and sense the world, and what happens when it malfunctions. Topics include learning and memory, development, sex, drugs, sleep, the sense, emotions, and mental disorders.
Prerequisite: PSYC& 100 with a minimum grade of C

PSYC 205   Introduction to Personality   (5)

(Formerly PSYCH-205) Introduction to development and dynamics of personality, the causes of individual differences, personality change and techniques of measuring aspects of personality will be studied.
Prerequisite: PSYC& 100 with a minimum grade of C

PSYC 209   Fundamentals of Psychological Research   (5)

This course covers the key themes and concepts of psychological research and is a foundation course for students planning to take additional courses in psychology. Topics include hypothesis testing, experimental design, research strategies and techniques, fundamentals of scientific writing, search and evaluation of research literature in psychology, and ethical issues in psychological research. (writing intensive)
Prerequisite: PSYC& 100 and ENGL& 101 with a minimum grade of C Recommended: MATH& 146 with a minimum grade of C

PSYC 240   Social Psychology   (5)

An introduction to the study of the basic principles underlying the field of social psychology. Topics covered will include social beliefs and attitudes, prejudice, aggression, attraction and intimacy, conformity and persuasion. (Formerly SOC 240)
Prerequisite: PSYC& 100 with a minimum grade of C

PSYC 299   Individual Study in Psychology   (5)

(Formerly PSYCH-299) A variable credit (1-3) course based on independent study contracted between an instructor and a student. The emphasis will be a research related project which will provide an opportunity for students to pursue in-depth in an area previously or concurrently covered in a college-level course.
Prerequisite: PSYC& 100 with a minimum grade of B+ and Instructor permission

PSYC& 100   General Psychology   (5)

(Formerly PSYCH-100) Introduction to psychology as an academic discipline, including research methods, the nervous system, heredity and development, social behavior, motivation, emotion, learning and memory, cognition, personality, and psychological disorders.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

PSYC& 180   Human Sexuality   (5)

(Formerly PSYCH-165) A scientific approach to the study of human sexuality and sexual behavior, including physiological and psychological components. Considers sexuality across the lifespan, sexual dysfunction, STDs and safer sex, sexual orientation, sexual response patterns, and the development of relationships.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

PSYC& 200   Lifespan Psychology   (5)

(Formerly PSYCH-206) An examination of the physical, social, emotional, and intellectual development of the human from conception to death. (multicultural content) (multicultural content)
Prerequisite: PSYC& 100 with a minimum grade of C

PSYC& 220   Abnormal Psychology   (5)

(Formerly PSYCH-204) A study of the development and symptoms of mental health disorders. Topics covered include schizophrenia, mood disorders, anxiety disorders, personality disorders, psychosomatic disorders, sexual deviation, organic disorders, and the process of adjustment to stress. Attention is given to biosocial, cognitive, and cultural factors and their role in mental health.
Prerequisite: PSYC& 100 with a minimum grade of C

Radiologic Science

RS 100   Radiologic Science Orientation (3)

This course introduces students to the Radiologic Science program. Students learn of the program's mission and goals, professional requirements, and commitment necessary for success, as well as learning of the on-campus student support services available to them. Additionally, students will become CPR certified and initiate the process of the Washington State requirement/s for X-ray licensing.
Prerequisite: Acceptance into the Radiologic Science program.

RS 101   Fundamentals of Radiologic Science and Health Care   (4)

Content is designed to provide a foundation of the principles, practices and policies in healthcare and particularly radiology. The student will be introduced to the history of radiology, medicolegal ethics and professional associations. Radiation protection and safety, basic equipment operation, and principles of radiographic exposure will also be covered.
Prerequisite: Acceptance into the Radiologic Science program, or   instructor permission.

RS 108   Radiation Physics I   (4)

This course introdues the concepts of electromagnetic radiation, its production, control and interactions. The concepts of electricity, electromagnetism, and electrical circuits relating to imaging equipment operation are presented.
Prerequisite: RS-101 with a minimum grade of C or Instructor permission.

RS 109   Radiation Physics II   (5)

A continuation of Radiation Physics I. The correct and safe operation of various types of imaging equipment will be discussed. Information on radiation biology will be presented to correlate the hazards of ionizing radiation production and its interaction on human tissue.
Prerequisite: RS-108 or Instructor Permission.

RS 120   Clinical Education I   (5)

Initial course in competency based radiography clinical education. Students orient to an assigned clinical education center and by instruction, observation, and experience, acquire the necessary basic skills to successfully image patients utilizing ionizing radiation.
Prerequisite: RS 101 and RS 140 and required immunizations, drug screening as required, background check, proof of medical insurance, proof of automobile insurance and current CPR card, and Instructor permission

RS 121   Clinical Education II   (5)

This is a continuation of a series of competency based clinical education classes. Students attend an assigned clinical education center and by instruction, observation, and experience, acquire the necessary skills to successfully image patients utilizing ionizing radiation.
Prerequisite: RS 120 with a minimum grade of C and RS 121 with a minimum grade of C and required immunizations, drug screening as required, background check, proof of medical insurance, proof of automobile insurance, current CPR card, and Instructor permission

RS 122   Clinical Education III   (10)

This is a continuation of a series of competency based clinical education classes. Students attend an assigned clinical education center and by instruction, observation, and experience, acquire the necessary skills to successfully image patients utilizing X-ray ionizing radiation.
Prerequisite: RS 121 and RS 122 with a minimum grade of C and required immunizations, drug screening as required, background check, proof of medical insurance, proof of automobile insurance, current CPR card and Instructor permission

RS 140   Radiographic Positioning I   (5)

This class studies basic positioning principles and terminology. It includes demonstration and lab experience in positioning and identifying related anatomy of the chest, abdomen, upper and lower extremities.
Prerequisite: Acceptance into Radiologic Science Program

RS 141   Radiographic Positioning II   (5)
This class studies basic positioning principles and terminology. It includes demonstration and lab experience in positioning and identifying related anatomy of the spine, hip and pelvis, and bony thorax. Common contrast media exams will also be covered.
Prerequisite: RS 140 or instructor permission.

RS 142   Radiographic Positioning III   (5)
This class emphasizes basic positioning principles and terminology regarding the skull and facial structures. General principles of mammography, bone densitometry, geriatric imaging, & contrast media exams of the biliary,central nervous, and reproductive systems are also covered.
Prerequisite: RS 141 or instructor permission.

RS 150   Principles of Image Formation   (1)
This class discusses the factors that are involved in radiographic image formation. Exposure factors and geometric factors that are involved in this process are covered.
Prerequisite: Acceptance into Radologic Ssciene Program or Instructor permission.

RS 153   Principles of Digital Radiography   (1)
This class introduces principles of digital radiography. Basic principles of computer operation as well as its relevancy to image formation with computed radiography (CR) and digital radiography (DR) will be presented.
Prerequisite: RS-150 or instructor permission.

RS 170   Introduction to Fundamentals of Patient Care   (5)
Introduces patient care techniques commonly experienced in a radiology department such as venipuncture, proper body mechanics, sterile procedures, and medication & contrast media administration. Additionally, patient communication, HIPAA requirements and emergency CODE procedures are emphasized.
Prerequisite: Acceptance into Radiologic Science program or instructor permission.

RS 200   Cross Sectional Anatomy   (3)
Anatomy of the human body will be studied in cross section. Anatomy of the brain, neck, thorax and heart, abdomen/pelvis and the musculoskeletal system will be presented in the transverse, sagittal, coronal, and oblique imaging planes using multiple diagnostic imaging modalities.
Prerequisite: BIOL& 241 with a minimum grade of C and BIOL& 242 with a minimum grade of C

RS 214   Imaging Pathology   (1)
A basic review of pathology and pathologic processes as demonstrated on diagnostic images is presented. The images for review include radiographic, and cross sectional CT and MRI images.
Prerequisite: RS 200 with a minimum grade of C or instructor permission.

RS 216   Pharmacology and IV Therapy   (3)
This class involves a study of drugs common to an imaging department. The general pharmacologic principles, drug categories, routes of administration, drug administration safety, and current practice standards will be discussed. A discussion of contrast agents and their associated reactions will also be presented.
Prerequisite: RS 170 with a minimum grade of C or instructor permission.

RS 225   Clinical Education IV   (8)
Students entering their second year in clinical will continue to learn new radiographic examinations while maintaining proficiency on previous exams. The students incorporate critical thinking skills and correlate them with previous experiences to enhance their ability to function more independently.
Prerequisite: RS 122 and RS 225 with a minimum grade of C and required immunizations, drug screening as required, background check, proof of medical insurance, proof of automobile insurance, current CPR card and Instructor permission

RS 226   Clinical Education V   (7)
Students in the second year of competency based clinical instruction rotate to a new clinical education center and by instruction, observation, and experience, continue to acquire new skills while refining and maintaining proficiency in previously learned examinations. Students incorporate critical thinking skills and correlate it with previous experiences to enhance their ability to function more independently.
Prerequisite: RS 225 and RS 226 with a minimum grade of C and required immunizations, drug screening as required, background check, proof of medical insurance, proof of automobile insurance, current CPR card and Instructor permission

RS 227   Clinical Education VI   (7)
Students in the second year of competency based clinical instruction are assigned to a clinical education center and by instruction, observation, and experience, continue to acquire new skills while refining and maintaining proficiency in previously learned examinations. Students incorporate critical thinking skills and correlate it with previous experiences to enhance their ability to function more independently.
Prerequisite: RS 226 and RS 227 with a minimum grade of C and required immunizations, drug screening as required, background check, proof of medical insurance, proof of automobile insurance, current CPR card and Instructor permission

RS 228   Clinical Education VII   (10)
This is a capstone competency based clinical class in preparation for entry level clinical practice. Students in the second year of instruction are assigned to a clinical education center and continue to acquire new skills, while refining and maintaining proficiency in previously learned examinations. Students incorporate critical thinking skills and correlate it with previous experiences to enhance their ability to function more independently.
Prerequisite: RS 227 and RS 228 with a minimum grade of C and required immunizations, drug screening as required, background check, proof of medical insurance, proof of automobile insurance, current CPR card and Instructor permission

RS 233   Leadership and Management   (1)

Studies leadership skills associated with patient care and management. Concepts discussed will include: supervision, delegation, conflict resolution, leadership styles, the work environment, responsibility, accountability, collaboration and résumé preparation.
Prerequisite: RS 225 with a minimum grade of C or

RS 243   Radiographic Positioning IV   (3)

Demonstration and lab experience of alternate and special positioning of the upper and lower extremities, thoracic cage, shoulder girdle, pelvis, and spinal column. This course also includes a review of basic head work and special positioning of the orbit and temporomandibular joint. Information will be included for performing pediatric and trauma projections. A review of imaging with emphasis on basic quality assurance and image evaluation.
Prerequisite: RS 142 with a minimum grade of C or instructor permission.

