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Dear Students,

Welcome to Cascadia Community College 2001-2002 academic year. We hope that you will enjoy using this catalog and that its contents will be useful, practical and valuable.

Cascadia Community College began its first year of offering full academic and professional and technical programs in September 2000. Since then, a record-setting number of students have experienced Cascadia’s innovative educational style, high academic standards, friendly, encouraging and welcoming culture and our beautiful campus environment.

Please take a look through the first section in this catalog titled “Learning For The Future,” which highlights some of the best features of Cascadia. This section shows why Cascadia Community College is being recognized as a national leader in higher education. We strive to make all experiences students have inside and outside our classrooms enlightening, informative, memorable, challenging and exciting.

This past year our students achieved remarkable results. The graduating class of 2001 had a median Grade Point Average (GPA) of 3.55! Cascadia students thoroughly enjoy their learning experiences and are accomplishing noteworthy and publicly acclaimed achievements, in part due to the technology, resources, and support available on campus. All students – whether attending a few classes or seeking a degree or certificate – are creating advanced web sites, videos and multi-media projects, designing brochures, pamphlets, online newspapers, demonstration CDs, etc. Our students are being well prepared to enter the workforce of the 21st Century – where technology is everywhere.

As you know, the University of Washington Bothell campus (UWB) is co-located with Cascadia. This co-location will provide you with unique opportunities to be and work with the UWB students, faculty and staff since we share many services and activities, such as an advanced media center, dining services, the bookstore, classrooms, the library (with access to the UW library and its six-million-volume collection).

This year we offer a new program, the Associate in Science degree. Students will be able to complete this degree in one of two tracks: (1) biological sciences, earth sciences, chemistry and geology, or (2) computer science, physics and atmospheric sciences.

As you investigate Cascadia’s offerings in this catalog, we hope that you will discover your future. On behalf of the entire Cascadia team, I welcome you and congratulate you on choosing us as your partner in your educational future.

Dr. Victoria Muñoz Richart
President of Cascadia Community College
Cascadia Community College has become known for its innovative learning opportunities. Cascadia students become familiar with terms such as learning communities, linked classes, e-Portfolios, group work and learning outcomes. Delve into this section to see what makes Cascadia special.
The Cascadia Community College Board of Trustees

The college is governed by a Board of Trustees, which is appointed by the Governor. Cascadia’s Board of Trustees meets on a monthly basis.

The Board of Trustees are (from left to right): Roger Yockey, Dr. Gloria Mitchell and Mark Wolfram, back row; Dianne Campbell and Dennis Stefani, front row.

New College in the State of Washington

Cascadia is the newest community college in the state of Washington. It is a public institution offering two-year degrees, certificate programs and a broad range of continuing education courses, professional training, and business-specific customized contract programs.

Cascadia is located on a 128-acre campus along Beardslee Boulevard in Bothell, just northwest of the intersection of I-405 and SR-522. Cascadia and the University of Washington, Bothell are co-located on the same campus.

Of the campus’ 128 acres of land, 58 acres are currently being restored to high-functioning wetlands, similar to those found on the site 200-300 years ago. It is described as the largest wetlands restoration project ever accomplished in the state of Washington. When the restoration work is done, more than 400,000 trees, shrubs, and herbaceous plants representing more than 20 plant communities will be hand-planted throughout the wetlands area. In addition, approximately 3,200 feet of North Creek will be rerouted to its original path through the wetlands floodplain. A trail will border the wetlands and will be accessible to the public when the wetlands restoration project is complete.

Cascadia’s degrees include an Associate Degree in Integrated Studies (AIS), an Associate in Science (AS) and an Associate in Applied Science (AAS). The AIS is a good match for students looking to pursue a variety of liberal arts majors after transferring to a university. The AS is ideal for students planning to pursue majors in the natural sciences, pre-med, engineering or computer science. The Associate in Applied Science Degree (AAS) is available with an emphasis in Network Technology, Software Programming Technology or Web Technology. Professional Technical certificate programs are offered in Network Specialist, Technical Support Specialist, Web Specialist, E-Commerce Specialist, Software Testing Specialist, Computer Applications Specialist and Web Design Specialist.

Cascadia’s service district, which is legislatively assigned, includes the cities of Bothell, Woodinville, Kirkland, Kenmore, Duvall, Carnation, Sammamish, Redmond and many smaller communities.

Cascadia offers non-credit, professional/technical classes as well as lifelong learning classes in a wide variety of subjects, including art, business, computers, dance and music, health and wellness, home and garden, crafts, professional development, writing, personal growth and industry-specific certificates.

Visit our website at www.cascadia.ctc.edu for updates on courses offerings, class registration or employment. For admissions information, call 425.352.8860 or email admissions@cascadia.ctc.edu.

Accreditation

Cascadia Community College operates under the accreditation status of Shoreline Community College, Seattle, WA, which is accredited by the Commission on Colleges of the Northwest Association of Schools and Colleges.

Vanguard Learning College

In April 2000, Cascadia Community College was chosen by the National League For Innovation in the Community College, to be one of 12 Vanguard Learning Colleges. This prestigious award was bestowed upon colleges across the country that proved themselves to be focused on students, and always willing to strive for innovation and excellence. Together, these 12 colleges meet regularly to share ideas and help each other improve higher education. Cascadia Community College students are fortunate to be a part of this dynamic effort to improve their success.
1990

A study of the population and educational participation rates in the state of Washington shows the greatest projected number of underserved college students will be in the northeast King and southeast Snohomish counties.

1994-1998

House Bill 2210 is signed into law, officially creating Cascadia Community College. This makes Cascadia Washington’s 33rd community college. It has been 20 years since the last community college was built in the state of Washington.

The Governor appoints Cascadia’s founding Board of Trustees.

A study is conducted and the Higher Education Coordinating Board recommends the co-location of Cascadia Community College with the University of Washington, Bothell campus.

The Board of Trustees appoints the first president, Mr. David Habura.


The building site is chosen for the new University of Washington, Bothell/Cascadia Community College campus. The site is a 128-acre piece of land along Beardslee Boulevard in Bothell, near the intersection of I-405 and SR-522.

The department of General Administration is assigned the management of design aid and construction of the co-located campus. The architectural firm NBBJ is selected and the general contractor becomes Mortenson.

In May, Gov. Gary Locke participates in the groundbreaking ceremony for the new campus.

In July, Dr. Victoria Muñoz Richart is appointed as Cascadia’s new President.

1999

In February, the college’s Executive Team is appointed.

In April, a search is completed for the four members of the Curriculum and Learning Design Team.

In the spring, a community-wide contest is conducted for the selection of the college’s logo. The design chosen for the college’s official logo is done by Mark Plummer, a graphic designer from Carnation. From the logo contest entries, the design for the college emblem is chosen from work submitted by Vanessa Jensen, an artist and designer from Bothell, and the design concept for the college’s official seal is provided by Alissa Hays, a sixth grader at Sunrise Elementary in Woodinville.

In September, the first Lifelong Learning classes are offered throughout the community.

In November, the search begins for the college’s founding faculty members. From more than 700 applicants and over 150 interviews, 16 founding faculty members are selected to lead the learning activities on campus.

2000

The college’s first catalog is published.

The college’s planning and fall schedule of classes are published, listing fall quarter classes that will begin at the new campus in September. Registration for classes begins April 24.

In mid-August, the college staff makes its historic move from temporary offices in a Bothell business park to the new campus.

The campus grand opening and building dedication ceremonies are held on September 16. The Honorable Gov. Gary Locke attends and speaks at the festivities.

Classes begin on September 25.

2001

Student enrollment for the first academic year exceeds expectations and targeted goals.

Student leaders established the Associated Students of Cascadia Community College (ASCCC), the official student organization at the college. A constitution governing ASCCC operations was written and approved by student vote, and student officers and a representative assembly was created.

June 9, the inaugural commencement ceremony is held in the campus amphitheater. King County Executive Ron Sims served as the keynote speaker.
Vision

Cascadia Community College will be a community of learners pioneering innovative pathways to successful learning.

Mission

Cascadia is a community college whose caring culture supports creative, comprehensive, culturally rich, technologically advanced and learner-centered education that is environmentally sensitive and seamlessly linked with the community, area enterprise and other educational institutions.

Institutional Core Values

As a learning organization, Cascadia continually strives to reach the highest levels of quality in its academic, student and administrative programs and services through continual analysis, assessment and improvement. Our quality indicators are our institutional core values.

Community

The college is a community of learners that seeks to build a caring culture of justice and equity, and to provide an environment that fosters our college-wide learning outcomes: active learning; critical, creative and reflective thinking; clear communication; and interaction in diverse and complex environments.

Diversity

Celebration of diversity and cultural differences is a hallmark of a true learning community. Pluralism, diversity and equity are therefore at the core of Cascadia’s mission. Individual difference is affirmed and celebrated in our community of learning.

Access

Cascadia serves learners with a broad range of knowledge, skills and experiences through open access to programs and services. We nurture new and expansive patterns of thinking, encourage respect for self and others, and provide a safe, healthy and barrier-free learning environment.

Success

Cascadia values highly the academic and personal success of all students. The Cascadia learning model approaches the learner holistically, and integrates personalized support services into the academic experience to best assist learners achieve success. Student achievement is a hallmark of our mission.

Learning

All members of the community are learners, and we strive to make learning relevant and connected. Learning is transformative, personal, and tailored to the needs and goals of our learners. Learning is integrated and interconnected; therefore our programs are interdisciplinary and offer technological fluency, global understanding, and links with the community, area enterprise and other educational institutions. Educational excellence characterizes our mission.

Innovation

As a learning organization, Cascadia values creative pathways to fulfill the college vision and mission, consistently encouraging collaborative learning and growth. We continually expand our capacity to create high standards of performance through the acquisition of new knowledge and our commitment to constant responsiveness to the needs of our community of learners.

Environmental Stewardship

Cascadia is honored to protect and preserve the community wetlands and to develop their intellectual, academic and social value for the region and the nation. We value the conservation of natural resources and embrace environmentally sustainable practices.
Cascadia Community College is committed to your learning and preparing you for life, relationships, work—whatever goals you have for your education. Whether you want to earn a degree at Cascadia or take a couple of classes, we are dedicated to helping you succeed!

One  Before you get started, we can help with goal clarification, financial aid, career options and requirements for program completion. We can also help you put together a schedule of classes that meets your time, professional and personal needs.

Two  No matter what you study at Cascadia, we have identified clear learning outcomes so you always know what is expected to succeed. All classes at Cascadia are designed to help you meet the learning outcomes.

Three While you are studying at Cascadia, faculty and staff will help you on your path to success through tutoring, advising, learning centers, faculty office hours and mentoring.

Four  As you progress through your courses, you may keep track of your learning and growth in your online electronic learning portfolio — a valuable record of your
These college outcomes are the learning goals for all Cascadia students, faculty, administrators and staff. When practiced as lifelong learning habits, they encourage personal growth, enhance productive citizenship, and foster individual and cooperative learning. As they are assessed inside and outside the classroom, these outcomes guide learning, decision-making and actions by all members of the college community.

<table>
<thead>
<tr>
<th>Learn Actively</th>
<th>Think Critically, Creatively and Reflectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning is a personal, interactive process that results in greater expertise and a more comprehensive understanding of the world.</td>
<td>Reason and imagination are fundamental to problem solving and the critical examination of ideas.</td>
</tr>
<tr>
<td>✓ Develop expertise, broaden perspectives and deepen understanding of the world by seeking information and engaging in meaningful practice.</td>
<td>✓ Create, integrate and evaluate ideas across a range of contexts, cultures and areas of knowledge.</td>
</tr>
<tr>
<td>✓ Construct meaning from expanding and conflicting information.</td>
<td>✓ Recognize and solve problems using creativity, analysis and intuition.</td>
</tr>
<tr>
<td>✓ Engage in learning both individually and with others, through reading, listening, observing and doing.</td>
<td>✓ Examine one’s attitudes, values and assumptions and consider their consequences.</td>
</tr>
<tr>
<td>✓ Take responsibility for learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicate with Clarity and Originality</th>
<th>Interact in Diverse and Complex Environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to exchange ideas and information is essential to personal growth, productive work and societal vitality.</td>
<td>Successful negotiation through our increasingly complex, interdependent and global society requires knowledge and awareness of self and others, as well as enhanced interaction skills.</td>
</tr>
<tr>
<td>✓ Organize and articulate ideas for a range of audiences and purposes.</td>
<td>✓ Collect ideas, values and perspectives.</td>
</tr>
<tr>
<td>✓ Use written, spoken and symbolic forms to convey concepts creatively.</td>
<td>✓ Collaborate with others in complicated, dynamic and ambiguous situations.</td>
</tr>
<tr>
<td>✓ Use technology to gather, process and communicate information.</td>
<td>✓ Practice civility, empathy, honesty and responsibility.</td>
</tr>
</tbody>
</table>
This illustration of Cascadia’s Learning Model represents the various steps that we believe are part of a complete college experience. We have developed strong support and learning systems around this model to ensure that Cascadia students can meet their goals. Your mentor and/or your advisor can elaborate on this Learning Model and walk you through the different steps as you design your educational plan.
Advantages to Becoming a Cascadia Student

Cascadia Community College offers:

- New buildings and equipment
- A convenient location in Bothell, just northwest of the I-405 / SR-522 interchange
- Small classes and easy access to high-tech computer labs
- Personalized advice and attention from carefully selected faculty and advisors
- Professional/technical degrees and certificates in high-demand fields
- An affordable option for completing the first two years of a four-year degree
- Co-location with the University of Washington, Bothell
- A university-caliber library on campus, with full access to the UW's six-million-volume library collection
- Innovative learning in the classrooms

Cascadia’s programs are designed to meet the educational needs of our 21st Century students, and to match the employment demands of area high-tech businesses. See the section starting on page 28 for all degree and certificate programs.

Pay an Affordable Price

Cascadia is an affordable option for your education. Tuition for the 2000-2001 academic year was only $54.70 per credit hour, or $547 per quarter for a full-time student who took 10-18 credit hours. Although the Legislature will establish new tuition rates for the 2001-03 biennium, tuition in community and technical colleges remains affordable. Please see the quarterly schedule of classes for the current tuition rates.

Find Financial Help

Even though Cascadia is quite affordable, we know some students will need financial assistance. Cascadia provides student financial services in form of grants, loans and work-study positions. For information about financial aid, see page 23.

Get to Know Cascadia

After students apply, they will be invited to an advising session to assist in selecting the right classes to meet personal and professional goals. Advisors and faculty will be on hand at these sessions – and throughout the educational experience – to provide the support needed to be successful.

Mentorship

Cascadia administrators and staff are assigned to individual students to serve as mentors and to help support student success. Mentors complement other support personnel – academic advisors, faculty members, tutors, etc. – and serve as guides to help answer questions, point students in the right direction, and generally assist them in finding their way through the college experience.

Mentors contact students early each quarter, introducing themselves and offering assistance. All Cascadia students are encouraged to take advantage of our mentorship program.

Make the University of

Washington, Bothell Connection

Cascadia’s unique shared campus with the University of Washington, Bothell (UWB) opens up many doors for Cascadia students. The on-campus library is packed with resources equal to other university-caliber libraries. In addition, Cascadia students have full access to the main UW library – the second largest library system in the Western United States, with more than six million volumes. Cascadia’s staff is currently developing agreements with UWB so that students may seamlessly transfer into many of the popular programs offered at the university. Please see pages 43-47 for transfer information.
Unique Learning Environment

Group Work
Cascadia believes strongly that all students need to develop the ability to work effectively in small group settings. We believe that teamwork directly furthers each of our core learning outcomes. This is a belief that is supported by extensive research on effective teaching and learning. Employers consistently tell us that the ability to communicate, problem-solve, make decisions and interact with diverse individuals and viewpoints in a group setting is critical to success in the workplace, no matter what type of position one holds. Students must know how to work and interact collaboratively in order to survive in today’s complex, interdependent and increasingly international world. This is why teamwork is important to Cascadia. Students will find classes throughout Cascadia’s curriculum – foundation classes, academic classes, technology classes – that require students to work in group settings on a variety of projects.

Distance Learning
Cascadia offers distance learning classes online and by telecourse. Please see quarterly schedule of classes for courses offered.

Cascadia’s online courses are offered through Washington Online (WAOL), a cooperative effort among Washington’s 34 community and technical colleges to deliver coordinated online instruction. For more information, and a complete listing of student services and course offerings, see the WAOL website: www.waol.org or through Cascadia’s website www.cascadia.ctc.edu.

Learning Communities
Learning Communities offer an alternative to the traditional individual course approach. These programs are based on specific themes and synthesize knowledge and ideas across different disciplines to help students understand patterns and make connections among different schools of knowledge, and to integrate their studies with personal experience and intellectual growth.

A typical program might meet two days a week for four hours daily. The course may include workshops, seminars, lectures, field trips, group projects and writing assignments. Seminars play a crucial role in the learning process, in which participants learn to analyze and critique arguments, cooperate in group discussion, read critically and debate logically. Writing assignments and group projects allow students to clarify and express their ideas and make connections among many subjects.

Learning Communities represent an integrated educational approach. Courses within coordinate studies may apply to the AIS and AS degrees, and may transfer to other colleges and universities.

Electronic Portfolio (e-Portfolio)
At Cascadia, students develop personalized, electronic, web-based portfolios to demonstrate their learning. The e-Portfolio provides a place to record and store a wide range of important materials and information, including career and educational goals, academic accomplishments, special projects, personal reflections and affirmations from others. The e-Portfolio holds tangible products that demonstrate students’ skills and showcases their accomplishments. Students create an initial portfolio as part of the College Strategies or Careers in Information Technology classes and continue to add to its content throughout their college experience. The e-Portfolio is an effective way for students to demonstrate knowledge, skills and abilities to prospective employers or universities.
Many services and resources are available to improve the lives of students at Cascadia. The wealth of information and technology available at the library and media center help students create professional-looking, high-tech projects. And the student government infuses an atmosphere of fun around campus with its clubs and activities.

Student Resources

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Campus Library

Library Collections

The Campus Library provides an array of print and electronic resources designed to support Cascadia students as they pursue their educational goals. Books, journals and multimedia materials are selected by librarians and faculty with Cascadia’s curriculum in mind. Students also have access to the collections of the University of Washington Libraries to further support their studies.

Services

The Campus Library features an Information Commons, which houses over 40 computers, called scholars’ workstations. These computers provide access to the World Wide Web, including web-based library materials and e-mail, as well as to word processing, spreadsheet, presentation and other software. Students can do research, write papers and check e-mail all in the same place! Students can access these resources in the Campus Library’s Information Commons, at Cascadia, or from home.

Librarians and technology assistants are available in the Information Commons to assist students with research or to provide computer support. Librarians also teach workshops and work with faculty to help students develop their abilities to access and evaluate information.

Facilities

The Campus Library has a number of group study rooms that can be reserved for group meetings, as well as a wired study room for those who wish to use laptops. The beautiful Reading Room, on the third floor of the library, is a place for quiet study and reflection.

More information about the Campus Library can be located at www.bothell.washington.edu/library/.

Media Center

Located in the Campus Library & Media Center building, the Media Center provides three main areas of support to Cascadia students, faculty and staff. First, the Media Center provides classroom technology support, including computers, projection systems, VCRs and DVD players. Next, the Media Center circulates the campus media collection, with over 2,000 titles on DVD, VHS, Laserdisc and CD. Media staff can also order media titles from other UW Libraries collections for use in the classroom. Finally, the Media Center houses the Multimedia Studio, a specialized lab for the development of higher-end projects, including video editing, scanning/photo manipulation and PowerPoint. See the Campus Media Center web site for more details: www.bothell.washington.edu/media/.

Student Breakout Areas

Throughout Cascadia’s building students have access to breakout areas that include computers, printers, small groups of tables and comfortable chairs for individual and group study. This is an ideal place to meet classmates after class to finish projects, or for students to finish up a computer project before heading home.

Computer Resources

Cascadia Community College has computer classrooms and computer laboratories, including an open computer lab (Open Learning Center). Additionally, every classroom is equipped with an e-podium, which includes a projection system and computer network access.

Interactive Television

Cascadia has classrooms with Interactive Television capabilities. These are available for distance learning and teleconferences.

The Open Learning Center

The Open Learning Center provides a place for students to receive assistance with class assignments and technology needs. The Open Learning Center is a computer lab and tutoring center that houses both the Writing Center and the Math Center.

The computer lab is available for students to receive assistance on the software programs used in Cascadia’s courses. Trained assistants are available to help students individually or in small groups. In addition to help on a wide range of computer applications, including web technology and programming applications, staff at the center can assist students with class projects. Staff can also demonstrate to students how to effectively create an e-Portfolio to showcase their work at Cascadia Community College.

The Open Learning Center, including the Writing Center and Math Center, is located in CC 060.

The Writing Center

The Writing Center provides opportunities for students to learn study techniques and improve reading and/or writing skills in a lab environment. Students learn through a variety of media, including computer programs, audio/video lessons and traditional text materials. A lab manager develops an individualized program of study and provides feedback to students. Tutors are available for one-on-one instruction. Students may also receive tutorial assistance on a walk-in basis with assignments from other classes in which they are enrolled.

The Math Center

The Math Center provides trained staff to assist students with their math courses, from arithmetic through calculus. Individual assistance and the opportunity for students to work in groups are available. The Math Center is equipped with computers, video and printed materials, that provides a supportive environment for students studying mathematics.
Bookstore

The University Bookstore serves Cascadia students, and is located on the first floor of the Library Extension building. The bookstore carries books for Cascadia classes, as well as school supplies and Cascadia paraphernalia.

Childcare

Cascadia does not have facilities for on-site childcare. Information about local licensed childcare facilities is available from Student Success Facilitators in the Enrollment Services Office.

Food Services

A deli, espresso bar and vending machines are currently available at Cascadia. A full-service cafeteria will be available in the near future.

Disability Services

Cascadia Community College provides services to help students with documented disabilities successfully adapt to college life. Students who meet specific criteria may qualify for academic accommodations. For more information, inquire at Enrollment Services Office in CC 103.

Housing

Cascadia Community College serves students who live within commuting distance of the campus. The college does not maintain dormitories or other housing, and does not assume responsibility for independent housing facilities used by students.

Parking and Transportation

On-campus parking permits are available. Daily permits may be purchased from vending stations in the parking garages, which are at the north and south ends of campus. Quarterly permits may be purchased from the cashier’s office in CC 103. Discounted transit passes are also available. Metro Transit, Community Transit and Sound Transit service the campus.

Recycling

Voluntary recycling is strongly encouraged.

School Resource Officer

A School Resource Officer is on campus during weekday hours to provide support to the campus and develop a positive relationship between law enforcement and students.

Security

Full-time security personnel will provide support to the campus community and help provide a safe environment for learning.

Student ID Cards

Student ID cards provide access to the campus library and computer network. ID cards are issued in the Open Learning Center, CC 060.

Cascadia Community College will cancel classes and close offices if severe weather or other emergency conditions make the campus unsafe.

Emergency closure information is provided to local radio and TV stations. If Cascadia is not mentioned in the radio/TV announcements, students and staff can assume that the college is open and classes are being held as usual. There will be online notification of Cascadia’s closure: www.schoolreport.org, and a message on the main phone line at 425.352.8000.

If Cascadia Community College is closed, all continuing education classes are cancelled, regardless of location.
Throughout Cascadia’s first year, students founded the following clubs:

- Ecology Club
- Campus Crusade for Christ
- Computer Gaming Club
- Cascadia View/Journalism Club
- Peer Educators Club – “The Group”
- Polynesian Club

A wellness program offers a support group, lectures and activities, which promote student well-being. For more information, contact the Student Programs Office in the Library Annex Building, Room LBA 204E.

During Cascadia’s first year of operation, student leaders established the Associated Students of Cascadia Community College (ASCCC), the official student organization at the college. A constitution governing ASCCC operations was written and approved by student vote, and student officers and a representative assembly was created.

Students actively participate in Cascadia governance committees, faculty tenure review, and help develop and assess the success of the college’s operations. Student leaders play a crucial role in determining student programs, activities and the allocation of fees for student extracurricular efforts.

**Student Clubs**

**Student Government**
The number-one priority of the Enrollment Services Office is to serve students. Students receive many services, including admissions applications, transcript evaluation, advising, and assistance with registration. Also in this section, learn about tuition and the options available to help make college affordable.

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How to Apply

All adult members of the community 18 years or older, or those with a high school diploma or GED, are eligible to enroll in courses at Cascadia. High school students, 16 years or older, who are not Running Start students, if they qualify, may take one class per quarter with written approval of a parent/guardian, a high school official, and with the approval of the college.

Students may begin their college education at Cascadia in summer, fall, winter or spring quarters. Since registration dates are determined by the date of application, students are encouraged to apply for admission as early as possible.

All students seeking a degree or certificate must matriculate. Matriculation involves the following steps:

- Complete an admissions application via the web, mail or in person. Application forms are available at high schools, on our web site www.cascadia.ctc.edu, or by calling 425-352-8860.
- Send official high school transcript if high school attendance has been within the past five years;
- Send official transcripts from all colleges previously attended, and complete a Transcript Evaluation Request form available in the Enrollment Services Office;
- Take Cascadia’s placement assessment to determine skill level in reading, writing and math (college transcripts documenting successful completion of college-level English and math will waive this requirement);
- Attend one of Cascadia’s Student Orientation, Advising and Registration (SOAR) sessions;
- Register for classes and pay tuition and fees.

Students not seeking a degree or certificate are considered non-matriculated students and may register for up to seven credits per quarter. Students register one week prior to the start of the quarter, on a first-come, first-served basis. Students must demonstrate that they have met course prerequisites. Demonstration can be by college transcript or by placement testing either at Cascadia or at another college within the past year.

Non-degree seeking students have access to and are encouraged to also seek the assistance of Cascadia’s Student Success Facilitators and faculty advisors.

Residency & Tuition Costs

For information on residency requirements and tuition cost, see the Tuition and Fees section on page 20.

Running Start

Eligible high school juniors and seniors may enroll in Cascadia’s college-level courses and receive both college and high school credit, tuition-free. Students must be at least 16 years of age prior to the start of their first quarter at Cascadia.

To apply for the Running Start program, follow these steps:

1. Take an assessment test (test is $15) and demonstrate academic preparedness for college-level work;
2. Attend a mandatory orientation session to become familiar with the program. Call 425.352.8860 to sign-up for an orientation session;
3. Obtain written permission from high school counselor for approval of courses prior to registering at Cascadia;
4. Schedule an advising/registration appointment with Cascadia’s Running Start Advisor to choose courses, develop a schedule and develop long-term educational plans.

Cascadia recommends that students discuss the Running Start program with their parents/guardians and high school counselors. For more information, contact the Enrollment Services Office.

Placement Assessment

Evidence of placement level is required before registration in most cases. The Assessment Center provides testing services for appropriate placement into courses and/or programs. Scores are used for placement purposes only. Students choose either a computerized instrument (COMPASS) or a paper & pencil instrument (ASSET) to measure skill levels in reading, writing and math. There is a $15 fee for this assessment. Current assessment scores (including SAT and ACT) from other institutions may be used in lieu of Cascadia’s placement tests, provided the scores are no more than one year old. Students who have successfully completed college-level English are exempt from placement testing, as are students who have successfully completed college-level math with the last 12 months.

English as a Second Language (ESL) testing is used to determine the skill level of non-English speakers. Testing is offered at scheduled times throughout each quarter. There is no fee for ESL testing. Photo identification is required.

Transcript Evaluation

Credits earned at colleges or universities that are recognized by a regional accreditation association are accepted by Cascadia Community College.

A student who has earned a four-year degree is not required to submit transcripts unless credits from previous colleges are to be used toward a degree at Cascadia. However, transcripts may be required to provide evidence of placement level before registration in English composition, reading or mathematics courses. Cascadia will accept no more than five (5.0) credits of “D” level work.

High School Transcripts

Students who have attended high school within five years of the date they will start attending Cascadia are required to submit final high school transcripts to Cascadia’s Enrollment Services Office.

Veterans

All students receiving educational benefits from the Department of Veterans’ Affairs are required to submit transcripts from prior colleges including those before, during and after active duty.
Advising

Advising provides students with the necessary information to make sound academic decisions and educational plans. Advisors assist students with information about admissions and graduation requirements, course placement and selection, and transcript evaluation and registration. Through advising, students make the connection between academic interests, degree requirements and career opportunities.

Student Success Facilitators and full-time faculty assume responsibility for advising students. After the initial registration process, students are assigned a faculty advisor based upon their academic or career goals. As students progress into subsequent quarters, Student Success Facilitators are available to assist with long-term educational planning and the transfer process. Inquire at the Enrollment Services Office, CC 103, for a schedule of workshops and/or to make an individual appointment with a Student Success Facilitator. Students may request a change of advisor at any time by contacting Enrollment Services.

Many resources and student services are listed on our web page, including programs of study, degree requirements, planning guides and transfer links to universities across the country (www.cascadia.ctc.edu).

Advising and Registration (SOAR)

Cascadia Community College offers Student Orientation, Advising and Registration sessions for new and returning students. Each student receives an orientation packet, views a multimedia presentation, participates in small group discussions and individual advising assistance prior to registration.

At these sessions students are provided with an introduction to Cascadia’s programs, services and degrees. During the session, advisors help students understand and interpret placement test scores in order to select courses that promote academic success. Students are also given assistance in selecting courses, building schedules and registering for classes.

Students who are transferring to Cascadia from other colleges or universities are asked to bring copies of their transcripts to be used for advising purposes. In order to receive actual credit for courses successfully completed at another school, students must submit official (sealed) transcripts and file a Transcript Evaluation Request form with Enrollment Services.

