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Letter from the President

Dear Student,

Welcome! By joining the remarkable community of learners at Cascadia Community College, you will be embraced and challenged in equal measure. We value what you bring to our campus, and we also know that your potential will be fulfilled only when your ideas are deepened and enriched, when your beliefs are challenged and placed in perspective, and when your skills are honed by high expectations.

Those of us who work and study at Cascadia Community College have dedicated ourselves to helping each other fulfill our own best aspirations. We honor each other through our commitment to on-going learning, and we ask you to make the same commitment—one that will serve you well throughout your life.

“Unique” is an extraordinary claim to be made for a small community college among the 1,200 community colleges in our nation. Yet, Cascadia is unique. It is among only twelve selected as Vanguard Learning Colleges; it is almost alone in its co-location with a major research institution; and it is a leader in expressing its values of learning and innovation.

Cascadia Community College graduates have proven to be well-prepared to succeed at four-year colleges and universities. Cascadia has been recognized as a leader in innovative education, and provides a distinctive education to students earning two-year transfer degrees, including a transfer degree composed entirely of distance learning courses. Cascadia and UW Bothell are developing a dual-enrollment agreement which will allow students to begin course-work in their major while completing the Associate Degree at Cascadia.

We also offer many applied degrees and certificates. If you require basic skill development, a tune-up for your technology skills or workforce training to expand your career, Cascadia has a place for you.

Sincerely,

Dr. Brinton Sprague, Interim President

Board of Trustees
Cascadia Community College

The college is governed by a Board of Trustees, which is appointed by the Governor. The Board members are: Dr. Gloria Mitchell, Chair; Mark Wolfram, Vice Chair; Jean Magladry; Michael Martino and Roy Wilkinson.
Accreditation
Cascadia Community College has been granted Candidate for Accreditation status by the Northwest Commission on Colleges and Universities. Candidacy is not accreditation nor does it ensure eventual accreditation. Candidate for Accreditation is a status of affiliation with the Commission, which indicates that the institution has achieved initial recognition and is progressing toward accreditation.

Catalog Rights/Continuous Enrollment Policy
Students who have maintained continuous enrollment have the option of completing the program requirements in effect in the catalog at the time they first enrolled at Cascadia Community College or those in effect during the last quarter of attendance in which the program requirements were completed. Continuous enrollment is defined as registered in a credit course for at least one quarter in a calendar year culminating in the assignment of a decimal grade on the transcript. Returning students who have been absent from Cascadia Community College in excess of three consecutive quarters (not counting summer) are subject to any new program requirements instituted in the catalog under which they re-enroll.

Catalog Contents Disclaimer
Cascadia Community College has made reasonable efforts to provide in this catalog information that is accurate at the time of publication. However, the college reserves the right to make appropriate changes in procedures, policies, calendars, requirements, programs, courses and fees. When feasible, changes will be announced prior to their effective date, but the college assumes no responsibility for giving any particular notice of any such changes. Nothing contained herein shall be construed to create any offer to contract or any contractual rights.

Equal Opportunity & Antidiscrimination
Cascadia Community College complies with all federal and state rules and regulations, and does not discriminate on the basis of age, race, color, national origin, gender or disability. This holds true for all students who are interested in participating in education programs and/or extracurricular activities. Inquiries regarding compliance and/or grievance procedures may be directed to the college’s Title IX/RCW 28A.640 officer and/or Section 504/ADA coordinator.
WASHINGTON’S NEWEST COLLEGE

Cascadia is the newest community college in the state of Washington and is beginning its sixth year of operation. Co-located with the University of Washington, Bothell, the campus location was planned to serve the fast-growing area of NE King and south Snohomish Counties. The two schools share campus facilities and the research-quality library and media services of the UW.

Cascadia is a public institution offering two-year degrees for transfer to universities, certificate programs, basic education and ESL for adults, and a broad range of continuing education courses and professional training. The college also conducts business-specific customized contract education and skill-training, and is part of the Alliance for Corporate Education, one of the largest training consortiums in the nation.

Cascadia is located along Beardslee Boulevard in Bothell, at the intersection of I-405 and SR-522. Fifty-eight acres on the campus are under long-term restoration to high-functioning wetlands. A paved trail with educational signage borders the wetlands and is open to the public. The campus design has won the highest prize awarded by the American Institute of Architects for “drawing together the learning community and protecting their communal experience while retaining its connection to the world outside.”

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

Unique Learning Environment

A Learning College

Cascadia 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 that proved to be focused on students and continuously striving for innovation and excellence.

Cascadia ranked sixth nationally among digital-savvy, cutting-edge community colleges, selected by the Center for Digital Education and the American Association of Community Colleges, in the second annual Digital Community Colleges Survey.

Group Work

Cascadia students have flourished in an environment dedicated to learner-centered education. Cascadia believes that all students must develop the ability to work effectively in small group settings. Extensive research on effective teaching and learning supports the belief that teamwork furthers each of the core learning outcomes and is a strong preparation for tomorrow’s workplace. Employers consistently say that the ability to communicate, problem-solve, make decisions and interact with diverse viewpoints in a group setting is critical to success in the workplace. Students will find classes throughout Cascadia’s curriculum that require them to work in groups on a variety of projects.

Distance Learning

Cascadia Community College offers online classes through Cascadia Online, and through Washington Online (WAOL), a cooperative effort among Washington’s 34 community and technical colleges. For many students, distance learning can be an attractive alternative to commuting to campus. To succeed in distance learning classes, students will need access to technology as well as the self discipline to thrive in a less structured environment.

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. Students learn to understand patterns and make connections among different schools of knowledge, and to integrate their studies with personal experience.

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 these coordinated studies programs may apply to the AAS and AS degrees, and may transfer to other colleges and universities.

Study Abroad

Cascadia Community College, by membership with the Washington State Community College Consortium for Study Abroad (WCCCSA), offers quarterly study abroad options. Students earn credit when studying abroad in places such as London, Florence, Paris and Costa Rica. Classes are taught by faculty from colleges in the consortium and from the host country, and fulfill state requirements. Students interact with other cultures, and gain a global perspective, enhancing their learning and development. Some study abroad programs allow students to become more fluent in a foreign language.

Electronic Portfolio (ePortfolio)

At Cascadia, students develop personalized, electronic, Web-based portfolios to demonstrate their learning. The ePortfolio 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 ePortfolio 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 ePortfolio is an effective way for students to demonstrate knowledge, skills and abilities to prospective employers or universities.
Vision
Cascadia Community College will be a community of lifelong learners pioneering innovative pathways to successful learning in a global context.

Mission
Cascadia is a community college whose caring culture supports creative, comprehensive, culturally rich, technologically advanced and learner-centered education that is environmentally sensitive, globally aware, 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 in achieving 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.
Learning Outcomes

INSTITUTIONAL LEARNING OUTCOMES

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.

- **Communicate** with Clarity & Originality
  The ability to exchange ideas and information is essential to personal growth, productive work and societal vitality.

- **Think** Critically, Creatively, & Reflectively
  Reason and imagination are fundamental to problem solving and the critical examination of ideas.

- **Interact** in Diverse & Complex Environments
  Successful negotiation through our interdependent and global society requires knowledge and awareness of self and others, as well as enhanced interaction skills.

- **Learn** Actively
  Learning is a personal, interactive process that results in greater expertise, and a more comprehensive understanding of the world.

OUTCOMES-BASED LEARNING COLLEGE

As an outcomes-based learning college, Cascadia is built on the foundation of its four college-wide learning outcomes (Think, Learn, Communicate, Interact) listed above. Specific learning outcomes are described under the degree requirements section for each academic program. Learning outcomes flow from the more general college-wide outcomes to the more focused, specific course outcomes listed in each class syllabus.
APPLYING FOR ADMISSION

How to Apply

Admissions

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 Community College. There are several exceptions to the enrollment eligibility at Cascadia, please refer to the Special Admissions section in the college catalog where the allowable exceptions are listed.

Matriculated Students

Students may begin their education at Cascadia Community College in summer, fall, winter, or spring quarter. Since registration dates are determined by the date of completion of the matriculation process, 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 the college’s website www.cascadia.ctc.edu, or by calling 425.352.8860;
- Send official transcripts from all colleges previously attended, and complete a Transcript Evaluation Request form available in the college’s Enrollment Services Office CC1103;
- Take Cascadia’s placement assessment to determine skill level in reading, writing and mathematics (college transcripts documenting successful completion of college-level English and/or mathematics can be utilized to waive this requirement). Students who have successfully completed college-level mathematics within the past 12 months are exempt;
- Attend one of Cascadia’s Student Orientation, Advising and Registration (SOAR) sessions;
- Register for classes;
- Pay tuition and fees.

Non-matriculated Students

Students not seeking a degree or certificate are considered non-matriculating students and may register for up to ten credits per quarter. Non-matriculating students may register three weeks prior to the start of the quarter, on a first-come, first-served basis. Students must demonstrate that they have met course prerequisites for any given course they wish to enroll in. Non-matriculated students can demonstrate that they have met the course prerequisites by providing college transcripts from an accredited institution or by taking the COMPASS placement test at Cascadia or at another college within the past year. Course prerequisites can also be met with evidence of an earned BA or higher degree from an accredited institution.

Non-matriculated students who wish to seek an exception to a prerequisite requirement must present a written appeal to the Dean for Student Learning. The Dean for Student Learning will designate a faculty member to consider the appeal and render a decision.

Non-matriculating students have access to and are encouraged to seek the assistance of Cascadia’s Academic Advisors and faculty advisors.

Placement Assessment

Evidence of placement level is required before registration. Educational Support Services, CC1130, provides testing services for appropriate placement into courses and/or programs. Scores are used for placement purposes only. Students take a computerized test (COMPASS) to measure skill levels in reading, writing and math. There is a $15 non refundable fee for this assessment and photo ID is required. Students who have successfully completed college-level English are exempt from placement testing, as are students who have successfully completed college-level mathematics within the last 12 months.

English as a Second Language (ESL) testing is used to determine the placement level of non-English speakers. Testing is offered at scheduled times throughout each quarter. Contact ESL office for assessment testing at 425.352.8158. Photo ID is required for all assessment testing.

Transcript Evaluation

Credits earned at colleges or universities that are recognized by a regional accreditation association are accepted by Cascadia Community College. Cascadia will accept no more than five (5.0) credits of “D” level work.

A student who has earned a four-year degree is not required to submit official transcripts unless credits from previous colleges are to be used toward a degree at Cascadia. However, unofficial transcripts may be required to provide evidence of placement level before registration in English composition, psychology, BIT, chemistry, reading, mathematics, accounting or economics courses.
**High School Transcripts**
Students who have attended high school within five years of the date they will start attending Cascadia are encouraged to submit final high school transcripts to Cascadia’s Enrollment Services Office. These are used for educational planning purposes only, and do not substitute for placement assessment.

**Transcripts for 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.

**Special Admissions**

**Running Start**
Eligible high school juniors and seniors enrolled in a public school or district homeschool network may enroll in Cascadia’s college-level courses tuition free.

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

1. Complete Cascadia Application for Admission.
2. Present photo ID and take COMPASS test (test is $15). Students must demonstrate academic preparedness for college-level work. To qualify for the Running Start Program, students must place into English 101 (reading and writing).
3. If eligible on the basis of the COMPASS test, submit COMPASS test scores and Running Start packet to Educational Support Services by the deadline (see Running Start website, www.cascadia.ctc.edu/runningstart/, or pick up Running Start packet for complete details).
4. After turning in all the required documentation, students must sign up for a New Running Start Orientation.
5. Prior to orientation, students are to review the quarterly Schedule of Classes at www.cascadia.ctc.edu/schedules and discuss class choices with their high school counselor. Students must have their Quarterly Release Form with all required signatures and photo ID at time of orientation.

Cascadia recommends that students discuss the Running Start Program with their parents/guardians and high school counselors. For more information, email runningstart@cascadia.ctc.edu, visit the Running Start page on Cascadia’s website or call 425.352.8146.

**Returning Running Start Students**
Returning Running Start students are required to attend a mandatory small group session each quarter. The Quarterly Release Form, with all required signatures, must be turned in at this session in order to be allowed to register for classes. Failure to turn in the Quarterly Release Form could result in not getting registered for classes. Check Cascadia’s website to learn more about the upcoming quarter’s registration dates.

**Underage Students**
Underage students who are 16 or 17 years old who are not Running Start students are eligible to enroll under exceptional circumstances. Students in this underage group can enroll in no more than one 5-credit course during their first quarter. An evaluation will be done after the initial quarter of enrollment as to the student’s capability to be successful and possibly enroll in additional credits. To qualify for exceptional circumstances admissions students must:

1. Complete Cascadia’s Application for Admission.
2. Pick up the Underage Admission Packet in Educational Support Services.
3. Complete all steps noted in the Underage Admission Packet by the designated quarterly deadline (see steps below).
4. Present photo ID and take COMPASS test (test is $15). Students must demonstrate academic preparedness for college-level work. To qualify for Underage Admission, students must place into English 101 (reading and writing).
5. Submit all required documents in order to receive application review. (See Underage Admission Packet for the list of documents required for application review).
6. At the time students submit their Underage Admission Packet to Educational Support Services, they must schedule a meeting with an Academic Advisor to review completed application materials. After review, the students’ completed packet and the Academic Advisor’s recommendations will be forwarded to the Dean for Student Success. The Dean will make the final determination.
7. Students approved for admission will be notified and required to schedule and meet with an Academic Advisor to plan a schedule and register for classes.
8. Admitted students are required and responsible for making an appointment to plan a schedule and register for classes with an Academic Advisor each quarter. **Note:** For the Continuing Education policy on underage student refer to AP2:3.10.01.

**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. Call 425.352.8158.

Cascadia’s Adult High School Completion Program enables adults to complete credit-bearing course work for a high school diploma. Reduced registration fees are available only to those students who are 19 years of age or older, taking courses applicable towards their high school completion and earning their diploma from Cascadia. Students must earn a 2.0 grade or higher in courses at Cascadia that are applicable to their completion of credits. Academic Advisors can assist in selecting the appropriate classes. Students must pick up a High School Completion Packet located in Educational Support Services, CC1 130. All steps and requirements noted in the High School Completion Packet must be completed and submitted by the designated quarterly deadline. Please contact Educational Support Services for details at 425.352.8383.

**International Students**
International students can enroll in Cascadia Community College if they meet the requirements of the Bureau of Citizenship and Immigration Services (BCIS) office for foreign students attending public, state-funded colleges.

International students apply for admission by completing the International Student Application for Admission and submitting:

- Transcripts
- TOEFL Scores
- $50.00 Application Fee submitted with application.
- Financial documentation
The application deadlines are:
Fall Quarter June 1
Winter Quarter November 1
Spring Quarter February 1
Summer Quarter April 1

For more information, contact the International Student Advisor at 425.352.8415, international@cascadia.ctc.edu, or visit our website at www.cascadia.ctc.edu/international.

International Transfer Process
The student must inform the school he or she is currently authorized to attend of the intention to transfer. The International Student Advisor from that school must complete a transfer form for the student. Once Cascadia receives the transfer form, and as long as the student has maintained status, the transfer process may proceed.

CAREER & COURSE PLANNING

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. Through advising, students make the connection between academic interests, degree requirements and career opportunities. Academic Advisors are available to assist with long-term educational planning and the transfer process. Inquire at the Educational Support Services, CC1 130 or call 425.352.8383 for a schedule of workshops and/or to make an individual appointment with an Academic Advisor.

Many resources and student services are listed on the college website at www.cascadia.ctc.edu, including programs of study, degree requirements, planning guides and transfer links to universities across the country.

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

Students are provided with an introduction to Cascadia’s programs, services and degrees. 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, registering for classes, and understanding web registration and other online services.

SOAR sessions are held prior to each quarter. Sign up is on a first-come first-served basis at Educational Support Services, CC1 130. Photo ID is required for all enrollment transactions.

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 Career Services, in the Library Annex Building (LBA 102E). Access to web-based resources is available to obtain information about careers, college programs and related opportunities. An appointment is not needed for self-directed exploration. For more information, contact Career Services at 425.352.3183.

Internships
Cascadia Community College believes that the opportunity to gain experience in an occupation of interest to the student is invaluable. Cascadia’s students enrolled in the Business and Information Technology (BIT) programs are often required to complete an internship as part of their curriculum, and those in other programs and/or disciplines are encouraged to consider doing so as well. An internship can provide a different learning environment than that of a classroom, enhancing the student’s educational experience; it can help promote exploration and test options about a career field; and it can build resumes and launch careers.

The goals that may be achieved through participation in internships are to meet employer needs, student interests and Cascadia Community College program outcomes. The organization employing the student must ensure that the experience contributes to the student’s educational goals. The student, under the supervision of an instructor, is required to determine his/her academic learning goals which will simultaneously fulfill the needs of the organization. These goals are described on an agreement form, which is then signed by the instructor and site supervisor. The student will monitor his/her progress with reports submitted to the instructor, and a mid-point evaluation will be conducted in conjunction with the instructor to improve performance in specified areas. Upon completion of the internship, the site supervisor will submit a final evaluation.

For BIT internships, call 425.352.8358. For non-BIT internships, call 425.352.8133.

REGISTERING FOR CLASSES

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 the following preregistration steps. These include 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 Academic Advisors, faculty and other college staff members.

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

Class Status
Course Prerequisites
Students may not unofficially attend classes. All students must officially register or add classes with Enrollment Services, CC1 131, by the Last Day to Add Classes each quarter.

Students must meet course prerequisites. Students risk being administratively withdrawn from courses for which they do not meet prerequisites.

Class Audits
The student must meet course prerequisites, register for the course, and 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, please see the Summer Schedule of Classes for dates). 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.

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, CC1 131.

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.
- For self-paced lab classes, students may register through the 40th calendar day of the quarter (date is adjusted for summer quarter).

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
Students may withdraw from a class through Web-based registration. Beginning the 21st calendar day of the quarter through the sixth week of the quarter, students can withdraw from classes by completing an add/drop form, obtaining the instructor’s signature, and going to the Enrollment Services Office for processing. Students who fail to follow the procedure for officially withdrawing will receive a grade in accordance with the instructor’s grading policy.

Administrative Withdrawal 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 be administratively withdrawn from the class at the instructor’s discretion.

Withdrawal From Classes
The following refund policies pertain to state-funded credit courses only, not continuing education. 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.

Residency & Fees

Residency
A Washington state resident must have lived continuously in Washington state for the last 12 months. A student cannot qualify as a legal resident of Washington for tuition calculation purposes if she/he possesses a valid out-of-state driver’s license, vehicle registration or other documents that give evidence of being a legal resident of another state.

For state-supported class tuition purposes, a Washington state resident is one who is a U.S. citizen or one who has permanent resident immigrants or conditional entrant status, and:

1. Has established a domicile (residence) in Washington state primarily for purposes other than educational for the period of one year immediately prior to the first day of the quarter and was financially independent from parents or legally appointed guardians for the calendar year during which college enrollment begins, or
2. Is a financially dependent student, one or both of whose parents or legal guardians have maintained a domicile in Washington state for at least one year immediately prior to the last day of the quarter.

Typically, state residents document their legal residence in Washington state by showing that for the entire 12 months
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.

Class Fee
Individual classes may also have lab or other fees that will be charged in addition to the basic credit hour rate. These fees are listed in the class description.

Computer Account
The fee defrays the cost of providing individual email accounts, file storage and network access.

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 Learning, 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 Learning, 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.

ePortfolio
A fee will be charged for each request to have an ePortfolio exported to CD. This fee helps defray the cost associated with converting the ePortfolio out of the database and into HTML format.

Graduation
A graduation fee is charged for processing services and materials.

Interest Inventories
A fee will be charged for assessments that help identify career interests (i.e. the Strong-Campbell Interest Inventory) and/or learning and interaction styles (i.e. the Meyers-Briggs Type Indicator).

International Admission
International students will be charged an admission application processing fee.

Lab, Art
Students enrolled in art lab classes are charged the materials fee to help defray the cost 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 fine when they submit a check for payment and there are insufficient funds in their account to cover the check.

Parking
Over 1,400 parking spaces are available on campus. Students and staff may purchase quarterly permits from the Cashier’s Office for parking available on campus.

Printing, Above Standard Allocation
The printing fee provides students with a standard print allocation of 600 B&W and 30 color pages per quarter. There is a fee for printing above this allocation.

Proctoring Services
Non-Student Proctoring Services
This fee will be charged to non-Cascadia students who require a proctored examination.

WAOL Proctoring Services
This fee will be assessed to cover the cost of proctoring examinations taken by WAOL students.

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

Technology Fee
The student body voted to assess this fee to provide email accounts, discounted Microsoft software and network storage for students, as well as regularly updated hardware and software.

Transcript
A fee will be charged for official student transcripts.

TUITION & 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.

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.

Adult High School Completion
Cascadia offers reduced tuition of $10 per credit plus the cost of fees for Washington state resident students who are 19 years of age or older and enrolled in the Adult High School Completion program. The reduced tuition applies only to courses applicable toward completion of the diploma from Cascadia Community College.

Waivers of Non-resident Differential 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 credit classes 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 credit classes for residents 60 years or older. Students will pay $10 per credit with a limit of two courses.

State Employees & National Guard
Cascadia offers tuition waivers for permanent state employees employed half-time or more and National Guard members.
Preference is given to permanent employees of Cascadia Community College. No preference is given to other types of employees and there is equal treatment of full and part-time permanent employees. This waiver is offered on a space available basis only. Students will pay $10 per credit for the first six credits, and full tuition for any additional credits.

FINANCING YOUR EDUCATION

Student Financial Services

The Student Financial Services Office at Cascadia Community College assists students in the process of applying for financial aid and finding ways to meet educational 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 multiple resources students can access to pay for college. Cascadia offers grants, loans, scholarships and work study to eligible students.

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

Even students who do not demonstrate financial need for grants and work study may still qualify for a student loan.

Estimated Costs of College for Calculating Financial Aid

The following estimated average costs were used for full-time, in-state residents attending three quarters in the 2005-06 school year. To be considered full-time for financial aid, veterans benefits, and most other outside agencies, students must take at least 12 credits per quarter.

<table>
<thead>
<tr>
<th>2005-06 Costs</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>$2,358</td>
<td>$2,358</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>894</td>
<td>894</td>
</tr>
<tr>
<td>Room and Board</td>
<td>2,442</td>
<td>6,924</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,146</td>
<td>1,146</td>
</tr>
<tr>
<td>Misc.</td>
<td>1,476</td>
<td>1,560</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>$8,316</strong></td>
<td><strong>12,882</strong></td>
</tr>
</tbody>
</table>

* There may be additional fees associated with individual classes. The tuition may increase for 2006-07.

How to Apply for Financial Aid

Students may submit the Free Application for Federal Student Aid (FAFSA) either by mail or over 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 financial aid. The key to obtaining financial aid is to apply early. Applicants may begin the process at any time. Financial aid will not be awarded until you have been admitted to the college.

Steps to Apply for Financial Aid

1. Submit a FAFSA

   Obtain a paper copy of the Free Application for Federal Student Aid (FAFSA) from Cascadia’s Student Financial Services Office or from a high school guidance office or submit an electronic FAFSA via the web (www.fafsa.ed.gov). Students and parents may sign their application electronically using a PIN number. Applicants may file the FAFSA throughout the academic year. Students must reapply for financial aid each year.

2. Complete a Cascadia Community College Financial Aid Data Sheet available on our website or from the Student Financial Services Office. When you have completed the form, submit it to the Student Financial Services Office in CC1 131.

   Also, stay in touch with the Student Financial Services Office to be certain that all information needed to complete your file has been turned in. You may reach the Student Financial Services Office 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, or COMPASS,
- Provide a valid Social Security Number,
- Be accepted into an eligible degree or certificate program at Cascadia Community College,
- Not be in default on a student loan or owe a repayment on a grant,
- Be seeking a degree from Cascadia,
- Not be disqualified based on a conviction for a drug-related offense,
- Be registered with the Selective Service (if required),
- Be making satisfactory academic progress. Please see Student Financial Aid Services for more information,
- Provide financial information (including parents’ information, where required).

Satisfactory Academic Progress

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. In general, students must successfully complete the courses he/she has attempted as well as earn a minimum GPA. Academic progress is monitored for each term. If a student’s financial aid eligibility is cancelled, measures can be taken by the student for reinstatement as outlined in the Satisfactory Academic Progress Policy. A complete copy of the policy is available in the Student Financial Services Office, or the website, and is mailed with each initial award letter.
Maximum Time Frame
Students receiving financial aid are expected to complete their degree or certificate within a reasonable amount of time. Financial aid is normally available for 125 percent of the number of credits required for completion of the degree or certificate program. If unusual circumstances prevent a student from making progress toward completing a program, students may submit a written appeal to request an extension of financial aid eligibility. Students must attach an educational plan signed by a Cascadia advisor.

Types of Aid
Cascadia Community College offers financial assistance to eligible students in the form of grants, work study, scholarships and loans. Generally, a student must be taking 6 or more credits to qualify for financial aid. At 6 credits, a student qualifies for part-time financial aid and at 12 credits qualifies for full-time financial aid. 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 classes. Cascadia Community College awards the Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG), Washington State Need Grant and Cascadia Grant to eligible students. Grants other than Pell are awarded on a funds available basis. For this reason, timely applications are important.

Work Study Programs
Work study awards are offered to students with "need" eligibility, enrolled half-time or more, who indicate an interest in work study on the Cascadia Data Sheet. Work study programs provide part-time employment to eligible students on and off campus. The maximum amount a student can earn is determined by financial need and funds available. Students can work up to 19 hours per week. 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. Work study funds are limited and payroll is filled on a first-come, first-serve basis.