RS 244   Radiographic Positioning V   (3)

Advanced patient care procedures involving pediatric and/or severe trauma patient. Special emphasis on child and elder abuse. Includes information for the geriatric, pediatric and patient with disabilities to meet The Joint Commission requirements.
Prerequisite: RS 243 with a minimum grade of C or instructor permission

RS 250   Advanced Healthcare Organization   (3)

A closer look at the healthcare organization with emphasis on radiology. Radiology quality control and quality assurance factors will be presented. The five major content areas of diagnostic imaging will be correlated with quality patient care.
Prerequisite: RS 244 with a minimum grade of C and RS 101 with a minimum grade of C; or Instructor permission.

RS 255   Advanced Imaging Modalities   (2)

An overview of CT, MRI, U/S, NM and other advanced imaging modalities. The emphasis will be on the various energies used to generate images, the equipment and other dynamics of the imaging environment.

Prerequisite: RS 108 with a minimum grade of C and   RS 109 with a minimum grade of C and Must be a second year Radiography Science student Instructor permission

RS 299   Independent Study   (1)

Independent learning activity, designed jointly by the student and instructor, to improve and/or increase the knowledge and skill of the learner.
Prerequisite: Program chair permission.

Respiratory Therapy

RC 150   Fundamentals of Respiratory Care I   (4)

Introduces the beginning respiratory care student to basic procedures and skills required in the field. Covers principles and practices of patient assessment, hospital safety, aerosol therapy, bronchial hygiene and hyperinflation therapies.
Prerequisite: Accepted into the Respiratory Care Program

RC 151   Fundamentals of Respiratory Care II   (4)

Course will continue to build on the clinical skills and knowledge base acquired in RC 150. The Respiratory Care student will be introduced to the critical care environment this quarter. Emphasis is placed on airway management, diagnostic testing and non-Invasive ventilation.
Prerequisite: RC 150

RC 152   Introduction into Mechanical Ventilation   (4)

Course will continue to build on the clinical skills and knowledge base acquired in RC 150 & 151. This course is to introduce the respiratory student to basic concepts in Mechanical Ventilation including initiation of mechanical ventilation, modes of ventilation, ventilator management and weaning.
Prerequisite: RC 151

RC 153   Alternative Procedures in Respiratory Care   (3)

This course will provide students with knowledge regarding special procedures they will be assisting physicians in performing as well as introducing additional skills based upon Respiratory Care Scope of Practice. Information presented will build upon previously studied pathophysiologies as well as set-up, procedural skills and processing of specimens obtained when applicable. The course will be a combination of lecture and lab skills practice.
Prerequisite: RC 152 with a minimum grade of C

RC 160   Cardiopulmonary A & P and Pathophysiology   (4)

Course is designed to provide students with information about the structure and function of the respiratory system. Knowledge of a structure is essential to the understanding of the function of the structures, therefore topics include: respiratory and cardiac anatomy and progress to major concepts and mechanisms of cardiopulmonary physiology.
Prerequisite: Accepted into the Respiratory Care Program

RC 161   Arterial Blood Gases   (3)

Course is designed to provide students with additional information about the function of the respiratory system. The student will gain knowledge and interpretation skills regarding the function of gas exchange in the lungs as well as how normal blood gas values change in different disease states. Included will be a comprehensive overview of the subject matter in an organized, interesting manner in the form of lecture, small group discussion, or student presentations.
Prerequisite: RC 160

RC 162   Advanced RC Pathophysiology   (3)

Course is designed to provide students with advanced information about disease processes. General pathophysiology provides a foundation of information for the student to apply in the specialty area of respiratory care. Included will be a comprehensive overview of the disease process in an organized, interesting manner in the form of lecture, small group discussion, or student presentations.
Prerequisite: RC 161 with a minimum grade of C

RC 165   Evolving Roles in Respiratory Therapy   (2)

This course introduces students to current and future trends in health care. Specifically, this course will cover traditional and new roles for respiratory therapists and will present possibilities and tactics for respiratory therapists to work across the range of patient care.
Prerequisite: Enrolled in the RC program

RC 170   Respiratory Therapy Equipment I   (3)

Course will provide students with a historical background on discovery and development of basic RC principles and technologies. Included is hands-on usage of equipment: pressure gauges, flow meters, regulators, oxygen delivery devices, compressed gas and liquid oxygen systems, humidity and aerosol generators, and positive- and negative-pressure breathing devices. Knowledge of history as it relates to RC is essential to assimilating the numerous, technical facets of the field.
Prerequisite: Accepted into the Respiratory Care Program

RC 171   Respiratory Therapy Equipment II   (3)

Course is designed to provide first-year RC students with a background on the principles and technologies of emergency airway management, tracheostomy management, non-invasive patient monitoring, bedside pulmonary function assessment, true volume measuring devices vs. pneumotachometer devices, and RC home medical equipment including patient comfort and compliance issues.
Prerequisite: RC 170 with a minimum grade of C

RC 172   Respiratory Therapy Equipment III   (4)

Course will provide the principles and technologies for the student to assimilate and interrelate technical and physiological criteria for treating patients on mechanical ventilation (CMV). Students learn logical thinking required to troubleshoot ventilator problems in the ICU and utilize different types of ventilators to gain confidence, proficiency, and appreciate the level of sophistication to which modern ventilators have risen.
Prerequisite: RC 171

RC 175   Respiratory Care Orientation   (2)

Course will provide application of the basic skills required for patient care. The students will learn essential body mechanics to avoid injury; infection control principles; required confidentiality information; legal and ethical principles; and an introduction to vital signs. Students will also complete CPR certification, HIV/AIDS certification for healthcare providers, and receive their program student handbooks.
Prerequisite: Accepted into the Respiratory Care Program

RC 180   Respiratory Therapy Clinical I   (3)

Course is designed to prepare the beginning Respiratory Care student to perform basic respiratory therapeutic modalities in the hospital setting. Emphasis is placed on patient assessment techniques, oxygen therapy, and bronchial hygiene. This class consists of a lab/clinical rotation.
Prerequisite: Accepted into the Respiratory Therapy Program

RC 181   Respiratory Therapy Clinical II   (3)

Course will continue to build on the clinical skills and knowledge base acquired in first quarter. The Respiratory Care student will be introduced to the critical care environment this quarter. Emphasis is placed on airway management, ECG's, arterial blood gases, non-invasive ventilation and CPAP. This class consists of a lab/clinical rotation.
Prerequisite: RC 180 with a minimum grade of C

RC 182   Respiratory Therapy Clinical III   (3)

Course is intended to prepare the third quarter Respiratory Care student to care for patients in the Intensive Care Unit. Topics covered will include the initiation and care of the patient receiving mechanical ventilation and special RC procedures. This class consists of a lab/clinical rotation.
Prerequisite: RC 181 with a minimum grade of C

RC 183   Respiratory Therapy Clinical IV   (4)

This is the final clinical course of the first year of the respiratory program. Students are expected to use this time at the clinical sites to polish their clinical skills, improve their time management skills and increase their comfort level and autonomy in the clinical setting in order to be prepared for the advanced clinical courses in the second program year.
Prerequisite: RC 182 with a minimum grade of C

RC 192   Advanced Mechanical Ventilation   (4)

Course content will emphasize advanced mechanical ventilator applications including non-conventional approaches to patient management in both adult and the pediatric/neonatal settings.
Prerequisite: RC 152 with a minimum grade of C

RC 193   Respiratory Pharmacology I   (1)

This is the first in a series of three courses in pharmacology. General pharmacological principles, drug classification, computations, routes of delivery and respiratory medication are emphasized.
Prerequisite: Accepted into the Respiratory Care program

RC 194   Respiratory Pharmacology II   (1)

This is the second in a series of three courses in pharmacology dealing with principles of mucolytics, antiasthmatics, antimicrobials, anti-inflammatory agents, surface-active and special applications.
Prerequisite: RC 193 with a minimum grade of C

RC 195   Respiratory Pharmacology III   (1)

This is the third in a series of three courses in pharmacology dealing with principles in cold and cough agents, neonatal/pediatric aerosolized drug therapy, diuretics, cardiovascular pharmacology and the drugs affecting the central nervous system.
Prerequisite: RC 194 with a a minimum grade of C

RC 240   Advanced Assessment and Diagnosis   (3)

Course will provide second year students with information necessary to care for the critically ill patient. Advanced assessment and diagnosis takes general knowledge learned in first year theory classes and further analyzes patient assessment values to help students make more informed decisions regarding interventions necessary to support the respiratory patient during stabilization and care.
Prerequisite: RC 153 with a minimum grade of C or equivalent

RC 251   Respiratory Pathophysiology Case Presentations   (2)

Course is designed to provide students with a introduction into problem based learning and evidenced based medicine using pathophysiology cases. Included will be a comprehensive overview of the various disease processes, surgical procedures, and new respiratory therapy technology.
Prerequisite: RC 162 with a minimum grade of C

RC 261   Pediatric and Neonatal Respiratory Care   (4)

Course will provide second year students with an overview of pediatric and neonatal diseases. The field of neonatology/pediatrics is highly dynamic and requires up to date knowledge of clinical and technical skills. A neonatal/pediatric RCP is expected to be able to perform as an integral part of the highly specialized health care team as well as develop critical thinking skills.
Prerequisite: RC 162 with a minimum grade of C

RC 262   Review of Applications of Respiratory Care   (4)

Course will provide students with a review for the advanced level practitioner written and clinical simulation NBRC examinations. Included will be comprehensive overviews of all respiratory subject matter, including: Analysis of Date, Equipment, and Therapies.
Prerequisite: RC 152 with a minimum grade of C or equivalent and RC 261 with a minimum grade of C or equivalent; or Instructor permission

RC 263   Pulmonary Functions   (3)

Course will provide students with information necessary for understanding Pulmonary Function Testing, Exercise Testing, and their interpretations. Included will be a comprehensive overview of the subject matter in the form of lecture, small group discussion, or student presentations.
Prerequisite: Accepted into the Respiratory Therapy Program

RC 272   Pulmonary Rehabilitation, Home Care, and Assistance in Specialty Procedures   (3)