Appointments for Student Orientation, Advising and Registration (SOAR) sessions are given in the order the admissions applications are received at the college. Students who have already earned a Bachelor’s Degree and do not need advisement may register directly if they satisfy course prerequisites.

Career Services

Career planning and placement services are available to students and community members who are in the process of selecting and planning their careers. One-to-one career exploration sessions, small group workshops and in-class presentations are offered. Job and internship postings are located in the Education Planning Center next to Career Services. The user guide to work-based learning is also located in the Education Planning Center. Other resources include college catalogs and transfer information for all two- and four-year colleges in Washington, plus class schedules for community colleges in the Puget Sound area. Access to the Internet is available to obtain information about careers, college programs and related opportunities.

Career Services is located in the Library Annex (LBA 102E) and is open daily. Individual sessions are scheduled with the coordinator by phone at 425.352.8358. An appointment is not needed for self-directed exploration.
Registration Information

Students must be officially registered in order to attend classes. Students who are new to Cascadia must register in person. Returning students may register in person or via the web. The quarterly schedule of classes contains registration instruction and course information.

Appointment dates for registration are assigned to new students after they complete a few simple preregistration steps. This includes completing an application for admission, submitting high school and/or college transcripts, and placement testing when necessary. Registration sessions for new students will include an orientation to Cascadia, and advising for placement and class scheduling purposes. This is an important opportunity to meet Cascadia faculty and facilitators.

Continuing students will receive registration information each quarter. Those students with the greatest number of accumulated credits at Cascadia register first. This permits students to move up in the order each quarter they are in attendance.

Class Status

Class Audits

Students must be registered and have paid tuition and fees for a course, but may participate in class work only at the instructor’s discretion. No credit is earned. A student may change to or from audit status, with instructor’s permission in weeks three through six of the quarter (adjusted for summer quarter). After the sixth week, no change in status may be made.

Schedule Changes

When students change their class schedules, they should be aware that additional tuition fees or qualified tuition refunds may apply.

Changes to a student’s quarterly class schedule may impact his/her financial aid status. Therefore, students on financial aid should contact the Student Financial Services Office, CC 130.

To Add a Class

- If students wish to use web-based registration to add classes to their schedule, they may do so up to two days prior to the beginning of the quarter
- If students wish to register in-person in the Enrollment Services Office, they may add classes to their schedule up through the tenth day of the quarter (date is adjusted for summer quarter)
- After classes have begun, instructor permission is required to add a class

To Drop a Class

- Students may drop classes using web-based or in-person registration through the tenth day of the quarter (date is adjusted for summer quarter)
- Instructor permission is not required during this time period
- No grade will appear on the student’s transcript for courses dropped during this period.

To Officially Withdraw

From a Class

Beginning the third week of the quarter through the sixth week of instruction (dates will vary for summer quarter), students may withdraw from a class by completing an Add/Drop form, obtaining the instructor’s permission, and going to the Enrollment Services Office, CC 103, for processing. A “W” will appear on students’ transcripts. After the sixth week, no change in status may be made. Students who fail to follow the procedures for officially withdrawing will receive a grade in accordance with the instructor’s grading policy.

Administrative Withdrawal

Students who fail to attend class by the end of the second class meeting or fail to contact their instructor regarding their attendance in class by the end of the second class meeting, may be administratively withdrawn from the class by their instructor. Students who do not meet course prerequisites may also be administratively withdrawn from class. A “Z” will appear on students’ transcripts.

Refunds

Withdrawal From Classes

The following refund policies pertain to state-funded courses only. When a student reduces his/her class load to fewer than 10 credits or completely withdraws from school, Cascadia Community College will refund tuition according to the following schedule:

- Withdrawal from classes due to cancellation by the college: 100%
- Withdrawal from classes through the first week of the quarter: 100%
- Withdrawal from classes during the second week through the 20th calendar day of the quarter: 50% (summer quarter: 50% refund dates are prorated.)

No refunds are given to students who are dismissed for disciplinary reasons, or who do not follow the official withdrawal procedures.

Refunds are processed automatically when students drop or withdraw from classes. If payment was made by cash or check, a refund check will be mailed. Please allow 4-6 weeks for delivery. If payment was made by credit or debit card, a refund will be posted to your account within 10 business days.

From a Class

Students who fail to attend class by the end of the second class meeting or fail to contact their instructor regarding their attendance in class by the end of the second class meeting, may be administratively withdrawn from the class by their instructor. Students who do not meet course prerequisites may also be administratively withdrawn from class. A “Z” will appear on students’ transcripts.

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## Residency

Non-resident tuition is required of students whose legal residence is outside of Washington state. However, Cascadia waives most of the difference between resident and non-resident tuition for students who are U.S. citizens or permanent INS residents. As a result, such students pay only slightly higher tuition than do Washington state residents.

For tuition purposes, a Washington state resident is a U.S citizen or one who has permanent INS resident status and

1. who, for at least one year immediately prior to the first day of the quarter, has been financially independent from parents/legal guardians and has established/maintained residence in the state of Washington for purposes other than education; or

2. is a financially dependent student, one or both of whose parents or legal guardian have maintained residence in the state of Washington for at least one year immediately prior to the first day of the quarter.

Typically, state residents document their legal residence in Washington state by showing that for the entire 12 months immediately preceding the beginning of the quarter, they have done all of the following: 1. held a Washington driver’s license or identification card, 2. had their vehicle registered in Washington state, and 3. have been registered to vote in Washington.

There are some exceptions to these general rules (e.g., for active military personnel, for some employees of public institutions of higher education, etc.) For further information, students are encouraged to check with the Enrollment Services Office, CC 103.

## Fees

The amount assessed for each of these fees is published in the quarterly schedule of classes.

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### Tuition Chart for 2000-2001

*This is the tuition chart for 2000-2001 academic year and for summer quarter 2001. Upon publication of this catalog, the Legislature has not determined the tuition rates for fall, winter and spring quarters of the 2001-2002 academic year. See the quarterly schedule of classes for the appropriate tuition chart.*

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-Resident Waiver (U.S. Citizen)</th>
<th>Non-Resident (Not U.S. Citizen)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part-time</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit</td>
<td>54.70</td>
<td>67.10</td>
<td>215.30</td>
</tr>
<tr>
<td>2 credits</td>
<td>109.40</td>
<td>134.20</td>
<td>430.60</td>
</tr>
<tr>
<td>3 credits</td>
<td>164.10</td>
<td>201.30</td>
<td>645.90</td>
</tr>
<tr>
<td>4 credits</td>
<td>218.80</td>
<td>268.40</td>
<td>861.20</td>
</tr>
<tr>
<td>5 credits</td>
<td>273.50</td>
<td>335.50</td>
<td>1076.50</td>
</tr>
<tr>
<td>6 credits</td>
<td>328.20</td>
<td>402.60</td>
<td>1291.80</td>
</tr>
<tr>
<td>7 credits</td>
<td>382.90</td>
<td>469.70</td>
<td>1507.10</td>
</tr>
<tr>
<td>8 credits</td>
<td>437.60</td>
<td>536.80</td>
<td>1722.40</td>
</tr>
<tr>
<td>9 credits</td>
<td>492.30</td>
<td>603.90</td>
<td>1937.70</td>
</tr>
<tr>
<td><strong>Full-time</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-18 credits</td>
<td>547.00</td>
<td>671.00</td>
<td>2153.00</td>
</tr>
<tr>
<td>19 credits</td>
<td>596.20</td>
<td>2362.80</td>
<td>2362.80</td>
</tr>
<tr>
<td>20 credits</td>
<td>645.40</td>
<td>2572.60</td>
<td>2572.60</td>
</tr>
<tr>
<td>21 credits</td>
<td>694.60</td>
<td>2782.40</td>
<td>2782.40</td>
</tr>
<tr>
<td>22 credits</td>
<td>743.80</td>
<td>2992.20</td>
<td>2992.20</td>
</tr>
</tbody>
</table>

Rates include operating, building and student activities fees. For purposes of being considered full-time, for funding from federal and state financial aid programs, Veterans Administration, Social Service, and most other outside agencies, a student must carry at least 12 credits. *The college reserves the right to change any fees without notice to comply with state or college procedures, regulations or policies.*
Assessment

A fee will be charged for basic skills assessment in English and/or mathematics, and for additional assessments beyond basic skills (e.g. career interest inventories, learning style profiles, etc.).

Assessment of Prior Learning/ Course Challenge

A non-refundable fee is charged for challenged courses. Successful completion of the assessment preparation course is a prerequisite to assessment of prior learning/course challenge.

Computer Account

The fee defrays the cost of providing individual email accounts, file storage and network access from campus for students who desire it.

Diploma/Certificate

The fee will be charged for diplomas and certificates to help defray costs.

Distance Learning, ITV

Students who enroll in classes conducted entirely or predominantly by Interactive Television are charged a fee to help defray the costs of course licensing fees, technology and technical support.

Distance Education, Online

Students who enroll in classes conducted entirely or predominantly online are charged the fee to help defray the costs of course licensing fees, technology and technical support.

Distance Education, Telecourse

Students who enroll in classes conducted entirely or predominantly as telecourses are charged the fee to help defray the costs of course licensing fees, technology and technical support.

Graduation

The graduation fee is charged to help defray the cost of graduation activities.

Lab, Art

Students enrolled in Art lab classes are charged the materials fee to help defray the costs of consumable supplies and special materials.

Lab, Computer and Technology

The computer and technology lab fee will be charged for classes that place a high demand on computer and/or technology resources.

Lab, Intensive Computer and Technology

The intensive computer and technology lab fee will be charged for classes that utilize advanced technology or require extraordinary technical support.

Lab, Science

Students enrolled in science lab classes are charged the materials fee to help defray the costs of consumable supplies, breakage, hazardous waste management and special materials.

Non-Sufficient Fund Checks

Students will be charged this fee when they submit a check for payment and there are insufficient funds in their account to cover the check.

Printing, Above Standard Allocation

The printing fee is a consumable-based fee to partially recover the costs of computer printing. These costs vary greatly depending upon the type and size of media, and color of ink used. Students will receive a standard print allocation of “print units” as part of their normal tuition and fee payment. This amount has been established as the cost of printing a certain number of pages on 8.5” x 11” plain paper with black ink. Print usage in excess of the standard allocation, or for different types of media and colored ink, will require additional print units. These print units may be purchased in varying amounts.

Student Identification Card, Replacement

This fee will help defray the costs of replacing Student Identification Cards.

Transcript

The fee will be charged for official student transcripts.

Technology

The students of Cascadia Community College have the ability to authorize the assessment of a technology fee.

Tuition and Fee Waivers

For state-supported classes, Cascadia currently offers the tuition and fee waivers listed below:

GENERAL WAIVERS

Vietnam/Southeast Asian Veterans

Cascadia waives the difference between current regular tuition and S&A fees and the frozen base rate (fall 1970) for resident students who were on active military duty in Southeast Asia combat zones between August 5, 1964 and May 7, 1975. Documentation required: VCM, VSM on DD214. Eligible students pay $8.40 per credit.

Persian Gulf Veterans

Cascadia waives the difference between current regular tuition and S&A fees and the frozen base rate (1990-91) for resident students who were on active military duty in a Persian Gulf combat zone in the calendar year 1991, and who qualified as a resident in August 1990. Documentation from the Department of Defense is required. Eligible students pay $28.90 per credit.

Children of Deceased or Disabled Law Enforcement Officers or Fire Fighters

Cascadia waives tuition and S&A fees for children whose parent has died or become totally disabled in the line of duty while employed by a public law enforcement agency, or a full-time or volunteer fire department. Documentation is required from the Department of Retirement Systems. Students must begin their course of study within 10 years of high school graduation. Eligible students pay $10 per credit.

Children of POWS or MIAs

Cascadia waives tuition and S&A fees for the children of Washington residents who have been classified by the federal government as POW/MIA in SE Asia or Korea. Documentation is required from the Department of Defense. Eligible students pay $10 per credit.

Enrollment Services
Concurrent Enrollment

Students currently enrolled in another Washington community college who need to add a class offered at Cascadia to fulfill program requirements may be eligible for a tuition waiver. (Students are required to pay all fees associated with the class.) Contact Enrollment Services for specific information.

High School Completion

Cascadia waives tuition for residents who are 19 years of age or older who are enrolled in a high school completion program at Cascadia. Eligible students pay a fee of $10 per credit. For non-Washington residents who are U.S. citizens, the non-resident differential portion of the operating fee will be waived.

Adult Basic Education, ESL and GED Preparation

There will be no charge to students enrolled in these courses, unless otherwise directed by legislative action.

Resident Vocational Students

Cascadia waives all tuition and S&A fees attributable to excess credits for Washington residents enrolled in one of Cascadia’s professional technical programs.

WAIvers of non-resident differential

Non-Resident

Cascadia waives the operating fees portion of the non-resident differential for U.S. citizens and INS Permanent Residents.

Refugees

Cascadia waives the operating fees portion of the non-resident differential for refugees and their spouses and dependents with parole status, immigrant visa or citizenship application.

Congressional Dependents

Cascadia waives the operating fees portion of the non-resident differential for dependents of members of the U.S. Congress who are representing Washington state.

Higher Education Employees

Cascadia waives the operating fees portion of the non-resident differential for employees who work half-time or more for a public higher education institution and their spouses and dependents.

SPACE AVAILABLE WAIVERS

Senior Citizens – Audit

Cascadia waives tuition and S&A fees for residents 60 years or older. Students will pay $5 per quarter with a limit of two courses per quarter.

Senior Citizens - Credit

Cascadia waives tuition and S&A fees for residents 60 years or older. Students will pay $10 per credit with a limit of two courses.

State Employees and National Guard

Cascadia offers tuition waivers for state employees employed half-time or more and National Guard members. Preference is given to employees of Cascadia Community College. No preference is given to other types of employees and there is equal treatment of full and part-time employees. This waiver is offered on a space available basis only. Students will pay $20 per credit.

Student Financial Services

Many students who want to attend college need financial assistance to meet college expenses. The Student Financial Services Office at Cascadia Community
College is here to help in the process of applying for financial aid and finding ways to meet those expenses. Financial aid is designed to assist students and/or their parents in paying basic educational costs for eligible certificate and degree programs. All of the financial aid programs at Cascadia Community College are administered in accordance with established state and federal regulations and policies. At the core of these policies is the belief that financing a student’s education is the primary responsibility of the student and his/her family, however there are several options and ways that students can pay for college. Cascadia offers grants, loans and work study as some possible options.

The basic formula for determining financial need for grant funds and work study is:

**COA - EFC = Financial Need**

Cost of Attendance (COA) Minus (−) Expected Family Contribution (EFC) Equals (−) Financial Need

In some cases, even if students do not demonstrate financial need for grants and work study, they may still qualify for loan assistance.

**Estimated Costs of College for Financial Aid Calculations**

The following estimated average costs will be used for a full-time, in-state resident attending three quarters (nine months) in the 2001-02 school year. To be considered full-time for financial aid, agencies such as veterans administration, social services and most other outside agencies, require students to be enrolled in at least 12 credits per quarter.

<table>
<thead>
<tr>
<th></th>
<th>Full-Time Living with Parents</th>
<th>Full-Time Not Living with Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$1,692.00</td>
<td>$1,692.00</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>690.00</td>
<td>690.00</td>
</tr>
<tr>
<td>Room and Board</td>
<td>2,088.00</td>
<td>5,358.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,212.00</td>
<td>1,212.00</td>
</tr>
<tr>
<td>Misc.</td>
<td>1,824.00</td>
<td>1,944.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$7,506.00</strong></td>
<td><strong>$10,896.00</strong></td>
</tr>
</tbody>
</table>

* There may be additional fees associated with individual classes. The tuition is based on current rates and is subject to change.

**How to Apply for Financial Aid**

It is easy to apply for financial aid. Students may submit the Free Application for Federal Student Aid (FAFSA) either by mail or the web. The FAFSA collects financial data and other information that is used to calculate the EFC that ultimately determines a student’s eligibility for aid. The key to obtaining financial aid is to apply early. Students should apply at least three months prior to the time they expect to enter school. Students may begin the process at anytime. However, financial aid will not be awarded until the student has been accepted to the college.

### Steps to Apply for Financial Aid:

1. Students should get a copy of the Free Application for Federal Student Aid (FAFSA) from a high school counselor, a local college or from Cascadia’s Student Financial Services Office. Fill it out completely, sign and mail it to the processor in the envelope provided as soon after January 1 as possible. Students may also file their FAFSA using the Internet (see “FAFSA on the Web” below). Students must apply for financial aid each year with a new FAFSA, FAFSA on the Web or a renewal application.

   “FAFSA on the Web” is an Internet application developed by the U.S. Department of Education that students may use to complete an electronic FAFSA. Students may complete and submit their FAFSA information directly to the federal processor via personal computer. After transmitting an application over the Internet, students print and mail their signed signature page to the federal processor. If a student uses this method to apply for aid, we recommend that the signed signature page be sent in promptly. Students may access the electronic version of FAFSA on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

Cascadia’s school code is 003791, which is the same school code as Shoreline Community College. Shoreline Community College has partnered with Cascadia Community College until the Department of Education issues a Title IV school code to Cascadia. When completing the FAFSA, list the school code 003791 and Shoreline Community College. When completing and turning in the Financial Aid Data Sheet for Cascadia, we can then request a student’s electronic FAFSA information from Shoreline Community College.

2. Complete a Cascadia Community College Financial Aid Data Sheet available on our web site or from the Student Financial Services Office. When the form is complete, students should submit it to the Student Financial Services Office at Cascadia Community College.

3. Students should stay in touch with the Student Financial Services Office to be certain that all information needed to complete their file has been turned in. The Student Financial Services Office, located in CC 130, may also be reached at 425.352.8861 or by email at finaid@cascadia.ctc.edu.

**Eligibility Requirements**

All financial aid recipients must meet the following requirements:

- Be a U.S. citizen, permanent resident or eligible non-citizen
- Have a high school diploma, GED or pass an ability to benefit test, ASSET/SLEP or COMPASS
- Provide a valid Social Security Number
- Be accepted into an eligible degree or
Remain Eligible for Aid
Satisfactory academic progress must be maintained to be eligible for financial aid. Students must meet the academic standards of the college and the requirements of the financial aid policy for progress. A complete copy of the policy is available in the Student Financial Services Office and is mailed with each initial notification of financial aid.

Academic performance is evaluated each quarter and on an annual basis. Each quarter, full-time students are expected to register for and complete a minimum of 12 credits with at least a 1.75 grade point average (GPA). After enrolling for 36 credits or by the end of the second year of study at Cascadia, students must achieve and maintain at least a 2.0 cumulative GPA. Grades of H (course in progress), I (incomplete), N (audit), V (unofficial withdrawal), W (withdrawal), and Z (no credit) do not count as completed credits. Students are expected to complete at least 67 percent of all credits for which they enroll.

At the end of each quarter, full-time students who complete less than 12 credits, but more than 6 credits are placed on financial aid probation. On probation, students must complete all credits for which they enroll (at least 6) with a GPA of 2.0 or higher. Financial aid may be adjusted according to the amount of credits for which a student enrolls.

If a student fails to make progress during a probationary quarter, financial aid is canceled until he/she has reinstated eligibility. Students may reinstate eligibility by completing, without the use of financial aid, at least six credits with a minimum 2.0 GPA. If unusual circumstances prevent a student from making progress, students may submit a written petition to request possible reinstatement of their eligibility for aid. Students must attach supporting documentation to their petition.

The complete Satisfactory Academic Progress policy is available in the Student Financial Services Office.

Maximum Time Frame
Aid is normally available for 150 percent of the number of credits required for completion of the program or degree. Again, if unusual circumstances prevent a student from making progress, students may submit a written petition to request possible reinstatement of their aid for additional quarters. Students must attach supporting documentation to their petition.

Types of Aid
Cascadia Community College offers financial assistance to eligible students in the form of grants, work study and loans. Generally, a student must be taking 12 or more credits to qualify for financial aid. A student may qualify for part-time financial aid in some cases.

Financial aid awards may consist of one or more of the following programs:

Grants
Grants are gift aid and do not require repayment unless a student fails to maintain satisfactory progress and remain enrolled in class. Cascadia Community College awards the Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG), and Washington State Need Grant.

Work Study Programs
Work study programs provide part-time employment to eligible students on and off campus. The maximum a student can earn is determined by financial need and funds available. Students can work up to 19 hours per week while school is in session. Every effort is made to place students in jobs that relate to their training. Cascadia Community College participates in both the federal and state work study programs.

Loans
The Federal Family Loan Program offers long-term loans that allow students to postpone paying for a portion of their school expenses until after they graduate or leave school. Repayment begins six months after completion of the degree or withdrawal from the college. Cascadia Community College participates in the Stafford Loan Program (subsidized and unsubsidized) and the Parent Loan to Undergraduate Students (PLUS).

Subsidized Stafford Loans are need-based. A student’s eligibility to borrow is based on financial need as determined by the federal government, which pays interest on the loan while the student is in school.

Unsubsidized Stafford Loans do not require a student to show financial need; however, the cost of the student’s education must exceed any other financial aid offered. The student, not the federal government, is responsible for paying all interest that accrues on this loan.

PLUS loans enable parents with good credit histories to borrow to pay the education expenses of each child who is a dependent undergraduate student enrolled at least half-time.

If a loan recipient’s enrollment drops below six credits during a quarter, the college is required by the U.S. Department of Education to cancel the student’s loan. The student is no longer eligible to receive any further funds from the original loan application. The student must be re-approved for the receipt of further loan aid, and must submit a new student loan application form.

The college is required to hold loan checks 30 days into the quarter for first-time, first-year student borrowers, to be sure the student is making satisfactory academic progress before releasing the loan check to the borrower. Also, students are required to go through loan exit counseling when they are close to their graduation date.

Scholarships
Several scholarships have been made available by donations from business and professional organizations, as well as private citizens in the community. Scholarships are awarded on the basis of academic achievement, financial need and involvement in the community. Scholarship announcements and applications are available in the Student Financial Services Office throughout the school year.

Workforce Resources Center
Worker Retraining
In response to dramatic changes in the structure of Washington’s economy, the layoffs of thousands of workers in major industries, and the long-term need for training programs for Washington citizens, the Legislature enacted the Workforce Employment and Training Act in 1993.

As a result of this legislation, colleges created Worker Retraining programs that have served nearly 40,000 unemployed and dislocated workers in Washington. This law has significantly expanded the training available to the thousands of jobless workers who need to change careers in order to re-enter the workforce.

At Cascadia Community College, financial assistance in the form of books and tuition is available for those who qualify. Funds are also available for qualified students in the form of a scholarship to assist those whose unemployment insurance is exhausted. Program staff can assist with the development of an individual training plan and completion of Commissioner Approved Training applications. Students can enroll in credit or non-credit classes as part of a vocational training program.

To be eligible students need to be:

- receiving or eligible to receive unemployment benefits or
- have exhausted their unemployment benefits within the last two years or
- self-employed and are unemployed because of a change in the economy
- a displaced homemaker

Prospective students should call 425.352.8132 or stop by CC 130 to set up an appointment and enroll in the program.

**WorkFirst Work Study**

Another program that is part of the WorkFirst program at Cascadia Community College is the WorkFirst WorkStudy program. The intent of WorkFirst WorkStudy is to connect WorkFirst students’ work and learning, and also to help students balance roles and provide flexibility to keep students on campus.

Students in the program may work either on or off campus, depending on their educational and career goals. This program supports the DSHS policy that allows a WorkStudy job to fulfill the work requirement at 16 to 19 hours a week. Individual students are limited to a total of four quarters of WorkFirst WorkStudy and need to be enrolled in a job training program. Students should also be eligible for childcare assistance from DSHS while in the WorkFirst Work Study program.

This program is for TANF recipients only. Interested students should contact the Workforce Resources Center at 425.352.8132 or stop by CC 130. Students will also need to contact their DSHS case manager to express their interest.

**Working Connections Child Care Referrals**

The Working Connections Child Care program helps families pay for care for children under age 13 while adults in the family are enrolled in job training and working at least 20 hours a week. This program is not part of the TANF 5-year time limit and is not welfare. If eligible, students will have a monthly co-pay and will need to make sure that the childcare provider used accepts the DSHS Working Connections Childcare Program coupons. Working Connections Child Care pays providers in licensed family childcare homes and childcare centers that accept WCCC subsidies. In some cases, a WCCC subsidy still may be available for unlicensed childcare providers.

The first step to enroll in this program is to contact the local DSHS office to get a Working Connections Childcare Application or call the Help For Working Families Hotline at 877.980.9131. Information about this program is also available on the Internet at [www.wa.gov/WORKFIRST/workingfamilies/](http://www.wa.gov/WORKFIRST/workingfamilies/).

The Workforce Resource Center staff will provide students with a referral to this program. This verifies that they are enrolled in a job-training program at Cascadia Community College, which then allows the program to pay for childcare. Prospective students should call 425.352.8132 or stop by CC 130 for more information on how to sign up for this program.

**Veterans Programs**

Cascadia Community College is currently approved to authorize veteran benefit programs for our Associate in Integrated Studies (AIS) transfer degree program only. Cascadia is continuing to work with the Department of Veteran Affairs to gain approval for the Associate in Science transfer degree and all of the business information and technical programs. The AIS transfer degree program is approved for benefits under the following Veterans Administration regulations: Chapter 31 (Vocational Rehabilitation), 30 (Montgomery Bill), 32 (VEAP), 35 (Survivors and Dependents Educational Assistance) and 106 (Reserves) of Title 38, U.S. Code.

Students who plan to use their veterans’ benefits are required to contact...
the Student Financial Services Office, CC 130. Veterans who have not previously used their benefits must complete Form 22-1990 and furnish a certified copy of their DD Form 214 member 4. If applicable, a veteran may be asked to submit a certified copy of a marriage certificate, children’s birth certificates, and if divorced, legal proof of marriage dissolution. All veterans must conform to the attendance and academic standards of satisfactory progress to remain eligible for benefits. Veterans will also be asked to submit an educational plan from their academic advisor.

The following courses are not approved for veteran benefits: co-op, independent study, distance learning, telecourses, Washington Online courses, English as a Second Language, audited courses, continuing education classes, and Business & Information Technology 108, 150-159, 196, 197, 199, 296, 297 and 299.

Financial Aid Refund Policy

A fair and equitable refund policy is applied to all financial aid students at Cascadia Community College. Students who withdraw, drop out or otherwise fail to complete the period of enrollment for which they have been charged tuition and received financial aid may have to repay a portion of the grants they received. All tuition refunds are applied to Title IV programs and are not returned directly to students.

Return of financial aid funds is based on a percentage of days that a student attended classes, divided by the number of days in the payment period, multiplied by the amount of aid that was disbursed and could have been disbursed. The student must return 50 percent of any grant aid considered unearned (based on the above formula), less the amount that the college has returned. Loan amounts are returned in accordance with the terms of the promissory note.

The order that funds are to be returned are as follows:
1. Unsubsidized Stafford Loan
2. Subsidized Stafford Loan
3. PLUS (Parent loan)
4. Pell Grant
5. Supplemental Grant (SEOG)
6. Other grants and loans

Please note that the financial aid refund policy and the college’s refund policy are different. The financial aid refund policy has been established by the Department of Education and must be followed for all aid recipients. Contact the Student Financial Services Offices for more information regarding financial aid refunds.

Rights

All financial aid recipients have the right to inspect their financial aid files for the accuracy of the information contained therein, and to submit corrections. Confidential information covered under the Privacy Act may not be reviewed by anyone else without prior written approval of the individual concerned.

Responsibilities

The student is responsible for signing and returning each financial aid award letter offer received, for notifying the Student Financial Services Office upon receipt of additional outside income, resources from scholarships and private loans, and for submitting additional documents as required during the year to the Student Financial Services Office. All information submitted to the

Student Financial Services Office must be true and complete to the best of the student’s knowledge.

Tax Credit Information

NOTE: The following is general information and individuals will be affected differently based on their circumstances. This information is general and is not for tax advice related to a taxpayer’s particular tax situation. Individuals should contact their tax advisor or IRS for assistance in claiming the tax credit.

The 1997 tax law introduced two new tax credits, the HOPE and Lifetime Learning Tax Credit. The HOPE tax credit provides up to $1,500 per student on qualified tuition and related expenses for the first two years of post-secondary education. The Lifetime Learning Credit applies to all courses taken to acquire or improve job skills, whether as part-time, full-time, undergraduate, graduate or continuing education student. There is no limit on the number of years that
the credit is available to a student. This credit lets taxpayers claim a maximum credit of $1,000 per taxpayer (20 percent of up to $5,000 paid in higher education expenses) for payments made in 2001. It is available to parents of dependent students or to students who are not claimed as dependents on their parents’ federal tax return. Taxpayers cannot take both the Hope and the Life-time Learning Credit in the same year for the same student.

At the end of the tax year students will receive a 1098T form from the college that will list out-of-pocket expenses for tuition. The 1098T is for notification only; it cannot be sent in with taxes. To claim the tax credit, students must obtain a copy of the IRS form 8863.

Students must be enrolled at least half-time in a degree or certificate program. The HOPE Scholarship tax credit applies to expenses paid during the tax year only.

**Qualified Tuition and Related Expenses**

The terms “qualified tuition” and “related expenses,” mean the tuition and fees that an individual is required to pay to be enrolled at an eligible institution for courses leading to a degree or certificate. Charges and fees related to courses involving sports, games or hobbies are not eligible for the credit unless the course is part of the degree or certificate program. Charges and fees associated with room, board, student activities, athletics, insurance, books, equipment, transportation and personal living expenses are not qualified. It is up to the student to determine which of their tuition-related expenses are or are not eligible.

