Appendices:

Focused Interim Report
Pierce College District
Lakewood and Puyallup, Washington

PIERCE COLLEGE

possibilities. realized.

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

Contact information: Debra Gilchrist, Ph.D., (253) 964-6553

CLASS Members 2010-2011

Name	Position, Location
Voting Members	
McMeekin, Bill	Interim Executive Vice President for Learning & Student Success, Puyallup Executive Vice President for Extended Learning Programs
Green, Carol	Vice President for Learning & Student Success, FS
Baria, Jo Ann	Dean of Workforce Development, FS
Bergstrom, Teah	Transitional Education Division Rep, District
Brasile, Frank	Library Representative, PUY
Childers, Mike	Faculty Counselor Advisor Representative
Contris, Markiva	Science & Allied Health Division Rep., FS
Darcher, Mike	Chair, Arts & Humanities Division, FS
DeJardin, Judy	Chair, Business & Social Science Division, FS
VACANT	DOC Representative, McNeil
Alexis Estoque	Student Government Representatives, FS
Griffin, Lori	District Chair, Transitional Education Division
VACANT	Business & Social Science Division Representative, PUY
Jensen, Maria	Extended Learning At-Large Representative (PCFT), Ft. Lewis
Kemp, Alan	Business & Social Science Division Representative, FS
Kulbacki, Emily or Olsen, Katy	Assessment Team Representative
May, Ron	Chair, Science & Allied Health Division, FS
McCollow, Tom	Science & Allied Health Division Rep., PUY
Michael, Leslie	Arts & Humanities Division Representative, FS
Myers, Karen	Chair, Business & Social Science Division, PUY
Piger, Justin or Trejo, Indira	Student Government Representative, PUY
Putman, Barry	Military Faculty Representative, Ft. Lewis
Sabeti, Roya	Chair, Science & Allied Health Division, PUY
Salak, Ann	Chair, Arts & Humanities Division, PUY

Schwartz, Ron	Part-time Faculty Representative
Wycoff, Corrina	At-Large Faculty Representative (PCFT), FS
Zimbleman, Dana	Arts & Humanities Division Representative, PUY
Resource Members (non-voting)	
Bachmann, Ed	Director of Distance Education, FS
Burdick, Marjo	Instructional Support Supervisor, Learning & Student Success, FS
Howell-Williams, Vicki	ICRC Representative
Nelson, Patty	Director of Student Development, PUY
Steward, Agnes	Director of Student Development - FS
White, Anne	Registrar, FS
VACANT	DSHS Faculty Representative
Recording Secretary	
Robinson, Kami	Executive Asst., Learning & Student Success-PUY
.	Means a Vacant position for CLASS

Assessment Representatives (non-voting)

- Karen Danner
- Katy Olsen
- Tom McCollow
- Duncan McClinton
- Nikki Poppen-Eagan
- Lisa Murray

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

- Bonnie Christian
- Cindy Cannella
- Diane Caughlin (was Myrick)
- Julie Cargill
- Karen Hunt
- Sheri Jacobsen
- Shelley Sirotek

Assessment and Curriculum Team

2010 – 2011

Assessment Team Members	Distribution Area Responsibility	Liaison for Curriculum	Division Responsibility
Tom McCollow Math – PY	Quantitative & Symbolic Reasoning	Ron May Roya Sabeti	FS Science & Allied Health PY Science & Allied Health
Katy Olsen Chemistry – PY	Natural Sciences	Ron May Roya Sabeti	FS Science & Allied Health PY Science & Allied Health
Teah Bergrtrom Trans Ed – PY	Transitional Education	Lori Griffin	Transitional Education
Lisa Murray Health Education & Wellness – FS	Professional Technical	Jo Ann Baria	FS Science & Allied Health
Karen Danner Anthropology – FS	Social Science	Judy DeJardin Karen Scott	FS Social Science/Business PY Social Science/Business
Nikki Poppen-Eagen Speech – PY	Humanities	Mike Darcher Ann Salak	FS Arts & Humanities PY Business
Duncun McClinton English – PY	Communication	Mike Darcher Ann Salak	FS Arts & Humanities PY Arts & Humanities
Greg Brazell ECE – FS			At – Large
		Judy DeJardin Social Science/Business – FS	Division Chair Liaison

Pierce College District is seeking

Faculty representatives for two-year appointments on the Instructional Assessment Team

Application Deadline: May 24, 2010

POSITION DESCRIPTION

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

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

ELIGIBILITY

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

REQUIRED KNOWLEDGE AND SKILLS

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

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

RESPONSIBILITIES

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

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

APPLICATION PROCESS

Applicants should submit:

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

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

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

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General Education Fundamental Areas of Knowledge Outcomes

FAK's & Big Ideas

CLASS, Spring 2009

Quantitative Reasoning:

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

Natural Science:

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

Humanities:

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

Communications:

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

Social Science:

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

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

Pierce College Core Abilities

Critical, Creative and Reflective Thinking

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

Outcomes:

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

Responsibility

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

Outcomes:

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

Information Competency

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

Outcomes:

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

Effective Communication

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

Outcomes:

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

Multiculturalism

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

Outcomes:

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

Global Rubric: (Multiculturalism)

	Emerging *Need for improvement outweighs apparent strengths. Evidence of the outcome present.*	Developing *Strengths and need for improvement are about equal.*	Competent *Shows skill in this outcome. Improvement still needed.*	Strong *Applies outcome in multiple contexts. Many strengths are present.*
Builds knowledge of diverse ideas, values, perspectives and experiences.	Acknowledges that different ways of knowing, thinking, and being exist.	Demonstrates tolerance towards other people's and culture's points of view.	Respects multiple points of view. Examines the impact of considering multiple points of view.	◆ Articulates value and impact of multiple points of view in a given context. ◆ Integrates new points of view in daily life.
Engages others with civility, empathy, honesty and responsibility.	◆ Avoids knowingly offensive behavior and attempts neutrality with those different from oneself.* ◆ Is willing to hear, read or otherwise expose self to different points of view. ◆ Is willing to acknowledge own beliefs, actions, assumptions represent only one's own point of view. *The words "different" and "difference" are being used to describe personal qualities that may contrast one's own (in appearance, beliefs, status, age, physical ability, ideology, sexual orientation, learning style, communication style, culture, etc.)	◆ Tolerates others' perspectives and feelings, but may stereotype or over generalize. ◆ Tolerates and considers different points of view. ◆ Is able to set aside one's own prejudices to communicate or work with others. ◆ Every institutional level demonstrates tolerance of differences; structures are in place to guide decisions/actions towards inclusiveness.	◆ Strives to respect differences through inclusive behavior. ◆ Makes an effort to respect different points of view. ◆ Steps outside of one's own comfort zone (acknowledging and/or defending a different viewpoint—own or someone else's). Attempts to rectify any hostility and/or misunderstandings due to differences. ◆ Every institutional level respects differences; policies/procedures are structured/written to encourage inclusiveness at every level.	◆ Takes action to help create a safe space for any diverse group. ◆ Values and fosters inclusion of multiple points of view. ◆ Is able to collaborate with others in complicated, dynamic, and ambiguous situations. Demonstrates appropriate, thoughtful and sensitive interactions with others regardless of differences or similarities. ◆ Every institutional level values and fosters diversity; programs are in place to nurture minorities; classes teach multiculturalism; diversity and many viewpoints valued and incorporated at every level.
Examines one's own attitudes, values, and assumptions and considers their impact.	◆ Attempts to identify one's own values, attitudes, and assumptions. ◆ Acknowledges that personal prejudices and assumptions about others can impact daily activities. ◆ Acknowledges that one may harbor latent prejudices.	◆ Identifies one's own values, attitudes, and assumptions. ◆ Actions demonstrate tolerance: willing to withhold personal beliefs/ assumptions while exploring new ideas, experiences. ◆ Attempts to identify own latent prejudices. ◆ Identifies, acknowledges, and tracks institutional issues related to multiculturalism.	◆ Attempts to evaluate the multiculturalism of one's own values, attitudes, and assumptions. ◆ Actions may demonstrate respect of some differences but not of others. Seeks opportunities to enlarge personal understanding of diversity. ◆ Identifies and works toward overcoming own latent prejudices. ◆ Confronts and challenges multicultural issues at many levels of the institution and seeks solutions.	◆ Continually re-evaluates own values, attitudes, and assumptions in the interest of fostering a multicultural point of view. ◆ Actions value and foster inclusion, regardless of similarities or differences. ◆ Regularly re-evaluates personal opinions on multicultural issues, identifying and overcoming latent prejudices as needed. ◆ Actively pursues, assesses, and seeks improvement related to meeting multicultural goals at every institutional level.
Challenges past, present and future discrimination and privilege of	◆ Is able to identify past discrimination. Is able to acknowledge some present discrimination. ◆ Doesn't restrict or disrupt others' discussions of power and privilege.	◆ Is able to acknowledge the many instances of past and present discrimination. ◆ Considers effects of misuse of power and privilege on individuals	◆ Recognizes power and privilege and understands the impacts power and privilege have had, can have, and will have on society. ◆ Attempts to make positive	◆ Challenges present and future attitudes that cause discrimination at personal, institutional, cultural, and higher levels. ◆ Advocates social justice to

individuals, societies, groups and institutions.		and cultures, including the dominant one.	multicultural change in "own corner of the world" (speaking up to eradicate prejudice or stereotyping; whistle-blowing, welcoming learning opportunities, etc.), but in attempts to demonstrate cultural sensitivity, may mistakenly stereotype in the name of multiculturalism.	overturn the dynamics of power and privilege. ◆ Avoids stereotyping when making ethical judgments. ◆ Program/institution/ individual resists erosion of multicultural practices in place, actively breaks down barriers to inclusion/participation, facilitates ongoing reassessment and improvement at every institutional level. ◆ Continually evaluates multicultural practices of current situations.

Global Rubric: (Critical, Creative and Reflective Thinking)

	Emerging *Need for improvement outweighs apparent strengths. Evidence of the outcome present.*	**Developing** *Strengths and need for improvement are about equal.*	**Competent** *Shows skill in this outcome. Improvement still needed.*	**Strong** *Applies outcome in multiple contexts. Many strengths are present.*
Using ideas and information	Responds to information and ideas using immediate context or existing knowledge.	When appropriate, gathers information and ideas, and applies them in a limited number of contexts.	Integrates and analyzes quantitative and qualitative information and ideas in several contexts.	Creates, integrates, and evaluates ideas and information across a range of contexts, cultures, and areas of knowledge when appropriate.
Problem solving processes	Recognizes a problem and begins to envision a useful solution.	Breaks problems into smaller more specific pieces as part of the problem solving process.	Develops and applies effective solutions to a variety of problems.	Evaluates problems and solves them creatively using a multitude of processes.
Attitudes, values and assumptions	Aware that assumptions, attitudes and values affect thinking and the presentation of information.	Recognizes various assumptions, attitudes and values in information sources.	Examines assumptions, attitudes, and values, with awareness of their implications.	Examines attitudes, values, and assumptions and assesses their implications in a variety of contexts.
Conclusions and judgments	Attempts to use experience and information to reach conclusions.	Combines some aspects of experience, reason, and information to make conclusions and judgments with some success.	Uses experience, reason, and information to make conclusions, judgments, and or products.	Integrates experience, reason, and information to make meaningful conclusions, judgments, and/or products.

Global Rubric: (Responsibility)

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

Global Rubric: (Information Competency)

	Emerging *Need for improvement outweighs apparent strengths. Evidence of the outcome present.*	**Developing** *Strengths and need for improvement are about equal.*	**Competent** *Shows skill in this outcome. Improvement still needed.*	**Strong** *Applies outcome in multiple contexts. Many strengths are present.*
Values inquiry	Seeks information only when prompted. Does not discourage the inquiry of others.	Generates questions without prompts; seeks answers inconsistently.	Formulates a question or inquiry. Generates and follows through with questions; asks for help and clarification.	Values and engages in regular inquiry and seeks new information for lifelong learning.
Applies strategies	Utilizes convenient and known sources of information. Uses organizing tool to assist search.	Identifies that additional information is needed. Experiments with new strategies and methods.	Applies several regular approaches to modify, update or learn.	Applies a repertoire of creative and flexible information seeking strategies in order to navigate the unfamiliar, take action or solve a problem.
Evaluates sources	Identifies convenient and known sources of information.	Develops knowledge of sources central to individual, discipline, field and/or educational needs.	Looks at sources, sees differences and selects from among them.	Evaluates appropriate sources in order to access relevant information.
Uses tools	Recognizes and attempts to use tools that are readily available.	Uses required tools, with some direction.	Develops creative projects using a variety of tools.	Selectively uses most appropriate technological and organizational tools in order to access and manipulate information.
Appraises	Recognizes that some sources are more credible/reliable than others.	Selects sources relative to context and need.	Applies the understanding of context to determine when and how to use selected sources.	Appraises information in order to evaluate quality, relevance, or perspective.
Synthesizes	Recognizes that there are multiple sources of information.	Relates new information to existing knowledge and experience.	Integrates previously held beliefs, assumptions and knowledge with existing knowledge.	Synthesizes new information with current understanding and experience in order to create something new, acquire insight, transform values, or expand knowledge base.
Uses Information Responsibly	Recognizes that there are appropriate and inappropriate uses of information.	Identifies applicable laws, regulations and standards regarding information use.	Applies knowledge of laws, regulations and standards for information use.	Examines and uses ethical standards in order to use information appropriately and responsibly.

Global Rubric: (Effective Communication)

	Emerging *Need for improvement outweighs apparent strengths. Evidence of the outcome present.*	Developing *Strengths and need for improvement are about equal.*	Competent *Shows skill in this outcome. Improvement still needed.*	Strong *Applies outcome in multiple contexts. Many strengths are present.*
Recognizes and uses a variety of methods and styles to convey ideas and information.	♦ Relays a message using a limited set of abilities. ♦ Recognizes that every communicator has a communication style.	♦ Communicates clearly and is understood by the audience. ♦ Has self-awareness of most comfortable communication style, its strengths and limitations.	♦ Can modify communication methods as appropriate to communicate an idea. ♦ Can modify communication style based on audience, content, and situation.	♦ Recognizes and utilizes the most appropriate combinations of methods. ♦ Seeks to overcome limitations of communication style; can effectively use less comfortable styles when appropriate for the audience.
Receives messages openly, critically and responsively.	♦ Listens attentively and respectfully without intentionally causing roadblocks to communication through body language or other behaviors. ♦ Understands that all messages have content that must be extracted.	♦ Identifies the roadblocks to communication. ♦ Identifies the role of body language in reception of messages. ♦ Can identify and extract the content of a message.	♦ Demonstrates a willingness to address any roadblocks that interfere with communication. ♦ Displays appropriate body language. ♦ Can differentiate between reactions to a message's content and the style in which the message was presented.	♦ Receives messages with an open attitude (no roadblocks). ♦ Maintains appropriate body language throughout an exchange. ♦ Formulates critical evaluation of message received.
Considers purpose, content, audience and situation when sending and/or receiving messages.	Recognizes that every message has purpose and content.	Recognizes that every message is intended for a particular audience and situation, and has content and purpose.	♦ Prepares a message with purpose and content. ♦ Delivers a message to a particular audience. ♦ Identifies purpose, content, and audience when receiving messages.	♦ Demonstrates ability to use most forms of communication to deliver a message with purpose and content. ♦ Evaluates received messages on the basis of purpose, content, audience, and situation.
Recognizes that communication is influenced by perspective (e.g., the sender's and receiver's culture, gender, privilege, experience, level of authority, etc.)	Participates in different skills (written, spoken, etc) from own perspective.	Demonstrates awareness of the influences of privilege (or lack of privilege), culture, gender, and level of authority in own perspective.	♦ Assesses the message based on perspective, not on the person. ♦ Evaluates own messages based on perspective, not on self. ♦ Demonstrates a non-judgmental exchange of messages.	♦ Demonstrates initiative in seeking out different perspectives. ♦ Elicits, seeks, and encourages responses from other perspectives. ♦ Analyzes messages critically and respectfully, based on perspective not person.

Pierce College Degree Outcomes

AA, AS and DTA Degree Outcomes:

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

Professional-Technical Degree/Certificate Programs:

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

Core Abilities Outcomes

Critical, Creative, and Reflective Thinking:

Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

Responsibility:

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

Information Competency:

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

Effective Communication:

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

Multiculturalism:

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

Fundamental Areas of Knowledge Outcomes:

Communication:

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

Humanities:

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

Social Sciences:

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

Natural Sciences:

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

Quantitative & Symbolic Reasoning:

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

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Program Outcomes

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

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

Core Abilities Outcomes

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

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

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

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Fundamental Areas of Knowledge Outcomes

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

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

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

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

Program Outcomes

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

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

Core Abilities Outcomes

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

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

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

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

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

Fundamental Areas of Knowledge Outcomes

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

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

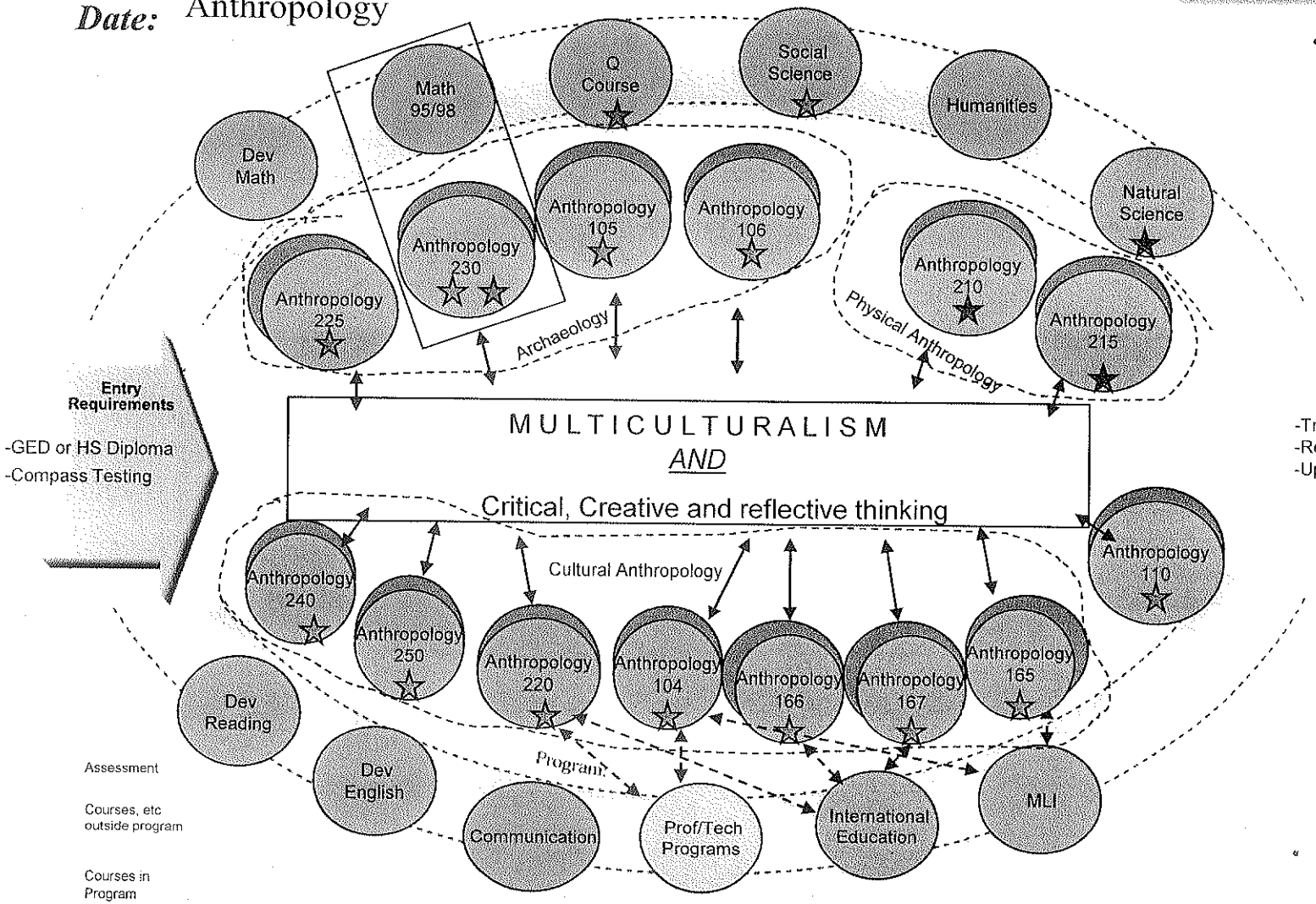
Social Sciences:
Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

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

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

Program Level Map

Date: Anthropology



INTENDED LEARNING OUTCOMES

- Participate constructively when interacting with diverse groups
- Access, evaluate and use Information from reliable sources
- Analyze and compare Relevant information and Tools to solve problems
- Recognize bias in self and others

Program Name: ANTHROPOLOGY

Program Role: Transfer student; responsible citizens

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

Prerequisites →

Concepts and Issues

Issues: difficulty or problem

* Professional Ethics
* Plagiarism
* Stereotyping
* Discrimination
* Pseudoscience

Concepts – mental frameworks that elevate thinking to abstraction.

* Culture
* Ethnocentrism
* Cultural relativism
* Gender
* Adaptation
* Multiculturalism
* Scientific method
* Holism
* Context (cultural, biological, archaeological, etc.)
* Globalism
* Emic and Etic perspectives

What must students understand to demonstrate the intended outcome?

Skills

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

What skills must students master to demonstrate the intended outcome?

Assessment Tasks

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

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

Intended Outcome(s)

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

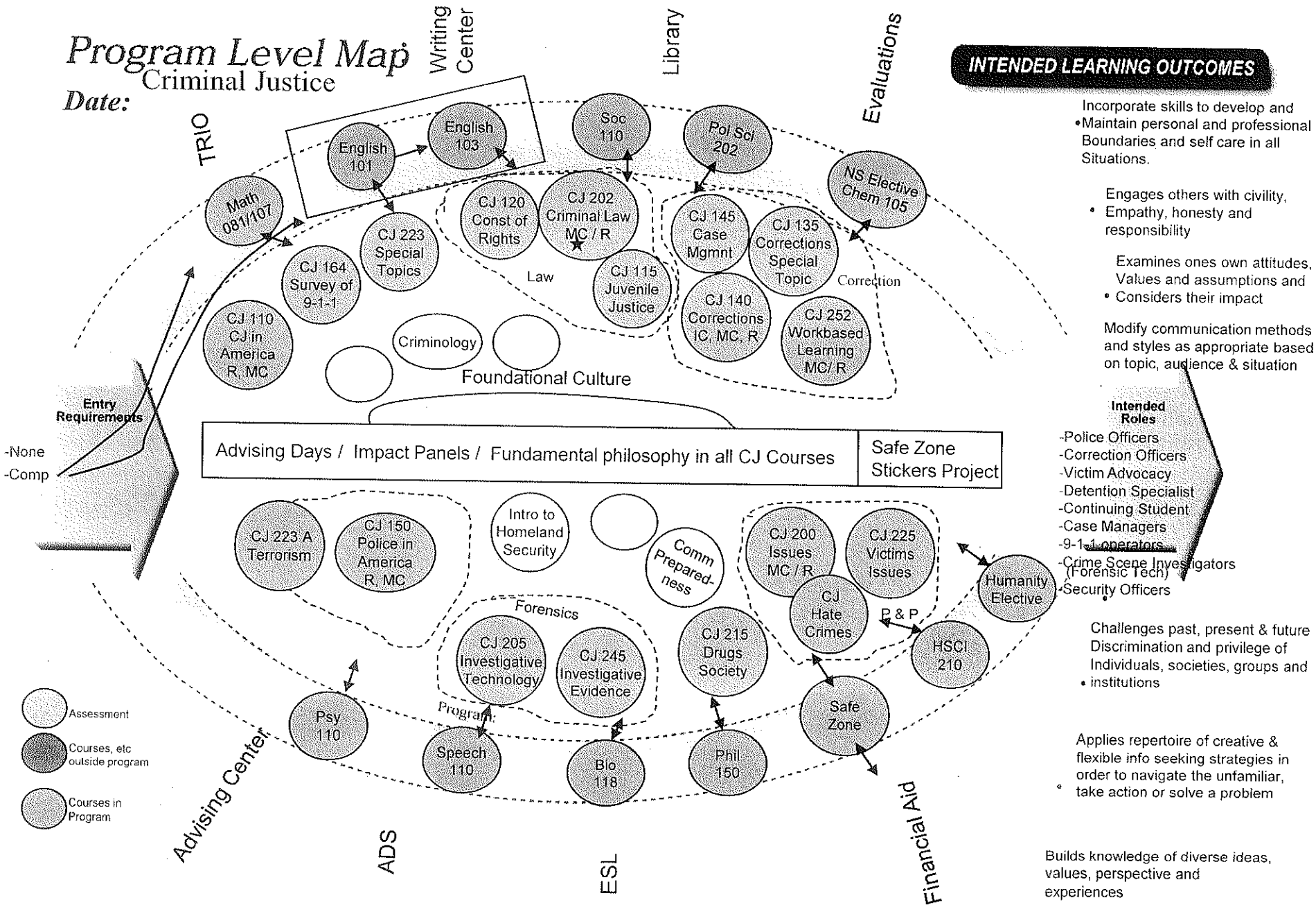
What do students need to be able to DO "out there" that we're responsible for "in here"??

Adapted from POG by Ruth Stiehl,

Program Level Map

Criminal Justice

Date:



INTENDED LEARNING OUTCOMES

Incorporate skills to develop and

- Maintain personal and professional Boundaries and self care in all Situations.

Engages others with civility,

- Empathy, honesty and responsibility

Examines ones own attitudes, Values and assumptions and

- Considers their impact

Modify communication methods and styles as appropriate based on topic, audience & situation

Intended Roles

-Police Officers
-Correction Officers
-Victim Advocacy
-Detention Specialist
-Continuing Student
-Case Managers
-9-1-1 operators
-Crime Scene Investigators (Forensic Tech)
-Security Officers

Challenges past, present & future Discrimination and privilege of Individuals, societies, groups and

- institutions

Applies repertoire of creative & flexible info seeking strategies in order to navigate the unfamiliar,

- take action or solve a problem

Builds knowledge of diverse ideas, values, perspective and experiences

Where is the computer competency weaved in?

Program Name: ***Criminal Justice***

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

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

Prerequisites

Concepts and Issues

Issues: difficulty or problem

Concepts – mental frameworks that elevate thinking to abstraction

Lack of college-level readiness for basic skills (professional writing, math)

Lack of individual awareness of the responsibility for evaluating information validity

Lack of understanding the multidimensional responsibilities of criminal justice professionals

Lack of understanding how our personal views are individually biased by our experiences and standpoints

Unaware of the influence of media messages, and how these influence our personal standpoints

Unaware of own power and the responsibilities for our own individual education

Lack of awareness of the social institution that is the criminal justice system

Lack of understanding the role of the justice system in relation to the greater society

Lack of understanding that justice is individual, situational and achieved/not achieved on a case-by-case basis

Unaware of the importance of public speaking, writing, and multicultural communications in the 21st century.

Skills

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

Assessment Tasks

Communication
- Written projects
- Public speaking
- See skills

Work Based Learning
- Letter of recommendation
- Self evaluation/supervisor evaluation
- Mission / Professionalism and Ethics policy

Individual Advising
- **Advising as self assessment?**
- Preparing for advising
- Choose degree plan, classes, schedule
- Transfer to 4 year programs

Multiculturalism
- Portfolio
- Self identification
- Discussions
- Power differentials

Intended Outcome(s)

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

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

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

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

Communicates appropriately based on topic, audience and situation.

Builds knowledge of diverse ideas, values, perspective and experiences.