Loans
The Federal Family Educational Loan Program offers student 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. The federal government pays interest on this type of loan while the student is in school.
- Unsubsidized Stafford Loans do not require a student to show financial need; however, all financial aid funding must not exceed the cost of education. 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 funds for the education expenses of each child who is a dependent undergraduate student enrolled at least half-time.

Loan recipients must maintain six or more credits to maintain eligibility for Stafford Loan.

First-time student loan borrowers who are first-year students are required to have a 30-day delay before the first disbursement of Stafford Loan funds. The college is required to disburse loan checks 30 days into the quarter to ensure the student is making satisfactory academic progress. First time borrowers at Cascadia are required to complete online loan entrance counseling when applying for the Federal Stafford loan. Borrowers must also complete loan exit counseling upon leaving Cascadia Community College or graduating.

Childcare Scholarships
Cascadia has a limited number of child care assistance scholarships. Student-parents with children enrolled in a licensed child care facility should complete a FAFSA (see "How to Apply for Financial Aid") and request a Child Care Assistance application from Student Financial Services, 425.352.8861.
Training (CAT) and Training Benefits (TB) applications, and applications for other funding sources. Program staff can also assist with WorkForce Investment Act/Dislocated Worker Program and Trade Act/NAFTA applications and processes. Students need to enroll in professional-technical classes. To be eligible, students need to meet income eligibility requirements and:

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

Prospective students should attend the Worker Retraining Orientation offered every Wednesday at 1 p.m. in the conference room located in CC1 130. For more information call 425.352.8138 or stop by the Library Annex.

WorkFirst

WorkFirst is Washington state's welfare reform program that helps parents in low-income families find jobs, keep their jobs, find better jobs and become self-sufficient. As this goal is achieved, savings from reduced caseloads have been reinvested in programs that help participants become more employable and provide them with opportunities for better employment and wages.

WorkFirst Financial Aid

WorkFirst Financial Aid offers financial assistance to low-income working parents to pay for books and tuition. Individuals who are working more than 20 hours a week may also qualify for a childcare assistance grant from the Department of Social and Health Services (DSHS). Students can enroll in credit or approved non-credit classes as part of a vocational training program.

To be eligible, students need to be:

- Low-income working parents (custodial or non-custodial paying child support) working any number of hours per week who meet income eligibility guidelines
- OR
- Receiving Temporary Assistance for Needy Families (TANF) benefits and working at least 20 hours a week.

Attending training is dependent upon DSHS caseworker approval. Prospective students should call 425.352.8138 or stop by the Library Annex to set up an appointment and enroll in the program.

Customized Training for current recipients of Temporary Aid for Needy Families (TANF)

Each customized training program will be designed for each student's needs and educational level. Each program can include ESL, Basic Skills or GED preparation. An assessment and case staffing will determine what is appropriate and needed for the student.

- Each training cycle will be created for the student on an individual basis depending on his/her prior level of education, work experience and history and considering what they may need to succeed in the college environment.
- Each training plan will be customized for the student to create an optimal environment for success.
- Prior to the quarter start, students can take open-entry, open-exit classes in computer applications modules, basic skills, English as a Second Language and Soft Skills/Job Readiness. Modules in computer applications are offered on and off site so the student can slowly transition to the college environment.
- Students may be eligible for WorkFirst work-study while they are completing their customized training program.
- A typical training program will be anywhere from 11-22 weeks. The number of weeks will be determined with the college WorkFirst staff, the Department of Social and Health Services case manager and WorkFirst Employment Security staff. Shortly after referral to the college, after assessments are made, the college staff will present a training plan to the DSHS and ES staff. The appropriate DSHS and ES case managers must approve the customized training plan prior to the student beginning courses.

This program is for TANF recipients only. Interested students should contact the WorkForce Resources Center staff at 425.352.8132 or stop by the Library Annex. Students will also need to contact their DSHS and ES case managers to express their interest.

Working Connections Child Care

The Working Connections Child Care program helps families pay for care for children under age 13 while parents in the family are enrolled in job training (36 months total) 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 accepts the DSHS Working Connections Child Care 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 Child Care 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.workfirst.wa.gov/workingfamilies/default.htm.

The WorkForce Resource Center staff will provide students with a referral to this program. This verifies that he/she is enrolled in a job training program at Cascadia Community College which then allows the program to pay for childcare. Prospective students should call 425.352.8138 or stop by the Library Annex 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 the Associate in Integrated Studies Degree (AIS) and Associate in Science Degree (AS), Track 1 and Track 2 transfer degree programs only. At this time Cascadia Community College is not approved for any of the business information and technical certificates and degree programs. The AIS and AS transfer degree programs are approved for benefits under the following Veterans Administration

Catalo...
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 until eligibility is determined.

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. Federal Supplemental Educational Opportunity Grant (SEOG)
6. Washington State Need Grant
7. Cascadia Grant

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 Office for more information regarding financial aid refunds.

Rights
All financial aid recipients have the right to inspect the 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 reading and signing the “conditions of award” on the Cascadia Data Sheet, 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. Individuals should contact their tax advisor or IRS for assistance in claiming the tax credit. Students must provide their social security number to the admissions office in order to receive a 1098T form.

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 $2,000 per taxpayer (20 percent of up to $10,000 paid in higher education expenses). 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 for the HOPE Scholarship. The Lifetime Learning Tax Credit does not require half-time enrollment.

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.

Four Things to Remember
1. Students must provide their social security number to the Enrollment Services Office when they apply in order to receive a 1098T form mailed to them.
2. Obtain a copy of the IRS Education Credits Tax Form 8863.
3. Recalculate the qualified out-of-pocket tuition expenses.
4. Consult a tax advisor as to whether or not the credit may be claimed.
LEARNING RESOURCES

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. The Campus Library can be reached at 425.352.5340.

Services
The Campus Library features an Information Commons, which houses over 50 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 email 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. Laptop users can take advantage of both wired and wireless Internet access throughout most of the library. 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.

Campus Media Center
The Campus Media Center (CMC), a unit within the Campus Library, serves the academic goals of Cascadia Community College and UW Bothell by supporting the use and integration of media and technology in the classroom and throughout the campus. To achieve this mission, the CMC provides a variety of services to the campus community.

Acquired to support the curricula of both institutions, the CMC manages the local media collection (e.g., videotapes, DVDs, laserdiscs, CDs and audiostreams). The collection is fully searchable from the CMC’s online catalog. In addition to local materials, media may be borrowed from other UW collections.

In addition, the CMC provides technical support for all classroom and presentation technology. Each classroom on campus is equipped with an ePodium – an electronic podium housing the primary classroom technology. With a minimum of 12-hours notice, equipment not permanently housed in a classroom or meeting space can be provided by the CMC upon request. The CMC also provides over-the-counter equipment circulation to students, faculty and staff for approved, course-related purposes.

The CMC’s Multimedia Studio was established to provide advanced technological facilities to support students and faculty with various levels of technical experience in the production of course-related multimedia materials. Housed inside the CMC, the Multimedia Studio supports the general campus population and not specific courses or applications. Projects may include, but are not limited to, in-class presentation materials, multimedia-related course assignments and lecture support materials. All projects are to be academic in nature and must directly relate to a teaching and learning experience on campus.

Student Breakout Areas
Throughout Cascadia’s building, students have access to the break 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.

LEARNING ASSISTANCE

The Writing Center
The Writing Center provides tutorial support for students with writing assignments for all classes. Students can make an appointment with a tutor for one-on-one instruction or drop in for assistance. The Writing Center also provides opportunities for students to learn or review study techniques, test-taking strategies and improve on reading/writing skills in a lab environment. Students learn through a variety of media, including computer programs, audio/video lessons and traditional text materials. The Writing Center is located in CC1 080 and can be reached at 425.352.8243, or send an email to mwcenter@cascadia.ctc.edu.

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 small groups are available. The Math Center is equipped with computers, software programs, video and printed material, that provide a supportive environment for students studying mathematics. The Math Center is located in CC1 080 and can be reached at 425.352.8243, or send an email to mwcenter@cascadia.ctc.edu.
The Open Learning Center

The Open Learning Center (OLC) is a computer lab where students can receive assistance with technology needs in completing class assignments.

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 with a wide range of computer applications, including web technology and programming applications. Staff can also demonstrate to students how to effectively create an ePortfolio to showcase their work at Cascadia Community College.

The Open Learning Center is located in CC1 060 and can be reached at 425.352.8229.

CAMPUS SERVICES

Bookstore

Bookstore services are provided by the University Bookstore. Students have the opportunity to purchase textbooks and course materials both online (www.ubookstore.com) and at the bookstore on campus. The bookstore is in LB2, across from the Campus Library. Cascadia students may participate in the bookstore’s rebate program and receive discounts on many computer items. Textbook buy-back days are scheduled at the end of each quarter. The bookstore also carries Cascadia clothing and merchandise. The bookstore can be reached at 425.352.3344.

Childcare

There are several childcare providers in the vicinity of the college. Cascadia offers limited child care subsidies for students demonstrating significant financial need. Information and applications are available in the Student Financial Services Office, 425.352.8861.

Disability Support Services

Cascadia Community College provides accommodations and services to qualified students with documented disabilities through Disability Support Services (DSS). Cascadia is committed to ensuring that qualified students with documented disabilities are provided equal opportunity to participate in all educational programs, campus services and activities available at the college. The goal is to fully comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act and Washington State Law (Core Services Act). For more information or to request accommodations, please contact Disability Support Services, CC1 130, 425.452.8383 or 425.352.8399 (TTY).

Food Services

In Cascadia’s building, vending machines are located in CC1 002. An espresso cart, which also sells pastries and juices, is located in the north section of the lower level, adjacent to the Open Learning Center (CC 060). A Subway franchise is located in the south portion of the Library Building.

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.

Lost & Found

Items lost or found in the Cascadia building are turned in to the Enrollment Services counter (CC1 103) and are transferred to Physical Plant.

Parking & Transportation

All students, faculty and staff must park on campus and not on surrounding neighborhood streets (violators are subject to tickets or towing by the Bothell Police). Over 1,800 parking spaces are available on campus, in the north and south garages, in the surface parking lots and on Campus Way. Carpool parking and motorcycle spaces are available in the north and south garages, and disabled parking is clearly marked in all locations. Daily parking permits must be purchased upon entry at the nearby pay stations. Economical quarterly passes may be purchased from the cashier (CC1 103). Bicycle racks (both covered and uncovered) are available on the north side of the Cascadia Building, at both the street and the promenade levels. Bike lockers may be rented on a quarterly basis from the UWB Cashier Office. Students and staff are encouraged to support the college transportation management plan by walking, biking, carpooling and using public transportation whenever possible. Metro Transit, Sound Transit and Community Transit service the campus. U-passes and bus schedules are available in CC1 103.

Recycling

Environmental stewardship is a Cascadia value. Voluntary recycling is strongly encouraged. Recycling bins are provided in all campus buildings.

Security

Full-time security personnel will provide support to the campus community and help provide a safe environment for learning. To reach campus security in an emergency call 425.352.5222. For non-emergency call 425.352.5359.

Student ID Cards

Student ID cards provide access to the campus library and computer network. ID cards are issued in the Open Learning Center, CC1 060.

EMERGENCY COLLEGE CLOSURES

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 at 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. In the event of a building evacuation, please follow announcements as issued.
STUDENT PROGRAMS & ACTIVITIES

Students who want to make the most out of their college experience can get involved in the college’s Student Programs. Students at Cascadia have many opportunities to get involved in the college governance system or other activities and programs. Opportunities to learn at Cascadia extend far beyond the classroom. Research has shown that students who are involved in activities outside the classroom are more likely to succeed academically and complete a degree.

Students are invited to participate in any number of social, educational, cultural, leadership and recreational activities. Some of the leadership opportunities available include student government, student clubs and campus events. Students are encouraged to get involved in campus organizations and events to build lasting friendships, develop skills and participate in new experiences.

For more information about making the best out of your educational experience at Cascadia, students are encouraged to stop by the Student Programs Office in the Library Annex, LBA 204D.

Student Government
studentprograms@cascadia.ctc.edu
425.352.8307

Cascadia Student Government, or “CSG,” is the group of students who represent the entire student body (Associated Students of Cascadia Community College) in matters of college governance, legislation, clubs and activities.

Student Government meetings are held twice a month and are open to all interested students. The CSG is always looking for interested and concerned students willing to give time and energy for the benefit of the students at Cascadia. There are two elections held annually for Student Government positions. President, Vice President, Secretary and Treasurer are elected in spring. Other executive positions are appointed in spring.

Sports Program
studentprograms@cascadia.ctc.edu
425.352.8307

The sports program at Cascadia offers students the opportunity to participate in activities throughout the year. This program is student-driven and is based on interest and participation.

Cascadia Activities Board
studentprograms@cascadia.ctc.edu
425.352.8307

The Cascadia Activities Board (CAB) is a paid leadership opportunity available for students interested in coordinating a variety of campus events and activities. The CAB members coordinate social, educational, recreational and multicultural events for students and the community. Students can apply in the spring for the following academic year.

Past events include Movie Nights, Comedy Night, speaker series, Family Festival, Casino and Video Game Tournament, Cram Nights during finals weeks, and more!

Support Groups
studentprograms@cascadia.ctc.edu
425.352.8307

Cascadia Student Government provides weekly support groups for all students at Cascadia. General support groups are offered, and specific support groups will be added as needed.

Student Newspaper — The Commons
commons@bothell.washington.edu
425.352.5265

The student newspaper is a joint production by students from Cascadia Community College and the University of Washington, Bothell. The newspaper gives students a voice on campus as well as provides important information about campus events and issues.

Emerging Leaders
studentprograms@cascadia.ctc.edu
425.352.8307

The Emerging Leaders program provides an opportunity for Cascadia students to learn what it takes to become an effective leader through in-depth and hands-on workshops. These workshops include issues such as the qualities of an effective leader, event planning, communication, leadership in a multicultural society, working with teams, and the leadership positions available to students at Cascadia. Students conduct presentations at the end of the year on what they learned throughout the program and how they plan to utilize their new leadership skills and experiences. Students that successfully complete the program and meet its requirements are recognized at an academic/leadership awards reception during the spring quarter.

Student Clubs & Organizations
studentprograms@cascadia.ctc.edu
425.352.8307

Getting involved in clubs and student activities can be a very rewarding experience. Students are encouraged to join campus organizations to build lasting friendships, provide unique educational opportunities, and establish support systems of peers, faculty and staff advisors. Active clubs have included:

- Alive Music Club
- Anime Club
- Business Club
- Campus Crusade for Christ
- Cascadia Golf Club
- Black Student Union
- Club Gumbo (diversity club)
- Creative Arts Publication
- Drama Club
- Kodiak Dance Team
- Model United Nations
- Mountain Sports Club
- Pacific Islanders Club
- Phi Theta Kappa Honor Society
- Physics Club
- Wetlands Environmental Forum

Students are also encouraged to create new clubs and organizations. If you have any questions about clubs or activities, please contact Student Programs at the number listed above.

STUDENT RESOURCES

The Emerging Leaders program provides an opportunity for Cascadia students to learn what it takes to become an effective leader through in-depth and hands-on workshops. These workshops include issues such as the qualities of an effective leader, event planning, communication, leadership in a multicultural society, working with teams, and the leadership positions available to students at Cascadia. Students conduct presentations at the end of the year on what they learned throughout the program and how they plan to utilize their new leadership skills and experiences. Students that successfully complete the program and meet its requirements are recognized at an academic/leadership awards reception during the spring quarter.
DEGREE PROGRAMS

Academic Transfer

Associate in Integrated Studies (Direct Transfer Agreement)
The Associate in Integrated Studies (AIS) is a two-year, 90 credit degree that is equivalent to the first two years of a four-year baccalaureate degree. It is considered a Direct Transfer Agreement (DTA) because the AIS degree is designed to satisfy most (if not all) of the General Education Requirements of most public colleges and universities in Washington state. By virtue of this agreement, students will generally transfer with junior standing and fulfill most general education requirements. However, additional language requirements, minimum GPA requirements, application deadlines and submission of necessary documents may be required for admission by the baccalaureate institution. Preparation for specific majors can be done as a part of the AIS degree. See an advisor to design an individualized education plan.

Associate in Business (Direct Transfer Agreement)
The Associate in Business (AB) is a specialized focus degree in Business that also meets all of the criteria for the Direct Transfer Agreement (DTA). The AB degree is designed to satisfy most (if not all) of the General Education Requirements of most public colleges and universities in Washington state. This program is an entry pathway to four-year business degree preparation. The Associate in Business degree will help students design their DTA program so that it fulfills their lower division requirements and makes possible junior level transfer into the business major of most academic programs at public four-year institutions.

Associate in Science Transfer Degree
The Associate in Science transfer degree is designed for students who are interested in earning a two-year, 90-96 credit 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. Students seeking an AS or AIS degree should regularly discuss their educational plans with an advisor.

Professional Technical

Associate in Applied Science-Transfer

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 transfer degree that will typically require two years of study. Alternatively, students may choose to work toward a certificate that may be completed in one or more quarters. Degree programs include:

- Network Technology
- Software Programming Technology
- Web Technology

CERTIFICATE PROGRAMS

Professional Technical Certificates
Short-term Professional Technical Certification programs are available for:
- Computer Applications Specialist
- Digital Media
- Game Design
- Network Specialist
- Software Testing Specialist
- Technical Support Specialist
- Web Design Specialist
- Web Specialist

For more information, call 425.352.8383.

ADDITIONAL PROGRAMS

Training for Local Businesses
Cascadia programs can be designed specifically 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 designed for professionals. Certificate programs, classes and workshops are available in a variety of areas to upgrade skills, to 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 planning and investing, fitness, food & wine, health & wellness, home & garden, personal growth and writing.

**Distance Learning**
Cascadia’s distance 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 2005-06 academic year, Cascadia continues to be a part of Washington Online (WAOL), which offers distance learning throughout Washington state.

See the quarterly schedule of classes for distance learning classes offered by Cascadia and Washington Online.

**GRADUATION REQUIREMENTS**
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 at least a minimum of 2.0 cumulative GPA for all Cascadia Community College course work and all courses accepted in transfer from other colleges which are used to satisfy degree requirements. The grade from these transfer credits will not be averaged with the Cascadia Community College GPA and therefore transfer credits must also average 2.0.
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. Submit a completed Application for Graduation, which is available at www.cascadia.ctc.edu/InstructionalPrograms/graduationrequirements.asp or at Enrollment Services, CC1 103, and submit it and the $15 processing fee to the Cashier’s Office, CC1 103. See the quarterly schedule of classes for deadlines dates to submit the Application for Graduation.
8. If transferring to a four-year institution, students should seek information directly from that institution’s admissions office and from advisors in a chosen major at that school.
9. Students with no more than a two-quarter break (excluding summer) have the option of completing the program requirements in effect in the catalog at the time they first enrolled at Cascadia Community College or those in effect during their last quarter of attendance. See “Catalog Rights/Continuous Enrollment Policy” on page 3.

**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. Deadlines are:

- **Fall** quarter graduation — third week of summer quarter.
- **Winter** quarter graduation — third week of fall quarter.
- **Spring** quarter graduation — third week of winter quarter.
- **Summer** quarter graduation — second week of spring quarter.

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.

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**EDUCATIONAL AND CAREER PATHWAYS**

*Cascadia offers a variety of degrees and certificates for students.*

<table>
<thead>
<tr>
<th>Transfer Degrees:</th>
<th>Professional Technical Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Associate in Integrated Studies (AIS)</td>
<td>• Computer Applications Specialist</td>
</tr>
<tr>
<td>• Associate in Business (AIS)</td>
<td>• Data Warehousing</td>
</tr>
<tr>
<td>• Associate in Science (AS)</td>
<td>• Digital Media</td>
</tr>
<tr>
<td><strong>Track 1:</strong> Biological, Environmental &amp; Earth Sciences, Chemistry, Geology</td>
<td>• Game Design</td>
</tr>
<tr>
<td>• Associate in Applied Science (AAS-T)</td>
<td>• Network Specialist</td>
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<tr>
<td>• Network Technology</td>
<td>• Software Testing Specialist</td>
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<tr>
<td>• Software Programming Technology</td>
<td>• Technical Support Specialist</td>
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<tr>
<td>• Web Technology</td>
<td>• Web Design Specialist</td>
</tr>
<tr>
<td></td>
<td>• Web Specialist</td>
</tr>
</tbody>
</table>

**What program is right for me?**

- A student who wants to get a Bachelor of Arts Degree should start with an Associate in Integrated Studies Degree.
- A student who wants to earn a Bachelor of Science Degree should obtain an Associate in Science Degree, in either Track 1 or Track 2.
- A student interested in the web could start with a Web Design Specialist Certificate or an Associate in Applied Science Degree in Web Technology, and then move on to get a Bachelor of Science Degree or employment.
- A student interested in earning a Game Design Certificate could consider a couple of options for further education: an Associate in Integrated Studies Degree that could lead to a Bachelor of Arts Degree, or get an Associate in Applied Science Degree that could lead to employment or a Bachelor of Science Degree.
- Consult an advisor to see how you can work toward one of these goals.
TRANSFER DEGREE OPTIONS

Transfer Services
Cascadia’s Academic Advisors are available to students wishing to transfer to a four-year institution. Advisors help students plan for Cascadia’s graduation requirements, university admission requirements and the requirements of various majors.

University admissions representatives visit Cascadia every quarter to provide materials, answer questions and make individual appointments. For a schedule of university visits, or to arrange to meet with a Cascadia advisor, call 425.352.8383.

Start Your Bachelor’s Degree at Cascadia
Spend your first two years at Cascadia Community College then transfer under the Direct Transfer Agreement (includes the AIS, AS and AB degrees) to Washington state four-year public and private institutions. This degree is designed to fulfill most general education requirements for a baccalaureate degree program in Washington state. Articulation agreements among community colleges and universities also support transferring with the AAS-T degree. In addition, Cascadia has special agreements for transfer students available at the institutions listed below. Meet with an advisor for detail.

UNIVERSITY OF WASHINGTON, BOTHELL
The University of Washington, Bothell is a student-focused upper-division undergraduate and graduate university that shares a campus with Cascadia. We provide rich and rewarding education in a 21st century learning environment. Students choose from program options in business, education, nursing, computing, and interdisciplinary arts and sciences. Classes are offered day and evening, for full or part-time students. UW Bothell’s commitment over the past 14 years and continuing into the future is to provide high quality baccalaureate and graduate education to the region that we serve. Please see page 36 for more information. Visit us online at www.bothell.washington.edu.

THE EVERGREEN STATE COLLEGE
Evergreen students explore areas of interest in integrated programs that address themes from a variety of disciplines. A recent junior/senior level program featured a comprehensive analysis of the economic, cultural, political, technological and legal environments in which entrepreneurial organizations (for-profits and non-profits) compete. A major focus was the implication of current events in management strategy.

Popular areas of studies at Evergreen include: computer studies, counseling, environmental studies, film/video, fine/visual arts, humanities, performing arts and the sciences. Evergreen has approximately 4,000 undergraduate students, 18 percent minorities and a 21 to 1 student to faculty ratio. Transfer your Associate in Integrated Studies degree to Evergreen! For more information visit them online at www.evergreen.edu.

UNIVERSITY OF PHOENIX
University of Phoenix helps working adults develop the knowledge and skills to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

For more than a quarter of a century, the university has removed barriers to education for busy adults by providing accessible scheduling and rigorous degree programs centered on professional goals. The university’s focus on small interactive classes, highly personalized teaching and comprehensive academic accountability systems has won praise and recognition by noteworthy academic and business leaders.

The university is the largest private university in North America. Students can attend at any of the university’s 151 campuses and learning centers located throughout the U.S., Puerto Rico and Canada, or they may attend completely via the Internet through the university’s online campus.

The university is accredited by the Higher Learning Commission and is a member of the North Central Association. Contact them at 206.268.5800 or online at http://graduate.phoenix.edu.

ARGOSY UNIVERSITY
Argosy University is an institution of higher education founded on two strong principles: to equip students with the tools they need to compete in an evolving global marketplace, and, through an innovative distance-learning model, to provide access for students no matter where they live. Located in Seattle, Argosy offers general education and professional programs at the undergraduate, graduate, and postgraduate levels in the fields of business, education, psychology, and the health sciences. These degree programs are designed to instill the knowledge and skills of professional practices as well as to promote the values of higher education and social responsibility.

For more information, contact www.argosyu.edu/seattle.
PROGRAM LEARNING OUTCOMES

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 support 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, numbers, 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.
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
The Cascadia Mission and College outcomes point to the importance of being aware of the ways of culture—one’s own and those of others across the globe and history—inform, enrich, and at times limit learning and growth. To that end, the College has established this outcome.
Learn: Students will demonstrate interdisciplinary knowledge of the local, national and/or global experience of communities framed by intersections between class, race, gender, religion, national origin, sexual orientation and other identities.
Think: Learners will practice using a variety of conceptual and theoretical lenses and reflect on how these lenses provide alternative views of the experience and points of view of self, individual and group. As part of this practice, learners will think critically about structures of power and inequality.
Communicate: Learners will use concepts and theories to communicate interpretations of course content and articulate rationales for making decisions about responsible action in various walks of life.
Interact: Learners will recognize and articulate complex differences between and among their own cultures and others. As part of this practice, they will confront ways in which relations among individuals and groups are defined in terms of relations of power which make possible both conflict and collaboration.