**Three Things to Remember**

1. Students must obtain a copy of the IRS Education Credits Tax Form 8863.

2. Recalculate the qualified out-of-pocket tuition expenses.

3. Consult a tax advisor as to whether or not the credit may be claimed.
Cascadia’s degrees and certificates are available in a wide range of options. There are two transfer degrees, a professional technical degree and many certificates. This section will also help students learn how grades are calculated, and the expectations for students in the classroom.

Instructional Programs & Policies

Degree Programs 29
Certificate Programs 29
Additional Programs 29
Graduation Requirements 30
Degree Requirements 31
Degree Learning Outcomes 37
Certificate Requirements 41
Transfer of Credits 43
Academic Policies 48
Professional Technical programs are designed to prepare graduates for immediate employment. College staff has worked closely with business representatives in the selection of programs and design of curriculum to make sure that program graduates will possess skills that are in high demand in the workplace.

Cascadia offers professional technical programs in Business and Information Technology. Students may work toward an Associate in Applied Sciences Degree that will typically require two years of study. Alternatively, students may choose to work toward a certificate that may be completed in just a few quarters. Degree programs include:

- Network Technology
- Software Programming Technology
- Web Technology

**Professional Technical Certificates**
Short-term Professional Technical Certification programs are available for:

- Network Specialist
- Technical Support Specialist
- Web Specialist
- E-Commerce Specialist
- Software Testing Specialist
- Computer Applications Specialist
- Web Design Specialist

**Training for Local Businesses**
Cascadia programs specifically for local businesses can be designed to meet the needs of individual companies and their employees. Training is available at the college or at employer worksites with flexible, employer-driven schedules.

**Continuing Professional Education**
The college offers credit and non-credit training opportunities specifically designed for professionals. Certificate programs, classes and workshops are available in a variety of areas to upgrade skills, maintain professional certificates and for personal development.

**Lifelong Learning Program**
Cascadia offers a wide range of non-credit classes through its Lifelong Learning program. Whether students are looking to learn a new skill or polish an existing one, pursue a particular interest, expand horizons, or try something “just for fun,” they will find a variety of classes from which to choose. A typical quarterly schedule includes offerings in art, computing, crafts, dance & music, financial fitness, food & wine, health & wellness, home & garden, personal growth and writing.

**Assistance in Completing High School**
GED test preparation courses are available to students. General Education Development (GED) courses are intended to prepare students without a high school diploma to pass the high school equivalency examination.

Cascadia’s high school completion program enables adults (19 years & older) to complete course work for a high school diploma. Student Success Facilitators can assist in selecting appropriate classes.

**Distance Learning**
Cascadia’s distance learning (e-learning) program includes online classes and telecourses. Faculty have developed academic and professional-technical courses that will enable students to enhance their program of study by taking courses in a distance learning mode.

During the 2001-02 academic year, Cascadia continues to be a part of the Washington On-Line (WAOL) new program, which offers distance learning throughout Washington state.

In the 2002-03 academic year, a WAOL “virtual campus” will be established at Cascadia, which will offer further degree and certificate opportunities for Cascadia students.

See the quarterly schedule of classes for distance learning classes offered by Cascadia and Washington On-Line.
To receive a degree or certificate from Cascadia Community College, a student must:

1. Be enrolled in a Cascadia degree or certificate program.

2. Satisfy all specific program requirements as stated in the college catalog that was printed for the academic year that the student began.

3. Achieve a minimum 2.0 grade point average for all degree and certificate applicable coursework taken at Cascadia. Achieve a minimum 2.0 grade point average for degree and certificate applicable courses transferred from other colleges. For transferred courses, Cascadia will accept no more than five (5.0) quarterly credits of "D" level work.

4. Earn from Cascadia at least 25 of the credits being applied toward the degree or certificate.

5. For degrees, earn at least 60 credits with decimal grades other than 'P' (Pass) grades.

6. Fulfill all financial obligations to the college.

7. File an application for a degree or certificate in the Enrollment Services Office. (See list of deadlines).

Once a student applies for graduation, his/her credits from Cascadia (and other schools if applicable) will be evaluated. Students will be notified by mail of their graduation status.

Graduation Application Deadlines

Students who are eligible for a degree or certificate may submit a graduation application during their last quarter or the quarter preceding their last quarter. Degrees and certificates are awarded on a quarterly basis.

For fall quarter graduation: Third week of fall quarter (October)

For winter quarter graduation: Third week of spring quarter (April)

For spring quarter graduation: Third week of spring quarter (April)

For summer quarter graduation: Second week of summer quarter (June)

Students who have graduated during the previous fall and winter quarters may participate in the annual spring commencement ceremony, which will be held in mid June, along with all eligible applicants for spring and summer quarters. In order to be included in the graduation ceremony, applicants for spring and summer must be received by April. (See the schedule of classes for exact dates.)

Associate in Integrated Studies
Degree

This degree is designed for those students who are interested in earning a general two-year academic degree. This 90-credit degree is most often an appropriate goal for students who intend to transfer to four-year colleges and universities.

It is not necessary to complete a degree at Cascadia to be eligible to transfer to a baccalaureate-granting college or university, but most baccalaureate-granting colleges and universities give admission preference to transfer students who have completed the two-year transfer degree.

This degree may also be a goal for the student planning to transfer to the University of Washington, even though this institution has additional requirements beyond those of the Associate in Integrated Studies degree (see a faculty advisor for full details).

The Associate in Integrated Studies degree is also the degree of choice for students who intend to transfer, but who are undecided about which baccalaureate institute they will attend. The degree provides strong academic study and may in itself provide excellent employment preparation for many careers.

Planning guides are available in the Enrollment Services Office, CC 103.

(General Requirements) 23 Credits

Students must complete a minimum of 23 credits distributed as follows:

College Success

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLL 101</td>
<td>College Strategies</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLL 103</td>
<td>Study at Cascadia</td>
<td>2</td>
</tr>
<tr>
<td>AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLL 110</td>
<td>e-Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLL 100</td>
<td>Study Strategies</td>
<td>5</td>
</tr>
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Communication Skills

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>College Composition</td>
<td>5</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Writing From Research</td>
<td>5</td>
</tr>
<tr>
<td>COLL 150</td>
<td>Multicultural Communication</td>
<td>5</td>
</tr>
</tbody>
</table>

Quantitative Reasoning

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>Integrated Math 3 Core &amp; Module (or higher)</td>
<td>5</td>
</tr>
</tbody>
</table>

Cultural Knowledge Requirement

Courses that fulfill this 5-credit requirement are identified with an asterisk. The courses that satisfy this requirement also count towards the distribution areas below.

Humanities Distribution Requirement 15 Credits

Students must complete a minimum of 15 credits from the following list. Courses must be chosen from at least two different disciplines. No more than 5 credits may be included from those courses designated as performance/skills, applied theory or lecture/studio courses (underlined). Only one class of world language at the 100 level may be included.

AMERICAN SIGN LANGUAGE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 101</td>
<td>American Sign Language</td>
<td></td>
</tr>
<tr>
<td>ASL 102</td>
<td>American Sign Language</td>
<td></td>
</tr>
<tr>
<td>ASL 103</td>
<td>American Sign Language</td>
<td></td>
</tr>
</tbody>
</table>

ART

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 110</td>
<td>2-D Design</td>
<td></td>
</tr>
<tr>
<td>ART 130</td>
<td>The Experience of Art</td>
<td></td>
</tr>
</tbody>
</table>

CINEMA

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CINEM 201</td>
<td>The American Cinema</td>
<td></td>
</tr>
<tr>
<td>*CINEM 211</td>
<td>World Cinema</td>
<td></td>
</tr>
</tbody>
</table>

COMMUNICATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CMU 203</td>
<td>Media in U.S. Society</td>
<td></td>
</tr>
<tr>
<td>CMU 211-213</td>
<td>Applied News Writing</td>
<td></td>
</tr>
<tr>
<td>CMU 230</td>
<td>Visual News Design</td>
<td></td>
</tr>
<tr>
<td>CMU 250</td>
<td>Media Ethics and Law</td>
<td></td>
</tr>
</tbody>
</table>

DRAMA

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRAMA 101</td>
<td>Intro to Drama</td>
<td></td>
</tr>
<tr>
<td>DRAMA 151</td>
<td>Acting</td>
<td></td>
</tr>
<tr>
<td>DRAMA 152</td>
<td>Acting</td>
<td></td>
</tr>
<tr>
<td>DRAMA 153</td>
<td>Acting</td>
<td></td>
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</tbody>
</table>

ENGLISH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 201</td>
<td>Experience of Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 211</td>
<td>World Literature Survey</td>
<td></td>
</tr>
<tr>
<td>ENG 212</td>
<td>World Literature Themes</td>
<td></td>
</tr>
<tr>
<td>ENG 251</td>
<td>U.S. Literature Survey</td>
<td></td>
</tr>
<tr>
<td>ENG 252</td>
<td>U.S. Literature Themes</td>
<td></td>
</tr>
<tr>
<td>ENG 259</td>
<td>Introduction to Drama</td>
<td></td>
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</tbody>
</table>

JAPANESE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAPAN 101</td>
<td>Elementary Japanese</td>
<td></td>
</tr>
<tr>
<td>JAPAN 102</td>
<td>Elementary Japanese</td>
<td></td>
</tr>
<tr>
<td>JAPAN 103</td>
<td>Elementary Japanese</td>
<td></td>
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</tbody>
</table>

MUSIC

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 250</td>
<td>Music of the World</td>
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</tbody>
</table>

PHILOSOPHY

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 100</td>
<td>Philosophical Questions</td>
<td></td>
</tr>
<tr>
<td>PHIL 115</td>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>PHIL 150</td>
<td>Ethics &amp; Social Problems</td>
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</tr>
</tbody>
</table>

SPANISH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 101</td>
<td>Elementary Spanish</td>
<td></td>
</tr>
<tr>
<td>SPAN 102</td>
<td>Elementary Spanish</td>
<td></td>
</tr>
<tr>
<td>SPAN 103</td>
<td>Elementary Spanish</td>
<td></td>
</tr>
<tr>
<td>SPAN 201</td>
<td>Intermediate Spanish</td>
<td></td>
</tr>
<tr>
<td>SPAN 202</td>
<td>Intermediate Spanish</td>
<td></td>
</tr>
<tr>
<td>SPAN 203</td>
<td>Intermediate Spanish</td>
<td></td>
</tr>
</tbody>
</table>

SPEECH COMMUNICATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCMU 201</td>
<td>Speech Communication</td>
<td></td>
</tr>
<tr>
<td>SPCMU 220</td>
<td>Public Speaking</td>
<td></td>
</tr>
<tr>
<td>SPCMU 290</td>
<td>Group Communication</td>
<td></td>
</tr>
</tbody>
</table>

Natural Sciences Distribution Requirement 15 Credits
Continuation of Associate in Integrated Studies (AIS) Degree Requirements:

Students must complete a minimum of 15 credits, chosen from the following list. Courses must be chosen from at least two disciplines and include at least one lab course (underlined).

ANTHROPOLOGY
ANTH 202 Cultural Anthropology

ECONOMICS
ECON 201 Principles of Microeconomics
ECON 202 Principles of Macroeconomics

HISTORY
* HIST 111 World Culture and Heritage
* HIST 112 World Culture and Heritage
* HIST 113 World Culture and Heritage
HIST 121 U.S. History to 1865
HIST 122 U.S. History since 1865
* HIST 150 Multicultural U.S. History

POLITICAL SCIENCE
POLI 101 Introduction to Politics
POLI 200 Introduction to Law
POLI 202 U.S. Politics and Government
POLI 204 Comparative Political Systems

PSYCHOLOGY
PSYCH 101 Principles of Psychology
PSYCH 205 Psychological Disorders
PSYCH 206 Developmental Psychology

SOCIAL SCIENCE
SOCSCI 105 Introduction to Education
SOCSCI 205 Perspectives on Teaching and Learning

SOCIOLoy
SOC 101 Principles of Sociology
* SOC 131 Perspectives on Sex and Gender
* SOC 151 American Ethnic Cultures & Communities
SOC 251 Organizational Behavior

Elective Credits 22 Credits

In addition to the distribution requirements in all disciplines, students must complete 22 elective credits. These credits must be college level (100 or above) and may be selected from any combination of the distribution courses or the following:

ACCTG 210 Financial Accounting I
ACCTG 220 Financial Accounting II
ACCTG 230 Managerial Accounting
BIT 115 Intro To Programming
BIT 116 Scripting
BIT 120 Introduction to Business
BIT 142 Basic Programming in C++
BIT 143 Programming Data Structures
BIT 255 Object Oriented Design
BIT 260 Desktop Applications
BIT 261 Distributed Application
BIT 265 Structures and Algorithms
BIT 275 Database Design
BIT 276 Database Integration
BIT 285 Web Application Programming
COLL 105 Resource Access
COLL 115 Internet Learning Strategies
HUMAN 196/296 Individualized Project
HUMAN 197/297 Internship

Restricted Transfer Electives

These courses may be taken to satisfy elective credits for Cascadia Community College but may not be accepted for transfer by some institutions. No more than 15 credits may be included from courses designated as BIT.

BIT 100 Computer Basics 1
BIT 101 Computer Basics 2
BIT 102 Network Design Concepts
BIT 105 Careers in Information Technology

BIT 111 Office Applications in the Workplace
BIT 112 Web Authoring 1
BIT 113 User Interface Development
BIT 114 Visual Design for WWW
BIT 122 Applications Certification Prep.
BIT 126 Network Client Systems
BIT 166 Basics of Software Testing
BIT 175 Multimedia for WWW
BIT 180 Fundamentals of E-Commerce
BIT 181 Managing E-Commerce Solutions
BIT 182 Building E-Commerce Solutions
BIT 197 Work-based Learning in BIT
BIT 198 Special Topics in BIT
BIT 199 Service Learning for BIT
BIT 225 Server Operating Systems
BIT 231 Cisco 2
BIT 232 Cisco 3
BIT 233 Cisco 4
BIT 240 IP Services
BIT 242 Enterprise Administration
BIT 244 IHS Web Servers
BIT 250 Information Systems Security
BIT 266 Advanced Software Testing
BIT 270 Software Engineering
BIT 280 Web Server 1
BIT 281 Web Server 2
BIT 297 Work-based Learning in BIT
BIT 298 Special Topics in BIT
BIT 299 Service Learning for BIT
COLL 100 Study Strategies
COLL 120 Assessment of Prior Learning
ENG 100 College Reading/Writing
MATH 150 Project Resource Planning
designed for students who are interested in earning a two-year academic degree. This degree is primarily intended for students planning to transfer to a four-year college or university with a major in the natural sciences, pre-med, engineering or computer science.

The AS degree provides students with a solid foundation for future studies through the completion of a range of courses in the sciences and liberal arts. Courses are similar to what would typically be taken at a four-year college or university.

Students selecting this degree will choose between two “tracks.” Track 1 is for students planning to major in Biological Sciences, Environmental/Earth Sciences, Chemistry or Geology. Track 2 is for students with majors in Computer Science, Atmospheric Science or Physics.

It is not necessary to complete a degree at Cascadia to be eligible to transfer to a baccalaureate-granting college or university. AS degree students should, however, maintain careful contact with a faculty advisor for full details.

**Biological Sciences, Environmental/Earth Sciences, Chemistry and Geology**

*Foundations for College Success (General Requirements) 28 Credits*

Students must complete a minimum of 28 credits distributed as follows:

<table>
<thead>
<tr>
<th>College Success</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COLL 101 College Strategies</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>COLL 103 Study at Cascadia</td>
<td>2</td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>COLL 110 e-Portfolio</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 College Composition</td>
<td>5</td>
</tr>
<tr>
<td>ENG 102 Writing from Research</td>
<td>5</td>
</tr>
<tr>
<td>COLL 150 Multicultural Communication</td>
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<table>
<thead>
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<th>Quantitative Reasoning</th>
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<tbody>
<tr>
<td>MATH 124/128 Calculus 1 core and module (or higher)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 125 Calculus 2 (or higher)</td>
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</tbody>
</table>

28 Credits

**Cultural Knowledge Requirement**

Courses that fulfill this 5-credit requirement are identified with an asterisk. The courses that satisfy this requirement also count toward the distribution areas below.

**Humanities Distribution Requirement 5-10 Credits**

Students must complete a minimum of 5 credits from the following list. The AS degree also requires completion of an additional 5 credits in either Humanities or Social Sciences. No more than 5 credits may be included from those courses designated as performance/skills, applied theory or lecture/studio courses (underlined). Only one class of world language at the 100 level may be included.

**AMERICAN SIGN LANGUAGE**

| ASL 101 American Sign Language 1 |          |
| ASL 102 American Sign Language 2 |          |
| ASL 103 American Sign Language 3 |          |

**ART**

| ART 110 2-D Design |          |
| ART 130 The Experience of Art |          |

**CINEMA**

| CINEM 201 The American Cinema |          |
| *CINEM 211 World Cinema* |          |

**COMMUNICATION**

| *CMU 203 Media in U.S. Society |          |
| CMU 211-213 Applied News Writing |          |
| CMU 230 Visual News Design |          |
| CMU 250 Media Ethics and Law |          |

**DRAMA**

| DRAMA 101 Intro to Drama |          |
| DRAMA 151 Acting |          |
| DRAMA 152 Acting |          |
| DRAMA 153 Acting |          |

**ENGLISH**

| ENG 201 Experience of Literature |          |
| ENG 211 World Literature Survey |          |
| ENG 212 World Literature Themes |          |
| ENG 251 U.S. Literature Survey |          |
| ENG 252 U.S. Literature Themes |          |
| ENG 259 Introduction to Drama |          |
| ENG 270 Technical Writing |          |
| ENG 271 Intermediate Composition |          |
| ENG 274 Writing Poetry |          |
| ENG 277 Writing Short Stories |          |

**HUMANITIES**

*HUMAN 111 World Culture and Heritage*

*HUMAN 112 World Culture and Heritage*

*HUMAN 113 World Culture and Heritage*

**JAPANESE**

| JAPAN 101 Elementary Japanese |          |
| JAPAN 102 Elementary Japanese |          |
| JAPAN 103 Elementary Japanese |          |

**MUSIC**

| MUSIC 250 Music of the World |          |

**PHILOSOPHY**

| PHIL 100 Philosophical Questions |          |
| PHIL 115 Critical Thinking |          |
| PHIL 150 Ethics & Social Problems |          |

**SPANISH**

| SPAN 101 Elementary Spanish |          |
| SPAN 102 Elementary Spanish |          |
| SPAN 103 Elementary Spanish |          |
| SPAN 201 Intermediate Spanish |          |
| SPAN 202 Intermediate Spanish |          |
| SPAN 203 Intermediate Spanish |          |

**SPEECH COMMUNICATION**

| SPCMU101 Speech Communication |          |
| SPCMU 220 Public Speaking |          |
| SPCMU 290 Group Communication |          |
### Social Science Distribution Requirement 5-10 Credits

Students must complete a minimum of 5 credits from the following list. The AS degree also requires completion of an additional 5 credits in either Humanities or Social Sciences.

#### ANTHROPOLOGY
- ANTH 202 Cultural Anthropology

#### ECONOMICS
- ECON 201 Principles of Microeconomics
- ECON 202 Principles of Macroeconomics

#### HISTORY
- *HIST 111 World Culture and Heritage
- *HIST 112 World Culture and Heritage
- *HIST 113 World Culture and Heritage
- HIST 121 U.S. History to 1865
- HIST 122 U.S. History since 1865
- *HIST 150 Multicultural U.S. History

#### POLITICAL SCIENCE
- POLI 101 Introduction to Politics
- POLI 200 Introduction to Law
- POLI 202 U.S. Politics and Government
- POLI 204 Comparative Political Systems

#### PSYCHOLOGY
- PSYCH 101 Principles of Psychology
- PSYCH 205 Psychological Disorders
- PSYCH 206 Developmental Psychology

#### SOCIOLOGY
- SOC 101 Principles of Sociology
- *SOC 131 Perspectives on Sex and Gender
- *SOC 151 American Ethnic Cultures & Communities
- SOC 251 Organizational Behavior

### Natural Sciences 36-53 Credits

Students must complete the following courses in preparation for their specific pre-major program. Consult an advisor or faculty member for assistance in researching specific institutional major requirements. Lab courses are underlined.

A. Chemistry sequence (CHEM 142/152/162): 16 credits
B. Third quarter calculus (MATH 126) or statistics course approved by transfer institution: 5 credits
C. Biology (BIOL 201/202/203) or Physics (calculus-based or algebra-based) sequence: 15 credits
D. Dependent on specific institutional major requirements, additional courses in organic chemistry, earth/environmental sciences, biology, physics or math, preferably taken in a 2- or 3-quarter sequence: 10 - 17 credits.

#### BIOLOGY
- BIOL 201 General Cell Biology
- BIOL 202 General Zoology
- BIOL 203 General Botany

#### CHEMISTRY
- CHEM 142 General Chemistry I
- CHEM 152 General Chemistry II
- CHEM 162 General Chemistry III
- CHEM 237 Organic Chemistry I
- CHEM 238 Organic Chemistry II
- CHEM 239 Organic Chemistry III
- CHEM 241 Organic Chemistry Lab
- CHEM 242 Organic Chemistry Lab

#### ENVIRONMENTAL SCIENCE
- ENVS 110 Our Changing Planet
- ENVS 210 Ecology of Puget Sound

#### MATHEMATICS
- MATH 126 Calculus 3
- MATH 220 Statistics (Core & Module)
- MATH 221S Science Module

#### PHYSICS
- PHYS 114 General Physics I
- PHYS 115 General Physics II
- PHYS 116 General Physics III
- PHYS 121 Classical Mechanics
- PHYS 122 Waves, Sound And Light
- PHYS 123 Electromag & Oscil Motion

### Elective Credits 0-11 Credits

Remaining elective credits should be planned with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student selects to attend. It is recommended that students complete ENG 102 if elective credits allow. Elective credits may be selected from any of the AIS degree distribution courses or the following:

- HUMAN 196/296 Individualized Project
- HUMAN 197/297 Internship
- HUMAN 198/298 Special Topics Course
- HUMAN 199/299 Service Learning
- MATH 196/296 Individual Project
- MATH 197/297 Internship
- MATH 198/298 Special Topics Course
- MATH 199/299 Service Learning
- NSCI 196/296 Individualized Project
- NSCI 197/297 Internship
- NSCI 198/298 Special Topics Course
- NSCI 199/299 Service Learning
- SOSCI 196/296 Individualized Project
- SOSCI 197/297 Internship
- SOSCI 198/298 Special Topics Course
- SOSCI 199/299 Service Learning

Please note that professional/technical courses (BIT) numbered 100 or above may be considered restricted elective, with a 5-credit maximum transferability. Consult an advisor.

### Total Credits for Associate in Science Degree Completion is 90-96 Credits.
Computer Science, Atmospheric Science and Physics

Foundations for College Success (General Requirements) 28 Credits

Students must complete a minimum of 28 credits distributed as follows:

**College Success**
- COLL 101 College Strategies 3
- OR
  - COLL 103 Study at Cascadia 2
  - AND
  - COLL 110 e-Portfolio 1

**Communication Skills**
- ENG 101 College Composition 5
- ENG 102 Writing from Research 5
- COLL 150 Multicultural Communication 5

**Quantitative Reasoning**
- MATH 124/128 Calculus 1 core and module (or higher) 5
- MATH 125 Calculus 2 (or higher) 5

28 Credits

**Cultural Knowledge Requirement**
Courses that fulfill this 5-credit requirement are identified with an asterisk. The courses that satisfy this requirement also count towards the distribution areas below.

**Humanities Distribution Requirement 5-10 Credits**
Students must complete a minimum of 5 credits from the following list. The AS degree also requires completion of an additional 5 credits in either Humanities or Social Sciences. No more than 5 credits may be included from those courses designated as performance/skills, applied theory or lecture/studio courses (underlined). Only one class of world language at the 100 level may be included.

**AMERICAN SIGN LANGUAGE**
- ASL 101 American Sign Language 1
- ASL 102 American Sign Language 2
- ASL 103 American Sign Language 3

**ART**
- ART 110 2-D Design
- ART 130 The Experience of Art

**CINEMA**
- CINEM 201 The American Cinema
- CINEM 211 World Cinema

**COMMUNICATION**
- CMU 203 Media in U.S. Society
- CMU 211-213 Applied News Writing
- CMU 230 Visual News Design
- CMU 250 Media Ethics and Law

**DRAMA**
- DRAMA 101 Intro to Drama
- DRAMA 151 Acting
- DRAMA 152 Acting
- DRAMA 153 Acting

**ENGLISH**
- ENG 201 Experience of Literature
- ENG 211 World Literature Survey
- ENG 212 World Literature Themes
- ENG 251 U.S. Literature Survey
- ENG 252 U.S. Literature Themes
- ENG 259 Introduction to Drama
- ENG 270 Technical Writing
- ENG 271 Intermediate Composition
- ENG 274 Writing Poetry
- ENG 277 Writing Short Stories

**HUMANITIES**
- HUMAN 111 World Culture and Heritage
- HUMAN 112 World Culture and Heritage
- HUMAN 113 World Culture and Heritage

**JAPANESE**
- JAPAN 101 Elementary Japanese
- JAPAN 102 Elementary Japanese
- JAPAN 103 Elementary Japanese

**MUSIC**
- MUSIC 250 Music of the World

**PHILOSOPHY**
- PHIL 100 Philosophical Questions
- PHIL 115 Critical Thinking
- PHIL 150 Ethics & Social Problems

**SPANISH**
- SPAN 101 Elementary Spanish
- SPAN 102 Elementary Spanish
- SPAN 103 Elementary Spanish
- SPAN 201 Intermediate Spanish
- SPAN 202 Intermediate Spanish
- SPAN 203 Intermediate Spanish

**SPEECH COMMUNICATION**
- SPCM 101 Speech Communication
- SPCM 220 Public Speaking
- SPCM 290 Group Communication

**Social Science Distribution Requirement 5-10 Credits**
Students must complete a minimum of 5 credits from the following list. The AS degree also requires completion of an additional 5 credits in either Humanities or Social Sciences.

**ANTHROPOLOGY**
- ANTH 202 Cultural Anthropology

**ECONOMICS**
- ECON 201 Principles of Microeconomics
- ECON 202 Principles of Macroeconomics

**HISTORY**
- HIST 111 World Culture and Heritage
- HIST 112 World Culture and Heritage
- HIST 113 World Culture and Heritage
- HIST 121 U.S. History to 1865
- HIST 122 U.S. History since 1865
- HIST 150 Multicultural U.S. History

**POLITICAL SCIENCE**
- POLI 101 Introduction to Politics
- POLI 200 Introduction to Law
- POLI 202 U.S. Politics and Government
- POLI 204 Comparative Political Systems

**PSYCHOLOGY**
- PSYCH 101 Principles of Psychology
- PSYCH 205 Psychological Disorders
- PSYCH 206 Developmental Psychology

**SOCIOLOGY**
- SOC 101 Principles of Sociology
- SOC 131 Perspectives on Sex and Gender
- SOC 151 American Ethnic Cultures &
Communities
SOC 251 Organizational Behavior
Natural Sciences 20 Credits

Students must complete the following courses in preparation for their specific pre-major program. Consult an advisor or faculty member for assistance in researching specific institutional major requirements. Lab courses are underlined.

A. Physics (calculus-based or non-calculus based) sequence: 15 credits
B. Computer programming: 5 credit course in a programming language chosen with help of an advisor
C. Third quarter calculus or approved statistics course: 5 credits
D. Chemistry with lab (CHEM 142) required for engineering majors; others select 5 credits of science based on advising: 5 credits

CHEMISTRY:
CHEM 142 General Chemistry I
CHEM 152 General Chemistry II
CHEM 162 General Chemistry III

COMPUTER PROGRAMMING
BIT 142 Basic Programming in C++
BIT 143 Basic Programming in C++

MATH
MATH 126 Calculus 3
MATH 220 Statistics (Core & Module)
MATH 221 Science Module

PHYSICS
PHYS 114 General Physics I
PHYS 115 General Physics II
PHYS 116 General Physics III
PHYS 121 Classical Mechanics
PHYS 122 Waves, Sound And Light

PHYS 123 Electromag & Oscil Motion

Elective Credits 17+ Credits

Remaining elective credits should be planned with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student selects to attend. Elective credits may be selected from any of the AIS degree distribution courses or the following:

HUMAN 196/296 Individualized Project
HUMAN 197/297 Internship
HUMAN 198/298 Special Topics Course
HUMAN 199/299 Service Learning
MATH 196/296 Individual Project
MATH 197/297 Internship
MATH 198/298 Special Topics Course
MATH 199/299 Service Learning
NSCI 196/296 Individualized Project
NSCI 197/297 Internship
NSCI 198/298 Special Topics Course
NSCI 199/299 Service Learning
SOSCI 196/296 Individualized Project
SOSCI 197/297 Internship
SOSCI 198/298 Special Topics Course
SOSCI 199/299 Service Learning

Please note that professional/technical courses (BIT) numbered 100 or above may be considered restricted elective, with a 15-credit maximum transferability. Consult an advisor.

Total Credits for Associate in Science Degree Completion is 90-96 Credits.
Foundations
Foundations contains the critical skills that enable learners to access, process, construct and express knowledge across cultures. These cross-curricular forms and abilities include argument, problem solving, analysis and synthesis.