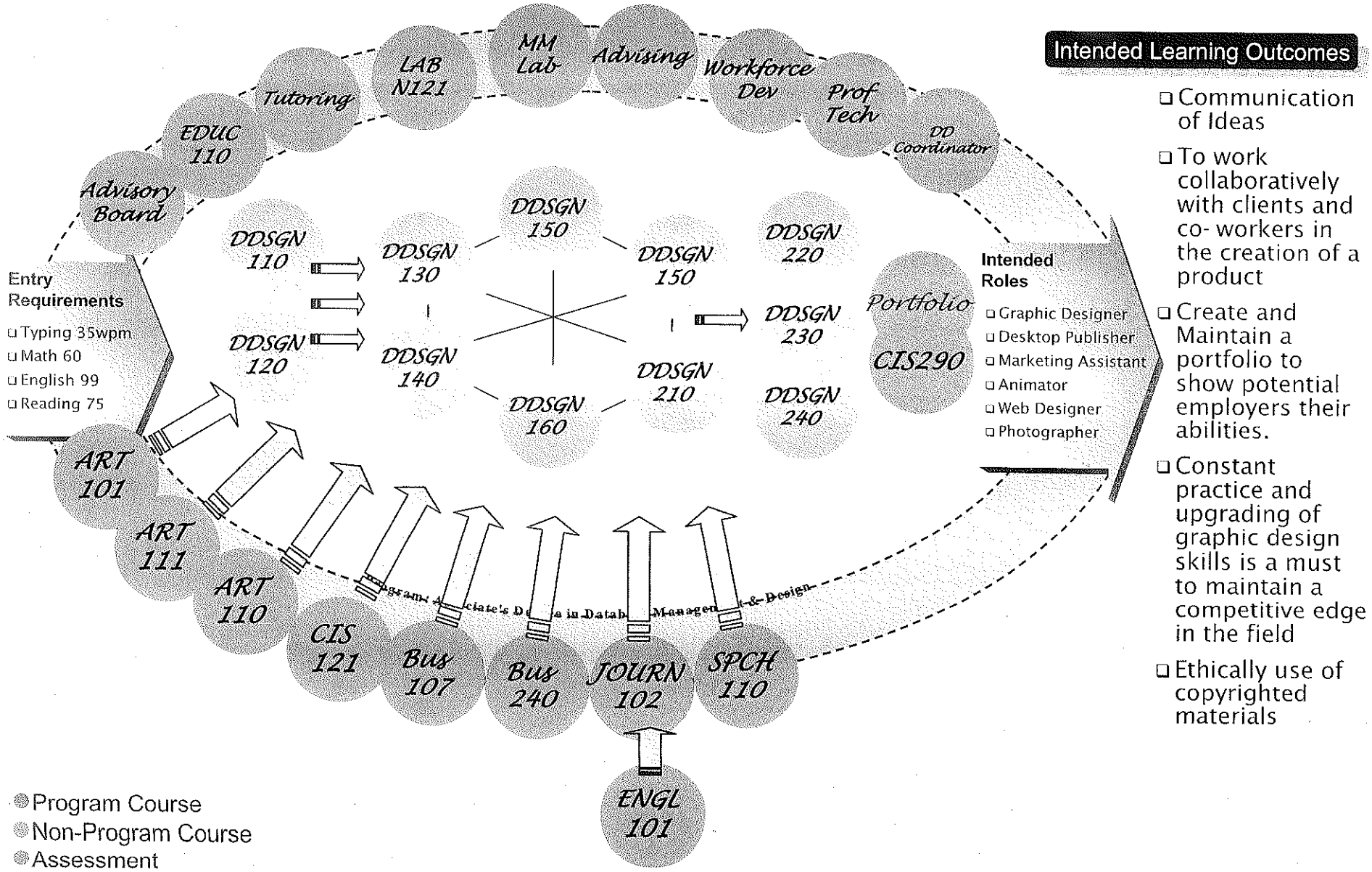
What must students understand to demonstrate the intended outcome?

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

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

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

Associate Degree in Digital Design
Program Level Map – Supporting Assessment



Intended Learning Outcomes

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

Program Name: ***Digital Design (1/25/06)***

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

Theme(s): Communication through print and electronic means

Prerequisites →

Concepts and Issues

Issues: difficulty or problem

- Constantly changing technology
- Keeping up with industry standards
- Highly competitive workplace for graduates
- Client Relationships

Concepts – mental frameworks that elevate thinking to abstraction.

- Role of a graphic designer in the market place
- Influence of a constantly changing market on a designer's skill set

What must students understand to demonstrate the intended outcome?

Skills

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

What skills must students master to demonstrate the intended outcome?

Assessment Tasks

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

Portfolio
- Create print and electronic version
- Present to peers

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

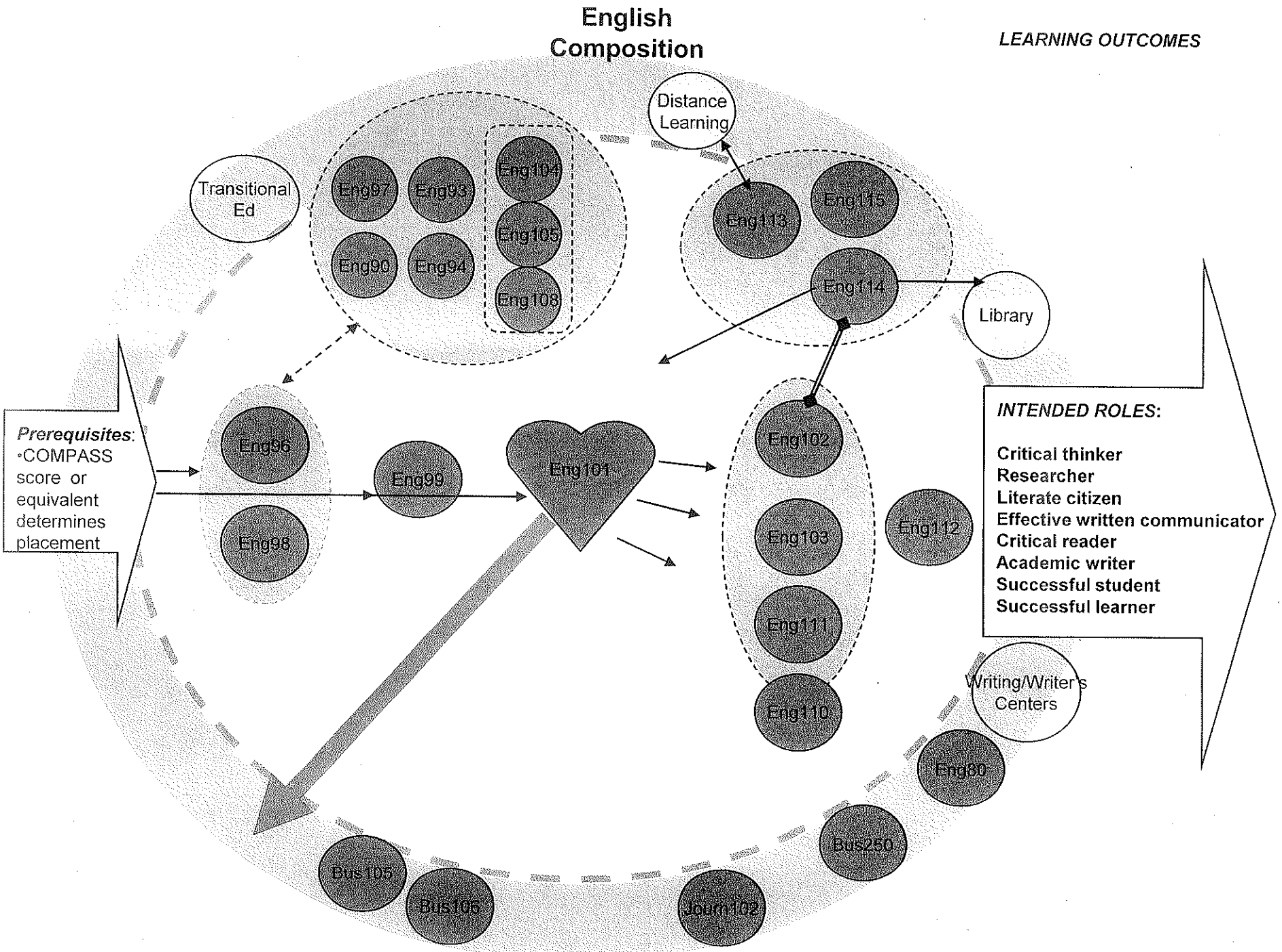
What will students do in here to demonstrate evidence of the outcome?

Intended Outcome(s)

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

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

Adapted from POG by Ruth Stiehl,

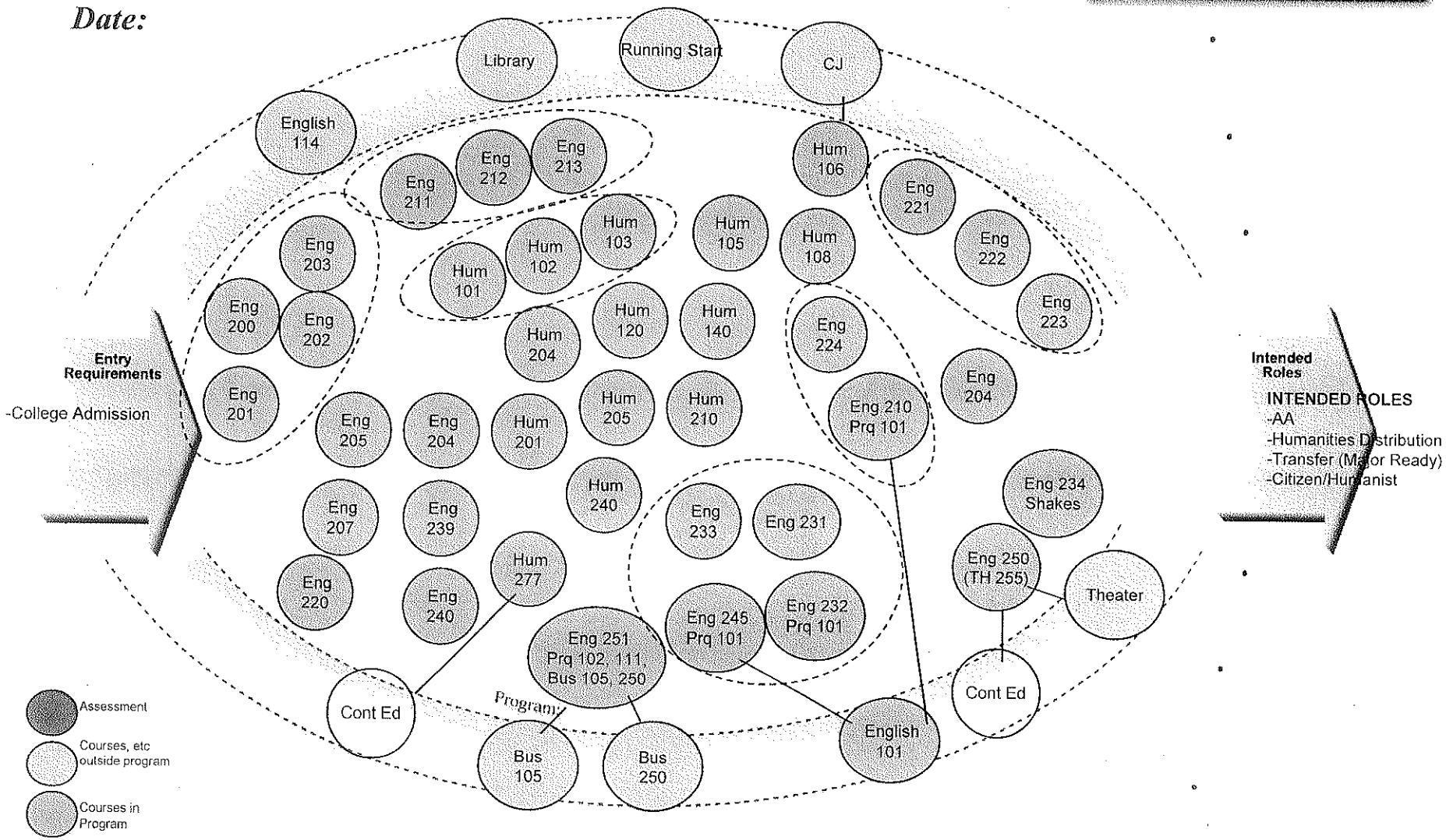

English Composition
LEARNING OUTCOMES
Distance Learning
Transitional Ed
Eng97
Eng93
Eng104
Eng90
Eng94
Eng105
Eng108
Eng113
Eng115
Eng114
Library
Prerequisites:
•COMPASS score or equivalent determines placement
Eng96
Eng98
Eng99
Eng101
Eng102
Eng103
Eng112
Eng111
Eng110
INTENDED ROLES:
Critical thinker
Researcher
Literate citizen
Effective written communicator
Critical reader
Academic writer
Successful student
Successful learner
Writing/Writer's Centers
Eng80
Bus250
Bus105
Bus105
Journ102

ENGLISH

Program Level Map Literature & Humanities

INTENDED LEARNING OUTCOMES

Date:



Draft

Program Outcomes Guide (POG)

Program Name: ***English Composition***

Program Role: *This program is designed to prepare graduates to* _____

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

Prerequisites →

Concepts and Issues

Issues: difficulty or problem

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

Concepts – mental frameworks that elevate thinking to abstraction.

- Writing as a process
- Understanding rhetorical strategies
- Power of language
- Creativity (??? Something more needed here?)
- Audience recognition
- Academic Ethics

What must students understand to demonstrate the intended outcome?

Skills

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

What skills must students master to demonstrate the intended outcome?

Assessment Tasks

- Research essay (incorporated in all second Composition courses)

- Word count
- Portfolio of writing
- Write college level writing
- Long and convoluted letter with graduation requirement instructions

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

Intended Outcome(s)

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

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

Adapted from POG by Ruth Stiehl.

Official Outline:
Approved by Academic Council on: _____ Effective: _____ Quarter
New _____ *Updated* _____ *Inactive* _____ *Deleted* _____

PIERCE COLLEGE

COMMUNITY COLLEGE DISTRICT 11
COURSE OUTLINE

Division _____ Intent Code _____ C.I.P. _____

Department _____ Abbreviation & Number _____

Course Title _____

Transcript Abbreviation _____ **(Maximum of 24 Characters including Spaces)**

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

Prerequisites, if any _____

Submitted by: _____ Date _____
(Name of Instructor)

Approved by: _____ Date _____
(Puyallup-Division Chair)

Approved by: _____ Date _____
(Fort Steilacoom Division Chair)

_____ Date _____
(Professional/Technical)

_____ Date _____
(Learning and Student Success - Instruction & Student Services)

EVALUATION USAGE:

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

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

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

Name of Professional/Technical Program _____

E.P.C. Code _____ C.I.P. _____

Course intended for:
Academic Disadvantage Indicator (ADI) _____ Limited English Proficiency (LEP) _____ Work Based _____

See next page for course description and course outcomes.

I. CONTENT / OUTCOMES / ASSESSMENT

COURSE NUMBER:		COURSE TITLE:	
COURSE CATALOG DESCRIPTION:		CREDITS:	

COURSE CONTENT:

A.
B.
C. .....

STUDENT OUTCOMES:

1.
2.

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

1.
2.

POTENTIAL METHODS AND TOOLS FOR ASSESSMENT:

A.
B.
C. .....

Official Outline:
Approved by Academic Council on: 5/26/10 Effective: Fall 2010 Quarter
New ____ *Updated* X *Inactive* ____ *Deleted* ____

PIERCE COLLEGE

COMMUNITY COLLEGE DISTRICT 11
COURSE OUTLINE

Division Business & Social Science Intent Code 21 C.I.P. 52.0204

Department Business Information Technology Abbreviation & Number BTECH 104

Course Title Dvorak Keyboarding

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

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

Prerequisites, if any Instructor Permission Only

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

Approved by: _____ Date _____
(Puyallup-Division Chair)

Approved by: _____ Date _____
(Fort Steilacoom Division Chair)

_____ Date _____
(Professional/Technical)

_____ Date _____
(Learning and Student Success - Instruction & Student Services)

EVALUATION USAGE:

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

If Yes, please indicate which Core Area:

Communications ____
Humanities ____
Natural Science ____
Quantitative/Symbolic Skills ____
Social Science ____

Humanities/Performance Skills only ____
Natural Science w/lab ____

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

C. Pierce College Professional/Technical Program? Yes ____X____ No ____

Name of Professional/Technical Program Business Information Technology

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

Course intended for:

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

See next page for course description and course outcomes.

I. CONTENT / OUTCOMES / ASSESSMENT

COURSE NUMBER:	BTECH 104	COURSE TITLE:	DVORAK KEYBOARDING
COURSE CATALOG DESCRIPTION:		CREDITS:	3

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

COURSE CONTENT:

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

STUDENT OUTCOMES:

A-1 Convert any computer keyboard to the Dvorak settings.
A-2 Key by touch using the Dvorak keyboard for 3 minutes at a minimum rate of 15 wpm with no more than 5 errors.

B-1 Proofread and edit a letter, memo, and report

C-1 Key and format business letters and personal business letters with copy and attachment/enclosure notations.
C-2 Key and format memoranda and reports.
C-3 Edit, save, close, open, and print documents.

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

Program Outcome:
Apply technical skills to meet industry standards in the office.

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

POTENTIAL METHODS AND TOOLS FOR ASSESSMENT:

A. Computer performance evaluation
B. Discussion
C. Instructor assessment
D. Objective (true/false and completion) test.
E. Production (computer) test
F. Self assessment
G. Word processed documents

Official Outline:
Approved by Academic Council on: 3/17/2010 Effective: Summer 2010 Quarter
New _____ *Updated* X *Inactive* _____ *Deleted* _____

PIERCE COLLEGE

CCN

COMMUNITY COLLEGE DISTRICT 11
COURSE OUTLINE

Division Business and Social Science Intent Code 11 C.I.P. 45.0201

Department Anthropology Abbreviation & Number ANTH& 204 (Formerly ANTHR 230)

Course Title ARCHAEOLOGY

Transcript Abbreviation ARCHAEOLOGY **(Maximum of 24 Characters including Spaces)**

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

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

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

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

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

_____ Date _____
(Professional/Technical)

Carol Green Date 5/25/2010
(Learning and Student Success- Instruction & Student Services)

EVALUATION USAGE:

A. Pierce College General Education Requirement (GER) for the Associate of Arts Degree (AA):
Yes X No _____
If Yes, please indicate which Core Area:

Communications			
Humanities		Humanities/Performance Skills only	
Natural Science		Natural Science w/lab	
Quantitative/Symbolic Skills			
Social Science	X		

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

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

Name of Professional/Technical Program _____

E.P.C. Code _____ C.I.P. _____

Course intended for:
Academic Disadvantage Indicator (ADI) ___ Limited English Proficiency (LEP) __ Work Based ___

See next page for course description and course outcomes.

I. CONTENT / OUTCOMES / ASSESSMENT

COURSE NUMBER:	ANTH& 204	COURSE TITLE:	Archaeology		
COURSE CATALOG DESCRIPTION:				CREDITS:	5

Introduction to archaeological method and theory.

COURSE CONTENT:

A. History of Archaeology
B. Archaeological site formation processes
C. Archaeological survey and excavation procedures
D. Archaeological sampling strategies.
E. Archaeological analysis and interpretation
F. Current issues in archaeology

STUDENT OUTCOMES:

1. Identify and discuss the major changes in archaeology in the past 200 years
2. Explain and discuss the nature, aims, and processes of scientific archaeological research.
3. Apply metric measurement systems to discuss, document, and analyze archaeological data.
4. Explain appropriate use of sampling strategies in archaeological research.
5. Identify, discuss, explain and give examples of natural and cultural site formation processes.
6. Identify, explain, and discuss the appropriate application of various methods for locating archaeological sites.
7. Identify and explain relative and absolute dating methods and their appropriate application.
8. Explain and apply principles of stratigraphy, seriation, and stylistic dating in archaeological analysis.
9. Explain and demonstrate the significance of distributions, associations, and relative amounts for archaeological interpretation.
10. Identify, classify, and/or analyze artifacts, artifact types (e.g., ceramics, chipped stone) and their attributes using or identifying appropriate analytical techniques (e.g., sourcing, microwear, chemical studies).
11. Identify, explain, and apply appropriate analytical techniques for the interpretation of seasonality, environmental reconstruction, subsistence systems, and diet.
12. Discuss and identify appropriate techniques and research questions for the archaeological study of societies of different scales and levels of complexity.
13. Identify, discuss, and apply appropriate anthropological theory in the interpretation of the dynamics, organization, and interactions among past societies based on archaeological data.
14. Identify and discuss current cross-cultural, legal, and political issues that impact the practice of archaeology.

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

1. Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.
2. Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.
3. Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.

POTENTIAL METHODS AND TOOLS FOR ASSESSMENT:

A. Written assignments (e.g., archaeological reports)
B. Exercises or problem sets, for individual or group work
C. Exams
D. Quizzes
E. Class / small group discussion

Official Outline:
Approved by Academic Council on: June 9, 2010 Effective: Spring 2010 Quarter
New ____ *Updated* X *Inactive* ____ *Deleted* ____

PIERCE COLLEGE

COMMUNITY COLLEGE DISTRICT 11
COURSE OUTLINE

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

Department: Digital Design Abbreviation & Number: DDSGN 150

Course Title: Web Design and CSS

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

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

Prerequisites, if any CIS 121 or Instructors Permission

Submitted by: Brian J Martin Date 6/02/10
(Name of Instructor)

Approved by: _____ Date _____
(Puyallup-Division Chair)

Approved by: _____ Date _____
(Fort Steilacoom Division Chair)

_____ Date _____
(Professional/Technical)

_____ Date _____
(Learning and Student Success - Instruction & Student Services)

EVALUATION USAGE:

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

If Yes, please indicate which Core Area:

Communications ____
Humanities ____
Natural Science ____
Quantitative/Symbolic Skills ____
Social Science ____

Humanities/Performance Skills only ____
Natural Science w/lab ____

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

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

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

Course intended for:

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

See next page for course description and course outcomes.

I. CONTENT / OUTCOMES / ASSESSMENT

COURSE NUMBER:	DDSGN 150	COURSE TITLE:	Web Design and CSS
COURSE CATALOG DESCRIPTION:		CREDITS:	5

Develop skills necessary for effective delivery of content via the Internet. Students develop web sites using digital design programming, interactive techniques and associated tools. Students are also introduced to basic principles of site management, business strategies and information architecture.

COURSE CONTENT:

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

STUDENT OUTCOMES:

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

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

Effective Communication

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

Responsibility

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

Program Outcomes

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

POTENTIAL METHODS AND TOOLS FOR ASSESSMENT:
a) Individual/group projects b) Self-assessment c) Peer-assessment d) Case Studies e) Research Paper f) Portfolio

2008-2011 Assessment Plan

Our Definition of General Education

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

AA/Transfer Degree Outcome

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

DEGREE REQUIREMENTS are designed to ensure students meet these goals. They include a Math and English requirement as well as the requirement to take courses in three different disciplines within each of the three distribution areas.

Students will demonstrate an introductory level of mastery of **core content** for 2-3 different disciplines within each distribution area addressing *fundamental areas of knowledge* (FAK) including:

-Concepts and language of each discipline.

-Information

-Skills needed to apply or practice the discipline as well as skills related to *Pierce College Core Abilities*

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

2008-2011 - Assessment Plan

I. **Fundamental areas of knowledge:** Faculty have identified Fundamental Areas of Knowledge (FAK) generalized learning outcomes that are refined and more specifically defined and assessed at the course level.

- Faculty, in the course of Dept. Self-Studies, will identify and collect course assessments that relate to the distribution FAK's and submit as evidence to the Institutional Portfolio.

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

III. Maintain 3 year plan to move all courses to the "New" course outcomes form

- All courses will identify at least one (up to as many as are appropriate) Core Abilities Outcome that is explicitly taught and assessed.
- All courses will identify at least one (up to as many as appropriate) Fundamental Areas of Knowledge (FAK) that is explicitly taught and assessed.
- Departments and Divisions continue current work to have all courses on form by Fall 2011.

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

Evidence to include:

- Course Outline
- Assignment
- Grading criteria/Rubrics
- Results
- Samples of student work
- Implications/Recommendations

V. Analysis (to be conducted by representative faculty body or Assessment Team)

- Analyze where Core Abilities and Fundamental Area of Knowledge Outcomes (FAK's) are assessed within each Distribution using Course Outcome forms and submitted evidence
- Gap analysis - what is/is not being taught
- Analyze "student journey"
- Compile evidence in an Institutional Portfolio
- Make recommendations for change

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

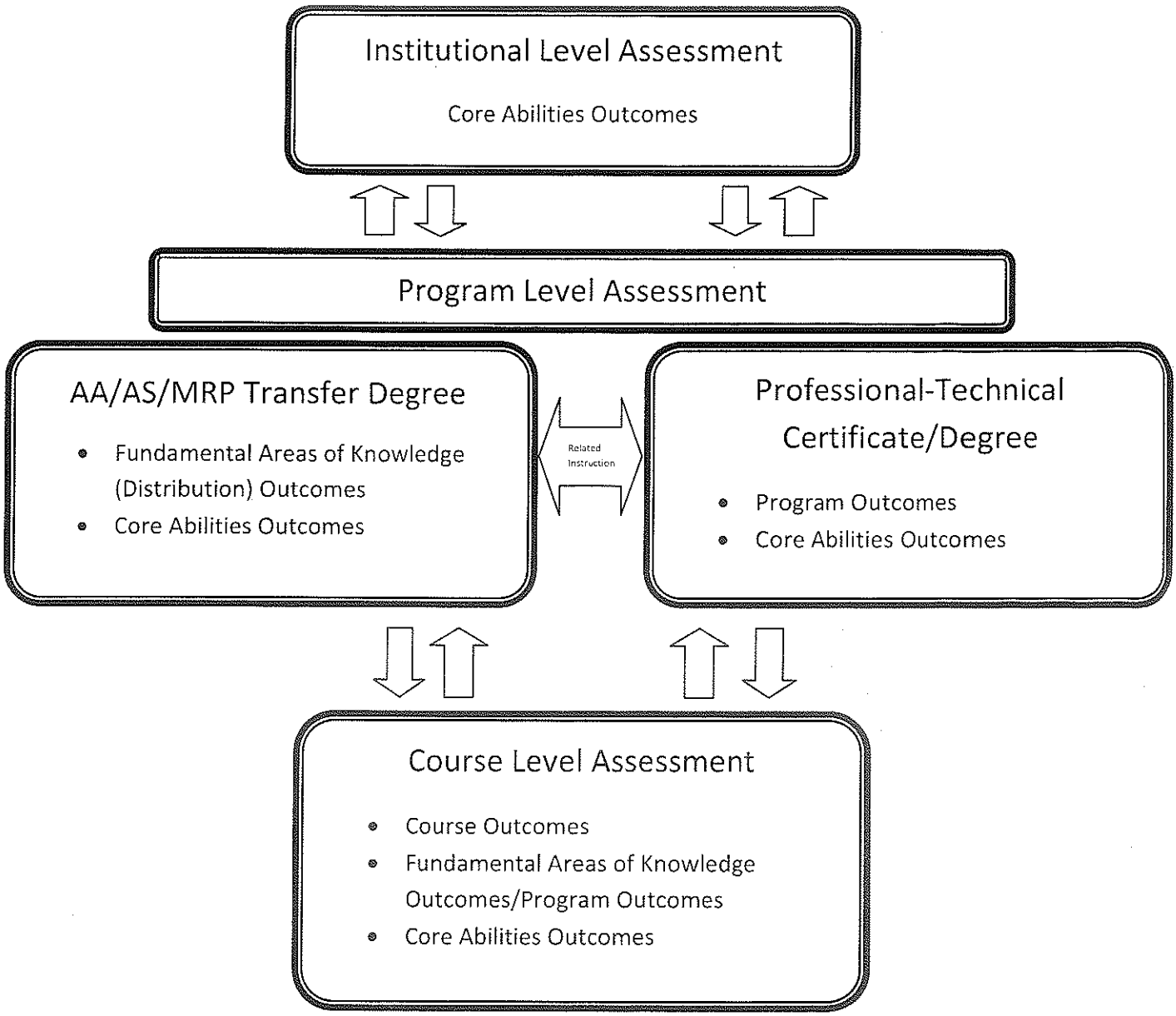
VII. Address gaps in student journey. Propose specific methods/processes to address gaps. Possible methods for addressing gaps could include:

- Distributions adopt-a-Core Ability
- Student Portfolio (students collect evidence of Core Abilities and FAK's learned)
- Student developed projects, etc...
- Beginning and end course to address Core Abilities (Ed 110a/b)

VIII. Assessment Team or representative faculty body to compile assessment plan, collected evidence and resulting analysis in a annual ***Institutional Portfolio*** to include:

- 3-year Assessment Plan
- Analysis of collected evidence (re: Part V)
- Representative sample of student work (re: Part IV)
- Recommendations for next 3-year assessment cycle. (re: Part VII)

Pierce College Assessment Map



Pierce College Cycle At-a-Glance

Institutional Level Assessment

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

Program Level Assessment

AA/AS/MRP Transfer Degrees & Pro-Tech Certificate/Degree Assessment

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

Course Level Assessment

- Faculty Assess both Core Abilities Outcomes & FAK Outcomes for 1/3 of their course load per year – the outcomes to be assessed can be found on the Course Outline
- Use Report Form to Summarize Assessment
- Submit to Assessment Team Representative

You are Invited
To a Discussion of Teaching and Learning

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

Four dates are available:

February 26 1 to 3pm Library 224 Puyallup	March 4 2:30 to 4:30pm Sunrise 113 Fort Steilacoom
March 10 2:30 to 4:30pm Library 224 Puyallup	March 12 1 to 3pm Sunrise 113 Fort Steilacoom

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

Questions? Contact a member of the Assessment Team:

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Faculty Assessment Report

Program/Department: _____ Faculty: _____ Quarter _____

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

Attach Grading Criteria orubric and samples of student work that demonstrate the full range of accomplishment on the outcome(s)

Talking about Teaching & Learning at Pierce College
Degree Outcomes Assessment Workshop

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

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

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

FAK Outcomes	Core Abilities
Communication Skills	Critical Thinking
Quantitative Skills	Effective Communication
Humanities	Information Competency
Social Science	Multiculturalism
Natural Science	Responsibility

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

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

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

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

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

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

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

PIERCE COLLEGE

possibilities. realized.

PIERCE COLLEGE
INSTITUTIONAL LEARNING ASSESSMENT PORTFOLIO: 2008 - 2009

Prepared by the Pierce College Assessment Team

OVERVIEW

This report summarizes the process and findings of the assessment of student learning outcomes for the General Education program, for the period Fall 2008 through Fall 2009. This report is presented to the Council for Learning and Student Success (CLASS), which is asked to facilitate and record actions taken in response to recommendations made in the report.

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

Core Ability Outcomes
Critical, Creative & Reflective Thinking
Effective Communication
Information Competency
Multiculturalism
Responsibility

Fundamental Areas of Knowledge
Communication
Humanities
Social Sciences
Natural Sciences
Quantitative and Symbolic Reasoning

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

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

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

- The assessment is "in the hands of the faculty, rather than outside agencies" (Gerretson & Golson). The validity of the assessments is based primarily on the expertise of the faculty in their disciplines.