Humanities
Languages, literature, the arts and philosophy are 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.

Content analysis: Learners will gain knowledge of the core content of at least two humanities disciplines and apply that knowledge through analysis, synthesis and evaluation.
Personalization: Learners will investigate the context and language of the human experience to examine and explore their everyday worlds and to expand their experience and understanding of other cultures and times.
Creative Expression: Learners will discover and use a creative process for self-expression to communicate an understanding and/or interpretation of human experience through visual, musical, dramatic, oral or written products.

Natural Sciences
Science literacy provides a foundation for informed citizenship in our increasing 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.

Social Sciences
To enhance social responsibility, learners in the social sciences expand their understanding of the nature and behavior of individuals as well as their interaction and organization in multiple cultural contexts.
Individual and Societal Levels of Analysis: Learners will analyze interrelationships between individual and socio-historical forces.
Diversity: Learners will evaluate how social structures impact diversity, inequality and social change.
Evaluation of Evidence: Learners will identify 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.
ASSOCIATE IN INTEGRATED STUDIES DEGREE (DTA)

This degree is designed for those students who are interested in earning a 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.

The Associate in Integrated Studies (AIS) is a two-year degree that is equivalent to the first two years of a four-year baccalaureate degree. It is considered a Direct Transfer Agreement (DTA) because the AIS degree is designed to satisfy most (if not all) of the General Education Requirements of most public colleges and universities in Washington state. By virtue of this agreement, students will generally transfer with junior standing and fulfill all or most general education requirements. 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 or programs within those colleges and universities give admission preference to transfer students who have completed the two-year transfer degree.

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 institution they will attend. The degree provides strong academic study and in itself provides excellent employment preparation for many careers. Planning guides are available in Educational Support Services, CC1 130.

DEGREE REQUIREMENTS

Associate in Integrated Studies degree requires at least 90 credit hours in college level courses (numbered 100 or above), a minimum cumulative 2.0 grade point average, a minimum of 25 credits in residence at Cascadia, and completion of all of the requirements for this degree.

FOUNDATIONS FOR COLLEGE SUCCESS (see distribution lists beginning on page 28) 23-25 CREDITS

Courses used in Foundations may not be used to satisfy Humanities, Natural Science or Social Science distribution requirements.

A. College Success (COLL 101 or COL 100 — must be completed within the first 45 credits at Cascadia): credits 3-5
B. Communication Skills (ENG 101and 102): 10 credits
C. Multicultural Communication (CMU/SOC 150): 5 credits
D. Quantitative or Symbolic Reasoning (Complete one course from the list in Foundations, Quantitative or Symbolic Reasoning on page 28): 5 credits

CULTURAL KNOWLEDGE REQUIREMENT (see distribution lists beginning on page 28) 5 CREDITS

Must be satisfied to be granted an associate transfer degree. The Cultural Knowledge Requirement is fulfilled by choosing one of the Humanities or Social Science courses designated CKR from the distribution lists. The courses that satisfy this requirement also count towards the corresponding distribution area.

HUMANITIES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 28) 15 CREDITS

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

NATURAL SCIENCES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 28) 15 CREDITS

Students must complete a minimum of 15 credits from the Natural Sciences Distribution List and meet the following requirements:

1. Courses must be chosen from at least two disciplines.
2. At least ten credits must be selected from physical (P), biological (B) and/or earth (E) sciences.
3. At least one lab course (LAB) must be included.

SOCIAL SCIENCE DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 28) 15 CREDITS

Students must complete a minimum of 15 credits from the Social Science Distribution List. Courses must be chosen from at least two different disciplines.

ELECTIVE CREDITS (see distribution lists beginning on page 28) 22 CREDITS+

In addition to the distribution requirements in all disciplines, students must complete sufficient elective credits in college level courses (numbered 100 or above) to bring the total credits for the AIS degree to 90. These credits may be selected from any combination of the distribution course lists.

TOTAL CREDITS FOR AIS COMPLETION: 90 CREDITS

A minimum 2.0 cumulative grade point average is required for this degree. Students must complete and submit an application for graduation to Enrollment Services for review and approval before the degree is granted. Students must include the graduation fee payment with the application form.

Please Note: Any courses added to the Cascadia Community College curriculum after the publishing of this planning guide, must be approved by the Student Learning Council and the Intercollege Relations Commission to determine whether the course meets general education, distribution area, general elective or restricted elective requirements.
ASSOCIATE IN BUSINESS DEGREE (DTA)

The Associate in Business Degree—Direct Transfer Agreement requires at least 90 college level credits with a minimum 2.0 cumulative GPA, a minimum of 25 credits completed in residence, and satisfaction of all requirements. University admission requirements vary—consult with an advisor for specific information.

DEGREE REQUIREMENTS

FOUNDATIONS FOR COLLEGE SUCCESS (see distribution lists beginning on page 28) 23-25 CREDITS

Courses used in Foundations may not be used to satisfy Humanities, Natural Science or Social Science distribution requirements.

A. College Success (COL 101 or COL 100 — must be completed within the first 45 credits at Cascadia): credits 3-5
B. Communication Skills (ENG 101 and 102): 10 credits
C. Multicultural Communication (CMU/SOC 150): 5 credits
D. Quantitative Reasoning (MATH 135): 5 credits

CULTURAL KNOWLEDGE REQUIREMENT (see distribution lists beginning on page 28) 5 CREDITS

The Cultural Knowledge Requirement is fulfilled by choosing one of the Humanities or Social Science courses designated CKR from the distribution lists.

HUMANITIES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 28) 15 CREDITS

Completion of a minimum of 15 credits from the Humanities Distribution List chosen from at least 2 different disciplines. No more than 5 credits may be included from those courses designated HP as performance/skills, applied theory or lecture/studio courses. Only one class of world language at the 100 level may be included. The following are required:

A. Public Speaking (SPCMU 220): 5 credits
B. Cultural Knowledge Requirement (see above): 5 credits
C. Humanities Distribution List: 5 credits

NATURAL SCIENCES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 28) 15 CREDITS

Completion of a minimum of 15 credits from the distribution list chosen from at least 2 different disciplines, and include at least 5 credits of a lab course (LAB). At least 10 credits required in physical, earth and/or biological sciences. The following are required:

A. Math (MATH 125, Prerequisite: MATH 115): 5 credits
B. Lab Science: 5 credits
C. Additional course from Natural Science Distribution List: 5 credits

SOCIAL SCIENCES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 28) 15 CREDITS

Completion of a minimum of 15 credits from the distribution list chosen from at least 2 different disciplines. The following are required:

A. Economics sequence (ECON 201/202): 10 credits
B. Political Science (check with an advisor for specific University & Business School requirements): 5 credits

REQUIRED ELECTIVE CREDITS (see distribution lists beginning on page 28) 20-25 CREDITS

A. Accounting sequence (ACCTG 210/ACCTG 220/ACCTG 230): 15 credits
B. Business Law or Introduction to Law **: 5 credits
C. Foreign Language, Computer Competency, Intro to Business, or Elective**

** Check with an advisor for specific University & Business School requirements.

TOTAL CREDITS FOR ASSOCIATE IN BUSINESS COMPLETION: 90 CREDITS

SPECIFIC UNIVERSITY INFORMATION

Lower-division requirements for Washington public university business schools may vary.

1. MATH 130 (Calculus) is also accepted. Eastern WA University’s business program requires Finite MATH 115. EWU will also accept MATH 110 & 120. Central WA University requires a minimum of pre-calculus. Meet with an Advisor for clarification.
2. WA State University’s business school requires public speaking (SPCMU 220). A Political Science course is required and psychology, sociology, or anthropology is recommended.
3. UW Seattle, Bothell, & Tacoma have an entry requirement of 2 years High School foreign language or 2 quarters of college level foreign language. Students not admitted to the School of Business and select an alternative major from the College of Arts & Sciences are required to show proficiency in a 3rd quarter of foreign language.
4. Western WA University’s Manufacturing Management requires an Intro Chemistry and Intro to Physics.
5. POI 200 satisfies the law course requirement for UW Seattle, Bothell, & Tacoma, CWU, and WWU. Meet with an Advisor for other law course requirements. Seattle University does not require a law course for entry to the School of Business. WA State University School of Business requires a course comparable to their MIS 250.
6. EWU requires ENG 271 Intermediate Composition.
ASSOCIATE IN SCIENCE TRANSFER DEGREE

The Associate in Science Transfer degree is 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/Resource/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 an advisor for full details.

ASSOCIATE IN SCIENCE TRANSFER (TRACK 1) DEGREE REQUIREMENTS

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

**FOUNDATIONS FOR COLLEGE SUCCESS** *(see distribution lists beginning on page 28)*  
28 CREDITS

Courses used in Foundations may not be used to satisfy Humanities, Natural Science or Social Science distribution requirements.

A. College Success (COLL 101 or COL 100 — must be completed within the first 45 credits at Cascadia): credits 3-5  
B. Communication Skills (ENG 101 and 102): 10 credits  
C. Multicultural Communication (CMU/SOC 150): 5 credits  
D. Quantitative or Symbolic Reasoning (Math 130 and Math 140): 10 credits

**CULTURAL KNOWLEDGE REQUIREMENT** *(see distribution lists beginning on page 28)*  
5 CREDITS

Must be satisfied to be granted an AS degree. The Cultural Knowledge Requirement is fulfilled by choosing one of the Humanities or Social Science courses designated CKR from the distribution lists. The courses that satisfy this requirement also count towards the corresponding distribution area.

**HUMANITIES DISTRIBUTION REQUIREMENT** *(see distribution lists beginning on page 28)*  
5-10 CREDITS

Students must complete a minimum of 5 credits from the Humanities Distribution 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 HP as performance/skills. Only one class of world language at the 100 level may be included.

**NATURAL SCIENCES DISTRIBUTION REQUIREMENT** *(see distribution lists beginning on page 28)*  
38-53 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 noted.

A. Chemistry sequence (CHEM 142/152/162): 18 credits  
B. Third quarter calculus (MATH 150) or statistics (MATH 235): 5 credits  
C. Biology (BIOL 201/202/203) or physics (calculus-based: PHYS 121/122/123 or algebra-based: PHYS 114/115/116) 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.

**SOCIAL SCIENCE DISTRIBUTION REQUIREMENT** *(see distribution lists beginning on page 28)*  
5-10 CREDITS

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

**ELECTIVE CREDITS** *(see distribution lists beginning on page 28)*

Remaining elective credits should be planned with the help of an advisor based on the requirements of the specific major at the baccalaureate institution the student selects to attend. Elective credits may be selected from any of the distribution and elective courses.

**RESTRICTED ELECTIVES** *(see distribution lists beginning on page 28)*

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 on the distribution lists.

**Please Note:** Professional/technical courses (BIT) numbered 100 or above may be considered restricted electives, with a 15 credit maximum transferability. Consult an advisor.

**TOTAL CREDITS FOR ASSOCIATE IN SCIENCE DEGREE COMPLETION:** 90 MINIMUM CREDITS
ASSOCIATE IN SCIENCE TRANSFER (TRACK 2) DEGREE REQUIREMENTS

Computer Science, Atmospheric Science & Physics

FOUNDATIONS FOR COLLEGE SUCCESS (see distribution lists beginning on page 28) 28 CREDITS
Courses used in Foundations may not be used to satisfy Humanities, Natural Science or Social Science distribution requirements.
A. College Success (COLL 101 or COLL 100 — must be completed within the first 45 credits at Cascadia): credits 3-5
B. Communication Skills (ENG 101 and 102): 10 credits
C. Multicultural Communication (CMU/SOC 150): 5 credits
D. Quantitative or Symbolic Reasoning (MATH 130 and MATH 140): 10 credits

CULTURAL KNOWLEDGE REQUIREMENT (see distribution lists beginning on page 28) 5 CREDITS
Must be satisfied to be granted an AS degree. The Cultural Knowledge Requirement is fulfilled by choosing one of the Humanities or Social Science courses designated designated CKR from the distribution lists. The courses that satisfy this requirement also count towards the corresponding distribution area.

HUMANITIES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 28) 5-10 CREDITS
Students must complete a minimum of 5 credits from the Humanities Distribution 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.

NATURAL SCIENCES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 29) 31 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 noted.
A. Physics (calculus-based PHYS 121/122/123 or algebra-based PHYS 114/115/116) sequence: 15 credits
B. Computer programming (BIT 142): 5 credits
C. Third quarter calculus or approved statistics course (MATH 150 or MATH 235): 5 credits
D. Chemistry with lab (CHEM 142) required for engineering majors: 6 credits; others select 5 credits of science based on advising: 5 credits

SOCIAL SCIENCE DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 29) 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.

ELECTIVE CREDITS (see distribution lists beginning on page 29)
Remaining elective credits should be planned with the help of an advisor based on the requirements of the specific major at the baccalaureate institution the student selects to attend. Elective credits may be selected from any of the distribution and elective courses.

RESTRICTED ELECTIVES (see distribution lists beginning on page 29)
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 from courses on the distribution lists.
Please note that professional/technical courses (BIT) numbered 100 or above may be considered restricted electives, with a 15 credit maximum transferability. Consult an advisor.

TOTAL CREDITS FOR ASSOCIATE IN SCIENCE DEGREE COMPLETION: 90 MINIMUM CREDITS
Foundations for College Success
Must be completed within the first 45 credits at Cascadia.

**COLLEGE SUCCESS***

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
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<tr>
<td>COLL 101</td>
<td>College Strategies</td>
<td>3</td>
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<tr>
<td>OR</td>
<td>COLL 100</td>
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**COMMUNICATION SKILLS**
Two English courses and
one Multicultural Communication course.
Each course is 5 credits.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>College Composition</td>
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<tr>
<td>ENG 102</td>
<td>Writing from Research</td>
<td>5</td>
</tr>
<tr>
<td>CMU 150</td>
<td>Multicultural Communication</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td>SOC 150</td>
<td>5</td>
</tr>
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**QUANTITATIVE OR SYMBOLIC REASONING**

<table>
<thead>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 107</td>
<td>Mathematics: A Practical Art</td>
<td>5</td>
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<tr>
<td>OR</td>
<td>MATH 110</td>
<td>5</td>
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<tr>
<td>OR</td>
<td>MATH 115</td>
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</tr>
<tr>
<td>OR</td>
<td>MATH 120</td>
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</tr>
<tr>
<td>OR</td>
<td>MATH 130</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td>MATH 140</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td>MATH 135</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td>BIT 142</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td>ECON 201</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td>PHIL 120</td>
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</table>

*Students transferring to Cascadia with 45 or more applicable credits do not need to enroll in “College Success” courses. However, these credits must be replaced with elective coursework.

**Humanities Distribution List**

**American Sign Language**
ASL 101 American Sign Language
ASL 102 American Sign Language
ASL 103 American Sign Language

**Art**
ART 110 2D Design (HP)
ART 121 Drawing (HP)
ART 130 The Experience of Art

**Chinese**
CHI 101 Elementary Chinese I
CHI 102 Elementary Chinese II
CHI 103 Elementary Chinese III

**Cinema**
CINEM 201 The American Cinema
CINEM 211 World Cinema (CKR)
CINEM 221 World Literature and Cinema (CKR, DL)
CINEM 279 Writing for Digital, Film and Television Arts (DL, HP)

**Communication**
CMU 203 Media in U.S. Society (CKR)
CMU 211–213 Applied News Writing (HP)
CMU 250 Media Ethics and Law (HP)

**Drama**
DRAMA 101 Introduction to Drama (DL)
DRAMA 152 Acting (LAB)
DRAMA 153 Acting (LAB)

**English**
ENG 201 Experience of Literature
ENG 211 World Literature Survey (CKR)
ENG 212 World Literature Themes (CKR)
ENG 221 World Literature and Cinema (CKR, DL)
ENG 251 U.S. Literature Survey
ENG 252 U.S. Literature Themes
ENG 259 Introduction to Drama (DL)
ENG 270 Technical Writing (HP)
ENG 271 Intermediate Composition (HP)
ENG 274 Writing Poetry (HP)
ENG 277 Introduction to Fiction Writing (HP)
ENG 279 Writing for Digital, Film, and Television Arts (DL, HP)

**French**
FREN 101 Elementary French I
FREN 102 Elementary French II
FREN 103 Elementary French III
FREN 201 Intermediate French I
FREN 202 Intermediate French II
FREN 203 Intermediate French III

**Humanities**
HUMAN 111 World Culture and Heritage (CKR, DL)
HUMAN 112 World Culture and Heritage (CKR, DL)
HUMAN 113 World Culture and Heritage (CKR, DL)
HUMAN 120 Regional Life and Culture
HUMAN 125 Cultures of Environmental Consciousness in America (formerly Human 150) (CKR)

**Japanese**
JAPAN 101 Elementary Japanese I
JAPAN 102 Elementary Japanese II
JAPAN 103 Elementary Japanese III
JAPAN 201 Intermediate Japanese I
JAPAN 202 Intermediate Japanese II
JAPAN 203 Intermediate Japanese III

**Music**
MUSIC 250 Music of the World

**Philosophy**
PHIL 101 Philosophical Questions
PHIL 115 Critical Thinking
PHIL 120 Introduction to Logic (Q)
PHIL 150 Ethics & Social Problems
PHIL 240 Introduction to Philosophical Ethics

**Spanish**
SPAN 101 Elementary Spanish I
SPAN 102 Elementary Spanish II
SPAN 103 Elementary Spanish III
SPAN 201 Intermediate Spanish I
SPAN 202 Intermediate Spanish II
SPAN 203 Intermediate Spanish III

**Speech Communication**
SPCMU 101 Speech Communication
SPCMU 220 Public Speaking
SPCMU 290 Group Communication

**Natural Sciences Distribution List**

**Anthropology (B)**
ANTH 201 Physical Anthropology

**Astronomy (E)**
ASTR 101 Survey of Astronomy (LAB)

**Biology (B)**
BIOL 118 Human Anatomy
BIOL 120 Survey of the Kingdoms (LAB)
BIOL 160 Diversity and Evolution
BIOL 201 General Cell Biology (LAB)
BIOL 202 General Zoology (LAB)
BIOL 203 General Botany (LAB)
BIOI 210 Human Anatomy and Physiology I (LAB)
BIOI 211 Human Anatomy and Physiology II (LAB)
BIOI 215 Microbiology (LAB)

Chemistry (P)
CHEM 120 Intro to General Chemistry (LAB)
CHEM 139 Preparation for General Chemistry
CHEM 142 General Chemistry I (LAB)
CHEM 152 General Chemistry II (LAB)
CHEM 162 General Chemistry III (LAB)
CHEM 220 Intro to Organic/Biochemistry (LAB)

Environmental Science (E)
ENVS 110 Our Changing Planet (LAB)
ENVS 150 Themes and Methods in Environmental Sciences
ENVS 210 Ecology of Puget Sound (LAB)

Geography (E)
GEOG 120 Regional Environments and People

Geology (E)
GEOL 101 Introduction to Geological Science (LAB)
GEOL 230 Geology of the Northwest National Parks (LAB)

Math
MATH 120 Pre-calculus 2 (Q)
MATH 125 Calculus for Business & Life Sciences
MATH 130 Calculus & Analytic Geometry I (Q)
MATH 135 Introduction to Statistics & Probability (Q)
MATH 140 Calculus & Analytic Geometry II (Q)
MATH 150 Calculus & Analytic Geometry III
MATH 160 Calculus & Analytic Geometry IV
MATH 208 Linear Algebra
MATH 214 Discrete Math
MATH 216 Introduction to Organic/Biochemistry

Geography (E)
GEOG 120 Regional Environments and People

Geology (E)
GEOL 101 Introduction to Geological Science (LAB)
GEOL 230 Geology of the Northwest National Parks (LAB)

Math
MATH 120 Pre-calculus 2 (Q)
MATH 125 Calculus for Business & Life Sciences
MATH 130 Calculus & Analytic Geometry I (Q)
MATH 135 Introduction to Statistics & Probability (Q)
MATH 140 Calculus & Analytic Geometry II (Q)
MATH 150 Calculus & Analytic Geometry III
MATH 160 Calculus & Analytic Geometry IV
MATH 208 Linear Algebra
MATH 214 Discrete Math
MATH 216 Introduction to Organic/Biochemistry

Social Sciences Distribution List
Anthropology
ANTH 202 Cultural Anthropology
ANTH 203 Archaeology (CKR)

Business
BUS 101 Introduction to Business

Economics
ECON 201 Principles of Microeconomics (Q)
ECON 202 Principles of Macroeconomics

History
HIST 111 World Culture and Heritage (CKR, DL)
HIST 112 World Culture and Heritage (DL) (CKR)
HIST 113 World Culture and Heritage (DL) (CKR)
HIST 121 U.S. History to 1865
HIST 122 U.S. History since 1865
HIST 150 Multicultural U.S. History (CKR)

Political Science
POLI 101 Introduction to Politics
POLI 102 Introduction to International Relations
POLI 200 Principles of Law
POLI 202 U.S. Politics and Government
POLI 204 Comparative World Politics
POLI 205 Politics of the Middle East and North Africa

Psychology
PSYCH 101 Principles of Psychology
PSYCH 131 Sex and Gender (CKR, DL)
PSYCH 171 Human Relations (CKR, DL)
PSYCH 205 Psychological Disorders
PSYCH 206 Human Development through the Life Span

Sociology
SOC 101 Sociological Imagination
SOC 131 Sex and Gender (CKR, DL)
SOC 151 American Ethnic Cultures (CKR)
SOC 251 Organizational Behavior (DL)

Restricted 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 listed below.

BIOI 205 General Cell Biology Problem Session
BIOI 206 General Zoology Problem Session
BIOI 207 General Botany/Problem Session
BIT 100 Computer Basics 1
BIT 101 Computer Basics 2
BIT 102 Network Design Concepts
BIT 105 Careers in Information Technology
BIT 107 Video Game Industry
BIT 108 Computer Applications
BIT 111 Office Applications in the Workplace
BIT 112 Web Authoring 1
BIT 113 User Interface Development
BIT 114 Visual Design for the WWW
BIT 116 Scripting
BIT 118 XML
BIT 122 Applications Certification Prep.
BIT 126 Network Client Systems
BIT 127 Linux Client/Server Basics
BIT 150 Introduction to Keyboarding
BIT 151 Introduction to Computer Hardware
BIT 152 Windows Basic
BIT 153 Using the Internet
BIT 154 Beginning Word Processing
BIT 155 Advanced Word Processing
BIT 156 Beginning Spreadsheet
BIT 157 Advanced Spreadsheet
BIT 158 Beginning Database
BIT 159 Advanced Database
BIT 160 Digital Imaging
BIT 161 Vector Graphics
BIT 162 UNIX Basics
BIT 163 Beginning PowerPoint
BIT 164 Microsoft Outlook
BIT 166 Basics of Software Testing
BIT 167 Network Certification Preparation
BIT 168 Interactive Authoring
BIT 175 Web Authoring 3
BIT 176 Game Design
BIT 196 Individualized Project
BIT 197 Work-based Learning in BIT
BIT 198 Special Topics in BIT
BIT 199 Service Learning for BIT
BIT 202 Budget and Resource Planning
BIT 205 Organizational Behavior
BIT 206 Developing and Tracking Budgets

Elective Credits
ACCTG 210 Financial Accounting I
ACCTG 220 Financial Accounting II
ACCTG 230 Managerial Accounting
BIT 115 Introduction to Programming
BIT 142 Intermediate Programming (Q)
BIT 143 Programming Data Structures
BUS 251 Organizational Behavior (DL)
BUS 105 Introduction to Education
SOC 251 Organizational Behavior (DL)

BIOI 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 245 Enterprise Applications
BIT 250 Information Systems Security
BIT 251 Network Security
BIT 252 Writing Secure Software
BIT 254 Advanced Computer Security
BIT 255 Object Oriented Design
BIT 260 Desktop Applications
BIT 261 Distributed Applications
BIT 265 Structures and Algorithms
BIT 266 Advanced Software Testing
BIT 270 Software Engineering
BIT 275 Database Design
BIT 276 Database Integration
BIT 277 Data Warehouse Industry Perspective
BIT 280 Web Server 1
BIT 285 Web Application Programming
BIT 286 Web Applications 2 – eBusiness Solutions
BIT 296 Individualized Project
BIT 297 Work-based Learning in BIT
BIT 298 Special Topics in BIT
BIT 299 Service Learning for BIT
COLL 110 Study Strategies
COLL 101 College Strategies
COLL 110 e-Portfolio
COLL120 Assessment of Prior Learning
EDU 102 Field Experience in Education
EDU 198 Special Topics Course
EDU 205 Perspectives in Teaching & Learning
EDU 298 Special Topics Course
ENG 100 College Reading/Writing
HUMAN 196/296 Individualized Project
HUMAN 197/297 Internship
HUMAN 298 Special Topics Course
HUMAN 199/299 Service Learning
MATH 105 Budget and Resource Planning
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
SOC 196/296 Individualized Project
SOC 197/297 Internship
SOC 198/298 Special Topics Course
SOC 199/299 Service Learning
Professional Technical Degrees in:

- Network Technology
- Software Programming Technology
- Web Technology

Candidates for this degree must complete a minimum of 99-106 credit hours in an approved Network Technology, Software Programming Technology or Web 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 Dean (or designee).

