Contents

GENERAL INFORMATION ................................. 2-5
President’s Message ........................................ 2
2007-2008 Academic Calendar ............................ 3
The Cascadia Experience .................................. 4
Vision, Mission and Institutional Core Values ............... 5

STUDENT SUCCESS SERVICES .......................... 6-17
Applying for Admission .................................. 6
Career & Course Planning .................................. 8
Registering for Classes .................................... 9
Refunds .................................................... 10
Tuition and Fees .......................................... 11
Tuition and Fee Waivers .................................. 13
Financing Your Education ................................ 13

STUDENT RESOURCES ................................. 18-20
Learning Resources ....................................... 18
Learning Assistance ...................................... 18
Campus Services ......................................... 19
Emergency College Closures ............................. 19
Student Programs and Activities ......................... 20

INSTRUCTIONAL PROGRAMS & POLICIES .......... 21-52
Degree Programs ......................................... 21
Certificate Programs ...................................... 21
Additional Programs ..................................... 21
Graduation Requirements ................................ 22
Transfer Degree Options ................................ 22
Educational and Career Pathways ....................... 23
Program Learning Outcomes ............................ 24
Degree Requirements ................................... 26
Certificate Requirements ................................. 42
Transfer of Credits ....................................... 45
Academic Policies ........................................ 46

COURSE DESCRIPTIONS ............................... 53-81

STUDENT RIGHTS & RESPONSIBILITIES .............. 82-83

FACULTY, STAFF & ADMINISTRATION .................. 84-86

GLOSSARY .................................................. 87

INDEX ....................................................... 88

MAP & DIRECTIONS ................................. INSIDE BACK COVER
I am pleased to report that Cascadia Community College has been granted accreditation, a critical milestone in the short history of this new and growing college. Initial accreditation, granted in July 2007, is the ultimate recognition that our educational efforts meet the high standards maintained by our peers at the regional accreditation commission.

We are equally excited that our students, in a national survey, rated Cascadia exceptional in its devotion to active and collaborative learning and to the quality of the interactions with faculty.

At Cascadia, we are proud to be a part of this growing and vibrant community. Before the end of the 2007-08 school year, we plan to begin construction of the Center for Global Learning and the Arts, consisting of classrooms, offices, language labs and a small theater/classroom. The new facility will help us serve more students and offer a greater variety of programs.

Students inspire all our efforts here. I invite you to come see for yourself that you have an exceptional resource for continuing your education. Whatever your current educational level or goal, we will do all we can to support your efforts to learn new skills to help in your job, earn credits for a transfer degree, improve your English skills, achieve personal growth, or get a GED.

Please accept my warmest encouragement for you to visit our campus. Cascadia Community College will help you start or sustain your unique pathway in life.

Sincerely,

Dr. William Christopher
Accreditation
Cascadia Community College is accredited by the Northwest Commission on Colleges and Universities (NWCCU), 8060 165th Avenue NE, Suite 100, Redmond, WA 98052.

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 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. Please see http://www.cascadia.ctc.edu/Schedules/default.asp for updates since the catalog was published. However, the college reserves the right to make 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, religion, gender, sexual orientation, national origin, marital or veteran status or the presence of any sensory, mental or physical 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.