Communication
Content Analysis and Evaluation: Learners will listen to, locate, choose, evaluate context, comprehend, paraphrase, summarize, analyze, synthesize and evaluate texts – oral, written and electronic.
Development of Evidence: Learners will use supporting evidence to create, develop, and present arguments and reasoning.
Creative Expression: Learners will create communications that reflect audience, cultural awareness of self and others, disciplinary awareness, and historical and political setting.
Representation: Learners will use standardized symbol systems (language, visuals and graphics, number, etc.) to interpret, evaluate, create and express knowledge.

Quantitative Reasoning
Nature and Practice of Logic: Learners will articulate and make conscious the problem solving process, honoring both logic and intuitive leaps.
Recognition of Pattern: Learners will identify and make use of repeatable events in developing understanding and expression.
Evaluate Quantifiable Events: Learners will use and evaluate descriptive statistics, quantify data, use probability and other mathematical tools to assist in understanding and communication.
Expression of Concepts: Learners will understand and apply a variety of quantitative perspectives using abstraction and modeling.

Technology
Evaluation of Effects: Learners will understand the impact of different technologies on individuals and society.
Willingness to Change: Learners will demonstrate an open attitude to relevant and significant technologies and their appropriate uses.

Cultural Competence
Knowledge: Learners will demonstrate interdisciplinary knowledge of the experiences of American communities of color, women’s diverse conditions and global systems.
Perspective: Learners will recognize the cultural lens through which individuals see and experience the world.
Application: Learners will interpret and apply basic concepts and theories of multicultural studies.
Stratification: Learners will recognize and evaluate structures of power and inequality.
Diversity: Learners will recognize and articulate complex differences between and among cultures.

Humanities
Languages, literature, the arts and philosophy are the essential cultural expressions of being human. Underlying these subjects are central ideas such as aesthetics, ethics, symbolism, and creativity that vary across times and cultures, core concepts and perspectives used to analyze and understand creative expression. Through the Humanities, learners participate in others’ subjective experience of reality and convey to others their own.

Evaluation of Evidence: Learners will interpret and evaluate qualitative and quantitative evidence to draw conclusions about human behavior consistent with social science theory.
Theory and Method: Learners will demonstrate facility to move between frameworks, to use varieties of evidence and to arrive at multiple conclusions.

Natural Sciences
Science literacy provides a foundation for informed citizenship in our increasingly technological society. Learners practice, communicate and apply science in order to understand the natural and physical world and the consequences of human activity within it.

Nature of Science: Learners will comprehend and describe science as a process of generating knowledge that relies on testable hypotheses, verifiable data and evolving theories that explain natural phenomena.
Practice of Science: Learners will conduct scientific investigations, i.e. design and modify experiments, make accurate observations, and apply quantitative and qualitative strategies to interpret numerical and graphical data.
Communication of Science: Learners will read technical information with understanding and express technical information in written, verbal and graphical forms for a variety of audiences, both within and outside science.
Application of Science: Learners will know and apply fundamental concepts in the biological, chemical and physical sciences to make informed decisions and engage meaningfully in ethical issues that involve science and technology.
**ASSOCIATE IN APPLIED SCIENCE**

**PROFESSIONAL TECHNICAL DEGREES IN:**
- Network Technology
- Software Programming Technology
- Web Technology

Candidates for this degree must complete a minimum of 105-111 credit hours in an approved Network Technology, Web Technology or Software Programming Technology degree program. The course of study includes general education and related instruction programs. Any variance from the published degree requirements or requests for additional degrees in Applied Science programs must be approved by the appropriate Associate Dean (or designee).

The curricula for Business and Information Technology at Cascadia Community College were designed to include the best elements of current research into professional and technical education. Among these elements are:

**Core Curriculum**

All students in Business and Information Technology take common core courses. This allows students considerable flexibility. Not only do they get a good, hands-on overview of information technology as a whole, but also they can easily change direction within the Business and Information Technology programs as they get more experience with the different technologies.

**Skill Standards**

The standards for information technology were developed by industry at the Northwest Center for Emerging Technologies. Skill standards describe the knowledge, skills and abilities identified by industry as necessary to succeed in a particular job cluster. They might be viewed as a set of competencies that must be utilized together to accomplish a given task or activity. Cascadia has used these statements of industry needs to build a curriculum that encompasses the necessary learning in all of the activities within the job cluster.

**Work-based Learning**

While most colleges include internships or cooperative education courses in their professional and technical programs, Cascadia has included a higher than typical proportion of work-based learning because of its efficacy in reinforcing work-place as well as technical skills. In addition, classroom curriculum is project oriented and work-focused. The work-based experiences will assist students with practicing the work-place skills that are embedded in the skill standards as well as the more routine technical skills.

**Threads of Learning**

In the Threads of Learning, Cascadia articulates the elements of learning that can be expected in every class. The Threads of Learning are:
- Teamwork
- Internet Usage/Research
- Problem Solving
- Communication Skills
- Project Management
- Futuring

**Articulation Between Certificates and Degree Programs**

Cascadia’s two-quarter certificate programs are designed to articulate to the three- and four-quarter certificate programs and to the AAS programs to the extent possible. So for example, the two-quarter certificate “Technical Support Specialist Program,” fully articulates to the four-quarter “Network Specialist Certificate” that in turn articulates to the AAS degree in “Network Technology.” The two quarter certificate, “Computer Applications Specialist” program articulates to the “Web Specialist Certificate” that articulates to the AAS in Web Technology.

**NETWORK TECHNOLOGY**

Network technicians design, implement and maintain a network of hardware and software that provides a company with the communication it needs to function in today’s world. Network technicians set-up and configure computers and servers, cable and connect users to the server and provide connectivity to other networks within and without the company. They maintain the system including providing good documentation, implementing security measures and planning for future technology needs. In addition, they troubleshoot problems using a systematic process of analyzing, implementing and evaluating problem resolution.

**Requirements for AAS Degree in Network Technology**

**General Education Requirements**

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<th>CLASS</th>
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<td>MATH 110</td>
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<td>SOC 251</td>
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**Program Requirements**

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<td>BIT 250</td>
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</table>

Eight credits must be completed from the following:
- BIT 197/297 BIT Work-based Learning
- BIT 199/299 Service Learning in Information Technology

**Total Credits** **109**

Students are encouraged to take certification exams at appropriate times throughout the program. The coursework listed in the requirements can assist students in preparing for the A+, the MCSE and the CCNA exams.
Six-Quarter Suggested Sequence of Courses for Network Technology

**QUARTER ONE**  
BIT 100 Computer Basics I ........................................... 5  
BIT 115 Introduction to Programming .......................... 5  
BIT 120 Introduction to Business ................................. 5  
BIT 105 Careers in Info Technology ............................. 2  
Quarter Total ......................................................... 17

**QUARTER TWO**  
BIT 101 Computer Basics II .................................. 7  
ENG 101 College Composition ........................................ 5  
BIT 113 User Interface Development .......................... 5  
BIT 150-159 Selected Instructional Courses (Modular Applications) ............ 2  
BIT 197 Work-based Learning .................................. 2  
Quarter Total ......................................................... 19

**QUARTER THREE**  
BIT 102 Network Design Concepts with Cisco I ............ 6  
BIT 231 Cisco ......................................................... 2  
BIT 116 Network Client Systems ................................. 5  
BIT 150-159 Selected Instructional Courses (Modular Applications) ............ 2  
BIT 197 Work-based Learning .................................. 2  
Quarter Total ......................................................... 20

**QUARTER FOUR**  
BIT 225 Server Operating Systems and Client Integration .. 6  
SOC 251 Organizational Behavior ........................................ 5  
BIT 197 Work-based Learning .................................. 2  
MATH 110 Integrated Math 3 .......................................... 5  
Quarter Total ......................................................... 18

**QUARTER FIVE**  
BIT 240 Internet Protocol Services ............................... 5  
BIT 242 Enterprise Administration ........................................ 5  
BIT 232 Cisco ......................................................... 3  
BIT 233 Cisco ......................................................... 4  
BIT 297 Work-based Learning .................................. 2  
Quarter Total ......................................................... 18

**QUARTER SIX**  
BIT 120 Introduction to Business ........................................ 5  
BIT 244 Internet Server Systems .......................................... 5  
BIT 297 Work-based Learning .................................. 2  
BIT 250 Information Systems Security .......................... 5  
Quarter Total ......................................................... 17

**SOFTWARE PROGRAMMING**  

Software programmers design, create and test new software, either individually or in teams depending upon the size of the project. Project management is an important part of programming, as is documentation. Many programmers focus on analyzing customer or project requirements. Others combine attention to detail, problem solving skills and logical thinking with development tools and programming languages to produce code. Other programmers concentrate on testing software to make sure it is both functional and usable. Programmers work in all kinds of organizations including consulting and contracting companies, small start-up companies and large businesses in every type of industry.

**Requirements for AAS Degree in Software Programming**

**General Education Requirements**  
ENG 101 College Composition ........................................ 5  
MATH 110 Integrated Math 3 .......................................... 5  
BIT 150-159 Selected Instructional Courses (Modular Applications) ............ 4  
SOC 251 Organizational Behavior (Human Relations) ....................... 5

**Program Requirements**  
BIT 100 Computer Basics I ........................................... 5  
BIT 102 Network Design Concepts (with Cisco I) .......................... 6  
BIT 105 Careers in Information Tech ................................ 2  
BIT 112 Basics of Web Authoring ........................................ 5  
BIT 113 User Interface Development ...................................... 5  
BIT 115 Intro to Programming ......................................... 5  
BIT 116 Scripting ......................................................... 5  
BIT 120 Introduction to Business ........................................ 5  
BIT 142 Basic Programming in C++ ..................................... 5  
BIT 143 Programming Data Structures .................................... 5  
BIT 255 Object Oriented Design .......................................... 5  
BIT 260 Desktop Applications ........................................... 5  
BIT 261 Distributed Applications .......................................... 5  
BIT 265 Structure and Algorithms .......................................... 5  
BIT 270 Software Engineering ........................................... 6  
BIT 275 Database Design ................................................ 5  
BIT 276 Database Integration ........................................... 5

Eight credits must be completed from the following:  
BIT 197/297 Work-based Learning .................................. 8

**Total Credits**  

**Six-Quarter Suggested Sequence of Courses for Software Programming**

**QUARTER ONE**  
BIT 100 Computer Basics I ........................................... 5  
BIT 115 Introduction to Programming .................................. 5  
Quarter Total ......................................................... 10

**QUARTER TWO**  
BIT 116 Scripting ......................................................... 5  
BIT 113 User Interface Development ...................................... 5  
BIT 150-159 Selected Instructional Courses (Modular Applications) ............ 2  
MATH 110 College Algebra ............................................ 5  
BIT 105 Careers in Info Technology .................................... 2  
Quarter Total ......................................................... 19

**QUARTER THREE**  
ENG 101 College Composition ........................................ 5  
BIT 142 Basic Programming in C++ ..................................... 5  
BIT 275 Database Design ................................................ 5  
BIT 150-159 Selected Instructional Courses (Modular Applications) ............ 2  
BIT 197 Work-based Learning for Information Tech. ...................... 2  
Quarter Total ......................................................... 19

**QUARTER FOUR**  
BIT 102 Network Design Concepts with Cisco I .................. 6  
BIT 276 Database Integration ........................................... 6  
BIT 197 Work-based Learning for Information Tech. ...................... 2  
BIT 143 Programming: Data Structures (C++) .......................... 5  
Quarter Total ......................................................... 18

**QUARTER FIVE**  
SOC 251 Organizational Behavior ........................................ 5  
BIT 255 Object Oriented Design .......................................... 5  
BIT 265 Structure and Algorithms .......................................... 5  
BIT 297 Work-based Learning for Information Tech. ...................... 2  
BIT 260 Desktop Applications ........................................... 5  
Quarter Total ......................................................... 22

**QUARTER SIX**  
BIT 120 Survey of Business ............................................. 5  
BIT 270 Software Engineering (Capstone) ............................ 6  
BIT 297 Work-based Learning for Information Tech. ...................... 2  
BIT 261 Distributed Applications .......................................... 5  
Quarter Total ......................................................... 18

**Total Credits**  

**WEB TECHNOLOGY**  

Web technicians develop and maintain web sites, including the web server. They may use a web programming language or development software to create web pages. They work with content experts to insure that the web content meets the needs of the company. Many web sites,
particularly commercial sites, utilize databases and other major applications to provide necessary content. Web Technicians must understand both the applications and how they will affect the server. Internet technology is changing quickly. Bandwidth and user access capabilities greatly affect how content can be delivered. This fast-moving career requires students who love continuous learning.

**Requirements for AAS Degree in Web Technology**

**General Education Requirements**
- ENG 101 College Composition 5
- MATH 110 Integrated Math 3 5
- BIT 150-159 Selected Instructional Modules 4
- SOC 251 Organizational Behavior (Human Relations) 5

**Program Requirements**
- BIT 100 Computer Basics I 5
- BIT 102 Network Design Concepts (with Cisco) 6
- BIT 105 Careers in Information Technology 2
- BIT 112 Basics of Web Authoring 5
- BIT 113 User Interface Development 5
- BIT 115 Intro To Programming 5
- BIT 116 Scripting 5
- BIT 120 Introduction to Business 5
- BIT 142 Basic Programming in C++ or
- BIT 255 Object Oriented Design 5
- BIT 175 Multimedia for the WWW 5
- BIT 250 Information Systems Security 5
- BIT 275 Database Design 5
- BIT 276 Database Integration 5
- BIT 280 Web Server 1 – Server Administration 5
- BIT 281 Web Server 2: E-Business Solutions 5
- BIT 285 Web Application Programming 5

Eight credits must be completed from the following:
- BIT 197/297 BIT Work-based Learning in Information Tech. 2

**Total Credits** 105

**Six-Quarter Suggested Sequence for Web Technology**

**QUARTER ONE**
- CREDITS
  - BIT 100 Computer Basics I 5
  - BIT 115 Intro to Programming 5
  - BIT 112 Basics of Web Authoring 5
  - BIT 105 Careers in Info Technology 2

  **Quarter Total** 17

**QUARTER TWO**
- Math 110 Integrated Math 3 5
- BIT 116 Scripting 5
- BIT 113 User Interface Development 5
- BIT 150-159 Selected Instructional Courses (Modular Applications) 2

  **Quarter Total** 17

**QUARTER THREE**
- ENG 101 College Composition 5
- BIT 142 Basic Programming in C++ or
- BIT 197 Work-based Learning for Information Tech. 2

  **Quarter Total** 19

**QUARTER FOUR**
- BIT 275 Database Design 5
- BIT 285 Web Application Programming 5
- BIT 280 Web Server 1 – Server Administration 5
- BIT 197 BIT Work-based Learning 2

  **Quarter Total** 17

**QUARTER FIVE**
- BIT 275 Database Design 5
- BIT 120 Introduction to Business 5
- BIT 281 E Commerce Solutions 5
- BIT 297 BIT Work-based Learning 2

  **Quarter Total** 17

**QUARTER SIX**
- BIT 250 Information Systems Security 5
- BIT 202 Network Design Concepts with Cisco I

  **Quarter Total** 17

**Total Credits** 105

**Professional Technical Certificates**

A Certificate of Proficiency is awarded for the following programs to students who complete the requirements:
- Network Specialist
- Software Testing Specialist
- Web Specialist
Instructional Programs & Policies

Computer Applications Specialist
E-Commerce Specialist
Technical Support Specialist
Web Design Specialist

Network Specialist Certificate

Network Specialist graduates will be able to analyze customers’ network requirements and constraints to design and implement appropriate systems. Program outcomes will include the ability to test, configure and maintain the system including providing good documentation; implement security measures and plan for future resource needs. In addition, they will be able to troubleshoot problems using a systematic process of analyzing, implementing and evaluating problem resolution.

Requirements for Network Specialist Certificate

General Education Requirements
ENG 100 College Reading/ Writing or ENG 101 College Composition 5
BIT 150-159 Selected Instructional Modules 5
MATH 150 Budget/Resource Planning or MATH 110 Integrated Math 3 3-5
SOC 251 Organizational Behavior or SOC 171 Human Relations 2-5

Technical Class Requirements
BIT 100 Computer Basics 1 5
BIT 101 Computer Basics 2 7
BIT 112 Basics of Web Authoring or BIT 115 Introduction to Programming 5
BIT 126 Network Client Systems 5
BIT 225 Server Operating Systems and Client Integration 6
BIT 231 Cisco 2 3
BIT 232 Cisco 3 3
BIT 233 Cisco 4 3
BIT 240 Internet Protocol Services 5
BIT 242 Enterprise Administration 5
BIT 250 Information Systems Security 5
BIT 197/297 BIT Work-based Learning 2

Total Credits 79-84

Students are encouraged to take the A+ and N+ certification exams at appropriate times during the program. This certificate articulates to an AAS degree in Network Technology.

Software Testing Certificate

Graduates will be able to follow prescribed software tests. Specific outcomes will include the ability to develop and implement test plans to uncover bugs in software programs; validate application function; document and effectively communicate test results; and understand the life cycles of software products.

Requirements for Software Testing Certificate

General Education Requirements
ENG 100 College Reading/ Writing or ENG 101 College Composition 5
BIT 150-159 Selected Instructional Modules 5
MATH 150 Budget/Resource Planning or MATH 110 Integrated Math 3 3-5
SOC 251 Organizational Behavior or SOC 171 Human Relations 2-5

Technical Class Requirements
BIT 100 Computer Basics 1 5
BIT 101 Computer Basics 2 7
BIT 105 Careers in Info Technology 2
BIT 112 Basics of Web Authoring 5
BIT 113 User Interface Development 5
BIT 115 Introduction to Programming 5
BIT 116 Scripting 5
BIT 142 Basic Programming in C++ 5
BIT 197 BIT Work-based Learning 2
BIT 166 Basics of Software Testing 5
BIT 766 Advanced Software Testing 5

Total Credits 66-71

Web Specialist Certificate

Web Specialists will be able to design and maintain Internet, Intranet and Extranet sites in a variety of business and organizational environments. Specific outcomes will include the ability to analyze business and organizational needs and apply sound business, design and usability principles using Web programming languages.

Requirements for Web Specialist Certificate

General Education Requirements
ENG 100 College Reading/ Writing or ENG 101 College Composition 5
MATH 150 Budget/Resource Planning 5

Technical Class Requirements
BIT 100 Computer Basics 1 5
BIT 105 Careers in Info Technology 2
BIT 112 Basics of Web Authoring 5
BIT 113 User Interface Development 5
BIT 115 Introduction to Programming 5
BIT 116 Scripting 5
BIT 175 Multimedia for the WWW 5
BIT 275 Database Design 5
BIT 285 Web Application Programming 5
BIT 197/297 BIT Work-based Learning 2

Total Credits 59-64

Computer Applications Specialist Certificate

Computer Application graduates will have thorough knowledge of many different software including database, desktop publishing, spreadsheet and word processing applications. Additional outcomes will involve the ability to find technical information and resources, problem identification and troubleshooting.

Requirements for Computer Applications Specialist Certificate

General Education Requirements
ENG 100 College Reading/ Writing or ENG 101 College Composition 5
MATH 150 Budget/Resource Planning 5
Electronic Commerce Certificate

This certificate program is designed to train students to assist small and medium-sized businesses develop a commercial presence on the Internet. Students are expected to have a general knowledge of basic business principles prior to entering the program since courses will emphasize those aspects of business that are unique to electronic commerce. Graduates will understand the scope and limitations of e-commerce and will be able to describe e-commerce and its unique laws; understand the implications of choices regarding system security and architecture; and understand the need for internationalization and localization of business practices. Graduates will develop and implement Web advertising and marketing plans from both a strategic and implementation perspective. Students will also be able to problem solve the technical issues that are integral to developing or maintaining an e-commerce endeavor.

Requirements for Electronic Commerce Certificate

<table>
<thead>
<tr>
<th>Technical Class Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 112 Basics of Web Authoring</td>
<td>5</td>
</tr>
<tr>
<td>BIT 113 User Interface Development</td>
<td>5</td>
</tr>
<tr>
<td>BIT 120 Introduction to Business</td>
<td>5</td>
</tr>
<tr>
<td>BIT 158 Beginning Database</td>
<td>1</td>
</tr>
<tr>
<td>BIT 159 Advanced Database</td>
<td>1</td>
</tr>
<tr>
<td>BIT 180 Fundamentals E-Commerce</td>
<td>5</td>
</tr>
<tr>
<td>BIT 181 Managing E-Commerce Solutions</td>
<td>5</td>
</tr>
<tr>
<td>BIT 182 Building E-Commerce Solutions</td>
<td>5</td>
</tr>
<tr>
<td>BIT 275 Database Design</td>
<td>5</td>
</tr>
<tr>
<td>BIT 280 Web Server 1</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits: 36-38

Web Design Specialist Certificate

Web Design Specialists will be able to design World Wide Web sites in a variety of business and organizational environments. This program is designed for students with some previous post-secondary education and previous work experience. Prerequisites: Knowledge of keyboarding, MS Windows, WWW and word processing.

Technical Class Requirements

<table>
<thead>
<tr>
<th>Technical Class Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 110 2D Design</td>
<td>5</td>
</tr>
<tr>
<td>BIT 100 Computer Basics 1</td>
<td>5</td>
</tr>
<tr>
<td>BIT 105 Careers in Info Technology</td>
<td>5</td>
</tr>
<tr>
<td>BIT 112 Basics of Web Authoring</td>
<td>2</td>
</tr>
<tr>
<td>BIT 113 User Interface Development</td>
<td>5</td>
</tr>
<tr>
<td>BIT 114 Visual Design for the WWW</td>
<td>5</td>
</tr>
<tr>
<td>BIT 175 Multimedia for the WWW</td>
<td>5</td>
</tr>
<tr>
<td>BIT 158 Beginning Database</td>
<td>1</td>
</tr>
<tr>
<td>BIT 160 Digital Imaging</td>
<td>1</td>
</tr>
<tr>
<td>BIT 161 Vector Graphics</td>
<td>1</td>
</tr>
<tr>
<td>BIT 275 Database Design</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits: 42

Transfer of Credits to Other Colleges and Universities

Cascadia Community College endorses the policy on intercollegiate transfer among Washington colleges and universities approved by the Higher Education Coordinating Board in February 1986. Copies of this document are available through all public postsecondary institutions in the state of Washington and in the Enrollment Services Office at Cascadia. Transfer students encountering difficulties are encouraged to contact the Enrollment Services Office.

Students who plan to transfer from
Cascadia Community College to a baccalaureate college or university are advised to study the following information:

Transferring students will be expected to meet the admission requirements of the baccalaureate institution at the time they transfer. Transferability of courses taken at Cascadia Community College is determined by the institution to which the student transfers. Most Cascadia courses are designed for transfer and do in fact transfer without problems. However, certain institutions may limit the number of credits earned in a Pass system (courses receiving grades listed as P/NC), or may have limits on certain classes.

Some credits earned in professional-technical programs, such as Business and Information Technology are not transferable to all colleges and universities. Cascadia is developing agreements with several four-year schools that will include the transfer of courses in professional-technical studies. Students should work closely with Student Success Facilitators and faculty advisors before attempting to transfer courses that are specialized components of a two-year professional/technical program.

Students may earn a total of more than 90 academic hours of credit at Cascadia Community College, but the total number of more than hours accepted for transfer is determined by the institution to which they transfer. Usually, a minimum of 90 additional credits is required at the senior institution to earn a baccalaureate degree.

An institution to which an official transcript is sent may re-compute the grade point average of the student in accordance with its own requirements and policies.

A student should follow the procedures described below to transfer satisfactorily to a baccalaureate institution.

1. Obtain a current catalog of the institution to which the student wishes to transfer and study its admission requirements and its suggested freshman and sophomore level courses in the major field of interest. Institutions differ in treatment of credits received.

2. Confer with a Cascadia Community College Student Success Facilitator or faculty advisor about transfer needs. Many curriculum-planning guides for transfer to baccalaureate institutions are supplied by the college.

3. Confer, by letter or personal interview, with an admissions officer at the baccalaureate institution for further information about curriculum and transfer regulations.

4. Check carefully a quarter or two before transfer to be sure that all requirements will be met and all regulations are observed to the satisfaction of the baccalaureate institution.

Last minute changes in a major field of study or choice of baccalaureate institution may cause Cascadia’s credits to transfer in different ways. Changes should be evaluated so that the consequences are understood.

Non-Transferable Courses

The following courses will not transfer to any four-year college:

1. Courses numbered below 100.

2. Certain courses numbered 100 or above, such as parent education, continuing education and English as a second language. (These are not normally transferable; consult with a Student Success Facilitator for more information.)

3. Courses that are listed in the restricted transfer course list beyond the 15-credit limit.

Transfer of Credit to University of Washington, Bothell

Cascadia Community College is co-located with the University of Washington, Bothell. Students are encouraged to consult the UWB program planning sheets on pages 44 through 47 to learn more about available UWB programs and Cascadia courses that prepare students for majors at UWB. Student Success Facilitators and University of Washington, Bothell advisors can work with students to advise about UWB admission requirements and to ensure a smooth transition to UWB programs from Cascadia.
Bachelor of Arts in Business Administration

If you are interested in transferring from Cascadia Community College to the Business Administration (BA) program and the University of Washington, Bothell (UWB), it is recommended that you complete the Associates in Arts and Science degree including BA program prerequisites. This competitive BA program admits students in fall and winter quarters. International students are also admitted to this program both quarters.

This planning guide is designed to provide you with the list of courses to fulfill requirements for admission to UWB's BA program. Curriculum and admission requirements are subject to change without notice.

We highly encourage you to work closely with the Cascadia Community College Student Success Facilitators and meet with one of the UWB admissions advisors. They will be able to describe the requirements and curriculum of the BA program in detail and help you in planning your courses. To schedule an appointment with an UWB advisor please call 425.352.5000. Phone appointments and e-mail advising are also available. E-mail us at askuwb@bothell.washington.edu to schedule an appointment.

Required for Admissions to University of Washington, Bothell

- **Foreign Language**
  
  Either two years of a single foreign language in high school OR 10 credits in college. College level foreign language may be used to fulfill VLPA (Humanities) for UWB.

- **Intermediate Algebra**
  
  Math 110 - High school or college. No credit is transferred.

**Required Courses for Admission to the Business Administration Program**

- **English Composition – C (5 credits)**
  
  Eng 101 - This composition course is required (Does not count as VLPA).

- **Quantitative Symbolic Reasoning - QS/R (5 credits)**
  
  Math 124 with 157 (Calculus) - UWB also accepts other courses that satisfy the QS/R although they may not satisfy the AAS Quantitative Skills requirements.

- **Visual, Literary and Performing Arts – VLPA (15 credits)**
  
  One of these writing courses, Eng 102, 270, or 271, is required to meet the Business Program advanced composition requirement; it will also meet the VLPA. Foreign Language will also satisfy VLPA at UWB.

- **Individuals and Societies - I&S (20 credits)**
  
  Microeconomics 201, Macroeconomics 202 and POLI 200 (Introduction Law) meet the Business prerequisites.

- **Natural World - NW (20 credits)**
  
  Math 124 or 157 (Calculus), use as NW or QS/R, Math 220 or 222 (Statistics) meets the Business Program prerequisites.

- **Electives**
  
  Accounting 210, 220, 230 (Accounting Sequence) meet the Business Program prerequisites. UWB will accept up to 15 vocational credits. UWB will accept six PE credits (three of which may be activity focused).

Consult your Cascadia Community College Student Success

These guides are for planning purposes only. Please see a Cascadia Community College Student Success Facilitator and a University of Washington, Bothell advisor for detailed information.
 Bachelor of Arts in Liberal Studies

If you are interested in transferring from Cascadia Community College to the program in Interdisciplinary Arts and Science (IAS) and the University of Washington, Bothell (UWB), it is recommended that you complete the Associates in Arts and Science degree including IAS program admission requirements. This program admits students every quarter. International students are also admitted to this program.

This planning guide is designed to provide you with the list of courses to fulfill requirements for admission to UWB's IAS program.

We highly encourage you to work closely with the Cascadia Community College Student Success Facilitators and meet with one of the UWB admissions advisors. They will be able to describe the requirements and curriculum of the IAS program in detail and help you in planning your courses. To schedule an appointment with an UWB advisor, please call 425.352.5000. Phone appointments and e-mail advising are also available. E-mail us at askuwb@bothell.washington.edu to schedule an appointment.

University of Washington, Bothell
Box 358500
18115 Campus Way NE
Bothell, WA 98011-8246
(425) 352-5000 1 (800) 736-6650
TDD (425) 352-5303
FAX (425) 352-5335
E-mail: askuwb@bothell.washington.edu

UWB’s Interdisciplinary Programs & Policies

Arts and Sciences Planning Guide for Cascadia Community College Students

Required for Admission to University of Washington, Bothell

- **Foreign Language**
  Either two years of a single foreign language in high school *OR* 10 credits in college. College level foreign language may be used to fulfill VLPA (Humanities) for UWB.

- **Intermediate Algebra**
  High school or college. No credit is transferred. Math 110 with a grade of 2.0 or higher.

Recommended Courses

- **English Composition ((C) 5 credits): Eng 101**
  One composition course required (does not count as VLPA). Ten-quarter credits highly recommended.

- **Quantitative/Symbolic Reasoning ((QS/R) 5 credits)**
  Consult your CCC Student Success Facilitator and the online UW Transfer Guide for acceptable courses in the quantitative skills.

- **Visual, Literary and Performing Arts ((VLPA) 15 credits)**
  Foreign Language will also satisfy VLPA at UWB. Consult your CCC Student Success Facilitator and the online UW Transfer Guide for acceptable courses in the humanities.