- It requires less infrastructure investment than standardized testing or other methods of assessment.

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

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

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

Success for Transfer Students

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

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

Average Transfer GPA by Majority of Credits Transferred

Pierce College:	3.23
Other WA CC's:	3.16
UWT Sophomores:	2.72

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

Average Graduation GPA by Majority of Credits Transferred

Pierce College:	3.20
Other WA CC's:	3.29
UWT Direct-entry:	3.16 *(UWT's first direct-entry freshman class began autumn 2006)*
UWT Seniors:	3.29

So while Pierce transfer students move to UWT with a slight GPA advantage over other WA CC's and UWT direct-entry sophomores, they graduate with a slight deficit compared to those same groups (0.09). The comparison to the average GPA of UWT direct-entry students may be misleading, due to the fact that UWT only began accepting freshmen in the fall of 2006. The GPA deficit at graduation is slight; the average graduation GPA of 3.20 clearly denotes the success of Pierce students at UWT. However, the trend between an entry GPA advantage and a graduation GPA deficit may point toward more generous grading standards at Pierce than at other community colleges or at UWT. Pierce College

might benefit from some formal discussion of our grading standards and average GPA's in various disciplines, as reported in our Annual Instructional Status Reports. It would also be helpful to examine similar transfer data for our other major transfer partners, such as Central Washington University and Pacific Lutheran University.

Achievement Points

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

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

Momentum Points: State Funded Students

		2007-08 Points Earned per Student	2008-09
Total points per Student	Fort Steilacoom:	0.99	1.01
	Puyallup:	0.96	1.16
	District:	0.98	1.07
		Percentage of Total Students	
15 College-level Credits	Fort Steilacoom:	11%	11%
	Puyallup:	8%	11%
30 College-level Credits	Fort Steilacoom:	13%	15%
	Puyallup:	10%	13%
Completing Quantitative Course	Fort Steilacoom:	16%	14%
	Puyallup:	18%	19%
Tipping Point (45 College-level Credits)	Fort Steilacoom:	10%	10%
	Puyallup:	8%	8%

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

These numbers only apply to state-funded students. Currently, the FAST report combines all of our contract funded programs in the Fort Steilacoom report. The Institutional Research office is working with the State Board to develop a more effective means of reporting these numbers so that we can easily aggregate specific student populations, such as the military programs, Running Start, and Distance Learning. Once that is

accomplished, the Student Achievement data will be an even stronger tool to use in analyzing student success across the District. Meanwhile, the overall trend in student momentum is good, though it is possible we could improve on the number of students achieving the "tipping point" of 45 college-level credits.

General Education Outcomes Assessment

Data Collection: Assessment Reports:

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

Additionally, faculty collected samples of student work.

Assessment Reports Review: Teaching and Learning Workshops:

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

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

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

Assessment Report Summary: Assessment Team Analysis:

In the following pages, we address each one of the General Education outcomes individually, tabulating the number of students assessed and graphing the relative strength

of student accomplishment in each area. The ratings are all based on what individual faculty members reported with regard to the performance of their students on specific tasks related to the General Education outcome.

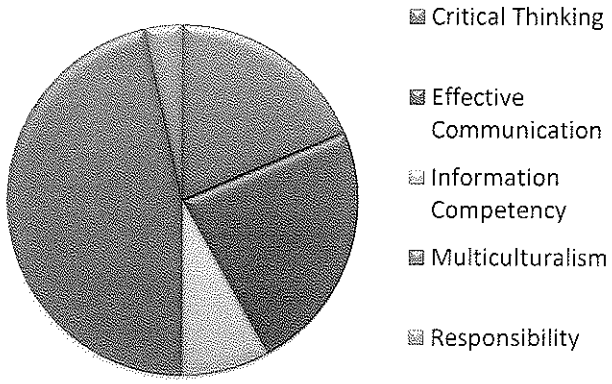
CORE ABILITIES ACROSS THE CURRICULUM

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

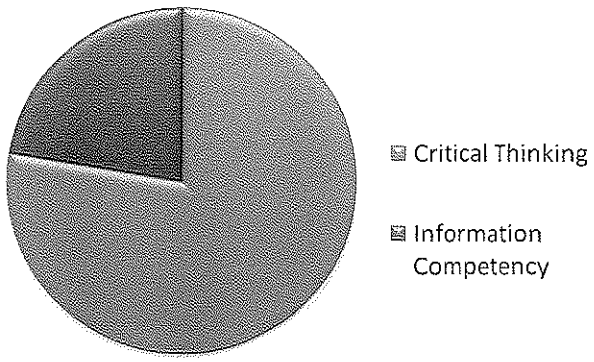
- ***Critical, Creative, & Reflective Thinking*** emerged as the most broadly represented across the curriculum, it was featured prominently in assessment reports from each distribution area.
- ***Multiculturalism*** was primarily represented in Social Science distribution.
- ***Responsibility*** appeared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

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

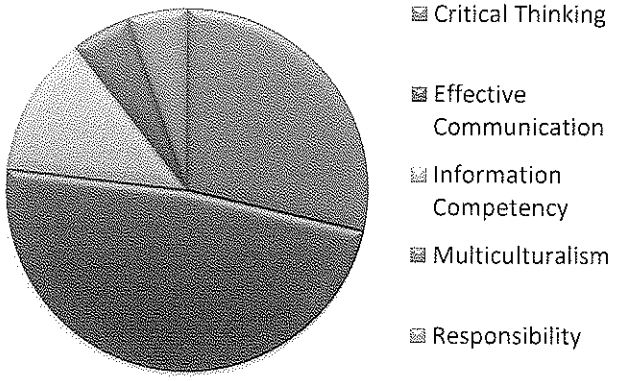
Business & Social Science Division



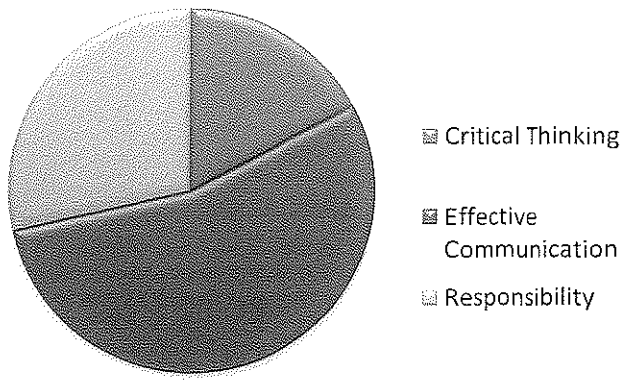
Science & Allied Health Division



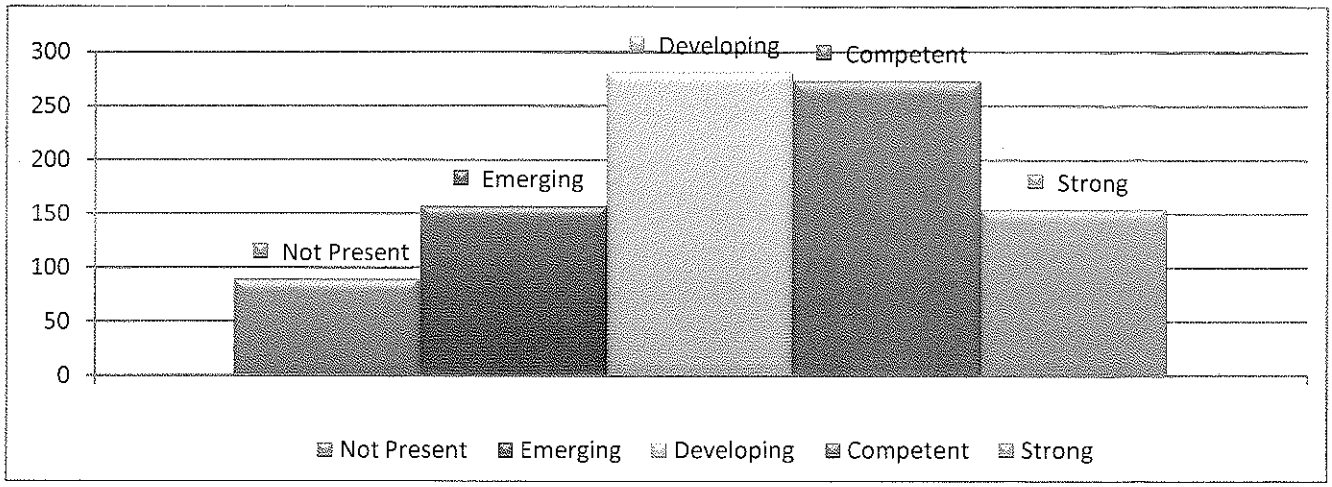
Arts & Humanities Division



Transitional Education



CRITICAL, CREATIVE & REFLECTIVE THINKING: FALL 2008-FALL 2009



Critical, Creative & Reflective Thinking		
	Number of Students Assessed	Percent of Total
Strong	154	16.1%
Competent	273	28.6%
Developing	281	29.5%
Emerging	157	16.5%
Not Present	89	9.3%
Total Students Assessed	954	
Reports Tallied	43 (+6 didn't quantify; 11 are Dev Ed Math)	

FINDINGS:

- **Noted Faculty Preference for Critical Thinking Outcomes Assessment:**

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

- **Outcome Assessed Across Curriculum:**

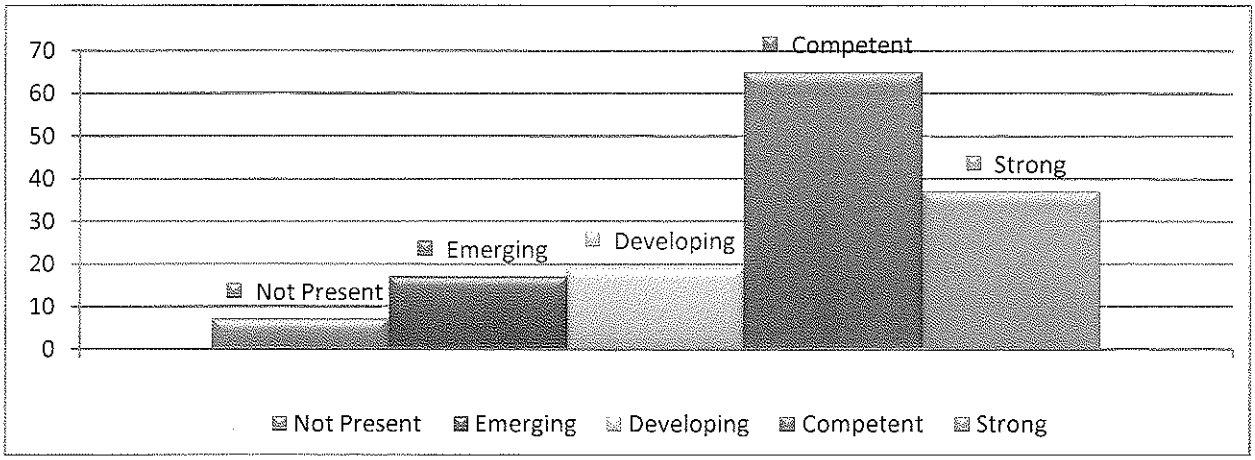
We saw critical thinking assessments from a wide variety of departments in different areas of the curriculum, including humanities, social science, natural science and mathematics, and basic skills. This sample shows a clear "bell curve" of abilities.

- **Noted similarities between Critical, Creative, & Reflective Thinking and Information Competency Assessments:**

The participants in the Teaching and Learning Workshops noted a wide range of learning activities assessed as critical thinking; they noted the strong similarity between the wording of the degree outcomes for Critical, Creative, and Reflective Thinking and Information Competency. Several participants questioned whether some of the critical

thinking assessments might more accurately be described as Information Competency assessments. Some discussion may be necessary to determine what kinds of assessment strategies might get at the distinction between those two Gen. Ed. outcomes. Overall, students performed reasonably well in the Critical Thinking assessments; however, we would like to see a few more students move from "developing" into "competent." It would also be good to know more about the "not present" category, and why 9.3% of students are not assessable.

EFFECTIVE COMMUNICATION: FALL 2008-FALL2009



Effective Communication		
	# of Students	Percent of Total
Strong	37	25.5%
Competent	65	44.8%
Developing	19	13.1%
Emerging	17	11.7%
Not Present	7	4.9%
Total Students Assessed	145	
Reports Tallied	6 (+4 didn't quantify)	

FINDINGS:

- **Noted Overlap between Communication FAK and Core Ability Outcome:**

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

- **"Strong" Samples Representative of Expectation:**

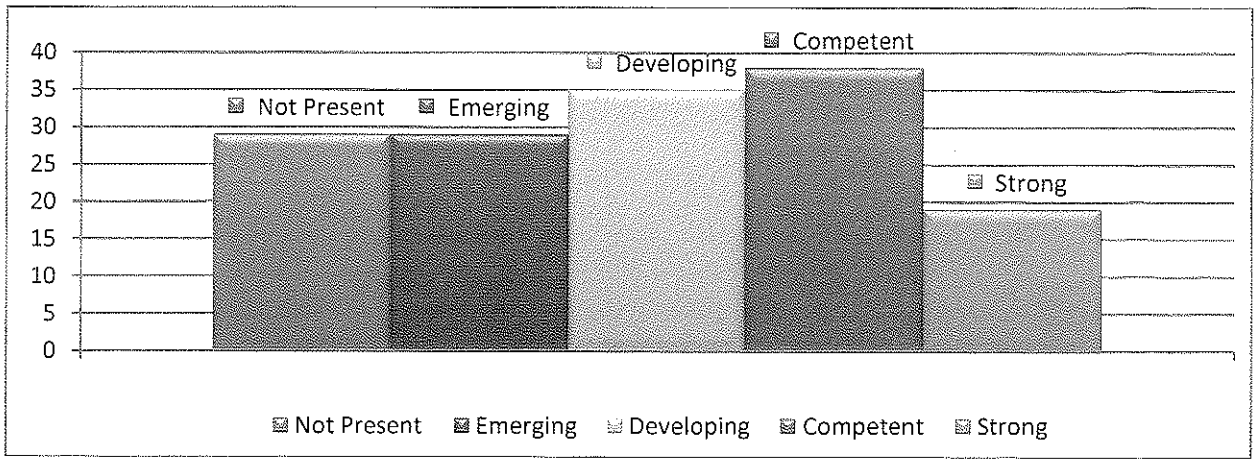
Workshop participants noted that the strong student work samples did demonstrate the type of communication skills we would expect to see from Pierce College graduates, and that students were able to "articulate thoughts in an organized manner" and synthesize their ideas with the words and ideas of others.

- **Difficulty in Distinguishing Between "Emerging", "Developing", "Competent" Samples:**

This set of samples also shows the largest percentage of students in the competent category (44.8%). In looking over the samples, it was often easier to determine the difference between competent and strong work, than it was to distinguish between developing and competent work (some observers noticed this trend in the samples for other outcomes as well).

They also noted that not all of the reports had tallied overall student averages (ie. number of strong, competent, etc.) Having this tally is essential for establishing overall trends in the outcome.

INFORMATION COMPETENCY: FALL 2008-FALL2009



Info. Competency		
	# of Students	Percent of Total
Strong	19	12.8%
Competent	38	25.3%
Developing	35	23.3%
Emerging	29	19.3%
Not Present	29	19.3%
Total Students Assessed	150	
Reports Tallied	6 (+3 didn't quantify)	

FINDINGS:

- **Noted Large Sample of "Not Present":**

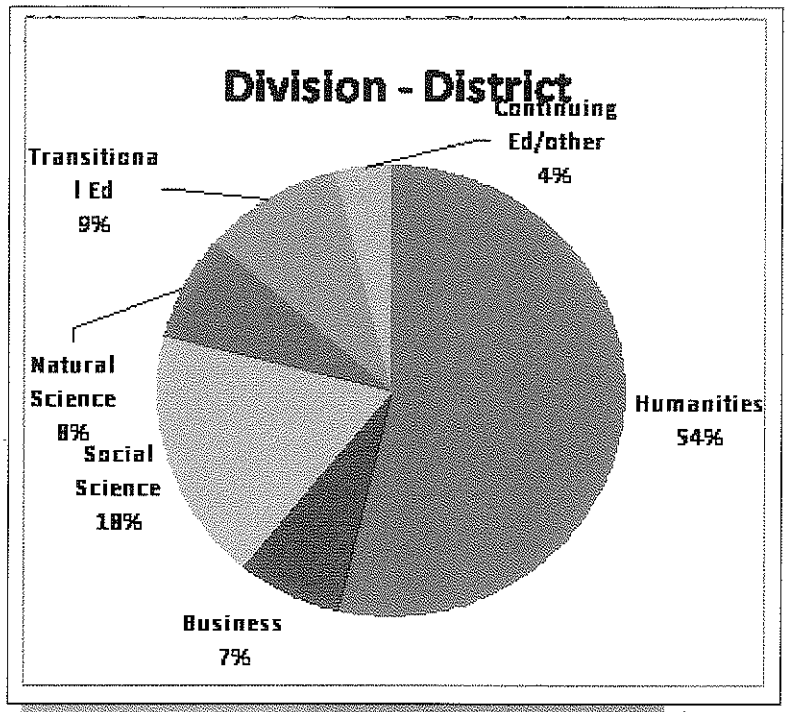
There were a large number of "not present" ratings noted in the samples. Some reports identified those as plagiarism issues, but in other reports the criteria for the "not present" rating were unspecified. Faculty identified need to increase our sample size for this outcome and to reduce the percentage of students in the "not present" and "emerging" categories.

- **Need for More Specificity:**

Library faculty also assessed information competency in course-integrated instruction sessions. They noted the need to assess for a higher level of Information Competency, and with more specificity. As they pointed out, just finding any piece of information is not sufficient to demonstrate this outcome: we should assume that students come to us with the ability to do basic searches. We need to help them discriminate between different sources and to search more accurately.

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

Library Instructional Assessment Data



Library Instruction Sessions by Distribution Area

COMPETENCIES ASSESSED*	COUNT	PERCENT
Values Inquiry	0	0%
Applies Strategies	7	17%
Identifies Sources	14	33%
Uses Tools	19	45%
Evaluates Sources	1	2%
Synthesizes Information	1	2%
Responsibility	0	0%

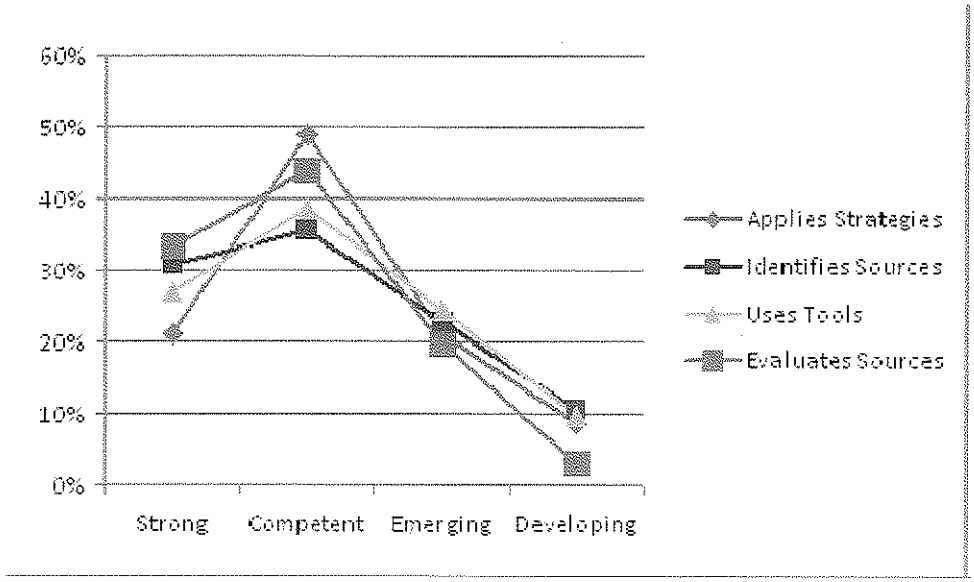
*Does not equal 100% because multiple competencies were assessed

5. ASSESSMENT DATA (cont'd)

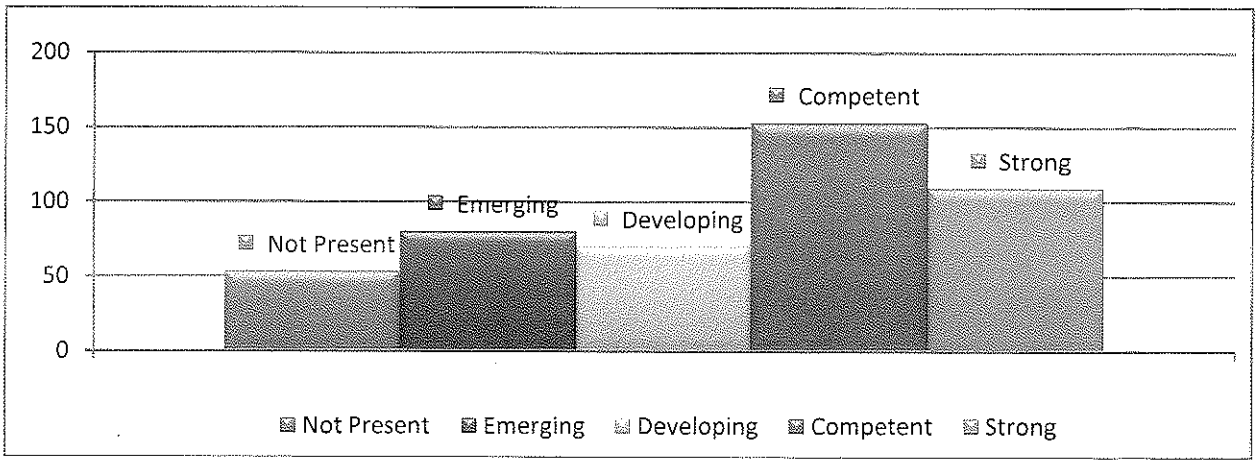
SESSIONS ASSESSED	FS	PY	TOTAL
Strong	41%	21%	**26%**
Competent	54%	31%	**41%**
Developing	28%	26%	**27%**
Emerging	23%	16%	**18%**

EVALUATION BY COMPETENCY*	EMERGING	DEVELOPING	COMPETENT	STRONG
Applies Strategies	25%	31%	45%	20%
Identifies Sources	10%	25%	27%	27%
Uses Tools	15%	26%	40%	26%

In course-integrated assessments, students performed well on four of the five most assessed abilities--Applies Strategies, Identifies Sources, Uses Tools, and Evaluates Sources--but not as well with Synthesizes Information. A contributing factor was that students were not as prepared with topic development, so additional class time was needed to focus on this area since it is basic to the process. Identifies Sources and Evaluates Sources have a good amount of conceptual overlap because the approach to finding information is different now than when the ability was defined. While search tools were segregated by format type, 21st century information systems have collapsed these and students retrieve multiple types in a single search. For example, when working with a results list in an article database, library faculty and students discuss the type of articles found, their relevance to the topic, and the purpose of the article. Library faculty believe collapsing these two outcomes would yield a more relevant indicator of student success.



MULTICULTURALISM: FALL 2008-FALL 2009



Multiculturalism		
	# of Students	Percent of Total
Strong	109	23.4%
Competent	153	33%
Developing	70	15%
Emerging	80	17.2%
Not Present	53	11.4%
Total Students Assessed	465	
Reports Tallied	17 (+2 didn't quantify)	

FINDINGS:

- **Identified Problem with Outcome/Assignment Alignment:**

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

- **Noted Connection Between Critical Thinking and Multicultural Outcome:**

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

RESPONSIBILITY: FALL 2008-FALL 2009

FINDINGS

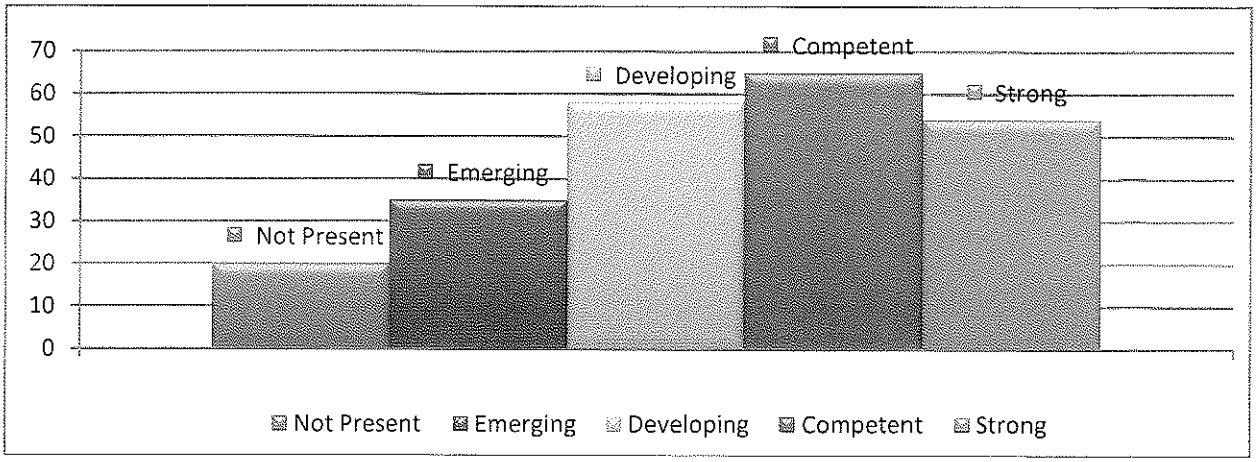
- **Most Assessment Report Emerged from Transitional Education:**

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

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

While there was no overall consensus in the discussions about this issue, it clearly warrants further consideration by the faculty.

COMMUNICATION SKILLS: FALL 2008-FALL 2009



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

FINDINGS:

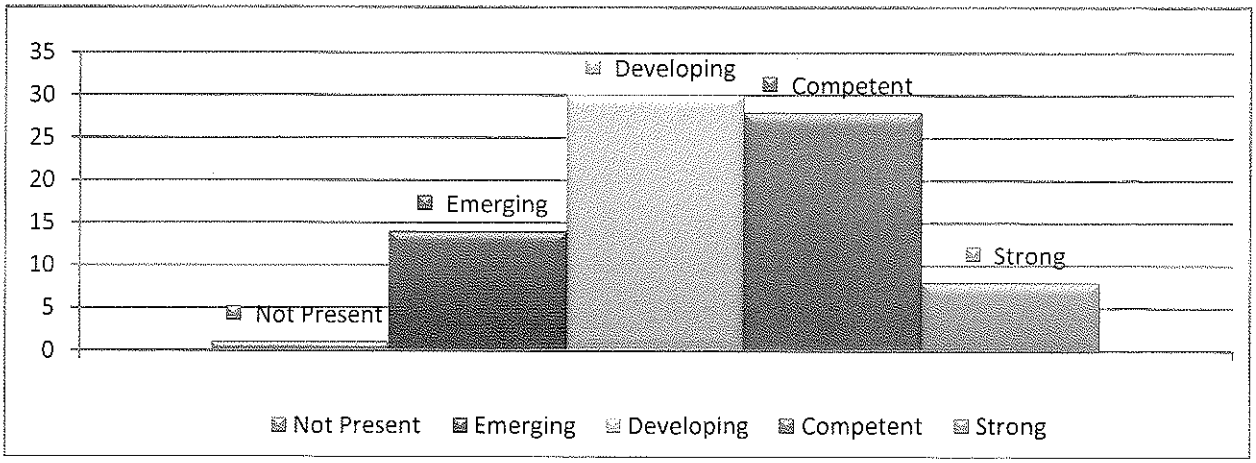
- **Noted Consistency in Reporting:**

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

- **Large Number of "Not Present" within Sample:**

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

HUMANITIES: FALL 2008-FALL 2009



Humanities		
	# of Students	Percent of Total
Strong	8	9.9%
Competent	28	34.6%
Developing	30	37.0%
Emerging	14	17.3%
Not Present	1	1.2%
Total Students Assessed	81	
Reports Tallied	4 (+3 didn't quantify)	

FINDINGS:

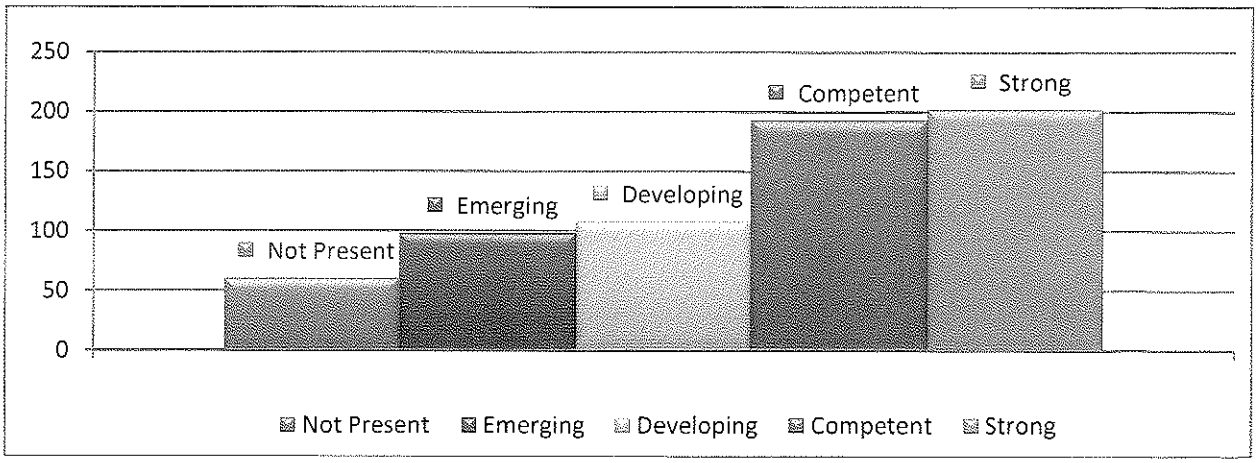
- **Small Sample:**

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

- **Most Students in "Developing" Category:**

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

SOCIAL SCIENCES: FALL 2008-FALL 2009



Social Science*		
	# of Students	Percent of Total
Strong	202	30.6%
Competent	193	29.2%
Developing	108	16.4%
Emerging	98	14.8%
Not Present	60	9%
Total Students Assessed	661	
Reports Tallied	23 (+4 didn't quantify)	

*Reporting methods varied; numbers may not be accurate

FINDINGS:

- **Variation in Reporting Methods Noted:**

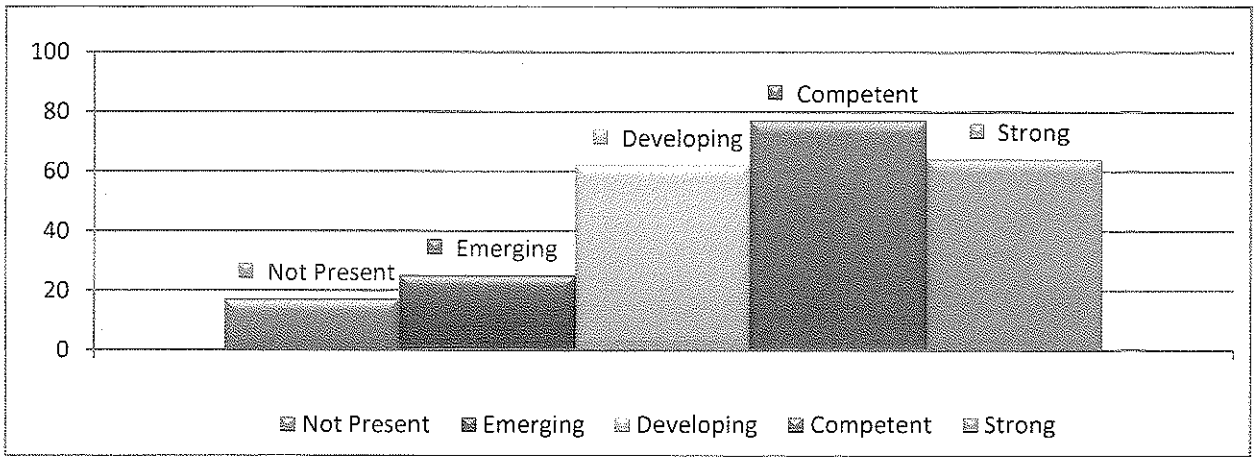
  Data was collected for this outcome very early in our process, before the new Gen. Ed. outcomes had been finalized. The rating methods varied to such an extent that the numerical tallies were not represented, difficult to determine, or not necessarily indicative of student skill levels.