Course will provide students with information about the alternate settings of pulmonary rehabilitation and home care.
Prerequisite: Accepted into the Respiratory Therapy Program

RC 280   RC Specialty Clinical I   (4)

Course will prepare the second year Respiratory Care student to perform advanced respiratory therapeutic modalities in a variety of settings. Emphasis is placed on advanced assessment techniques and patient education. This class consists of a clinical rotation only. Students will be assigned to Tuesday, Wednesday, or Thursday clinical days.
Prerequisite: RC 183 with a minimum grade of C

RC 281   Advanced Critical Care Clinical Rotation   (4)

Course will prepare the second year Respiratory Care student to perform advanced respiratory therapeutic modalities in a variety of settings. Emphasis is placed on advanced assessment techniques and patient education. This class consists of a clinical rotation only. Students will be assigned to Tuesday, Wednesday, or Thursday clinical days.
Prerequisite: RC 280 with a minimum grade of C

RC 282   Neonatal Clinical Rotation   (2)

Course will prepare the second year Respiratory Care student to perform advanced respiratory therapeutic modalities in a neonatal intensive care setting. Emphasis is placed on patient assessment techniques. This class consists of a five-week clinical rotation.
Prerequisite: RC 281 with a minimum grade of C

RC 283   Specialty Clinical Rotation II   (2)
Course is designed to prepare the second year Respiratory Care student as an expert respiratory care practitioner. This five-week rotation is the last clinical rotation before graduation; therefore, students are encouraged to do their final rotation at their desired place of employment. This class consists of a clinical rotation only.
Prerequisite: RC 281 with a minimum grade of C

RC 290   Ethics and Professionalism in Respiratory Care   (2)
While providing care and delivering therapies, RCP's must be continuously aware of the legal and ethical implications of the services they deliver and their actions while delivering them. This course will provide students with information necessary for understanding legal issues and for making ethical decisions in respiratory care.
Prerequisite: Enrolled into the RC program

RC 299   Individual Study in Respiratory Therapy   (1)
Independent learning activity designed jointly by student and instructor to improve and/or increase the learner's knowledge and skill.
Prerequisite: Instructor permission

Science

SCI 105   Introductory Topics in Natural Science   (5)
Concepts from multiple scientific fields (including biology, chemistry, physics, and the earth and space sciences) will be investigated through the in-depth exploration of an applied interdisciplinary topic. This course will provide introductory-level science students with an expansive understanding of scientific principles, methods, and techniques. Laboratories and field work included.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent; and MATH 090 with a minimum grade of C (may be taken concurrently) or equivalent or MATH 093 with a minimum grade of C (may be taken concurrently) or equivalent

Social Sciences

SOCSC 111   Introduction to Social Sciences   (5)
Introduction to methods, concepts, and practices of social scientific scholarship. Organized around broad, interdisciplinary themes in anthropology, history, political science, psychology, and sociology. Emphasis on social science disciplines as a whole.
Prerequisite: Must be enrolled in ENGL/ 095 concurrently

Sociology

SOC 120   Introduction to Women's Studies   (5)
Introduction to the study of women, feminism, and theories of oppression and privilege, particularly with respect to gender, sexuality, race, class, and sexual orientation. Topics include systems of oppression, gender socialization, sexuality, violence, and social institutions such as family, health care, media, religion, legal systems, work and labor, and education. (multicultural content)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

SOC 205   Sociology of African Americans   (5)
This course explores the socio-historical experiences of African Americans. We will investigate the social history of African Americans in the United States, oppression and the perpetuation of social inequality, current demographic trends, issues of race, class, gender, and family, and contemporary sociological issues of African Americans. We will also debate solutions to various social problems that are of particular concern to the black community. (multicultural content)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

SOC 222   Sociology of Sport   (5)
Introduction to the sociological analysis of sport. There will be a particular emphasis on: race, class, gender, and sexuality issues within sport; socialization and interactions within sport; sport and education; deviance, crime, and violence in sport; the business and economics of sport.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

SOC 247   Media, Politics and Society   (5)
Takes a critical approach to the study of the production and consumption of mass media, focusing primarily on the United States. Examines the economic and social organization of mass media, the content of media messages, and the impact various media have on the public.
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

SOC 262   Race and Ethnic Relations   (5)
Builds upon and expands the students' understanding of race and ethnic relations in American contemporary society. Focuses on how immigrant groups adapt to a new country, manifestations of racism and discrimination, as well as the economic and social progress of different ethnic groups. Explores how to alter patterns of racial and ethnic inequality through social movements and social policy. (multicultural content) (multicultural content)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

SOC 265   Sociology of Asian Americans   (5)
This course explores the socio-historical experiences of Asian American groups. We will investigate the history of Asian immigration to the United States, discriminatory and anti-Asian legislation, factors influencing social inequality amongst Asian American ethnic groups, current demographic trends, issues of race, class, gender, and family, and contemporary sociological issues of Asian Americans. (multicultural content)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing

SOC 295   Entrepreneurial & Innovative Mindset   (5)
This course is for students who want to learn more about innovation, entrepreneurship and launching a venture. The class will introduce the principles of an entrepreneurial mindset. The characteristics of the entrepreneurial mindset will be dissected and applied to the student's own entrepreneurial potential. Additionally, students will examine needed technical skills including business, finance, marketing, legal issues, and social media. This course is the same as BUS 295.
Prerequisite: Instructor permission

SOC 299   Individual Study   (1)
A variable credit (1-5) course based on independent study contracted between an instructor and a student. The emphasis will be a research related project which will provide an opportunity for students to pursue in-depth in an area previously or concurrently covered in a college-level course.
Prerequisite: SOC& 101 with a minimum grade of B+ and Instructor permission

SOC& 101   Introduction to Sociology   (5)
(Formerly SOC-110) An introduction to the basic concepts and theories of sociology with an emphasis on the group aspects of human behavior. (multicultural content)
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent

SOC& 201   Social Problems   (5)
(Formerly SOC-270) A macro-sociological approach to the study of social problems with special emphasis on the effects of institutional change in the economic, educational, family, political, religious, and other systems of contemporary human societies.
Prerequisite: ENGL/ 095 with a minimum grade of C or equivalent

Spanish

SPAN 299   Direct Readings in Spanish (1)

Readings in Spanish and Latin American literature. Topics will be selected by students, with instructor's approval.
Prerequisite: SPAN& 123 or equivalent class and Instructor permission

SPAN& 121   Spanish I   (5)

(Formerly SPAN-101) The first year of the beginning Spanish language sequence consists of 121, 122, and 123. SPAN&-121 is the first quarter of the sequence. The basic tenets of communications including reading, writing, speaking, and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well as assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)
Prerequisite: ENGL 095 and READ 095 with a minimum grade of C or ENGL/ 095 with a minimum grade of C or assessment at college level reading and writing or Instructor permission

SPAN& 122   Spanish II   (5)

(Formerly SPAN-102) SPAN&-122 is the second quarter of the first-year language sequence and continues to build on the skills acquired in SPAN&-121. The basic tenets of communications including reading, writing, speaking, and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well as assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)

Prerequisite: SPAN& 121 with a minimum grade of C or Instructor permission

SPAN& 123   Spanish III   (5)

(Formerly SPAN-103) SPAN&-123 is the third quarter of the first-year language sequence and continues to build on the skills acquired in SPAN&-122. The basic tenets of communications including reading, writing, speaking, and listening are developed in a dynamic second language acquisition environment enhanced by technology. Grammar is used as a communication tool to express meaning as students take part in small group discussions, cultural investigation, and presentation. Authentic materials will be focused on in the class as well as assessment. Students should expect to be immersed in the language. English will be used at a minimum. (multicultural content)
Prerequisite: SPAN& 122 with a minimum grade of C or Instructor permission

Supervision and Management

Please contact Invista Performance Solutions at 253.583.8867 for information.

SMG 101   Essential Supervisory Skills (3)

This course will provide participants with an overview of critical management and supervisory behaviors and strategies. Course content will include a review of the traditional "command and control" approach to managing people and the more current methodology: shared governance or participatory management. The intent is to enhance supervisory skills to improve supervisory effectiveness, strengthen interpersonal workplace relationships, and improve organizational climate and productivity. This course will also review the various roles, responsibilities, and challenges facing first-line supervisors in today's changing workplace environment.
Prerequisite: Instructor Permission.

SMG 120   Supervising the Problem Employee   (3)

This course provides various strategies for supervising or managing a problem employee. Course content emphasizes the importance of coaching, counseling, providing "performance-based feedback", and implementing progressive discipline techniques to change behavior and improve performance. Participants will learn intervention techniques, and will use workplace employee problem scenarios to practice new skills.
Prerequisite: Instructor Permission.

SMG 201   Management Communications (5)

Supervisors will learn to communicate more effectively to improve employee satisfaction and heighten employee retention. Course content includes analyzing and practicing basic communication principles and techniques, and will provide methods for overcoming obstacles to effective communication. Participants will also be introduced to effective listening techniques. Emphasis is on practical workplace application.
Prerequisite: Instructor permission.

SMG 261   Dynamics of Leadership   (3)

This course compares and contrasts the role of leaders, managers, and front-line supervisors in an organization. participants will examine the traits, qualities, skills, and workplace actions of effective supervisors and managers. Participants will self-assess their own leadership style, and evaluate their effectiveness, after reviewing individual strengths and weaknesses.
Prerequisite: Instructor Permission

SMG 264   Motivation and Productivity (5)

This course examines methodologies used in the workplace to obtain sustained peak performance from employees. Course content will review effective supervisory techniques and communication strategies. Participants will examine alternatives to "command-and-control" and "management-by-compliance" management approaches. The concepts of feedback and intrinsic (as opposed to entrinsic) rewards are emphasized as the foundation for a highly motivational work environment. Emphasis is on the role of the supervisor and the interaction between supervisor and the mployee in building ahighly motivational workforce.
Prerequisite: Instructor Permission

Tribal Enterprise and Gaming Management

Please contact Invista Performance Solutions at 253.583.8867 for information.

TEGM 110   Casino Finance Essentials (2)

This course will survey and provide a brief overview of tribal accounting and audit operations, cage operations, accounts, business transactions, understanding financial reports, purchasing, shipping, and receiving.

TEGM 163   Supervisory Essentials & Front Line Leadership   (2)

This course will survey and provide a brief overview of time management, modeling professionalism, basics of supervision, writing and email etiquette, terminating employees, effective delegation, communicating clear directives, managing difficult employees, motivating employees, scheduling and shifts, setting performance expectations, and ethics.