- **Individual and Societies ((I&S) 15)**
  Consult your CCC Student Success Facilitator and the online UW Transfer Guide for acceptable courses in the social sciences.

- **Natural World ((NW) 15)**
  Consult your CCC Student Success Facilitator and the online UW Transfer Guide for acceptable courses in the natural sciences.

- **Electives**
  Additional courses from the humanities, social sciences, or natural sciences. UWB will accept up to 15 vocational credits. UWB will accept six PE credits (three of which may be activity focused.)

Online UW Transfer Guide website
  www.washington.edu/students/uga/transfer/course_equiv.html

Online IAS Transfer Guide website
  www.bothell.washington.edu/IAS/transferagree.html

IAS Program Options for the

These guides are for planning purposes only. Please see a Cascadia Community College Student Success Facilitator and a University of Washington, Bothell advisor for detailed information.
Bachelor of Arts in Liberal Studies

If you are interested in transferring from Cascadia Community College to the program in Interdisciplinary Arts and Science (IAS) and the University of Washington, Bothell (UWB), it is recommended that you complete the Associates in Arts and Science degree including IAS program admission requirements. This program admits students every quarter. International students are also admitted to this program.

This planning guide is designed to provide you with a list of courses to fulfill requirements for admission to UWB’s IAS program.

We highly encourage you to work closely with the Cascadia Community College Student Success Facilitators and meet with one of the UWB admissions advisors. They will be able to describe the requirements and curriculum of the IAS program in detail and help you in planning your courses. To schedule an appointment with an UWB advisor, please call 425.352.5000. Phone appointments and e-mail advising are also available. E-mail us at askuwb@bothell.washington.edu to schedule an appointment.

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TDD (425) 352-5303
FAX (425) 352-5335
E-mail: askuwb@bothell.washington.edu

Liberal Studies Major

American Studies:
How should a student prepare for this option? Students choosing this option are strongly encouraged to have completed the following lower-division college work: two courses in U.S. history, two courses in American literature, media, or art, and one course in American institutions, policies, and social structures. Suggested courses: CINEM 201, CMU 203, ENG 251, ENG 252, HIST 121, HIST 122, HIST 150, POLI 200, POLI 202, SOC 131, SOC 151

Culture, Literature and the Arts:
How should a student prepare for this option? Entering students should be able to write an analytical paper and should have at least two courses in literature, or the visual arts. Historical knowledge and competency in foreign languages is highly desirable. Suggested courses: ART 130, CINEMA 201, ENG 201, ENG 211, ENG 212, ENG 251, ENG 252, ENG 274, ENG 277, HUMAN 113

Global Studies:
How should a student prepare for this option? While there are no formal prerequisites, we advise students to prepare for the program by taking introductory courses in micro and/or macroeconomics, world or western history and culture, statistics, and as many courses in political science, geography, history, art history, foreign language and anthropology as possible. Suggested courses: ANTH 202, ECON 201, ECON 202, ENVS 110, HIST 111, HIST 112, HIST 113, PHIL 115, POLI 101, POLI 204

Society, Ethics and Human Behavior:
How should a student prepare for this option? Fulfillment of the goals set by the option in Society, Ethics and Human Behavior requires rigorous qualitative (e.g., case studies) and quantitative study of human behavior. This course of study also requires strong skills in writing, speaking, and collaborative work. Useful prerequisites to this option include a working knowledge of statistics and microeconomics, as well as two or more courses in psychology, sociology, and philosophy. Suggested courses: CMU 250, ECON 201, MATH 220-1, PHIL 115, PHIL 150, POLI 101, PSYCH 101, SOC 101, SOC 131, SOC 151, SOC 251

Science, Technology and the Environment:
How should a student prepare for this option? It is recommended that students intending to pursue the STE option take four quarters of college science, including one full year sequence in biology, chemistry, or physics prior to enrollment. Suggested courses: ANTH 202, BIOL 110, BIOL 202, BIOL 203, ENVS 110, ENVS 210, MATH 220-1, NSCI 101, PHIL 150

These guides are for planning purposes only. Please see a Cascadia Community College Student Success Facilitator and a University of Washington, Bothell advisor for detailed information.
UWB’s Computing and Software Systems Planning Guide for Cascadia Community College Students

Required for Admissions to University of Washington, Bothell

- **Foreign Language**
  Either two years of a single foreign language in high school OR 10 credits in college. College level foreign language may be used to fulfill VLPA (Humanities) for UWB.

- **Intermediate Algebra**
  Math 110 - High school or college. No credit is transferred.

**Recommended Courses**

- **English Composition (C):**
  Eng 101 - One composition course required (Does not count as VLPA).

- **Quantitative Skills (QS/R)**
  Any one of the CSS NW (Q) prerequisites will fulfill the QS/R.

- **Visual, Literary and Performing Arts (VLPA 15 credits)**
  Eng 102, 270, or 271 can meet advanced composition requirement; it also meets the VLPA and UWB CSS Program prerequisites. Foreign Language will also satisfy VLPA at UWB. Consult your Cascadia Community College Student Success Facilitator for acceptable courses in the humanities.

- **Individual and Societies (I&S 15)**
  Consult your Cascadia Community College Student Success Facilitator for acceptable courses in the social sciences.

- **Natural World (NW 20)**
  BIT 142, 143 (Fulfills the UWB CSS Program prerequisites of 2 quarter of programming in sequence). Math 124 and/or 125 (Fulfills the UWB CSS Program prerequisites of one quarter of calculus). Any of the above listed courses fulfills the QS/R requirement. Consult your Cascadia Community College Student Success Facilitator for acceptable courses in the natural sciences.

- **Electives**
  BIT 112, 115, 116, and 255 are recommended by Cascadia. Math 220 is required for admission to Cascadia.

**UWB CSS Program Prerequisites**

- **UWB CSS Program Prerequisites must be completed at time of application.** They include two quarters of Computer Programming (C/C++ preferred), Calculus I, Calculus II, Statistics and Advanced Composition or Technical Writing.
Academic Standing

Academic Standards Policy

This policy is applicable to students enrolled for six or more credits in courses or programs after the 10th instructional day of any quarter during the regular academic year. This includes "V" and "Z" graded courses.

Good Standing

Students are considered to be in good standing if they are making satisfactory progress toward their educational goals in their program of study and maintaining a 2.0 grade point average or better.

Probation

1. A student carrying six or more credits who has a grade point average below 2.0 for one quarter shall be placed on probation and referred to a Student Success Facilitator.

2. A student who withdraws from more than half of the originally enrolled credits in any given quarter shall be placed on progress probation and referred to a Student Success Facilitator.

3. Any student placed on probation shall be removed from such status at the conclusion of any quarter during which he/she has achieved a grade point average of 2.0 or higher while enrolled for and completing seven or more credits.

Low Scholarship Dismissal

A student carrying six or more credits while on probation, who receives a grade point average below 2.0 in the subsequent quarter of his/her enrollment at the college, shall be dropped from classes.

Readmission

1. A student who has been dismissed for academic reasons set forth in this policy may petition the Enrollment Services Office for readmission. Students on financial aid probation or dropped status must contact Student Financial Services in addition to the Enrollment Services Office.

2. If the Enrollment Services Office denies a petition for readmission, the student shall be notified in writing of his/her right to appeal the decision to the Vice President for Student Success.

3. The Vice President for Student Success may deny the appeal, readmit the student conditionally, or readmit the student.

High Scholarship President’s List

Full-time students (enrolled for at least 12 credits) who have earned at least 30 hours of college-level credit, all of which are used in the computation of the grade-point average, and earned a college-level grade-point average of 3.9 or higher will have their name placed on the President’s List.

Vice President’s List

Students who are enrolled for at least 12 credits, all of which are used in the computation of the grade-point average, and achieve a quarterly grade point average of 3.9 or higher have their name placed on the Vice President’s List.

Honors List

Students who have earned at least 12 credits, all of which are used in the computation of the grade point average, and have earned a grade-point average of 3.6 or higher, are named to the Honors List.

A student’s highest academic honor will be recognized at Cascadia’s commencement ceremony.

Fresh Start

Students who have not been in attendance at Cascadia Community College or any institution of higher learning for a period of 18 months may request the elimination of their previous Cascadia credits and GPA. The student’s academic record and transcript will continue to show the previous courses taken and grades received, but the grades for previous courses will not be used in the calculation of the student’s GPA at Cascadia, and credits earned may not be used to satisfy graduation requirements. If a student transfers to another college or university, the receiving institution will receive transcripts containing all courses taken. The receiving institution may accept credits and recalculate the GPA according to its own policies.

A student may request a Fresh Start only once.

Grading System

Instructors may report grades from 4.0 to 0.7 in 0.1 increments, and the grade of 0.0. Grades in the range of 0.6 to 0.1 are not assigned. Decimal grades are equivalent to letter grades as follows:

- 4.0–3.9 A
- 3.8–3.5 A-
- 3.4–3.2 B+
- 3.1–2.9 B
- 2.8–2.5 B-
- 2.4–2.2 C+
- 2.1–1.9 C
- 1.8–1.5 C-
- 1.4–1.2 D+
- 1.1–0.9 D
- 0.8–0.7 D-
- 0.0–0.6 F

Grade Designations

H: Course in progress - With the approval of the Vice President for Student Learning, instructors teaching courses that extend beyond the end of the quarter will award an H grade to all students at the time when grades are normally due. Upon the completion of the course, the instructor will award the final grades, which will replace the H grade.

I: Incomplete - At a student’s request, a grade of incomplete (I) may be given when the instructor determines that the student is unable to complete the course work with no additional instruction.

The instructor and student must sign an incomplete contract that specifies what requirements the student must fulfill in order to convert the incomplete grade to an appropriate grade. Incomplete contract forms are available from the Dean and Associate Dean of Student Learning’s Office, CC 154.

To obtain credit for a course, the student must convert an incomplete into an appropriate grade by completing the requirements specified in the incomplete contract within the time limits specified therein, not to exceed one quarter from the quarter enrolled, not including summer quarter.

N: Audit - The student must be registered for the course, but only participates in class work at the instructor’s discretion. No credit is earned and the N is not used in GPA calculation. Students may initiate, without instructor’s permission,
a change to or from audit status up to the end of the second week of the quarter (adjusted for summer quarter). A change may be made, with the instructor’s permission, in weeks three through six of the quarter. After the sixth week, no change in status may be made.

P/NC: Pass/No credit - Students may elect in courses offering such an option, to be graded P/NC. Credit is awarded when a 2.0 performance level is attained, but the grade is not included in the GPA calculation. Students must obtain instructor permission for the P/NC option. This option is not available after the sixth week of the quarter. Dates are adjustable for summer quarter. If performance is below 2.0, no credit will be issued, no GPA calculation will be made, and a NC grade will be issued.

V: Unofficial Withdrawal – To be awarded when a student attends briefly, rarely or not at all and does not withdraw with a W grade. This grade will be computed as a 0.0 in GPA calculations.

W: Official Withdrawal - Students may drop a course without instructor’s permission up to the end of the second week of the quarter (dates adjusted for summer quarter). A class dropped during this time frame does not appear on the student’s transcript. Students may withdraw from a class with instructor permission in weeks three through six of the quarter. After the sixth week no official withdrawals may be made. W grades will be placed on transcripts, but are not part of the GPA calculation.

A student may not withdraw to avoid consequences of cheating, plagiarism or other intellectual dishonesty or disciplinary procedures.

Z: No credit - To be awarded after the time limit for a W grade, at the instructor’s discretion. This grade will not be considered in GPA calculations.

Repeating a Course

Students may repeat any course a maximum of two times. The student is to inform the Enrollment Services Office at the time of registration that a course is a repeat. The most recent grade will be used in computing grade point average. The transcript will show that a course has been repeated, except in certain designated courses where the student may, by re-registering, obtain additional credits and grade points.

Students should be aware that other schools and universities may treat repeated classes differently.

Grade Point Average (GPA)

Student’s grade point averages are calculated as follows:

1. Multiply the number of credits for a course by the numerical grade awarded to obtain the grade points for that course.
2. Add the grade points for all courses taken.
3. Divide the sum of the grade points earned by the total number of credits attempted in courses awarding numerical grades. The result is the student GPA for a particular quarter. I, N, P/NC, W, and Z grades are not used in computing grade point average.

Grade Changes

Grade changes are submitted on the change form by the instructor to the Enrollment Services Office.

1. Grade changes will not be made after one quarter, (not including summer quarter) unless documentation is provided by the instructor noting that the grade was awarded in error.
2. Grade changes will be made at any time if it was due to recording error in the Enrollment Service Office.

Students are advised to contact the instructor immediately if a grade has been recorded incorrectly. Errors and omissions will be corrected as soon as identified without cost to the student.

Credit Information

Cascadia accepts a variety of ways students may demonstrate their knowledge, skills and the achievement of student learning outcomes. Credits may be given, after appropriate evaluation in the following ways:

1. National standardized tests, such as the College Level Education Program (CLEP) and DANTES;
2. Credit by examination;
3. Advanced Placement (AP) examination;
4. Advanced placement in professional-technical programs for prior experience in military work or schools, relevant employment in industry, which can be documented, or courses completed through the Professional-Technical Continuing Education Program.
5. Students may earn prior learning assessment credit for college-level learning that has occurred outside of the traditional classroom setting. This learning will be assessed in the College 120 course based on a portfolio that demonstrates and documents knowledge and skills gained. Students should inquire at the Student Learning Office, CC 154, for further information.

A maximum of 30 credits of this work may be applied to degree or certificate requirements. Credits awarded for these modes of learning will not be part of the 25-credit residence requirement, which states that students must earn from Cascadia at least 25 of the credits being applied toward a degree or certificate.

Transfer Credits

Course work from other colleges will be evaluated upon request. Only course work from nationally or regionally accredited institutions will be accepted.

Earning Credits

The regular college year is divided into three quarters of approximately 11 weeks each, plus a summer session. Credits may be earned from several modes of learning: class lectures and lab sessions, independent study and practicums, and distance learning, such as telecourses and online courses.
Approximately one credit is allowed for each lecture period or two to three hours of laboratory per week. For each period of lecture or discussion, the student should allow two hours of outside preparation.

A carefully planned program of 15 or more credits per quarter will allow for graduation in two years. A carefully planned program of 10 or more credits per quarter will allow for graduation in three years. Students should develop their program of study with a Student Success Facilitator or faculty advisor.

The following course credit loads require the following approvals:
1. Up to 20 credits during first quarter (academic courses) – Student Success Facilitator or faculty advisor only.
2. Up to 20 credits all subsequent quarters (academic courses) – Student Success Facilitator or faculty advisor only.
3. More than 20 credits – Student Success Facilitator or faculty advisor and appropriate Dean, Associate Dean of Student Learning or designee.

Examinations
All students are required to take regularly scheduled examinations as outlined in the course syllabus. If a student misses an examination, it is his/her responsibility to contact the instructor and, if permitted by the course syllabus, schedule a makeup exam as soon as possible. In any case, students must communicate directly with the instructor about makeup exams.

Attendance
Attendance and participation requirements for each course are specified in the course syllabus and are an important part of student learning and student success.

Academic Honesty
The college regards acts of academic dishonesty, including such activities as plagiarism, cheating and/or violations of integrity in information technology, as very serious offenses. In the event that cheating, plagiarism or other forms of academic dishonesty are discovered, each incident will be handled as deemed appropriate. Care will be taken that students’ rights are not violated and that disciplinary procedures are instituted only in cases where documentation or other evidence of the offense(s) exists. A description of all such incidents shall be forwarded to the Vice President for Student Success, where a file of such occurrences will be maintained. The vice president may institute action against a student according to the college’s disciplinary policies and procedures, as described in the Student Handbook.

Academic Holds
In order to collect outstanding parking fines, library fines and obligations, or other financial debt to the college, the college may:
1. Withhold quarterly grade reports and/or transcripts of permanent records.
2. Refuse to re-enroll a student as the Enrollment Services Office deems necessary. The student may request an informal hearing on the refusal of services. For more information, see the Enrollment Services Office Office, CC 103.

Instructional Grievances
Students are encouraged to discuss concerns about their class with the appropriate instructor. If concerns persist, the appropriate instructional administrator should be consulted.

If the matter cannot be resolved informally as outlined above, students may file formal grievances by following the processes outlined in the Students Rights and Responsibilities section of the Student Handbook. Copies of the handbook are available in the Enrollment Services Office and the Administrative Office Reception area.
Throughout the academic year, a variety of classes are offered. This section gives students an overview of each class that is taught at Cascadia, the requirements for those courses and the number of credits. This is helpful information to match up with the quarterly schedule of classes.
Financial Accounting I
ACCTG 210  5 credits
This course is an introduction to business accounting for the corporation. Learners will develop expertise in analyzing, classifying, measuring, recording and interpreting financial statements. Emphasis is placed on the analysis of corporate assets. Technology use will be integrated into the content of the course. See syllabus for calculator/computing requirements. Prerequisite: Eligible for enrollment in MATH 120, or co-enrollment in MATH 110 and MATH 112. Computer familiarity is required; prior experience with Excel is helpful but not required. A wide variety of collegiate-level texts are used. See syllabus for computing/technology requirements.

Financial Accounting 2
ACCTG 220  5 credits
This course is a continuation of ACCTG 210. Learners will develop expertise in analyzing, classifying, measuring, recording and interpreting corporate business financial practices and gain an understanding of financial statements. Technology use will be integrated into the content of the course. See syllabus for calculator/computing requirements. Prerequisite: Completion of ACCTG 210 with a 2.0 or better. See syllabus for computing/technology requirements.

Managerial Accounting
ACCTG 230  5 credits
This course builds upon the foundation established in ACCTG 210 and ACCTG 220. Financial Accounting, and lays the groundwork necessary for effective decision-making in a corporate business setting. Learners will develop expertise in analyzing, and interpreting a variety of financial information to evaluate various business practices and subdivisions. Technology use will be integrated into the content of the course. Prerequisite: Completion of ACCTG 210 with a 2.0 or better. See syllabus for computing/technology requirements.

American Sign Language
ASL 101  5 credits
Students begin to communicate with others using American Sign Language. They learn basic vocabulary and sentence structure as well as behavioral aspects of communicating with the deaf, such as attention-getting devices and turning. To develop their ability to understand and to express themselves in ASL, students converse in ASL during every class period. Prerequisite: Placement in ENG 100.

American Sign Language
ASL 102  5 credits
Students further develop their ability to communicate with others using American Sign Language. They will add to their knowledge of ASL culture, signs and grammatical structures. The course is conducted in ASL. Prerequisite: Placement in ENG 100.

American Sign Language
ASL 103  5 credits
Students further develop their ability to communicate with others using American Sign Language. They will add to their knowledge of ASL culture, signs and grammatical structures. The course is conducted in ASL. Prerequisite: Placement in ENG 100.

Physical Anthropology
ANTH 201  5 credits
Students in this course will evaluate the origins of humankind, consider biological diversity and assess evolution. Students will learn to critically evaluate claims about humankind, conduct anthropological research and fieldwork, recognize human variation, and develop critical thinking skills through the application of essential anthropological approaches, theories and methods. Prerequisite: Placement in ENG 100 recommended.

Cultural Anthropology
ANTH 202  5 credits
Students in this course will examine human culture, explore behavior and beliefs, and evaluate the interrelationships between geography, environment and cultural forms. Students will also develop critical thinking skills through the application of essential anthropological approaches, theories and methods. Prerequisite: Placement in ENG 100 recommended.

2-Dimensional Design
ART 110  5 credits
Students will explore the design process from problem identification to the development of alternate solutions and will participate in critical dialogue regarding the content and context of creative work. The course offers an introduction to organization of line, value, color, shape, space, texture, and form in the context of balance, harmony, variety, emphasis and unity. Students will learn essential 2-dimensional surface design concepts and processes throughout the course. Prerequisite: Placement in ENG 100.

The Experience of Art
ART 130  5 credits
In this course, students examine their own emotional experience of art and think critically about the role and effects of art in everyday life. They look at painting, sculpture, functional art, architecture, photography, and printmaking from around the world to see differences between cultures, and grasp the relationship between art and culture. Students learn about design, shape, light, color, texture, rhythm, motion and other concepts of art study. Prerequisite: Placement in ENG 100.

Survey of Astronomy
ASTR 101  5 credits
In this course, students will study our nearest neighbors in space—the Sun, Moon, planets and other bodies in the Solar System. Students will be able to explain how past astronomers investigated the universe and the theories they developed to explain their observations. Recent discoveries and observational techniques will be discussed, and students will apply astronomical concepts in laboratory exercises and simulations. Prerequisite: MATH 090.

Survey of Biology
BIOL 110  5 credits
Students will be able to recognize the process of scientific inquiry, specifically as it applies to the study of life. They will understand the process of evolution and its importance to all aspects of biology. Students will examine the processes common to all living things and integrate this knowledge into an understanding of ecological relationships.

Survey of the Kingdoms
BIOL 120  5 credits
Students will gain an understanding of the vast diversity of living things and their adaptations to their environment from an evolutionary perspective. They will examine the ecological relationships among all life on the planet.

General Cell Biology
BIOL 201  5 credits
This course enables students to learn and practice the scientific method as they develop an appreciation of the process of life. They will examine chemical and cellular concepts common to all living things as they pertain to life’s maintenance, perpetuation and evolution. Prerequisite: CHEM 120 or CHEM 142 or concurrent enrollment.

General Zoology
BIOL 202  5 credits
Students will examine the major taxa of animals relative to their structure and function. They will be able to recognize the phylogenetic relation-
ships among animals as well as the ecological relationships within the kingdom. Prerequisite: BIOL 201.

General Botany
BIOL 203 5 credits
Students will examine the phylogenetic relationships of the major groups of the Plant Kingdom. They will be able to describe the group’s morphology, physiology and ecology as well as the development of ecosystems and the features of terrestrial biomes. They will apply the methods of scientific inquiry to a variety of laboratory problems. Prerequisite: BIOL 201.

Human Anatomy and Physiology I
BIOL 210 5 credits
This is the first quarter in a two-quarter sequence for biology and allied health majors. It will cover in detail the study of the function and structure of the human body using models, charts, computer programs and fresh animal specimen dissection. Topics covered will include body organization, homeostasis, cytology, tissue histology and the following systems: integumentary, skeletal, muscular, digestive and respiratory. Prerequisite: BIOL 201 and CHEM 142 or CHEM 120.

Human Anatomy and Physiology II
BIOL 211 5 credits
This is the second quarter in a two-quarter sequence for biology and allied health majors. It will cover in detail the study of the function and structure of the human body using models, charts, computer programs and fresh animal specimen dissection. Topics will include a study of the lymphatic, circulatory, immune, reproductive, excretory, nervous and endocrine systems. Prerequisite: BIOL 201, CHEM 142 or CHEM 120, and BIOL 210.

Microbiology
BIOL 215 5 credits
This course enables students to learn and practice the scientific method as they develop an appreciation of the diversity and complexity of the microbial world. Students will examine chemical and cellular concepts of prokaryotic cells and viruses as they pertain to disease, evolution and cellular processes. Prerequisite: BIOL 201, CHEM 142 or CHEM 120.

Computer Basics I
BIT 100 4 credits
Discover the World of Computing. Computing—What is it all about? In society today computers are everywhere, from desktops to cars to toasters— but how much do we really know about these machines, the software that makes them work and their impact on society both today and in the future? This course will explore this incredible subject and provide an introduction to the world of personal computers. Students will learn to assemble a computer and load software. They will also learn about the importance of networks and the Internet in a computing environment.

Computer Basics 2
BIT 101 7 credits
A+ Certification Preparation – This is an intensive course designed as a preparation for the two A+ certification exams: The A+ Core Hardware Exam (220-201) and the A+ Operation System (OS) Technologies Exam (220-202). A+ Certification is a ComptIA-sponsored testing program that certifies the competency of entry-level (6 months experience) computer service technicians. The A+ test contains situational, traditional and identification types of questions. The test covers a broad range of hardware and software technologies, but is not bound to any vendor-specific products. Success on these exams requires extensive study beyond the scope and time frame of this preparation course. Prerequisite: Placement by testing or completion of BIT 100 with a grade of 2.0 or evidence of work at/or above that level.

Network Design Concepts (With Cisco 1)
BIT 102 6 credits
An introduction to networking for information technology majors. Students study the OSI model and the functions of the various layers. They learn to identify the components of local area networks (LANs), and wide area networks (WANs) and to determine the type of network design most appropriate for a given site, as well as the different media used in network communications. Students also learn how to connect servers and workstations in a network. Prerequisite: Placement by testing or completion of BIT 101 with a grade of 2.0 or evidence of work at/or above that level.

Careers in Information Technology
BIT 105 2 credits
This course is an exploration of career possibilities in a field where opportunities are growing faster than the workforce. This course will tour the vast “computer” field through lectures by faculty and staff, as well as industry experts, job recruiters and recent graduates. Site visits will include both large and small IT operations, ISPs and software development firms. Students will update their interactive portfolio to include a preliminary analysis of their career objectives with a timetable and the steps they must undertake to achieve those objectives.

Survey of Computers and Application
BIT 108 5 credits
This survey class introduces students to personal computers and applications. The course includes basic theory, the relationships and dependencies between hardware, software and operating systems, how to work in a Windows environment, and basic word processing, spreadsheet and database operations. Prerequisite: Keyboarding.

Office Applications in the Workplace
BIT 111 5 credits
This course provides an overview of the knowledge that is necessary to provide administrative support in a business office. Topics include written, verbal and online communications, workplace expectations, organization of time and materials, how to function in a high performance team. Prerequisite: Placement by testing or completion of any combination of BIT 150-159 with a grade of 2.0 or evidence of work at/or above that level.

Basics of Web Authoring
BIT 112 5 credits
Development of web pages. Students learn the basics of Web Authoring and Internet publishing including HTML, image manipulation, page layout, file transfer and Internet protocols. Students create HTML pages by hand and post files on a working web server. Special emphasis is placed on managing projects and working with clients. This course is required for students in Information Technology but is also useful for students who are developing electronic portfolios. Prerequisite: BIT 152, concurrent enrollment or equivalent knowledge; placement in ENG 100 and above or permission of instructor.

User Interface Development
BIT 113 5 credits
Developing successful interfaces. Students explore the design and implementation of effective user interfaces for web pages and computer applications. Advanced HTML and web authoring topics are covered as students gain firsthand experience in creating computer graphics for a variety
of interactive user interfaces. Emphasis is placed on usability, aesthetics and incorporating client feedback into the revision process. Prerequisite: Placement by testing or completion of BIT 112 with a grade of 2.0 or evidence of work at or above that level.

Visual Design for the WWW

BIT 114  5 credits
Students will explore issues of visual communication and the implementation of effective graphical content for web pages. Current web coding standards, e.g. XHTML and CSS, will be covered as students gain first-hand experience in creating and incorporating computer graphics and illustration into a variety of web applications. Emphasis will be placed on balancing aesthetics and usability as well as the critique and revision processes. Prerequisite: Placement by testing or completion of BIT 112 with a grade of 2.0 or evidence of work at or above that level. Completion ART 130 or equivalent.

Introduction to Programming

BIT 115  5 credits
This is an introductory course in the fundamentals of computer programming. Topics include variable typing and assignment, basic control structures (loops, branches, functions, subprograms and arrays). This course emphasizes problem solving. Students also explore how culture affects program users. Prerequisite: Placement by testing or completion of MATH 099 with a grade of 2.0 or evidence of work at or above that level.

Scripting

BIT 116  5 credits
Introduces students to using JavaScript to help develop web pages. Covers loops, conditionals, arrays and functions. Students are introduced to the JavaScript object model, user-defined objects, event handlers, forms and cascading style sheets. The course emphasizes the use of programming techniques in web pages. Prerequisite: Placement by testing or completion of BIT 112 and BIT 115 with a grade of 2.0 or evidence of work at or above that level.

Introduction to Business

BIT 120  5 credits
This course introduces fundamental concepts and functions of business. Students will explore various positions and roles within an enterprise, articulate the interconnected nature of businesses, and recognize the way the Internet has changed the nature of commerce. The course is meant to be an overview that provides a framework for additional courses in business or to provide workplace context. It can be taught as a 5 credit class or as a 4 credit class that is combined with one credit modules that emphasize business within particular industries. Prerequisite: Placement in ENG 101.

Application Certification Preparation

BIT 122  2 credits
This course is intended to assist students to pass certification exams in computer office applications. Students are expected to have advanced knowledge of a particular application prior to entering this class since the class is intended only to address any skill gaps and to give students practice taking the relevant certification test. Prerequisite: Placement by testing or completion of appropriate advanced modules in any combination of BIT 150-159 with a grade of 2.0 or evidence of work at or above that level.

Network Client Systems

BIT 126  5 credits
Exploration of major network client systems. Operating systems such as MS-Windows, Apple and UNIX are explored in relation to networked systems. Each of these operating systems is networked in a peer environment. Students develop the ability to implement, administer and troubleshoot information systems that utilize diverse equipment. Prerequisite: Placement by testing or completion of BIT 101 with a grade of 2.0 or evidence of work at or above that level and co-enrollment in BIT102.

Basic Programming in C++

BIT 142  5 credits
A first course in computer science using C++. Covers variable types, control structures, functions, modular programming, pointers, arrays, structures and an introduction to recursion. The course introduces basic sorting and searching algorithms. The emphasis of this course is on program design, algorithms (variables, expressions, statements) and abstraction (data types, functions). Prerequisite: Placement by testing or completion of MATH 110 and BIT 116 with a grade of 2.0 or evidence of work at or above that level.