The curricula for Business and Information Technology at Cascadia Community College were designed to include the best elements of current research with 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 workplace 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 workplace 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 & 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. 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. See page 35 for certificate program requirements.
AAS-T Degree in Network Technology

Network Technology Learning Outcomes

Analysis and design of a network of hardware and software

- Gather data to identify customer requirements
- Identify, interpret and evaluate system and network requirements
- Define scope of work
- Review network architecture, topology, interdependencies and constraints
- Research technical alternatives and analyze technical options
- Participate in design review
- Prepare overall design and integration plan for new processes, protocols and equipment
- Recommend selection of architecture, topology, hardware and software

Configuration and Implementation

- Plan and document system configuration
- Implement new system configuration
- Perform workstation configuration and software loading
- Support, track and document change implementation
- Assist in the development of deployment plan and methods
- Develop and implement security procedures

Testing and Troubleshooting

- Define and document test specifications
- Develop test plan and procedures
- Schedule and perform testing
- Document, interpret and report test results

Monitoring and Management

- Analyze system performance to baseline
- Monitor and report component, security and connectivity problems
- Perform functional verifications and system audits
- Make recommendations for system optimization and improvement
- Generate and present reports

Administration and Maintenance

- Setup and maintain user accounts
- Develop maintenance and upgrade plans
- Schedule and coordinate network maintenance
- Apply maintenance, updates and process changes
- Coordinate, communicate and document changes
- Perform system backups and restore data
- Manage inventory
- Document maintenance activities

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.

General Education Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>ENG 101</td>
<td>College Composition</td>
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<tr>
<td>MATH</td>
<td>Any course designated</td>
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<tr>
<td>“Quantitative Reasoning (Q)”</td>
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<td></td>
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<td>SOC 251</td>
<td>Organizational Behavior</td>
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Program Requirements

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<tr>
<td>BUS 101</td>
<td>Introduction to Business</td>
<td>5</td>
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<tr>
<td>BIT 102</td>
<td>Network Design Concepts</td>
<td>5</td>
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<tr>
<td>BIT 105</td>
<td>Careers in Information Technology</td>
<td>2</td>
</tr>
<tr>
<td>BIT 112</td>
<td>Basics of Web Authoring</td>
<td>5</td>
</tr>
<tr>
<td>BIT 115</td>
<td>Introduction to Programming</td>
<td>5</td>
</tr>
<tr>
<td>BIT 126</td>
<td>Network Client Systems</td>
<td>5</td>
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<tr>
<td>BIT 127</td>
<td>Linux</td>
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<tr>
<td>BIT 162</td>
<td>Unix Basics</td>
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<td>BIT 167</td>
<td>Certification Preparation</td>
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<td>BIT 197</td>
<td>BIT Work-based Learning</td>
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<td>BIT 225</td>
<td>Server Operating Systems and</td>
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<tr>
<td>Client Integration</td>
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<td>BIT 231</td>
<td>Cisco 2</td>
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<td>BIT 232</td>
<td>Cisco 3</td>
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<td>BIT 233</td>
<td>Cisco 4</td>
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<tr>
<td>BIT 240</td>
<td>Internet Protocol Services</td>
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<td>BIT 242</td>
<td>Active Directory</td>
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<tr>
<td>BIT 245</td>
<td>Enterprise Applications</td>
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<td>BIT 250</td>
<td>Information Systems Security</td>
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<tr>
<td>BIT 297</td>
<td>BIT Work-based Learning</td>
<td>4</td>
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TOTAL CREDITS: 99

Note: Prerequisites required, see advisor for placement.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>BIT 100</td>
<td>Computer Basics 1</td>
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<tr>
<td>BIT 101</td>
<td>Computer Basics 2</td>
<td>7</td>
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<tr>
<td>BIT 158</td>
<td>Beginning Database</td>
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<tr>
<td>BIT 154</td>
<td>Beginning Word Processing</td>
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Networking Technology Program

Six Quarter Suggested Sequence

<table>
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<tr>
<th>Semester</th>
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<td>Fall 2005</td>
<td>BIT 100</td>
<td>5</td>
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<tr>
<td>BIT 101</td>
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<td>5</td>
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<tr>
<td>BIT 154</td>
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<tr>
<td>Winter 2006</td>
<td>BIT 158</td>
<td>5</td>
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<tr>
<td>BUS 101</td>
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<td>BIT 102</td>
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<tr>
<td>BIT 154</td>
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<td>5</td>
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<tr>
<td>Quarter Two</td>
<td>Winter 2006</td>
<td>5</td>
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<tr>
<td>BIT 126</td>
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<td>5</td>
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<td>BIT 225</td>
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<td>BIT 115</td>
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<td>Fall 2006</td>
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<td>BIT 233</td>
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<td>BIT 240</td>
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<td>Quarter Four</td>
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<td>5</td>
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<tr>
<td>BIT 115</td>
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<td>BIT 232</td>
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<td>5</td>
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<tr>
<td>BIT 240</td>
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<tr>
<td>Quarter Five</td>
<td>Winter 2007</td>
<td>5</td>
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<tr>
<td>BIT 115</td>
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<tr>
<td>BIT 233</td>
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<tr>
<td>BIT 242</td>
<td></td>
<td>5</td>
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<tr>
<td>BIT 197/297</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Quarter Six</td>
<td>Winter 2007</td>
<td>5</td>
</tr>
<tr>
<td>BIT 154</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>BIT 250</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>BIT 197/297</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

*To progress as stated, in the sequence, it is assumed that students are ready to take college level Math and English. If not, the prerequisite quarter and summer should be used to prepare.
Software Programming Technology Learning Outcomes

Perform analysis
- Gather data to identify customer requirements
- Define scope of work
- Define system and software requirements
- Establish measurable performance requirements
- Develop test requirements
- Gather data on development standards
- Develop high-level systems and functional specifications
- Determine security requirements

Develop structure
- Choose an architecture
- Identify major subsystems and interfaces
- Assist with selecting design tools
- Develop models
- Validate design scheme and models

Design and develop program
- Develop design and interface specifications
- Identify system platform, components and dependencies
- Develop appropriate data model
- Prepare and conduct design review
- Identify maintenance requirements
- Create and test prototypes
- Review and provide input to user documentation
- Incorporate security requirements into design

Implement program
- Write code
- Perform unit testing
- Integrate subsystems
- Lead and/or participate in peer code review
- Resolve defects and rework code
- Revise and adapt existing code

Test software program
- Develop test plan and system
- Develop test procedures
- Perform tests
- Document test results and make recommendations

Validate program
- Perform user acceptance test
- Validate user documentation
- Validate security features

Release product
- Participate in development of release plan
- Train technical support staff
- Participate in development of user training plan
- Transition to new system
- Evaluate, correct and document defects
- Evaluate, implement and documents enhancements

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

TOTAL CREDITS 106

Software Programming Program

Fall 2005 Start
Quarter One
- Fall 2005
  - BIT 112
  - BIT 115
  - BIT 275

Quarter Two
- Winter 2006
  - BIT 116
  - BIT 276
  - MATH 110*

Quarter Three
- Spring 2006
  - BIT 105
  - BIT 113
  - BIT 142

Quarter Four
- Fall 2006
  - BIT 143
  - BIT 260

Quarter Five
- Winter 2007
  - BIT 255
  - BIT 261
  - BIT 265

Quarter Six
- Spring 2007
  - BIT 102
  - BIT 270

*To progress as stated in the sequence, it is assumed that students will be ready to take MATH 110 or 115 in winter quarter of the first year, as it is a prerequisite to other sequenced courses.

The following classes may be taken in any order in any quarter where offered: BUS 101, ENG 101, SOC 251, BIT 157, BIT 158, BIT 159, BIT 162, BIT 197/297.

This degree is 106 credits. Summer quarter enrollment is optional, however, it is recommended as it will reduce the credit load required to complete the sequence in 6 quarters.
Web Technology

Learning Outcomes

Perform content and technical analysis
- Gather data to identify customer requirements
- Research content
- Define scope of work
- Prepare and present functional and technical specifications
- Develop and present concept alternatives
- Prepare preliminary application
- Create and refine preliminary design/mockup
- Review technical considerations and constraints
- Design site security measures
- Develop project plan

Develop web applications and sites
- Develop site map and application models
- Select design tools and programming language
- Produce graphics and layout elements
- Create or adapt content
- Write supporting code
- Develop supporting databases
- Perform unit and integration testing

Implement application and site design
- Develop and implement usability testing
- Plan and coordinate customer acceptance testing
- Plan rollout
- Facilitate move to production system
- Hand off to customer and/or user

Maintain applications
- Update content
- Integrate customer feedback
- Perform application maintenance
- Recommend application and site improvements
- Document application and site changes

Manage web environments
- Evaluate and recommend web hardware, software and third-party solutions
- Set up server software and hardware
- Manage server
- Support disaster recovery

Manage enterprise-wide web activities
- Define and manage development standards
- Train designers and developers
- Evaluate web technologies and standards
- Provide quality customer service

AAS-T DEGREE IN WEB TECHNOLOGY

Web technicians develop and maintain websites, including the web server. They may use a web programming language or development software to create web pages. They work with content experts to ensure that the web content meets the needs of the company. Many websites, 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.

General Education Requirements

<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>MATH 110</td>
<td>Pre-calculus</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 115</td>
<td>College Algebra for Business and Life Sciences</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHL 120</td>
<td>Introduction to Logic</td>
<td>5</td>
</tr>
<tr>
<td>SOC 251</td>
<td>Organizational Behavior (Human Relations)</td>
<td>5</td>
</tr>
<tr>
<td>BIT 158</td>
<td>Beginning Database</td>
<td>1</td>
</tr>
<tr>
<td>BIT 159</td>
<td>Advanced Database</td>
<td>1</td>
</tr>
<tr>
<td>BIT 160</td>
<td>Digital Imaging</td>
<td>1</td>
</tr>
<tr>
<td>BIT 161</td>
<td>Vector Graphics</td>
<td>1</td>
</tr>
</tbody>
</table>

Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 101</td>
<td>Introduction to Business</td>
<td>5</td>
</tr>
<tr>
<td>BIT 102</td>
<td>Network Design Concepts (with Cisco 1)</td>
<td>6</td>
</tr>
<tr>
<td>BIT 105</td>
<td>Careers in Information Tech</td>
<td>2</td>
</tr>
<tr>
<td>BIT 112</td>
<td>Basics of Web Authoring</td>
<td>5</td>
</tr>
<tr>
<td>BIT 113</td>
<td>User Interface Development</td>
<td>5</td>
</tr>
<tr>
<td>BIT 115</td>
<td>Introduction to Programming</td>
<td>5</td>
</tr>
<tr>
<td>BIT 116</td>
<td>Scripting</td>
<td>5</td>
</tr>
<tr>
<td>BIT 142</td>
<td>Intermediate Programming</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIT 255</td>
<td>Object Oriented Design</td>
<td>5</td>
</tr>
<tr>
<td>BIT 275</td>
<td>Information Systems Security</td>
<td>5</td>
</tr>
<tr>
<td>BIT 276</td>
<td>Database Design</td>
<td>5</td>
</tr>
<tr>
<td>BIT 280</td>
<td>Database Integration</td>
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<tr>
<td>BIT 285</td>
<td>Web Server Administration</td>
<td>5</td>
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<tr>
<td>BIT 286</td>
<td>Web Application Programming</td>
<td>5</td>
</tr>
<tr>
<td>BIT 286</td>
<td>E-Business Solutions</td>
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</table>

Eight credits must be completed from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 197</td>
<td>BIT Work-based Learning</td>
<td>8</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 100

Web Technology Program

Six Quarter Suggested Sequence

Fall 2005 Start

Quarter One
- Fall 2005
- BIT 112
- BIT 115

Quarter Two
- Winter 2006
- BIT 113
- BIT 116
- MATH *

Quarter Three
- Spring 2006
- BIT 105
- BIT 175
- BIT 255 (Preferred)
- OR
- BIT 142
- BIT 280

* To progress as stated in the sequence, it is assumed that students will be ready to take MATH 110 or 115 in winter quarter of the first year, as it is a prerequisite to other sequenced courses.

The following classes may be taken in any order in any quarter where offered: BUS 101, ENG 101, BIT 251, BIT 158, BIT 159, BIT 160, BIT 161.

BIT 197/297 may be taken in any quarter but preferred following BIT 113.

Summer quarter enrollment is optional, however, it is recommended that students who need to take additional math levels to achieve placement in a MATH 110 or 115 use summer quarter to prepare.
CERTIFICATE REQUIREMENTS

Professional Technical Certificates
A Certificate of Proficiency is awarded for the following programs to students who complete the requirements:

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

Skill Upgrade Certificates
A Certificate is awarded for the following programs to students who complete the requirements:

- Digital Media
- Game Design

Web Design Specialist Certificate
Web Design Specialists will be able to design websites 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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 110</td>
<td>2-Dimensional Design</td>
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<tr>
<td>BIT 105</td>
<td>Careers in Info Technology</td>
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<tr>
<td>BIT 112</td>
<td>Basics of Web Authoring</td>
<td>2</td>
</tr>
<tr>
<td>BIT 119</td>
<td>User Interface Development</td>
<td>5</td>
</tr>
<tr>
<td>BIT 175</td>
<td>Multimedia for the WWW</td>
<td>5</td>
</tr>
<tr>
<td>BIT 158</td>
<td>Beginning Database</td>
<td>1</td>
</tr>
<tr>
<td>BIT 160</td>
<td>Digital Imaging</td>
<td>1</td>
</tr>
<tr>
<td>BIT 161</td>
<td>Vector Graphics</td>
<td>1</td>
</tr>
<tr>
<td>BIT 275</td>
<td>Database Design</td>
<td>5</td>
</tr>
<tr>
<td>BIT 197/297</td>
<td>Work-based Learning</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 37

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.

General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>College Reading/ Writing</td>
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</tr>
<tr>
<td>ENG 101</td>
<td>College Composition</td>
<td>5</td>
</tr>
<tr>
<td>BIT 150-162</td>
<td>Selected Instructional Modules</td>
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<tr>
<td>MATH 105</td>
<td>Budget/Resource Planning</td>
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</tr>
<tr>
<td>MATH 107</td>
<td>Mathematics a Practical Art</td>
<td>5</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Pre-calculus 1</td>
<td>3-5</td>
</tr>
<tr>
<td>MATH 115</td>
<td>College Algebra for Business and Life Sciences</td>
<td>5</td>
</tr>
<tr>
<td>MATH 135</td>
<td>Introduction to Statistics and Probability</td>
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</tr>
<tr>
<td>PHIL 120</td>
<td>Introduction to Logic</td>
<td>5</td>
</tr>
<tr>
<td>SOC 251</td>
<td>Organizational Behavior</td>
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<td>SOC 171</td>
<td>Human Relations</td>
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Technical Class Requirements

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>BIT 105</td>
<td>Careers in Info Technology</td>
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<td>BIT 112</td>
<td>Basics of Web Authoring</td>
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<td>BIT 119</td>
<td>User Interface Development</td>
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<td>Scripting</td>
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<td>BIT 175</td>
<td>Multimedia for the WWW</td>
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<td>BIT 275</td>
<td>Database Design</td>
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<td>BIT 285</td>
<td>Web Application Programming</td>
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<tr>
<td>BIT 197/297</td>
<td>Work-based Learning</td>
<td>2</td>
</tr>
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</table>

TOTAL CREDITS 54-59

Software Testing Specialist 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.

General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>College Reading/ Writing</td>
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<td>ENG 101</td>
<td>College Composition</td>
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<td>BIT 150-159</td>
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<td>MATH 105</td>
<td>Budget/Resource Planning</td>
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<td>MATH 107</td>
<td>Mathematics a Practical Art</td>
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<td>MATH 110</td>
<td>Pre-calculus 1</td>
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<td>MATH 115</td>
<td>College Algebra for Business and Life Sciences</td>
<td>5</td>
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<tr>
<td>MATH 135</td>
<td>Introduction to Statistics and Probability</td>
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<td>PHIL 120</td>
<td>Introduction to Logic</td>
<td>5</td>
</tr>
<tr>
<td>SOC 251</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>SOC 171</td>
<td>Human Relations</td>
<td>2-5</td>
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Technical Class Requirements

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIT 101</td>
<td>Computer Basics 2</td>
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<tr>
<td>BIT 105</td>
<td>Careers in Info Technology</td>
<td>2</td>
</tr>
<tr>
<td>BIT 112</td>
<td>Basics of Web Authoring</td>
<td>5</td>
</tr>
<tr>
<td>BIT 113</td>
<td>User Interface Development</td>
<td>5</td>
</tr>
<tr>
<td>BIT 115</td>
<td>Introduction to Programming</td>
<td>5</td>
</tr>
<tr>
<td>BIT 116</td>
<td>Scripting</td>
<td>5</td>
</tr>
<tr>
<td>BIT 142</td>
<td>Intermediate Programming</td>
<td>5</td>
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<tr>
<td>BIT 197</td>
<td>Work-based Learning</td>
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<tr>
<td>BIT 166</td>
<td>Basics of Software Testing</td>
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<tr>
<td>BIT 266</td>
<td>Advanced Software Testing</td>
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</tbody>
</table>

TOTAL CREDITS 61-66
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.

Technical Support Specialist Certificate

Technical Support graduates will have the skills to provide technical support on basic software and hardware issues to customers and employees. Specific outcomes will include the ability to utilize many different software applications; troubleshoot and solve technical problems; use resources to find solutions; and work patiently and efficiently with people who are under pressure and need assistance immediately. Technical Support students take the following classes:

**Technical Class Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 101</td>
<td>Computer Basics 2</td>
<td>7</td>
</tr>
<tr>
<td>BIT 102</td>
<td>Network Design Concepts (with Cisco 1)</td>
<td>6</td>
</tr>
<tr>
<td>BIT 105</td>
<td>Careers in Info Technology</td>
<td>2</td>
</tr>
<tr>
<td>BIT 150-162</td>
<td>Selected Instructional Modules</td>
<td>6</td>
</tr>
<tr>
<td>BIT 112</td>
<td>Basics of Web Authoring</td>
<td>5</td>
</tr>
<tr>
<td>BIT 126</td>
<td>Network Clients Systems</td>
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</tr>
</tbody>
</table>

**TOTAL CREDITS** 31

**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.

**Technical Class Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>College Reading/Writing</td>
<td>5</td>
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<tr>
<td>MATH 107</td>
<td>Mathematics a Practical Art</td>
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<tr>
<td>MATH 110</td>
<td>Pre-calculus 1</td>
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<td>MATH 115</td>
<td>College Algebra for Business and Life Sciences</td>
<td>5</td>
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<tr>
<td>MATH 135</td>
<td>Introduction to Statistics and Probability</td>
<td>5</td>
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<tr>
<td>PHIL 120</td>
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<tr>
<td>SOC 251</td>
<td>Organizational Behavior</td>
<td>5</td>
</tr>
<tr>
<td>SOC 171</td>
<td>Human Relations</td>
<td>2-5</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 31

**Digital Media**

This short certificate provides technical training in digital techniques for current traditional animators and an overview of animation processes for multimedia developers and other content providers. It also provides an introduction to the range of applications available in the field (TV, WWW, DVD, CD-ROM, Games) for students planning to take further animation coursework. No prerequisites are required, but some courses require co-enrollment or are sequential within the series.

**Technical Class Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 121</td>
<td>Drawing</td>
<td>5</td>
</tr>
<tr>
<td>BIT 112</td>
<td>Interactive Authoring</td>
<td>4</td>
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<tr>
<td>BIT 176</td>
<td>Game Design</td>
<td>5</td>
</tr>
<tr>
<td>BIT 277</td>
<td>Writing for Digital, Film and TV Arts</td>
<td>5</td>
</tr>
<tr>
<td>HUM 279</td>
<td>Working for Film and Television Arts</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 19

**Game Design**

This short certificate will provide an overview of the gaming industry, the processes of game production, fundamentals of game design, as well as history and future trends. It is designed to appeal to current content developers and entrepreneurs wishing to position themselves in the growing game industry as well as students exploring the gaming field as a basis for future studies. No prerequisites are required to begin the program, but some courses are sequential, require co-enrollment within the series, or require completion of courses that are not part of the series.

**Technical Class Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIT 107</td>
<td>Video Game Industry</td>
<td>5</td>
</tr>
<tr>
<td>BIT 168</td>
<td>Interactive Authoring</td>
<td>4</td>
</tr>
<tr>
<td>ENG 279</td>
<td>Writing for Digital, Film and TV Arts</td>
<td>5</td>
</tr>
<tr>
<td>HUM 279</td>
<td>Working for Film and Television Arts</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 19

**Data Warehousing**

This short certificate introduces the student to the database design that allows management of large, multidimensional data sets. Prerequisites: knowledge of Access, or completion of BIT 158 and BIT 159.

**Technical Class Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 158</td>
<td>Database Design</td>
<td>5</td>
</tr>
<tr>
<td>BIT 159</td>
<td>Database Integration</td>
<td>5</td>
</tr>
<tr>
<td>BIT 277</td>
<td>Data Warehouse Design Concepts</td>
<td>5</td>
</tr>
<tr>
<td>BIT 278</td>
<td>Data Warehouse Industry Perspective</td>
<td>2</td>
</tr>
<tr>
<td>BIT 279/297</td>
<td>Internship</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 19

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.
TRANSFER OF CREDITS

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. 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. Students should work closely with academic advisors before attempting to transfer courses that are specialized components of a two-year professional/technical program.
- Cascadia students may earn credits beyond the 90 necessary for the degree. Students should be advised, however, that it is the transfer institution who will determine how those excess credits may be used. Credits completed at the lower-division level rarely supplant credits required at the upper-division level. Usually, 90 additional credits will be required at the upper-division level 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 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 at least two quarters before transfer to be sure that all requirements will be met and all regulations are observed to the satisfaction of the baccalaureate institution.

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 an advisor for more information.)
3. No more than 15 credits of courses that are listed in the AIS degree as "restricted electives" can be transferred.

Transfer of Credits to University of Washington, Bothell

Cascadia Community College is co-located with the University of Washington, Bothell (UWB). Students are encouraged to consult the UWB program planning sheets at www.bothell.washington.edu to learn more about available UWB programs and Cascadia courses that prepare students for majors at UWB. Cascadia advisors and UWB advisors can provide students with information about UWB admission requirements and to help ensure a smooth transition to UWB programs from Cascadia.

Beginning fall quarter 2005, eligible Cascadia Community College students can apply to be admitted to the UW Bothell through the dual enrollment program. The three UWB programs participating in the dual enrollment program are Business, Computing and Software Systems, and Interdisciplinary Arts and Sciences. This will provide students with the opportunity to begin taking classes in their majors while completing their Associates Degree. See page 22 for more information.

ACADEMIC POLICIES

Academic Standing

Academic Standards

Cascadia Community College is committed to facilitating the academic success of students. The primary purpose of the Academic Standards and Progress Policy is to quickly identify and alert students with low academic achievement and provide those students with assistance to improve their academic performance. Additionally, the policy is intended to ensure students are making progress toward their educational goals.
In 2003, the Legislature of the State of Washington established a law requiring colleges to develop policies “to ensure that undergraduate students complete degree and certificate programs in a timely manner in order to make the most efficient use of instructional resources and provide capacity within the institution for additional students.” WAC 131-12-080 requires that student academic progress policies address:

1. Students who remain on academic probation for more than one quarter;
2. Students who accumulate more than 125% of the number of credits required to complete their degree or certificate programs; and
3. Students who drop more than 25% of their course load before the grading period for the quarter ends, which prevents efficient use of instructional resources.

**Level I – Academic Alert**

Students will be placed on Academic Alert at the end of any quarter when the following occurs:

- Have attempted 30 credit hours or more and
- Quarterly credit hours completed are less than 75% of the credits attempted for two consecutive quarters. This includes students who receive a W, V, NC, I or 0.0 grade.

Students placed on Academic Alert will be sent a letter that outlines the legislative concerns regarding efficient use of instructional resources and encourages students to prepare carefully for degree and certificate completion by using campus career and educational planning resources. There is no appeal process to this level of intervention.

**Level II – Academic Warning**

Students carrying five or more credits will be placed on Academic Warning at the end of any quarter in which one of the following occurs:

- Quarterly GPA is below 2.0
- Have attempted 30 credit hours or more and quarterly credits completed are less than 75% of the credits attempted for a third consecutive quarter. This includes students who receive a W, V, NC, I or 0.0 grade.

Students placed on Academic Warning will be sent a letter that offers effective study tips and strongly encourages students to take advantage of college support resources for educational planning. There is no appeal process to this level of intervention.

Students who fail to make satisfactory progress over time will be placed on the next level of academic intervention.

**Level III – Academic Probation**

Students carrying five or more credits will be placed on Academic Probation at the end of any quarter in which one of the following occurs:

- Quarterly GPA is below 2.0 for a second consecutive quarter
- Have attempted 30 credit hours or more and quarterly credits completed are less than 75% of the credits attempted, for the fourth consecutive quarter. This includes students who receive a W, V, NC, I or 0.0 grade.

Students placed on Academic Probation will be required to complete an Academic Success Plan that outlines steps for improving the student's academic performance. A student on Academic Probation will be required to submit this plan to a designated advisor and the advisor may adjust the student's plan. Registration will be blocked for a student on Academic Probation until the student secures advisor approval to enroll in specific classes. There is no appeal process to this level of intervention.

**Level IV – Academic Suspension**

Students carrying five or more credits will be placed on Academic Suspension at the end of any quarter in which one of the following occurs:

- Quarterly GPA is below 2.0, for a third consecutive quarter
- Have attempted 30 credit hours or more and quarterly credits completed are less than 75% of the credits attempted, for the fifth consecutive quarter. This includes students who receive a W, V, Z, NC, I or 0.0 grade.