2007-2008 ACADEMIC CALENDAR

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<thead>
<tr>
<th>Summer Quarter 2007</th>
<th>Winter Quarter 2008</th>
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<tbody>
<tr>
<td>Jun 18</td>
<td>Jan 1</td>
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<tr>
<td>Jul 16</td>
<td>New Year's Day</td>
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<td>Jun 18</td>
<td>First Day of Winter Quarter</td>
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<td>Jul 4</td>
<td>Jan 7</td>
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<td>Jul 12</td>
<td>First Day of Winter Quarter</td>
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<td>Aug 9</td>
<td>Jan 21</td>
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<td>Aug 9</td>
<td>M L King, Jr. Holiday</td>
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<table>
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<tr>
<th>Fall Quarter 2007</th>
<th>Summer Quarter 2007</th>
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<tr>
<td>Sept 3</td>
<td>Labor Day / Cascadia Closed</td>
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<tr>
<td>Sept 10</td>
<td>Pre-fall Classes Begin</td>
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<tr>
<td>Sept 14</td>
<td>Fall Convocation (Limited Services Available)</td>
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<td>Sept 24</td>
<td>First Day of Fall Quarter</td>
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<td>Nov 12</td>
<td>Veterans' Day / Cascadia Closed</td>
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<tr>
<td>Nov 22-23</td>
<td>Thanksgiving / Cascadia Closed</td>
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<tr>
<td>Nov 24</td>
<td>No Classes / Cascadia Closed</td>
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<tr>
<td>Dec 7</td>
<td>Last Day of Fall Quarter</td>
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<tr>
<td>Dec 25</td>
<td>Christmas / Cascadia Closed</td>
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</tbody>
</table>

Common questions asked by students are answered on the following pages:

When is spring break? 3
How do I apply to Cascadia Community College? 6
How do I transfer credits from another college? 7
How do I register for classes? 9
Can high school students attend Cascadia? 7
How do I decide which classes to take? 8
How can I make an advising appointment? 8
Where can I find job information? 8
How much does it cost to take classes? 10
Is help available to pay for tuition? 13
What degrees and certificates are offered? 21
How do I graduate? 22
What courses are available? 53
Where is the library? Inside Back Cover
Where do I find room numbers? Inside Back Cover
Where are the directions to campus? Inside Back Cover
A UNIQUE LEARNING COMMUNITY

Cascadia is a public community college 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 consortia in the nation. Cascadia was chosen by the League for Innovation in the Community College Consortium for Study Abroad (WCCCSA), offers quarterly study abroad options. Students earn credit when studying abroad in places such as England, Italy, Costa Rica, Spain, Australia, New Zealand and more. Classes are taught by faculty from colleges in the consortium and from the host country, and fulfill state requirements. Students’ lives change by interacting with other cultures, gaining a global perspective, and enhancing their learning and development. Some study abroad programs allow students to become more fluent and comfortable in another language.

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

A Learning College

Cascadia was chosen by the 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 groups. 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, through WashingtonOnline (WAOL), a cooperative effort among Washington’s 34 community and technical colleges, and through special agreements with other Washington state community and technical colleges. Distance learning can be an attractive alternative to commuting to campus. To succeed in distance learning classes, students 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 Learning Community 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 AIS 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 England, Italy, Costa Rica, Spain, Australia, New Zealand and more. Classes are taught by faculty from colleges in the consortium and from the host country, and fulfill state requirements. Students’ lives change by interacting with other cultures, gaining a global perspective, and enhancing their learning and development. Some study abroad programs allow students to become more fluent and comfortable in another 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

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.
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 Enrollment Services Office or on the website.
• Take Cascadia’s placement assessment to determine skill level in reading, writing and mathematics. 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. Transcripts documenting college-level English and/or mathematics are required for registration.
• 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 from Cascadia are considered non-matriculated students and may register for up to twenty four credits per quarter. Non-matriculated students may register during the Open Registration period on a first-come, first-served basis. Students must demonstrate that they have met course prerequisites for any given mathematics or English course they wish to enroll in.

Non-matriculated students can demonstrate that they have met the mathematics or English course prerequisites by providing college transcripts, or by taking the placement test either at Cascadia or at another college within the past year.

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-matriculated 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. Student Advising and Support Services, 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 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 ESL assessment testing at 425.352.8158. Photo ID is required for all assessment testing.

IN THE SPOTLIGHT

Christina MacGillivray

Community colleges offer the opportunity to start over. The pathway that brought Christina MacGillivray to Cascadia is like the twists and turns in life that bring many of our “returning students” to our campus.