- **Noted Detailed Reports:**

  The reports contained within the sample showed excellent qualitative detail and very strong outcome/assessment alignment.

  Overall, the results from this outcome show a very good level of skill among Social Science students, with 59.8% in either the "strong" or "competent" category.

NATURAL SCIENCES: FALL 2008-FALL 2009



Natural Science		
	# of Students	Percent of Total
Strong	64	26.1%
Competent	77	31.4%
Developing	62	25.3%
Emerging	25	10.2%
Not Present	17	7.0%
Total Students Assessed	245	
Reports Tallied	8 (+4 didn't quantify)	

FINDINGS:

- **Discussion Emerged on Rubrics:**

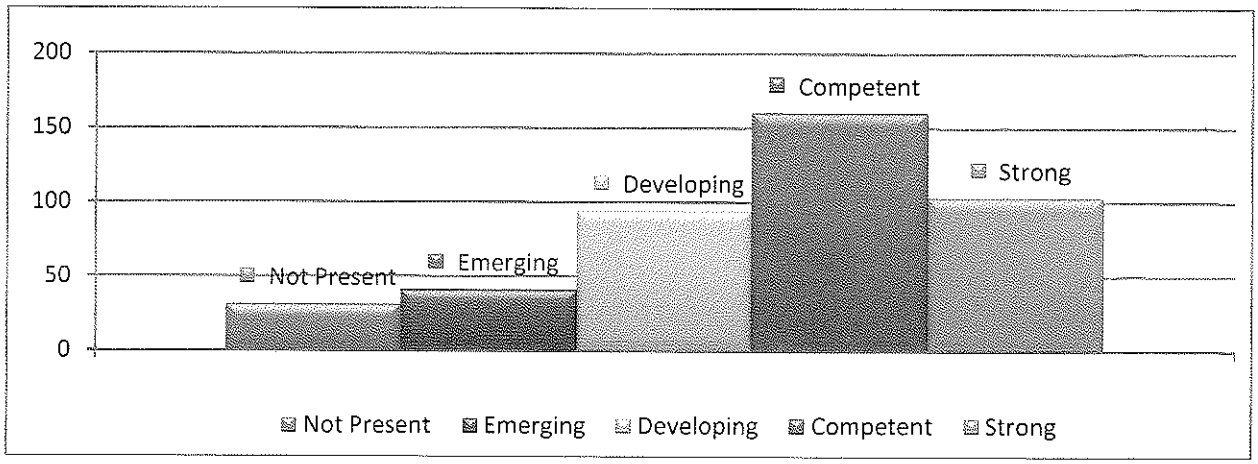
This was a good sample of student work: it was of moderate size and pretty strong consistency. Natural Science faculty had some discussion of how to apply their rubrics. Some Natural Science faculty assessed the same learning activity over more than one quarter and was able to track improvements in student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

- **Addressing Multiple Outcomes in One Assignment:**

A number of reports in this sample addressed more than one outcome—most often Natural Science FAK and Critical Thinking. The Assessment Team noted that the Natural Science FAK is really an application of the Critical Thinking outcome, using the scientific method. It also shows strong overlap with the Information Competency outcome. It would be useful to have some discussion as to whether it is more useful to assess just one outcome at a time, in order to increase accuracy and specificity, or whether it works well to assess more than one outcome with the same activity in order to increase the amount of feedback we receive on different outcomes.

Overall, the results from this outcome show a very good level of skill among Natural Science students, with 57.5% in either the "strong" or "competent" category.

QUANTITATIVE & SYMBOLIC REASONING : FALL 2008-FALL 2009



Quantitative		
	Number of Students	Percent of Total
Strong	103	24%
Competent	160	37.3%
Developing	94	21.9%
Emerging	41	9.6%
Not Present	31	7.2%
Total Students Assessed	429	
Reports Tallied	14	

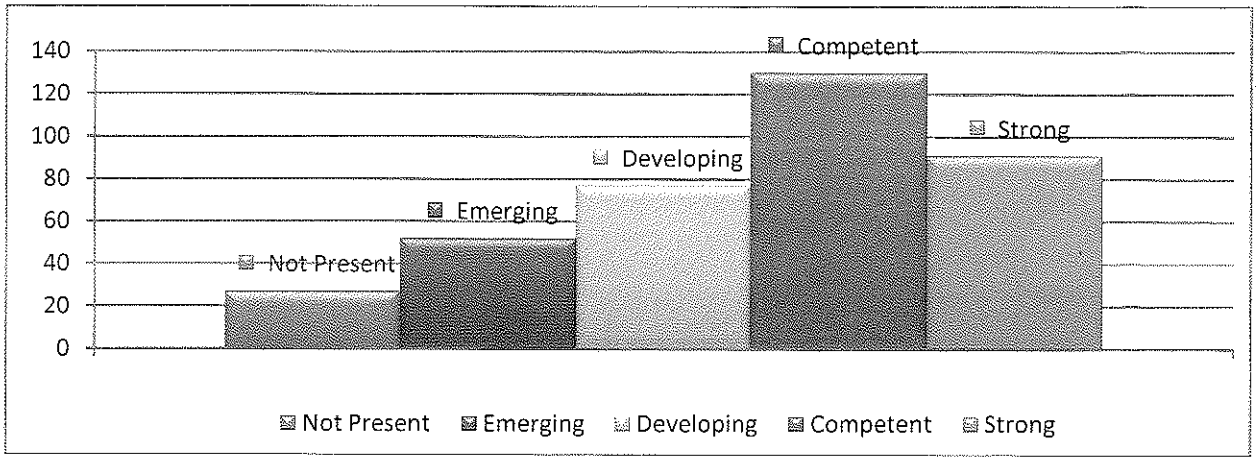
FINDINGS:

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

Discussion about "Not Present" Category:

The Math department might want to discuss the number of students in the "not present" category, to see whether that number can be reduced. While the number of students (31) is not particularly large, when added to the fact that the Student Achievement Initiative recorded a 2% decline in Fort Steilacoom students who earned a Q course momentum point in the last year, this might indicate that we should focus some attention in this area.

COMMUNICATION SKILLS & EFFECTIVE COMMUNICATION : FALL 2008-FALL 2009



Communication Skills & Effective Communication		
	# of Students	Percent of Total
Strong	91	24.1%
Competent	130	34.5%
Developing	77	20.4%
Emerging	52	13.8%
Not Present	27	7.2%
# of Students Assessed	377	
# of Reports	15 (+6 didn't quantify)	

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

- **Identifying Differences between the Effective Communication Core Ability and Communications Skills FAK:**

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

Professional-Technical Degree/Certificate Assessment:

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

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

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

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

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

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

Basic Skills Program Assessment

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

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

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

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

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

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

Conclusions

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

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

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

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

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

Recommendations for Action and Further Research

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

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

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

4. ***We should adopt a more uniform format for Assessment Reports***. This issue came up repeatedly in the Teaching and Learning Workshops. Some participants were in favor of a universal rubric to be used in all assessment reports; others favored a more flexible approach. We recommend the following:

- All assessment reports should tally student work samples on a 4 or 5 point scale (e.g. Strong, Competent, Developing, Emerging, Not Present, OR Strong, Competent, Emerging, Not Present).
- All assessment reports should use the Not Present category as follows: Student did not submit work, student cheated or plagiarized, student submitted work that was not relevant to the specific assignment.
- All assessment reports should clearly explain the criteria used for rating student work (ie. what criteria were used for a "strong" rating or for a "competent" rating).
- All assessment reports should clearly show the connection between the student achievement and the General Education outcome.
- All assessment reports should include samples of student work.

5. ***We should increase our sample size by including adjunct faculty in our collection of assessments.*** One assessment report per year from adjunct faculty would be sufficient to significantly increase our sample size. The Assessment Team should offer orientation workshops for faculty to give an overview of the reporting process. They should also help to organize alternate reporting methods, such as assessment interviews or department assessment templates, in order to make collection of assessments as efficient and consistent as feasible.

6. ***CLASS should consider whether the small sample size for Responsibility requires us to collect alternate assessments, such as through Student Programs or a service learning project.*** This was our smallest assessment sample. Alternate assessments would provide one means of increasing the sample size. It is also possible that the faculty might decide to remove Responsibility from the list of General Education outcomes, while retaining it as a general goal.

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

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

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

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

- Do we need to clarify the distinction between Critical Thinking and Information Competency?
- Do we have a clear understanding of the relationship between the Effective Communication Core Ability and the Communication Skills FAK?
- Do we have a clearly defined understanding of the Multiculturalism ability and how to assess it?
- Should we set minimum benchmarks of achievement for the General Education outcomes or simply track trends from year to year?

Pierce College Degree Outcomes

AA, AS and DTA Degree Outcomes:

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

Professional-Technical Degree/Certificate Programs:

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

Professional Technical program competencies can be found on the Pierce College website: http://www.pierce.ctc.edu/proftech/

Core Abilities Outcomes

Critical, Creative, and Reflective Thinking:

Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

Responsibility:

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

Information Competency:

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

Effective Communication:

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

Multiculturalism:

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

Fundamental Areas of Knowledge Outcomes:

Communication:

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

Humanities:

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

Social Sciences:

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

Natural Sciences:

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

Quantitative & Symbolic Reasoning:

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

PIERCE COLLEGE
possibilities realized.

Pierce College Transfer Student Comparison: Autumn Quarter 2009

The following table shows autumn quarter 2009 data comparing the performance of Pierce College transfer students to that of all other Washington community college transfer students attending UW Tacoma.

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

Table1: Transfer Student GPA comparison

	Pierce College	Other WA CC's
Transfer Credits		
Number of students by last school attended	449	1130
Number of students by majority credits transferred	509	1288
Number of students by any credits transferred	683	1363
Average Transfer GPA		
By last school attended	3.24	3.18
By majority credits transferred	3.23	3.16
By any credits transferred	3.21	3.16
AverageUWTacomaAutumn'09GPA		
By last school attended	3.12	3.17
By majority credits transferred	3.14	3.16
By any credits transferred	3.19	3.18
Average Graduation GPA		
By last school attended	3.23	3.30
By majority credits transferred	3.20	3.29
By any credits transferred	3.23	3.30
	UW Tacoma	
****AverageDirect-entryAutumn'09GPA***		
Combined undergraduates	2.85	
Freshman	2.71	
Sophomore	2.72	
Junior	3.08	
Senior	3.29	
Average Direct-entry Graduation GPA		
**Graduates	3.16	

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

*** N=3 (UW Tacoma's first direct-entry freshman class began autumn 2006)*

Talking about Teaching and Learning at Pierce College
Degree Outcomes Assessment Workshop

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

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

FAK Outcomes	Core Abilities
Communication Skills	Critical Thinking
Quantitative Skills	Effective Communication
Humanities	Information Competency
Social Science	Multiculturalism
Natural Science	Responsibility

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

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

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

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

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

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

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

Resources

"Classroom Assessment and Course-Embedded Assessment – What's the Difference?" Morningside College. 02 April 2007 <http://www.morningside.edu/academics/ research/ assessment/documents/ Classroomcourseembedded.pdf>

Gerretson, Helen and Emily Golson. "Synopsis of the Use of Course-Embedded Assessment in a Medium Sized Public University's General Education Program." *Project Muse*. Central Washington University. 21 May 2009. <http://www.cwu.edu/~gen_ed/docs/ CourseEmbeddedAssessment.pdf>.

Office of the Provost, University of Wisconsin Madison. "Outcomes Assessment." 25 November 2009 <http://www.provost.wisc.edu/assessment/manual/manual2.html#a2 >.

Washington State Board for Community and Technical Colleges. "Student Achievement Initiative." <http://www.sbctc.edu/college/e_studentachievement.aspx>.

Proposed Timeline for Addressing Recommendations from the Spring 2010 Assessment Report

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

1. CLASS should make an explicit effort to let faculty know that our students are doing well in many areas.

This was done at the April 2010 CLASS meeting in the form of a resolution passed by CLASS commending faculty.

2. CLASS should establish a specific timeline for responding to these action items.

This is what this document is proposing.

3. We should attempt to map the places in the curriculum where analytical thinking skills are regularly taught, as well as those places where these skills are expected to be demonstrated, though not explicitly taught.

Propose that CLASS form a sub-committee in the Fall of 2010 to begin discussions about analytical thinking skills in the Pierce College curriculum.

4. We should adopt a more uniform format for Assessment Reports.

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

5. We should increase our sample size by including adjunct faculty in our collection of assessments.

CLASS should make a decision on this early in the Fall of 2010. Several divisions have already discussed this. This should be taken to divisions with the expectation that CLASS will be making a decision.

6. CLASS should consider whether the small sample size for Responsibility requires us to collect alternate assessments, such as through Student Programs or a service learning project.

The Assessment Team is creating a "crosswalk" of degree outcomes vs. courses in order to gauge whether all outcomes are being assessed at acceptable levels. It appears that the Core Ability Outcome of **Responsibility** is somewhat underrepresented in courses. This "crosswalk" is not complete. Once it is, CLASS should consider whether alternative assessments of this outcome will be necessary.

7. CLASS should determine what collection method we will use for assessment reports—to continue collecting them on paper, to use the eCatalog, or to use another method, such as collecting them in an Angel classroom.

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

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

This is an item that CLASS should send to divisions.

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

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

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

The discussion of these topics is one of the strands of the 2010 Summer Institute. CLASS should request a report of that group's work during Summer Institute.

PIERCE COLLEGE
possibilities. realized.

Professional/Technical Programs - Degree and Certificate Requirements

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Associate in Technology - Specific Program

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

Degree Requirements

1. Students must successfully complete a minimum of 90 quarter credits or their equivalent, exclusive of physical education activity courses, including all specific requirements of an approved professional/technical program outlined in the Areas of Study listings.
2. A minimum college cumulative grade point average (GPA) of 2.0 must be maintained.
3. A minimum of 25 of the last 45 quarter credit hours must be earned at Pierce College. SOC/SOCAD military students may be exempt from this requirement.
4. A minimum of 18 credits must be completed in related instruction. Related instruction areas include communications, computation and human relations. Related instruction content may be part of a course that specifically addresses the related instruction (e.g. ENGL& 101 for communications), may be embedded (listed in course objectives) within a program course, or may be a prerequisite to program admittance. Students may challenge courses or use an assessment process to satisfy selected related instruction.

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

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

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

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

Associate in Technology - General

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

Professional/Technical Certificates

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

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

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

Related Instruction (18 credits minimum)

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

Related Instruction Suggested Course List

Communications * - Any AAS Communication Skill course; or BUS 105, BUS 106

Computation * - Any AAS Quantitative/Symbolic Reasoning Skills course; or BUS 103, BUS 107, ECE161

Human Relations * - BUS 240, MNGT 130, PSYC& 100, PSYC 107, PSYC 108, PSYCH 150, PSYC 201, PSYC 210, SOC& 101, SOC 211

* Minimum of three credits

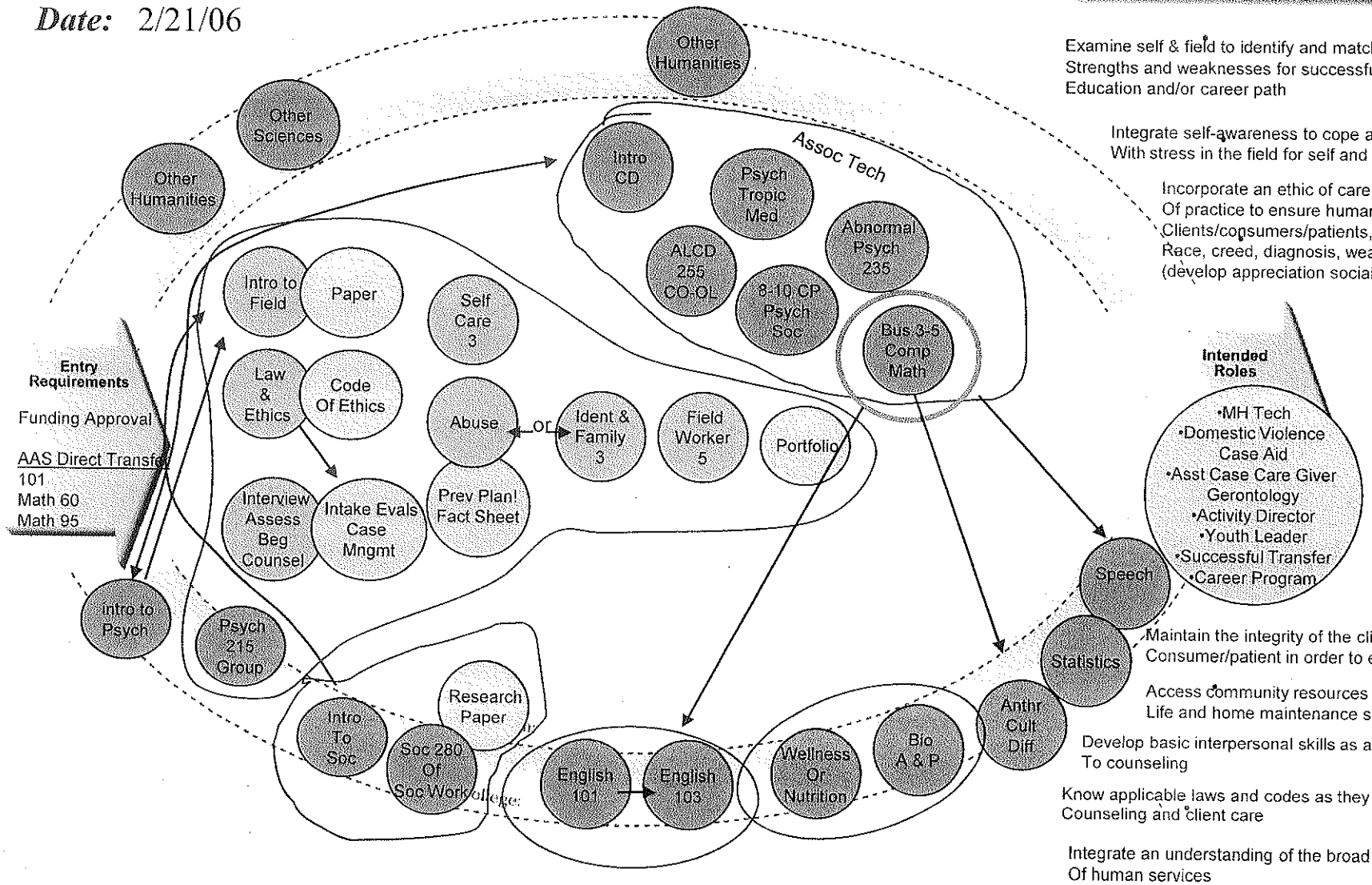
Pierce College Fort Steilacoom
9401 Farwest Drive SW
Lakewood, Washington 98498
(253) 964-6500

Pierce College Puyallup
1601 39th Avenue SE
Puyallup, Washington 98374
(253) 840-8400

Pierce College Off Campus Sites
South Hill Park, Puyallup (253) 840-8452
Fort Lewis Education Center (253) 964-6567
McChord Education Center (253) 964-6606

Program Level Map SSMH

Date: 2/21/06



INTENDED LEARNING OUTCOMES

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

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

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

Maintain the integrity of the client/ Consumer/patient in order to establish trust

Access community resources to provide for Life and home maintenance stability

Develop basic interpersonal skills as a foundation To counseling

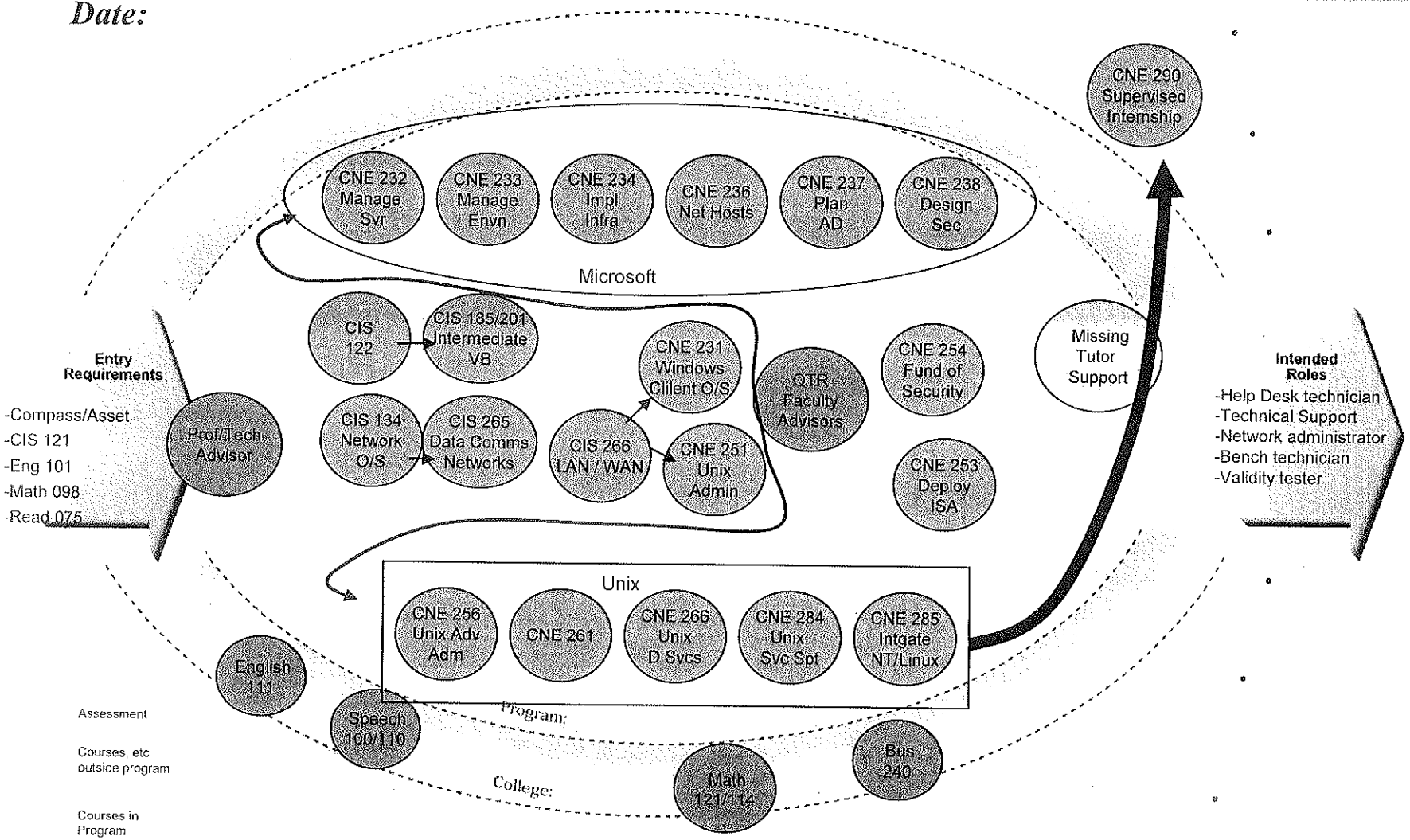
Know applicable laws and codes as they relate to Counseling and client care

Integrate an understanding of the broad spectrum Of human services

Related Instruction Courses
Illustrated by green circles in outer ring

Program Level Map CNE

Date:



Related Instruction Courses
Illustrated by green circles in outer ring

Associate Degrees

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

Associate of Arts (AA-DTA)

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

Associate of Science, Track 1

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

Associate of Science, Track 2

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

Associate of Business, Direct Transfer Agreement

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

Associate in Science Education

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

Associate in Math Education – DTA

This degree is intended for future secondary math teachers. Students completing this degree receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associates degree and are given junior status by the receiving institution.