Students placed on Academic Suspension will not be permitted to register for any courses for credit the subsequent quarter. Students who are suspended at the end of spring quarter may not attend summer or fall quarters. While suspended, students may not participate in events or activities reserved for students.

Suspended students will be blocked from registering. Students who enrolled for classes prior to suspension status will be administratively withdrawn, and tuition paid will be refunded.

Students placed on Academic Suspension will be sent a letter that outlines the appeal process for immediate reinstatement. To be considered for immediate reinstatement, students must show proof of circumstances over which they did not have control and/or proof of making measurable and substantial progress towards improving their grade point average. Students must contact an academic advisor to initiate this process.

All appeals are reviewed by the academic standards committee.

**Reinstatement After Suspension**

A suspended student may petition for reinstatement to the College after a waiting period of at least one quarter (not counting summer quarter).

The student must arrange for an appointment with an advisor at least four (4) weeks prior to the beginning of the quarter that the student wants to attend. Prior to the advising appointment, the student must prepare a written plan that includes:

- the student’s short-term educational goals
- specific plans to overcome barriers and improve the student’s academic progress
- proposed course schedule.

The advisor will adjust the plan with the student and outline specific conditions that the student must meet for reinstatement. These specific conditions, a proposed schedule, and the student’s academic plan will be forwarded to the Dean for Student Success Services for review. If approved, the student will continue on probationary status Level III until satisfactory academic progress has been met for two quarters or longer. Notification will be sent to the student outlining conditions of reinstatement.

**Excessive Credits Policy**

Students in a degree or certificate program may not take college-level courses in excess of 150% of the credits needed to complete a degree. To assist students in meeting this standard, the college will monitor progress at three critical stages and intervene as specified. Only college-level credits will be monitored.
Stage I – 85% of Completion
When students reach 85% of the number of credits required for their degree or certificate, students will receive direct notification from Educational Support Services.

• Students will be required to work with an advisor to develop an academic plan that assures completion of remaining requirements in a timely manner.
• The advisor will review credit completion policies with students and emphasize the potential consequences of exceeding 125% of the credits required for a degree or certificate.

Stage II – 125% of Completion
When students reach 125% of the number of credits required for their degree or certificate, students will receive direct notification from Educational Support Services.

• Registration will be blocked.
• Registration will be restricted to courses relevant to a student’s academic plan. Courses will be identified by way of advisor signature on the appropriate registration form indicating the courses included in the plan.
• Students will need to register in person and will not be able to web register.
• Students who feel inappropriately restricted may appeal to the Dean for Student Success Services.

Stage III – 150% of Completion
When students reach 150% of the number of credits required for their degree or certificate, students will receive direct notification from Educational Support Services.

• Registration will be blocked.
• Student may appeal the registration block with the Dean for Student Success Services.
• Students who fail to appeal or whose appeal is denied, may choose to register for courses and pay a tuition surcharge of 25%.

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 who earned a cumulative grade point average of 3.9 or higher are named to the President’s List.

In addition, students who maintain a cumulative grade-point average of 3.9 to 4.0 shall be designated President’s Scholars at graduation. Students will be honored for their highest level of achievement.

Eligibility for this list is determined by the college administration. As such, the standards governing eligibility are subject to periodic review and possible change. Any such changes will be posted in the Enrollment Services area and communicated to students through the college’s website.

*Mandatory P/Z/0.0 courses are excluded from this requirement.

Vice Presidents’ 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 who achieve a quarterly grade-point average of 3.9 or higher have their name placed on the Vice Presidents’ List and shall be designated Vice President Scholar at graduation. Students will be honored for their highest level of achievement.

Eligibility for this list is determined by the college administration. As such, the standards governing eligibility are subject to periodic review and possible change. Any such changes will be posted in the Enrollment Services area and communicated to students through the college’s website.

*Mandatory P/Z/0.0 courses are excluded from this requirement.

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 duplicate credits earned may not be used to satisfy graduation requirements. If a student transfers to another college or university, the receiving institution may accept credits and recalculate the GPA according to its own policies.

A student may request a Fresh Start only once by contacting the Dean for Student Success.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0–3.9</td>
<td>A</td>
</tr>
<tr>
<td>3.8–3.5</td>
<td>A-</td>
</tr>
<tr>
<td>3.4–3.2</td>
<td>B+</td>
</tr>
<tr>
<td>3.1–2.9</td>
<td>B</td>
</tr>
<tr>
<td>2.8–2.5</td>
<td>B-</td>
</tr>
<tr>
<td>2.4–2.2</td>
<td>C+</td>
</tr>
<tr>
<td>2.1–1.9</td>
<td>C</td>
</tr>
<tr>
<td>1.8–1.5</td>
<td>C-</td>
</tr>
<tr>
<td>1.4–1.2</td>
<td>D+</td>
</tr>
<tr>
<td>1.1–0.9</td>
<td>D</td>
</tr>
<tr>
<td>0.8–0.7</td>
<td>D-</td>
</tr>
<tr>
<td>0.0–0.6</td>
<td>F</td>
</tr>
</tbody>
</table>
### Letter Grade Designations

Cascadia Community College will use the following letter grades for credit classes, as appropriate.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POLICY</th>
<th>OUTCOMES</th>
<th>PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>Course in Progress — this grade is assigned when instructors teach courses that extend beyond the end of the quarter or for courses which are continuous.</td>
<td>Grade is not calculated in GPA by Cascadia and no credit is awarded for the course.</td>
<td>At the time when grades are due, an H will be awarded. Upon the completion of the course, the instructor will award the final grades, which will replace the H grades.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete — this grade may be given when requested by the student and approved by instructor. A grade of I is appropriate when the student (a) has already completed a majority of work for the course, (b) is unable to finish the remaining coursework during the current quarter, and (c) is able to complete the coursework with no additional instruction. <strong>Note</strong>: Student must complete work in the quarter following the quarter in which the I is given (not including the summer quarter); a one quarter extension may be granted in certain unusual circumstances, at the instructor’s discretion.</td>
<td>Student receives grade based on previously completed coursework and contracted work if that work is submitted by contract date. Student receives the grade designated on the contract if contracted work is not completed by contract date. This grade may adversely affect student's ability to register in subsequent quarters (see AP2: 1.10.01 and AP2: 1.10.03 Academic Standards and Progress Policy).</td>
<td>Student makes a written request for an I to the instructor of record for the respective course. Student and instructor draft and sign an Incomplete Contract, which delineates work to be completed and indicates what grade will be given if the contracted work is not completed in the allotted time. The instructor submits grade change form after contracted work is submitted and graded. Extenuating circumstances that change the contract deadline will require a revised Incomplete Contract to be signed.</td>
</tr>
<tr>
<td>N</td>
<td>Audit — this grade may be given when requested by the student and approved by the instructor (required after the end of the second week of the quarter) that an audit status is appropriate. The student participates in coursework at the instructor’s discretion, but no credit is earned.</td>
<td>Grade is not calculated in GPA by Cascadia and no credit is awarded for the course.</td>
<td>Up to the end of the second week of the quarter, students may initiate, without instructor’s permission, a change to or from audit status. From weeks three through six of the quarter, instructor permission is required. After the sixth week, no change in status may be made. <strong>Note</strong>: This timeline is adjusted for summer quarter. Please see the Summer Schedule of Classes for dates.</td>
</tr>
<tr>
<td>V</td>
<td>Unofficial Withdrawal (Vanished) — this grade is given to a student who attends briefly or rarely and does not withdraw with a W grade.</td>
<td>This grade will be computed as a 0.0 in GPA calculations and no credit is awarded for the course. This grade may adversely affect student's ability to register in subsequent quarters (see AP2: 1.10.01 and AP2: 1.10.03 Academic Standards and Progress Policy).</td>
<td>Instructor indicates V grade and reports the student’s last date of attendance.</td>
</tr>
<tr>
<td>W</td>
<td>Official Withdrawal — this grade is assigned when the student withdraws from a class with instructor permission in weeks three through six of the quarter. After the sixth week, no official withdrawals may be made. <strong>Note</strong>: This timeline is adjusted for summer quarter. Please see the Summer Schedule of Classes for dates.</td>
<td>Grade is not calculated in GPA by Cascadia and no credit is awarded for the course. This grade may adversely affect student's ability to register in subsequent quarters (see AP2: 1.10.01 and AP2: 1.10.03 Academic Standards and Progress Policy).</td>
<td>Student brings withdrawal form to instructor for approval and submits the signed form to Enrollment Services. Students may not withdraw from a course to avoid penalty for violation of academic honesty.</td>
</tr>
<tr>
<td>Z</td>
<td>Hardship Withdrawal — this grade may be given when requested by the student and approved by the instructor. This grade reflects a crisis and/or unusual, extreme circumstance which has interfered or interrupted the student’s ability to attend class and complete the remaining coursework for the quarter.</td>
<td>Grade is not calculated in GPA by Cascadia and no credit is awarded for the course. This grade may adversely affect student's ability to register in subsequent quarters (see AP2: 1.10.01 and AP2: 1.10.03 Academic Standards and Progress Policy).</td>
<td>Student makes a written request to the instructor of record for the respective course. Request is considered by the instructor on a case-by-case basis.</td>
</tr>
<tr>
<td>A</td>
<td>Administrative Drop</td>
<td>Students who do not attend class or during the first two class days of the quarter (and do not contact the instructor) may be dropped from the class roster at the instructor’s discretion. <strong>Note</strong>: This drop is not automatic. This procedure is also used to drop a student when a prerequisite has not been met.</td>
<td>Student is dropped from the class. Faculty assesses class attendance and then drops students from the class using a Group Drop Form. This action is not automatic; students should drop unattended classes to avoid receiving a 0.0.</td>
</tr>
</tbody>
</table>

### Financial Aid Students

Financial Aid students should consult with the Student Financial Services Office to determine the impact of dropping classes or earning no credit in courses per the Financial Aid Satisfactory Academic Progress policy. Financial Aid students who earn zero credits in a quarter (including any combination of the grades listed above and 0.0 grades) may owe a repayment to the college.
Repeating a Course
Students may repeat any course a maximum of two times (enroll in the class up to three times). The most recent grade will automatically 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)
Students’ quarterly grade point averages are calculated as follows:

1. The number of credits for a course multiplied 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 course awarding numerical grades to obtain the 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 Grade 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 that the grade was awarded in error.
2. Grade changes will be made at any time if due to an administrative error in grade recording.

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.

Grade Appeals Process
Cascadia Community College believes in the right of all students to receive a fair and equitable review process when a complaint arises. Therefore, the following procedures will govern all grade review requests. These procedures will ensure that the grade awarded was not an arbitrary or capricious evaluation of the student’s mastery of the subject.

Students who believe they received an improper final grade shall have until the end of the subsequent quarter to appeal. For example, if the final grade was given in fall quarter, it must be appealed no later than the end of winter quarter. However, if the grade was given in spring quarter the complaint may be appealed through the last day of the next fall quarter. Students are responsible for retaining all papers, tests, and projects from the class in question.

Note: The Appeal Process is not available to a student in a case where the grade has been given as a result of disciplinary action.

Informal Process — Resolution Between Student and Faculty
The student initiates the grade appeal process initially by speaking to the appropriate instructor. This process should facilitate good faith efforts on the part of both the student and faculty member (see note below) to resolve the matter.

Note: In the event that the instructor is no longer employed by the college, or is away from the campus for an extended period of time, the Dean for Student Learning will appoint two faculty members to review the student’s work and the grade which is under appeal. The grade can only be changed upon the recommendation of both faculty members. If there is no agreement, the grade shall remain as awarded.

Formal Process with the Dean for Student Learning
If the informal resolution with the instructor is not reached, the student can initiate a formal grade appeal process by contacting the Dean for Student Learning in written form (email acceptable). Once the Dean for Student Learning has received the written appeal, he/she has ten (10) days in which to discuss the situation with the instructor and the student. The student must make him or herself reasonably available to meet with the Dean for Student Learning. The Dean for Student Learning has another ten (10) days following his/her discussion(s) with the instructor and student within which to make a written recommendation to the student which may include:

1. To deny the request for a change of grade.
2. To move forward with grade appeal and convene the Hearing Committee.

If the Dean for Student Learning convenes the Hearing Committee, the decision of the Hearing Committee shall be final.

Appeal of the Dean for Student Learning’s Decision to Deny the Grade Change
If the student wishes to appeal the Dean for Student Learning’s decision to deny the grade change, it should be done within five (5) days of receipt of the Dean for Student Learning’s decision. The written appeal should be submitted to the Executive Vice President for Student Learning and should stipulate the reasons for the appeal. The Executive Vice President for Student Learning has ten (10) days following his or her receipt of the appeal to review the documents and meet with the student. The Executive Vice President for Student Learning has another ten (10) days following his or her meeting with the student to make a written recommendation to the student which may include:

1. To uphold the decision of the Dean for Student Learning and deny the request for a change of grade which will end the appeal process.
2. To move forward with grade appeal and request the Dean for Student Learning convene a Hearing Committee.

If the recommendation is to have the Grade Appeal Hearing Committee convene, the Executive Vice President for Student Learning will review the procedures of the Hearing Committee with the student.

Composition of the Grade Appeal Hearing Committee
The Grade Appeal Hearing Committee will be drawn from a pool of twelve (12) volunteer faculty members (approved in advance, by the Executive Vice President...
other students who may serve as student and/or faculty advocates.

The instructor and the student will have a maximum of 30-minutes each in which to present their case. The Hearing Committee may vote to extend the 30-minute limit to an additional amount of time and provide the same number of minutes to both the student and instructor.

The Hearing Committee will render their decision within ten (10) business days of the hearing. The decision of the Committee is final and the appeals process ends.

If there is a tie vote by the Hearing Committee the Executive Vice President for Student Learning shall review the record of the hearing committee and render a decision. The decision of the Executive Vice President for Student Learning shall be final.

Copies of the decision will go to the Executive Vice President for Student Learning, the student, and the instructor; and a copy also will be placed in the student’s file.

Credit & Placement Information

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

National Standardized Tests — Cascadia accepts the results of some national standardized tests for placement or credit. Examples would include specific exams among those offered by Advanced Placement (AP), and International Baccalaureate (IB).

Credit By Examination — For certain skill-based courses, credit by examination may be available.

Documented Experience — Advanced placement in professional-technical programs is possible for documented prior experience that is equivalent to coursework at Cascadia. This experience might be from the military, industry or courses completed through continuing education.

Enrollment in College 120, Assessment of Prior Learning — Students may earn credit for prior college-level learning that has occurred outside the traditional classroom setting by enrolling in College 120. This course will assist the student to develop a portfolio that demonstrates and documents the knowledge and skills the student has acquired through non-traditional means.

A maximum of 20 credits of this work may be applied to degree or certificate requirements. These credits will not be included as part of the 25-credit residence requirement that students must earn at Cascadia in order to graduate. Please see an advisor for further clarification.

Transfer Credits

Course work from other colleges will be evaluated upon request. Only course work from regionally accredited institutions will be accepted. A maximum of 65 credits will be accepted.

Earning Credits

The regular college year is divided into three quarters of 11 weeks each, plus a condensed summer session. Credits may be earned from several modes of learning: class lectures and lab sessions, independent study and internships, and distance learning, such as telecourses and online courses. One credit is allowed for each hour of lecture period or two hours of laboratory per week during the regular academic session. 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 an advisor.

The following course credit loads require the following approvals:

1. Up to 20 credits during first quarter (academic courses) — Academic Advisors only.

2. For all subsequent quarters students may enroll (either in person or online) for up to 20 credits, pending eligibility.

3. More than 20 credits — Dean for 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 make up
exam as soon as possible. In any case, students must communicate directly with the instructor about make up exams.

Final examinations are held at the end of each quarter and are listed in the final examinations schedule on the Cascadia website.

**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 Integrity Policy Statement**

WAC 132Z-115-060

Admission to Cascadia Community College carries with it the presumption that students will conduct themselves with high standards of academic honesty and integrity.

Hallmarks of Academic Integrity include:

- Submitting work that reflects original thoughts and ideas
- Clearly citing other people’s work when using it to inform your own
- Seeking permission to use other people’s creative work
- Fully contributing to group work and projects

Students who choose not to uphold the hallmarks of integrity are therefore considered engaging in academic dishonesty.

Academic dishonesty is defined as any act of course-related dishonesty, including but not limited to cheating or plagiarism.

(a) Cheating includes, but is not limited to, using, or attempting to use, any material, assistance or source which has not been authorized by the instructor to satisfy any expectation or requirements in an instructional course, or obtaining, without authorization, test questions or answers or other academic material that belong to another.

(b) Plagiarism includes, but is not limited to, using another person’s ideas, words or other work in an instructional course without properly crediting that person.

(c) Academic dishonesty also includes, but is not limited to, submitting in an instructional course either information that is known to be false (while concealing that falsity) or work that is substantially the same as that previously submitted in another course (without the current instructor’s approval).

(d) Academic dishonesty also includes taking credit for the work of others when working in groups or otherwise.

Any act of cheating and/or plagiarism is strictly prohibited and will be subject to disciplinary action. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the academic process and integrity while ensuring due process. Students are expected to adhere to guidelines on academic honesty as stated by individual instructors in their course syllabi, provided those guidelines do not contradict policies and procedures established in the Student Code of Conduct. All documented violations of the academic honesty policy will be reported to the Vice President for Student Success, who shall maintain a record of violations. Students who violate the academic honesty policy twice will be placed on Disciplinary Probation. Students who violate the academic honesty policy subsequently (a third time) will be placed on Disciplinary Suspension.

**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 official transcripts of permanent records
2. withhold diplomas or certificates as the college deems necessary
3. refuse to enroll, drop or withdraw classes as the college deems necessary.

For more information on Academic Holds, contact the Enrollment Services Office at 425.352.8860.

**Instructional Grievances**

Students are encouraged to discuss concerns about their class with the appropriate instructor. If concerns persist, the Dean for Student Learning 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 Student Rights and Responsibilities section of the Student Handbook, which is available on the Cascadia website.
ACCOUNTING

ACCTG 210  
Financial Accounting I  
5 credits

This course is an introduction to business accounting for the corporation. Learners will develop expertise in measuring, recording, classifying, analyzing, and interpreting financial statements. Emphasis is placed on the analysis of corporate assets. Technology use will be integrated into the content of the course, principally the use of spreadsheet software. See syllabus for calculator/computing requirements and spreadsheet software training options. Prerequisite(s): Eligible for enrollment in MATH 120, or co-enrollment in MATH 110/115. Successful completion of or co-enrollment in BIT 156 or equivalent experience.

ACCTG 220  
Financial Accounting II  
5 credits

This course is a continuation of ACCTG 210. Learners will develop expertise in measuring, recording, classifying, analyzing, and interpreting corporate business financial practices and gain an understanding of the use of financial statements in financial analysis. Technology use will be integrated into the content of the course. See syllabus for calculator/computing requirements and spreadsheet software training options. Prerequisite(s): Completion of ACCTG 210 with a grade of 2.0 or higher.

ACCTG 230  
Managerial Accounting  
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. See syllabus for calculator/computing requirements and spreadsheet software training options. Prerequisite(s): Completion of ACCTG 210 and ACCTG 220 with grades of 2.0 or higher.

AMERICAN SIGN LANGUAGE

ASL 101  
American Sign Language  
5 credits

H - 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 turn-taking. To develop their ability to understand and to express themselves in ASL, students converse in ASL during every class period. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

ASL 102  
American Sign Language  
5 credits

H - 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(s): Completion of ASL 101 with a grade of 2.0 or higher.

ASL 103  
American Sign Language  
5 credits

H - 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(s): Completion of ASL 102 with a grade of 2.0 or higher.

ANTHROPOLOGY

ANTH 201  
Biological Anthropology  
5 credits

NS - 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(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

ANTH 202  
Cultural Anthropology  
5 credits

SS - 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(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

ANTH 203  
Archaeology  
5 credits

CKR, SS - Students in this course will evaluate investigations of the human past by looking at material remains across time and space. Students will learn to critically evaluate archaeological methodologies and explanatory theories; will understand the relationship of archaeology to anthropological concerns; will recognize the broad variation existing in the human record, and will develop critical thinking skills through the application of archaeological research practices and procedures. Note: This class meets the cultural knowledge requirement. Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

ART

ART 110  
2-Dimensional Design  
5 credits

HP - 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(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100. (LAB)
ART 121  
Drawing  
HP - This is a beginning studio drawing course. The approach is simultaneously theoretical and technical, combining hands on exercises with readings. The course will explore the fundamental elements of design as they relate to drawing: line, shape, value, texture, form, gesture, perspective and space. The course will include an exploration of the fundamentals of pictorial form, principles of composition, organization and structure, both in theory and practice. The course will work with developing visual literacy and fine tuning visual skills and perceptions while refining technical ability. The theoretical emphasis is to express individual ideas and feelings, in the development of a personal artistic vision. (LAB)

ART 130  
The Experience of Art  
H - In this course, students examine their own emotional experience of art and think critically about its role and effects 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(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

ASTRONOMY

ASTR 101  
Survey of Astronomy  
NS - 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(s): Completion of MATH 075 with a grade of 2.0 or higher or placement by testing in MATH 085. (LAB)

BIOLOGY

BIOL 118  
Human Anatomy/Physiology for Non-Science Majors  
NS - Introduction to the systems of the human body. Structures and functions of these systems will be stressed along with unifying principles such as nutrition, sex, environment, exercise. This course is a non-lab non-major course. It is not intended for science or allied health majors. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100. Co-enrollment with or completion of MATH 095 with a grade of 2.0 or higher.

BIOL 120  
Survey of the Kingdoms  
NS - 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. (LAB)

BIOL 160  
Diversity and Evolution of Living Organisms  
NS - Students will study evolution as an example of scientific theory and scientific methods. They will gain an understanding of the processes of evolutionary biology. Then they will use that understanding to examine the species concept, natural selection, speciation, and the diversity of the Kingdoms of life on earth. The course will also examine the adaptations organisms have to their environments and interactions between living organisms. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100. Co-enrollment with or completion of MATH 095 with a grade of 2.0 or higher.

BIOL 201  
General Cell Biology  
NS - 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(s): Co-enrollment with or completion of CHEM 120 or CHEM 142 with grades of 2.0 or higher. (LAB)

BIOL 202  
General Zoology  
NS - Students will examine the major taxa of animals relative to their structure and function. They will be able to recognize the phylogenetic relationships among animals as well as the ecological relationships within the kingdom. Prerequisite(s): Completion of BIOL 201 with a grade of 2.0 or higher. (LAB)

BIOL 203  
General Botany  
NS - 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(s): Completion of BIOL 201 with a grade of 2.0 or higher. (LAB)

BIOL 205  
General Cell Biology Problem Session  
Students will explore applications and theory that would supplement Biology 201: Cellular Biology. Students will review major concepts of the lecture and lab of the course through extra lecture time, working problems, discussion of current and applied topics with the instructor and peers as well as discussion of lab results and applications and other activities to be successful in Biology 201. Prerequisite(s): Co-enrollment with BIOL 201 and co-enrollment or completion of CHEM 120 or CHEM 142 with a grade of 2.0 or higher.

BIOL 206  
General Zoology Self Paced Lab Hours  
Students will have access to the lab for extended time with instruction available. Students will also have time to explore applications of concepts they are learning about and ask questions about the theory and content of the subject. Prerequisite(s): Completion of BIOL 201 with a grade of 2.0 or higher and co-enrollment in BIOL 202. (LAB)

BIOL 207  
General Botany Self Paced Lab  
Students will have access to the lab for extended time with instruction available. Students will also have time to explore applications of concepts they are learning about and ask questions about the theory and content of the subject. Prerequisite(s): Completion of BIOL 201 with a grade of 2.0 or higher and co-enrollment in BIOL 203. (LAB)

BIOL 210  
Human Anatomy and Physiology I  
NS - 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(s): Co-enrollment or completion of CHEM 120 or CHEM 142 with a grade of 2.0 or higher and completion of BIOL 201 with a grade of 2.0 or higher. (LAB)
BIOL 211  5 credits
Human Anatomy and Physiology II
NS - 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(s): Completion of BIOL 201, and BIOL 210, as well as either CHEM 120 or CHEM 142 with grades of 2.0 or higher. (LAB)

BIOL 215  5 credits
Microbiology
NS - 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(s): Completion of BIOL 201 and CHEM 120 or CHEM 142 with grades of 2.0 or higher. (LAB)

BUS 101  5 credits
Introduction to Business
SS - Students learn 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. Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

BUS 251  5 credits
Organizational Behavior
SS, DL - 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. Note: Students may earn credit for BUS 251 or SOC 251 and must make their choice at the time of registration. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

BIT 100  5 credits
Computer Basics I
Discover the World of 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 into 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.

BIT 101  7 credits
Computer Basics 2
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.

BIT 102  5 credits
Network Design Concepts (with Cisco I)
Students in this introductory networking course learn the OSI model as well as layer functions. 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 and media. Students also learn how to connect servers and workstations in a network.

BIT 105  2 credits
Careers in Information Technology
This course will tour the vast computer field through lectures, faculty and staff, as well as industry experts, job recruiters and recent graduates. Students will make site visits to both large and small IT operations, ISP 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.

BIT 107  5 credits
Video Game Industry
This course offers a comprehensive overview of the video game industry, its fundamental processes, organization, business and career potential, history and future trends. The growth and potential of the industry is discussed, as well as the impact of games on popular culture. A hands-on experience with the software and hardware of gaming is introduced. Students develop a global vision encompassing the video game business and market.