Programming-Data Structures

BIT 143  5 credits
Using C++, this course extends the fundamentals covered in Basic Programming in C++. The course covers program specification and design, abstract data types and classes. Topics include dynamic arrays, stacks, queues, linked lists, binary trees and recursion. Prerequisite: Placement by testing or completion of BIT 142 with a grade of 2.0 or evidence of work at or above that level.

Introduction to Keyboarding

BIT 150  1 credit
This one-credit module prepares students to use computer applications in the classroom and in workplace activities by developing speed and accuracy though touch keyboarding. Students also develop familiarity with the keyboard’s ten-key system and other common keyboard and mouse functions.

Introduction to Computer Hardware

BIT 151  1 credit
This one-credit module prepares students to use computer applications in the classroom and in workplace activities by introducing them to how computers work and relationships and dependencies between hardware, software and operating systems. This is an excellent module for students who are not Business and Information Technology majors but who realize the importance of computers in today’s world.

Windows Basic

BIT 152  1 credit
This one-credit module prepares students to use computer applications in the classroom and in workplace activities by introducing them to the Windows operating system, which is the most common operating system in both the home and business environment. Effective use of Windows assists students in using all Windows-based applications.

Using the Internet

BIT 153  1 credit
This one-credit module prepares students to use the Internet as a tool for communication and as an information resource. Students learn how to effectively use and organize e-mail, how to research topics using the web and how to create simple web sites using editor software.

Beginning Word Processing

BIT 154  1 credit
This one-credit module prepares students to word process documents for the classroom and in the workplace. Students learn how to effectively create, format and edit documents using toolbars, menus and commands.

Advanced Word Processing

BIT 155  1 credit
This one-credit module prepares students to utilize advanced word process tools to be more efficient and to increase the functionality of their documents. Students learn how to incorporate macros and clip art into documents and to use management tools to create long documents.

Beginning Spreadsheet
BIT 156  1 credit
This one-credit module prepares students to use a spreadsheet application in the classroom and in workplace activities. Students create and format worksheets and workbooks utilizing toolbars, menus and commands.

Advanced Spreadsheet
BIT 157  1 credit
This one-credit module prepares students to use the advanced functions of a spreadsheet application in the classroom and in workplace activities. The module includes the use of tools such as formulas, logical functions, data functions and charting to enhance the preparation and presentation of information.

Beginning Database
BIT 158  1 credit
This one-credit module prepares students to use a database application in the classroom and in workplace activities. Students will learn to use the extensive uses of databases in the workplace. Using a wizard, they will learn to create and modify a database including tables, forms and reports.

Advanced Database
BIT 159  1 credit
This one-credit module prepares students to use a database application in the classroom and workplace activities. Students will learn to use the extensive uses of databases in the workplace. Using a wizard, they will learn to create and modify a database including tables, forms and reports.

Digital Imaging
BIT 160  1 credit
This one-credit course will prepare students to utilize basic digital imaging tools to acquire and manipulate photographic images and graphic elements. Students will learn basic imaging techniques, digitize and enhance photos, apply special effects, and prepare graphics for various computer-based applications. Prerequisite: Basic knowledge of Microsoft Windows.

Vector Graphics
BIT 161  1 credit
This one-credit course will prepare students to utilize vector based drawing tools for the creation of digital graphics and illustration. Students will learn basic techniques while creating type effects, graphs and illustrations for computer based applications. Prerequisite: BIT 152.

UNIX Basics
BIT 162  1 credit
This one-credit course enables students to work effectively within a UNIX operating system. Students investigate the UNIX file structure, create and edit files and directories, share and secure files among other users and use a text-based editor to customize account configurations. Prerequisite: Basic knowledge of Microsoft Windows.

Basics of Software Testing
BIT 166  5 credits
An introduction to the principles and methods of modern software testing. Topics covered include: functionality testing, performance testing, stress testing, user interface testing, API testing, white box vs. black box testing, client vs. server testing, advantages and limitations of manual and automated testing, regression testing, verifying and logging bug reports, writing test plan specifications, test case combinatorics and competitive analysis. Prerequisite: BIT 116; BIT 142 or co-enrollment.

Multimedia for the WWW
BIT 175  5 credits
Developing web-based multimedia. Students explore the use of high-bandwidth data types such as digital video, animation and audio on the Internet. Students gain hands on experience in advanced web-based multimedia (e.g. streaming media web sites). An emphasis is placed on working in teams and in creating effective media within any given technological limitations. Prerequisite: Placement by testing or completion of BIT 113 with a grade of 2.0 or evidence of work at/or above that level.

Fundamentals of E-Commerce
BIT 180  5 credits
This course covers the fundamental concepts of e-commerce including business, marketing and Internet technology. Students study actual case histories of e-commerce companies, examining their successes, failures, growth and underlying technologies. An emphasis is placed on understanding the key components of e-commerce and how they may be combined to form a successful solution. Prerequisite: Instructor permission.

Managing E-Commerce Solutions
BIT 181  5 credits
Students learn the practical ins and outs of managing an e-commerce solution as they work on the maintenance and modification of an established web site. Students are provided with a simple e-commerce web server and are asked to manage and expand the site over the course of a quarter, in response to the needs of an outside client. Topics of study include project planning, business management, e-commerce technology, client relations and teamwork. Prerequisite: Placement by testing or completion of BIT 180 with a grade of 2.0 or evidence of work at/or above that level.

Building E-Commerce Solutions
BIT 182  5 credits
Students cooperate with outside technology-related classes in the ground-up design and implementation of an e-commerce web solution. A series of role playing exercises provides the background for a quarter-long project that simulates the progression of an actual e-commerce site. From initial concept to fully functional presence, the students work on coordinating the efforts of all involved. An emphasis is placed on the design and planning of the site and on working with technical contacts on creating effective solutions. Prerequisite: Placement by testing or completion of BIT 181 with a grade of 2.0 or evidence of work at/or above that level.

BIT Work-Based Learning
BIT 197  1-5 credits
The student will identify an opportunity for an unpaid internship or volunteer prospect that matches both the outcomes of his program and the student’s interests. Together with an instructor, the student will complete a written contract that specifies the learning outcomes as well as defines the duration of the course and the credits to be granted upon successful completion. Prerequisite: To be determined by the instructor.

Special Topics in BIT
BIT 198  1-5 credits
The course permits an individual student or a class of students to investigate current and relevant topics in Business and Information Technology. The content, format and delivery vary depending upon the topics and the quarter. Prerequisite: To be determined by the instructor.

Service Learning in BIT
BIT 199  1-5 credits
Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply technical contacts on creating effective solutions. Prerequisite: Placement by testing or completion of BIT 180 with a grade of 2.0 or evidence of work at/or above that level.

Server Operating Systems and Client Integration
BIT 225  8 credits
Network implementation, administration and troubleshooting. Currently relevant information system server software and hardware are introduced in simple computing environments, such as a homogeneous LAN with one or more servers in a single location, including configuring file-sharing and print-sharing capabilities. Included are topics in resource management. Prerequisite: Placement by testing or completion of BIT 102 with a grade of 2.0 or evidence of work at/or above that level.

Cisco 2
BIT 231  5 credits
This course is an introduction to WAN. Students will study the elements of routers and routing concepts. They will practice router configuration and software based router management. Both “user” and “privileged” mode operations are explored. Students will learn to troubleshoot routing problems resulting from topology changes and network growth. They will also learn to install and configure routing protocols. This course is the starting point for a case study that is threaded through the balance of the Cisco curriculum. Prerequisite: Placement by testing or completion of BIT 102 with a grade of 2.0 or evidence of work at/or above that level.
Cisco 3
BIT 232  3 credits
This course introduces the routing of major protocols other than TCP/IP. Monitoring of protocol operations on a router are examined. Alternative methods for LAN segmentation bridges, routers and switches are analyzed and examined in depth. The benefits of various LAN segmentation approaches are reviewed in the context of WAN design. Prerequisite: Placement by testing or completion of BIT 231 with a grade of 2.0 or evidence of work at/or above that level.

Cisco 4
BIT 233  3 credits
Students will examine and review the major WAN service choices: LAPB, Frame relay, ISDN, PPP and others. Frame relay, PPP and ISDN networking are presented in detail. This course completes the threaded case study presented in the last three quarters of the Cisco curriculum. It concludes with a comprehensive practical examination during which the students must draw on knowledge gained in the previous courses to establish and troubleshoot the equivalent of a world wide WAN operation. Placement by testing or completion of BIT 232 with a grade of 2.0 or evidence of work at/or above that level.

Internet Protocol Services
BIT 240  5 credits
This course provides a review of TCP/IP. It will examine the more popular and common TCP/IP applications and services and provides a framework for IP based solutions. Students will demonstrate an understanding of the entire architecture of IP and study aspects of the protocol including its components, configuration, applications and troubleshooting. Prerequisite: Placement by testing or completion of BIT 225 and BIT 231 with a grade of 2.0 or evidence of work at/or above that level.

Enterprise Administration
BIT 242  5 credits
Networking in an enterprise environment. Implementation, administration, and troubleshooting of currently relevant information system server software and hardware are explored in an enterprise computing environment, such as a typical enterprise WAN with many servers in widely dispersed geographic locations, running a variety of dissimilar sophisticated server applications. Prerequisite: Placement by testing or completion of BIT 225 with a grade of 2.0 or evidence of work at/or above that level.

Internet Server Systems
BIT 244  5 credits
Networking in an Internet environment. Students will examine the implementation, administration and troubleshooting of Internet server software and hardware on popular platforms focusing on the needs of customers, executives, content builders, security analysts and administrators. Prerequisite: Placement by testing or completion of BIT 242 with a grade of 2.0 or evidence of work at/or above that level.

Information Systems Security
BIT 250  5 credits
This course is designed to provide a foundation in applied Information Systems Security for students who will be acting in a systems or network administration capacity or as Information Systems security administrators. This course will also add value to system software developers by providing a security consciousness that can be incorporated into the application development process to provide for more secure and stable applications. Prerequisite: Placement by testing or completion of BIT 102 with a grade of 2.0 or evidence of work at/or above that level.

Object Oriented Design
BIT 255  5 credits
This course uses Java to teach students about object oriented design and analysis. Topics include encapsulation, inheritance, polymorphism, threads, exceptions and applets. Prerequisite: Placement by testing or completion of BIT 143 with a grade of 2.0 or evidence of work at/or above that level.

Desktop Applications
BIT 260  5 credits
Students learn how to write applications for Windows using Visual Basic. Students will learn how to design applications, to access data from databases, to create and use COM components and ActiveX controls and documents. Prerequisite: Placement by testing or completion of BIT 276 and 142 with a grade of 2.0 or evidence of work at/or above that level.

Distributed Applications
BIT 261  5 credits
The course covers the fundamentals of client-server programming using a language such as Java or Visual Basic for the front end and C++ or the equivalent for the backend. Students will create COM and DLL components and ActiveX controls. Students will use transactions, disconnected record sets, and stored procedures to access and modify data in databases. Students will be exposed to Microsoft Transaction Server. In addition, they will learn the basics of implementing security in distributed applications. Prerequisite: Placement by testing or completion of BIT 260 with a grade of 2.0 or evidence of work at/or above that level.

Structures and Algorithms
BIT 265  4 credits
This course teaches the students about the design and analysis of algorithms. Students learn about big O notation, trees, tables, graphs, hashing, and methods of sorting and searching. Prerequisite: Placement by testing or completion of BIT 143 and MATH 110 with a grade of 2.0 or evidence of work at/or above that level.

Advanced Software Testing
BIT 266  1-7 credits
A modular course consisting of seven one-credit units that are intended to enhance the skills of software testers who have work experience. Any number of modules can be taken in any order. Students in the Software Testing program must take four modules to complete their certificate. Modules include: (A) Software Test Automation and Tools, (B) User Interface Testing, (C) Performance Testing, (D) Stress and Stability Testing, (E) Client-Server Testing, (F) Application Programming Interface Testing, and (G) Testing in an Object Oriented Environment. Prerequisite: Placement by testing, work experience in software testing or completion of BIT 166 with a grade of 2.0 or evidence of work at/or above that level.

Software Engineering
BIT 270  6 credits
This is a capstone class that puts students’ skills to test and into context. Students are expected to apply the full life-cycle of a program. Working in groups, students will determine system specifications and perform requirement analysis for a large program. They will then code, debug, test and deploy that program. Prerequisite: Placement by testing or completion of BIT 255; BIT 265; and BIT 261 with a grade of 2.0 or evidence of work at/or above that level. (Can be taken concurrently.)

Database Design
BIT 275  5 credits
Students learn the basics of the planning and design of relational databases and the use of the Structured Query Language (SQL). Students gain hands-on experience in implementing database solutions based on criteria obtained during client-programmer role-playing exercises. Topics of study include information design, data tables and the forming of complex queries as well as implementation planning. Prerequisite: Any combination of BIT 150-159 - Database Modules 1 & 2.

Database Integration
BIT 276  5 credits
Advanced topics of database design and web authoring are covered as students learn to integrate
relational databases with the World Wide Web. Practical experience is gained as students work with outside sources to create effective e-commerce web sites. An emphasis is placed working in teams and on safeguarding database information from unauthorized access. Prerequisite: Placement by testing or completion of BIT 275 with a grade of 2.0 or evidence of work at/or above that level.

Web Server 1 - Server Administration

BIT 280 5 credits
Students learn the set-up and administration of World Wide Web servers. Practical experience is gained in building web servers, setting-up Internet connections, and managing user accounts. Students in this course manage web servers that are actively used by student clients in other courses and are graded, in part, on providing good customer service to these individuals. Prerequisite: Placement by testing or completion of BIT 113 and BIT 116 with a grade of 2.0 or evidence of work at/or above that level.

Web Server 2 - E-Business Solutions

BIT 281 5 credits
Students gain practical experience in designing and managing e-business web servers as they work in teams to create database-driven web sites. Topics of study include advanced database design, SQL, stored procedures, server-side scripting and server security. Special attention is also paid to managing commercial transaction in a secure manner. Students work in teams and with outside sources to implement their final e-business solutions. Prerequisite: BIT 280.

Web Application Programming

BIT 285 5 credits
Students learn to create applications that augment the functionality of web-serving environments. Topics of object-oriented program design and code reusability are examined. Practical, hands-on experience is gained as the students work with other web master classes to create useful scripts such as Java and ASP. Prerequisite: Placement by testing or completion of BIT 112, and either BIT 142 or BIT 255. All prerequisites must be completed with a grade of 2.0 or evidence of work at/or above that level.

BIT Work-Based Learning

BIT 297 1-5 credits
The student will identify a paid internship or related employment opportunity that matches both the outcomes of this program and the student's interests. This course is normally taken in the final year of a program and should give the student experience that will assist him to find appropriate employment. Together with an instructor, the student will complete a written contract that specifies the learning outcomes as well as defines the duration of the course and the credits to be granted upon successful completion. Prerequisite: To be determined by the instructor.

Special Topics in BIT

BIT 298 1-5 credits
The course permits an individual student or a class of students to investigate current and relevant topics in Business and Information Technology. The content, format and delivery vary depending upon the topics and the quarter. Prerequisite: To be determined by the instructor.

Service Learning in BIT

BIT 299 1-5 credits
Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisite: To be determined by the instructor.

Introduction to General Chemistry

CHEM 120 5 credits
From consumer products to space age technologies, chemistry affects our daily lives. In this course, students will learn the structure of matter and how it behaves under various conditions in order to better understand the chemical world. Designed for students with little or no chemistry background, this course can stand alone or be followed by CHEM 142 or CHEM 220. Laboratory activities extend lecture concepts and introduce the student to the experimental process. Prerequisite: MATH 090 or concurrent enrollment.

General Chemistry I

CHEM 142 5 credits

General Chemistry II

CHEM 152 5 credits
This is the second course in a three-quarter sequence designed for science and engineering majors. Students apply concepts of atomic structure to understand and explain chemical bonding, shapes of molecules and intermolecular forces' effect on chemical properties. Students will compare and contrast behavior of gases and liquids, especially solutions and refine their understanding of the periodic table. Laboratory activities extend lecture concepts and emphasize correct methods, measurement accuracy and safety. Prerequisite: CHEM 142.

General Chemistry III

CHEM 162 6 credits
This is the third course in a three-quarter sequence designed for science and engineering majors. Students learn and use the concepts of equilibrium, kinetics and thermodynamics to explain the extent, rate and direction of chemical reactions. Students will also explore a reaction's ability to do work in an electrochemical cell. Fundamental concepts in organic chemistry are introduced. Laboratory activities extend lecture concepts and emphasize experimental design, analysis and communication of results and safety. Prerequisite: CHEM 152.

Introduction to Organic and Biochemistry

CHEM 220 5 credits
An entire field of chemistry is dedicated to the unique bonding characteristics and properties of compounds of carbon. Students will learn the structure, properties and reactions of various organic compounds, including hydrocarbons, alcohols, aldehydes, ketones, carboxylic acids and amines. Students will use this information as foundation for examining complex compounds found in living systems: carbohydrates, lipids and proteins. Laboratory activities extend lecture concepts and introduce the student to analysis and separation techniques. Prerequisite: CHEM 120 or recent high school chemistry; MATH 090.

Organic Chemistry I

CHEM 237 4 credits
This course is an introduction to the chemistry of carbon-containing compounds for students taking three quarters of organic chemistry. Students will learn the identification, structure and properties of the main types of organic compounds. Students will also develop an understanding of the chemical reactivity of hydrocarbons and alkyl halides using mechanistic approaches. Concurrent enrollment in the lab component is required. Prerequisite: CHEM 162; concurrent enrollment in CHEM 241.

**Organic Chemistry II**  
**CHEM 238  4 credits**  
This is the second course for students planning to take three quarters of organic chemistry. Students develop a greater understanding of organic structure and transformation, especially of aromatic and carbonyl compounds. Concurrent enrollment in the lab component is required. Prerequisite: CHEM 237; concurrent enrollment in CHEM 242.

**Organic Chemistry III**  
**CHEM 239  3 credits**  
This is the third course for students planning to take three quarters of organic chemistry. Students use a mechanistic approach to understanding and predicting transformations of carboxylic acids, amines, carbohydrates, lipids, proteins and nucleic acids. Prerequisite: CHEM 238.

**Organic Chemistry Lab**  
**CHEM 241  3 credits**  
This course introduces the student to the theory and practice of standard organic laboratory techniques, including preparation, purification and analysis of representative compounds. Laboratory activities illustrate lecture concepts and must be taken concurrently with CHEM 237. Prerequisite: Concurrent enrollment in CHEM 237.

**Organic Chemistry Lab**  
**CHEM 242  3 credits**  
This course is a continuation of CHEM 241 in which students perform advanced organic reactions and identify unknown compounds. Laboratory activities illustrate lecture concepts and must be taken concurrently with CHEM 238. Prerequisite: CHEM 237 and CHEM 241; concurrent enrollment in CHEM 238.

**The American Cinema**  
**CINEM 201  5 credits**  
Students learn about American cinema by watching and analyzing films. Students use knowledge of production from historical, commercial, scientific, cultural and artistic perspectives to interpret and analyze movies. Students will write informal and formal papers about their experiences and analysis of films viewed in and outside the class.

Prerequisite: Placement in ENGL 101 or concurrent enrollment in ENGL 090.

**World Cinema**  
**CINEM 211  5 credits**  
In this course students learn about world cinema by watching and analyzing films. Students use the knowledge of production from historical, commercial, political, cultural, and artistic perspectives to interpret and analyze films. Students will write formal and informal essays in response to films viewed and learn about women’s diverse conditions and global systems as they relate to world cinema. Prerequisite: Placement in ENGL 101 or concurrent enrollments in ENGL 100.

**Study Strategies**  
**COLL 100  5 credits**  
Success in college is the theme and content of this course. This is a focused course that introduces learners to the study skills, attitudes and coping strategies that lead to success in college. This course can be taken independently, or as part of a linked community. Prerequisite: Eligible for placement in ENGL 090; basic word processing skills are assumed; other technical content will be taught. Students who do not key are advised to co-enroll in any combination of BIT 150-159, Word Processing. Students who have taken COLL 100 cannot gain credit for this course and should see an advisor.

**College Strategies**  
**COLL 101  3 credits**  
Success in college is the theme and content of this course. This course connects you to Cascadia and sets you up for academic success in college! New freshman or returning adult, participation will sharpen your study skills, enhance your active learning strategies, and engage you in the variety of resources you will need at Cascadia. This course can be taken independently, or as part of a linked community with other typical first quarter courses. Prerequisite: Placement in ENGL 100; basic word processing skills are assumed; other technical content will be taught. Students who do not key are advised to co-enroll in any combination of BIT 150-159, Word Processing. Students who have taken COLL 110 cannot gain credit for this course and should see an advisor.

**Study at Cascadia**  
**COLL 103  2 credits**  
Building skills to succeed at Cascadia is the theme and content of this course. This course connects you to the resources you need for academic and career decision-making, and the skills necessary for college success to enable you to reach your goals. Participation will sharpen your study skills, enhance your active learning strategies, and engage you in the variety of resources you will need at Cascadia. Prerequisite: Placement in ENGL 101 or concurrent enrollment in ENGL 100. Students who have taken COLL 101 cannot gain credit for this course. When taken with COLL 110 or BIT 112, the combination of courses will fulfill the foundations requirement for college strategies.

**Resource Access**  
**COLL 105  1 credit**  
Effective use of library and research resources is the content of this course. Learners will develop efficient search strategies and use the library catalog, databases and other campus resources to locate, search and cite materials to support coursework in other classes or personal interest. Prerequisite: Eligible for placement in ENGL 090; basic word processing skills are assumed; other technical content will be taught.

**e-Portfolio**  
**COLL 110  1 credit**  
Students at Cascadia are responsible for developing a personal learning plan. Achievement of college-wide goals necessary for graduation is documented in an e-portfolio. This course will engage students on both of these essentials. Prerequisite: Basic word processing skills are assumed; other technical content will be taught. Students who do not key are advised to co-enroll in any combination of BIT 150-159, Word Processing. Students who have taken College Strategies, College Access or Prior Learning Assessment cannot gain credit for this course.

**Internet Learning Strategies**  
**COLL 115  1 credit**  
Learn the access skills for participation in an online learning environment. Learners will assess available technology for adequacy for online participation, develop access strategies to the course syllabus, establish communication with the professor and other participants, develop familiarity with the shell being used, post to the discussion sites, attach papers and import files. Learners will engage in basic Internet search strategies and connect to online resources such as the library. May be individualized to the particular course a student wishes to enroll in. Prerequisite: Eligible for placement in ENGL 090; basic word processing skills are assumed; other technical content will be taught.

**Assessment of Prior Learning**  
**COLL 120  3 credits**  
Students in this course will learn to gather and assess evidence that documents college-level learning experiences gained outside of the traditional classroom. In doing so, they will acquire the analytical skills needed to organize and synthesize outside learning and will be able to identify signifi-
Acting, literature. Prerequisite: Placement in ENG 100. Students need to have a good understanding of the elements and structure of dramatic writing and script reading. Students also read, analyze and write about plays and performances. Prerequisite: Placement in ENG 100.

Multicultural Communication

COLL 150 5 credits
This course introduces students to the dynamics of cultural difference in the United States. Students learn the histories of various U.S. cultures; examine race, class and gender inequality; and articulate personal views of self and others. Students deepen their abilities to see the world from diverse points of view and to evaluate how cultures develop and change. By exploring the cultural variables involved in intercultural communication, they will be able to communicate effectively within and between cultures in all areas of their lives.

Introduction to Drama

DRAMA 101 5 credits
Students learn about the Western dramatic traditions throughout history by reading plays from ancient to contemporary times. Students will be able to analyze works of drama using the historical, political, cultural and social context as well as the elements of dramatic literature and presentation. Students write informal and formal papers that reflect their understanding and experience of dramatic literature. This course is dual listed with ENG 259. Prerequisite: Placement in ENG 101 or concurrent enrollment in ENG 100.

Acting

DRAMA 151 5 credits
Students learn the theory and practice of acting fundamentals and improve their abilities to concentrate, relax, listen, observe and practice empathy. They particularly develop a deeper understanding of the elements of characterization in relation to cultural, historical and economic background through observing others and developing their own characters in writing and improvisation. Prerequisite: Placement in ENG 100.

Principles of Microeconomics

ECON 201 5 credits
This course examines the market system and the role of government in the economy. Students learn to analyze resource and income distribution, assess consumer and business behavior, and evaluate price determination and production cost. They will also be able to identify the economic forces that impact consumer demand, business production, and exchange. Placement in MATH 110 or co-enrollment in MATH 099 encouraged. Prerequisite: Must be placed in ENG 100.

Principles of Macroeconomics

ECON 202 5 credits
This course examines the entire national economy as a complex system of constituent parts. Students will apply economic theory and acquire the tools to evaluate current economic issues as well as the causes and consequences of macroeconomic variables such as GDP, unemployment, business cycles, inflation, income distribution, economic growth and development. Placement in MATH 099 or co-enrollment in MATH 090 encouraged. Prerequisite: Must be placed in ENG 100.

College Problem Solving

ENG 080 10 credits
After taking this class, learners will be able to solve problems they encounter in reading, studying, thinking, speaking and writing for college courses as well as in their lives outside of college. By reading and writing about college-level stories, articles and books, students will improve their communication abilities. They will also be able to use a variety of strategies to help them achieve their college goals. Prerequisite: Placement recommendation.

College Culture and Thought

ENG 211 5 credits
Students may take this class without having taken DRAMA 151 or 152. Students continue to practice acting, learn its theory, and improve their abilities to concentrate, relax, listen, observe, imagine and practice empathy. Students work on character, theme, plot and development abilities through observing, improvising, writing and reading and performing from scripts. Students also read, analyze and write about plays and performances. Prerequisite: Placement in ENG 100.

College Reading and Writing

ENG 101 5 credits
This course prepares students for successful college study. In the course, students will learn to read, comprehend and remember many types of material. Students will also be able to write essays and other assignments that reflect academic standards of organization, correctness and sophistication. In addition, they will learn to find, interpret and analyze information to use in their writing. Prerequisite: Placement recommendation.

College Composition

ENG 102 5 credits
Students learn how to make judgments and decisions about their own and others’ communication, especially in college writing. They will be able to read a wide array of texts for understanding and use in their writing. They also learn to use a personalized process to write expository essays and other products that follow accepted standards of organization and correctness, based on their own purposes and the nature of their audiences. Prerequisite: Placement recommendation.

Writing from Research

ENG 201 5 credits
Students learn how to develop ideas to guide research, to gather information from the library, Internet, experts and other sources, and to judge the quality of the information. They also learn to use ideas from a large number of sources as evidence in essays and longer research papers. Students continue ENG 101’s emphasis on well-organized, thoughtful expository writing and focus on argumentation. This class is organized around a theme chosen by the instructor. Prerequisite: ENG 101.

Experience of Literature

ENG 202 5 credits
Fiction, poetry, drama, non-fiction and film help give voice to the human experience while giving poetic shape and meaning to our lives. In this introductory literature course, students will gain skills for exploring and appreciating the meaning and beauty of literature. The course will also examine the texts’ relationships to their historical, philosophical and cultural contexts. Class discussions and written essays will help students discover and express their own thoughts and learning about literature. Prerequisite: ENG 101.

World Literature Survey

ENG 211 5 credits
Students in this class will learn how areas of knowledge are organized in college and how the thinking and language in each is unique. Learners improve their abilities to read, write, ask questions, gather and evaluate information, think and solve problems at a college level. As a result of taking this class, students will be able to use an understanding of their learning strengths and interests to make good decisions in their college career. Prerequisite: Placement recommendation or successful completion of ENG 080.
Students explore the stories, images and meanings in literary works from a range of world cultures and times. In reading an array of world literature, students will discover both universal and diverse elements of the human experience across time and place. They also learn to analyze fiction, poetry, drama, non-fiction and/or film using literary elements and cultural-historical context. Prerequisite: ENG 101.

World Literature Themes

ENG 212 5 credits
In this course, students explore literature from around the world and across history as it relates to a special theme or topic. Through fiction, poetry, drama, non-fiction and/or film related to the course’s theme, students learn to read and analyze literature based on its elements and cultural-historical context. The thematic focus is chosen by the instructor; course schedules for each quarter will list themes. Prerequisite: ENG 101.

U.S. Literature Survey

ENG 251 5 credits
Students explore the stories, images and meanings in literary works from a range of U.S. cultures and historical periods. In reading an array of U.S. literature, students will discover both universal and vastly different aspects of the human experience across time and place. They also learn to analyze fiction, poetry, drama, non-fiction and/or film using literary elements and cultural-historical context. Prerequisite: ENG 101.

U.S. Literature Themes

ENG 252 5 credits
In this course, students explore literature from around the United States and across its history as it relates to a special theme or topic. Through fiction, poetry, drama, non-fiction and/or film related to the course’s theme, students learn to read and analyze literature based on its elements and cultural-historical context. The thematic focus is chosen by the instructor; course schedules for each quarter will list themes. Prerequisite: ENG 101.

Introduction To Drama

ENG 259 5 credits
Students learn about the Western dramatic traditions throughout history by reading plays from ancient to contemporary times. Students will be able to analyze works of drama using the historical, political, cultural and social context as well as the elements of dramatic literature and presentation. Students write informal and formal papers that reflect their understanding and experience of dramatic literature. Prerequisite: Placement in ENG 101 or concurrent enrollment in ENG 100. This course is dual listed with DRAMA 101.

Technical Writing

ENG 270 3 credits
In this course, students develop the ability to write and format clearly for a variety of technical audiences. They learn how to research, organize, write and format reports, user guides and other technical products. The course emphasizes the use of computers and formatting software for the preparation of technical materials. Prerequisite: ENG 101.