Christina started and stopped college a couple times in her twenties. She has traveled extensively, earned a massage therapist license and owned her own business for a few years.

“The repetition and the lack of opportunities helped convince me that more education was a much better path for me,” she says. “I thought I would be very different from most students because of my age, but everyone here has been really friendly and helpful and made my coming back to school really easy.”

Now she’s in the business program, learning specific skills to improve her effectiveness in her family’s manufacturing company.
Transcript Evaluation

Credits earned at colleges or universities that are recognized by a regional accreditation association or Ministry of Education 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 before the end of their 2nd quarter of attendance. This includes transcripts from prior colleges and military training including those before, during and after active duty.

Reciprocity Agreement

Washington community and technical colleges (CTCs) offer reciprocity to students transferring within the CTC system who are pursuing the Direct Transfer Agreement (DTA) Associate in Integrated Studies Degree or the Associate in Science-Transfer Degree. Students who completed an individual course that met distribution degree requirements or fulfilled entire areas of their degree requirements at one college will be considered to have met those same requirements if they plan to complete the same degree when they transfer to another community or technical college in Washington. These degree requirements include Communication Skills, Quantitative Skills, or one or more Distribution Area (Humanities, Social Sciences, Natural Sciences).

Students must initiate the review process and must be prepared to provide necessary documentation. For complete information, please contact the Graduation and Transfer Credit Evaluator in Enrollment Services at 245.352.8125. The Reciprocity Agreement Instructions and Request Form are located in Enrollment Services.

Special Admissions

Running Start

Eligible high school juniors and seniors enrolled in a public school or district home school 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 (a testing fee applies). 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 Student Advising and Support Services by the deadline (see Running Start website, www.cascadia.ctc.edu/runningstart/, or pick up Running Start packet for complete details in Student Advising and Support Office.
4. After turning in all 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 425.352.8383.

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 Student Advising and 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. 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 Student Advising and Support Services, they must schedule a meeting with an Academic Advisor to review completed application materials. After review, the student’s 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 students, refer to Administrative Procedure 2.3.10.01.
**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 and has been accepted for admissions to Cascadia, 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 Student Advising and Support Services 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 Student Advising and Support Services. Photo ID is required for all enrollment transactions.

**Career Services**

Career planning and placement services are available to students in the process of selecting and planning their careers. Job opportunities are posted on the bulletin board outside Student Financial Services. Students not enrolled in the BIT program should contact the Director of Student Advising and Support Services for other internship opportunities.

**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 college’s professional/technical programs are often required to complete an internship as part of their curriculum. Internships combine work experience with earning college credit. They are a wonderful way for students to gain resume experience and explore their chosen career field. All students are eligible for internship experiences. Internships extend a student’s skill acquisition into workplace settings and can be paid or unpaid. Internships allow students to explore where they fit in the business world. Employers can preview emerging talent and expand their company talent base with the newest skills.

A Learning and Training Agreement brings together the student’s goals, the employer’s interest and the measurable outcomes that the supervising faculty member will evaluate for each internship. For professional/technical internships call 425.352.8358. For academic disciplines call 425.352.8383.

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**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 Student Advising and Support Services. All steps and requirements noted in the High School Completion Packet must be completed and submitted by the designated quarterly deadline. Please contact Student Advising and Support Services for details at 425.352.8383.

**International Students**

Cascadia welcomes international students to our campus! International students can enroll in Cascadia Community College if they meet the admission requirements.

The admissions process for international students is to:

- Complete the International Student Application for Admissions
- Provide Cascadia with secondary or high school transcripts
- Submit TOEFL or IELTS scores, or other acceptable proof of English proficiency
- Furnish financial documentation
- Submit the $50.00 Application Fee

**The application priority dates are:**

Fall Quarter: August 15
Winter Quarter: November 15
Spring Quarter: March 15
Summer Quarter: May 15

Starting in Spring Quarter (April) 2008, Cascadia will no longer require a TOEFL or IELTS score. 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.
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. For fall, winter and spring quarters, 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. Summer quarter registration is on a first-come, first-served basis.