BIT 108  5 credits
Survey of Computers and Applications
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(s): Completion of BIT 152 with a grade of 2.0 or higher.

BIT 111  5 credits
Office Applications in the Workplace
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(s): Completion of BIT 154 and BIT 156 with grades of 2.0 or higher.

BIT 112  5 credits
Basics of Web Authoring
In developing 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. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100. Placement by testing—Technology Placement Exam.

BIT 113  5 credits
User Interface Development
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 first-hand experience creating computer graphics for a variety of audiences and interactive user interfaces. Emphasis is placed on usability, aesthetics and incorporating client feedback into the revision process. Prerequisite(s): Completion of BIT 112 with a grade of 2.0 or higher.
Course Descriptions

**BIT 114**  
Visual Design for the WWW  
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(s):** Completion of BIT 112 with a grade of 2.0 or higher.

**BIT 115**  
Introduction to Programming  
5 credits  
This introductory programming class emphasizes problem solving through exploration of computer programming, variable typing and assignment, basic control structures loops, branches, functions, subprograms and arrays. Students also explore how human culture affects the use of computer programs. **Prerequisite(s):** Completion of MATH 095 with a grade of 2.0 or higher. Placement by testing — Technology Placement Exam.

**BIT 116**  
Scripting  
5 credits  
In learning JavaScript, students will apply their programming skills to develop web pages, including loops, conditionals, arrays and functions. Students are introduced to the JavaScript object model, user-defined objects, event handlers, forms, and cascading style sheets. **Prerequisite(s):** Completion of BIT 115 with a grade of 2.0 or higher.

**BIT 118**  
XML  
5 credits  
Students will learn the basics of Extensible Markup Language (XML) and XML-related technologies to transfer structured data from server-to-client, server-to-server and application-to-application. Students will gain hands-on experience in learning basic XML syntax, validation documents, binding data to HTML pages and converting data from one data format to another. Topics of study will include XML syntax, namespaces, validation of XML documents, storing XML data inside of HTML documents, exchanging data between databases and between a database and a HTML document. **Prerequisite(s):** Completion of BIT 112 and MATH 095 with grades of 2.0 or higher.

**BIT 122**  
Application Certification Preparation  
2 credits  
This course is intended to assist students to pass certification exams in computer office applications. Students will be 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(s):** Completion of one of the following: BIT 155, BIT 157, BIT 159, BIT 163 or BIT 164 with a grade of 2.0 or higher.

**BIT 126**  
Network Client Systems  
5 credits  
Exploration of major network client systems focusing on the currently dominant system. Operating systems such as MS-Windows or Apple will be explored in relation to networked systems. Each of these operating systems will be networked in a peer environment. Students will implement, administer and troubleshoot information systems that utilize diverse equipment. **Prerequisite(s):** Completion of BIT 101 and 102 with grades of 2.0 or higher and co-enrollment in BIT 225.

**BIT 127**  
Linux Client/Server Basics  
5 credits  
This course is designed to provide a basic foundation in Linux Operating System for individuals who are planning on entering systems/network, Web, and/or database administration. This course provides the necessary background in basic Linux commands, concepts and techniques for entry level into the small business workplace. **Prerequisite(s):** Completion of BIT 101 with a grade of 2.0 or higher or evidence of work at or above that level.

**BIT 142**  
Intermediate Programming  
5 credits  
Q - This is a first course in computer science using a language such as C++ or Java. This course covers variable types, control structures, functions, modular programming, pointers/references/etc., arrays, structures and an introduction to recursion. The course will introduce basic sorting and searching algorithms. The emphasis of this course will be program design, algorithmic (variables, expressions, statements), and abstraction (data types, functions). **Note:** This class meets the quantitative or symbolic reasoning requirement. **Prerequisite(s):** Completion of one of the following: MATH 107, MATH 110, MATH 115, MATH 135 or PHIL 120 with a grade of 2.0 or higher. Completion of BIT 116 with a grade of 2.0 or higher.

**BIT 143**  
Programming-Data Structures  
5 credits  
This course extends the fundamentals covered in Intermediate Programming. The course will cover program specification and design, abstract data types and classes. Topics will include dynamic arrays, stacks, queues, linked lists, binary trees and recursion. **Prerequisite(s):** Completion of BIT 142 with a grade of 2.0 or higher.

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

**BIT 151**  
Introduction to Computer Hardware  
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.

**BIT 152**  
Windows Basic  
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.
BIT 153 1 credit
Using the Internet
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 websites using editor software.

BIT 154 1 credit
Beginning Word Processing
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. Prerequisite(s): Placement by testing – Technology Placement Exam.

BIT 155 1 credit
Advanced Word Processing
This one-credit module prepares students to utilize advanced word processing 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. Prerequisite(s): Completion of BIT 154 with grade of 2.0 or higher.

BIT 156 1 credit
Beginning Spreadsheet
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. Prerequisite(s): Placement by testing – Technology Placement Exam.

BIT 157 1 credit
Advanced Spreadsheet
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. Prerequisite(s): Completion of BIT 156 with grade of 2.0 or higher.

BIT 158 1 credit
Beginning Database
This one-credit module prepares students to use a database application in the classroom and in workplace activities. Students will learn about 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. Prerequisite(s): Placement by testing – Technology Placement Exam.

BIT 159 1 credit
Advanced Database
This one-credit module prepares students to create and use a database application in workplace activities. Students will learn to develop macros, create menus and manage complex data. Prerequisite(s): Completion of BIT 158 with a grade of 2.0 or higher.

BIT 160 1 credit
Digital Imaging
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(s): Placement by testing – Technology Placement Exam.

BIT 161 1 credit
Vector Graphics
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(s): Placement by testing – Technology Placement Exam.

BIT 162 1 credit
UNIX Basics
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 secure files among others and use a text-based editor to customize account configurations. Prerequisite(s): Placement by testing – Technology Placement Exam.

BIT 163 1 credit
Beginning PowerPoint
This one-credit course will prepare students to use PowerPoint®, a visual presentation tool, for classroom and workplace activities. Students will learn how to effectively create, format and edit a presentation using toolbars, menus and commands. Prerequisite(s): Completion of or co-enrollment in BIT 152 with a grade of 2.0 or higher.

BIT 164 1 credit
Microsoft Outlook
This one-credit course presents the basic concepts of Outlook. Students will learn how to work with the electronic address book, use e-mail, manage email messages, and work with calendars while using Outlook as a desktop management tool and personal information manager. Students will also learn how to schedule meetings, create task reminders, keep notes, print Outlook information, and work with other Outlook data. Prerequisite(s): Completion of or co-enrollment in BIT 152 with a grade of 2.0 or higher.

BIT 166 5 credits
Basics of Software Testing
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(s): Placement by testing and co-enrollment in or completion of BIT 142 with a grade of 2.0 or higher.

BIT 167 1 credit
Network Certification Preparation
This course prepares students for success in passing industry recognized certification exams in networking and the computer sciences. Students will be expected to have advanced knowledge of a particular subject area prior to entering this class. This class is intended to address any skill gaps and to give the students practice taking the relevant certification exam. Prerequisite(s): Completion of any BIT class with a grade of 2.0 or higher.

BIT 168 4 credits
Interactive Authoring
Interactive content will be produced with an emphasis on the scripting languages of professional multimedia authoring tools. Rich immersive environments will be created with interface elements designed for specific user experiences and accessibility. Nonlinear narrative and interactive animation will be explored along with the management of digital content. Digital media projects will be implemented for multiple delivery systems including stand-alone applications and streaming content.

BIT 175 5 credits
Multimedia for the WWW
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 websites). An emphasis is placed on working in teams and in creating effective media within any given technological limitations.

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

BIT 197 1-5 credits
BIT Work-Based Learning
The student will identify an opportunity for an unpaid internship or volunteer project that matches both the outcomes of his/her 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(s): Permission of Instructor.

BIT 198 1-5 credits
Special Topics in BIT
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(s): Permission of instructor.

BIT 199 1-5 credits
Service Learning in BIT
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(s): Permission of Instructor.

BIT 210 5 credits
Digital Animation
Students will explore 2D animation basics using digital technologies in the production process. Traditional concepts of time and motion, character design, setting and sound will be introduced as digital processes. Animation content will be developed for various applications and optimized for current and emerging technologies, e.g. games, digital video and internet applications. Prerequisite(s): Co-enrollment with or completion of BIT 107 with a grade of 2.0 or higher.

BIT 213 5 credits
Special Topics in Digital Effects
Students will explore various topics related to digitally produced special effects for a variety of media, e.g. video, internet applications and multimedia. Concepts of motion graphics and dynamic media will be presented and current technologies and techniques will be explored. Prerequisite(s): Co-enrollment in or completion of BIT 210 with a grade of 2.0 or higher.

BIT 220 5 credits
Elements in Project Management
This course will introduce the basics of project management. Topics include: defining the scope of the project, aligning goals with organizational strategic objectives, identifying milestones, securing resources, scheduling the project and setting up controls. Best practices of running and documenting the project will be examined and there will be an introduction to the people side of project management. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher, or placement in ENG 100.

BIT 221 Technology for Project Management
This course will introduce project management software as a tool to enhance your project management skills. You will use the software features to help you plan, and monitor typical projects. Typical applications include: developing project task lists, estimating time requirements and developing project timelines, assigning resources and costs, developing project flow charts and producing management reports. Prerequisite(s): Placement by testing – Technology Placement Exam.

BIT 222 Leadership and Negotiation
This course will introduce the basics of leadership and negotiation in the context of project management. Topics include: defining the appropriate leadership style, getting commitment and delegating tasks, motivating people, negotiating win-win solutions, negotiating for resources and managing priorities, addressing team and individual performance issues. Students will practice leadership and negotiation skills through role-play and simulations. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement in ENG 100.

BIT 223 Quality in Project Management
This course will introduce the basic quality control in project management. Topics include: the concepts of quality planning, quality control, quality assurance and quality standards in the context of project management, as well as tools and techniques used to measure and achieve quality. Prerequisite(s): Completion of BIT 220 with a grade of 2.0 or higher.

BIT 224 Developing and Tracking Budgets
This course will introduce students to the basics of developing and maintaining budgets. Topics include: cost estimating, drafting and revising budgets, establishing controls to monitor spending and revenues, general budgeting practices and procedures, budget reporting and the software tools that support the budgeting and monitoring processes. Prerequisite(s): Placement by testing – Technology Placement Exam.

BIT 225 Server Operating Systems and Client Integration
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(s): Completion of BIT 101 and 102 with grades of 2.0 or higher and co-enrollment in BIT 126.

BIT 226 Cisco 2
In this introduction to WAN, students will learn 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(s): Completion of BIT 102 with a grade of 2.0 or higher.

BIT 227 Cisco 3
This course introduces the routing of major protocols other than TCP/IP. Monitoring of protocol operations on a router will be examined. Alternative methods for LAN segmentation bridges, routers and switches will be analyzed and examined in depth. The benefits of various LAN segmentation approaches will be reviewed in the context of WAN design. Prerequisite(s): Completion of BIT 231 with a grade of 2.0 or higher.

BIT 228 Cisco 4
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 will conclude 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. Prerequisite(s): Co-enrollment with or completion of BIT 232 with a grade of 2.0 or higher.

BIT 229 Internet Protocol Services
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(s): Completion of BIT 126 and BIT 225 with grades of 2.0 or higher.

BIT 231 Enterprise Administration
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(s): Completion of BIT 240 with a grade of 2.0 or higher.
Course Descriptions

BIT 245 (replaced BIT 244) 7 credits
Enterprise Applications
Managing and maintaining enterprise applications in a highly integrated computing environment, students will examine LAN and WAN server applications. The focus will be on the user experience as server application access crosses the enterprise LAN/WAN security boundaries. A small business scenario will be the foundation for this comprehensive examination of software tools and applications. Prerequisite(s): Completion of BIT 242 with a grade of 2.0 or higher, and co-enrollment with or completion of BIT 250 with a grade of 2.0 or higher.

BIT 250 5 credits
Information Systems Security
This course is designed to provide a basic foundation in information security to individuals who are planning on entering the systems/network administration or software development industries. This course provides the necessary background in basic security concepts and overall security management for entry level into the workplace. Students will demonstrate a basic understanding of the primary areas of network security including but not exclusively: threat analysis, organization policies/procedures/processes, firewalls, intrusion detection, forensics, and the network security review process. Prerequisite(s): Completion of BIT 102 with a grade of 2.0 or higher.

BIT 251 5 credits
Network Security
This course is designed to explore the human and technical aspects of enterprise security. The class will research and study the threats and solutions faced by network, system and security administrators. Students will demonstrate an awareness of the advantages and disadvantages of the major security tools. Prerequisite(s): Completion of BIT 250 with a grade of 2.0 or higher.

BIT 252 5 credits
Writing Secure Software
This course will provide a thorough survey of computer software primarily as it relates to software. Students will examine how to create secure software, including how to write secure desktop applications, configure database systems securely, and to write secure web applications. Prerequisite(s): Instructor permission.

BIT 254 5 credits
Advanced Computer Security
This is a capstone class in IT security that will test students' skills in context. Students will be expected to participate in a security audit of a company. Working in groups, students will determine security requirements, assess the current situation, assist in the correction of any errors found, and document all work. They will also study computer security in the broader context of a workplace or society. Prerequisite(s): Completion of BIT 251 or BIT 252 with a grade of 2.0 or higher.

BIT 255 5 credits
Object Oriented Design
This course teaches students about object oriented design and analysis. Topics will include encapsulation, inheritance, polymorphism, threads, exceptions, and web technologies such as applets. Prerequisite(s): Completion of BIT 116 with a grade of 2.0 or higher.

BIT 260 5 credits
Desktop Applications
Students learn how to write applications for Windows using C# and the Microsoft .Net Framework. Students will learn how to design applications, to access data from databases, to design and create software (e.g., .Net) components and controls. Prerequisite(s): Completion of BIT 142 or BIT 255 with a grade of 2.0 or higher or instructor permission.

BIT 261 5 credits
 Distributed Applications
This course covers the fundamentals of programming web Services using C# and the Microsoft .Net Framework. Students will create software components and controls. Students will use transactions, disconnected record sets, and stored procedures to access and modify data in databases. Students will be exposed to related client-server technologies, and the basics of implementing security in distributed applications. Prerequisite(s): Completion of either BIT260 or BIT 285 with a grade of 2.0 or higher, or instructor permission.

BIT 265 5 credits
Structures and Algorithms
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(s): Completion of BIT 143 with a grade of 2.0 or higher.

BIT 266 1-7 credits
Advanced Software Testing
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(s): Completion of BIT 166 with a grade of 2.0 or higher.

BIT 275 5 credits
Database Design
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(s): Completion of BIT 158 and BIT 159 with grades of 2.0 or higher.

BIT 276 5 credits
Database Integration
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 websites. An emphasis is placed working in teams and on safeguarding database information from unauthorized access. Prerequisite(s): Completion of BIT 275 with a grade of 2.0 or higher or placement by testing in BIT 276.

BIT 277 5 credits
Data Warehouse Design Concepts
Discover the basics behind data warehousing (also known as Online Analytical Processing – OLAP), such as how it is defined, why and how to use it in your organization, and what characteristics, components and general architecture most data warehousing solutions share. Find out what is involved in implementing a data warehousing solution in your organization. Prerequisite(s): Completion of BIT 159 with a grade of 2.0 or placement by testing in BIT 277. Co-enrollment with BIT 275 recommended.

BIT 278 2 credits
Data Warehouse Industry Perspective
Students learn how world leaders in finance, manufacturing, and retail have successfully implemented data warehousing solutions, and see what benefits they have reaped. The focus is on business intelligence – the art of analytical decision making based on business operational data. Business intelligence is an attitude toward problem solving. The process starts with analysis, which leads to insight, action, and then measurement of the results. We look at the enablers of business intelligence – how technology, people and culture come together to facilitate business intelligence. Prerequisite(s): Co-enrollment in or completion of BIT 276 with a grade of 2.0 or placement by testing in BIT 278.

BIT 280 5 credits
Web Server Administration
Students research current and upcoming web technologies and learn the set-up and administration of World Wide Web Servers. Practical experience is gained in building web servers, setting-up network services, and managing security and disaster recovery on current enterprise operating systems such as Red Hat Linux and Windows Server 2003. Prerequisite(s): Completion of BIT 112 with a grade of 2.0 or higher.
BIT 285 5 credits
Web Applications 1 - Framework Foundations
Students learn to create software applications that interact with the user via the web by augmenting 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 particular application frameworks such as Java and ASP.NET. Prerequisite(s): Completion of either BIT 142 or BIT 255 with a grade of 2.0 or higher, or instructor permission.

BIT 286 (formerly BIT 281) 5 credits
Web Applications 2 - E-Business Solutions
Students gain practical experience in designing and managing E-Business web applications as they work in teams to create database-driven websites. Topics of study will include utilization of .NET and/or J2EE framework via C# and/or Java, advanced database integration with SQL stored procedures, server-side scripting, and server security. Special attention will also be paid to managing commercial transaction in a secure manner. Students will work in teams and with outside sources to implement their final E-Business solutions. Prerequisite(s): Completion of either BIT 285 or BIT 260 with a grade of 2.0 or higher, or instructor permission.

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

BIT 297 1-5 credits
BIT Work-Based Learning
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(s): Permission of Instructor.

BIT 298 1-5 credits
Special Topics in BIT
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(s): Permission of Instructor.

CHEM 120 5 credits
Introduction to General Chemistry
NS - This is the first course in a three-quarter sequence designed for science and engineering majors. Students will explore the structure, composition, physical properties and processes of matter, describe chemical reactions, and examine gas law relationships and stoichiometry 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 correct methods, measurement accuracy and safety. Prerequisite(s): Completion of CHEM 120 or CHEM 139 with a grade of 2.0 or higher, or recent high school chemistry; and completion of MATH 110 or MATH 115 with a grade of 2.0 or higher. (LAB)

CHEM 142 6 credits
General Chemistry II
NS - 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(s): Completion of CHEM 142 with a grade of 2.0 or higher. (LAB)

CHEM 152 6 credits
General Chemistry III
NS - 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(s): Completion of CHEM 152 with a grade of 2.0 or higher. (LAB)

CHEM 220 5 credits
Introduction to Organic Chemistry & Biochemistry
NS - 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, proteins, and nucleic acids. Laboratory activities extend lecture concepts and introduce the student to analysis and separation techniques. Prerequisite(s): Completion of CHEM 120 with a grade of 2.0 or higher, and co-enrollment with or completion of MATH 095 with a grade of 2.0 or higher.
For course listings see World Languages.

**CINEMA**

**Cinem 201**

The American Cinema

H - 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. 

Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher or placement by testing in ENG 101.

**Cinem 211**

World Cinema

CKR, H - 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 the films viewed and learn about diverse conditions and global systems as they relate to world cinema. 

Note: This class meets the cultural knowledge requirement. Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

**Cinem 221**

World Literature and Cinema

CKR, DL, H - Students learn about literature and cinema by reading fiction and dramas and analyzing cinematic adaptations. Students study the basic approach to literary and cinema analysis, scrutinize how writers and directors employ individual narrative techniques and devices to achieve artistic ends. Students read novels, short stories, and plays, view cinematic adaptations, debate the similarities and differences between narratives in different genres, and write formal and informal essays in response to the readings and cinematic adaptations. 

Note: This course meets the cultural knowledge requirement. Students may earn credit for CINEMA 221 or ENG 221 and must make their choice at the time of registration. Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

**Cinem 279**

Writing for Digital, Film and TV Arts

DL, HP - Students will be introduced to the narrative structure and elements of storytelling as used in film, video, gaming and educational media. Our process will build upon the three act film screenplay. Alternative forms will be explored with a dual emphasis on shared elements and idiosyncratic form-based challenges and expectations. Learning will integrate the literary forms with commercial expectations while developing an understanding of how to produce scripts that are emotionally fulfilling, creative and profitable. 

Note: Students may earn credit for ENG 279 or CINEMA 279 and must make their choice at the time of registration. Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

**COLLEGE SUCCESS**

**Coll 100**

Study Strategies

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. 

Note: This class is always offered in combination with ENG 090. This course must be taken within the first 45 credits earned at Cascadia Community College. 

Prerequisite(s): Co-enrollment with ENG 090.

**Coll 101**

College Strategies

Success in college is the theme of this course. College 101 connects students to Cascadia and sets them up for academic success in college! Whether students are new freshmen or returning adults, participation will sharpen their study skills, enhance active learning strategies, and engage them in the variety of resources needed at Cascadia. These skills and strategies will be taught in the context of a scholarly work of merit from the humanities, social sciences, or sciences that integrates the core values of the Cascadia community. 

Note: This course must be taken within the first 45 credits earned at Cascadia Community College. 

Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

**Coll 110**

ePortfolio

Students at Cascadia are responsible for developing a personal learning plan. Achievement of college-wide goals necessary for graduation is documented in an ePortfolio. This course will engage students on both of these essentials. 

Note: Students who have taken COLL 101 or COLL 120 cannot gain credit for this course. 

Prerequisite(s): Basic word processing skills.

**Coll 120**

Assessment of Prior Learning

Students in this course will learn to gather and assess evidence that documents, through the ePortfolio, 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 significant experiences, demonstrate this learning, and compose self-reflective narratives documenting learning, knowledge and skills. Learners then meet for subject specific consultation with discipline experts who evaluate course equivalencies. Credits are variable and cannot compose more than 15 credits of the Associate degree. Learners without computer experience are encouraged to co-enroll in appropriate computer applications courses. Credit may not be granted for both COLL 110 and COLL 120.

**COMMUNICATION**

**Cmu 150**

Multicultural Communication

DL - 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. Moreover, students will explore and discuss the inequalities surrounding our notions of race, class and gender. Students will encounter opportunities to deepen their abilities to see the world from diverse points of view and to evaluate how cultures develop and change. By exploring the role of culture and its influence on cross cultural communications, they will be able to communicate effectively within and between cultures in all areas of their lives. 

Note: Students may earn credit for CMU 150 or SOC 150 and must make their choice at the time of registration.

**Cmu 203**

Media in United States Society

CKR, H - 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. 

Note: This class meets the cultural knowledge requirement. 

Prerequisite(s): Co-enrollment or completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

**Cmu 211**

Applied News Writing

HP - 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(s): Completion of ENG 101 with a grade of 2.0 or higher.

**Cmu 212**

Applied News Writing

HP - 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(s): Completion of ENG 101 with a grade of 2.0 or higher.
DRAMA 101 5 credits
Introduction to Drama

HP - Students learn about 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. Note: Students may earn credit for DRAMA 101 or ENG 259 and must make their choice at the time of registration. Prerequisite(s): Co-enrollment or completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

DRAMA 151 5 credits
Acting

HP - 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 deep 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. Courses in the acting series 151/152/153 may be taken independently and in any order. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 101.

EDU 102 5 credits
Field Experience in Education

This course is designed to be an introduction to the teaching profession through an intensive internship experience, with a lecture/discussion component. It includes both theoretical and practical aspects of learning and teaching. Students will have an opportunity to assess their own interest in teaching as a career, gain an overview of issues that affect teachers from preschool through high school, and have the opportunity to interrogate their prior beliefs and assumptions about education.

EDU 198 1-5 credits
Special Topics Course

The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a topic or theme in the study of education. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite(s): Instructor permission.

EDU 205 5 credits
Perspectives in Teaching and Learning

This is a course for people who are considering a career in some aspect of education. Students will learn to let go of their assumptions about what education is and thus transform their vision of what education could be. Through this process, we will uncover the complexities and excitement of teaching and learning. This class requires 44 hours in class and 22 hours in a service learning site. Prerequisite(s): Instructor permission.

EDU 298 1-5 credits
Special Topics Course

The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a topic or theme in the study of education. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite(s): Instructor permission.
ENGLISH FOUNDATIONS

EFUND 010  Communication for Life 1  1-10 credits
This course introduces basic communication concepts. Exit goals are knowledge of the alphabet, making corrections when reading aloud, sight recognition of survival words, recognition of major ideas from read text or listening. Expressional goals are forming letters and numbers from memory, capitalization of "I," copying correctly, and writing own name and address and simple sentences. Life applications include applying ideas from read material to life, completing simple forms and taking phone messages. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Placement by testing in EFUND 010.

EFUND 020  Communication for Life 2  1-10 credits
This course builds basic communication concepts. Exit goals for information intake are reading/listening for a purpose, analyzing input for meaning and using new knowledge to build on and link to existing knowledge. Expressional goals are clarity in oral communication and writing for family needs, jobs, and community roles. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of EFUND 010 or placement by testing in EFUND 020.

EFUND 030  Communication for Life 3  1-10 credits
Students learn reading/listening for a purpose, reading independently on a regular basis, distinguishing between fact and opinion, analyzing paragraphs for meaning, and using new knowledge to assist in goal setting. Students also learn about clarity and appropriate form in oral communication, writing for a variety of life situations, and using technology to communicate. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of EFUND 020 or placement by testing in EFUND 030.

EFUND 040  Communication for Life 4  1-10 credits
Learners determine purpose in reading/listening, reflect on underlying meaning, and integrating new knowledge with prior knowledge. They also learn about the writing process with attention to detail and write longer, connected documents. Technology will be integrated. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of EFUND 030 or placement by testing in EFUND 040.

EFUND 050  Communication for Life 5 (GED)  1-10 credits
This course prepares learners for taking their GED examination. Learners determine purpose across disciplines in reading, analyze for concrete and abstract meaning, improve vocabulary, and practice reading. Learners write essays, and recognize and fix grammatical and construction errors. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Placement by testing in EFUND 050.