Intermediate Composition

ENG 271 5 credits
In this class students build on writing abilities gained in ENG 101 by further developing various strategies to compose longer expository essays. Students will refine their individual writing processes while improving their ability to express ideas cogently and with style. This class may be organized around a theme chosen by the instructor. Prerequisite: ENG 101.

Writing Poetry

ENG 274 5 credits
This course helps students learn how to make judgments and decisions about their own and others’ poetry, especially as it develops their own poetry practice. They will read a wide variety of poetry and critical/theoretical texts to gain an understanding of poetic perspectives and the role of poetry in different cultures and their own lives. Students learn about imitation, sound, the poetic line, given forms, rhythm and meter, diction, tone, and voice, imagery and metaphor, revision, and other concepts of poetry writing. Prerequisite: ENG 101.

Writing Short Stories

ENG 277 5 credits
In this course, students will learn to make decisions about their own and others’ short stories, especially as it develops their own writing practice. They will read a wide variety of short fiction and critical texts to increase their exposure to and knowledge about fiction, and to understand the role of short fiction in different cultures and their own lives. Students learn about literary elements, especially characterization and narrative structure, and literary devices and techniques. Prerequisite: ENG 101.

Communication for Life 1

EFUND 010 1-10 credits
This course introduces basic communication concepts. Exit goals for information intake are reading/listening for a purpose, analyzing input for meaning and using new knowledge to assist in goal setting. Expressional goals are centered around the purpose of communication and writing for family needs, job and community roles. Prerequisite: Placement by testing.

Communication for Life 2

EFUND 020 1-10 credits
This course builds intermediate communication concepts. Exit goals for information intake are reading/listening for a purpose, reading independently on a regular basis, distinguishing between fact and opinion, analyzing multi-paragraph input for meaning, and using new knowledge to assist in goal setting. Expressional goals are centered around the purpose of communication and writing for family needs, job and community roles. Prerequisite: Placement by testing.

Communication for Life 3

EFUND 030 1-10 credits
This course builds intermediate communication concepts. Exit goals for information intake are reading/listening for a purpose, reading independently on a regular basis, distinguishing between fact and opinion, analyzing multi-paragraph input for meaning, and using new knowledge to assist in goal setting. Expressional goals are centered around the purpose of communication and writing for family needs, job and community roles. Prerequisite: Placement by testing.

Communication for Life 4

EFUND 040 1-10 credits
This course builds high intermediate communication concepts. Exit goals for information intake are determining purpose in reading/listening, analyzing by reflection on underlying meaning, and integrating new knowledge with prior knowledge. Expressional goals center around the purpose of communication and writing for family needs, job and community roles. Prerequisite: Placement by testing.

Communication for Life 5 (GED)

EFUND 050 1-10 credits
This course begins preparation for taking the GED examination. Exit goals for learners are determining purpose across disciplines in reading, analyzing for concrete and abstract meaning, vocabulary improvement and reading under timed circumstances. Expressional goals center around the purpose of communication and writing for family needs, job and community roles. Prerequisite: Placement by testing.

Communication for Life 6 (GED)

EFUND 060 1-10 credits
This course prepares learners for taking their GED examination. Exit goals for information intake are reading for understanding across the disciplines in reading, analyzing for concrete and abstract mean-
ing, vocabulary improvement and reading under timed circumstances. Expressional goals center around production of the essay, and recognition of grammatical and construction errors. Study and test taking strategies are also developed. Prerequisite: Placement by testing, completion of EFUND 050.

ESL Communication 1
ESL 010 1-15 credits
This course introduces basic English communication concepts: exit goals are knowledge of the alphabet and numeric symbols, copying information into simple forms, sight and hearing recognition of survival words, and responding to verbal yes/no questions. Expressional goals are forming letters and numbers from memory, copying correctly, writing own name and address and writing simple sentences. Applications include applying ideas from read and spoken material to daily life: completing simple forms and responding to warning words like “poison” “stop”, etc. Prerequisite: Placement by testing.

ESL Communication 2
ESL 020 1-15 credits
ESL 2 students progress from survival level to increasing flexibility in an English-speaking environment. Learners read, listen and respond to simple written requests and “w” questions. Students learn to use multiple simple sentences using present, present progressive and future tenses, and accurately write simple words, which follow regular spelling conventions of English. Practical skills include time, simple directions and schedules, signs and maps, and survival vocabulary and phrases. Prerequisite: Placement by testing.

ESL Communication 3
ESL 030 1-15 credits
This course builds intermediate communication concepts. Listening, reading, writing and speaking are combined in this course. Learners continue to develop clarity and appropriate form in speaking and writing for a variety of life situations. Prerequisite: Placement by testing.

ESL Communication 4
ESL 040 1-15 credits
This course builds high intermediate communication concepts. Exit goals for information intake are determining purpose in reading/listening, monitoring comprehension and adjusting strategies, analyzing by reflection on underlying meaning, and integrating new knowledge with prior knowledge. Expressional goals center around refinement of the writing process with attention to detail and the ability to write longer, connected documents. Prerequisite: Placement by testing. Open only to non-native speakers of English.

ESL Communication 5
ESL 050 1-15 credits
This course builds advanced communication concepts. Listening, observing, speaking, reading and writing are combined in a holistic approach to language acquisition for everyday use on the job, at home and in the community. Learners are exposed to language in various contexts and learn through discussion, presentation, and individual and group projects. Use of computer technology is interwoven with language acquisition. Prerequisite: Placement by testing.

ESL Communication 6
ESL 060 1-15 credits
This course enhances advanced communication concepts. Listening, observing, speaking, reading and writing are combined in a holistic approach to language acquisition for everyday use on the job, at home and in the community. Learners are exposed to language in various contexts and learn through discussion, presentation, and individual and group projects. Use of computer technology is interwoven with language acquisition. Prerequisite: Placement by testing.

College Communication I
ESL 080 1-10 credits
This course helps students further develop their English skills for successful study in college. Listening, observing, speaking, reading and writing are combined in a holistic approach to English language improvement. Learners will begin to understand English used in college courses in various subjects. Students increase English fluency through discussion, presentation, and individual and group projects. Use of computer technology is interwoven with language practice. Prerequisite: Placement recommendation.

College Communication II
ESL 090 1-10 credits
In this course, learners will improve their ability to read, write, speak, listen, ask questions, gather and evaluate information, think, and solve problems at a college level. Students will be able to read and understand a wide array of texts, and they will write journals, essays, reports and other assignments. Students leave the course with an understanding of how the thinking and language in each college subject is unique. Prerequisite: Placement recommendation.

Our Changing Planet
ENVS 110 5 credits
In this course, students look at environmental change using a global perspective. Students gain an historical perspective of the natural changes and feedback mechanisms among Earth’s physical systems (lithosphere, atmosphere, hydrosphere) and biological systems (biosphere). Students then contrast these natural changes with human-induced changes to understand the magnitude of human activities on the environment. Prerequisite: Placement in ENG 100.

Ecology of Puget Sound
ENVS 210 5 credits
Regional environmental change within Puget Sound is the focus of this course. Students learn the characteristics and functions of ecological systems in the region and examine current controversies surrounding urbanization, species protection and resource protection. Prerequisite: Placement in ENG 100.

Introduction to Geological Science
GEOL 101 5 credits
Students will study the structure of the solid Earth and the physical processes which produce change. The class will stress environmental concerns as they relate to geology. Recent discoveries and observational techniques will be discussed, and students will apply geologic concepts in laboratory activities and simulations and take part in field investigations. Prerequisite: MATH 080.

Geology of the Northwest National Parks
GEOL 230 7 credits
This is a three-week geology course conducted in the field. Students will travel to various national parks and monuments in order to study the unique and varying geology of the Northwestern United States. Surface features, unique rock and mineral formations, and the physical processes that created them will be studied. The class is a combination of lecture, guided investigation, field mapping and sampling, and reflection.

World Culture and Heritage
HIST 111 5 credits
Using a world systems approach, this course studies the social, economic, political, intellectual and artistic achievements of civilizations in Africa, the Americas, Asia and the Pacific, and Europe through 1000 CE. Students will learn about early
matriarchal societies, the emergence of river valley civilizations, development of world philosophies and religions, and evolution of complex political and cultural value systems. Students will acquire a global perspective through a transnational exploration of human values, cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Prerequisite: Placement in ENG 100 recommended.

**World Culture and Heritage**

**HIST 122 5 credits**
Using a world systems approach, this course studies the social, economic, political, intellectual and artistic achievements of civilizations in Africa, the Americas, Asia and the Pacific, and Europe. Course focuses on the shaping of the modern world order and the remarkable transformations that occurred between the ninth and nineteenth centuries as a result of world exploration, global interaction and Western colonialism. Students will acquire a global perspective through a transnational exploration of human values, cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Prerequisite: Placement in ENG 100 recommended.

**HUMAN 113 5 credits**
Using a world systems approach, this course focuses on the shaping of the modern world order and the remarkable transformations that occurred between the ninth and nineteenth centuries as a result of world exploration, global interaction and Western colonialism. Students will acquire a global perspective through a transnational exploration of human values, cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Prerequisite: Placement in ENG 100 recommended.

**World Culture and Heritage**

**HUMAN 112 5 credits**
Using a world systems approach, this course focuses on the shaping of the modern world order and the remarkable transformations that occurred between the ninth and nineteenth centuries as a result of world exploration, global interaction and Western colonialism. Students will acquire a global perspective through a transnational exploration of human values, cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Prerequisite: Placement in ENG 100 recommended.

**World Culture and Heritage**

**HIST 112 5 credits**
Using a world systems approach, this course studies the social, economic, political, intellectual and artistic achievements of civilizations in Africa, the Americas, Asia and the Pacific, and Europe. Course focuses on the shaping of the modern world order and the remarkable transformations that occurred between the ninth and nineteenth centuries as a result of world exploration, global interaction and Western colonialism. Students will acquire a global perspective through a transnational exploration of human values, cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Prerequisite: Placement in ENG 100 recommended.

**Multicultural United States History**

**HIST 150 5 credits**
Students in this course will learn to articulate a perspective on U.S. history that focuses on the achievements and experiences of Native Americans, African Americans, Chicano and Asian Pacific Americans since 1500. They will evaluate the interaction of these groups with Euro-Americans and with each other, explore the historical manifestations of power, inequality, and resistance in America, and recognize American history as a history of cultural confluence, conflict, accommodation and cooperation. Prerequisite: Placement in ENG 100 recommended.

**World Culture and Heritage**

**HUMAN 111 5 credits**
Using a world systems approach, this course studies the social, economic, political, intellectual and artistic achievements of civilizations in Africa, the Americas, Asia and the Pacific, and Europe through 1500 CE. Students will learn about early matriarchal societies, the emergence of river valley civilizations, development of world philosophies and religions, and evolution of complex political and cultural value systems. Students will acquire a global perspective through a transnational exploration of human values, cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Prerequisite: Placement in ENG 100 recommended.

**World Culture and Heritage**

**HUMAN 112 5 credits**
Using a world systems approach, this course studies the social, economic, political, intellectual and artistic achievements of civilizations in Africa, the Americas, Asia and the Pacific, and Europe. Course focuses on the shaping of the modern world order and the remarkable transformations that occurred between the ninth and nineteenth centuries as a result of world exploration, global interaction and Western colonialism. Students will acquire a global perspective through a transnational exploration of human values, cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Prerequisite: Placement in ENG 100 recommended.

**World Culture and Heritage**

**HUMAN 113 5 credits**
Using a world systems approach, this course studies the social, economic, political, intellectual and artistic achievements of civilizations in Africa, the Americas, Asia and the Pacific, and Europe in the twentieth century. Course focuses on contemporary world political systems and ideologies, war and revolution, colonization and decolonization, and the rise and fall of superpowers, and how these changes have impacted art and literature. Students will acquire a global perspective through a transnational exploration of human values, cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Prerequisite: Placement in ENG 100 recommended.

**Individualized Project**

**HUMAN 196 1-5 credits**
Students will research and produce or perform a project in a Humanities subject or an interdisciplinary topic emphasizing the Humanities in some way. The content, learning outcomes and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisite: Permission of supervising instructor.

**Internship**

**HUMAN 197 1-5 credits**
The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of the program, the student's interests, and the goals of the cooperating agency or business. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisite: To be determined.

**Special Topics Course**

**HUMAN 198 1-5 credits**
The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the Humanities. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite: Permission of supervising instructor.

**Service Learning**

**HUMAN 199 1-5 credits**
Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply skills and expertise from the Humanities in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisite: To be determined through discussion with faculty member.

**Individualized Projects**

**HUMAN 296 1-5 credits**
Students will research and produce or perform a project in a Humanities subject or an interdisciplinary topic emphasizing the Humanities in
some way. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisite: Permission of supervising instructor.

**Internship**

**HUMAN 297 1-5 credits**
The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of the program, the student's interests, and the goals of the cooperating agency or business. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisite: To be determined.

**Special Topics Course**

**HUMAN 298 1-5 credits**
The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the Humanities. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite: Permission of supervising instructor.

**Service Learning**

**HUMAN 299 1-5 credits**
Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply skills and expertise from the Humanities in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisite: To be determined through discussion with faculty member.

**Elementary Japanese**

**JAPAN 101 5 credits**
JAPAN 101 is designed for students who have not had any prior Japanese training. Students will learn the grammar, vocabulary and pronunciation necessary to communicate in Japanese in cultural contexts. Students also begin to read and write Japanese characters. Prerequisite: Placement in ENG 100.

**Elementary Japanese**

**JAPAN 102 5 credits**
Continuing from JAPAN 101, in this course students will increase their knowledge of Japanese vocabulary and grammar to improve their communication skills. They will be able to participate in conversations in a variety of social settings by learning more about Japanese people, culture, and communication behaviors. They also learn more Japanese writing systems including Chinese characters. Prerequisite: JAPAN 101 or instructor permission.

**Elementary Japanese**

**JAPAN 103 5 credits**
This course is a continuation of JAPAN 102. Students improve their ability to speak and write in Japanese by adding to vocabulary and learning more complicated sentence structures. They continue to increase their knowledge about Japanese people, culture and communication behaviors. They begin to differentiate speech styles depending on social circumstances. They continue to learn Kanji (Chinese characters). Prerequisite: JAPAN 102 or instructor permission.

**Media in United States Society**

**CMU 203 5 credits**
In this course, students become better consumers of information through an understanding of the media’s history and cultural, economic and social impacts. Students will learn how the Internet, television, radio, film and print media affect private and public life. They will be able to critically analyze the news and information flowing around them. Students will explore the legal, ethical, economic and commercial dimensions of mass communications, including First Amendment issues and career possibilities. Prerequisite: Placement in ENG 101 or concurrent enrollment in ENG 100.

**Applied News Writing**

**CMU 211 1-5 credits**
This series of applied news writing courses guides students in the various stages of news writing: working as part of a team; gathering information on and off campus; interviewing; writing for a variety of audiences and purposes; and understanding and applying the conventions of style. Revising, editing and proofreading are emphasized with a focus on Associated Press standards. Students will also analyze media messages and consider issues of ethics. Student work will be expected to show improvement through the three-course sequence. Prerequisite: ENG 101.

**Visual News Design**

**CMU 230 5 credits**
In this course, students formulate a visual sensibility as a way of telling stories and communicating news and ideas, particularly on the Internet. They will understand the importance of graphics and visuals in mass communications, and learn to use the basic concepts of layout and visual literacy: color, balance, font, page design and graphics/digitized photo manipulation. This course will also cover web publishing and the basics of web design for electronic journals. Students will learn how to communicate with an audience whose orientation is increasingly visual. Prerequisite: Placement in ENG 101 or concurrent enrollment in ENG 100.

**Media Law and Ethics**

**CMU 250 5 credits**
The Internet raises difficult ethical and legal questions about privacy, freedom of speech, access to information, rights and responsibilities of users, and so on. In this course, students will learn to examine and analyze complex legal and ethical situations on the Internet and in other mass media in order to be better consumers of media information. To do so, they will study models for ethical decision-making and the history and process of media law. Prerequisite: Placement in ENG 101 or concurrent enrollment in ENG 100.

**Peralgebra**

**MATH 080 5 credits**
A review of basic mathematical concepts and introduction of algebraic and geometric notation, rules and concepts form the content of this course. Learners will move from using arithmetic to abstract representations. Learning to study math successfully, gaining confidence in approach and accuracy, and using a variety of ways of thinking about a single situation are outcomes for learners.
who take this course. Applications to real life are emphasized. Prerequisite: Placement by testing or completion of MFLND 050 with a grade of 2.0 and placement in ENG 080.

Integrated Math 1
MATH 090 5 credits
This course introduces linear algebraic thinking and brings in related concepts from geometry and trigonometry. Learners will develop study skills and habits, team skills, and the ability to express math in many forms while working with both abstract and real world applications. Prerequisite: Placement by testing or completion of MATH 080 with a grade of 2.0 and placement in ENG 090 or evidence of work at/or above that level.

Integrated Math 2
MATH 099 5 credits
This course builds on the knowledge developed in MATH 090. The primary content of the course is algebra, but topics in geometry, right triangle trigonometry, probability and number theory are also included. Learners will continue to refine study skills and habits, team skills, logic, and the ability to express math visually, symbolically, and in written forms while working with both abstract and real world applications. Prerequisite: Placement by testing or completion of MATH 090 with a grade point of 2.0 and placement in ENG 100.

Integrated Math 3 Core
MATH 110 3 credits
This 3 credit course provides an interdisciplinary shared core of concepts and applications. It is intended to be paired with one of the discipline-specific modules offered, which acts together as the 5 credit course at this level. Enrollment is intended to be concurrent, but can be taken sequentially. Students may not register for Precalculus until the outcomes for both the core and the module have been successfully acquired. This is the first collegiate level math course. Building on the base of MATH 099, the primary content for the course is functional expression of algebraic, logarithmic and exponential functions, but topics in geometry, trigonometry, probability, and number theory are included. Modeling techniques are introduced. Learners will continue to refine study skills and habits, team skills, logical, mathematical thinking and the ability to express math visually, symbolically, and in written forms while working with both abstract and real world applications. See syllabus for calculator requirements. Prerequisite: Placement by testing or completion in MATH 099 with a grade of 2.0 and placement in ENG 101 or evidence of work at/or above that level.

Math 110 Science Module
MATH 111 2 credits
This 2 credit module has a math and science emphasis. It is designed to be paired with the MATH 110 core course. The two courses combine to be the 5 credit course at this level. Enrollment is intended to be concurrent, but if not taken concurrently, students must take MATH 110 first. You may not register for MATH 120 until the outcomes for both the core and one of the modules have been met. Students will work in teams on applications and examples relevant to science and mathematics. Emphasis is placed on understanding math theory and abstraction as well as applications. Game theory, problem solving and vectors distinguish the content. Prerequisite: Placement by testing or completion of MATH 099 with a grade of 2.0 and placement in ENG 101.

Math 110 Business Module
MATH 112 2 credits
This 2 credit module has a business emphasis. It is designed to be paired with the MATH 110 core course. The two courses combine to be the 5 credit course at this level. Enrollment is intended to be concurrent, but if not taken concurrently, students must take MATH 110 first. Students may not register for MATH 120 until the outcomes for both the MATH 110 Core and one of the modules have been met. Students will learn to use statistics and probability to model and solve business related problems. Business applications will integrate the use of Excel or other spreadsheet data presentation/manipulation. Statistics and probability will be areas of emphasis. Prerequisite: Placement by testing or completion of MATH 099 with a grade of 2.0 and placement in ENG 101.

Math 110 Information Technology Module
MATH 113 2 credits
This 2 credit module has an information technology emphasis. It is designed to be paired with the MATH 110 core course. The two courses combine to be the 5 credit course at this level. Enrollment is intended to be concurrent, but if not taken concurrently, students must take MATH 110 first. Students intending to continue in the math sequence are encouraged to take either this or the math/science module. Outcomes for both the core and the module must be met in order to earn credit. Students will work in teams on applications and examples relevant to computing. Content emphasis is on statistics and game theory. Students will learn to draw comparisons and understand about problem solving and logic from both mathematical and application viewpoints. Prerequisite: Placement by testing or completion of MATH 099 with a grade of 2.0 and placement in ENG 101.

Math 110 Liberal Arts Module
MATH 114 2 credits
This 2 credit module has a Liberal Arts, Social Science and Education emphasis. It is designed to be paired with the MATH 110 Core course. The two courses combine to be the 5 credit course at this level. Enrollment is intended to be concurrent, but if not taken concurrently, students must take MATH 110 first. Students intending to continue in the math sequence are encouraged to take the math/science module instead. Outcomes for both the core and the module must be met in order to earn credit. Learners will work in teams on applications and examples relevant to the humanities, social sciences and education. Content emphasis is on problem solving, statistics and probability as applied to a variety of applications drawn from those disciplines. Prerequisite: Placement by testing or completion of MATH 099 with a grade of 2.0 and placement in ENG 101.

Precalculus Core
MATH 120 4 credits
This 4 credit course provides an interdisciplinary shared core of concepts and applications. It must be paired with one of the discipline-specific modules offered, which acts together as the 5 credit course at this level. Three modules are available: Information Technology, Business and Math/Science. Enrollment is intended to be concurrent, but can be taken sequentially. Students may not register for Calculus I until the outcomes for both the core and the module have been successfully acquired. Primary content is functions, and their uses in algebra, geometry, probability and number theory are included. Learners will continue to integrate logic and understanding of pattern as they refine study skills and habits, team skills, and the ability to express math visually, symbolically, and in written forms while working with both abstract and real world applications. See syllabus for calculator requirements. Prerequisite: Placement by testing or completion of MATH 110 with a grade of 2.0 and placement in ENG 101. If enrolling for the module only, students must have instructor permission.

Math 120 Science Module
MATH 121 1 credit
This 1 credit module has a Math/Science emphasis. It is designed to be paired with the MATH 110 Core course. The two courses combine to be the 5 credit course at this level. Enrollment is intended to be concurrent, but if not taken concurrently, students must take MATH 110 first. Students may not register for Calculus I until the outcomes for both the core and one of the modules have been met. Students will work in teams on applications and examples relevant to math and science. Content emphasis is on applications and will integrate the use of actual data sets. Prerequisite: Placement by testing or completion of MATH 110 with a grade of 2.0 and placement in ENG 101. If enrolling for the module only, students must have instructor permission.

Math 120 Business Module
MATH 122 1 credit
This 1 credit module has a Business emphasis. It is designed to be paired with the MATH 110
Core course. The two courses combine to be the 5
credit course at this level. Enrollment is intended
to be concurrent, but if not taken concurrently,
students must take MATH 110 first. Students may
not register for Calculus I until the outcomes for
both the core and one of the modules have been
met. Students will work in teams on applications
and examples relevant to business. Learners will
apply math concepts to real life business applica-
tions and will integrate the use of Excel or other
spreadsheet data presentation/manipulation.
Prerequisite: Placement by testing or completion
of MATH 110 with a grade of 2.0 and placement in
ENG 101. If enrolling for the module only, students
must have instructor permission.

Math 120 Information Technology
Module
MATH 123 1 credit
This 1 credit module has an Information Tech-
ology emphasis. It is designed to be paired with the
MATH 110 core course. The two courses combine
to be the 5 credit course at this level. Enrollment
is intended to be concurrent, but if not taken
concurrently, students must take MATH 110 first.
Students may not register for Calculus I until the outcomes for
both the core and one of the mod-
ules have been met. Students will work in teams on applications and examples relevant to their
field of study. Content emphasis is on information technology applications and math tools useful in
programming and computing design. Prerequisite: Placement by testing or completion of MATH 110
with a grade of 2.0 and placement in ENG 101. If enrolling for the module only, students must have
instructor permission.

Calculus 1 Core
MATH 124 4 credits
This 4 credit course provides an interdisciplin-
ary shared core of concepts and applications.
It must be paired with one of the one-credit
discipline-specific modules offered – either MATH
157, the applications module for business and
social science majors, or MATH 128, the scientific
module for math, science and computer science
majors. The core and the module act together as
the 5-credit course. Enrollment is intended to be concurrent, but can be sequential. The module
may be enrolled in separately with instructor
permission, but does not count as the course at
this level. This is the first quarter of the 3-quarter
calculus sequence. The content is differential
calculus with an introduction to the fundamental
theorem of calculus. Learners will continue to
refine independent study skills, cooperative prob-
lem solving, logically correct and mathematically
precise writing and thinking, and their ability to
use geometric, symbolic and analytic formats in
presenting solutions to both abstract and real
world applications. Prerequisite: Placement by
testing or completion of MATH 125 with a grade
of 2.0 and placement in ENG 101.

Calculus 2
MATH 125 5 credits
This 5 credit course is the second quarter of the
three-quarter calculus sequence. Primary content
is integral calculus including applications of The
Fundamental Theorem of Calculus and separable
differential equations. Learners will continue to
refine independent study skills, cooperative prob-
lem solving, logically correct and mathematically
precise writing and thinking, and their ability to
use geometric, symbolic and analytic formats in
presenting solutions to both abstract and real
world applications. Prerequisite: Placement by
testing or completion of MATH 124 with a grade
of 2.0 and placement in ENG 101.

Calculus 3
MATH 126 5 credits
This 5 credit course is the third quarter of the
three quarter calculus sequence. Content includes
infinite sequences and series, differentiation
and integration in polar coordinates, introduc-
tion to parametric equations, and vectors in two
and three dimensions. Multiple integrals and
partial derivatives with applications that include
optimization, volume and the gradient are central
to this course. Learners will continue to refine
independent study skills, cooperative problem
solving, logically correct and mathematically
precise writing and thinking, and their ability to
use geometric, symbolic and analytic formats in
presenting solutions to both abstract and real
world applications. Prerequisite: Placement by
testing or completion of MATH 125 with a grade
of 2.0 and placement in ENG 101.

Math 124 Science Module
MATH 128 1 credit
This applications module for mathematics, sci-
cence and computer science majors must be paired
with the 4-credit MATH 124, Calculus 1 core. The
core and module act together as a 5 credit course.
Enrollment is intended to be concurrent, but can
be sequential. Primary content is applications of
differential calculus to pure mathematics,
the sciences and computer science. Learners
will continue to refine independent study skills,
cooperative problem solving, logically correct
and mathematically precise writing and thinking,
and their ability to use geometric, symbolic and
analytic formats in presenting their solutions.
Prerequisite: Placement by testing or completion
of MATH 120 with a grade of 2.0 and placement
in ENG 101. Must co-enroll in or have completed
MATH 124.

Math 124 Business Module
MATH 157 1 credit
This applications module for business and
social science majors must be paired with MATH
124, Calculus 1 Core. The core and module act
together as the 5-credit course. Enrollment is
intended to be concurrent, but can be sequential.
Permission to enroll in the core only requires
instructor signature. Credit for the level cannot
be gained by completion of the module only.
Primary content is applications of differential
calculus to economics and the social sciences.
Learners will continue to refine independent study skills, cooperative problem solving, logically correct
and mathematically precise writing and thinking,
and their ability to use geometric, symbolic and
analytic formats in presenting their solutions.
Prerequisite: Placement by testing or completion
of MATH 120 with a grade of 2.0 and placement
in ENG 101. Must co-enroll in or have completed
MATH 124.

Budget/Resource Planning
MATH 150 3 credits
Time, materials, and work hour costs will be used
to develop project level budgets and estimates for
proposals. Students will use spreadsheet and proj-
ect management software in the completion of
assignments. This course satisfies the mathe-
matical reasoning requirement for students enrolled in
professional/technical certificate programs.
Prerequisite: BIT 156, Excel module, or instructor
permission; and placement in MATH 099.
Individualized Project
MATH 196 1-5 credits
Students will research and produce or perform a project in mathematical or an interdisciplinary topic emphasizing mathematics applications. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisite: Permission of supervising instructor.

Internship
MATH 197 1-5 credits
The student will identify an opportunity for an internship or volunteer prospect that matches the outcomes of the program, the student’s interest, and the goals of the cooperating agency or business. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisite: To be determined.

Special Topics Course
MATH 198 1-5 credits
The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to mathematics. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite: Permission of supervising instructor.

Service Learning
MATH 199 1-5 credits
Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site.

Discrete Math
MATH 209 5 credits
This course develops mathematical topics of interest to computer science. Infinite series, recursion and recursive reasoning, combinatorics, Boolean algebras, number theory, graph theory, polygons and polyhedra, finite difference methods and algorithms are the content. Learners will develop applied mathematical thinking, team skills, and the ability to express math in many forms while working with both abstract and computing applications. Prerequisite: Placement by testing or completion of MATH 120 with a grade of 2.0 and placement in ENG 101.

Statistics Core
MATH 220 4 credits
This 4 credit course provides an interdisciplinary core of concepts. It is intended to be paired with either the MATH 222 or MATH 221 module, which act together as the 5 credit course at this level. Enrollment is intended to be concurrent, but can be taken sequentially. Learners gain understanding about various approaches and the tools to apply statistical analysis to experimentations and readings in their field of study. Material is algebra-based, and needed technology will be taught along with the subject matter. Prerequisite: Placement by testing or completion of MATH 120 with a grade of 2.0 and placement in ENG 101. See syllabus for technology requirements. Must co-enroll in MATH 222 or MATH 221 for credit in the course.

Math 220 Sci/Math Module
MATH 221 1 credit
This 1 credit module provides an application of the core concepts of MATH 220, Statistics Core to science, and computing situations. It must be paired with MATH 220, Statistics Core to earn credit, which act together as the 5 credit course at this level. Enrollment is intended to be concurrent, but can be taken sequentially. Learners gain understanding about various approaches and the tools to apply statistical analysis to experimentations and readings in their field of study. Material is algebra-based, and needed technology will be taught along with the subject matter. Prerequisite: Placement by testing or completion of MATH 120 with a grade of 2.0 and placement in ENG 101. See syllabus for technology requirements.