TEGM 165   Casino HR & Personnel Management   (2)

The course will survey and provide a brief overview of communication skills, group facilitation, mediation, training and orienting new employees, performance coaching feedback, interviewing, hiring, employee retention, terminating employees, professional development improvement plans, managing the intersection of HR issues and tribal law, diversity, cultural understanding and native hiring preference.

TEGM 200   Casino Regulations, Compliance, & Game Protection (2)

The course will survey and provide a brief overview of tribal government structure, tribal authority, gaming jurisdiction, history of Indian gaming, overview of tribal law, applicable Federal business laws, writing ICs, state compliance, and game protection policies and procedures.

TEGM 240   Casino Hospitality & Guest Services   (2)

This course will survey and provide a brief overview of food and beverage operations, hotel and spa operations, entertainment operations, and gas station/mini mart operations, pricing, inventory control, customer service standards, interpersonal strategies for managers and the manager as a role model.

TEGM 292   Enterprise Operations   (2)

This course will survey and provide a brief overview of facilities, engineering, information services, surveillance security, safety and risk management, marketing strategies, player tracking data, and measuring ROI for marketing efforts.

TEGM 293   Casino Games Management (2)

This course will survey and provide a brief introduction to table games management, slots, poker, probability and statistics, staffing, and scheduling.

Writing Center

WRITE 095   Tools for Reading and Writing   (2)

An optional course designed to strengthen both reading and writing skills, and to increase success in ENGL-095 and READ-095. Students will work in small groups with coaching from a tutor and an instructor.
Prerequisite: Assessment at or above ENGL 095 and READ 095 or ENGL/ 095, or completion of ENGL 085 and READ 085 with a minimum grade of C or ENGL/ 085 with a minimum grade of C or EAP 155 and EAP 159 with a minimum grade of C

WRITE 096   Writing Center Tutorials   (1)

This is a laboratory course that offers students one-to-one tutorial help with assignments for classes where writing is required. No outside work is assigned. At least nine 50-minute tutorial sessions per quarter must be completed for credit. If there is space in the course, it can be added up to midterm with instructor permission. May be taken a total of four times and is graded as Satisfactory/Unsatisfactory.

WRITE 140   Writing Center Tutor Practicum I   (2)

Provides qualified students with training in assisting students in one-on-one tutorial sessions at the Writing & Tutoring center. Topics of study include writing and writing center theories, tutoring strategies, and responding to writing. Course includes regular tutor discussion group meetings and activities in Angel. Students may have the opportunity to apply tutoring skills in actual sessions and to earn the first level of International Tutoring Program Certificate.
Prerequisite: ENGL 095 or ENGL/ 095 or Instructor permission

WRITE 141   Writing Center Tutor Practicum II   (2)

Provides qualified students with training and experience in assisting students in one-on-one tutorial sessions at the Writing & Tutoring Center. Topics of study include advanced tutoring topics such as working with at-risk students. Course includes regular tutor discussion group meetings and activities in Angel. Students will apply tutoring skills in actual sessions and have the opportunity to earn the second level of International Tutoring Program Certification.
Prerequisite: WRITE 140

WRITE 142   Writing Center Tutor Practicum III   (2)

(Formerly WRITE-145) Provides qualified students with training and experience in assisting students in one-on-one and group tutorial sessions at the Writing & Tutoring Center. Includes the opportunity to hold a tutoring leadership role. Course includes regular tutor discussion group meetings and activities in Angel. Students will apply tutoring skills in actual sessions and have the opportunity to earn the third level of International Tutoring Program Certification.
Prerequisite: WRITE 141

Information and Resources

BOARD OF TRUSTEES

Community College District 22
Gretchen Adams
Don Dennis
Liz Dunbar, *Vice Chair*
Bob Ryan
Chad Wright, *Chair*
Dr. Pamela Transue, *TCC President*

TCC FOUNDATION

TCC Foundation   256.566.5003
www.tacomacc.edu/Foundation
The TCC Foundation was established in 1967 by a group of civic and business leaders dedicated to the continued success of Tacoma Community College.
It is incorporated as a not-for-profit 501(c)(3) corporation to accept and administer gifts on behalf of the college. The Foundation receives bequests and donations from individuals, corporations and foundations to enhance the quality of teaching and learning. Gifts to the Foundation benefit programs and activities that are not funded through state operating and capital budgets.
      The purpose of the Tacoma Community College Foundation is to:
● Secure private financial resources
● Enhance educational, cultural and work force opportunities that may otherwise be unavailable
● Advocate for the college
Annual gifts, multi-year pledges and planned gifts are used to support a variety of activities, including but not limited to:
● Scholarships and Grants
● Library and Learning Resources
● International Programs
● Early Learning Center
● Academic and Student Programs
● Athletic Activities
● Arts Programs
● Literacy and Developmental Education
● Employee Professional Development and Awards

COLLEGE ADMINISTRATIVE STAFF

Position	Name
President	Pamela J. Transue
Executive Vice President for Academic and Student Affairs	Tod Treat
Coordinator for Workforce Program Administration	Carroll Ferguson
Dean for Arts, Humanities, and Social Sciences	David Endicott
Associate Dean, Transitional Studies	Kim Ward
Dean, Academic Services	Charles Crawford
Director, Corrections Education	Sarah Sytsma
Director, Library	Sharon Winters
Interim Director, eLearning	Christopher Soran
Dean for Health, Business and Professional Services	Krista Fox
Associate Dean of Nursing	Julie Benson

Director, Workforce Education	Kelli Johnston
Dean for Math, Science and Engineering	Mike Flodin
Dean for Organizational Learning and Effectiveness	Mecca Salahuddin
Program Director of Institutional Research	Kelley Sadler
Global Solutions Officer, Invista Performance Solutions	VACANT
Manager of Grants	Erin Hoiland
Vice President for Student Services	Mary A. Chikwinya
Dean, Counseling, Advising & Career Services	Shema Hanebutte
Coordinator, Career Center	Natalie Wilkerson
Director, Advising	Sam Loftin
Dean, Student Development and Success	Valerie Robertson
Assistant Director, CASA	Paul Goetzinger
Coordinator, MECA	Margaret Robinson
Coordinator/Retention Specialist	Lori Parrish
Director, MARC & Business Education Center	Shannon Pressley
Director, Writing/Tutoring, Reading & Study Skills Lab, CAL Lab	Heather Urschel-Speir
Coordinator, Student Life	Jennifer Manley
Coordinator, Supplemental Instruction	Mae Stephenson
Director, Enrollment Services & Registrar	Steve Ashpole
Director, K-12 Partnerships and Student Conduct	Dolores Haugen
Director, Educational Talent Search	Deborah Walker
Coordinator, Running Start	Christy Perotti
Coordinator, Access Services	Kathryn Held
Director, Financial Aid	Kimberle Matison
Assistant Director, Financial Aid	Lorena Saucedo
Director, International Student Programs	James Newman
Director, Marketing, Communication and Social Media Development	Shawn Jennison
Assistant Director, Outreach & Recruitment	Meg Estep Woolf
Director, Athletics	Jason Prenovost
Executive Director, Gig Harbor Campus and Continuing Education	Janine Mott
Coordinator, Student Services	Melody Griggs
Vice President of Administrative Services	Silvia Barajas
Director, Financial Services	Mary Ann Brummond
Director, Facilities and Capital Projects	Clint Steele
Director, Human Resources	Elizabeth G. Brooks
Assistant Director, HR Operations	Leanne Foster
Employment Manager	Paula Sheldon
Supervisor, Campus Public Safety	Will Howard
Manager, Early Learning Center	Olga Webstad
Manager, Bookstore	Debbi Olson

Director, Development and TCC Foundation	William A. Ryberg

Complete staff listing available online at www.tacomacc.edu/directory.asp

FACULTY

Jared Abwawo
Mathematics
B.A., Egerton University; M.S. University of Washington

Melissa Adams
Library
B.A.Ed., Washington State University; M.L.I.S., University of Washington

Bridgette Agpaoa Ryder
Human Services
B.A., University of Washington; M.A. Seattle University

Gavan Albright
Biology
B.S., University of California, Riverside; M.S., California State University, San Bernardino

Bruno Arzola-Padilla
Foreign Languages
B.A., Utah State University; M.A., New Mexico State University

Carol Avery
Mathematics
B.S., University of Wisconsin; M.Ed., University of Puget Sound

Marit Berg
Art
B.A., San Diego State University; M.F.A., Washington State University

Shea Bower
Diagnostic Medical Sonography
A.A., Centralia Community College; B.S., Washington State University; A.A.S., Tacoma Community College

Allen Braden
Written Communication
B.A., Central Washington University; M.A., M.F.A., McNeese State University

Katherine M. Brown
Counseling
B.A., Gonzaga University; M.A., Pacific Lutheran University

Stephen Brown
Physical Education
B.A., M.Ed., Gonzaga University

Jeff Calkins
Written Communications
B.A., M.A.

James Carroll
Human Services
B.A., Eastern Washington University; M.A., Gonzaga University

Gregory S. Carter, RRT
Respiratory Therapy
B.S., Pacific Lutheran University

Mary F. Chen-Johnson, J.D.
Written Communications
B.A., Cornell University; J.D., University of Pittsburgh School of Law; M.F.A., University of Montana; R.Y.T., Integrative Yoga Therapy

Andrew S. Cho, Ph.D.
Sociology
B.A., M.A., Ph.D., University of Washington

Sherry A. Cmiel
Library
B.S. and M.S.L.S., University of Illinois at Urbana-Champaign

Deanna J. Cole
Washington Corrections Center for Women
A.T.A., Olympic College-Bremerton

Bernard Comeau, Ph.D.
History, Philosophy
B.A., St. Thomas University; M.A., University of Calgary; Ph.D., University of Ottawa

Robin M. Conti
Nursing
A.A.S., Olympic College; B.S.N., Pacific Lutheran University; M.N. University of Phoenix

Pamela G. Costa, Ph.D.
Behavioral Sciences
B.A., M.A., Loyola Marymount University; M.S., Ph.D., Pacific Graduate School of Psychology

Craig R. Cowden, Ph.D.
Psychology
B.A., Oberlin College; M.S., Ph.D., Pennsylvania State University

Heather N. Cushman, Ph.D.
Biology
B.S., University of Michigan; Ph.D., University of Minnesota

Jethro S. DeLisle
Communication Studies
B.A., University of Nevada, Las Vegas; M.A., Washington State University; M.P.A., California State University, Dominguez Hills

Mary S. DeWine
Developmental Studies
B.A., University of Washington; M.I.T., Seattle University

Kyle J. Dillehay
Art
B.F.A., Auburn University; M.F.A., Georgia State University

Susan Kay Donaldson, Ph.D.
English for Academic Purposes (EAP)
B.A., Knox College; M.A., Ph.D., University of Illinois

Brian R. Duchin, Ph.D.
History
B.A., M.A., University of Washington; Ph.D., University of Texas

Linda E. Duchin, Ph.D.
Anthropology
B.A., Ph.D., University of Washington

Janet M. Duenas-Clifft
Adult Basic Education/ESL
B.A., M.A.