EFUND 060  Communication for Life 6 (GED)  1-10 credits
This course prepares learners for taking their GED examination. Learners read for understanding across the disciplines in reading, analyze for concrete and abstract meaning, improve vocabulary, and read under timed circumstances. Learners write essays, and recognize and fix grammatical and construction errors. Study and test-taking strategies are also developed. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Placement by testing in EFUND 060.

ENGLISH

ENG 080  College Problem Solving  5 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. Prerequisite(s): Placement by testing in ENG 080 or completion of EFUND 040.

ENG 090  College Culture and Thought  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 course, learners will be able to use an understanding of their learning strengths and interests to make good decisions in their college career. Note: This class is always offered in combination with COLL 100. Prerequisite(s): Completion of ENG 080 with a grade of 2.0 or higher or placement by testing in ENG 090. Co-enrollment with COLL 100.

ENG 100  College Reading and Writing  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(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

ENG 101  College Composition  5 credits
College Composition
This course helps 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(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

ENG 102  Writing from Research  5 credits
Writing from Research
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(s): Completion of ENG 101 with a grade of 2.0 or higher.

ENG 201  Experience of Literature  5 credits
Experience of Literature
H - 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(s): Completion of ENG 101 with a grade of 2.0 or higher.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ENG 211</td>
<td>5</td>
<td>World Literature Survey</td>
<td>CRK, H - 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. <strong>Note:</strong> This class meets the cultural knowledge requirement. <strong>Prerequisite(s):</strong> Completion of ENG 101 with a grade of 2.0 or higher.</td>
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<tr>
<td>ENG 212</td>
<td>5</td>
<td>World Literature Themes</td>
<td>CRK, H - 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. <strong>Note:</strong> This class meets the cultural knowledge requirement. <strong>Prerequisite(s):</strong> Completion of ENG 101 with a grade of 2.0 or higher.</td>
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<tr>
<td>ENG 221</td>
<td>5</td>
<td>World Literature and Cinema</td>
<td>CRK, DL, H - Students learn about literature and cinema by reading fiction and dramas and analyzing cinematic adaptations. Students study the basic approach to literary and cinema analysis, and scrutinize how writers and directors employ individual narrative techniques and devices to achieve artistic ends. Students read novels, short stories, and plays and view cinematic adaptations, debate the similarities and differences between the different genres and write formal and informal essays in response to the readings and cinematic adaptations. <strong>Note:</strong> This course meets the cultural knowledge requirement. Students may earn credit for ENG 221 or CINEMA 221 and must make their choice at the time of registration. <strong>Prerequisite(s):</strong> Completion of ENG 101 with a grade of 2.0 or higher.</td>
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<tr>
<td>ENG 251</td>
<td>5</td>
<td>U.S. Literature Survey</td>
<td>H - Students explore the stories, images and meanings in literary works from a range of U.S. cultures and historical periods. 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. <strong>Prerequisite(s):</strong> Completion of ENG 101 with a grade of 2.0 or higher.</td>
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<tr>
<td>ENG 252</td>
<td>5</td>
<td>U.S. Literature Themes</td>
<td>H - 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 syllabus for each quarter will list themes. <strong>Prerequisite(s):</strong> Completion of ENG 101 with a grade of 2.0 or higher.</td>
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<tr>
<td>ENG 259</td>
<td>5</td>
<td>Introduction to Drama</td>
<td>DL, H - 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. <strong>Note:</strong> Students may earn credit for ENG 259 or DRAMA 101 and must make their choice at the time of registration. <strong>Prerequisite(s):</strong> Co-enrollment or completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.</td>
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<tr>
<td>ENG 270</td>
<td>5</td>
<td>Technical Writing</td>
<td>HP - 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. <strong>Prerequisite(s):</strong> Completion of ENG 101 with a grade of 2.0 or higher.</td>
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<tr>
<td>ENG 271</td>
<td>5</td>
<td>Intermediate Composition</td>
<td>HP - Students choose to focus on writing the short story or novel and learn to make decisions about their own and others' fiction, especially as it develops individual writing practices. The course emphasizes exploring a variety of literary elements and taking a narrative from start to finish. Students read a wide range of short stories and novels by multicultural writers to understand more clearly how different writers employ specific techniques, and to understand the role of fiction in different cultures and their own lives. Students' &quot;workshop&quot; their stories and provide weekly critiques of their classmates' stories and novel excerpts. <strong>Prerequisite(s):</strong> Completion of ENG 101 with a grade of 2.0 or higher.</td>
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<tr>
<td>ENG 277</td>
<td>5</td>
<td>Introduction to Fiction Writing</td>
<td>HP - Students choose to focus on writing the short story or novel and learn to make decisions about their own and others' fiction, especially as it develops individual writing practices. The course emphasizes exploring a variety of literary elements and taking a narrative from start to finish. Students read a wide range of short stories and novels by multicultural writers to understand more clearly how different writers employ specific techniques, and to understand the role of fiction in different cultures and their own lives. Students' &quot;workshop&quot; their stories and provide weekly critiques of their classmates' stories and novel excerpts. <strong>Prerequisite(s):</strong> Completion of ENG 101 with a grade of 2.0 or higher.</td>
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<tr>
<td>ESL 010</td>
<td>1-15</td>
<td>ESL Communication 1</td>
<td>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, and 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 &quot;poison&quot; or &quot;stop&quot;, etc. <strong>Note:</strong> Credits for this course are not transferable, nor do they apply to any college degree or certificate. <strong>Prerequisite(s):</strong> Placement by testing in ESL 010.</td>
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ESL 020  1-15 credits
ESL Communication 2
ESL 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 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 vocabulary and phrases. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of ESL 010 or placement by testing in ESL 020.

ESL 030  1-15 credits
ESL Communication 3
Learners build listening, reading, writing and speaking abilities. They will develop clarity and appropriate form in speaking and writing for a variety of life situations. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of ESL 020 or placement by testing in ESL 030.

ESL 040  1-15 credits
ESL Communication 4
Learners will determine purpose in reading/listening and comprehension, adjust their reading strategies, analyze underlying meaning, and integrate new knowledge with prior knowledge. Also refine writing processes with attention to detail and develop the ability to write longer, connected documents. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of ESL 030 or placement by testing in ESL 040.

ESL 050  1-15 credits
ESL Communication 5
This course builds advanced communication concepts. Listening, 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. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of ESL 040 or placement by testing in ESL 050.

ESL 060  1-15 credits
ESL Communication 6
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. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of ESL 050 or placement by testing in ESL 060.

ENVS 110  5 credits
Our Changing Planet
NS - In this course, students examine Earth’s systems function and environmental change, both past and present, 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 complexity and mechanisms of human activities on the environment. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100. (LAB)

ENVS 150  5 credits
Themes and Methods in the Environmental Sciences
NS - This course is an interdisciplinary exploration of environmental issues. Students will study specific environmental concerns within a conventional environmental science framework in order to thoroughly understand their nature as well as develop realistic solutions. Students will be required to conduct research, gather and analyze actual data, develop conclusions, and use those conclusions to develop and analyze policy. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100. (LAB)

ENVS 210  5 credits
Ecology of Puget Sound
NS - 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(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100. (LAB)

French
For course listings see World Languages.

Geography

FRENCH

GEOG 120  5 credits
Regional Environments and People
NS - This course introduces the basic physical and environmental processes responsible for shaping the Earth’s surface as well as geographic tools used for analysis. Specific regions of the world are then studied in order to establish relationships between the people that live in those regions and the natural world that surrounds them. Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

GEOLOGY

GEOG 101  5 credits
Introduction to Geological Science
NS - 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(s): Completion of MATH 075 with a grade of 2.0 or higher. (LAB)
HIST 111 5 credits
World Culture and Heritage
CKR, DL, SS - This course examines 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 and cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Note: This course meets the cultural knowledge requirement. Students may earn credit for HIST 113 or HUMAN 113 and must make their choice at the time of registration. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

HIST 122 5 credits
United States History Since 1865
SS - This course examines the creation and evolution of the United States beginning with the histories of pre-contact native peoples and continuing through the end of the Civil War in 1865. Through the exploration of key figures, eras and events, students will develop historical thinking skills, draw conclusions from competing and contradictory sources, and recognize the role of perspective in historical documentation. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

HIST 150 5 credits
Multicultural United States History
CKR, SS - 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, Chicanos 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. Note: This class meets the cultural knowledge requirement. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.
**HUMAN 120**  
Regional Life and Culture  
H - Humanities cultural studies course based on the concept of place, the local and global, culture, story, history and personal geography. The course is heavily experiential and writing intensive. The course will utilize the moment provided by the student’s perspective from being inside or outside of her/his place/culture to examine her/his personal, local, regional and national place in a global society. The student will engage in critical and comparative inquiry based on the chosen readings, invited speakers, and out of class learning environments/activities. The primary focus throughout the course will be on knowledge of self as a global citizen. Incorporating community-based and project-based learning, this course will involve students in partnerships with people from a “local” community through gathering story and oral history as research, Art, film, literary forms, primary sources and personal narrative from local/regional artists/writers/performers will be viewed as primary texts. This course is particularly designed for students who are "out of" their “local” or “place”, e.g., study abroad students or international students attending Cascadia but is not limited to this cohort.

**HUMAN 125**  
Cultures in Environmental Consciousness in America  
CR, H - This course is a study of the history of cultural attitudes toward the environment in the United States as well as a variety of historical instances in which those attitudes were put into practice. The course will also look at the clash of attitudes toward the environment and how those conflicts play out in the United States politics. While the course will focus on the United States, it will also look at the global consequences of US policy and practice. The approach will be interdisciplinary, drawing from the fields of history, politics, philosophy, and cultural studies. Incorporating project-based learning, this course will involve students in fostering environmental awareness in their own lives. **Note:** This course meets the cultural knowledge requirement.

**HUMAN 196**  
Individualized Project  
Students will research and produce 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(s):** Instructor permission.

**HUMAN 197**  
Internship  
The student will identify an opportunity for an internship or volunteer opportunity 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(s):** Instructor permission.

**HUMAN 198**  
Special Topics Course  
The instructor designs course content, activities and learning outcomes that address a new topical or thematic approach to the study of specific content within this discipline. Students will develop learning, thinking, communicating and interacting abilities. **Prerequisite(s):** Instructor permission.

**HUMAN 199**  
Service Learning  
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(s):** Instructor permission.

**HUMAN 296**  
Individualized Projects  
Students will research and produce 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(s):** Instructor permission.

**HUMAN 297**  
Internship  
The student will identify an opportunity for an internship or volunteer opportunity 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(s):** Instructor permission.

**HUMAN 298**  
Special Topics Course  
The instructor designs course content, activities and learning outcomes that address a new topical or thematic approach to the study of specific content within this discipline. Students will develop learning, thinking, communicating and interacting abilities. **Prerequisite(s):** Instructor permission.

**HUMAN 299**  
Service Learning  
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(s):** Instructor permission.

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**MATH FOUNDATIONS**

**MFUND 010**  
Math for Life 1  
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 numbers in pictures and symbols. Identifying coinage and comparison shopping. **Note:** Credits for this course are not transferable, nor do they apply to any college degree or certificate. **Prerequisite(s):** Placement by testing or instructor recommendation.

**MFUND 020**  
Math for Life 2  
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. **Note:** Credits for this course are not transferable, nor do they apply to any college degree or certificate. **Prerequisite(s):** Completion of MFUND 010 or placement by testing in MFUND 020.

**MFUND 030**  
Math for Life 3  
This course introduces basic mathematical concepts. Upon exit, learners will be able to do whole number division. Learners will apply these skills to activities like figuring out unit price and cost, hourly wages and portion scaling. **Note:** Credits for this course are not transferable, nor do they apply to any college degree or certificate. **Prerequisite(s):** Completion of MFUND 020 or placement by testing in MFUND 030.

**MFUND 040**  
Math for Life 4  
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. **Note:** Credits for this course are not transferable, nor do they apply to any college degree or certificate. **Prerequisite(s):** Completion of MFUND 030 or placement by testing in MFUND 040.

**MFUND 050**  
Math for Life 5 (GED)  
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 the course. **Note:** Credits for this course are not transferable, nor do they apply to any college degree or certificate. **Prerequisite(s):** Placement by testing in MFUND 050.
**Cascadia Community College**

**WHAT MATH CLASS IS RIGHT FOR ME?**

- **If your goal is to earn an associate degree** at Cascadia Community College, you must demonstrate that you have met the prerequisite for quantitative or symbolic reasoning (QSR). This can be done by taking the earlier mathematics classes (MATH 095 Intermediate Algebra or below) or by placing out of these math prerequisites through the COMPASS test.

- **If your goal is to earn a four-year degree** in humanities or communications, you may take MATH 107 Mathematics: A Practical Art. If that is your goal, but math is a concern for you, MATH 135 Introduction to Statistics and Probability is another option for you to get your math requirements.

- **If your goal is to earn a four-year degree** in a science-related field, take MATH 110 Pre-calculus 1 and then MATH 120 Pre-calculus 2. MATH 110 fulfills the QSR requirement.

- **If your goal is to earn a four-year degree** in business or a social science field, take MATH 115 College Algebra for Business and Life Sciences. This course fulfills the QSR requirement and leads to MATH 125 Calculus for Business & Life Sciences.

- **If your goal is to earn an AAS-T degree** please refer to the specific requirements listed for each degree.
MATH 115 5 credits
College Algebra for Business and Life Sciences
Q - This 5-credit, college-level math course is for students intending to pursue coursework in business, the social or life sciences, or management. The course builds on the base of MATH 095 (Intermediate Algebra) and assumes that the student plans on taking MATH 125 (Business Calculus). Relations and functions are investigated in graphic, numeric, symbolic, and verbal forms. Modeling techniques are introduced while exploring exponential, logarithmic, polynomial, and power functions. Topics introduced include matrices, linear programming, population growth and math of finance. Special topics may include systems of nonlinear equations, probability and counting, statistics, graph theory, and rational and logistic functions. Applications are investigated primarily from a life and social science, business and management perspective. Technology is integrated throughout the course. Students communicate results in oral and written form. Graphing calculator is required. See syllabus for specific calculator recommendations. Note: This class meets the quantitative or symbolic reasoning requirement. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher and completion of ENG 101 with a grade of 2.0 or higher. Instructor permission.

MATH 120 5 credits
Pre-calculus 2
NS, Q - This 5-credit course is the second half of a two-course sequence designed to prepare students for calculus with an emphasis on those topics and applications most appropriate for a science and engineering curriculum. Topics are investigated graphically, numerically, symbolically, and verbally. These topics include trigonometric functions, equations, identities, vectors, polar coordinates, parametric equations, and complex numbers. Students will model periodic, weird-world problems. Technology is integrated throughout the course and a graphing calculator is required. Note: This class meets the quantitative or symbolic reasoning requirement. Prerequisite(s): Completion of MATH 110 or MATH 115 with a grade of 2.0 or higher and placement by testing in MATH 120. Completion of ENG 100 with a grade of 2.0 or higher and placement by testing in ENG 101.

MATH 125 5 credits
Calculus for Business and Life Sciences
NS - This 5-credit course provides an interdisciplinary introduction to the core concepts of calculus with a primary focus on applications from disciplines of economics and the social sciences. The content is applications in differential, integral and multivariable calculus with an introduction to the fundamental theorem of calculus. Learners will continue to refine their 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. Technology is integrated throughout the course and a graphing calculator is required. Prerequisite(s): Completion of MATH 110 or MATH 115 with a grade of 2.0 or higher and placement by testing in MATH 125. Completion of ENG 100 with a grade of 2.0 or higher and placement by testing in ENG 101.

MATH 130 5 credits
Calculus and Analytical Geometry 1
NS, Q - This 5-credit course is the first quarter of the three-quarter calculus sequence that provides an introductory introduction to the core concepts of differential calculus with a primary focus on applications from the disciplines of math, computer science and the physical sciences. Content includes both applications and theory of differential calculus leading to an introduction to the Fundamental Theorem of Calculus. 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. Classroom activities will include lecture/discussion and group work. Students will communicate their results in oral and written form. Graphing calculator required. Note: This class meets the quantitative or symbolic reasoning requirement. Prerequisite(s): Completion of MATH 120 with a grade of 2.0 or higher and placement by testing in MATH 130, and placement by testing in ENG 101.

MATH 135 5 credits
Intro to Statistics and Probability
NS, Q - This course provides an algebra-based interdisciplinary introduction to the core concepts of probability. Primary focus will be on - but not limited to - business and social science applications. Learners will be introduced to various forms of descriptive statistics. Learners will also gain understanding of the basic tools of statistical inference and analysis while examining data, experiments and readings in their field of study. Emphasis is on interpretation over calculation, and needed technology will be taught along with the subject matter. Graphing calculator required. Note: This class meets the quantitative or symbolic reasoning requirement. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher and placement by testing in MATH 107 or higher. Completion of ENG 100 with a grade of 2.0 or higher, or placement by testing in ENG 101.

MATH 140 5 credits
Calculus and Analytical Geometry 2
NS, Q - This 5-credit course is the second quarter of the three-quarter calculus sequence. Primary content is integral calculus including application of the Fundamental Theorem of Calculus and separable differential equations. 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. Note: This class meets the quantitative or symbolic reasoning requirement. Prerequisite(s): Completion of MATH 130 with a grade of 2.0 or higher and co-enrollment with or completion of ENG 101 with a grade of 2.0 or higher.

MATH 150 5 credits
Calculus and Analytical Geometry 3
NS - 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, introduction 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(s): Completion of MATH 140 with a grade of 2.0 or higher and completion of ENG 101 with a grade of 2.0 or higher.

MATH 160 3 credits
Calculus and Analytical Geometry 4
NS - This 3 credit course is the last of the four-quarter calculus sequence. Content includes double and triple integrals and their applications, vector calculus (including Green's, Stokes' and the Divergence Theorems) and an introduction to second-order differential equations. Learners will become familiar with the vocabulary of the subject material, will develop conceptual understanding of the important topics, will use technology to implement their investigations, and will analyze and communicate how the concepts can be applied to real-world situations. A graphing calculator is required. Prerequisite(s): Completion of MATH 150 with a grade of 2.0 and completion of ENG 101 with a grade of 2.0 or higher.

MATH 196 1-5 credits
Individualized Project
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(s): Instructor permission.
Course Descriptions

MATH 197  
Internship
The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of his/her 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(s): Instructor permission.

MATH 198  
Special Topics Course
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(s): Instructor permission.

MATH 199  
Service Learning
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(s): Instructor permission.

MATH 208  
Linear Algebra
NS - An introduction to matrices, systems of equations, vector spaces, linear transformations, and eigenvalues. Learners will become familiar with the vocabulary of linear algebra, will develop conceptual understanding of the important topics, will use technology to implement their investigations, and will analyze and communicate how the concepts can be applied to real-world situations. A graphing calculator is required.
Prerequisite(s): Completion of MATH 140 with a grade of 2.0 and completion of ENG 101 with a grade of 2.0 or higher.

MATH 214  
Discrete Math
NS - This course develops the language, concepts, techniques, and applications of discrete mathematics appropriate for a range of disciplines from computer science to secondary education. The content includes number systems, sets, logic, Boolean algebra, functions, combinatorics, graph theory, and algorithms. 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(s): Completion of MATH 120 with a grade of 2.0 or higher or placement by testing in MATH 130.
Completion of ENG 100 with a grade of 2.0 or higher, or placement by testing in ENG 101.

MATH 235  
Applications of Statistics
NS - This course provides a calculus-based interdisciplinary introduction to the basic theory of statistics and probability. After a brief introduction to various forms of descriptive statistics, learners will use tools of statistical inference and analysis such as confidence intervals and hypothesis tests to examining data, experiments and readings in their field of study. Needed technology will be taught along with the subject matter. Graphing calculator required. Prerequisite(s): Completion of MATH 125 or MATH 130 with a grade of 2.0 or higher and placement by testing in ENG 101.

MATH 296  
Individualized Project
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(s): Instructor permission.

MATH 297  
Internship
The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of his/her 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(s): Instructor permission.

MATH 298  
Special Topics Course
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(s): Instructor permission.

MATH 299  
Service Learning
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.
Prerequisite(s): Instructor permission.

MATH 296  
Individualized Projects
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(s): Instructor permission.

NSCI 101  
Evolution of Earth Systems
NS - 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(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

NSCI 196  
Individualized Project
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(s): Instructor permission.

NSCI 197  
Internship
The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of his/her 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(s): Instructor permission.

NSCI 198  
Special Topics Course
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(s): Instructor permission.

NSCI 199  
Service Learning
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(s): Instructor permission.

NSCI 296  
Individualized Projects
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(s): Instructor permission.

MUSIC 250  
Music of the World
H - 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(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.
NSCI 297 1-5 credits
Internship
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(s): Instructor Permission.

NSCI 298 1-5 credits
Special Topics Course
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(s): Instructor permission.

NSCI 299 1-5 credits
Service Learning
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(s): Instructor permission.

NUTRITION

NUTR 110 5 credits
Human Nutrition
NS - 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(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

PHILOSOPHY

PHIL 101 5 credits
Philosophical Questions
H - 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?” or “What is good?” or “What is true?” or “What do I mean by ‘value’?” or “How do I know if something is the right thing to do?” or “Is the world real?” and so on. This course will allow us to think independently and engage in dialogue about what makes for a good life and what is right and wrong. Students will be encouraged to think deeply about ethical issues. Prerequisite(s): Instructor permission.

PHIL 115 5 credits
Critical Thinking
H - This course is designed to 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(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

PHIL 120 5 credits
Introduction to Logic
H, Q - 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. Note: This class meets the quantitative or symbolic reasoning requirement. Prerequisite(s): Completion of MATH 095 and ENG 100 with grades of 2.0 or higher.

PHIL 150 5 credits
Ethics and Social Problems
H - 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(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

PHIL 240 5 credits
Introduction to Philosophical Ethics
H - This course is designed to help students better understand and evaluate moral claims through an examination of the theoretical criteria upon which those claims are based. Students will be introduced to a number of classical and contemporary works in philosophy that examine questions like: “What makes right acts right?” “What is the role of character in ethical behavior?” “Is pleasure the only ultimate good?” and “What is the nature of justice?” Influential ethical theories such as utilitarianism, deontology, and virtue ethics will be surveyed. Students will come away from the course with a deeper understanding of the basis of morality and be better equipped to evaluate ethical issues they face in their own lives. This course involves a lot of reading and writing about philosophical theories; it is recommended that students have taken at least one prior philosophy class or another humanities course that delves deeply into theoretical issues. Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

PHYSICS

PHYS 110 5 credits
Liberal Arts Physics
NS - Intended for non-science majors, this class is an introduction to scientific inquiry through the exploration of a subset of topics covered in a general physics series. Students will be encouraged to examine science's place in a global, cultural context. With an emphasis on active discovery, students are guided to construct scientific concepts for themselves based on their own observations and hands-on experimentation. A major goal is to view science as an active process of inquiry as opposed to a memorized, stagnant body of knowledge. Prerequisite(s): Placement in MATH 085 and completion of ENG 100 with a grade of 2.0 or higher.

PHYS 114 5 credits
General Physics I
NS - 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, and examine momentum. Laboratory activities extend lecture concepts and introduce the student to the experimental process. Prerequisite(s): Co-enrollment with or completion of MATH 095 with a grade of 2.0 or higher. (LAB)

PHYS 115 5 credits
General Physics II
NS - 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 properties of fluids, 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(s): Completion of PHYS 114 with a grade of 2.0 or higher. (LAB)

PHYS 116 5 credits
General Physics III
NS - 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 will study the properties of fluids, 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(s): Completion of PHYS 114 with a grade of 2.0 or higher. (LAB)
PHYS 121  
Classical Mechanics  
NS - 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(s): Co-enrollment with or completion of MATH 130 with a grade of 2.0 or higher. (LAB)

PHYS 122  
Electromagnetism  
NS - This course is calculus-based and designed for physical science and engineering majors. Students gain an in-depth conceptual and analytical understanding of electrical and magnetic phenomena. Laboratory activities extend lecture concepts and emphasize the connection between experimental observation and construction of physics theories. Prerequisite(s): Completion of PHYS 121 with a grade of 2.0 or higher. Completion of MATH 130 with a grade of 2.0 or higher. (LAB)

PHYS 123  
Waves, Sounds and Light  
NS - This course is calculus-based and 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(s): Completion of PHYS 121 with a grade of 2.0 or higher. Completion of MATH 130 with a grade of 2.0 or higher. (LAB)

POLI 101  
Introduction to Politics  
SS - 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(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

POLI 102  
Introduction to International Relations  
SS - This course introduces students to the field of international relations. It will focus on basic concepts such as nations and nationalism, the nature of the interstate system, the United Nations, power, international conflict and war, and prospects for peaceful conflict resolution. Students will also be introduced to the various modes through which nation-states interact, including, trade, war, diplomacy and alliances. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

POLI 200  
Principles of Law  
SS - This course examines the historical development of American legal institutions and assesses the nature and function of the 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 and processes. Special attention will be placed on helping students to develop legal knowledge and reasoning skills. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

POLI 202  
U.S. Politics and Government  
SS - 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(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

POLI 204  
Comparative World Politics  
SS - 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(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

POLI 205  
Politics of the Middle East and North Africa  
SS - This course offers an in-depth examination of the political economy, cultural and social history of the Middle East and North Africa. It employs a broadly comparative perspective to shed light on some of the more vexing problems shared in common by the various states and societies in the region. The course focuses on such issues as the emergence of competing ideological systems, political culture and competing world views, problems of economic development and democratization, mass mobilization and social movements, and regional conflict and war. At the end, it is hoped that students will acquire the analytical skills necessary for challenging resilient stereotypes about the region, and for independently making sense of historical and contemporary problems in Middle East and North Africa. Prerequisite(s): Completion of ENG 101 or POLI 101 with a grade of 2.0 or higher.
Course Descriptions

**SOCIAL SCIENCES**

**SOC 101 5 credits**

**Sociological Imagination**

Prerequisite(s): ENG 101 with a grade of 2.0 or higher.