Class Status

Students must be officially registered in order to attend classes. All students must officially register or add classes with Enrollment Services by the Last Day to Add Classes each quarter.

Course Prerequisites

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

Class Audits

The student who audits a course must meet course prerequisites, register and pay for the course, and participate in class work at the instructor’s discretion. No credit is earned, and the audit grade of “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.

Wait Lists

The waitlist feature offers students a fair and consistent method of being enrolled in a full class if an opening occurs. There is a waitlist available for all full classes. Students may place their name on 3 waitlists but may not be in different sections of the same class, time conflicts or unauthorized over 24 credit status. Each waitlist will hold 24 students. The last day to add your name to a waitlist will be the Monday prior to the start of the quarter. Students who choose to place their name on a waitlist will be automatically enrolled for the waitlisted class when a space becomes available. As space becomes available in a full class, the top name on the waitlist will move into the class. Once a student places their name on a waitlist, the student must check their schedule online daily at Cascadia’s website or with Enrollment Services. 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.

Schedule Changes

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

To Add a Class

- Students may wish to use online registration to add classes to their schedule prior to the beginning of the quarter.
- Students may register in person in the Enrollment Services Office and may add classes to their schedule up through the tenth day of the quarter (date is adjusted for summer quarter).
- After the quarter has started, 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).

- Clearing scheduling conflicts such as time conflicts, enrollment into the same class-different section, or unauthorized over 24 credit status. If scheduling conflicts are not cleared by 8am of the next business day, Enrollment Services will automatically drop the last enrolled class that caused the scheduling conflict.
- Clearing any unusual action hold including parking fines, library dues, any outstanding balances on student accounts, unreturned calculator holds or unpaid fees prior to the automated enrollment. If a space becomes available and the student's account is not cleared from the unusual action hold, the student will be removed from the waitlist and the spot will be offered to the next person on the waitlist.

If students decide to no longer be on the waitlist, they may remove their name from the waitlist through Cascadia’s website at Student Online Services or with Enrollment Services.
To Drop a Class

- Students may drop classes using online or in-person registration through the tenth day of the quarter (date is adjusted for summer quarter).
- Instructor permission is not required.
- 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 online registration. Beginning the 11th calendar day of the quarter through the sixth week of the quarter (date is adjusted for summer quarter), students can withdraw from classes via the web or by completing an add/drop form 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 will be administratively withdrawn from the class at the instructor’s discretion.

REFUNDS

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 classes, Cascadia Community College will refund tuition according to the following schedule:

- Withdrawal from classes due to cancellation by the college: 100%
- On or before the 6th day of instruction for the quarter, excluding weekends and holidays; 5pm in-person, 9:30pm online: 100% (summer quarter: 100% refund dates are prorated).
- Withdrawal from classes beginning with the 7th day of instruction 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, who do not follow the official withdrawal procedures or who withdraw after the 20th calendar day of the quarter (summer quarter dates are prorated).

Refunds are processed automatically when students drop or withdraw from classes. The amount of the refund will be reduced by the amount of open balances on the student’s account. Refunds are made as follows:

- If payment was made by cash, check or financial aid, 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 the account within 10 business days.
TUITION & 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 immigration status, 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 immediately preceding the beginning of the quarter, they have done all of the following:

1. Held a Washington driver’s license or identification card,
2. Had their vehicle registered in Washington state, and
3. Have been registered to vote in Washington.

There are some exceptions to these general rules (e.g., for active military personnel, for some employees of public institutions of higher education, etc.).

Certain students who are not permanent residents or citizens of the United States may be eligible for resident tuition rates.