PIERCE DISTRICT PROFESSIONAL/TECHNICAL PROGRAM DEGREES AND CERTIFICATES

Primary	Option	EPC	Program Title	Capacity	Ant Yr Compl	Credit Hours	Clock Hours	Type of Award
11.0301		514	Health Information & Integrated Technology (HIIT)	25	10	92-100		AT
11.0803		504	Digital Design	108	45	96		AT
11.0901		527	Computer Network Engineering	108	29	94-105		AT
	11.1001	533	Computer Systems Administration	29	17	50-53	500-530	Cert
13.1210		402	Early Childhood Education	90		95-97		AT
	13.1210	402	Early Childhood Education			25	250	Cert
13.1501		839	Paraeducation	100		94		AT
15.0701		844	Occupational Safety & Health Technician (collab w/EdCC)	25	25	95		AAS-T
	15.0701	844	Construction Safety Technician	25	15-20	56	605	Cert
16.9998		438	Language Interpreting	25	10	94		AT
	16.9998	438	Legal Interpreting			37	420	Cert
	16.9998	438	Medical Interpreting			37	410	Cert
	16.9998	438	Social Service Interpreting			32	360	Cert
31.0504		351	Diagnostic Health & Fitness Technician (DHFT)	25	10	93		AT
	31.0504	351	Diagnostic Health & Fitness Technician/Instructor	25	10	41	410	Cert
43.0102		838	Correctional Specialist			97		AAS
	43.0102	838	Correctional Specialist			63	1182	Cert
43.0103		832	Criminal Justice	50		103		AT
	43.0103	832	Corrections/Protection Officer			20	450	Cert
	43.0103	832	Criminal Justice			40	400	Cert
	43.0103	832	Explorer/Cadet Pre-Law Enforcement			35	380	Cert
	43.0103	832	Law Enforcement Officer			40	530	Cert
	43.0103	832	Reserve Pre-Law Enforcement			40	530	Cert
	43.0106	967	Criminal Justice Forensic Technician			43	430	Cert
43.0194		846	Correctional Mental Health	15		44	440	Cert
43.0202		829	Fire Command & Administration	25	10	90		AAS
43.0302		966	Homeland Security Emergency Management	25	10	96		AT
	43.0302	966	Homeland Security Emergency Mgmt	30	30	26	260	Cert
46.0401		774	Construction Management	30	30	92-99		AAS
	46.0401	774	Construction Management			51	510	Cert
51.0602		308	Dental Hygiene	40		124		AT
51.0716		565	Administrative Assistant: Medical Office	20		93-97		AT
	51.0712	312	Medical Office Assistant	30		59-60	590-600	Cert
	51.0716	565	Office Assistant: Medical Billing			62	620	Cert
	51.0716	565	Medical Transcription Cert			50-53	500-530	Cert
51.0808		115	Veterinary Technology	80		95		AT

Primary	Option	EPC	Program Title	Capacity	Ant Yr Compl	Credit Hours	Clock Hours	Type of Award
51.1502		369	Social Service/Mental Health	60		90-92		AT
51.1502		369	Social Service/Mental Health			36	360	Cert
	13.1290	407	Foster Parent Education			90-94		AT
	13.1290	407	Foster Parent Education			41	410	Cert
	51.1501	437	Alcoholism & Drug Abuse	10		93-95		AT
	51.1501	437	Alcoholism & Drug Abuse			64-66	640-660	Cert
51.3801		323	Associate Degree Nursing	60	40	108		ADN
	51.3801	323	LPN to RN Bridge			45	870	Cert
	51.3901	326	LPN Opt-Out			60	1433	Cert
51.3902		329	Nursing Assistant–Certified	50		6.5	85	Cert
52.0201		502	Business	150	70	91-100		AT
	52.0205	622	Pupil Transportation Supervision	20	20	34	340	Cert
	52.0703	257	Entrepreneurship	25	10	43-45	430-450	Cert
	52.1001	545	Human Resource Management			48-50	480-500	Cert
	52.1401	245	Customer Service	75	10	43-45	430-450	Cert
	52.1401	245	Marketing			48-50	480-500	Cert
	52.1401	245	Supervision & Management	75	10	43-45	430-450	Cert
	52.1803	251	Retail Management	25	10	48-50	480-500	Cert
	52.1804	252	Sales	25	10	43-45	430-450	Cert
	52.1902	210	Fashion Merchandising	25	10	53-55	530-550	Cert
52.0204		547	Administrative Assistant: General Office	50		90-94		AT
	52.0401	551	Administrative Assistant: International Business	50		97-102		AT
	52.0408	559	Administrative Assistant: Office Management	35		90-94		AT
	52.0408	559	Integrated Business Technology Cert (I-BEST)			34	340	Cert
	52.0408	559	Office Assistant: General	50		48-53	480-530	Cert
52.0302		505	Accounting	132	15	90-94		AT
52.0302		505	Practical Accounting			40-43	400-430	Cert

Short-term Programs

11.0601		518	PierceWorks!			15	210	Cert
15.0701		844	Safety Inspection Certificate			19	200-350	Cert
16.9998		438	Community Interpreting			16	180	Cert
51.0710		373	Medical Services Representative				360	Cert
51.0810		364	EMT			8	130	Cert
51.3902		329	I-BEST - Nursing Assistant Certified			6.5	85	Cert

Contract

12.0505		855	Child Nutrition Program Management (Bethel SD)	15	15	90		AT
12.9903		772	Custodial Technology (Bethel SD)	25		25		Cert
12.9903		772	Maintenance Technology (Bethel SD)	25		25	250	Cert
49.0205		715	Transportation Technology (Bethel SD)	30		25		Cert

Primary	Option	EPC	Program Title	Capacity	Ant Yr Compl	Credit Hours	Clock Hours	Type of Award
Inactive								
11.0201		515	Computer Information Systems-Programming (9/12)					
	11.0201	515	Programming: Web Application Development (9/12)					
	11.0201	515	Programming: Web Application Development (9/12)					
	11.0203	501	CIS–Computer Programming (9/12)					
11.0802		503	Database Management & Design (9/12)					
	11.0901	527	CIS–Computer Network Administration (9/12)					
	11.1006	509	CIS–Technical Support (9/12)					
	11.1006	509	CIS–Computer Support (9/12)					
15.0303		630	Electronic Engineering Technology (7/10)					
22.0302		586	Paralegal Studies (6/13)					
51.0802		314	Medical Laboratory Technician (12/11)					
52.1002		544	Human Resource Management/Paralegal Studies (6/13)					
	52.1501	275	Real Estate (7/13)					
	52.1501	275	Real Estate/Appraisal (7/13)					
Apprenticeship Programs								
13.1501		839	Instructional Assistant Apprenticeship	25		41	410	---
15.0303		630	Electrical Apprenticeship	63		100	1000	---
FORT LEWIS/McCHORD								
11.0901		527	Computer Network Engineering			94-105		AT
52.0201		502	Business			40	400	Cert
McNEIL ISLAND CORRECTIONS CENTER								
11.0601		518	Information Technology (ITC)			46-52	830-890	Cert
	11.0601	518	Microsoft Office Excel/Access			22	330	Cert
	11.0601	518	Microsoft Office Word/PowerPoint			21	315	Cert
11.0601		518	Microsoft Office Level I			17	340	Cert
11.0601		518	Microsoft Office Level II			20	400	Cert
11.0601		518	Microcomputer Programming			33	440	Cert
12.0501		847	Advanced Pastry and Specialty Baking Operations	20	10-15	104-110	1560-1650	Cert
12.0501		847	Pastry & Specialty Baking	20	15	59	683	Cert
12.9903		772	Building Maintenance			12	180	Cert
12.9903		772	Janitorial Maintenance			4	80	Cert
15.1301		778	Technical Design			26-28	465	Cert
46.0201		745	Carpentry			69	1010	Cert
46.0401		774	Bldg Maint: Carpentry & Facility Maint (Mod 1)			10	150	Cert
46.0401		774	Bldg Maint: Plumb/Electrical/HVAC Maint (Mod 2)			10	150	Cert
48.0508		814	Welding/Fabrication Technology (mod I-V + gen eds)	45-60	varies	83-89	1209-1275	Cert
	48.0508	814	Welding Technology (mod I-III + gen eds)			56-62	804-870	Cert

Primary	Option	EPC	Program Title	Capacity	Ant Yr Compl	Credit Hours	Clock Hours	Type of Award
	48.0508	814	Arc Welding (mod I and II)			28	420	Cert
	48.0508	814	MIG Welding (mod I and III)			27	405	Cert
	48.0508	814	TIG Welding (mod I and IV)			29	435	Cert
	48.0508	814	Blueprint Reading & Layout Basics (mod I and V)			14	210	Cert
48.0510		809	Computer Numerical Controlled (CNC) Router Training			21	315	Cert

Short-term Programs

11.0601		518	Information Technology Core			18	350	Cert

CEDAR CREEK CORRECTIONS CENTER

11.0601		518	Information Technology (ITC)			46-52	830-890	Cert
	11.0601	518	Microsoft Office Excel/Access			22	330	Cert
	11.0601	518	Microsoft Office Word/PowerPoint			21	315	Cert
11.0601		518	Microsoft Office Level I			17	340	Cert
11.0601		518	Microsoft Office Level II			20	400	Cert
46.0401		774	Bldg Maint: Carpentry & Facility Maint (Mod 1)			10	150	Cert
46.0401		774	Bldg Maint: Plumb/Electrical/HVAC Maint (Mod 2)			10	150	Cert

Short-term Programs

11.0601		518	Information Technology Core			18	350	Cert
46.0404		910	Modern Drywall Technology			7	105	Cert
46.0410		755	Modern Roofing Technology			7	105	Cert
46.0499		923	Modern Siding Technology			7	105	Cert

Inactive

03.0511		675	Logging (4/11)					
12.0503		850	Food Service Management (12/05)					
12.9903		772	Building Maintenance (4/11)					
46.0201		745	Carpentry (12/05)					
47.0605		775	Heavy Equipment Maint. & Operation (12/05)					
47.0698		717	Motor Vehicle Service Specialist (12/05)					

Print Catalog description: Degree Outcomes & Requirements

Degree and Certificate Requirements

GENERAL INFORMATION

QUARTER SYSTEM

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

COURSE NUMBER SYSTEM

001-099 Adult Basic Education (ABE), English as a Second Language (ESL), GED and high school completion.

042-099 Developmental or pre-college-level courses designed to help students succeed in subsequent college-level courses. These generally are not transferable credits and will not be used toward fulfilling degree/certificate requirements.

100-299 College-level courses applicable to associate degrees and certificates.

COMPLETION TIME FOR DEGREES AND CERTIFICATES

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

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

STUDENT CHANGES IN PROGRAM

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

DISCONTINUED PROGRAMS

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

Degree Outcomes

AA, AS AND DTA DEGREE OUTCOMES:

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

PROFESSIONAL-TECHNICAL DEGREE/CERTIFICATE PROGRAMS:

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

Professional Technical program competencies can be found on the Pierce College website: http://www.pierce.ctc.edu/proftech/

CORE ABILITIES OUTCOMES

CRITICAL, CREATIVE, AND REFLECTIVE THINKING:

Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

RESPONSIBILITY:

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

INFORMATION COMPETENCY:

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

EFFECTIVE COMMUNICATION:

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

MULTICULTURALISM:

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

FUNDAMENTAL AREAS OF KNOWLEDGE OUTCOMES:

COMMUNICATION:

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

HUMANITIES:

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

SOCIAL SCIENCES:

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

NATURAL SCIENCES:

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

QUANTITATIVE & SYMBOLIC REASONING:

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

University Transfer Degrees

ASSOCIATE OF ARTS (AA-DTA)

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

TRANSFER PREPARATION

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

and become familiar with its admission and course requirements soon after enrolling at Pierce. For students who have not decided on a transfer institution, our advisors can help them plan a well-balanced program that will best meet transfer needs.

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

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

GENERAL DEGREE REQUIREMENTS

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

CORE REQUIREMENTS

Courses should be selected from the Approved Core Requirements (GER) list below. A minimum of 60 credits must be earned, distributed as follows.

- **Communication Skills (CM):** 10 credit minimum. ENGL& 101 is required.
- **Quantitative/Symbolic Reasoning Skills (QS):** 5 credit minimum. Prerequisite: MATH 095 or 098 with a grade of 2.0 or better or placement out of MATH 098.
- **Humanities (HM):** 15 credit minimum. Must include at least three different disciplines, with no more than five credits from performance/skills courses. No more than 5 credits are allowed in world (foreign) language to satisfy the Humanities requirements.
- **Social Sciences (SS):** 15 credit minimum. Must include at least three different disciplines.
- **Natural Sciences (NS):** 15 credit minimum. Must include at least three different disciplines and at least one laboratory course.

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

COMMUNICATION SKILLS *(10 credit minimum)*
** = required course*

Course	Title	Credits
BUS 250	Business Communications	5
* ENGL& 101	English Composition I	5
ENGL 103	Composition – Argumentation & Research	5
ENGL 107	Composition – Writing About Literature	5
ENGL& 235	Technical Writing	5
JOURN 102	Intro to Newswriting	5

QUANTITATIVE/SYMBOLIC REASONING SKILLS *(5 credit minimum)*
Students must meet stated math prerequisite before enrolling in courses; see course descriptions or quarterly schedule for details.

Course	Title	Credits
ANTH& 204	Archaeology	5
CHEM& 139	General Chemistry Preparation	5
CS& 131	Computer Science I – C++	5
CS& 141	Computer Science I – Java	5
CS 202	Computer Science II	5
ECON& 201	Micro Economics	5
MATH& 107	Math in Society	5
MATH 114	Applied Algebra, Geometry & Trigonometry	5
MATH& 141	Precalculus I	5
MATH& 142	Precalculus II	5
MATH& 146	Intro to Statistics	5
MATH& 148	Business Calculus	5
MATH& 151	Calculus I	5
MATH& 152	Calculus II	5
MATH& 153	Calculus III	5
MATH 156	Finite Mathematics	5
* MATH& 171	Math for Elem Educ I	5
* MATH& 172	Math for Elem Educ II	5
* MATH& 173	Math for Elem Educ III	5
MATH 205	Linear Algebra	5
MATH 210	Discrete Math	5
MATH 238	Differential Equations	5
PHIL& 106	Intro to Logic	5

** = for Education majors*

HUMANITIES *(15 credit minimum)*

- *Select from at least two disciplines.*
- *No more than five credits from Performance/Skills courses. For designated Performance/Skills courses, see the end of the Humanities listing.*
- *No more than 10 credits (a maximum of 5 credits in a 100 level course and maximum of 5 credits in a 200 level course) are allowed in world (foreign) language to satisfy the Humanities requirement.*

Course	Title	Credits
ART& 100	Art Appreciation	5
ART 105	Intro to Art	5
ART 145	History of Art (Contemporary)	5
CMST&101	Intro to Communications	5
CMST& 102	Intro to Mass Media	5
CMST 105	Intercultural Communication	5
CMST& 220	Public Speaking	5
CMST& 230	Small Group Communication	5
DRMA& 101	Intro to Theatre	5
DRMA 160	Intro to Film and Video	5
ENGL& 111	Intro to Literature	5
ENGL& 112	Intro to Fiction	5
ENGL& 113	Intro to Poetry	5
ENGL& 114	Intro to Dramatic Literature	5
ENGL 140	English Grammar	5
ENGL 204	The Bible as Literature	5
ENGL 205	Intro to Mythology	5
ENGL 210	Intro to American Literature	5
ENGL& 220	Intro to Shakespeare	5
ENGL& 226-228	British Literature I-III	5
ENGL& 236-238	Creative Writing I-III	5
ENGL 239	World Literature	5
ENGL& 244-246	American Literature I-III	5
ENGL 249	Creative Writing: Special Projects	5
ENGL 256	Advanced Composition	3
ENGL 264	Literature of U.S. Slavery/Abolition	5
ENGL 265	American Literature-Humor/Satire	5
ENGL 266	Women Writers-International Mosaic	5

AA-DTA CORE REQUIREMENTS LIST (GER) *continued*

Course	Title	Credits
Foreign Languages — *See World Languages.*		
HUM& 101	Intro to Humanities	5
HUM 105	Black Thought and Culture	5
HUM 106	Ethnic Thought and Culture	5
HUM 107	Latin American Thought and Culture	5
HUM 109	American Thought and Culture: The Harlem Renaissance	5
HUM& 116-118	Humanities I-III	5
HUM 120	Intro to Folklore	5
HUM 161-164	Western Thought and Culture I-IV	5
HUM 204	American Popular Culture	5
HUM 210	American Cinema and Society	5
HUM 212	Great Directors and Auteurs	5
HUM 215	World Cinema	5
HUM 240	World Religions	5
JOURN 103	Intro to Feature Writing	1-5
JOURN 125	The Documentary: A Social Force	5
MUSC 100	Intro to Rock and Roll	5
MUSC 102	American Popular Music	5
MUSC 103	Intro to Jazz	5
MUSC& 105	Music Appreciation	5
MUSC& 141-143	Music Theory I-III	5
MUSC& 241-243	Music Theory IV-VI	5
PHIL& 101	Intro to Philosophy	5
PHIL 110	Intro to Bioethics	5
PHIL 115	Intro to Critical Thinking	5
PHIL 150	Intro to Ethics	5
PHIL 155	Ethics in Business	5
PHIL 210	Philosophy of Western Religion	5
PHIL 220	Introduction to Eastern Philosophy	5
PHIL 230	Contemporary Moral Problems	5
World Languages *(formerly FOREIGN LANGUAGE)*		
ASL& 121-123	American Sign Language I-III	5
ASL& 221-223	American Sign Language IV	5
CHIN& 121-123	Chinese I-III	5
FRCH& 121-123	French I-III	5
FRCH& 221-223	French IV-VI	5
GERM& 121-123	German I-III	5
GERM& 221-223	German IV-VI	5
JAPN& 121-123	Japanese I-III	5
KREA& 121-123	Korean I-III	5
KREA& 221-223	Korean IV-VI	5
RUSS& 121-123	Russian I-III	5
RUSS& 221-223	Russian IV-VI	5
SPAN& 121-123	Spanish I--III	5
SPAN& 221-223	Spanish IV-VI	5
Humanities Performance/Skills *(5 credit maximum)*		
ART 101-103	Design	5
ART 107-109	Photography	5
ART 111-113	Drawing	5
ART 115	3-Dimensional Drawing	5
ART 120	Photographic Design	5
ART 190-192	Photography Workshop	5
ART 201-203	Painting	5
ART 204	Watercolor, Beginning	5
ART 211	Beginning Sculpture	5
ART 275-277	Painting Workshop	5
DRMA 170-172	Technical Film and Theatre	5
DRMA 260-262	Acting for Stage and Digital Film	5
DRMA 280-285	Production Practicum	1-3
MUSC 126-127	Class Guitar	1
MUSC 140, 240	College Choir	1-2
MUSC 144, 244	Concert Choir	2.5
MUSC 145, 245	Jazz Choir	2.5
MUSC 146, 246	Vocal Jazz Lab	2.5
MUSC 150, 250	College Band	1
MUSC 154, 254	College Orchestra	1
MUSC 157, 257	Jazz Band	1-2
MUSC 160-169, 260-269	Private Instruction	0.5
MUSC 170-173, 270-273	Ensemble (Instrumental)	1
MUSC 174, 274	Vocal Ensemble	1
MUSC 181	Beginning Class Piano	1
MUSC 182	Intermediate Class Piano	1
MUSC 183	Advanced Class Piano	1
SOCIAL SCIENCES *(15 credit minimum)*		
Select from at least two disciplines.		
ANTH& 100	Survey of Anthropology	5
ANTH& 104	World Prehistory	5
ANTH& 106	American Mosaic	5
ANTH 107	Archaeology of Ancient Civilizations	5
ANTH& 204	Archaeology	5
ANTH& 206	Cultural Anthropology	5
ANTH& 210	Indians of North America	5
ANTH& 216	Northwest Coast Indians	5
ANTH 240	Women in Cross Cultural Perspectives	5
BUS& 101	Intro to Business	5
BUS& 201	Business Law	5
BUS 240	Human Relations in the Work Place	5
CJ 112	Criminal Justice in America	5
CJ 120	Constitutional Rights	5
CJ 140	Corrections in America	5
CJ 200	Crime and Justice in America: Issues	5
CJ 202	Concepts of Criminal Law	5
CJ 215	Drugs and Society	5
ECE 111	Intro to Early Childhood Education	5
ECON 110	Survey of Economics	5
ECON& 201	Micro Economics	5
ECON& 202	Macro Economics	5
GEOG 100	Intro to Geography	5
GEOG 150	Europe, The Americas, Australia/New Zealand	5
GEOG 160	Africa, Middle East and Asia	5
GEOG 200	Cultural Geography	5
GEOG 205	Intro to the Physical Environment	5
GEOG 207	Economic Geography	5
HIST& 126-128	World Civilizations I-III	5
HIST& 156-159	History of US I-IV	5
HIST 168	Vietnam War as History	5
HIST& 214	Pacific NW History	5
HIST 230	Concise History of Science & Technology	5
HIST 260	History of Russia and Soviet Union	5
HIST 265	History of Latin America Since 1810	5
HIST 266	History of Europe Since 1870	5
HIST 267	History of Africa Since 1800	5
HIST 268	History of Warfare	5
HIST 269	U.S. Foreign Policy Since 1776	5
HIST 270	Intro to the Far East	5
HIST 272	Survey of Middle East History	5
HIST 277	The Cold War	5
HIST 280	Intro to Chinese Civilization	5
HIST 284	Intro to the Balkans	5
HIST 287	History of Japan Scince Antiquity	5
INTS 107	Intro to International Studies	5
INTS 140	Contemporary Issues in International Studies	5
INTS 150	Contemporary Rebel, Secessionist and Terrorist Organizations	5
INTS 164	Border and Genocidal Conflicts of the Modern World	5
POLS& 101	Intro Political Science	5
POLS& 200	Introduction to Law	5
POLS& 202	American Government	5
POLS& 203	International Relations	5
POLS 208	U.S. Campaigns and Elections	5
POLS 210	U.S. Federal Indian Policy	5
PSYC& 100	General Psychology	5
PSYC& 180	Human Sexuality	5
PSYC& 200	Lifespan Psychology	5
PSYC 201	Psychology of Personal Growth	5
PSYC 210	Social Psychology	5
PSYC& 220	Abnormal Psychology	5
PSYC 230	Introduction of Personality	5
SOC& 101	Intro to Sociology	5
SOC& 201	Social Problems	5
SOC 211	Marriage and the Home	5
SOC 212	Sociology of Death	5
SOC 220	Gender Roles in Society	5
NATURAL SCIENCES *(15 credit minimum)*		
Choose at least one laboratory science – indicated by an L – and from two different disciplines.		
ANTH& 205	Biological Anthropology	5
L ANTH& 236	Forensic Anthropology	5
ASTR& 100	Survey of Astronomy	5
L ASTR& 101	Intro to Astronomy	5
L ASTR 105	Survey of Astrobiology	5
L ASTR& 110	The Solar System	5
L ASTR& 115	Stars, Galaxies and Cosmos	5

AA-DTA CORE REQUIREMENTS LIST (GER) *continued*

Course	Title	Credits
L ATMOS 101	Intro to Weather	5
L BIOL& 100	Survey of Biology	5
BIOL 118	Human Anatomy and Phys for Non-Sci Majors	5
L BIOL 120	Human Anat and Phys w/lab for Non-Sci Majors	5
L BIOL& 160	General Biology w/lab	5
L BIOL& 211	Majors Cellular	5
L BIOL& 212	Majors Animal	5
L BIOL& 213	Majors Plant	5
L BIOL& 241	Human Anatomy and Physiology 1	6
L BIOL& 242	Human Anatomy and Physiology 2	6
L BIOL& 260	Microbiology	5
CHEM& 100	Preparatory Chemistry	5
L CHEM& 110	Chemical Concepts w/lab	5
L CHEM& 121	Intro to Chemistry	5
L CHEM& 131	Intro to Organic/Biochemistry	6
CHEM& 139	General Chemistry Prep	5
L CHEM& 161-163	General Chemistry w/lab I-III	5
L CHEM& 261-263	Organic Chemistry w/lab I-III	5
CS& 131	Computer Science I-C++	5
CS&141	Computer Science I-Java	5
CS 202	Computer Science II	5
ENGR 101	Intro to Engineering	5
ENVS& 100	Survey of Environmental Science	5
ENVS 140	Western Water Problems	5
ENVS 150	Environmental Issues	5
L ENVS 155	Applied Environmental Methods	5
L GEOG 120	Volcanoes	5
L GEOG 140	Principles of Field Mapping	5
GEOG 205	Intro to the Physical Environment	5
L GEOG 210	Physical Geography	5
L GEOL& 101	Intro Physical Geology	5
L GEOL& 103	Historical Geology	5
L GEOL 107	Earth Systems Science	5
L GEOL& 110	Environmental Geology	5
L GEOL& 115	Geology National Parks	5
L GEOL& 208	Geology of Pacific NW	5
L GEOL 220	Earth Resources and the Environment	5
L HSCI 119	Human Health and Disease	5
L HSCI 140	Contemporary Health Science Problems	5
HSCI 151	Personal & Community Health	5
HSCI 200	Human Stress — Its Nature and Control	5
L HSCI 210	Wellness	5
MATH& 107	Math in Society	5
MATH 114	Applied Algebra, Geometry and Trigonometry	5
MATH& 141	Precalculus I	5
MATH& 142	Precalculus II	5
MATH& 146	Intro to Statistics	5
MATH& 148	Business Calculus	5
MATH& 151	Calculus I	5
MATH& 152	Calculus II	5
MATH& 153	Calculus III	5
MATH 156	Finite Mathematics	5
MATH 205	Linear Algebra	5
MATH 210	Discrete Mathematics	5
MATH 224	Multivariate Calculus	5
MATH 238	Differential Equations	5
L NSCI 150	Nature	5
L NSCI 160	Environmental Biology	5
NUTR& 101	Nutrition	5
L OCEA& 101	Intro to Oceanography	5
L OCEA 170	Marine Biology	5
PHIL& 106	Intro to Logic	5
L PHYS& 100	Physics Non-Science Majors	5
L PHYS& 121-123	General Physics I-III	5
L PHYS& 221-223	Engineering Physics I-III	5
L PS 101	Intro to Physical Science	5

GENERAL TRANSFERABLE ELECTIVES (GTE)

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

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

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

AND/OR

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

GTE Approved Courses by Department

ACCOUNTING: All except 175 and 287
ANTHROPOLOGY: All
ART: All except those listed as performance/skills courses
ASTRONOMY: All
ATMOSPHERIC SCIENCE: All
BIOLOGY: All
BUSINESS: All except 103, 107, 125, 135, 279
BUSINESS MANAGEMENT: All
BUSINESS INFORMATION TECHNOLOGY: only 104, 111-113, 120, 135, 145, 241, 253
CHEMISTRY: All except 119
COMMUNICATION STUDIES: All
COMPUTER INFO SYSTEMS: All except 103
CRIMINAL JUSTICE: All
DIGITAL DESIGN: All
DRAMA: All except those listed as performance/skills courses
EARLY CHILDHOOD EDUCATION: only 111, 161, 202, 210, 212, 213
ECONOMICS: All
EDUCATION: only EDUC 202 and EDUC 204
ENGINEERING: All
ENGLISH: All except 104, 115, 125
ENVIRONMENTAL SCIENCE: All
FASHION MERCHANDISING: All
FOREIGN LANGUAGE – *See WORLD LANGUAGES.*
GEOGRAPHY: All
GEOLOGY: All
HEALTH SCIENCE: Only 119, 140, 151, 200, 210
HISTORY: All
HUMAN SERVICES SUBSTANCE ABUSE (HSSA): only 101, 120, 140, 170
HUMANITIES: All
INTERDISCIPLINARY STUDIES: All except 115
JOURNALISM: All except 110, 111, 112, 211, 212
MATHEMATICS: All
MILITARY SCIENCE: All to ROTC programs only
MUSIC: All except 107, 108, 109 and those listed as performance/skills courses
NATURAL SCIENCE: All
NUTRITION: All
OCEANOGRAPHY: All
PARALEGAL STUDIES (LEGAL): All except 280-282
PHILOSOPHY: All
PHYSICAL SCIENCE: All
PHYSICS: All
POLITICAL SCIENCE: All
PSYCHOLOGY: All except 102, 105-108, 119, 140
SOCIAL SERVICE/MENTAL HEALTH: only 100, 170, 215
SOCIOLOGY: All
SPEECH: *See COMMUNICATION STUDIES.*
THEATRE: *See DRAMA.*
WORLD LANGUAGES: All except JAPN 130, JAPN 135 and SPAN 100

GENERAL ELECTIVES (GE)

Maximum of 15 credits of courses numbered 100 and above may be applied to this area. Credits may include Physical Activity (5 credits maximum), Cooperative Education, courses taken under the P/NP option, Independent Study, etc.

ASSOCIATE OF ARTS – OPTION B

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

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

GENERAL DEGREE REQUIREMENTS

- Minimum of 90 credits must be completed, as authorized for transfer by the four-year institution's representative. Students must remain aware of the senior institution's requirements and officially update the Option B contract as needed. Each AA–Option B student is ultimately responsible for meeting senior institution requirements.
- The student must earn a college cumulative grade point average (GPA) of 2.0 or better and a grade of 1.5 (C-) or better in all core, proficiency or distribution courses unless prerequisites state otherwise.
- Minimum of 25 of the last 45 credits must be earned at Pierce College.
- Courses selected must meet the senior institution's general distribution requirements plus any special proficiency requirements, where applicable, or must meet the senior institution's departmental requirements for entrance. The student should be prepared to provide a copy of the senior institution's current catalog to a Pierce College advisor for assistance in program planning.
- AA–Option B degree candidates must present to the evaluations office, at least two quarters prior to graduation, a copy of the Option B program contract together with any supporting documentation.

ASSOCIATE OF SCIENCE (AS-T)

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

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

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

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

GENERAL DEGREE REQUIREMENTS

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

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

SCIENCE PRE-MAJOR REQUIREMENTS *(minimum 35 credits required)*

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

B. Third-quarter calculus ***OR*** approved statistics course *(5 credits required;* choose one):
MATH& 146: Intro to Statistics
MATH& 153: Calculus III

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

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

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

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

ADDITIONAL SCIENCE REQUIREMENTS *(10-15 credits required)*
Courses chosen in physics, geology, organic chemistry, biology or mathematics consisting of courses normally taken for science majors (not for general education), preferably in a two- or three-quarter sequence, chosen with the help of an advisor. (Note: Biology majors should select organic chemistry or physics for this requirement.)

List of appropriate courses:

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

GENERAL REQUIRED COURSES *(30 credits)*

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

Humanities	5 credits minimum
Social Science	5 credits minimum
Humanities ***OR*** Social Science	5 credits minimum

GENERAL ELECTIVES *(10-15 credits required)*
College-level courses numbered 100 and above. Remaining credits may include prerequisites for pre-major courses (e.g., pre-calculus), meet additional pre-major coursework, or satisfy specific general education or other university requirements. A maximum of 5 PE activity credits can be applied to this degree.