**SOC 130 5 credits**

**Sex and Gender**

Prerequisite(s): Instructor permission.

**SOC 150 5 credits**

**Multicultural Communication**

Prerequisite(s): Instructor permission.

**SOC 171 5 credits**

**Human Relations**

Prerequisite(s): Instructor permission.

**SOC 171 2 credits**

**Human Relations**

Prerequisite(s): Instructor permission.

**SOC 196 1-5 credits**

**Individualized Project**

Prerequisite(s): Instructor permission.

**SOC 197 1-5 credits**

**Internship**

Prerequisite(s): Instructor permission.

**SOC 198 1-5 credits**

**Special Topics Course**

Prerequisite(s): Instructor permission.

**SOC 297 1-5 credits**

**Internship**

Prerequisite(s): Instructor permission.

**SOC 151 5 credits**

**American Ethnic Cultures**

Prerequisite(s): Instructor permission.

**SOC 251 5 credits**

**Organizational Behavior**

Prerequisite(s): Instructor permission.

**SOC 296 1-5 credits**

**Individualized Project**

Prerequisite(s): Instructor permission.

**SOC 298 1-5 credits**

**Special Topics Course**

Prerequisite(s): Instructor permission.
SPANISH

For course listings see World Languages.

SPEECH COMMUNICATION

SPCMU 101
Speech Communication
H - Students will improve their ability to communicate informally and formally at home, work and school by applying communication principles learned in the course. Students will also learn to deliver effective short formal speeches based on individual research and personal experience. Students will practice communication abilities in conflict resolution, social perception, listening and nonverbal communication. Emphasis on presentational skills within a small group or public setting is also stressed in the course. Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

SPCMU 220
Public Speaking
H - In this course on formal public speaking, students learn to analyze audience and purpose in order to choose topic, organization, 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(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

SPCMU 290
Group Communication
H - 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(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

WORLD LANGUAGES

ASL 101
American Sign Language
H - 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 turn-taking. To develop their ability to understand and to express themselves in ASL, students converse in ASL during every class period. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

ASL 102
American Sign Language
H - 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(s): Completion of ASL 101 with a grade of 2.0 or higher.

ASL 103
American Sign Language
H - 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(s): Completion of ASL 102 with a grade of 2.0 or higher.

CHI 101
Elementary Chinese I
H - In this course students begin to communicate in Mandarin Chinese by acquiring basic vocabulary and skills in grammar, pronunciation, and the Pinyin (Romanized) writing system. Students also begin to develop an understanding of the culture, art, music, and literature of the Chinese-speaking world. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

CHI 102
Elementary Chinese II
H - In this course continuing the work of Chinese 101, students improve their communication abilities in Mandarin Chinese by expanding their vocabulary and grammar and pronunciation skills. Students also increase their understanding of Chinese cultures and communication behaviors. Prerequisite(s): Completion of CHI 101 with a grade of 2.0 or higher or placement by testing in CHI 102.

CHI 103
Elementary Chinese III
H - In this course continuing the work of Chinese 102, students further improve their communication abilities in Mandarin Chinese by expanding their vocabulary and grammar and pronunciation skills. Students continue to increase their understanding of Chinese cultures and communication behaviors. Prerequisite(s): Completion of CHI 102 with a grade of 2.0 or higher or placement by testing in CHI 103.

FREN 101
Elementary French I
H - In this fast-paced course, students begin to communicate in French in simple situations. They are able to describe the immediate environment and to repeat learned dialogues by learning elementary grammar, vocabulary and pronunciation. Students begin to learn about the culture, music, art and literature of the French-speaking world. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

FREN 102
Elementary French II
H - In this fast-paced course, continuing the work of French 101, students increase knowledge of French 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 French-speaking cultures. Prerequisite(s): Completion of FREN 101 with a grade of 2.0 or higher or instructor permission.

FREN 103
Elementary French III
H - This course continues the work of French 102. In it, students improve their ability to speak and write in French by adding to vocabulary and grammar knowledge. Students learn more about French-speaking cultures. Prerequisite(s): Completion of FREN 102 with a grade of 2.0 or higher or instructor permission.

FREN 201
Intermediate French I
H - In French 201 students are engaged in a variety of activities that use different media and learning techniques aimed at building proficiency in all four language skills — reading, writing, listening, and speaking. Students work individually and with partners in class to discuss and present ideas about literary texts, music, film, or cultural history. Students also continue to learn about French-speaking cultures throughout the world. Prerequisite(s): Completion of FREN 103 with a grade of 2.0 or higher or placement by testing in FREN 201.

FREN 202
Intermediate French II
H - In French 202 continues to engage students in a variety of activities in different media to build proficiency in all four language skills — reading, writing, listening, and speaking. Individual assignments and in-class group work help students communicate more personal and complex ideas in written and spoken French. Students also continue to deepen their knowledge of French-speaking cultures worldwide. Prerequisite(s): Completion of FREN 201 with a grade of 2.0 or higher or placement by testing in FREN 202.

FREN 203
Intermediate French III
H - French 203 continues to build proficiency in all four language skills using a variety of media. Individual assignments and in-class group work help students understand authentic French and to communicate using moderately complex written and spoken grammar and vocabulary. Students also continue to deepen their knowledge of French-speaking cultures worldwide. Prerequisite(s): Completion of FREN 202 with a grade of 2.0 or higher or placement by testing in FREN 203.

JAPAN 101
Elementary Japanese I
H - Japanese 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(s): Completion of Eng 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

**JAPAN 102**  
5 credits  
**Elementary Japanese II**  
H - Continuing from Japanese 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(s):** Completion of JAPAN 101 with a grade of 2.0 or higher or instructor permission.

**JAPAN 103**  
5 credits  
**Elementary Japanese III**  
H - This course is a continuation of Japanese 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(s):** Completion of JAPAN 102 with a grade of 2.0 or higher or instructor permission.

**JAPAN 201**  
5 credits  
**Intermediate Japanese I**  
H - A continuation of Japanese 103, this course reinforces the fundamentals of the Japanese language introduced in Elementary Japanese courses. Students will learn the functional ability to communicate in Japanese beyond the entry level, in such areas as negotiating, suggesting and requesting and in consideration of degrees of politeness. Both casual and formal speech styles are introduced in appropriate cultural and social contexts. Four Japanese language skills: speaking, listening, reading and writing are taught from a Japanese cultural framework. **Prerequisite(s):** Completion of JAPAN 103 with a grade of 2.0 or higher or placement by testing in JAPAN 201.

**JAPAN 202**  
5 credits  
**Intermediate Japanese II**  
H - This course is a continuation of Japanese 201. Students will learn how to support their opinions, explain reasons in detail, and discuss current topics. Casual and formal speech styles continue to be emphasized according to the requirements of different cultural and social contexts. The four Japanese language skills, speaking, listening, reading and writing, are taught from a Japanese cultural framework. The course will shift from speaking and listening to reading and writing skills toward the end of quarter. **Prerequisite(s):** Completion of JAPAN 202 with a grade of 2.0 or higher, or placement by testing in JAPAN 203.

**JAPAN 203**  
5 credits  
**Intermediate Japanese III**  
H - This course is a continuation of Japanese 202. Students will learn how to support their opinions, explain reasons in detail, and discuss current topics. Casual and formal speech styles continue to be emphasized according to the requirements of different cultural and social contexts. The four Japanese language skills, speaking, listening, reading and writing, are taught from a Japanese cultural framework. **Prerequisite(s):** Completion of JAPAN 202 with a grade of 2.0 or higher, or placement by testing in JAPAN 203.

**SPAN 101**  
5 credits  
**Elementary Spanish I**  
H - 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(s):** Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

**SPAN 102**  
5 credits  
**Elementary Spanish II**  
H - In this fast-paced course continuing the work of Spanish 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(s):** Completion of SPAN 101 with a grade of 2.0 or higher or instructor permission.

**SPAN 103**  
5 credits  
**Elementary Spanish III**  
H - This course continues the work of Spanish 102. In it, students increase 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(s):** Completion of SPAN 102 with a grade of 2.0 or higher or instructor permission.

**SPAN 201**  
5 credits  
**Intermediate Spanish I**  
H - 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(s):** Completion of SPAN 103 with a grade of 2.0 or higher or placement by testing in SPAN 201.

**SPAN 202**  
5 credits  
**Intermediate Spanish II**  
H - 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. **Prerequisite(s):** Completion of SPAN 201 with a grade of 2.0 or higher or placement by testing in SPAN 202.

**SPAN 203**  
5 credits  
**Intermediate Spanish III**  
H - 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(s):** Completion of SPAN 202 with a grade of 2.0 or higher or placement by testing in SPAN 203.
Student Rights & Responsibilities

Student Code of Conduct
Admission to Cascadia Community 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, including disciplinary procedures and procedures for resolving conflicts related to student discipline. The student conduct system is designed to protect the rights of each individual to support the community values and to assist students in conducting themselves as responsible members of the college community. (WAC 132Z-115-005)

A complete copy of the Student Code of Conduct is available in the Student Handbook on the Cascadia website.

Student Rights & Responsibilities
Cascadia Community College, a state supported institution of higher education, is a learning-centered college, maintained for the purpose of providing to all learners knowledge and skills for the achievement of their academic, professional, technical, and personal goals. As a public institution of higher education, the college also exists to provide students with the capacity for critical judgment and an independent search for truth toward both optimal individual development and the well being of the entire learning community.

Inherent in the college’s mission, vision and goals are certain rights and freedoms which provide to students the support and respect needed for learning and personal development. Admission to Cascadia Community College 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. (WAC 132Z-112-010)

A complete copy of these policies is available in the Student Handbook on the Cascadia website.

Student Right to Know (SRTK)
In accordance with federal regulations, Cascadia Community College will be required to disclose completion or graduation rates and transfer-out rates for the general student body immediately following the end or 150% of normal time to complete a program. The study group, as specified by federal law, will be relatively small when compared with the general student population. It will include only students who were: enrolled in credit classes full-time, entering any college for the first time, and seeking a degree or certificate or planned to transfer to a four-year college or university. This information will be found on the Cascadia Community College website.


Drug-Free Schools & Campuses Act
In compliance with the Drug-Free Schools and Campuses Act (EDGAR 34 CFR, Part 86), Cascadia annually distributes the following information to students and staff:

- Standards of conduct that clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol on school property or as part of school activities.
- Cascadia’s Student Code of Conduct (WAC 132Z-115-090, paragraph 10) prohibits students from:
  “The possession, use, sale or distribution of any alcoholic beverage or illegal drug on the college campus; or while attending a college-sponsored event on non-college property.”
- Administrative procedure 6:3.110.08 prohibits employees from manufacturing, distributing, dispensing, possessing or using a controlled substance;
- A description of the applicable legal sanctions and disciplinary actions.
- Cascadia’s Student Code of Conduct (WAC 132Z-115-070) states that “students may be accountable both to civil authorities and to the college for acts that constitute violations of law and of this code.” Aside from any criminal proceedings, the college may impose sanctions ranging from a verbal warning to dismissal, as outlined in WAC 132Z-115-120, paragraph 4.
- Administrative procedure 6:3.110.08 outlines the sanctions for employees found to have violated provisions of the Drug-Free Schools and Campuses Act. The policy reads, “Violation of this policy will be reason for disciplinary action up to and including dismissal, or for mandatory evaluation treatment for substance abuse.”
• A description of any drug or alcohol counseling, treatment or rehabilitation/re-entry programs:
• Cascadia’s Crisis and Intervention Specialist, located within Student Success Services, maintains a referral list of agencies and individuals providing support services to students or employees struggling with drug and/or alcohol use/abuse. Such referrals can be accessed by contacting the Crisis and Intervention Specialist at 425.352.8383.
• Administrative procedure 6.3.110.08 states that “Cascadia Community College recognizes drug use and/or dependency to be a health, safety and security problem,” and offers employees assistance through the State Employee Advisory Services and/or employee medical insurance plans.

Confidentiality of Records
Cascadia Community College has adopted procedures in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974, assuring the rights of a student to view his or her educational records, upon request. In response to outside inquiries about students, the policy of Cascadia is to ONLY confirm:
• Dates of enrollment
• Area of study
• Degree or certificates earned
Exceptions include a subpoena, emergency situations, compliance with the Solomon Amendment and Department of Education requests through the Patriot Act, and the National Student Clearinghouse. Students may permit disclosure of additional information to specific persons who provide photo ID, by signing a Release of Information Form and submitting the form with a photo ID to Enrollment Services, CC1 103. See details on FERPA and the Solomon Amendment.

Social Security Number
Student’s social security numbers are confidential and, under the Family Educational Rights and Privacy Act (FERPA) a federal law, the college will protect it from unauthorized use and/or disclosure. In compliance with, state/federal requirements a students SSN will not be authorized for identification purposes except for state and federal financial aid, Hope/Lifetime Learning tax credits and academic transcripts, assessment, accountability research or as otherwise stated by law. Cascadia assigns each student an alternative identification number upon application to the school and/or class registration.

Students must complete a non-disclosure form if they choose not to provide a social security number. The Internal Revenue Service could possibly impose a $50 fine for non-disclosure.

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, CC1 103.

Family Educational Rights & 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:

a. The right to inspect and review the student’s educational record within 45 days of the day the college receives a request for access.
b. The right to request the amendment of the student’s educational records that the student believes is inaccurate or misleading.
c. The right to consent disclosure of personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure with consent.
d. The right to file a complaint with the U.S. Department of Education concerning failures by Cascadia to comply with the requirements of FERPA.

At the post secondary level, rights under FERPA are afforded the student and not the parent of the student. A student attending Cascadia Community College who is under 18 would have the FERPA rights just as someone over the age of 18. FERPA rights apply to former students as well.

Release of Student Information
To protect student privacy, photo ID is required to view, receive copies of educational records, change student information, or enroll, drop, or withdraw from classes.

Name Changes
To change the name shown on Cascadia records, students must complete a Student Information Update form and submit photo ID with the new legal name and acceptable proof of name change at Enrollment Services, CC1 103. Acceptable proof would be a marriage certificate or court order.
Address Changes
Students are responsible for informing the college of their current address. If your address changes, you may update the address change through Student Online Services at www.cascadia.ctc.edu. Address changes can also be updated by submitting a Student Information Update Form with a photo ID to Enrollment Services, CC1 103.

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 class schedule changes until these have been cleared. Likewise, transcripts, certificates or diplomas, will not be released until debts are cleared. The release of a Hold on Record may take up to two business days to process.

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, CC1 103.

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. An official transcript of academic achievement at Cascadia is available for a fee.

Students may download an Official Transcript Request Form online at Cascadia's website, or pick up a form at Enrollment Services. Official Transcript Request Forms must be submitted with payment to the Cashier's Office, in person, by mail or fax. An official transcript request takes a minimum of two business days to process. All parking fines, library dues and outstanding debt to the College must be cleared before official transcripts can be released.

Leave of Absence
A student who is seeking a degree at Cascadia and 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.
To re-enroll, students must:
1. Update biographical information such as an address change through Cascadia's website or submit a completed Student Information Update Form available at Enrollment Services CC1 103 with photo ID.
2. Notify Enrollment Services of return as Matriculated Student (degree-seeking at Cascadia).
3. A registration appointment will then be assigned for the quarter.

A student who is seeking a degree at Cascadia and absent from the college for more than one calendar year may retain the right to register in the same priority as a continuing student. However, this right does not guarantee re-entry into any specific course or instructional program.
To re-enroll, students must:
1. Complete steps 1 and 2 as listed above.
2. Meet with an Academic Advisor as returning Matriculated Student (degree seeking at Cascadia) for updates on program changes and educational plan.
3. A registration appointment will then be assigned for the quarter.

Nondiscrimination & Equal Opportunity
Cascadia Community College affirms a commitment to freedom from discrimination for all members 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.
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M.A., University of Washington

**Blackstad, Ana**  
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M.Ed., Seattle University

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Ed.D., Oregon State University

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Ph.D., University of Washington

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B.S., Illinois State University

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Ph.D., University of Washington

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Ph.D., University of Washington

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M.A., California State University, Long Beach

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M.A., Cornell University

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M.T.A., University of Wisconsin

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M.A., University of Colorado

**Shapiro, David**  
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M.A., University of Washington

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M.A.S., Oregon State University

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M.A., English, University of Illinois at Urbana-Champaign

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M.A., West Chester University

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MBA University of California at Berkeley  
MP Acc University of Washington

**Whitson, Katharine**  
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M.Lib., University of Washington

**Whittaker, David**  
Faculty, Mathematics  
B.A., Flagler College  
M.S., Embry-Riddle Aeronautical University

**Wolf, Julie Planchon**  
Reference and Instruction/  
Nursing Librarian  
M.L.I.S., University of Texas at Austin

**Yen, Flora**  
Director of Institutional Effectiveness  
B.A., Scripps College  
M.A., University of California, Los Angeles  
Ph.D., University of California, Los Angeles
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Department</th>
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<tbody>
<tr>
<td><strong>Teaching Faculty</strong></td>
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<td><strong>Staff</strong></td>
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<tr>
<td>Amador, Omar</td>
<td>Custodian Lead</td>
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<td>Amador Jr., Omar</td>
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<td>Ayers, Michele</td>
<td>Fiscal Specialist I</td>
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<td>Baker, Catherine</td>
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<td>Basilio, Anibal</td>
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<td>Bedell, Kimberlee</td>
<td>Program Coordinator</td>
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<td>Brundage, Neil</td>
<td>Assistant Director of Student Financial Services</td>
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<tr>
<td>Brunson, Shauna</td>
<td>Human Resources Representative III</td>
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<td>Carlquist, Sandra</td>
<td>ePortfolio Specialist</td>
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<td>Casseday, Jill</td>
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<td>Chang, Soofin</td>
<td>Front Office Supervisor</td>
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<td>Clark, Kimberlee</td>
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<td>Coar, Kenneth</td>
<td>Payroll/Office Manager</td>
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<td>Corcoran, Lisa</td>
<td>Assistant to the Executive Vice President for Student Learning</td>
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<td>Crum, Barbara</td>
<td>Administrative Assistant to the Vice President for Student Success Services</td>
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<td>Dersham, Shelia</td>
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<td>Egdorff, John</td>
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<tr>
<td>Ellis, Bonnie</td>
<td>Lead Academic Advisor for Credentials Evaluation and Graduation Processes</td>
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<tr>
<td>Fendell, Linda</td>
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<tr>
<td>Fletcher, Brian</td>
<td>Head, Campus Media Center</td>
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<tr>
<td>Frazier, Rachel</td>
<td>Media Assistant 2, Campus Media Center</td>
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<tr>
<td>Gonzales, Dede</td>
<td>Executive Assistant to the President/Office Manager/Coordinator for External Affairs</td>
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<tr>
<td>Good-Brummer, Lisa</td>
<td>Scientific Instructional Tech I</td>
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<tr>
<td>Graham, Diana</td>
<td>Program Assistant/Evening Dispatcher</td>
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<td>Headlee, Katie</td>
<td>Lead Academic Advisor/Assessment, Orientation &amp; Academic Standards</td>
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<td>Heard, Marion</td>
<td>Office Assistant III</td>
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<td>Herman, Mikal</td>
<td>Media Technician Lead, Campus Media Center</td>
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<td>Ho, Deanna</td>
<td>Program Assistant</td>
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<tr>
<td>Howard, Jason</td>
<td>Computer Support Analyst, Campus Media Center</td>
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<tr>
<td>Hurley, Kathryn</td>
<td>Administrative Assistant to the Vice President of Finance and Operations</td>
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<tr>
<td>Jezek, Cecilia</td>
<td>Program Assistant, Campus Media Center</td>
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<td>Kenagy, Jaime</td>
<td>Media Technician Lead, Campus Media Center</td>
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<td>Klein, Richard</td>
<td>Gardener I</td>
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<td>Lewis, Heather</td>
<td>Human Resources Assistant Senior</td>
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<td>Lim, Xieng</td>
<td>Accountant</td>
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<td>Logo, Francisco</td>
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<tr>
<td>Maaza, Illeny</td>
<td>Graphic Design &amp; Publications Specialist</td>
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<td>Mangialardi, Chris</td>
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<td>Building Control Technician</td>
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<td>Mizuba, Midori</td>
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<td>Monsaas, Tyson</td>
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<td>Moss, Sabrina</td>
<td>International Student Advisor</td>
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<td>Mulik, James</td>
<td>Senior Analyst</td>
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<td>Myers, Debby</td>
<td>Systems Administrator</td>
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<td>Myers, Trent</td>
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<td>Nikitenko, Pavel</td>
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<td>Pace, Guy</td>
<td>Systems Administrator</td>
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<td>Pilutik, Christi</td>
<td>Supervisor, Program Support Services, Campus Media Center</td>
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<td>Plorish, Ziyedonis</td>
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<td>Rochelle, Aimee</td>
<td>Data Entry Operator</td>
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<td>Ross, Harold</td>
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<tr>
<td>Sanderson, Nicole</td>
<td>Program Assistant/Hourly Dispatcher</td>
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<tr>
<td>Santos, Raphalyn</td>
<td>Administrative Assistant to the Executive Director, Human Resources, Institutional Equity &amp; Labor Relations</td>
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<tr>
<td>Schlosser, Karen</td>
<td>Webmaster</td>
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<tr>
<td>Shih, Jaime</td>
<td>Human Resources Representative</td>
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<tr>
<td>Snyder, Dave</td>
<td>Supervisor, Technical Services, Campus Media Center</td>
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<tr>
<td>Studer, Marc</td>
<td>Media Producer, Campus Media Center</td>
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<td>Sugawara, Craig</td>
<td>Information Technology Technician</td>
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<td>Sullivan, Donna</td>
<td>Office Assistant III</td>
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<td>Tikhonova, Larissa</td>
<td>Program Coordinator</td>
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<td>Truly, Jeff</td>
<td>Maintenance Mechanic I</td>
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<td>Waddle-Wilkes, Gayle</td>
<td>Payroll Technician</td>
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<td>Whitfield, Robert</td>
<td>Program Support Supervisor</td>
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<tr>
<td>Yamasaki, Vickie</td>
<td>Program Assistant</td>
</tr>
</tbody>
</table>
Glossary

Academic Advisors
Academic Advisors assist students with short-term and long-term educational planning in the areas of degree/certificate completion, the transfer process, university admissions and Student Success Services referrals.

Academic Year
The period of formal academic instruction, divided into summer, fall, winter and spring quarters.

Associate in Applied Science Transfer Degree (AAS-T)
The degree awarded to those students who successfully complete the required coursework for professional/technical programs. Cascadia Community College awards AAS-T degrees in Business Information Technology.

Associate in Integrated Studies Degree (AIS) - Direct Transfer Agreement (DTA)
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 the sophomore years of university instruction.

Associate in Science Degree (AS-T)
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 10 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.

Dual Listing
A single course that meets criteria in two disciplines. Students may enroll in either course depending upon how they want it listed in their transcript. For example, Multicultural Communication can be taken as CMU 150 or SOC 150.

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. See Grading Procedures www.cascadia.cc.edu/instructionalprograms/academicpoliciesgrading.asp.

Item Number
The four-digit number that appears before each class and section in the quarter class schedule.

Learning Community
A multi-disciplinary course involving two or more teachers. Learning Communities are centered around a theme. Students and teachers are joint learners, and every member of the Learning Community bears responsibility.

Linked Courses
Courses which have been designed to complement one another. Students will enroll in the linked offering and must enroll in both courses.

Teaching and Learning Lead
Faculty are appointed as Teaching and Learning Leads each year to assist the Dean and Vice President for Student Learning with a variety of duties.

Major
The subject or department in which a student takes concentrated coursework, leading to a specialty.

Matriculation
The formal admission application and acceptance of a student who wishes to take courses for a college degree or certificate.

Non-Matriculated Students
Students not seeking a degree or certificate are considered non-matriculated students and may register for up to 10 credits per quarter.

Open Learning Center
The Open Learning Center is a computer lab where students can receive assistance with technology needs and completing class assignments.

Overenrollment
Permission from the Dean for Student Learning is required to take more than 20 credits per quarter.

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. Math assessments must be within the last 12 months. If the math test scores or grades are older than 12 months, the student must reassess by placement testing.

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.
Driving Directions to Cascadia

From I-405
Take the Beardslee/195th Exit (Exit #24).
At stop light at the end of the exit ramp go west on Beardslee Boulevard.
Go approximately one quarter mile; the campus entrance is to the left.

From SR-522
SR-522 begins as Lake City Way in Seattle; it will eventually take you into Bothell. At the intersection of SR-522 and SR-527, go into downtown Bothell on Main Street.

Main Street will become Beardslee Boulevard; continue east on Beardslee Boulevard. The campus entrance is to the right.

On Campus
Turn left on Campus Way NE. Park in the North parking garage* (on left). The Cascadia building is the first building on the right.

*There is a per visit parking fee payable in the parking garage.