To be eligible they must have:

Resided in Washington state for the three years immediately prior to receiving a high school diploma, and completed the full senior year at a Washington high school, or

Completed the equivalent of a high school diploma and resided in Washington state for the three years immediately before receiving the equivalent of the diploma, and

Continuously resided in the state since earning the high school diploma or its equivalent.

Students who meet the above criteria and have filed an application for admission must submit a signed affidavit to the Enrollment Services Office. To request an affidavit, visit the Enrollment Services Office or call 425.352.8860.

Fees
The amount assessed for each of the fees identified below is published in the quarterly schedule of classes.

Adult Basic Education, ESL and GED Preparation
There is a $25.00 per quarter fee charged to students enrolled in federally funded or grant funded classes. Students who demonstrate need may have the fee waived.

Assessment
A fee will be charged for placement assessment in English and/or mathematics, and for additional assessments such as career interest inventories, learning style profiles, etc.

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

Certification Examinations
A fee is charged for examinations for certification which are administered

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.

Clinical, Phlebotomy
Students enrolled in phlebotomy clinicals are charged the materials fee to help defray the cost of consumable supplies and special materials.

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, Human Anatomy**
Students enrolled in human anatomy lab classes are charged the materials fee to help defray the cost of consumable supplies and special materials.

**Lab, Human Physiology**
Students enrolled in human physiology lab classes are charged the materials fee to help defray the cost of consumable supplies and special materials.

**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, Microbiology**
Students enrolled in microbiology lab classes are charged the materials fee to help defray the cost of consumable supplies and special materials.

**Lab, Phlebotomy**
Students enrolled in phlebotomy lab classes are charged the materials fee to help defray the cost of consumable supplies and special materials.

**Lab, Science**
Students enrolled in science lab classes are charged the materials fee to help defray the cost 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.

**Pricing**
Over 1,800 parking spaces are available on campus. Pay stations are located in all parking areas for “per visit” payment. 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**
This fee will be charged to cover administrative and proctoring services for non-Cascadia classes.

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

**Supply Fee**
Students enrolled in courses with more intensive supply needs are charged the supply fee to help defray the cost of consumable supplies and special materials.

**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.

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**IN THE SPOTLIGHT**

**Tyler Hunt**

A service learning project at Cascadia Community College became a family event for Tyler Hunt.

“I worked with another student and both our families helped out. We supplied and cooked Thanksgiving dinner for more than 1,000 people through a shelter in Seattle,” said Tyler. “I enjoyed doing this work and plan to do it again! Anyone could be homeless. I feel it’s my responsibility and it was a great experience.”

Other volunteers distributed the hot meals to several sites serving Thanksgiving dinner to the homeless. All-in-all, the project perfectly met the goals of service learning at Cascadia of expanded horizons, integrating the experience with other coursework, and real service to the community.
TUITION & FEE WAIVERS

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

General Waivers

Adult Basic Skills, ESL
Need-based waivers are available to cover the $25 per quarter tuition fee.

Veteran's Waivers

1. Eligible Veterans/National Guard as defined by statute; children/spouse of disabled eligible veteran or POW/MIA; children/spouse of deceased eligible veteran.
2. Other not qualified as "eligible" (military or naval veteran who is a Washington domiciliary and did not serve or support those serving on foreign soil or in international waters).

Please contact Enrollment Services.

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 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.