Math 220 Business Module
MATH 222 1 credit
This 1 credit module provides an application of the concepts of Statistics 220 to business situations. It must be paired with Statistics 220 to earn credit, which act together as the 5 credit course at this level. Enrollment is intended to be concurrent, but can be taken sequentially. Learners gain understanding about various approaches and the tools to apply statistical analysis to experimentations and readings in their field of study. Material is algebra-based, and needed technology will be taught along with the subject matter. Prerequisite: Placement by testing or completion of MATH 120 with a grade of 2.0 and placement in ENG 101. See syllabus for technology requirements.

Individualized Project
MATH 296 1-5 credits
Students will research and produce or perform a project in mathematical or an interdisciplinary topic emphasizing mathematics applications. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisite: Permission of supervising instructor.

Internship
MATH 297 1-5 credits
The student will identify an opportunity for an internship or volunteer prospect that matches the outcomes of the program, the student’s interest, and the goals of the cooperating agency or business. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisite: To be determined.

Special Topics Course
MATH 298 1-5 credits
The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to mathematics. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite: Permission of supervising instructor.

Service Learning
MATH 299 1-5 credits
Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site.

Math for Life 1
MFUND 010 1-10 credits
This course introduces basic mathematical concepts. Upon exit, learners will be able to identify, count, order, add and subtract whole numbers. Learners will apply these skills to personal scheduling, working with number in pictures and symbols, identifying coinage and comparison shopping. Prerequisite: Placement by testing or instructor recommendation.

Math for Life 2
MFUND 020 1-10 credits
This course teaches basic mathematical concepts. Upon exit, learners will be able to identify place value, use whole number operations in addition, subtraction and multiplication. Learners will apply these skills to a wide variety of real-life situations. Prerequisite: MFUND 010 or testing placement.

Math for Life 3
MFUND 030 1-10 credits
This course introduces basic mathematical concepts. Upon exit, learners will be able to do whole number division. Learners will be able to apply these skills to activities like figuring out unit price and cost, hourly wages and portion scaling. Prerequisite: MFUND 020 or testing placement.

MFUND 040 1-10 credits
This course introduces basic mathematical concepts. Upon exit, learners will be able to use fractions and decimals. Life applications span a wide variety of situations involving American and metric measure, money and portioning. Learners will express answers as estimations as well as exact numbers. Prerequisite: MFUND 030 or testing placement.

Math for Life 5 (GED)
MFUND 050 1-10 credits
This course introduces basic mathematical concepts. Learners begin preparation for GED testing. Upon exit, learners will be able to apply mathematical concepts and procedures to make estimates, solve problems using provided formulas and use percents in word problems. Typical applications involve credit and finance situations and simple geometric formula problems. Use of calculators will be integrated into course. Prerequisite: MFUND 040 or testing placement.

High School Completion Math 2
HFUND 060 1-10 credits
This course introduces basic mathematical concepts. Learners complete preparation for high school basic skills math equivalency. Upon exit, learners will be able to apply mathematical concepts and procedures to make estimates, solve problems using provided formulas, read bar and circle graphs, and use ratio and proportion in word problems. Use of calculators will be integrated into the course. Test taking and study strategies will also be practiced. Prerequisite: HFUND 050, or testing placement.

Music of the World
MUSIC 250 5 credits
Students learn to more deeply appreciate their experience of music and to understand music as a reflection of the human experience across times and cultures. Students gain tools for analysis such as the historical, political and cultural influences on musical traditions and the basic elements of music. Prerequisite: Placement in ENG 100.

Special Topics Course
NSCI 078 1-5 credits
The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the sciences or physical education. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite: Permission of supervising instructor.

Mission to Planet Earth
NSCI 101 5 credits
This course is a multidisciplinary exploration of Earth’s past, present and future. Students will examine theories that explain the origin of the universe, solar system and Earth and will gain insight on the process of generating and challenging scientific knowledge. The potential for human-induced change is also explored. Prerequisite: Placement in ENG 100.

Individualized Project
NSCI 196 1-5 credits
Students will research and produce or perform a project in a scientific subject or an interdisciplinary topic emphasizing the natural sciences in some way. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisite: Permission of supervising instructor.

Internship
NSCI 197 1-5 credits
The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of his program and the student’s interests. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisite: To be determined.

Special Topics Course
NSCI 198 1-5 credits
The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the natural sciences. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite: Permission of supervising instructor.

Service Learning
NSCI 199 1-5 credits
Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisite: Permission of supervising instructor.

Individualized Projects
NSCI 296 1-5 credits
Students will research and produce or perform a project in a scientific subject or an interdisciplinary topic emphasizing the natural sciences in some way. The content, learning outcomes, and assessment methods of the project are developed...
by the supervising instructor and student(s). Prerequisite: Permission of supervising instructor.

Internship

NSCI 297 1-5 credits
The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of his program and the student’s interests. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisite: To be determined.

Special Topics Course

NSCI 298 1-5 credits
The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the natural sciences. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite: Permission of supervising instructor.

Service Learning

NSCI 299 1-5 credits
Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisite: Permission of supervising instructor.

Human Nutrition

NUTR 110 5 credits
Six of the ten leading causes of death in America are diet-related. In this course students will learn the macronutrients (carbohydrates, fats, proteins) and micronutrients (vitamins, minerals and phytochemicals) that promote optimum health. Students will examine digestion and metabolism of food: energy balance and weight control; use of the scientific method to analyze dietary claims; and basic food safety and bioengineering. Designed for students with little or no biology or chemistry background. Prerequisite: Placement in ENG 100.

Philosophical Questions

PHIL 100 5 credits
In this course, students will examine how philosophers through the ages have tried to answer these questions: “How do I really know that this is true?” or “Do I have a soul?” or “Does God exist?” Other issues will be examined as well, such as the nature of reality, freedom of the will, the best way to live one’s life and the best way to organize society. At the conclusion of the course, students will have the tools necessary to continue to investigate timeless philosophical questions. This course may be organized historically or topically. Prerequisite: Placement in ENG 101 or concurrent enrollment in ENG 100.

Critical Thinking

PHIL 115 5 credits
This course is designed help students decide for themselves what information is reliable and what is not. At the conclusion of the course, students will have the skills necessary to distinguish good reasoning from bad, and to recognize inappropriate attempts to manipulate them into accepting ideas or information. Finally, students will also be able to counter faulty reasoning with logical, well-organized argumentative thinking. Prerequisite: Placement in ENG 100.

Introduction to Logic

PHIL 120 5 credits
This course enables students to analyze the structural basis for accepting or rejecting arguments encountered every day: in advertisements, lectures in college or discussions at work. Using three branches of symbolic logic, students will be able to describe the structure of arguments, translate passages in ordinary language into symbolic notation, and determine whether or not arguments are reasonable. Students will be able to use the ideas of this course to evaluate reasoning encountered in work, home and college settings. Prerequisite: MATH 110 and ENG 100.

Ethics and Social Problems

PHIL 150 5 credits
In this course, students will examine and assess the most common justifications for moral judgments of what is right and wrong. Students will be encouraged to think independently and engage in dialogue about ethical actions in many settings. Social issues such as environmental ethics will be considered. Students will leave the course better equipped to understand why people differ in their moral judgments and have the tools to continue investigating ethical issues. Prerequisite: Placement in ENG 100.

General Physics I

PHYS 114 5 credits
This course is the first in a three quarter sequence designed for liberal arts and other majors that do not require calculus-based physics. Students will learn and apply the laws that govern motion, explore the relationship between work and energy, examine properties of fluids, and describe the properties of waves in the context of sound. Laboratory activities extend lecture concepts and introduce the student to the experimental process. Prerequisite: MATH 099 or concurrent enrollment.

General Physics II

PHYS 115 5 credits
This course is the second in a three quarter sequence designed for liberal arts and other majors that do not require calculus-based physics. Students will study the relationship between energy, heat and kinetic theory, and use the laws of thermodynamics to describe the changes in energy. Students also learn the properties and applications of electricity and magnetism. Laboratory activities extend lecture concepts and expose the student to an array of basic tools of experimental physics and data analysis. Prerequisite: PHYS 114.

General Physics III

PHYS 116 5 credits
This course is the third in a three quarter sequence designed for liberal arts and other majors that do not require calculus-based physics. Students explore the behavior of light described as rays (geometric optics) and as waves (wave optics). Students also learn the scientific process by examining the development of the special theory of relativity. Laboratory activities extend lecture concepts and emphasize the connection between experimental observation and construction of physics theories. Prerequisite: PHYS 115.

Classical Mechanics

PHYS 121 5 credits
This course is the first in a calculus-based sequence designed for physical science and engineering majors. Students gain an in-depth conceptual and analytical understanding of the motion of objects. Laboratory activities extend lecture concepts and introduce the student to experimentation with laboratory instruments and equipment. Prerequisite: MATH 124.

Waves, Sound and Light

PHYS 122 5 credits
This course is the second in a calculus-based sequence designed for physical science and engineering majors. Students gain an in-depth conceptual and analytical understanding of sound, light and optics. Topics in modern physics are also explored. Laboratory activities extend lecture concepts and emphasize data collection and analysis. Prerequisite: PHYS 121; MATH 125.
Electromagnetic and Oscillatory Motion

**PHYS 123  5 credits**

This course is the third in a calculus-based sequence designed for physical science and engineering majors. Students gain an in-depth conceptual and analytical understanding of electrical and magnetic phenomena. Students also explore the properties and applications of oscillatory motion. Laboratory activities extend lecture concepts and emphasize the connection between experimental observation and construction of physics theories. Prerequisite: PHYS 121; MATH 126.

Introduction to Politics

**POLI 101  5 credits**

Students in this introductory political science course will explore and analyze political philosophies, political ideologies, the historical development of political thought and examine the reasons people choose an ideology over others. They will learn to articulate key attributes of democracy, authoritarianism, and the major “isms” (liberalism, conservatism, capitalism, socialism, communism and fascism) and will analyze how well each ideology has dealt with social, economic and political problems. Prerequisite: Placement in ENG 100 recommended.

Principles of Law

**POLI 200  5 credits**

This course examines the historical development of legal institutions and assesses the American judicial process. Students will learn to recognize the social and behavioral nature of law and will be able to assess and articulate basic legal principles, processes and practices. Special attention will be placed on helping students to develop legal thinking skills suitable for the business environment. Prerequisite: Placement in ENG 100 recommended.

U.S. Politics and Government

**POLI 202  5 credits**

This course explores the strengths and weaknesses of various interpretations of American democracy and evaluates the changing nature of the American political system – its origins, institutions and operations. Students will learn to describe and analyze the nature of politics, power and policies, analyze formal and informal institutions of government, articulate conventional and unconventional means of citizen participation and interpret political outcomes. Prerequisite: Placement in ENG 100 recommended.

Comparative World Politics

**POLI 204  5 credits**

This course compares the varied political systems and governance structures of the world. By focusing analysis on selected countries and indigenous governments, students will learn to assess world issues and problems in their full historical, economic and cultural contexts. They will apply basic methods of comparative research and compare key attributes of world political systems. Prerequisite: Placement in ENG 100 recommended.

Principles of Psychology

**PSYCH 101  5 credits**

This course examines the biological and social processes that contribute to individual thinking and patterns of behavior. Students will develop a “psychological lens” will be able to make thoughtful observations of human behavior, and identify psychological principles in individual behavior, family practices and social programs. Special emphasis will be placed on helping students to learn and apply methods of psychology to the study of human behavior. Prerequisite: Placement in ENG 100 recommended.

Psychological Disorders

**PSYCH 205  5 credits**

This course examines theories and constructions of abnormal behavior currently used in U.S. society. Students will learn to describe the major categories of disorders, interpret their diagnosis and treatment and acquire the psychological inquiry skills necessary to make careful observations of complex human behavior disorders. Prerequisite: Instructor permission or successful completion of an introductory college level course in one of the following disciplines: Psychology, Anthropology, Sociology or Biology. Placement in ENG 100 recommended.

Developmental Psychology

**PSYCH 206  5 credits**

This course examines patterns of development and theories regarding human physical, cognitive, social and emotional development through adolescence. Students will learn to apply models of human development, apply major developmental theories and methods, and draw multiple interpretations from careful description of human behavior. Prerequisite: Instructor permission or successful completion of an introductory college level course in one of the following disciplines: Psychology, Anthropology, Sociology or Biology. Placement in ENG 100 recommended.

Special Topics Course

**SOSCI 078  1-5 credits**

The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the social sciences. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite: Permission of supervising instructor.

Introduction to Education

**SOSCI 105  5 credits**

In this course students will explore the aims of education and the organization and structure of the teaching profession. Students will learn about the historical and philosophical foundations of education (primarily but not entirely from an American perspective). We will analyze current trends in education to provide background on issues that affect today’s teachers from preschool through high school. Prerequisite: Placement in ENG 100 is recommended.

Individualized Project

**SOSCI 196  1-5 credits**

Students will research and produce or perform a project in a social sciences subject or an interdisciplinary topic emphasizing the social sciences in some way. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisite: Permission of supervising instructor.

Internship

**SOSCI 197  1-5 credits**

The student will identify an opportunity for an internship or volunteer prospect that matches the outcomes of the program, the student’s interests, and the goals of the cooperating agency or business. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisite: To be determined.

Special Topics Course

**SOSCI 198  1-5 credits**

The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the social sciences. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite: Permission of supervising instructor.

Service Learning

**SOSCI 199  1-5 credits**

Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisite: To be determined through discussion with faculty member.

Perspectives in Teaching & Learning
SOSCI 205  5 credits
This is a course for people who are interested in education and considering a career in some aspect of education. Students will learn to uncover the complexities and excitement of authentic teaching and learning, and let go of assumptions about what education is and thus transform their vision of what education could be. Prerequisite: Completion of one social science course or instructor permission.

Individualized Project
SOSCI 296  1-5 credits
Students will research and produce or perform a project in a social science subject or an interdisciplinary topic emphasizing the social science in some way. The content, learning outcomes and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisite: Permission of supervising instructor.

Internship
SOSCI 297  1-5 credits
The student will identify an opportunity for an internship or volunteer prospect that matches the outcomes of the program, the student’s interests and the goals of the cooperating agency or business. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisite: To be determined.

Special Topics Course
SOSCI 298  1-5 credits
The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the social sciences. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite: Permission of supervising instructor.

Service Learning
SOSCI 299  1-5 credits
Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisite: To be determined through discussion with faculty member.

Sociological Imagination
SOSCI 298  1-5 credits
Students will develop learning, thinking, communicating and interacting abilities. Prerequisite: Permission of supervising instructor.

Service Learning
SOSCI 299  1-5 credits
Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisite: To be determined through discussion with faculty member.

Sociological Imagination

SOC 101  5 credits
This course explores fundamental sociological principles and seeks to describe individuals in both group and societal contexts. Students will learn to use sociological thinking to develop a lens through which they are able to view and experience the world. They will apply sociological methods to articulate the nature and function of culture, socialization, interaction, inequality, deviance and dissent. Prerequisite: Placement in ENG 100 recommended.

Sex and Gender
SOC 131  5 credits
Students in this course examine social relations, sex and gender roles across cultures, gender ideologies and feminism. They will draw conclusions from research, fieldwork and personal narratives about women and men in global and domestic cultural contexts in order to articulate the complexities and intersections of race, class, sexuality and gender in historical and contemporary contexts. Prerequisite: Placement in ENG 100 recommended.

American Ethnic Cultures
SOC 151  5 credits
This course will explore contemporary issues of race and ethnic relations in the lives of Native Americans, African Americans, Chicanos and Asian Pacific Americans. Students will evaluate the evolution of ethnic cultures and identities, assess community-building efforts, and explore intercultural relations to develop a deeper awareness of current affairs and issues, ethnic cultures and prospects for constructive social change. Prerequisite: Placement in ENG 100 recommended.

Human Relations
SOC 171  2 credits
Students in this course will explore contemporary issues of human behavior and motivation, interpersonal communication, as well as leadership and management styles. Special emphasis will be placed on helping students to develop human relations skills and the ability to address and negotiate the complexities of multicultural difference. Prerequisite: Placement in ENG 100 is recommended.

Organizational Behavior
SOC 251  5 credits
This course in the sociology of work explores interpersonal behavior in the context of organizations and bureaucracies. Students will develop skills that enhance team and organizational performance, assess the nature of human group behavior, and understand and negotiate multicultural difference in the workplace and other formal settings. Special emphasis will be placed on evaluating the nature and role of cultural diversity in the workplace and business environment. Prerequisite: Placement in ENG 100 recommended.

Elementary Spanish
SPAN 101  5 credits
In this fast-paced course, students begin to communicate in Spanish in simple situations. They are able to describe the immediate environment and to repeat learned dialogues by learning elementary grammar, vocabulary and pronunciation. Students also begin to learn about the culture, music, art and literature of the Spanish-speaking world. Prerequisite: Placement in ENG 100 for reading and writing.

Elementary Spanish
SPAN 102  5 credits
In this fast-paced course continuing the work of SPAN 101, students increase knowledge of Spanish vocabulary and grammar to improve their communication abilities. They learn to participate in conversations in a variety of social settings and learn more about social and historical aspects of Spanish-speaking cultures. Prerequisite: Completion of SPAN 101 or instructor permission.

Elementary Spanish
SPAN 103  5 credits
This course continues the work of SPAN 102. In it, students improve their ability to speak and write in Spanish by adding to vocabulary and grammar knowledge. Students learn more about Spanish-speaking cultures and how to communicate in them. Prerequisite: Completion of SPAN 102 or instructor permission.

Intermediate Spanish
SPAN 201  5 credits
In this fourth quarter of college Spanish, students focus on communicating in Spanish with spontaneity and originality. They improve their ability to read, listen, speak and write in Spanish by building vocabulary and grammatical knowledge. Students learn more about Spanish-speaking cultures through reading, watching films and using the Internet in Spanish. Prerequisite: Completion of SPAN 103 or instructor permission.

Intermediate Spanish
SPAN 202  5 credits
Students further develop their communication abilities in Spanish, speaking and writing with greater originality as vocabulary increases.
Reading and listening skills improve with further practice with films and literature in Spanish. The emphasis on cultural learning continues. Pre-requisite: Completion of SPAN 103 or instructor permission.

**Intermediate Spanish**

*SPAN 203 5 credits*

Students read literature, watch films, listen to music, converse, and learn course material in Spanish to further develop communication abilities. As in previous classes, much of the course content centers around cultural and historical aspects of Spanish-speaking societies. Prerequisite: Completion of SPAN 202 or instructor permission.

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**Speech Communication**

*SPCMU 101 5 credits*

Students will improve their ability to communicate informally at home, work and school by applying principles learned in the course. They will also learn to deliver effective short formal speeches based on individual research and personal experience. Students will practice communication abilities in small groups and in speeches videotaped for later analysis. Prerequisite: ENG 101 or concurrent enrollment in ENG 100.

**Public Speaking**

*SPCMU 220 5 credits*

In this course on formal public speaking, students learn to analyze audience and purpose in order to choose topic, organization, and methods of development and style of speeches. Students will prepare and practice speeches that are videotaped for later evaluation. Students will also gain critical listening and persuasion abilities. Prerequisite: ENG 101.

**Group Communication**

*SPCMU 290 5 credits*

This course helps students improve their ability to communicate in a wide variety of group situations at home, work and school. Students will be able to analyze their own and others’ communication effectiveness and to apply problem-solving and conflict resolution techniques. Students will work in simulated committees, project groups, research teams, fishbowls and other group settings to practice and evaluate their skills in communication. Prerequisite:
In college, students are expected to conduct themselves in a responsible manner. Part of that responsibility is knowing the rules, regulations and guidelines. In addition to this section, the student handbook is a necessary tool for all students.
### Student Code of Conduct

Admission to the college carries with it the expectation that students will conduct themselves as responsible members of the college community. Cascadia has adopted policies governing student conduct, disciplinary procedures, and procedures for resolving conflicts regarding student discipline procedures (WAC 132Z-115). The student conduct system is designed to protect the rights of each individual, to support the community values, and to assist students in modifying their behavior to become responsible members of the community. A complete copy of the code of student conduct is available in the student handbook. Copies of the handbook are available in the Enrollment Services Office, CC 103 and the Administrative Offices Reception area.

### Student Rights and Responsibilities

Cascadia Community College is a learning-centered college, operated to provide knowledge and skills for the achievement of learners’ academic, professional and personal goals. Inherent in the college’s mission are certain rights and freedoms needed for learning and personal development. Admission to Cascadia provides these rights to students, but also assumes that students accept the responsibility to conduct themselves in a manner that does not interfere with the purposes of the college in providing education for all of its learners. The college has adopted comprehensive policies detailing student rights and responsibilities (WAC 132Z-112). A complete copy of these policies is available from the Vice President for Student Success, located at CC 281.

### Confidentiality

In response to inquiries about students, the policy of Cascadia Community College is to confirm only dates of enrollment, area of study, and degrees or certificates earned unless the student provides a signed release permitting disclosure of additional information. The Vice President for Student Success can provide this special service.

### Solomon Amendment: Under Public Law 104-208

Cascadia Community College is directed by the federal government to provide the names, addresses, telephone numbers, date of birth, level of education, major and/or degrees received and prior military experience for all our students. Students who do not wish this information to be released should submit a written request to the Enrollment Services Office, CC 103.

### Family Education Rights and Privacy Act (FERPA)

Cascadia Community College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 concerning the information that becomes a part of a student’s permanent educational record and governing the condition of its disclosure. Under FERPA, students are protected against improper disclosure of their records. This federal law affords students certain rights with respect to their educational records. They are as follows:

- The right to inspect and review the student’s educational records within 45 days of the day the college receives a request for access. The right to request the amendment of the student’s educational records that the student believes are inaccurate or misleading. The right to consent to disclosures of personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure with consent. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Cascadia to comply with the requirements of FERPA.

### Nondiscrimination and Equal Opportunity

Cascadia Community College affirms a commitment to freedom from discrimination for all member of the college community. Cascadia provides equal opportunity in education and employment and does not discriminate on the basis of race, color, religion, national origin, gender, age, marital status or the presence of any physical, sensory or mental disability. The responsibility for, and the protection of this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs. It encompasses every aspect of employment, and every student and community activity. The college complies with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Age Discrimination Employment Act Amendment of 1978, Equal Pay Act of 1963, Executive Orders 11246 and 11375, and federal and state statutes and regulations.

### Social Security Number

Under Public Law 93-579, Sec. 7(a)(1) disclosure of a Social Security number is voluntary. If you object to the use of the Social Security number, an alternative identification number will be provided.

### Release of Information

To protect student privacy, picture identification is required to view and/or receive copies of educational records.

### Name Changes

Continuing or returning students are required to submit legal documentation to change the name shown on Cascadia records. Acceptable proof would be a marriage certificate or court order. Picture identification is required.

### Address Changes

Address changes must be submitted in writing. Send new information to Cascadia Community College, Enrollment Services, Room 103, 18345 Campus Way NE, Bothell, WA 98011.

### Holds on Records

Students who have been placed on academic suspension or who have outstanding debts owed to the college (such as traffic and parking fines, library fines or instructional materials due) will not
be allowed to register or make program changes until these have been cleared. Likewise, transcripts will not be released until debts are cleared. Please allow up to 48 hours to process the release of a student record hold.

**Official Transcript**

An official transcript is a copy of a student’s academic record; it shows courses taken, credits earned, grades received, transfer credits accepted, and degrees or certificates earned at Cascadia. An official transcript carries the college’s seal.

An “official” transcript for students who have attended other colleges must: 1) be mailed by the former college directly to Cascadia’s Enrollment Services Office or 2) be delivered by the student, (unopened in an envelope which has been officially sealed by the former institution) to the Enrollment Services Office.

**Transcript Requests**

An official transcript of academic achievement at Cascadia is available for a fee. The request may be made in person, by mail or by fax. Please include name, student identification number, approximate dates of enrollment and student signature.

**Leave of Absence**

A student who is absent from the college for less than one calendar year may retain the right to register in the same order of priority as a continuing student. However, this right does not guarantee re-entry into any specific course or instructional program.

Students should:

1. Alert Enrollment Services of intention to re-enroll.
2. Update biographical information at the Enrollment Services Office.
3. Re-apply for admission if absence is longer than one calendar year.

A registration appointment will then be mailed for the quarter the student wishes to attend.
Cascadia Community College Faculty, Staff & Administration
As of publication date July 2001

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Caspers, Joshua
Maintenance Custodian II

Chang, Soofin
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Chin, Eddie
Dispatcher

Coolbaugh, Adrienne
Dispatcher

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Cruden, Kelly
Custodial Supervisor

Deno, Scott Allen
Gardener II

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Dulam, Tyler Loc
Administrative Services Manager

Fletcher, Brian
Head, Campus Media Center

Flores, Rob
Running Start Coordinator

Foreman, Sean
Security Guard

Gonzales, Dede
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Scientific Instructional Tech. I

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Physical Plant Manager

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Jackson, Ferral
Mechanic Mechanic

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Larson, Barbara
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Gardener Lead

Miller, Darin
Custodian Lead

Moore, Lauran
WorkFirst Program Assistant

Nelson, Sandra
Continuing Education & Technology Support Coordinator

Pace, Guy
Systems Administrator

Persell, Amy
WorkFirst/Worker Retraining Coordinator

Potthoff, Joel
Custodian/Grounds Supervisor

Rauch, Terry
Security Lieutenant

Reid, Anthony
Custodian

Rice, Debby
Systems Administrator

Rochelle, Aimee
Custodian

Slevin, Dorian
Curriculum Support Specialist

Snow, Sherry
Graphic Designer/Illustrator

Snyder, Dave
Media Tech. Sr., Campus Media Center

Soelter, Eric
Media Tech. Sr., Campus Media Center

Spaziano, Anthony
Security Manager

Sugawara, Craig
Program Assistant

Sugawara, Craig
Program Assistant

Treppens, Mark
Maintenance Supervisor

Vodlenshchuk, Sergey
Maintenance Custodian

Walken, Pier
Student Success Program Assistant
Glossary

Academic Year
The period of formal academic instruction, divided into summer, fall, winter, and spring quarters.

Associate in Applied Science Degree (AAS)
The degree awarded to those students who successfully complete the required coursework for professional/technical programs. Cascadia Community College awards AAS degrees in Business Information Technology.

Associate in Integrated Studies Degree (AIS)
The degree most students complete in preparation for transfer to a four-year institution. This coursework is designed to provide students with the equivalent of the freshman and sophomore years of university instruction.

Associate in Science Degree (AS)
The degree most students complete in preparation for transfer to a four-year institution with a major in biology, chemistry, computer science, mathematics, physics, pre-engineering and pre-medical.

Audit
Registration in a class for which enrollment is official; however, no grade or credit will be granted.

Certificate Programs
Certificate programs are designed for the student who is not currently seeking a degree. Emphasis is placed on vocational training and coursework that is specific to the program. Required coursework varies by program. Cascadia Community College students have six program options for Certificates in Business Information Technology.

Distance Learning
A program which allows students to complete for-credit coursework through audio cassette, correspondence, interactive television, internet, telecourses on cable or video cassette.

Faculty Advisor
A faculty member who assists students with course eligibility requirements, course selection for major area of interest and offers quarter-to-quarter guidance for program completion.

Grade Point Average (GPA)
A student’s GPA is the average of decimal grades given for each course attempted. Students will find two GPAs on their records. The cumulative (CUM) GPA includes all coursework attempted. The college level (CLVL) GPA includes only those classes that are college level.

Incomplete
A grade given at the instructor’s discretion, when some or all of the course requirements have not been met by the end of the quarter.

Item Number
The four-digit number that appears before each class and section in the quarterly class schedule. This number identifies the class/section number in the computer system and is used when a student wishes to register for that class/section either in person or online.

Learning Community
A multi-disciplinary course involving two or more teachers. Learning Communities are centered around a theme and students may at times find traditional teacher-student roles reversed. Students and teachers are joint learners, and every member of the Learning Community bears responsibility. In addition to lectures, there are seminars, group work, field trips, multimedia presentations and guest speakers.

Linked Courses
Courses which have been designed to complement one another. Students will have the choice to enroll in the linked offering, or to take only one of the linked courses.

Major
The subject or department in which a student takes concentrated coursework, leading to a specialty.

Matriculate
The formal admission application and acceptance of a student who wishes to take courses at a college or university.

Overload
Permission given by an instructor to register for a class that has reached its capacity of registered students.

Placement Assessment
Required testing to determine students’ skill level in math, reading and writing. Scores are used for placement purposes only.

Prerequisite
Any placement level or coursework that must be completed prior to enrolling in a class. Note: Many courses at Cascadia will carry prerequisites either in English and/or math.

Student Success Facilitators
Student Success Facilitators work closely with faculty advisors to assist students with short-term and long-term educational planning. Facilitators serve as curriculum advisors in the areas of degree/certificate completion, the transfer process, university admissions and Student Success Services referrals.

Transcript
The official record of courses attempted including course titles, levels, earned credit and grades. Transcripts will document quarter-by-quarter GPA, cumulative GPA and college level GPA.

Withdrawal
Official removal of a student from a class roster. It is the student’s responsibility to avoid receiving a 0.0 grade for a class they have stopped attending by officially withdrawing from that class.
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This is the entrance to the Cascadia building closest to the North Parking garage. You will enter the building on the Lower Level.

Building photograph diagrams by Cascadia student Dave Gallagher.

This door on the First Floor leads to the campus walkway. You can use it to access the library or UWB.