Terry Scott Earle, Ph.D.
Written Communications
B.A., M.A., Western Kentucky University; Ph.D., University of Arkansas

Jonathan D. Eastabrooks, RHIA
Health Information Technology
A.A.S., Tacoma Community College; B.S., University of Washington

Brandy Eastman
Chemistry
　B.S., M.S., University of Idaho

Jillian T. Edwards, ARNP
Nursing
　B.S.N., xx; M.N., xx

Sabine Endicott
Developmental Studies
　B.A., University of Rostock, Germany; M.A.,
　Ball State University

John P. Falskow, Ph.D.
Music
　B.A., Washington State University; M.A.,
　University of Puget Sound; Ph.D., Florida State
　University

Wendi D. Fein
Adult Basic Skills Program/GED
　B.A., University of California, Santa Barbara;
　M.A., California State University, Dominguez
　Hills

Kendra Feinstein
Mathematics
　B.A., University of Colorado; M.S., Texas A&M
　University

Gregory A. Ferencko
Mathematics
　B.A., Rutgers University; M.S., Western
　Washington University

Christie Fierro
Communication Studies, Gig Harbor Campus
　B.A., M.A.

Linda Ford
English
　B.A., M.A., Western Washington University

Wendy Fordham
Nursing
　A.D.N., University of Hertfordshire, England;
　B.S.N., Fayetteville State University; M.S.N.,
　Walden University

Elizabeth C. Fortenbery, Ph.D.
Anthropology, American Ethnic & Gender Studies
　B.A., University of Tennessee; M.A., Ph.D.,
　University of Washington

Kenneth R. Fox, D.A.
Humanities
　B.A., Fresno Pacific College; M.A. Fresno State
　University; D.A., Idaho State University

Mary B. Fox
Written Communications
　B.A., M.A., Idaho State University

Lois H. Garrison
Developmental Studies
　B.A., Eastern Washington University; M.Ed.,
　Pacific Lutheran University

Joanne Gillam
Washington Corrections Center for Women
　B.A., M.Ed., Western Washington University

Heather Gillanders
Library
　B.A., B.F.A., M.L.I.S., University of
　Washington; M.F.A., Cranbrook Academy of
　Art

Mishelle Gillespie
Washington Corrections Center for Women
　B.A., Hawaii Pacific University; M.A., Western
　Oregon University

Charlene M. Gore, RHIA, CCS
Health Information Management
　A.A.S., Tacoma Community College; B.S.,
　University of Cincinnati

Jacqueline L. Gorman, Ph.D.
Mathematics
　B.A., College of St. Teresa; M.S.Ed., Ph.D.,
　Indiana University

Pattie S. Green, Ph.D.
Biology
　B.S., Ph.D., University of Florida

Ella B. Guilford
Nursing
　A.D.N., El Paso Community College; B.S.N.,
　University of Washington, Tacoma; M.A.
　Antioch University, Seattle

Katie M. Gulliford
Chemistry
　B.S., University of Puget Sound; M.S., Cornell
　University

Anne Hafer
Mathematics
　A.B., Smith College; M.S., University of
　Washington

Kimberly A. Harrington
Biology
　B.S., Walla Walla College; M.S., University of
　Washington

Kristen Harrison
Biology
　B.S., Marquette University; M.S., Oregon State
　University

Gina Y. Hatcher
Business
　B.S., Colorado State University; M.Ed.,
　University of Louisville

Shaun D. Henderson, Ph.D.
Biology
　B.S., M.S., Auckland University, New Zealand;
　Ph.D., Otago University, New Zealand

Len Heritage, J.D.
Business Transfer
　B.A. M.B.A., University of Puget Sound, J.D.,
　Seattle University School of Law

Ralph B. Hitz, Ph.D.
Earth Science
　B.A., Colorado College; Ph.D., University of
　California-Santa Barbara

Teresa Hove
DevEd Written Communications
　xx

David W. Howard, Ed.D.
Counseling
　B.A, SUNY at Potsdam; M.Ed., Alabama A &
　M University; Ed.D., George Washington
　University

Michael Huffman
Written Communications
　B.A., University of Washington; M.A.
　University of Oregon

Blaine J. Hunt
Developmental Studies
　B.A., Claremont McKenna College; M.A.,
　Western Washington University

Philip L. Hunter
Chemistry and Physics
　B.S., Pacific Lutheran University; M.S.,
　University of California, Berkeley

Andrea S. Jarmon, J.D.
Paralegal
　B.A., M.A., J.D.

John Kellermeier, Ph.D.
Mathematics
　B.A., M.S., University of Toledo; Ph.D.,
　Bowling Green State University

Min K. Kim
Mathematics
   B.S., M.S., Washington State University

Keith King
Physics/Engineering
   B.S., Ohio Northern University; M.S.,
   University of Minnesota

Tamara Kuzmenkov
Written Communications
   B.A., Wheaton College; M.A., California State
   University at Sacramento

Meredith LaFlesh
Mathematics
   B.A., University of California, Berkeley; B.A.,
   M.A., University of California, Santa Cruz

Y. Wendy Larsen
Adult Basic Skills Program / ESL
   B.A., Fu Jen University; M.A., California State
   University, Sacramento

Robert W. Larson
Business Transfer
   B.S., Indiana University; M.A., University of
   Missouri, Kansas City

Kimberly L. Lee, RHIT, CCS-P, CPC
Health Information Management
   B.A., The College of St. Scholasticia

Pamela Lee
Director of Clinical Education, Radiologic Sciences
   A.A.S., Tacoma Community College; B.S.,
   Weber State University; M.Ed., Colorado State
   University

Yi Li, Ph.D.
History
   B.A., M.A., Peking University; M.A., New
   Mexico State University; Ph.D., University of
   Washington

Sonia Llacer
World Languages
   B.A., Shawnee State University; B.A., Montana
   State University

Ruth A. Lopes
Nursing
   B.S.N., Union University; M.N., University of
   Washington, Tacoma

Camille Y. Lowman, RRT
Respiratory Therapy
   A.A.S., Tacoma Community College; B.S.,
   Colorado Technical University

Leigh A. Lunning, RDMS
Diagnostic Medical Sonography
   B.A., University of Idaho; A.S., B.S., Boise State
   University

Anne E. Lyman, D.M.A.
Music
   B.M., The College of Wooster; M.M., University
   of Cincinnati; D.M.A., University of Iowa

Richard Mahaffey
Art
   A.A., City College of San Francisco; B.A.,
   California State University at San Jose; M.F.A.,
   University of Puget Sound

Eugene B. Marler II
Washington Corrections Center for Women
   A.A.S., Art Institute of Phoenix; B.A., Arizona
   State University; M.F.A., National University

Matthew I. Mburu
Business Transfer
   B.Comm., University of Nairobe, M.S.A.,
   Grand Valley State University

Rita McElfresh
Mathematics
   B.S., University of Puget Sound; M.S., Western
   Washington University

Rachelle L. McGill
Developmental Studies
   B.S., University of South Dakota; M.Ed.,
   Southwest Minnesota State University

James A. Mendoza
Counseling
   B.A., Washington State University; M.S., San
   Francisco State University

Judith A. Michalk, CNM
Nursing
   B.S.N., Pacific Lutheran University; C.N.M.,
   Aberdeen, Scotland; M.P.H., San Diego State
   University

Ruth Ann Mikels, Ph.D.
Biology
   B.S., University of Puget Sound; Ph.D.,
   University of Washington

John S. Miller
Nursing
   A.D.N., Yakima Valley Community College;
   B.S.N., University of San Francisco; M.N.,
   University of Washington

Michael A. Mixdorf
Radiologic Sciences
   A.S., B.S., M.Ed., University of Nevada at Las
   Vegas

Monica A. Monk
English for Academic Purposes (EAP)
   B.A., Carleton College; B.A., M.A., M.A.T.,
   University of Washington

Valerie K. Morgan-Krick
Mathematics
   B.A., M.A., Gonzaga University

Allison B. Muir
Adult Basic Education
   B.A., Indiana University; M.Ed., University of
   New Hampshire

Theophilus W. Mungen, Jr.
Counseling
   A.A., Volusia Community College; B.S., Florida
   A & M University; M.S., University of Idaho

Mary Jane Oberhofer
Business
   B.S., University of Calgary; M.A., Seattle
   University

Joyce Oswald
Mission Creek Corrections Center for Women
   B.S., San Francisco State University; M.Ed.,
   Northern Arizona University

Douglas Peake
Washington Corrections Center for Women
   B.S., Willamette University; M.D., Alliance
   Seminary

Mary K. Pedersen
Counseling
   B.A., University of Washington; M.S., Western
   Washington University

Aura Pernell
Washington Corrections Center for Women
   B.A., University of Panama

Barbara A. Peterson, Psy.D.
Human Services
   A.T.A., A.A.S., Tacoma Community College;
   B.A., Western Washington University; M.A.,
   M.S., Chapman University; Psy.D., Southern
   California University

Kenneth R. Pimpleton
Human Services
   A.A.S., B.A., M.S.W.