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 of Credit Classes
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 Classes
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
Cascadia offers tuition waivers for permanent state employees employed half-time or more and to public school teachers and certificated instructional staff who hold, or are seeking, endorsement and assignment in a state identified shortage area. 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 are used for full-time, in-state residents attending three quarters in the 2007-08 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>2007-08 Costs</th>
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<tr>
<td>Tuition and Fees*</td>
</tr>
<tr>
<td>Books and Supplies</td>
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<tr>
<td>Room and Board</td>
</tr>
<tr>
<td>Transportation</td>
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<tr>
<td>TOTAL:</td>
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* There may be additional fees associated with individual classes.
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. 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

Federal regulations limit the amount of funding students may receive based on the number of credits earned or attempted. All attempted courses are counted, including: incompletes, withdrawals, repeated courses, and transfer credits. Students will not be considered for aid beyond 125% of the credits required for the degree or certificate program. However, students who have reached the 125% limit, but require additional time to complete their degrees, may petition to receive funding beyond the credit limitation. Please note: Washington State Need Grant can not be awarded to students who have attempted beyond 125% of the credits required in their program, regardless of submitting a petition.

Students may attempt 45 credits of preparatory or developmental courses (below 100 level) needed for their program. These credits will not count against the 125% timeframe.
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. 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 Loans.

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.

Student Scholarships
Thanks to donations from businesses, individuals, families, professional organizations and friends of the college, the Cascadia Community College Foundation offers many scholarships for Cascadia students. Applications for scholarships available through the CCC Foundation are accepted twice a year—once during fall quarter and once during spring quarter. Criteria for applying vary among scholarships, as does the amount to be awarded. For details, including application requirements and deadlines, students should visit the CCC Foundation website at www.cascadia.ctc.edu/Foundation or call 425-352-8840.

The CCC Foundation also offers the Complete Your Dream Scholarship to students who have only 5-10 credits remaining to complete a degree or certificate and are in need of financial assistance. Eligible students should contact Student Financial Services or the CCC Foundation for more information about the Complete Your Dream Scholarship.

Student Financial Services maintains current listings and application procedures for an array of scholarships available to Cascadia students, including those available through the CCC Foundation. To find out how to receive assistance through scholarships, students should contact Student Financial Services at 425.352.8861 or go to www.cascadia.ctc.edu/StudentFinancialServices/scholarships.asp.

Workforce Resource Center
The Workforce Resource Center provides a variety of support services including financial aid for students pursuing professional/technical and other job training programs. The Workforce Resource Center provides tuition, books, and other support through the programs described below. To make sure you qualify, please contact a Workforce Resource Center staff member at the phone numbers listed below.

Worker Retraining
The Worker Retraining program can provide tuition support and possibly books for students who are out of work or in danger of losing their jobs without more training. Program staff can assist with the development of an individual training plan, the completion of Commissioner Approved 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
- Be receiving or be eligible to receive unemployment benefits

OR
- Have exhausted their unemployment benefits within the last two years

OR
- Be formerly self-employed and are currently unemployed due to general economic conditions

OR
- Be a displaced homemaker

OR
- Be a vulnerable worker who meets two of the following three requirements:
  1. Your job is not in demand (www.wilma.org/wdclist/);
  2. You do not have 45 college credits;
  3. You must upgrade your skills to remain employed in your current job.
Prospective students should attend the Worker Retraining Orientation offered every Wednesday at 1pm. For location information of orientation or more information call 425.352.8132 or stop by the Library Annex first floor receptionist.

WorkFirst

Cascadia WorkFirst program offers support to two groups of parents:

1. Parents who are currently receiving Temporary Assistance for Needy Families (TANF) through DSHS. These parents must be directly referred by their case manager into approved programs.

   OR

2. Low Income, working parents who want additional job training to improve their families income level can receive WorkFirst Financial Aid.

Both TANF and WorkFirst Financial Aid students may enroll in any professional/technical or job training program offered by Cascadia. They may also enroll in basic skills, GED preparation or English as a Second Language (ESL). Program and attendance requirements vary, for more information call 425.352.8138.

Professional/Technical Programs

Financial support from the Workforce Resource Center can be used to support students in the following technical degree and certificates:

Degree:
Associate in Applied Science-T (AAS-T)
- Administrative Office Management
- Network Technology
- Web Application Programming Technology

Certificates:
- Accounting Assistant
- Computer Applications Specialist
- Database Development
- Flash Design
- Network Specialist
- Office Skills Integrated with ABE
- PC Network Technician
- Phlebotomy
- Technical Support Specialist
- Web Specialist

Working Connections Child Care (WCCC)
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: www1.dshs.wa.gov/esa/wccc/.