TOTAL CREDITS **90**

ASSOCIATE OF SCIENCE (AS-T) DEGREE TRACK #2

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

GENERAL DEGREE REQUIREMENTS

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

SCIENCE PRE-MAJOR REQUIREMENTS *(minimum 30 credits required)*

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

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

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

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

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

ADDITIONAL SCIENCE REQUIREMENTS *(15 credits required)*

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

List of appropriate courses:

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

GENERAL REQUIRED COURSES *(30 credits)*

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

Humanities	5 credits minimum
Social Science	5 credits minimum
Humanities ***OR*** Social Science	5 credits minimum

GENERAL ELECTIVES *(15 credits required)*

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

TOTAL CREDITS 90

AA-DTA DEGREES IN SPECIFIC FIELDS

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

Transfer Rights and Responsibilities

STUDENT RIGHTS AND RESPONSIBILITIES

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

COLLEGE AND UNIVERSITY RIGHTS AND RESPONSIBILITIES

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

PROFESSIONAL/ TECHNICAL ASSOCIATE OF TECHNOLOGY DEGREE AND CERTIFICATE PROGRAMS	SHORT	3-4 QTRS	6-8 QTRS
Accounting		●	●
Alcoholism and Drug Abuse		●	●
Business		●	●
Customer Service		●	
Entrepreneurship		●	
Fashion Merchandising		●	
Human Resource Management		●	
Marketing		●	
Pupil Transportation Supervision		●	
Transportation Technology		●	
Retail Management		●	
Sales		●	
Supervision & Management		●	
Business Information Technology		●	●
Administrative Assistant			●
• General Office			●
• International Business			●
• Integrated Business Technology		●	
• Office Assistant: General		●	
• Office Management			●
• Administrative Assistant: Medical Office		●	●
• Office Assistant: Medical Billing		●	
• Medical Services Representative	●		
• Medical Transcription		●	
Child Nutrition Program Management			●
Computer Network Engineering			●
Computer Systems Administration		●	
Construction Management		●	●
Correctional Specialist		●	●
Criminal Justice		●	●
Correctional Mental Health		●	
Corrections/Protection Officer	●	●	
Explorer/Cadet Pre-Law Enforcement		●	
Law Enforcement Officer		●	
Reserve Pre-Law Enforcement		●	
Criminal Justice Forensic Technician		●	
Custodial Technology		●	
Dental Hygiene*			●
Diagnostic Health & Fitness Technician		●	●
Digital Design			●
Early Childhood Education		●	●
Emergency Medical Technician	●		
Fire Command Administration			●
Health Information and Integrated Technology			●
Homeland Security Emergency Management		●	●
Language Interpreting		●	●
Community Interpreting	●		
Legal Interpreting		●	
Medical Interpreting		●	
Social Service Interpreting		●	
Maintenance Technology		●	
Medical Services Representative	●		
Nursing (ADN)*			●
Nursing Assistant Certified (NAC)	●		
LPN to RN Bridge		●	
LPN Opt-Out		●	
Occupation Safety & Health Technician			●
Construction Safety Technician		●	
Safety Inspection	●		
Paraeducation			●
PierceWorks!	●		
Social Service/Mental Health		●	●
Foster Parent Education		●	●
Alcoholism and Drug Abuse		●	●
Veterinary Technology*			●

**Special admissions procedures apply.*

Professional/Technical Degrees and Certificates

ASSOCIATE IN TECHNOLOGY — SPECIFIC PROGRAM

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

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

DEGREE REQUIREMENTS

1. Students must successfully complete a minimum of 90 quarter credits or their equivalent, exclusive of physical education activity courses, including all specific requirements of an approved professional/technical program outlined in the PROGRAMS OF STUDY listings.
2. A minimum college cumulative grade point average (GPA) of 2.0 must be maintained.
3. A minimum of 25 of the last 45 quarter credit hours must be earned at Pierce College. SOC/SOCAD military students may be exempt from this requirement.
4. A minimum of 18 credits must be completed in related instruction. Related instruction areas include communications, computation and human relations. Related instruction content may be part of a course that specifically addresses the related instruction (e.g., ENGL& 101 for communications), may be embedded (listed in course objectives) within a program course or may be a prerequisite to program admittance. Students may challenge courses or use an assessment process to satisfy selected related instruction.

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

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

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

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

ASSOCIATE IN TECHNOLOGY — GENERAL

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

Student Learning Outcomes for individual professional/technical degrees and certificates available at:
www.pierce.ctc.edu/dist/proftech/list

PROFESSIONAL/TECHNICAL CERTIFICATES

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

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

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

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

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

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

RELATED INSTRUCTION *(9-15 credit minimum)*
The following chart lists courses satisfying the Related Instruction components of professional/technical programs.

Related Instruction Suggested Course List:	
COMMUNICATIONS *(minimum of three credits)*	Any AA Communication Skills course; or BUS 105, BUS 106
COMPUTATION *(minimum of three credits)*	Any AA Quantitative/Symbolic Reasoning Skills course; or BUS 103, BUS 107
HUMAN RELATIONS *(minimum of three credits)*	BUS 240; MNGT 130; PSYC& 100, PSYC 201; PSYC 210, SOC& 101, SOC 211

eLearning

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

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

FREQUENTLY ASKED QUESTIONS

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

WHAT COURSES ARE AVAILABLE?
You can complete a general AA degree fully online! There are courses in each general education requirement (GER) category, and many professional/technical programs have courses online, too. Check with your advisor to determine the options for your program of study.

ARE THEY ALL THE SAME?
We offer two primary types of courses: continuous entry and quarterly schedule.

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

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

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

WHAT IS PIERCE COLLEGE ONLINE (PCOL)?
PCOL courses follow the same system as WAOL courses. The essential difference is that all the students and instructors come from Pierce College. Students log in to their online classroom at the same Angel Web address. Most of our eLearning courses are PCOL!

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

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

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

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

e-Catalog description: Associate of Arts Degree

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

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

General Degree Requirements

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

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

Core Requirements

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

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

Core Electives (GTE)

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

General Electives (GE)

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

Program Outcomes

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

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

Core Abilities Outcomes

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

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

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

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

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

Fundamental Areas of Knowledge Outcomes

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

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

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

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

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

PIERCE COLLEGE

ASSOCIATE OF ARTS - DTA --- WORKSHEET

(Effective Fall 2005)

NAME:_____

SID:_____

DATE :_____

☐ Copy to Student_____

☐ Copy to Veterans_____

☐ Copy to Fin.Aid _____

☐ Copy to Advisor_____

COURSES COMPLETED AND/OR INCLUDED FROM OTHER SOURCES:	QTR. CRED. COMPLETED	QTR. CRED. REQUIRED	QTR. CRED. REMAINING	DISCIPLINES REMAINING	REMARKS
COMMUNICATIONS (GER-CM): _____ _____		10		N/A	• English 101 REQUIRED (prerequisites require 2.0) • Requires 1.5 or higher grade for each course
QUANTITATIVE SKILLS (GER-QS): _____		5		N/A	(PREREQ: - Intermediate Algebra with 2.0 or higher or equivalent coursework, or appropriate assessment scores). QS course requires 1.5 or higher grade
HUMANITIES (GER-HM): _____ _____ _____ _____		15			• No more than 5 credits of Performance Skills • Select courses from at least two disciplines. • No more than one World/Foreign Language (5 credits) • Requires 1.5 or higher grade for each course
SOCIAL SCIENCES (GER-SS): _____ _____ _____		15			• Select courses from at least two disciplines • Requires 1.5 or higher grade for each course
NATURAL SCIENCES (GER-NS): _____ _____ _____		15			• One course MUST be a lab science. • Select courses from at least two disciplines • Requires 1.5 or higher grade for each course
CORE ELECTIVES (GTE / GER): _____ _____ _____ _____		15		N/A	• Credits must be from the approved GER or GTE list, and requires 1.5 or higher grade for each course.
GENERAL ELECTIVES: _____ _____ _____ _____ _____		15		N/A	• A maximum of five activity Physical Activity or Physical Education (PE) credits (courses number 100-199) may be applied to this area. • College level courses with grade 0.7 – 1.4, and "Pass" (P) grades used only for General Electives. Independent study, Cooperative Education or Work-based Learning credits may be used in this category only.
TOTALS		90			NOTE: In addition to 90-credit minimum, the Grade Point Average (GPA) needs to be a minimum of 2.0 to obtain degree.

TRANSCRIPTS HAVE BEEN REVIEWED FROM THE FOLLOWING SOURCES:

_____

_____

_____

_____

_____

TOTAL CREDITS_____

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

ADVISOR:_____

DATE: _____

PHONE:_____

EMAIL: _____

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

e-Catalog description: Associate of Science (AS) Degree Track 1

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

There are two degree track options:

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

Associate of Science (AS) Degree Track #1

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

General Degree Requirements

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

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

Pre-major Requirements

(minimum of 35 credits required)

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

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

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

C. Biology OR Physics sequence (15 credits required)
Choose one of the following sequences. Students should check with the receiving institution to determine which sequence is appropriate. Some baccalaureate institutions require physics with calculus.

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

Additional Requirements
(10-15 credits required)

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

List of appropriate courses:

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

General Required Courses
(30 credits)

Courses should be selected from the General Required Courses list.

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

- Humanities 5 credits minimum
- Social Science 5 credits minimum
- Humanities OR Social Science 5 credits minimum

General Electives
(10-15 credits required)

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

TOTAL CREDITS: 90

PIERCE COLLEGE

TRANSFER SUMMARY FOR ASSOCIATE OF SCIENCE DEGREE TRACK 1 –WORKSHEET

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

NAME:_____

SID:_____

Copy to Student_____
Copy to Veterans _____
Copy to Fin. Aid _____
Copy to Advisor _____

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

CREDITS HAVE BEEN ACCEPTED FROM THE FOLLOWING SOURCES:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

TOTAL_____

DATE_____

IMPORTANT NOTES

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

SIGNED:
PHONE: EMAIL:

Associate of Science Track 1 degree requirements are available on the Pierce College website www.pierce.ctc.edu
2009-2010

e-Catalog description: Associate of Science (AS) Degree Track 2

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

There are two degree track options:

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

Associate of Science (AS) Degree Track #2

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

General Degree Requirements

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

Pre-major Requirements
(minimum of 25 credits required)

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

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

Choose One:

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

C. Physics sequence (15 credits required)

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

Additional Requirements
(15 credits required)

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

List of appropriate courses:

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

General Required Courses
(30 credits)

Courses should be selected from the General Required Courses list.

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

General Electives
(10-15 credits required)

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

TOTAL CREDITS: 90

PIERCE COLLEGE

TRANSFER SUMMARY FOR ASSOCIATE OF SCIENCE DEGREE TRACK 2 –WORKSHEET

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

NAME:_____

SID:_____

Copy to Student_____

Copy to Veterans _____

Copy to Fin. Aid _____

Copy to Advisor _____

COURSES COMPLETED AND/OR ACCEPTED	Qtr. Credit Completed	Qtr. Credit Required	Qtr. Credit Remaining	Remarks
COMMUNICATIONS:		5		**ENGL&101** (*formerly* ENGL 101) **REQUIRED**
MATHEMATICS:		10		**MATH& 151** (*formerly* MATH 124) **and** **MATH& 152** (*formerly* MATH 125) **- REQUIRED**
HUMANITIES:		5		**No more than 5 credits of Performance Skills**
SOCIAL SCIENCES:		5		
HUMANITIES OR SOCIAL SCIENCES:		5		
SCIENCE – PRE-MAJOR PROGRAM:		25		A. **CHEM& 161** (*formerly* CHEM 140) **AND** B. **MATH& 153** (*formerly* MATH 126) **OR MATH& 146** (formerly MATH 281 **AND** C. **PHYS& 221,222,223** (*formerly* Phys 121, 122, 123)
ADDITIONAL SCIENCE REQUIREMENTS:		20		Preferably in a 2-or 3 quarter sequence: **MATH 205, 224, 238, MATH& 146** (*formerly* MATH 281) **OR** **CHEM&162, 163** (*formerly* CHEM150, 160), **OR** **CS&131,141** (*formerly* CIS 201, 202) **OR** **ENGR&114** (*formerly* ENGR 110), **ENGR 142,** **ENGR&214** (*formerly* ENGR 210), **ENGR&215,225, 224** (*formerly* ENGR 230, 240, 260)
GENERAL ELECTIVE CREDITS		10		Minimum of 10 credits that satisfy the AA Core Requirements, i.e., GER-NS, GER-HUM, GER-SS, GER-CM, or GER-QS. See Associate of Arts degree brochure or quarterly bulletin for specific classes.
ADDITIONAL ELECTIVES		5		The following types of courses may **ONLY** be applied to the GENERAL ELECTIVE AREA: A. Any course(s) numbered 100 or above. B. A maximum of five (5) PE activity credits. C. Pass (P) grades and (S) grades. D. *Independent Study* courses. E. Course work with a grade of 0.7-1.4 (D's).
TOTALS		90		A minimum of 25 of the last 45 credits must be earned at Pierce College

CREDITS HAVE BEEN ACCEPTED FROM THE FOLLOWING SOURCES:

_____

_____

_____

_____

_____

_____

_____

_____

TOTAL_____

DATE_____

IMPORTANT NOTES

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

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

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

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

SIGNED:

PHONE: EMAIL:

Associate of Science Track 2 degree requirements are available on the Pierce College website www.pierce.ctc.edu

Updated 08/25/09 CCN

All changes effective for students accepted in transfer for fall 2009

e-Catalog description:

Associate in Business DTA/MRP

This transfer degree ensures that a student who completes this Associate in Business • DTA/MRP degree will have satisfied the lower division general education (or core) requirements and lower division business requirements at the baccalaureate institutions.

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

Download the Business DTA Worksheet

Basic Degree Requirements

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

Core Requirements

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

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

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

Notes and Clarifications

Business School Admission

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

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

Specific University Information

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

Notes:

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

PIERCE COLLEGE
ASSOCIATE IN BUSINESS - DTA – WORKSHEET

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

Copy to Student_____
Copy to Veterans_____
Copy to Financial Aid:_____
Copy to Advisor:_____

COURSES COMPLETED (Course #'s prior to Summer 2008's start of Common Course Numbering are in parentheses)	QTR. CRED. COMPLETED	QTR. CRED. REQUIRED	QTR. CRED. REMAINING	REMARKS
COMMUNICATIONS: 1. ENGL& 101-Eng. Comp. I – 5 (ENGL 101) 2. ENGL 107 – Engl Comp Writ Lit – 5 (ENGL102) OR ENGL 103 – Comp Arg Res – 5		10		ENGL& 101 REQUIRED AND ENGL 107 OR ENGL 103 depending on receiving transfer institution's requirements.
MATHEMATICS: MATH 156 – Finite Mathmatics – 5 MATH& 148 – Bus. Calculus - 5 (MATH 157)		10		MATH 156 AND MATH& 148 REQUIRED
HUMANITIES: 1. _____ 2. _____ 3. _____		15		No more than 5 credits of Performance Skills or World Language ; CMST& 220 (formerly SPCH 110) is recommended by many Business schools. All courses must be selected from the AA degree GER HM list.
SOCIAL SCIENCES: 1.*ECON& 201 - Micro - 5 (ECON 212) 2.*ECON& 202 - Macro - 5 (ECON 213) 3. .* POLS& 200 - Intro to Law -5 (LAW 205) OR * BUS& 201 - Bus Law - 5 (LAW 206)		15		ECON& 201 AND ECON& 202 REQUIRED; POLS& 200 OR BUS& 201 REQUIRED All courses must be selected from the AA degree GER SS list.
NATURAL SCIENCES: 1. MATH& 146 -Intro to Stats - 5 (MATH 281) 2. _____ 3. _____		15		MATH& 146 REQUIRED One course MUST include a lab. At least 10 credits in physical, biological and/or earth sciences. SEE LIST OF ELGIBLE NATURAL SCIENCES IN THE CATALOG UNDER ASSOC IN BUS DTA LISTING.
GENERAL TRANSFERABLE ELECTIVES (GTE): 1.*ACCT& 201 - Prin of Acct I - 5 (BUS 210) 2.*ACCT& 202 - Prin of Acct II - 5 (BUS 220) 3.*ACCT& 203 - Prin of Acct III - 5 (BUS 230)		15		ACCT& 201, ACCT& 202 AND ACCT& 203 REQUIRED
GENERAL ELECTIVE CREDITS: _____ _____ _____		10		College-level courses numbered 100 and above. A maximum of 5 PE activity credits can be applied to this degree. CIS 121 and CIS 130 recommended by some business schools. Some Business schools may require a PSYCH, SOC, or ANTHRO course.
TOTALS		90		

Credits have been reviewed from the following sources:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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

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

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

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

D. It is strongly recommended that students contact the receiving transfer school's Business dept. early in their Associate in Business – DTA program to be advised about additional requirements (e.g., GPA, etc.) and procedures for admission.

DATE:_____ SIGNED: _____

PHONE: _____ EMAIL: _____

Associate in Business DTA degree requirements are available on-line at www.pierce.ctc.edu MAC 6/3/2008

e-Catalog description:

Associate in Biology

DTA/MRP

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

Download the Biology DTA/MRP Worksheet

General Degree Requirements

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

Basic Degree Requirements (15 credits)

- Communication Skills (10 credits) Must include ENGL& 101
- Mathematics - 5 credits of Calculus or Statistics*
  *Statistics may substitute for Calculus I at some institutions; students are encouraged to check with the transfer institution early in their decision process to confirm requirements.

Distribution Requirements (75 credits)

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

General Electives

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

Course Requirements (90 Credits)

- **Communication Skills (CM)**: Must include ENGL& 101 AND ENGL 103 or 107.
- **Quantitative/Symbolic Reasoning Skills (QS)**: Prerequisites required. MATH& 151 or MATH& 146*.
- **Humanities (HM)** (15 credit minimum): At least two disciplines with no more than 10 credits allowed from any one discipline. No more than five credits of world (foreign) language at the 100 level and no more than five credits in performance/skills courses are allowed. See AA GER lists for appropriate classes.
- **Social Sciences (SS)** (15 credit minimum): Credits selected must be from at least two disciplines and no more than 10 credits allowed from any one discipline. See AA GER lists for appropriate classes.
- **Natural Sciences (NS)**: BIOL& 211-213 and CHEM& 161-163
- **General Courses**: Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor.

Notes

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

COURSE REQUIREMENTS

1. **Communication Skills (CM)**
   ENGL& 101 English Composition 1 (required) 5
   ENGL 103 Composition – Argumentation & Research
   OR 5
   ENGL 107 Composition – Writing about Literature
2. **Quantitative/Symbolic Reasoning Skills (QS)**
   Prerequisites required.
   MATH& 151 Calculus I
   OR 5
   MATH& 146 Introduction to Statics*
3. **Humanities (HM)** 15
   At least two disciplines with no more than 10 credits allowed from any one discipline. No more than five credits of world (foreign) language at the 100 level and no more than five credits in performance/skills courses are allowed. See AA GER lists for appropriate classes.
4. **Social Sciences (SS)** 15
   Credits selected must be from at least two disciplines and no more than 10 credits allowed from any one discipline. See AA GER lists for appropriate classes.
5. **Natural Sciences (NS)**
   BIOL& 211-213 Majors: Cellular/Animals/Plant 15
   CHEM& 161-163 General Chemistry w/Lab I-III 15
6. **General Electives** (15 quarter credits)
   Additional college-level courses so that total earned is at least 90 credits. May include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor.

Total Credits Required 90

Notes

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

www.pierce.ctc.edu
August 2009

PIERCE COLLEGE
possibilities. realized.

2009-2010 Academic Year Associate in Biology DTA/MRP

GENERAL DEGREE REQUIREMENTS

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

A. BASIC REQUIREMENTS (15 credits)

- **Communication Skills** (10 credits) Must include ENGL& 101
- **Mathematics** – 5 credits of Calculus or Statistics*
  *Statistics may substitute for Calculus I at some institutions; students are encouraged to check with the transfer institution early in their decision process to confirm requirements.

B. DISTRIBUTION REQUIREMENTS (75 credits)

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

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

& COMMON COURSE NUMBERING

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

e-Catalog description: Associate in Elementary Education (DTA/MRP) Degree

General Degree Requirements

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

Core Requirements

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

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

Course Requirements

Communication Skills (10 credits)

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

Mathematics / Quantitative Skills (15 credits) *Prerequisite of MATH 095 or 098 with 2.0 required.*

- MATH& 170-172, Structure of Elementary Math I-III

Humanities (15 credits minimum)

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

**GER/HM-Performance*

Social Science (25 credits minimum)

- ECON 110 Survey of Economics
- ECON& 201 Micro Economics
- ECON& 202 Macro Economics
- GEOG 100 Intro to Geography
- GEOG 150 Europe, Americas, Australia, New Zealand
- GEOG 160 Africa, Middle East and Asia
- GEOG 200 Cultural Geography
- GEOG 205 Intro to the Physical Environment

- HIST& 126-128 World Civilizations I-III (required)
- HIST& 156-158 History of United States I-III (required)
- HIST 260 History of Russia and Soviet Union
- HIST 270 Intro to the Far East
- HIST 272 Survey of Middle East History
- HIST 280 Intro to Chinese Civilization
- HIST 284 Intro to the Balkans
- POLS& 101 Intro to Political Science
- POLS& 202 American Government
- POLS& 203 International Relations
- PSYC& 100 General Psychology (required)

Natural Science (15 credits minimum)

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

Education Requirements (11-15 credits)

- EDUC& 190, Education Practicum
- EDUC& 202, Intro to Education
- PSYCH& 200, Lifespan Psychology

General Electives (5 quarter credits)

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

Total Credits Required 96-100

Notes

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

Program Outcomes

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

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

Core Abilities Outcomes

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

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

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

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

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

Fundamental Areas of Knowledge Outcomes

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

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

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

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

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

e-Catalog description: Associate in General Science Education (AS-T) Degree

General Degree Requirements

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

Basic Requirements

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

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

Distribution Requirements

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

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

Education Requirements
Introduction to Education and Education Field Experience required.

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

Course Requirements

Communication Skills (10 credits)

- ENGL& 101, Composition – Exposition (required)

- ENGL 103, Composition – Argumentation & Research OR ENGL 107, Composition – Writing about Literature

Mathematics (10 credits) *Prerequisites required*

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

Humanities & Social Science (15 credits minimum)

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

*See AA Gen Core list for appropriate classes.

Specific Pre-Major Requirements (50 credits)

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

Education Requirements (6-10 credits)

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

General Electives (0-5 quarter credits)

PSYCH& 200 strongly recommended.

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

Total Credits Required 91-100

Notes

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

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

Program Outcomes

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

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

Core Abilities Outcomes

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

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

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

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

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

Fundamental Areas of Knowledge Outcomes

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

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

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

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

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

e-Catalog description: Associate in Math Education (AS-T) Degree

General Degree Requirements

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

Basic Requirements

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

Distribution Requirements

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

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

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

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

Education Requirements
Introduction to Education and Education Field Experience required.

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

Course Requirements

Communication Skills (10 credits)

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

Quantitative/Symbolic Reasoning Skills (5 credits)

Prerequisites required.

- MATH& 151, Calculus I

Humanities (15-20 credits)

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

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

Social Sciences (SS) (15-20 credits)

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

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

Natural Sciences (NS) (15-20 credits)

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

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

Additional Math Requirements (15-20 credits)

- MATH& 153, Calculus III
- MATH 205, Linear Algebra
- MATH 224, Multivariate Calculus
- MATH 238, Differential Equations (recommended)

Education Requirements (6-10 credits)

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

General Electives (10 quarter credits)

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

Total Credits Required 91-115

Notes

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

Program Outcomes

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

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

Core Abilities Outcomes

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

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

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

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

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

Fundamental Areas of Knowledge Outcomes

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

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

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

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

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

e-Catalog description: Associate in Chemistry Education (AS-T) Degree

General Degree Requirements

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

Basic Requirements

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

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

Distribution Requirements

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

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

Education Requirements
Introduction to Education and Education Field Experience required.

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

Course Requirements

Communication Skills (10 credits)

- ENGL& 101, Composition – Exposition (required)

- ENGL 103, Composition – Argumentation & Research OR ENGL 107, Composition – Writing about Literature

Mathematics (10 credits) *Prerequisites required*

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

Humanities & Social Science (15 credits minimum)

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

*See AA Gen Core list for appropriate classes.

Specific Pre-Major Requirements (53-68 credits)

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

Education Requirements (6-10 credits)

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

General Electives (0-5 quarter credits)

PSYCH& 200 strongly recommended.

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

Total Credits Required 94-109

Notes

1. Students completing this degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associate's degree and will be given junior status by the receiving institution.
2. Courses in Humanities/Social Science must come from the current ICRC distribution list in order to count as General Education or General University Requirements (GERs/GURs) at

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

3. Students should be advised that some baccalaureate institutions require physics with calculus to meet specific pre-major science category.
4. Biology majors should select organic chemistry or physics for specific pre-major requirements.
5. Pre-calculus cannot be used to satisfy the mathematics requirement (2 above).
6. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

Program Outcomes

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

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

Core Abilities Outcomes

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

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

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

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

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

Fundamental Areas of Knowledge Outcomes

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

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

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

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

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

e-Catalog description: Associate in Biology Education (AS-T) Degree

General Degree Requirements

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

Basic Requirements

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

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

Distribution Requirements

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

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

Education Requirements
Introduction to Education and Education Field Experience required.

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

Course Requirements

Communication Skills (10 credits)

- ENGL& 101, Composition – Exposition (required)

- ENGL 103, Composition – Argumentation & Research OR ENGL 107, Composition – Writing about Literature

Mathematics (10 credits) *Prerequisites required*

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

Humanities & Social Science (15 credits minimum)

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

*See AA Gen Core list for appropriate classes.

Specific Pre-Major Requirements (53-68 credits)

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

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

Education Requirements (6-10 credits)

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

General Electives (0-5 quarter credits)

PSYCH& 200 strongly recommended.

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

Total Credits Required 90-113

Notes

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

Program Outcomes

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

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

Core Abilities Outcomes

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

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

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

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

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

Fundamental Areas of Knowledge Outcomes

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

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

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

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

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

e-Catalog description: Associate in Physics Education (AS-T) Degree

General Degree Requirements

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

Basic Requirements

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

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

Distribution Requirements

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

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

Education Requirements
Introduction to Education and Education Field Experience required.

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

Course Requirements

Communication Skills (10 credits)

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

Mathematics (10 credits) *Prerequisites required*

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

Humanities & Social Science (15 credits minimum)

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

*See AA Gen Core list for appropriate classes.

Specific Pre-Major Requirements (53-68 credits)

- CHEM& 161-162, General Chemistry w/lab I-II
- PHYS& 221-223, General Physics I, II, III
- MATH& 153, Calculus III
- MATH 205, Linear Algebra
- MATH 224, Multivariate Calculus
- MATH 238, Differential Equations
- CS& 131, Computer Science I

Education Requirements (6-10 credits)

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

General Electives (0-5 quarter credits)

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

Total Credits Required 91-100

Notes

1. Students completing this degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associate's degree and will be given junior status by the receiving institution.
2. Courses in Humanities/Social Science must come from the current ICRC distribution list in order to count as General Education or General University Requirements (GERs/GURs) at the receiving institution. Additional general educational requirements, cultural diversity requirements, and foreign language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.
3. Students should be advised that some baccalaureate institutions require physics with calculus to meet specific pre-major science category.
4. A maximum of 5 quarter credits will be accepted in the General Electives category.

Program Outcomes

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

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

Core Abilities Outcomes

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

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

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

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

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

Fundamental Areas of Knowledge Outcomes

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

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

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

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

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

e-Catalog description:

Associate Degree Nursing (ADN)

Statewide Major Ready Pathway (MRP) Agreement

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

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

General Degree Requirements

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

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

Basic Requirements

Communication Skills - 10 Credits

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

Note: Northwest University and Walla Walla College require that the second English composition class be a research writing class.

Quantitative/Symbolic Reasoning Skills - 5 Credits

Intermediate Algebra proficiency is required

- MATH& 146, Intro to Statistics

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

Distribution Requirements

Humanities (HM) - 15 Credits

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

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

Note: In order to better prepare for successful transfer, students are encouraged to consult with the institution(s) to which they wish to transfer regarding the Humanities courses that best support or may be required as prerequisites to their nursing curriculum.

Social Sciences (SS) - 15 Credits

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

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

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

- BIOL& 160 - General Biology w/lab
- BIOL& 241 - Human Anatomy and Physiology 1
- BIOL& 242 - Human Anatomy and Physiology 2
- BIOL& 260 - Microbiology
- CHEM& 121 - Intro to Chemistry
- CHEM& 131 - Intro to Organic and Biochemistry
- NUTR& 101 - Nutrition

Note: Introductory survey courses or review courses do not meet the content level expectations for these natural science requirements. Northwest University requires two credits of Genetics as well. Students may be admitted to the BSN without Genetics if they agree to complete the course at NU in the summer prior to the junior year. UW Seattle requires a minimum GPA of 3.0 for three out of the seven courses or 2.8 for four out of the seven.

Electives

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

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

Total Credits Required: 93

Notes

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

Professional/Technical Program Outcomes from E-Catalog - Example

PIERCE COLLEGE
possibilities. realized.

Professional/Technical Programs - Program List

Jo Ann Baria
Dean of Workforce Education
(253) 964-6640

Susan Cable
Director of WorkForce Development
(253) 964-6265

Julie Cargill
Administrative Assistant
(253) 964-6645

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

Pierce College Fort Steilacoom
9401 Farwest Drive SW
Lakewood, Washington 98498
(253) 964-6500

Pierce College Puyallup
1601 39th Avenue SE
Puyallup, Washington 98374
(253) 840-8400

Pierce College Off Campus Sites
South Hill Park, Puyallup (253) 840-8452
Fort Lewis Education Center (253) 964-6567
McChord Education Center (253) 964-6606

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Business Information Technology (BTECH) - Home

Carol McGonagill
District Department Coordinator (PY)
(253) 840-8478

Amy Warren
Program Coordinator (FS)
(253) 964-6431

Karen Myers
Business & Social Sciences Division Chair (PY)
(253) 840-8357

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

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

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

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

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

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

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

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Business Information Technology (BTECH) - Program Outcomes

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Business Information Technology, Two-Year Program Outcomes

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

Associate in Administrative Assistant: General Office

Outcomes:

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

Associate in Administrative Assistant: Office Management

Outcomes:

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

Associate in Administrative Assistant: International Business

Outcomes:

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

Conduct effective Web searches; critically analyze web sites and related professional articles.