Donovan Ramage
English for Academic Purposes (EAP)
    B.A., Brigham Young University; M.A., University of Utah

Tomas E. Ramos, Ph.D.
Communication Studies
    B.A., M.A., University of Texas-Pan American; Ph.D., University of the Incarnate Word

James Reisdorf, CPA
Business Transfer
    B.A., Siena College, M.B.A., City University of Seattle

Danielle A. Ritter
Developmental Studies
    B.A., Niagara University; M.A., Pacific Lutheran University

Darlene K. Rompogren
English for Academic Purposes (EAP)
    B.A., M.A., M.A.T., University of Washington

Annalee Rothenberg
Accounting and Business
    B.A., San Diego State University; C.P.A., State of California

John Sandin, Ph.D.
Developmental Studies
    A.A., Lakewood Community College; B.A., Augsburg College; M.A., Ph.D., New Mexico State University

Stephen Sandweiss
Social Sciences
    B.A., University of Michigan; M.A., San Francisco State University

Suzan J. Schenk
Physical Education
    B.S., Boise State University; M.Ed., Weber State University

Robert Schmitt, Ph.D.
Chemistry
    B.S., Seattle University; Ph.D., State University of New York/Buffalo

Susan Schneider
Business
    B.A., Washington State University; M.B.A., City University

Mary Skinner
Early Childhood Education
    B.A., Western Washington University; M.Ed., Lesley University

Lee D. Sledd
Adult Basic Skills Program / ESL
    B.A., M.Ed., Pennsylvania State University

Rebecca N. Sliger, Ph.D.
Engineering
    B.S., University of Utah; M.S., Ph.D., University of Washington

Kevin Smith
Washington Corrections Center for Women
    A.A., Spokane Falls Community College; B.A., M.S., Eastern Washington University

Jeanette M. Smith-Perrone, CISSP
Networking & Convergence Technologies
    A.A.S., Tacoma Community College; B.S., M.B.A., University of Phoenix

Jennifer A. Sorensen, J.D.
Paralegal
    B.A., University of California, San Diego; J.D., Brooklyn Law School

Rebeccah L. Sproat
Library
    B.A., M.L.S.

Melissa J. Stoddard, MICP
Emergency Medical & Health Services
    A.A.S., Tacoma Community College

David H. Straayer
Mathematics
    B.S., M.S., Michigan Technological University

Mary Anne Tagulinao, CRRN
Nursing
    B.S.N., Far Eastern University; M.S.N., University of Phoenix

Edward T. Tharp
Horticulture/Landscape, Washington Corrections Center for Women
    A.A., Clover Park Technical College

Rebekah H. Townsend
Adult Basic Skills Program / GED
    B.A., Western Washington University; M.Ed., Seattle University

Michelle L. Tragesser
Engineering
    B.S., M.S.

Trung G. Tran
Mathematics
    B.S., M.S., California State Polytechnic University, Pomona

Linda Turbyfill
DevEd Written Communications
    xx

Tracey L. Ushman, CFE
Washington Corrections Center for Women
    A.A.S., Coastal Carolina Community College; B.S., Western Carolina University; M.B.A., University of Phoenix

Richard P. Wakefield, Ph.D.
Written Communications
    A.A., Fullerton Community College; B.A., M.A., Ph.D., University of Washington

Gail E. Watters
English for Academic Purposes (EAP)
    B.A., Northern Illinois University; M.A., Southern Illinois University at Carbondale

Dawn M. Weber
Developmental Studies
    A.A., Highline Community College; B.A., Evergreen State College; M.Ed., Antioch University Seattle

James L. Wiek, Ph.D.
Business
    M.B.A., University of Washington; Ph.D., Michigan State University

EXEMPT STAFF

Iyad A. Al-Aqrabawi
Lead Application Developer, Information Systems
    B.S., University of Washington-Tacoma

Mary Allason
Career Navigator, Washington Corrections Center for Women

Steve Ashpole
Director, Enrollment Services & Registrar
    B.A., University of Washington

Rosie Ayala
Educational Planner, Talent Search
    B.A., Lewis & Clark College; M.A., Seattle University

Silvia Barajas
Vice President, Administrative Services
   B.A., University of California, Irvine; M.P.A., University of Washington

Emily R. Barnett
Senior Project Manager, Invista Performance Solutions
   B.A., M.A.T., University of Puget Sound

Mary Bassett
Enrollment Coordinator, Washington Corrections Center for Women

Julie A. Benson
Associate Dean of Nursing
   B.S.N., Minor State University; M.H.A., Chapman University; M.N. University of Washington-Tacoma; A.R.N.P., University of Washington-Seattle

Igor Beschieru
Media Production Specialist, eLearning
   B.D., College of Theology & Pedagogy in Moldova

Asha Bhaga
Administrative Operations Coordinator, TCC Foundation
   B.S., Liberty University

Catherine A. Bitz
Special Assistant to the President, Special Assistant to the Director of Development & TCC Foundation

Shelli K. Bordeaux
Family Literacy Coordinator, Adult Basic Education
   B.A., M.Ed., Seattle Pacific University

Beth Brooks, J.D., SPHR
Human Resources Director
   B.A., St. Olap College; J.D., University of Puget Sound

Mary Ann Brummond
Director, Financial Services
   B.A., Washington State University

Rebecca E. Callahan
Coordinator and Retention & Tutoring Specialist, Nursing

Tina Celentano
Educational Planner, Running Start
   A.A.S., Tacoma Community College; B.A., University of Puget Sound

Mary Chikwinya
Vice President for Student Services
   B.A., M.A., Slippery Rock State University

Judy A. Colarusso
Executive Assistant, President's Office
   B.B.A., Gonzaga University

Charles Crawford, Ph.D.
Dean for Academic Services
   B.A., M.L.S., University of Washington; Ph.D., Oregon State University

Jayme L. Crumpton
Retention Specialist, Fresh Start
   B.A., Washington State University

Andrew Duckworth
Project Director, ctcLink
   A.A.S., Tacoma Community College; B.A., University of Washington, Seattle

Lisa S. Edwards, Ed.D.
Global Solutions Officer, Invista Performance Solutions
   B.A., Western Washington University; M.Ed., University of Puget Sound; Ed.D., University of Washington

David Endicott, Ph.D.
Dean for Arts, Humanities and Social Sciences
   B.A., Western Illinois University; M.A., Southern Illinois University; Ph.D., Ball State University

Carroll Ferguson, CAP-OM
Coordinator Workforce Program Administration
   Certified Administrative Professional with specialization in Organizational Management

Lynn A. Fister
Senior Project Manager, Invista Performance Solutions
   B.S., Washington State University

Mike Flodin
Dean for Math, Science & Engineering
   B.A., Pacific Lutheran University; M.S., University of Washington

Lyubov A. Fonaryuk
Info/Data Specialist, Assessment & Adult Basic Education
   A.A.S., Tacoma Community College

Leanne L. Foster
Asst. Director of HR Operations
   B.S., San Francisco State University; M.S. Chapman University; C.P.A., State of Washington

Rebecca M. Fountain
Application Developer, Information Systems
   B.S., University of Washington, Tacoma

Krista K. Fox
Dean, Health, Business & Professional Services
   B.A., M.P.A., University of Washington

Paul G. Goetzinger
Assistant Director, Center for Academic Support and Achievement
   A.A., Highline Community College; B.A., University of Puget Sound; M.A., University of Idaho

Elizabeth Golen-Johnson
Curriculum Developer/Instructional Designer, Early Childhood Special Education
   B.A., Northern Illinois University; M.A., National-Louis University

Mikhail Goncharuk
Coordinator, Conference Services, Student Life

Melody A. Griggs
Student Services Coordinator, Gig Harbor Campus
   B.A., M.A., Seattle University

Shema Hanebutte
Dean, Counseling, Advising and Career Services
   B.A., University of Illinois at Chicago; M.S.Ed., California State College, East Bay

Mark D. Harader
Coordinator, Floriculture Program, Washington Corrections Center for Women

DeAndrea R. Harris
Educational Planner, Running Start
   A.A.S., Pierce College; B.A., University of Washington

Ruth M. Harris
Executive Assistant to the Executive Vice President of Academic and Student Affairs

Theresa W. Harris
Academic Advisor, Counseling & Advising Center
   B.A., Western Washington University

Dolores Haugen
Director, K-12 Partnerships and Student Conduct
   B.A., University of Puget Sound, M.A., University of North Carolina, Greensboro

Kathryn S. Held

Coordinator, Assessment & Access Services
  A.A.S., Tacoma Community College; B.A.,
  University of Washington-Tacoma

Erin Hoiland, Ed.D.

Grants Manager
  B.S., M.B.A., Pacific Lutheran University;
  Ed.D., Seattle University

Elizabeth Hyun

Capital Projects Manager
  B.A., Lehigh University

Victoria N. Ichungwa

Research Associate, Institutional Research
  B.B.A., M.B.A., Grand Valley State University

Rebecca J. Jayasundara

*Career Pathway Coordinator, Adult Basic
Education*
  B.A., Central Washington University

Shawn Jennison

*Director, Marketing, Communications and Social
Media Development*
  A.A.S., Tacoma Community College; B.A.
  Pacific Lutheran University

Kelli Johnston

Director, Workforce Education Programs
  A.A.S., Tacoma Community College; B.A.,
  M.Ed., Western Washington University

Laura H. Koval

*Retention Specialist, International Student Services
& Programs*
  A.A., Whatcom Community College; B.A., The
  Evergreen State College; M.Ed., Grand Canyon
  University

Daniel J. Kriley

Advisor and Women's Basketball Coach
  B.A.

Sam Loftin, J.D.

Director of Advising, Advising Center
  B.A., Louisiana State University; J.D., University
  of Tennessee; M.A., M.Ed., Oregon State
  University

Jon M. Maes

*Assistant Director, International Recruitment &
Admissions, International Student Services &
Programs*
  B.A., Gonzaga University

Jennifer Manley

Coordinator, Student Life
  B.A., Western Oregon University; M.Ed.,
  Seattle University

Annemarie J. Martin

*Coordinator, Housing, Short-Term Programs &
PDSO, International Student Services & Programs*
  A.A.S., Hoge School (Netherlands); B.A.,
  CIBAP (Netherlands)

Kimberle A. Matison

Director, Financial Aid
  B.A., University of Washington

Jody A. Matthews

*Special Events & Alumni Coordinator, TCC
Foundation*
  A.A.S., Tacoma Community College; B.A.,
  University of Washington, Tacoma

Marybeth McCarthy, NCWP

Workforce Education Specialist
  B.A., The Evergreen State College

Alexa A. Mercado-Curtis

*Admissions Specialist, International Students
Services & Programs*
  A.A.S., Tacoma Community College

Janine Mott

*Executive Director, Gig Harbor Campus and
Continuing Education*
  B.A., University of Washington-Tacoma; M.Ed.,
  University of Washington-Seattle

Ryan T. Mummert

Advisor, Baseball Coach and Gym Manager
  B.S., Western Washington University

Joanne E. Munroe

Instructional Designer / Faculty Trainer, eLearning

Sabra L. Murray

Workforce Education Specialist
  A.A.S., Tacoma Community College

James R. Newman

*Director, International Student Services &
Programs*
  B.S., University of Phoenix; M.B.A., New York
  Institute of Technology; M.P.M., Keller
  Graduate School of Management

Deborah A. Olson

Manager, Bookstore

Angela D. Owens

Executive Assistant, Human Resources
  B.S.