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

Students who plan to use their veteran’s benefits should contact the Student Financial Services Office. Veterans will need to apply to begin using or to reinstate benefits. If applicable, a veteran will be asked to submit official academic transcripts from previous attended colleges and/or military training. Veterans will be asked to submit an educational plan from an academic advisor and additional information may be required. All veterans must conform to the Veterans Administration attendance and academic progress standards to remain eligible for benefits.

Veteran’s benefits may be used to complete a college degree, a high school diploma, or a certificate or degree career program. Coursework must follow federal guidelines for an approved program. The college will review a veteran’s military training transcripts and other school credits to determine if the credits may be transferred toward Cascadia Community College course work. Note: Students will not be allowed to repeat classes in which they previously received a passing grade, regardless of whether or not veterans’ benefits were used.

Selected academic programs of study at Cascadia Community College are approved by the Higher Education Coordinating Board’s State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code.
**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 financial aid 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 their financial aid files for the accuracy of the information contained therein, and to submit corrections. Confidential information covered under the Privacy Act may not be reviewed by anyone else without prior written approval of the individual concerned.

**Responsibilities**

The student is responsible for 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 Enrollment Services 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 Lifetime 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 have 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

Student 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 for credit generating classes.

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

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

Computer Resources
Cascadia Community College has computer classrooms and computer laboratories, including an open computer lab (Open Learning Center). Additionally, every classroom is equipped with an ePodium, 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 CC2-080 and can be reached at 425.352.8243, or email 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, and video and printed materials, that provide a supportive environment for students studying mathematics. The Math Center is located in CC2-080 and can be reached at 425.352.8243, or email mwcenter@cascadia.ctc.edu.

The Open Learning Center
The Open Learning Center is a computer lab where students receive assistance with technology to support class assignments. The computer lab is available for students to receive assistance from trained assistants on the software programs used in Cascadia’s courses. In addition to help on a wide range of computer applications, including Web technology and programming applications, staff at the Center can assist students with applying appropriate software applications to class projects. Students can also learn how to effectively create an ePortfolio to showcase their work at Cascadia Community College. The Open Learning Center is located in CC2-060. OLC hours are posted on the door or call 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, 425.452.8383 or 425.352.8399 (TTY).

Food Services
A full range of salads, hot and cold sandwiches, wraps, pizzas, soups, beverages and snacks are available at the Subway Restaurant, located next to the library on campus. Take out and catering are available, as well as indoor seating. 425.352.3604

Coffee, pastries and snacks are available at the full-service espresso stand on the lower level of the Cascadia building. Vending machines are also available on every floor.

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 Campus Security LB2-005 below the Bookstore.

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. 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.

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, CC2-060.

EMERGENCY COLLEGE CLOSURES
425.352.8000

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 of their college experience can get involved in the college’s Student Programs, 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 social, educational, cultural, leadership and recreational activities. Some of the leadership opportunities available include student government, student clubs and campus events.

For more information, students are encouraged to stop by the Student Programs Office in the Library Annex, 2nd floor.

**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 or “ASCCC”) 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 elections held annually for President, Vice President, Secretary and Treasurer. Other executive positions are appointed.

**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. Sports offered during the 06-07 academic year included dodgeball, soccer, softball and basketball.

**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, BBQ’s, dances, Cram Nights during finals weeks and more!

**Mentorship - Peer Resource Officers - PRO**

*studentprograms@cascadia.ctc.edu 425.352.8307*

A group of Cascadia students serve as Peer Resource Officers who mentor and support new incoming Cascadia students. The PROs will “check in” with the new students throughout the quarter and offer more ways for the new students to get involved with campus life. They will help the new students be successful and overcome any barriers that may interfere with their academics. The PROs will attend the new Student Orientation, Advising and Registration (SOAR) sessions to provide information about the PRO Mentor Program and their contact information. For additional information about the PRO Mentor Program, contact Student Programs 425.352.8307.