Interact effectively with foreign nationals.

Demonstrate proper accounting principles.

Demonstrate knowledge of foreign trade organizations.

Demonstrate awareness of world cultures.

Demonstrate a geographical understanding of the world.

Office Assistant: General Certificate

Outcomes:

Work independently and in teams.

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

Manage time and multiple tasks appropriate to the office.

Demonstrate commitment to the office profession and life-long learning.

Apply technical skills to meet industry standards in the office.

Communicate effectively using written, oral, and visual communications skills.

Use software to manage information.

Associate in Medical Office Assistant

Outcomes:

Work independently and in teams.

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

Manage time and multiple tasks appropriate to the office.

Demonstrate commitment to the office profession and life-long learning.

Apply technical skills to meet industry standards in the office.

Communicate effectively using written, oral, and visual communications skills.

Use software to manage information.

Conduct effective web searches; critically analyze web sites and related professional articles.

Demonstrate knowledge of the United State's Health Insurance Privacy and Accountability Act (HIPAA).

Understand and properly define medical terminology and anatomy.

Demonstrate competency with first aid and CPR.

Office Assistant: Medical Billing Certificate

Outcomes:

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

Manage time and multiple tasks appropriate to the office.

Apply technical skills to meet industry standards in the office.

Communicate effectively using written and oral communications skills.

Use software to manage information.

Be able to identify medical professional organizations in the local area.

Understand the role of professional organizations.

Understand and properly define medical terminology and anatomy.

Demonstrate proficiency with medical billing software and forms

Demonstrate competency with first aid and CPR.

Demonstrate knowledge of the United State's Health Insurance Privacy and Accountability Act (HIPAA).

Office Assistant: Medical Certificate

Outcomes:

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

Manage time and multiple tasks appropriate to the office.

Apply technical skills to meet industry standards in the office.

Communicate effectively using written and oral communications skills.

Use software to manage information.

Be able to identify medical professional organizations in the local area.

Understand the role of professional organizations.

Understand and properly define medical terminology and anatomy.

Demonstrate proficiency with medical software for completing office tasks and billing.

Demonstrate competency with first aid and CPR.

Demonstrate knowledge of the United State's Health Insurance Privacy and Accountability Act (HIPAA).

Medical Transcription Certificate

Outcomes:

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

Manage time and multiple tasks appropriate to the office.

Apply technical skills to meet industry standards in the office.

Communicate effectively using written and oral communications skills.

Use software to manage information.

Be able to identify medical professional organizations in the local area.

Understand the role of professional organizations.

Understand and properly define medical terminology and anatomy.

Demonstrate proficiency with medical transcription software, equipment, and format.

Demonstrate competency with first aid and CPR.

Demonstrate knowledge of the United State's Health Insurance Privacy and Accountability Act (HIPAA).

Related Instruction Outcomes

Communication: Communicate effectively using written, oral, and visual communications skills

Computation: Utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.

Human Relations: Interact courteously and responsibly with diverse people in the office environment

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PIERCE COLLEGE

OFFICE ASSISTANT MEDICAL BILLING (CERTIFICATE)

BTECH REQUIREMENTS (50 CREDITS)		
BTECH 112	Keyboard Skillbuilding I *(or BTECH 116 A-B)*	2
BTECH 135	Electronic 10-Key Calculator	3
Select both:		5
BTECH 146	Filing Review (2)	
BTECH 156	Records Management (3)	
or select:		
BTECH 145	Records and Database Management (5)	
BTECH 149	Intro to the Medical Office	2
BTECH 150	Medical Terminology I	5
BTECH 151	Medical Terminology II	5
BTECH 201	Professional Office Applications I *(or BTECH 200 A-B, BTECH 210 A-B & BTECH 225A)*	5
BTECH 245	Cooperative Work Experience	3
BTECH 250	Medical Forms	5
BTECH 253	Medical Office Procedures	5
BTECH 254	CPT Coding	5
BTECH 255	ICD-9-CM Coding	5
GENERAL REQUIREMENTS (12 CREDITS)		
BIOL 118	Hum Anatomy and Physiology for Non-Sci Mjrs	5
* BUS 105	Business English I	5
** HSCI 228	First Aid and CPR for Health Care Professional	2
	Total Credits Required	**62**

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

Notes:

OFFICE ASSISTANT: MEDICAL BILLING (CERTIFICATE)

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

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

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

Medical Billing Clerk

Medical Coding Assistant

Surgery Scheduler

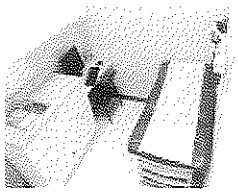
Patient Account Representative

Special funding may be available for unemployed workers and low-wage working parents. See your advisor or call (253) 964.6265.

Pierce College does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability or age in its programs and activities.

Program Outcomes

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



For More Information:
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Office of Professional/Technical Education
(253) 964.6645

Related Codes

Intent: **F or J**

Med Bill Off Cert: **565**

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Professional/Technical Program Outcomes from Print-Catalog - Example

Business Information Technology PROFESSIONAL/TECHNICAL

Faculty: Amy Warren, Luann Wolden (FS); Carol McGonagill, Karen Myers (PY)

Degrees: Administrative Assistant: General Office
Administrative Assistant: Office Management
Administrative Assistant: International Business
Administrative Assistant: Medical Office Assistant

Certificates: Office Assistant: General
Office Assistant: Medical
Office Assistant: Medical Billing
Medical Transcription
Integrated Business Technology

Student Learning Outcomes available at:
www.pierce.ctc.edu/dept/btech/outcomes

ADMINISTRATIVE ASSISTANT: GENERAL OFFICE (ASSOCIATE)

Today's office environment requires support staff who have skills in business communications and computer technology. Students in the Administrative Assistant program prepare for careers in business, industry and government. When composing documents, students integrate information from various computer programs, including word processing, spreadsheets and presentations. An office internship is required.

BTECH REQUIREMENTS (47-51 CREDITS)

BTECH 112	Keyboard Skillbuilding I (or BTECH 116 A-B)	2
BTECH 113	Keyboard Skillbuilding II (or BTECH 116 C-D)	2
BTECH 120	Intro to Windows (or BTECH 118 A-C)	3
BTECH 135	Electronic 10-Key Calculator	3
Select both:		*5*
BTECH 146	Filing Review (2)	
BTECH 156	Records Management (3)	
or select:		
BTECH 145	Records and Database Management (5)	
BTECH 201	Professional Office Applications I *(or BTECH 200 A-B & BTECH 210 A-B & BTECH 225A)*	5
BTECH 202	Professional Office Applications II *(or BTECH 220 A-C & BTECH 225 B-C)*	5
BTECH 203	Professional Office Applications III *(or BTECH 200 C-D & BTECH 210 C-D & BTECH 220D)*	5
BTECH 241	Accounting for the Office Professional *(or ACCT 170 or ACCT 101)*	5
BTECH 245	Cooperative Work Experience	3
BTECH 246	Cooperative Work Experience	3
Select both:		*2-5*
BTECH 117A	Format Basic Business Documents (1)	
BTECH 117B	Format Advanced Business Documents (1)	
or select:		
BTECH 230	Machine Transcription I (5)	
Select both:		*4-5*
BTECH 248	Business Information Technology Seminar I (2)	
BTECH 249	Business Information Technology Seminar II (2)	
or select:		
MNGT 186	Professional Development (5)	

BUSINESS REQUIREMENTS (43 CREDITS)

BUS& 101	Introduction to Business	5
BUS& 201	Business Law	5
* BUS 105	Business English I	5
* BUS 106	Business English II	3
* BUS 107	Business Math	5
* BUS 240	Human Relations in the Workplace	5
BUS 245	Global Business: Intro and Essentials	5
* BUS 250	Business Communications	5
* MNGT 130	Customer Relationship Management	5
	Total Credits Required	**90-94**

**Meets related instruction requirements for professional/technical programs.*

ADMINISTRATIVE ASSISTANT: OFFICE MANAGEMENT (ASSOCIATE)

Experienced office workers find that the Office Management degree provides them with the necessary technical knowledge and supervisory skills to move into office management. Positions in private enterprise and government service are available in the fields of personnel, finance, production, marketing and administration. Students develop proficiency in using word processing, spreadsheet, database and presentation software. Students gain a solid foundation in business principles while focusing on supervisory skills. An office internship is required.

BTECH REQUIREMENTS (47-51 CREDITS)

BTECH 112	Keyboard Skillbuilding I (or BTECH 116 A-B)	2
BTECH 113	Keyboard Skillbuilding II (or BTECH 116 C-D)	2
BTECH 120	Intro to Windows (or BTECH 118 A-C)	3
BTECH 135	Electronic 10-Key Calculator	3
Select both:		*5*
BTECH 146	Filing Review (2)	
BTECH 156	Records Management (3)	
or select:		
BTECH 145	Records and Database Management (5)	
BTECH 201	Professional Office Applications I *(or BTECH 200 A-B, BTECH 210 A-B & BTECH 225A)*	5
BTECH 202	Professional Office Applications II *(or BTECH 220 A-C & BTECH 225 B-C)*	5
BTECH 203	Professional Office Applications III *(or BTECH 200 C-D, BTECH 210 C-D & BTECH 220D)*	5
BTECH 241	Accounting for the Office Professional *(or ACCT 170 or ACCT 101)*	5
BTECH 245	Cooperative Work Experience	3
BTECH 246	Cooperative Work Experience	3
Select both:		*2-5*
BTECH 117A	Format Basic Business Documents (1)	
BTECH 117B	Format Advanced Business Documents (1)	
or select:		
BTECH 230	Machine Transcription I (5)	
Select both:		*4-5*
BTECH 248	Business Information Technology Seminar I (2)	
BTECH 249	Business Information Technology Seminar II (2)	
or select:		
MNGT 186	Professional Development (5)	

BUSINESS REQUIREMENTS (43 CREDITS)

* BUS 105	Business English I	5
* BUS 106	Business English II	3
* BUS 107	Business Mathematics	5
BUS& 201	Business Law	5
* BUS 240	Human Relations in the Workplace	5
* BUS 250	Business Communications	5
* MNGT 130	Customer Relationship Management	5
MNGT 283	Principles of Supervision & Leadership	5
MNGT 295	Human Resource Management	5
	Total Credits Required	**90-94**

**Meets related instruction requirements for professional/technical programs.*

ADMINISTRATIVE ASSISTANT: INTERNATIONAL BUSINESS (ASSOCIATE)

International business assistants work in areas such as the Puget Sound, where a heavy dependence on international trade exists. They develop cultural understanding with required skills in one foreign language, anthropology and international business communication. Students develop computer skills including word processing, spreadsheets, presentation and databases. Students learn to produce complex business reports created from a variety of computer-generated information sources as well as building on their grammar and business writing skills. An office internship is required.

BTECH REQUIREMENTS (46-51 CREDITS)

BTECH 112	Keyboard Skillbuilding I (or BTECH 116 A-B)	2
BTECH 113	Keyboard Skillbuilding II (or BTECH 116 C-D)	2
BTECH 120	Intro to Windows (or BTECH 118 A-C)	3
BTECH 135	Electronic 10-Key Calculator	3
Select both:		*5*
BTECH 146	Filing Review (2)	
BTECH 156	Records Management (3)	
or select:		
BTECH 145	Records and Database Management (5)	
BTECH 201	Professional Office Applications I *(or BTECH 200 A-B, BTECH 210 A-B & BTECH 225A)*	5
BTECH 202	Professional Office Applications II *(or BTECH 220 A-C & BTECH 225 B-C)*	5
BTECH 203	Professional Office Applications III *(or BTECH 200 C-D , BTECH 210 C-D & BTECH 220D)*	5
BTECH 241	Accounting for the Office Professional *(or ACCT 170 or ACCT 101)*	5
BTECH 245	Cooperative Work Experience	3
BTECH 246	Cooperative Work Experience	3
Select:		*1-5*
BTECH 117B	Format Advanced Business Documents (1)	
or select:		
BTECH 230	Machine Transcription I (5)	
Select both:		*4-5*
BTECH 248	Business Information Technology Seminar I (2)	
BTECH 249	Business Information Technology Seminar II (2)	
or select:		
MNGT 186	Professional Development (5)	

BUSINESS REQUIREMENTS (28 CREDITS)

* BUS 105	Business English I	5
* BUS 106	Business English II	3
* BUS 107	Business Math	5
BUS 245	Global Business: Intro and Essentials	5
* BUS 250	Business Communications	5
* MNGT 130	Customer Relationship Management	5

GENERAL REQUIREMENTS (25 CREDITS)

Foreign Language (same language)		15
Select at least one of the following:		*5*
ANTH& 106	American Mosaic	
ANTH& 206	Cultural Anthropology	
Select at least one:		*5*
GEOG 100	Intro to Geography	
GEOG 200	Cultural Geography	
	Total Credits Required	**100-104**

**Meets related instruction requirements for professional/technical programs.*

OFFICE ASSISTANT: GENERAL (CERTIFICATE)

Students who earn the General certificate gain a full range of basic employable skills in a relatively short time. Students complete courses in word processing, spreadsheet preparation, filing, database management and communications.

BTECH REQUIREMENTS (29-34 CREDITS)

	BTECH 112	Keyboard Skillbuilding I (or BTECH 116 A-B)	2
	BTECH 113	Keyboard Skillbuilding II (or BTECH 116 C-D)	2
	BTECH 120	Intro to Windows (or BTECH 118 A-C)	3
*	BTECH 135	Electronic 10-Key Calculator	3
	Select both:		*5*
	BTECH 146	Filing Review (2)	
	BTECH 156	Records Management (3)	
	or select:		
	BTECH 145	Records and Database Management (5)	
	BTECH 201	Professional Office Applications I (or BTECH 200 A-B, BTECH 210 A-B & BTECH 225A)	5
	BTECH 202	Professional Office Applications II (or BTECH 220 A-C & BTECH 225 B-C)	5
	Select:		
	BTECH 117A	Format Basic Business Documents	1
	or:		
	BTECH 230	Machine Transcription	5
	BTECH 245	Cooperative Work Experience	3

BUSINESS REQUIREMENTS (22-23 CREDITS)

* BUS 105	Business English I	5
* BUS 106	Business English II	3
* BUS 250	Business Communications	5
* MNGT 130	Customer Relationship Management	5
Select both:		*4-5*
BTECH 248	Business Information Technology Seminar I (2)	
BTECH 249	Business Information Technology Seminar II (2)	
or select:		
MNGT 186	Professional Development (5)	
	Total Credits Required	**51-57**

**Meets related instruction requirements for professional/technical programs.*

INTEGRATED BUSINESS TECHNOLOGY (CERTIFICATE)

This new four-quarter program provides a customized pathway for Levels 5 & 6 English as a Second Language (ESL) students and Levels 3-6 Adult Basic Education (ABE) and GED students to successfully complete the Integrated Business Technology Certificate. The training is part of a longer pathway with all credits leading to completion of an associate degree in Business Information Technology.

BTECH REQUIREMENTS (36 CREDITS)

	BTECH 111	Keyboarding (or BTECH 115A-B & 117A)	3
	BTECH 112	Keyboard Skillbuilding I (or BTECH 116A-B)	2
	Choose 2 credits from the following:		
	BTECH 113	Keyboard Skillbuilding II (or BTECH 116C-D)	2
	BTECH 220A	Microsoft Access	1
	BTECH 120	Intro to Windows (or BTECH 118 A-C)	3
*	BTECH 135	Electronic 10-Key Calculator	3
	BTECH 145	Records and Database Management	5
	Select both:		
	BTECH 146	Filing Review	2
	BTECH 156	Records Management.	3
	or select:		
	BTECH 200 A-C	Microsoft Word	3
	BTECH 205	Office Procedures	3
	BTECH 210A	Microsoft Excel	1
	BTECH 210B	Microsoft Excel	1
	BTECH 225A	Microsoft Powerpoint	1
	BTECH 226A	Microsoft Outlook	1
	BTECH 245	Cooperative Work Experience	3
*	BUS 105	Business English I	5
		Total Credits Required	**36**

ADMINISTRATIVE ASSISTANT: MEDICAL OFFICE ASSISTANT (ASSOCIATE)

Students in this program prepare to work in a variety of medical office settings, which include clinics, hospitals, nursing homes, laboratories, and physicians' and dentists' offices. Medical office assistants must work with a high degree of accuracy and a clear understanding of medical ethics, legality of medical reports and empathy for patients.

A thorough knowledge of punctuation and grammar, medical terminology, medical transcription, medical forms (including basic coding and processing insurance forms), word processing and accounting are essential elements of this program. Additional courses in spreadsheets and databases broaden the required computer knowledge in this field. An office internship is required.

BTECH REQUIREMENTS (63-67 CREDITS)

BTECH 112	Keyboard Skillbuilding I (or BTECH 116 A-B)	2
BTECH 113	Keyboard Skillbuilding II (or BTECH 116 C-D)	2
BTECH 120	Intro to Windows (or BTECH 118 A-C)	3
BTECH 135	Electronic 10-Key Calculator	3
Select both:		*5*
BTECH 146	Filing Review (2)	
BTECH 156	Records Management (3)	
or select:		
BTECH 145	Records and Database Management (5)	
BTECH 149	Intro to the Medical Office	2
BTECH 150	Medical Terminology I	5
BTECH 151	Medical Terminology II	5
BTECH 201	Professional Office Applications I *(or BTECH 200 A-B, BTECH 210 A-B & BTECH 225A)*	5
BTECH 202	Professional Office Applications II *(or BTECH 220 A-C & BTECH 225 B-C)*	5
BTECH 203	Professional Office Applications III *(or BTECH 200 C-D, BTECH 210 C-D & BTECH 220D)*	5
BTECH 230	Machine Transcription I (or BTECH 117B) (1)	1-5
BTECH 245	Cooperative Work Experience	3
BTECH 246	Cooperative Work Experience	3
BTECH 250	Medical Forms	5
BTECH 253	Medical Office Procedures	5
Select both:		*4-5*
BTECH 248	Business Info Technology Seminar I (2)	
BTECH 249	Business Info Technology Seminar II (2)	
or select:		
MNGT 186	Professional Development (5)	

BUSINESS REQUIREMENTS (23 CREDITS)

* BUS 105	Business English I	5
* BUS 106	Business English II	3
* BUS 240	Human Relations in the Workplace	5
* BUS 250	Business Communications	5
* MNGT 130	Customer Relationship Management	5

GENERAL REQUIREMENTS (7 CREDITS)

BIOL 118	Hum Anatomy and Physiology for Non-Sci Mjrs	5
** HSCI 228	First Aid and CPR for Health Care Professional	2
	Total Credits Required	**93-97**

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

MEDICAL TRANSCRIPTION CERTIFICATE

BTECH REQUIREMENTS (37-40 CREDITS)

BTECH 112	Keyboard Skillbuilding I (or BTECH 116 A-B)	2
BTECH 135	Electronic 10-Key Calculator	3
BTECH 149	Intro to the Medical Office	2
BTECH 150	Medical Terminology I	5
BTECH 151	Medical Terminology II	5
BTECH 201	Professional Office Applications I (Word/Excel) *(or BTECH 200 A-B, BTECH 210 A-B & BTECH 225A)*	5
BTECH 245	Cooperative Work Experience	3
BTECH 251	Medical Transcription I	5
BTECH 252	Medical Transcription II	5
Select one:		*2-5*
BTECH 248	Business Info Technology Seminar I (2)	
MNGT 186	Professional Development (5)	

BUSINESS REQUIREMENTS (13 CREDITS)

BIOL 118	Hum Anatomy and Physiology for Non-Sci Mjrs	5
* BUS 105	Business English I	5
* BUS 106	Business English II	3

GENERAL REQUIREMENTS

HSCI 228	First Aid & CPR for the Health Care Professionals	2
	Total Credits Required	**52-55**

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

OFFICE ASSISTANT: MEDICAL (CERTIFICATE)

As the front-office person, the receptionist greets patients, screens telephone calls, schedules appointments and assists in records management and accounting. The medical receptionist works with a high degree of accuracy and a clear understanding of medical ethics, legality of medical reports and empathy for patients. The medical receptionist student prepares for employment by taking courses in medical terminology, medical forms, office procedures and word processing.

BTECH REQUIREMENTS (42-43 CREDITS)

BTECH 112	Keyboard Skillbuilding I (or BTECH 116 A-B)	2
BTECH 120	Introduction to Windows (or BTECH 118 A-C)	3
BTECH 135	Electronic 10-Key Calculator	3
Select both:		*5*
BTECH 146	Filing Review (2)	
BTECH 156	Records Management (3)	
or select:		
BTECH 145	Records and Database Management (5)	
BTECH 149	Intro to Medical Office	2
BTECH 150	Medical Terminology	5
BTECH 201	Professional Office Applications I *(or BTECH 200 A-B, BTECH 210 A-B & BTECH 225A)*	5
BTECH 245	Cooperative Work Experience	3
BTECH 250	Medical Forms	5
BTECH 253	Medical Office Procedures	5
Select both:		*4-5*
BTECH 248	Business Info Technology Seminar I (2)	
BTECH 249	Business Info Technology Seminar II (2)	
or select:		
MNGT 186	Professional Development (5)	

BUSINESS REQUIREMENTS (20 CREDITS)

* BUS 105	Business English I	5
* BUS 106	Business English II	3
* BUS 240	Human Relations in the Workplace	5
* MNGT 130	Customer Relationship Management	5

GENERAL REQUIREMENTS

** HSCI 228	First Aid and CPR for Health Care Professionals	2
	Total Credits Required	**62-63**

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

OFFICE ASSISTANT: MEDICAL BILLING (CERTIFICATE)

As the front-office person, the receptionist greets patients, screens telephone calls, schedules appointments and assists in records management and accounting. The medical receptionist works with a high degree of accuracy and a clear understanding of medical ethics, legality of medical reports and empathy for patients. The medical receptionist student prepares for employment by taking courses in medical terminology, medical forms, office procedures and word processing.

BTECH REQUIREMENTS (42-43 CREDITS)

BTECH 112	Keyboard Skillbuilding I (or BTECH 116 A-B)	2
BTECH 120	Introduction to Windows (or BTECH 118 A-C)	3
BTECH 135	Electronic 10-Key Calculator	3
Select both:		*5*
BTECH 146	Filing Review (2)	
BTECH 156	Records Management (3)	
or select:		
BTECH 145	Records and Database Management (5)	
BTECH 149	Intro to Medical Office	2
BTECH 150	Medical Terminology	5
BTECH 201	Professional Office Applications I (or BTECH 200 A-B, BTECH 210 A-B & BTECH 225A)	5

BTECH 245	Cooperative Work Experience	3
BTECH 250	Medical Forms	5
BTECH 253	Medical Office Procedures	5
Select both:		4-5
BTECH 248	Business Info Technology Seminar I (2)	
BTECH 249	Business Info Technology Seminar II (2)	
or select:		
MNGT 186	Professional Development (5)	

BUSINESS REQUIREMENTS (20 CREDITS)

* BUS 105	Business English I	5
* BUS 106	Business English II	3
* BUS 240	Human Relations in the Workplace	5
* MNGT 130	Customer Relationship Management	5

GENERAL REQUIREMENTS

** HSCI 228	First Aid and CPR for Health Care Professionals	2
	Total Credits Required	**62-63**

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

Business Management

See Business — Professional/Technical.

Chemistry UNIVERSITY TRANSFER

Faculty: Megan Hess; Ted Wood (FS); Katherine Olsen (PY)
Degree: Associate of Arts (AA-DTA); AA – Option B
Associate of Science (AS-T)

Chemistry is the study of the materials that make up the physical universe and the transformations that these materials can undergo. Career opportunities include teaching, research, chemical laboratory work, chemical engineering, quality control, Environmental monitoring and medicine. Many opportunities are available to those with associate degrees, particularly as chemical lab technicians, but most positions require a bachelor's or graduate degree.

Pierce College offers courses for students planning to transfer to four-year institutions, for those completing their associate degree, for those who are preparing for nursing, dental hygiene or veterinary technology programs, as well as for students who desire elective credits in natural science.

See Degree Outcomes on page 26.

CHEMISTRY TRANSFER

This program does not necessarily qualify a student for an AA-DTA degree. General distribution requirements must be met for the AA-DTA degree. Students wishing to transfer to a four-year institution should discuss the Associate of Science degree (or the AA – Option B) with an advisor.

CHEM& 161	General Chemistry w/Lab I	5
CHEM& 162	General Chemistry w/Lab II	5
CHEM& 163	General Chemistry w/Lab III	5
CHEM& 261	Organic Chemistry w/Lab I	6
CHEM& 262	Organic Chemistry w/Lab II	6
CHEM& 263	Organic Chemistry w/Lab III	6
MATH& 151	Calculus I	5
MATH& 152	Calculus II	5
MATH& 153	Calculus III	5
MATH 205	Linear Algebra	5
MATH 224	Multivariate Calculus	5
MATH 238	Differential Equations	5
PHYS& 221	Engineering Physics I	5
PHYS& 222	Engineering Physics II	5
PHYS& 223	Engineering Physics III	5

For electives, a foreign language and CS& 131 are recommended.

Child Nutrition Program Management PROFESSIONAL/TECHNICAL

Contact: Lisa Reeves
Degree: Associate in Child Nutrition Program Management

Student Learning Outcomes available at:
www.pierce.ctc.edu/dept/childnutrition/outcomes

ASSOCIATE IN CHILD NUTRITION PROGRAM MANAGEMENT (THIS IS A CONTRACTED PROGRAM OFFERED TO LOCAL SCHOOL DISTRICTS)

CHILD NUTRITION PROGRAM MNGT. COURSES (48 CREDITS)

FSM 102	Equipment and Facilities Management	3
FSM 103	Nutrition and Menu Planning	5
FSM 105	Quantity Food Production: Entrees *(Prereq: Safety and Sanitation)*	3
FSM 106	Supervision and Management of Food Prep. II	5
FSM 109	Personnel Issues	2
FSM 110	Food and Beverage Cost Analysis	5
FSM 112	Child Nutrition Program Management	1
FSM 114	Marketing Child Nutrition	3
FSM 115	Basic Nutrition	1
FSM 116	Safety and Sanitation	1
FSM 117	Nutrition Education in the Classroom	3
FSM 118	Healthy EDGE 2000	1
FSM 121	Quantity Food Production: Salads, Sandwiches and Snacks *(Prereq: Safety & Sanitation)*	3
FSM 122	Quantity Food Preparation: Bakeshop	3
FSM 130	Child Nutritional Needs for Diverse Populations	3
HUMDV 126	Life Skills (or HUMDV 127)	2
CIS XXX	Computer	4

GENERAL EDUCATION REQUIREMENTS (42 CREDITS)

*† BUS 105	Business English I	5
*† BUS 107	Business Math	5
* BUS 240	Human Relations in the Workplace	5
† BUS 250	Business Communications	5
Elective	Humanities or Social Science course	5
HSCI 228	First Aid and CPR for Health Care Professionals	2
Select one:		5
ACCT 101	Survey of Accounting	
† ACCT& 201	Principles of Accounting I	
Select one:		5
ECON 110	Survey of Economics	
† ECON& 201	Micro Economics	
Select one:		5
MNGT 194	Supervisory Training and Leadership Develop. or	
MNGT 283	Principles of Supervision and Leadership	
	Total Credits Required	**90**

**Meets related instruction requirements for professional/technical programs.*
†Prerequisite required.

College Success

See Reading/College Success.