Debra S. Padden

Support Specialist, eLearning
  A.A.S., Tacoma Community College; B.A.,
  Washington State University

Amy C. Palo

Project Manager

Lorraine T. Parrish

Coorxx
  B.A., Washington State University; M.A.,
  Chapman University

Christy Perotti

Coordinator, Running Start
  B.A., University of Arizona; M.A., Pacific
  Lutheran University

Hannah M. Peterson

Coordinator, Assessment for Corrections Education
  B.A.

Troy Peterson

*Access Technology and Retention Specialist, Access
Services*
  A.A.S., Tacoma Community College; B.A.,
  University of Washington-Tacoma; M.S.,
  Capella University

Daniel M. Pratt

Network Engineer, Information Systems
  B.A., M.S.

Jason L. Prenovost

Director, Athletics
  B.S., M.A.

Shannon S. Pressley

Director, Math Advising Resource Center
  B.A., University of Puget Sound; M.I.T.,
  Whitworth College

Jonny Ristow

Media Production Specialist, eLearning
  A.A., Grays Harbor College; B.S., Full Sail
  University

Tamara T. Roberson
Student Support Specialist, Assessment/Access Services
A.A.S., Tacoma Community College; B.A., The Evergreen State College; M.B.A., University of Phoenix

Valerie Y. Robertson
Dean, Student Development and Success
A.A., Tacoma Community College; B.A., University of Washington; M.S., University of Washington

Anthony T. Robinson
Manager, Custodial Services
B.A.

Margaret A. Robinson
Coordinator, Multi-Ethnic Cultural Affairs; and Retention Specialist, Achievers Scholars
A.A.S., Tacoma Community College; A.A., Monterey Peninsula College; B.A., Univ. of Washington-Tacoma; M.A., Chapman University

Stephanie M. Rock
Retention Specialist, Fresh Start Program
B.S., Michigan State University; M.A., Adler School of Professional Psychology; Ed.S., Seattle University

Jennifer Olson-Rudenko
Coordinator, Art Gallery
B.A., Portland State University; M.A. Pennsylvania State University

William A. Ryberg
Director of Development and the TCC Foundation
B.M., Western Washington University; M.M., Indiana University

Kimberly N. Rzeszewicz
Curriculum & Learning Outcomes Program Coordinator
B.S.N., University of Washington; M.S.N., University of Alaska, Anchorage

Kelley D. Sadler
Program Director, Institutional Research
B.A., Western State College; M.S., University of Alaska, Fairbanks

William J. Saguil
Academic Advisor, Advising Center
B.A., M.P.A., The Evergreen State College

Mecca M. Salahuddin, Ph.D.
Dean, Organizational Learning
B.A., M.S., University of Texas at San Antonio; Ph.D., University of the Incarnate Word

F. Keiko Salas
Advisor, Advising Center
B.A, University of Washington; M.A., Northern Arizona University

Jason Sandusky
Manager of Instructional Technology, Information Systems
B.S., University of Idaho; M.B.A., Touro University International

Lorena M. Saucedo
Assistant Director, Financial Aid
B.A., Saint Martin's University

Rachael Schurman
Academic Advisor, Advising Center
B.A., Central Washington University

Paula Sheldon
Manager of Employment, Human Resources

Kimberley A. Smith
Workforce Education Specialist
A.A.S., Tacoma Community College; B.S., University of Phoenix; M.S.W., University of Washington

Kyra M. Smith
Enrollment Coordinator, Fresh Start
A.A.S., Tacoma Community College

Christopher Soran
Interim Director, eLearning
A.T., Bates Technical College; B.S. University of Washington Tacoma

Steven W. St. Peter
Database Administrator, Information Systems
A.S., B.S.

Chris Stancich
Academic Advisor, Advising Center
A.A.S., Tacoma Community College; B.A., University of Puget Sound

Insuk Stenstrom
Data Specialist, Workforce Education/WorkFirst and Access Services

Mae Stephenson
Coordinator, Supplemental Instruction
A.A.S., Seattle Central Community College; B.S., Portland State University; M.Ed., University of Vermont

Margaret J. Strausbaugh
Family Coordinator/Specialist, Early Learning Center
B.A., Central Washington University; M.Ed., Lesley University

Sarah Sytsma
Director, Corrections Education
B.A., Evergreen State College; Master of Public Administration, Keller Graduate School of Management

Pamela J. Transue, Ph.D.
President
B.A., University of Washington; M.A., Ph.D., Ohio State University

Tod E. Treat, Ph.D.
Executive Vice President, Academic & Student Affairs
B.S., M.S., Ph.D.

Kari Twogood
Academic Advisor, Advising Center
B.A., Western Washington University

Heather Urschel-Speir
Director, Writing/Tutoring & Business Ed Center, Reading & Study Skills Lab, CAL Lab
B.A., B.F.A., Western Washington University; M.A., Colorado State University

Deborah Walker
Director, Educational Talent Search
A.A.S., Tacoma Community College; B.A., Central Washington University

Kimberly M. Ward
Associate Dean, Transitional Studies, ABE, EAP, Dev. Studies English
B.A., Washington State University; M.Ed., Seattle University; M.P.A., The Evergreen State College

Olga J. Webstad
Manager, Early Learning Center

Julie Carrier Wells
Purchasing Manager

C. Quill West
Instructional Designer and Open Education Resource, eLearning
B.A., M.A.I.S., Marylhurst University; M.L.S., Emporia State University

Natalie Wilkerson
Career Center Coordinator
A.A.S., Tacoma Community College; B.A., University of Washington-Tacoma

Sharon A. Winters

Library Director
   B.A., Wake Forest University; M.L.S.,
   University of North Carolina, Greensboro;
   M.P.A., The George Washington University

Meg Estep Woolf

Assistant Director, Outreach & Recruitment
   B.A., M.P.A., University of Washington-Seattle

Cristy C. I. Yanos

Academic Advisor, Counseling, Advising &
Transition Services
   B.A., University of Northern Colorado; M.A.,
   University of San Diego

Christine D. Young

Executive Assistant to the Vice President
for Student Services

CLASSIFIED STAFF

Barrett Dean Allred

IT Systems Specialist 4
   Information Systems

Paige R. Anson

Cashier 4
   Financial Services

Marlynn E. Arndt

Custodian 1
   Custodial Services

William T. Ballard, Jr.

Information Tech Specialist 3
   Information Systems

John N. Bell

Custodian 1
   Custodial Services

Susan L. Bennett

Instruction & Class Technician 2
   Math, Science & Engineering

Christopher D. Betz

Office Assistant 3
   Arts, Humanities & Social Sciences

Steven C. Biber

Maintenance Mechanic 2
   Facilities & Grounds

Alejandra Bicknell

Office Assistant 3
   Enrollment Services

Jaleel Brown

Maintenance Mechanic 1
   Facilities & Grounds

Thomas E. Buell

Custodian 3
   Custodial Services

Chau Bui

Custodian 1
   Custodial Services

Patrice Bunge

Administrative Assistant 3
   Math, Science & Engineering

Laura J. Chipman

Lead Graphic Designer
   Marketing, Communications & Social Media
   Development

Vicki L. Christensen

Program Coordinator
   Custodial Services

Michael A. Clark

Custodian 1
   Custodial Services

Tracy L. Clark

Program Specialist 2
   Gig Harbor Campus

Susan Cochrane

Bookstore Buyer
   Bookstore

Judy E. Coleman

Office Assistant Lead
   Enrollment Services

Kimberly R. Cordova

Program Support Supervisor 1
   Facilities

Eric F. Corp

IT Technician 1
   Information Systems

Doris Couch

Custodian 1
   Custodial Services

Thomas C. Crawford

Custodian 1
   Custodial Services

Anita L. Cucchiara

Program Assistant
   ??

Tabitha A. Curtis

Early Childhood Specialist 1
   Early Learning Center

Beth Davis

Program Support Supervisor 2
   Continuing Education

Christyanna H. Dawson

Administrative Assistant 3
   Student Life

Sandie L. Devoto

Grounds & Nursery Specialist 2
   Facilities & Grounds

Tammy L. Dorman

Early Childhood Specialist 3
   Early Learning Center

Robert A. Drake II

Office Assistant 3
   Enrollment Services

Charlene A. Dudley

Early Childhood Specialist 1
   Early Learning Center

Helloise P. Dudley

Early Childhood Specialist 1
   Early Learning Center

Tricia M. Dunlavey Hilbun

Program Support Supervisor 2
   Athletics

Marla S. Elmquist

Fiscal Technician 3
   Financial Services

Jeanne M. Ernst

Administrative Assistant 3
   Information Systems

John H. Ernst

Information Tech Specialist 2
   Information Systems

Leoneuma Faafolau

Program Assistant
   CASA

Theri J. Flood
Custodian 1
   Custodial Services

Judy Foster
Program Coordinator
   eLearning

Ruth Fritz
Program Assistant
   MECA

Tonio L. Godfrey
Custodian 1
   Custodial Services

Malika S. Godo
Program Assistant
   ??

Sherrie L. Graham
Fiscal Analyst 1
   Financial Services

Valaree S. Grizzle
Custodian 1
   Custodial Services

Misty D. Hadfield
Campus Security Officer
   Campus Public Safety

Molly A. Hagan
Secretary
   Mathematics, Sciences & Engineering

Barbara Hanson
Administrative Assistant 3
   Gig Harbor Campus

Edward M. Harmon
Mail Processing-Driver
   Central Services

Laurie Harmon
Secretary Supervisor
   Health, Business & Professional Services

Brian J. Harris
Custodian 2
   Custodial Services

Shana Harvey
Early Childhood Specialist 2
   Early Learning Center

Leda R. Hayes
Program Assistant
   ??

Patricia G. Hermoso
Office Assistant 3
   eLearning & Workforce Administration

Shannon L. Hight
Help Desk Specialist
   eLearning & Media Services

Faith P. Holbrook
Campus Security Officer
   Campus Public Safety

John M. Housden
Campus Security Officer
   Campus Public Safety

Fred D. Howard
Simulation Technician
   Nursing

Willie C. Howard
Campus Security and Safety Supervisor
   Campus Public Safety

William J. Jennings Jr.
Custodian 1
   Custodial Services

Melanie A. Johnson
Administrative Assistant 3
   Arts, Humanities & Social Sciences

Claire A. Jordan
HR Consultant Assistant 2
   Human Resources

Jennifer S. Joy
Office Assistant 2
   Adult Basic Skills

Amanda L. Kieszling
Secretary Senior
   Health, Business & Professional Services

Chae Son Kim
Custodian 2
   Custodial Services

D'ann C. Kirkland
Fiscal Analyst 3
   Financial Services

Mikhail I. Korotkikh
Maintenance Mechanic 2
   Facilities & Grounds

Lita Kuaea
Customer Service Specialist 3
   Enrollment Services

Cielito Lane
Credentials Evaluator 3
   Enrollment Services

Richard M. Langhorn
Maintenance Mechanic 1
   Facilities & Grounds

Brian Lanier
Payroll Coordinator
   Human Resources

Lawrence D. Larsen
Information Tech Specialist 3
   Information Systems

Sandra L. Larson
Program Coordinator
   Financial Aid

Nadezhda I. Lavochina
Program Coordinator
   Adult Basic Skills

Sung M. Lee
Office Assistant 3
   Faculty Support

Sarah Lewandowski-Noble
Retail Clerk 2
   Bookstore

Elizabeth L. Lewandowski
Fiscal Tech 3
   Business Office

Deborah R. Lewis
Secretary Senior
   Arts, Humanities & Social Sciences

Kelly Lieske
Office Manager
   Campus Public Safety

Mark A. Linder
Payroll Coordinator
   Human Resources

Shawn M. Locke
Info Tech Specialist 3
Information Systems

Viktor A. Lukyanov
Maintenance Mechanic 2
Facilities & Grounds

Kathleen D. Lynch
Program Coordinator
Financial Aid

Kathryn E. Malgren
Early Childhood Specialist 1
Early Learning Center

Stephen C. Martinez
Grounds & Nursery Specialist 2
Facilities & Grounds

Caitlin R. Martonik
Program Assistant
Continuing Education

Marcia M. Matincheck
Office Support Supervisor 2
Counseling & Advising Center

Thomas A. McCullum
Custodian 1
Custodial Services

Frank C. McDougald
Program Specialist 2
Veterans Services

Patricia R. Mede
Retail Clerk I
Bookstore

Nelly Melgar Barragan
Custodian 1
Custodial Services

Jill Merritt
Library & Archives Para 5
Library

Rosalie G. Metcalf
Custodian 1
Custodial Services

Mike J. Miller
Grounds & Nursery Specialist 4
Facilities & Grounds

David J. Moffat
Maintenance Mechanic 3
Facilities & Grounds

Susan Mooi
Program Coordinator
Financial Aid

Sakura E. Moses
Publications Support Coordinator/Graphic Designer
Marketing, Communication & Outreach

Caryn R. Nelson
Early Childhood Specialist 3
Early Learning Center

Kevin X. Nguyen
Custodian 1
Custodial Services

Jennifer J. Nipple
Fiscal Analyst 2
TCC Foundation

Cathy Nordstrom
Program Specialist 2
Nursing Program

Robin L. Olson
Office Assistant 3
Washington Corrections Center for Women

Tatyana P. Orabey
Program Assistant
Financial Aid

Rachel P. Payne
Communication Consultant 2
Marketing, Communication & Social Media

Agnieszka Pederson
HR Consultant 1
Human Resources

Angela Peiffer
Printing & Duplication Supervisor
Central Services

Scott W. Perkins
Program Assistant
Writing & Tutoring Center

Janissa Pheann
Customer Service Specialist 1
Financial Aid

Kristen S. Pleasant
Early Childhood Specialist 2
Early Learning Center

Nora M. Price
Customer Services Specialist 2
Access Services

Jorge Quinata
Info Tech Specialist 3
Information Systems

James A. Robinson
Maintenance Mechanic 2
Facilities & Grounds

Cody J. Roldan
Instruction & Class Technician 2
Math, Sciences & Engineering

Ted J. Rutt
Campus Security Officer
Campus Public Safety

Janae Ryan
Customer Service Specialist 1
Advising

Leighanne Safford
Program Assistant
Financial Aid

Lisa L. Sanchez
Cashier 2
Cashiering

Paul O. Sanchez
Campus Security Officer
Campus Public Safety

Beverly Sayle
Fiscal Technician 3
Financial Services

Richard A. Schneider
Warehouse Operator 2
Purchasing/Receiving

Shirley E. Siloi
Customer Service Specialist 1
??

Angie J. Simpson
Procurement Specialist 1
Purchasing/Receiving

Colleen Spezia
Credentials Evaluator 3
  Enrollment Services

Theresa M. Stach
Secretary Senior
  Nursing

Rachel M. Sullivan
Early Childhood Specialist 3
  Early Learning Center

Evelyn Tompkins
Information Tech Specialist 2
  Information Systems

Anh T. Tran
Library & Archives Para 2
  Library

Chi Dai Tran
Custodian 1
  Custodial Services

Hoang Oanh Tran
Library & Archives Prof 1
  Library

Leonard P. Treanton
Program Assistant
  Math Advising Resource Center

Hilary A. Trinka
Secretary Senior
  Health, Business & Professional Services

Judith L. Trissell
Office Assistant 3
  Counseling, Advising, Worker Retraining &
  Career Services

Diane Valdez
Instruction & Classroom Support Tech 4
  Math, Science & Engineering

Linda Van Doren
Secretary Lead
  Faculty Support Secretaries

Sean D. Vandommelen
Office Assistant 3
  President's Office

Kaisha J. Vonnagel
Early Childhood Specialist 3
  Early Learning Center

Jerome Ward
Program Coordinator
  Financial Aid

Rachel J. Ward
Bookstore Buyer
  Bookstore

Cora Warren
Fiscal Analyst 3
  Financial Services

David W. Wellsbury
Maintenance Mechanic 2
  Facilities & Grounds

Angela M. Wheeler
Program Assistant
  Early Learning Center

Yolonda Williams
Program Coordinator
  Financial Aid

Richard E. Wilsie
Maintenance Mechanic 2
  Facilities & Grounds

Timothy A. Wright
Campus Security Officer
  Campus Public Safety

DEFINITIONS

Accredited: Certified as having fulfilled minimum standards established by regional accrediting agencies. Indicates that course work is accepted by other colleges and universities.

Advisor: A member of the college faculty or staff designated to assist students in planning their programs of study.

Audit: Take a class without receiving credit.

Commencement: An annual graduation ceremony held in June.

Common Course Numbering: The Washington Community and Technical College system has adopted common course numbers, prefixes and titles for courses that are equivalent at many two-year colleges. These changes go into effect summer quarter 2008. The courses and their descriptions are not changing, just the course number and in some cases the prefix and/or title. There are changes to both common courses and non-common courses. Common courses are identified by having an "&" character at the end of the prefix, for example ENGL& or ANTH&. You can see a complete list of all the changes and more information at www.tacomacc.edu/ccn.

Counselor: A member of the college faculty who has special training in guidance and who assists students who have problems of an academic or personal nature.

Credit/Quarter Credit Hour: A measurement of college work. Ordinarily, one credit hour is given for one clock hour of attendance each week for a period of one quarter (11 weeks). In some cases such as laboratory courses, however, two or three clock hours of attendance each week are required to earn one credit or credit hour. A specified number of credits or credit hours must be earned for a degree.

Curriculum (Plural Curricula or Curriculums): The complete list of courses offered by the college. Also, a group of courses required for a specific degree.

Deficiency: Lack of credit in a course required for a specific program, graduation, or a degree. Also, a status imposed on a student because of low grades. See the Academic Review Policy.

Degree: A diploma awarded by the college which signifies a student has successfully completed a program of study.

Directory Information: The only information authorized for external release by the college without the student's written consent shall include student name, degrees and awards received. The college may confirm dates of attendance, date of birth, major field of study, participation in officially recognized sports and activities and the most recent previous educational institution attended.

Direct Transfer: The college has agreements with most of the public and private four-year colleges and universities in the state for the direct transfer of its students under guidelines developed by the Inter-College Relations Commission of the Washington Council for High School-College Relations. For transfer information, see the Degree section.

Discipline: A branch of knowledge or of teaching, such as Art, History, English, etc.

Distribution Requirements: A range of courses required for graduation with an associate degree, in addition to the major department requirements.

Division: An area within the college which is devoted to a group of related subjects e.g., Business, Humanities, Allied Health, etc.

Drop: See Withdraw.

Elective: A course which is not required for a particular program.

General Educational Development (GED): A program designed to meet the needs of adults who have not graduated from high school and who want to earn a certificate of high school equivalency. Passage of the GED examinations generally is accepted in lieu of high school graduation.

Grade Point: A numerical value assigned to a grade, as follows: each credit hour of A equals 4 points; B, 3 points; C, 2 points; D, 1 point; E and other grades, 0 points.

Grade Point Average (GPA): The numerical average obtained by dividing total grade points earned by total credit hours completed in a quarter. A cumulative grade point average is obtained by dividing the total grade points on a student's record by the total hours he or she has completed.

Honors Program: A program with a two-year course of study for students with exceptional academic qualifications.

Honors/High Honors: A designation at graduation for students who graduate with a cumulative GPA of 3.33 or higher for Honors and 3.66 or higher for High Honors.

Incomplete: An incomplete is a grade given only when a student has done satisfactory work in a class but for some unavoidable reason has been unable to complete the course or take the final examination. Incompletes must be converted to a traditional letter grade within one year of their issuance or they revert to an 'E' grade.

Major: The subject or field of study to which the student devotes concentrated attention.

Non-Resident Student: See Resident Student.

Pre-Professional: A program designed to prepare students for later specialization in a particular field upon transfer to a senior college or university.

Prerequisite: A course which must be taken before a student is allowed to take another course. For example: MATH&-141 and MATH&-142 are prerequisites for MATH&-151.

Quarter: A term of instruction consisting of approximately 11 weeks. The regular academic year consists of fall, winter and spring quarter.

Quarter Hour: See Credit Hours and Quarters.

Registration: The process of becoming officially enrolled in a college. Registration usually is required at the beginning of each quarter. It includes the selection of courses and payment of fees.

Resident Student: A resident student is one who is financially independent and has had a domicile in the State of Washington for at least one year immediately prior to the first class day of the quarter for which he or she is registering and who has established a bona fide domicile in the state for other than educational purposes. A financially dependent student is also classified as a resident if one or both of his or her parents or legal guardians have maintained a bona fide domicile in the State of Washington for at least one year immediately prior to commencement of the quarter for which he or she has registered. See Admissions Procedures section for more information.

Withdraw: To officially stop taking classes before the 55th calendar day of the quarter. This must be done with an Add/Drop form.

Index