Professional-Technical Degree/Certificate Assessment:

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

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

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

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

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

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

Assessing Degree Outcomes from the instructional standpoint

	ECE 110	ECE 111	ECE 112	ECE 202	ECE 205	ECE 212	ECE 213	ECE 215	ECE WBL	ECE 230	ECE 240	ECE 210	ECE 220
DO 1	1	2,10	1,2,3, 4		2,3,9	1,2	7,13	7			8	1	1
DO 2		5		7	7	8,9	8,11	9,10	6	1,2,5,13, 14, 15		8	
DO 3	12		8	13		5		15			4,5, 12	5,6	
DO 4 a	9		6			11		2		3,4		7	
4b	8	1, 4	7	4,5	6		4,5,6	1,3			3	3	4
4c	3,4			1,8	3,9,10		1,10,12	4,6		8,9	1	2	3
4d	2,5	3	5	2,3,6, 9	1,2,4, 5,8,11		2,3,9	5	7c	10,12	11	4	2
4e	6,7	6	9			4		8,12	2b,8		6,7		6
4f	10,11							11	7a		2,10, 9		5
DO 5	13	7, 9		10,11, 12	11	3,6,7	14		1,2,3, 4,5,9,1 0	6,7,11, 16		9,10	7,8,9

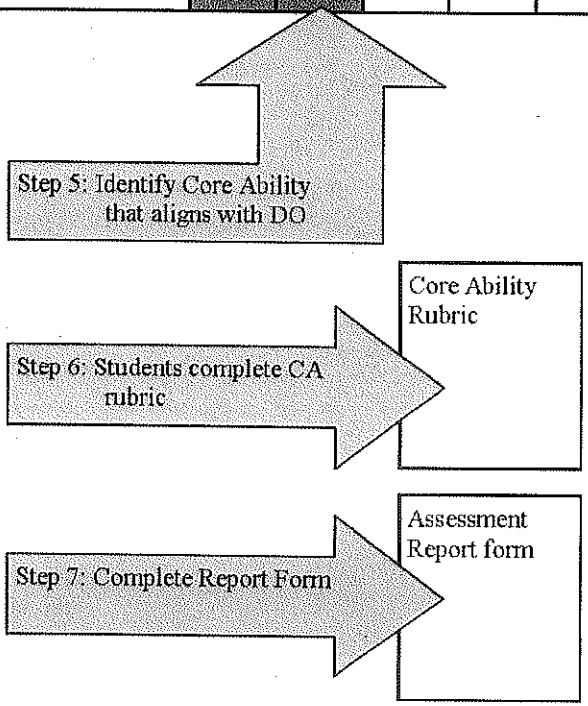
Step 1: Identify Degree Outcome

Step 2: Identify Student Outcome that aligns with DO

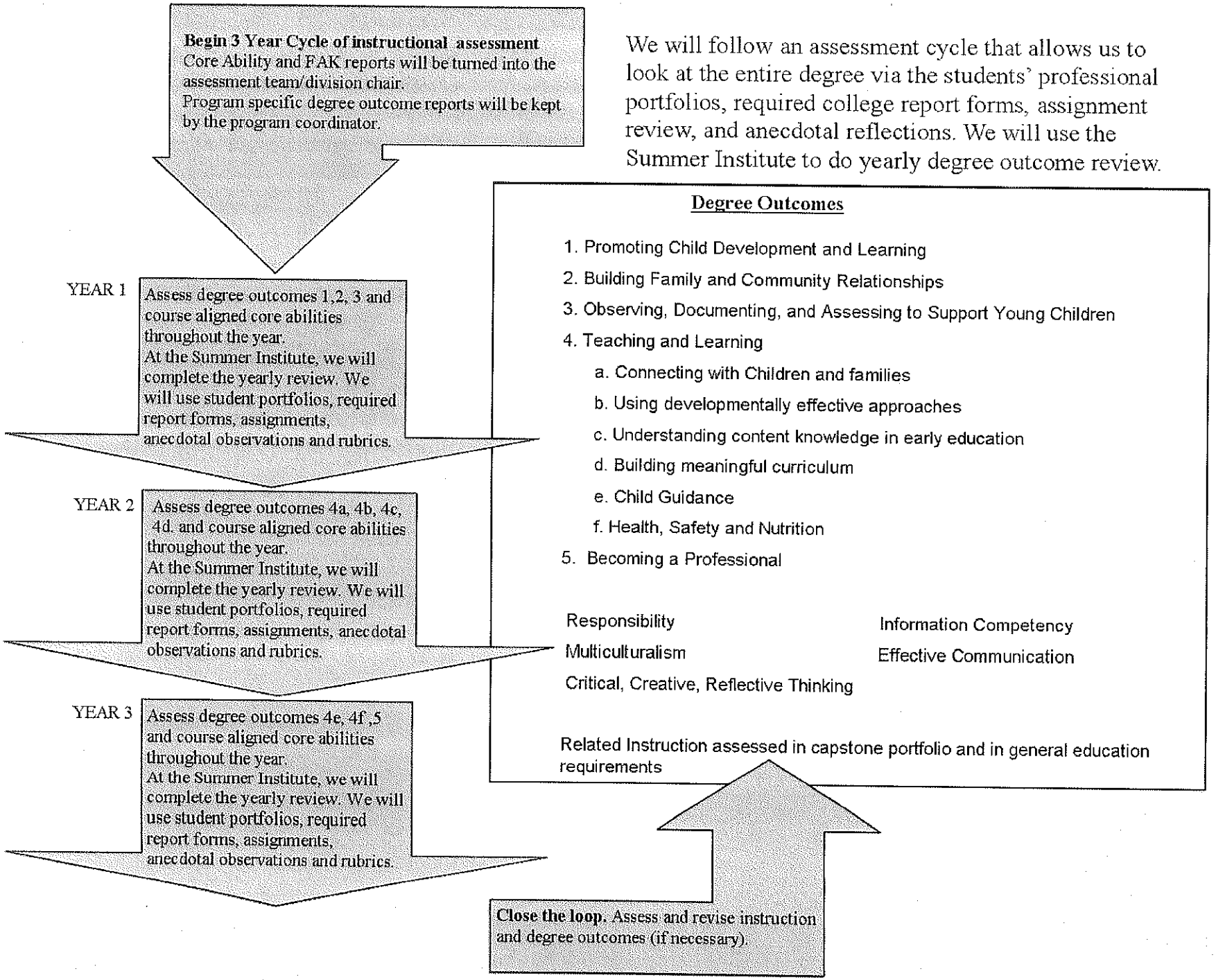
Step 3: Identify assignment that aligns with SO → Position Paper assignment

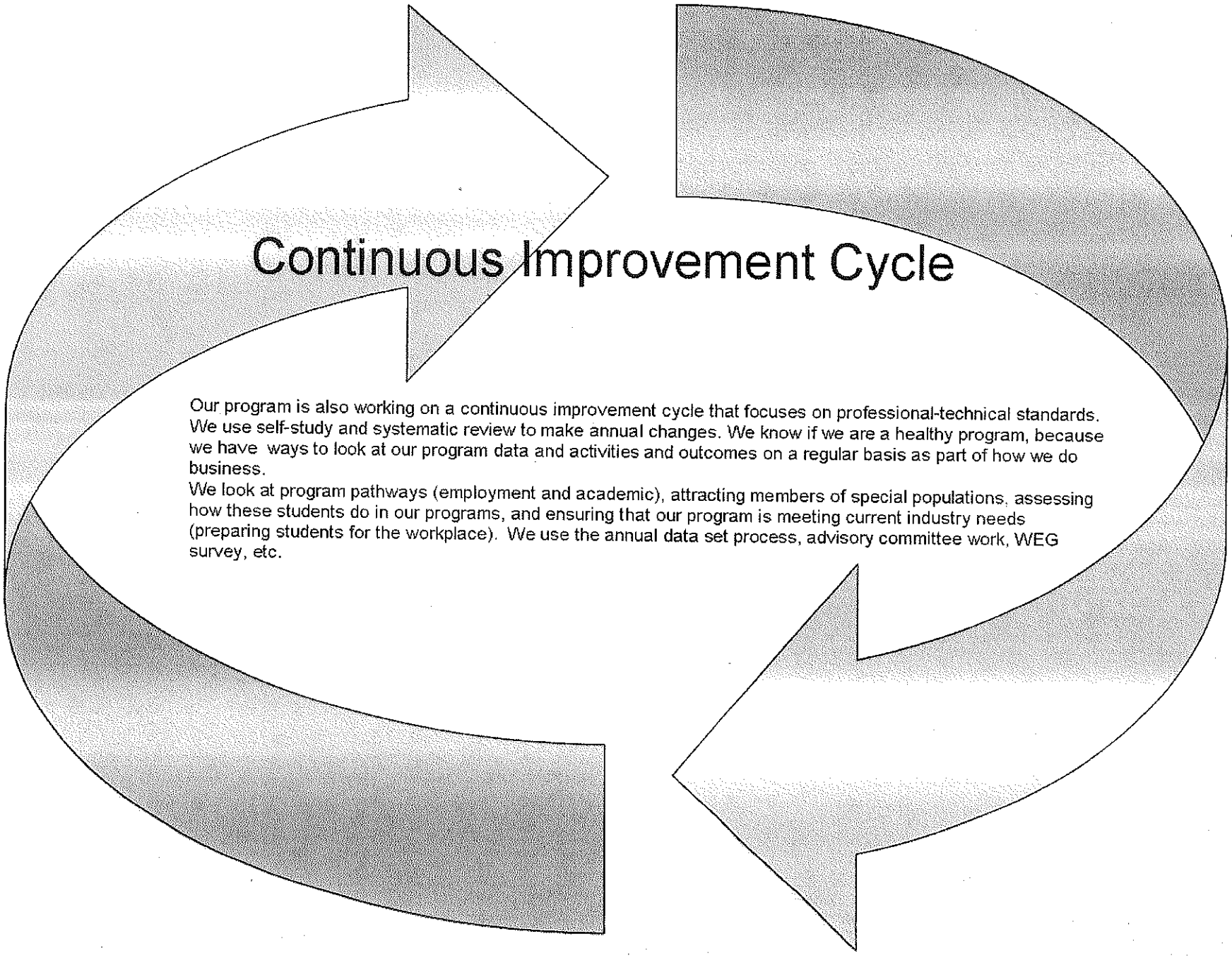
Step 4: Complete report form with samples of student work → Assessment Report

	ECE 110	ECE 111	ECE 112	ECE 202	ECE 205	ECE 212	ECE 213	ECE 215	ECE WBL	ECE 230	ECE 240	ECE 210	ECE 220
Responsibility													
Multiculturalism													
Information Competency													
Effective Communication													
Critical, Creative, Reflective Thinking													



We have designed standardized Core Ability rubrics that all instructors use every quarter in the classes they teach.


Begin 3 Year Cycle of instructional assessment
Core Ability and FAK reports will be turned into the assessment team/division chair.
Program specific degree outcome reports will be kept by the program coordinator.
We will follow an assessment cycle that allows us to look at the entire degree via the students' professional portfolios, required college report forms, assignment review, and anecdotal reflections. We will use the Summer Institute to do yearly degree outcome review.
Degree Outcomes
1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children
4. Teaching and Learning
a. Connecting with Children and families
b. Using developmentally effective approaches
c. Understanding content knowledge in early education
d. Building meaningful curriculum
e. Child Guidance
f. Health, Safety and Nutrition
5. Becoming a Professional
Responsibility
Multiculturalism
Critical, Creative, Reflective Thinking
Information Competency
Effective Communication
Related Instruction assessed in capstone portfolio and in general education requirements
YEAR 1
Assess degree outcomes 1, 2, 3 and course aligned core abilities throughout the year.
At the Summer Institute, we will complete the yearly review. We will use student portfolios, required report forms, assignments, anecdotal observations and rubrics.
YEAR 2
Assess degree outcomes 4a, 4b, 4c, 4d. and course aligned core abilities throughout the year.
At the Summer Institute, we will complete the yearly review. We will use student portfolios, required report forms, assignments, anecdotal observations and rubrics.
YEAR 3
Assess degree outcomes 4e, 4f ,5 and course aligned core abilities throughout the year.
At the Summer Institute, we will complete the yearly review. We will use student portfolios, required report forms, assignments, anecdotal observations and rubrics.
Close the loop. Assess and revise instruction and degree outcomes (if necessary).


Continuous Improvement Cycle
Our program is also working on a continuous improvement cycle that focuses on professional-technical standards. We use self-study and systematic review to make annual changes. We know if we are a healthy program, because we have ways to look at our program data and activities and outcomes on a regular basis as part of how we do business.
We look at program pathways (employment and academic), attracting members of special populations, assessing how these students do in our programs, and ensuring that our program is meeting current industry needs (preparing students for the workplace). We use the annual data set process, advisory committee work, WEG survey, etc.

Official Outline:
Approved by Academic Council on: November '09 Effective: Fall '09 Quarter
New ____ *Updated* ___X___ *Inactive* ____ *Deleted* ____

PIERCE COLLEGE

COMMUNITY COLLEGE DISTRICT 11
COURSE OUTLINE

Division Trans Ed Intent Code 11 C.I.P. 32.03.03

Department ESL Abbreviation & Number ESL 035

Course Title High Beginning ESL Computer Technology and Job Readiness-3

Transcript Abbreviation Tech. & Job-3 **(Maximum of 24 Characters including Spaces)**

Credit Hours 1-15 | Quarterly Lecture 10/20/30/40/50/100/150 | 10:1 Lab 20/40/60/80/100/200/300 | 20:1 | 30:1 Clinical, Cooperative Education or Work Site ____ | 50:1 Other, e.g., Internships, Externships, Work Exp, Field Experience ____

Prerequisites, if any CASAS score of 191 or above

Submitted by: Marie Kyllo Date 11/18/09
(Name of Instructor)

Approved by: ____ Date ____
(Puyallup-Division Chair)

Approved by: ____ Date ____
(Fort Steilacoom Division Chair)

____ Date ____
(Professional/Technical)

____ Date ____
(Learning and Student Success - Instruction & Student Services)

EVALUATION USAGE:

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

If Yes, please indicate which Core Area:

Communications ____
Humanities ____
Natural Science ____
Quantitative/Symbolic Skills ____
Social Science ____

Humanities/Performance Skills only ____
Natural Science w/lab ____

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

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

Name of Professional/Technical Program ____

E.P.C. Code ____ C.I.P. ____

Course intended for:

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

See next page for course description and course outcomes.

I. CONTENT / OUTCOMES / ASSESSMENT

COURSE NUMBER:	ESL 035	COURSE TITLE:	*High Beginning ESL Computer Technology and Job Readiness-3*
COURSE CATALOG DESCRIPTION:		CREDITS:	1-15

High beginning ESL technology and job readiness course for students who want to develop English communication skills in order to enhance their personal, social, and workplace skills.

COURSE CONTENT:

A. Technology Learning Standards-ESL
- Identify and list job skills.
- Analyze life experiences in order to identify and communicate skills transferable to the workplace.
- Research general and local career opportunities on the internet with instructor assistance.
- Identify employment interests and list short-term and long-term employment goals.
- Identify basic barriers to success and strategies for successful completion of goals
- Develop a simplified action plan for short-term and long-term employment goals.
- Use job search strategies and the computer to prepare a draft application, resume, and cover letter.
- Compile a simplified employment portfolio.
- Compose and send emails and other workplace communication with instructor assistance.
- Role play job interviews.
- Identify, discuss, practice, and model appropriate work behavior and practices including e-mail and telephone etiquette.
- Acquire basic computer skills; Word, Excel, PowerPoint
- Optional distant learning activities

B. Goal Setting

STUDENT OUTCOMES:

1. Knowledge and Concepts:
Begin to read independently, increase technology vocabulary, and with assistance, use a variety of sources such as electronic spell check and thesaurus as tools.

2. Resource Gathering:
Gather and share information gained form technology with others. Follow oral and/or written instructions for using technology. Collaborate on technological tasks, such as completing a basic word processing activity with instructor assistance, and simple Power Points , Excel spread sheets, Publisher activities and Word documents.

3. Applied Proficiency:
Use several basic computer software programs, Perform basic computer functions such as saving, retrieving, and printing. Identify all visible components and common software icons, beginning to use electronic devices such as fax, copier, flash drive and calculator, to acquire, process, and manage information Use word processing program to type sentences.

4. G 3.1 Set educational goals as they relate to their roles as workers, citizens, and family members; report progress on these goals; and revise and update them quarterly.

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

CORE ABILITIES:

1. Effective Communication: Recognizes and uses a variety of methods and styles to convey ideas and information as a student, worker, citizen, and family member. At this level, the student exhibits this element of the core ability at an emerging level, due to limited spoken English proficiency.
2. Responsibility: Selects, plans, and executes action steps that address obstacles and efficiently utilize resources. At level, the student selects, plans, and executes action steps in spoken English at an emerging level due to limited English proficiency.

BASIC SKILLS:

Effectively handle life issues: Effectively use technology at level in the community, work, school and family.

POTENTIAL METHODS AND TOOLS FOR ASSESSMENT:

A. Pair and group work
B. Portfolio
C. Self-assessment
D. Instructor observation
E. Media sources
F. Oral exercises
G. Role playing
H. Games
I. State Rubrics
J. Reading exercises
K. Teacher/student interview
L. Technology/computer assignments
M. Peer assessment
N. Computer generated activities
O. CASAS reading and math pretest
P. CASAS reading and math posttest

Official Outline:
Approved by Academic Council on: October'09 Effective: Fall '09 Quarter
New _____ *Updated* _____ *Inactive* _____ *Deleted* _____

PIERCE COLLEGE

COMMUNITY COLLEGE DISTRICT 11
COURSE OUTLINE

Division Transitional Education Intent Code 11 C.I.P. 32.0220

Department Adult Basic Education Abbreviation & Number ABE 061

Course Title ABE Beginning Basic Education - Writing

Transcript Abbreviation ABE Beg Basic - Writing **(Maximum of 24 Characters including Spaces)**

Credit Hours	Quarterly Lecture	10:1 or	20:1 Lab	30:1 Clinical, Cooperative Education or Work Site	50:1 Other, e.g., Internships, Externships, Work Exp, Field Experience
1-5	10 – 50		20 -100		

Prerequisites, if any CASAS Appraisal score 201 to 210.

Submitted by: Teah Bergstrom Date June 24, 2009
(Name of Instructor)

Approved by: _____ Date _____
(Puyallup-Division Chair)

Approved by: _____ Date _____
(Fort Steilacoom Division Chair)

_____ Date _____
(Professional/Technical)

_____ Date _____
(Learning and Student Success - Instruction & Student Services)

EVALUATION USAGE:

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

If Yes, please indicate which Core Area:

Communications _____
Humanities _____
Natural Science _____
Quantitative/Symbolic Skills _____
Social Science _____

Humanities/Performance Skills only _____
Natural Science w/lab _____

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

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

Name of Professional/Technical Program _____

E.P.C. Code _____ C.I.P. _____

Course intended for:
Academic Disadvantage Indicator (ADI) _____ Limited English Proficiency (LEP) _____ Work Based _____

See next page for course description and course outcomes.

COURSE NUMBER:	ABE 061	COURSE TITLE:	ABE Beginning Basic Education - Writing
COURSE CATALOG DESCRIPTION:		CREDITS:	1 - 5

Designed for students to learn and/or review beginning grammar, punctuation, spelling, sentence structure, and paragraph development.

COURSE CONTENT:

1. Washington State Adult Learning Standards – ABE/GED
   - To convey ideas in writing
     a. Determine the purpose for communicating.
     b. Organize and present information to serve the purpose.
     c. Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
     d. Seek feedback and revise to enhance the effectiveness of the communication.
2. Goal Setting

STUDENT OUTCOMES:

1. Writing

W2.1	Determine the purpose and audience for communicating in writing.
W2.2	Follow a highly structured plan to identify and organize a limited number of ideas to support a single purpose and produce a legible and comprehensible draft.
W2.3	Appropriately use familiar vocabulary (based on personal experience and learning) and basic text structure of simple steps/instructions/commands or a single paragraph to convey an idea with supporting details and examples.
W2.4	Demonstrate beginning attention to revision strategies including rereading and revising based on review and feedback from others.
W2.5	Make basic edits of grammar (verb tenses, subject/verb agreement), simple and compound sentences, capitalization, spelling and punctuation (end periods, some commas).

2. Goal Setting

G2.1	Monitor progress on educational goals as they relate to their roles as students, workers, citizens, and family members.

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

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

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

POTENTIAL METHODS AND TOOLS FOR ASSESSMENT:

A. Written exercises/assignments
B. Objective tests
C. Multiple choice tests
D. Small group activities/discussions
E. Instructor observation
F. Self-assessment
F. Written tests
G. Teacher/Student interview
H. CASAS reading and math pretest
I. CASAS reading and math posttest
J. Washington State and GED rubrics
L. Performance tasks

PIERCE COLLEGE

eCATALOG

Effective Summer 2008 over 350 courses and/or Department designators have changed due to the new **Common Course Number (CCN) project**. If you can't find what you are looking for below, it may have a new Course number or be listed under a new Department. To see a complete crosswalk listing that shows old course numbers and new course numbers, **click here** Where you see two or more Department listing in OCA, you may need to check all of them.

Click the Program Title to see detailed information about the program. The Degree Listing link will display all degrees associated with that program, and the Course Listing link will display all courses associated with that program.

Academic Transfer Information (click to expand)

- Associate of Arts (AA)
- Associate of Science (AS) Tracks 1 and 2
- Business
- Biology
- Education - Elementary Education
- Education - General Science Education
- Education - Math Education
- Education - Chemistry Education
- Education - Biology Education
- Education - Physics Education
- Health Science - Pre-Nursing

PROGRAM OR DEPARTMENT *(click for details)*	HOMEPAGE	DEGREES / CERTIFICATES	COURSE LISTING	AA/AS	1 YEAR CERTIFICATE
ACCOUNTING	Homepage	ACCT Degrees	ACCT Courses	AA/AS	CERT
ADULT BASIC EDUC	Homepage		ABE Courses		
AMERICAN SIGN LANGUAGE	Homepage		ASL Courses		
ANTHROPOLOGY	Homepage		ANTH Courses		
ART	Homepage		ART Courses		
ASTRONOMY	Homepage		ASTR Courses		
ATMOSPHERIC SCIENCE	Homepage		ATMOS Courses		
BIOLOGY	Homepage		BIOL Courses		
BUSINESS	Homepage	BUS Degrees	BUS Courses	AA/AS	
BUSINESS INFORMATION TECHNOLOGY	Homepage	BTECH Degrees	BTECH Courses	AA/AS	
BUSINESS MANAGEMENT	Homepage	MNGT Degrees	MNGT Courses	AA/AS	
CHEMISTRY	Homepage		CHEM Courses		
CHINESE	Homepage		CHIN Courses		
COLLEGE SUCCESS	Homepage		COLLG Courses		
COMMUNICATION STUDIES	Homepage		CMST Courses		
COMPUTER INFORMATION SYSTEMS	Homepage	CIS Degrees	CIS Courses	AA/AS	
COMPUTER NETWORK ENGINEERING	Homepage	CNE Degrees	CNE Courses	AA/AS	

CONSTRUCTION MANAGEMENT	Homepage	CONST Degrees	CONST Courses	AA/AS
COOPERATIVE ED	Homepage		COOP Courses	
CORRECTIONS PROTECTION OFFICER & CORRECTIONAL CAREERS PROGRAM	Homepage		CORR Courses	
CRIMINAL JUSTICE	Homepage	CJ Degrees	CJ Courses	AA/AS
DENTAL HYGIENE	Homepage	DHYG Degrees	DHYG Courses	AA/AS
DEVELOPMENTAL DISABILITIES	Homepage		DD Courses	
DIAGNOSTIC HEALTH & FITNESS TECHNICIAN / INSTRUCTOR	Homepage	DHFT Degrees	DHFT Courses	AA/AS
DIGITAL DESIGN	Homepage	DDSGN Degrees	DDSGN Courses	AA/AS
DRAMA	Homepage		DRMA Courses	
EARLY CHILDHOOD EDUCATION	Homepage	ECE Degrees	ECE Courses	AA/AS
ECONOMICS	Homepage		ECON Courses	
EDUCATION	Homepage	EDUC Degrees	EDUC Courses	AA/AS
ENGINEERING	Homepage		ENGR Courses	
ENGLISH	Homepage		ENGL Courses	
ENGLISH SECOND LANGUAGE	Homepage		ESL Courses	
ENVIRONMENTAL SCIENCE	Homepage		ENVS Courses	
FASHION MERCHANDISING	Homepage		FASH Courses	
FRENCH	Homepage		FRCH Courses	
GENERAL EQUIVALENT DIPLOMA	Homepage		GED Courses	
GEOGRAPHY	Homepage		GEOG Courses	
GEOLOGY	Homepage		GEOL Courses	
GERMAN	Homepage		GERM Courses	
HEALTH EDUCATION / WELLNESS	Homepage	HSCI Degrees	HSCI Courses	AA/AS
HISTORY	Homepage		HIST Courses	
HOMELAND SECURITY EMERGENCY MANAGEMENT	Homepage	HSEM Degrees	HSEM Courses	AA/AS
HUMAN DEVELOPMENT	Homepage		HUMDV Courses	
HUMAN SERVICES SUBSTANCE ABUSE (formerly Alcoholism and Drug Abuse)	Homepage		HSSA Courses	
HUMANITIES	Homepage		HUM Courses	
INFORMATION STUDIES	Homepage		INFO Courses	
INTERNATIONAL EDUC	Homepage		IE Courses	
JAPANESE	Homepage		JAPN Courses	
JOURNALISM	Homepage		JOURN Courses	
LANGUAGE INTERPRETER	Homepage		INTP Courses	

LEGAL (Legal Studies will continue) / PARALEGAL STUDIES (Paralegal Studies-Discontinued June 9, 2009)	Homepage		LEGAL Courses		
MATHEMATICS	Homepage		MATH Courses		
MICROBIOLOGY	Homepage		MICRO Courses		
MILITARY SCIENCE	Homepage		MSCI Courses		
MUSIC	Homepage		MUSC Courses		
NURSING	Homepage	NURS Degrees	NURS Courses	AA/AS	
NUTRITION	Homepage		NUTR Courses		
OCCUPATIONAL SAFETY AND HEALTH	Homepage	OSH Degrees	OSH Courses	AA/AS	
OCEANOGRAPHY	Homepage		OCEA Courses		
PARAEDUCATION	Homepage	PARED Degrees	PARED Courses	AA/AS	
PHILOSOPHY	Homepage		PHIL Courses		
PHYSICAL EDUCATION	Homepage		PE Courses		
PHYSICAL SCIENCE	Homepage		PS Courses		
PHYSICS	Homepage		PHYS Courses		
POLITICAL SCIENCE	Homepage		POLS Courses		
PSYCHOLOGY	Homepage		PSYC Courses		
READING	Homepage		READ Courses		
RUSSIAN	Homepage		RUSS Courses		
SOCIAL SERVICE-MENTAL HEALTH	Homepage	SSMH Degrees	SSMH Courses		CERT
SOCIOLOGY	Homepage		SOC Courses		
SPANISH	Homepage		SPAN Courses		
STUDY SKILLS	Homepage		STUDY Courses		
THEATRE	Homepage		THTR Courses		
VETERINARY TECH	Homepage	VT Degrees	VT Courses	AA/AS	

PIERCE COLLEGE

eCATALOG

Course Listings for BIOLOGY

Course is offered distance learning.

Course Listings for BIOLOGY

	Year One				Year Two			
	Fa	W	Sp	Su	Fa	W	Sp	Su
BIOL& 100 SURVEY OF BIOLOGY - [GE] [GTE] [NS]	X	X	X	X	X	X	X	X
BIOL 118 Human Anatomy and Physiology for Non-Science Majors - [GE] [GTE] [NS]	X	X	X	X	X	X	X	X
BIOL 120 Human Anatomy and Physiology for Non-Science Majors with Lab - [GE] [GTE] [NS]								
BIOL& 160 GENERAL BIOLOGY W/LAB - [GE] [GTE] [NS]	X	X	X	X	X	X	X	X
BIOL& 211 Majors Cellular - [GE] [GTE] [NS]		X				X		
BIOL& 212 Majors Animal - [GE] [GTE] [NS]			X				X	
BIOL& 213 Majors Plant - [GE] [GTE] [NS]	X			X	X			X
BIOL& 241 Human A & P 1 - [GE] [NS]	X	X	X		X	X	X	
BIOL& 242 Human A & P 2 - [GE] [GTE] [NS]		X	X	X		X	X	X
BIOL& 260 Microbiology - [GE] [GTE] [NS]			X	X			X	X

Master Course Outline
BIOL& 100
SURVEY OF BIOLOGY

Credits: 5

Clock Hours per Quarter: 60

Lecture Hours:40 **Lab Hours:**20

Description
Emphasis on the study of cells, genetics, ecology, diversity of life, and physiology in order to establish a foundation of understanding and respect of life. This course includes a laboratory.

Intended Learning Outcomes
Identify those components of chemistry that are of functional necessity of biology, including atomic structure, different types of bonds required in the chemistry of life; ionic, covalent, and hydrogen, macromolecule synthesis (monomers vs. polymers), the five classes of macromolecules, including ATP.
Define the concepts behind energy, including the laws of thermodynamics, what is energy, and the chemistry and importance of the two major chemical processes of life: cellular respiration and photosynthesis.
Identify the differences between eukaryotic and prokaryotic cells (including archaebacteria) in energy attainment abilities, structures, and reproduction.
Define and understand the processes of DNA replication, transcription and translation.
Compare similarities and contrast differences in cellular reproduction: Mitosis, Binary Fission, Conjugation, Parthenogenesis, Meiosis, and Cytokinesis.
Describe attributes of, and differentiate between, the three domains and five kingdoms of life on planet Earth and possibly elsewhere.
Describe diffusion, osmosis and active transport in cellular terms.
Define the first two laws of thermodynamics and apply these laws to the fundamental operation of life through the processes of photosynthesis and cellular respiration.
Use the internet as a resource in biological science and life issues.
Discriminate between subjective and scientifically objective standards in all media while applying the (true) scientific method.
Define the fundamental structures and functions of ecology including; the areas of ecosystems, populations, food webs, food pyramids, consumers, decomposers, producers, and trophic levels.
Discuss potential applications of biotechnology to life on Earth and beyond, and evaluate the role of bioethics in this discussion.
Describe the impact of one's personal behavior in local community and global ecology.
Analyze why humans are classified as members of the kingdom Animalia through organization at the cellular, tissue, organ, organ system, and organismic level.
Compare and contrast Mendelian and non-Mendelian genetic and Darwinian and non-Darwinian evolution.

Syllabi Listing See ALL Quarters

Course	Year Quarter	Item	Instructor	
BIOL& 100	Fall 2010	7120	Stephanie Joy	View Syllabus
BIOL& 100	Fall 2010	7122	Stephanie Joy	View Syllabus

BIOL& 100	Summer 2010	5874	Robert Johnson	**View Syllabus**
BIOL& 100	Spring 2010	5874	Robert Johnson	**View Syllabus**
BIOL& 100	Spring 2010	3006	Elysia Mbuja	**View Syllabus**

Two Year Projected Schedule

Year One*					Year Two**				
Fall	Winter	Spring	Summer	Mini	Fall	Winter	Spring	Summer	Mini
X	X	X	X		X	X	X	X	

*If fall quarter starts on an odd year (2003, 2005, etc.), it's **Year One**.
If fall quarter starts on an even year (2002, 2004, etc.), it's **Year Two.

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