**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 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. 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.

- Anime Club
- ASL Club
- BassMasters (fishing) Club
- Business Club
- Cascadia Theater Company
- Christian Reasoning for Understanding (CRU)
- Cinema Club
- Cascadia Student Math League
- Creative Arts Club
- Dance Driven
- ESL Club
- Gaming Club
- Health Science Club
- International Club
- Mountain Sports Club
- National Society of Leadership & Success
- Philosophical Society
- Phi Theta Kappa
- Planet Cascadia
- Snowboarding Club
- Students of Service
- Theory, Politics, Critique Collective
- Veterans Club
- Women in Technology

**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, communications, 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 through the program and how they plan to utilize their new leadership skills and experiences. Students who successfully complete the program and its requirements are recognized at an academic/leadership awards reception during the spring quarter.
DEGREE PROGRAMS

Academic Transfer

Associate in Business DTA/MRP
The Associate in Business (AB) is a specialized focused 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 a 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 business majors of most academic programs at public four-year institutions.

Associate in Integrated Studies DTA
The Associate in Integrated Studies (AIS) is a 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 Academic Advisor to design an individualized education plan.

Associate in Pre-Nursing Degree DTA/MRP
This degree program is applicable to students planning to prepare for upper division Bachelor of Science, Nursing (Entry-to-practice/basic BSN program or other related allied health field) by completing a broad selection of academic courses.

Associate in Science-Transfer Degree
The Associate in Science Transfer (AS-T) degree is a 90-96 credit academic degree 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-T 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.

Track 2 also offers three specific engineering major-ready pathways, Bio/Chem Engineering, Computer & Electrical Engineering, and other. This degree program is applicable to students planning to prepare for various engineering majors at universities in Washington.

It is not necessary to complete a degree at Cascadia to be eligible to transfer to a baccalaureate-granting college or university.

Professional/Technical Degrees

Associate in Applied Science-T
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-T degree that will typically require two years of study. This degree supports both industry preparation and limited transfer to selected four year colleges. Alternatively, students may choose to work toward a certificate that may be completed in one or more quarters. Degree programs include:

- Administrative Office Management
- Network Technology
- Web Application Programming Technology

CERTIFICATE PROGRAMS

Professional/Technical Certificates
Short-term Professional/Technical Certification programs are available for:
- Accounting Assistant
- Computer Applications Specialist
- Database Development
- Flash Design
- Network Specialist
- Office Skills Integrated with ABE
- PC Network Technician
- Phlebotomy
- Technical Support 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.

Community and Contract Education
Cascadia offers credit and non-credit training opportunities designed for professionals and personal growth.

A wide range of non-credit classes are available for students looking to learn a new skill or polish an existing one, pursue a particular interest, or try something “just for fun.” A typical quarterly schedule includes non-credit 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 2007-08 academic year, Cascadia continues to be a part of WashingtonOnline (WAOL), which offers distance learning throughout Washington state.

See the quarterly schedule of classes for distance learning classes offered directly by Cascadia, WashingtonOnline and Cascadia’s program partner colleges.
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. A completed Application for Graduation is available at www.cascadia.ctc.edu/InstructionalPrograms/graduationrequirements.asp or at Enrollment Services. Submit it and the processing fee to the Cashier's Office. See the quarterly schedule of classes for deadlines dates to submit the Application for Graduation.

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.

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.

Graduation Honors

Cascadia Community College places a high value on scholarship. To encourage and reward high academic achievement, students who distinguish themselves in the classroom throughout their program of study are recognized by being awarded Graduation Honors as described below during Commencement and on their diploma. All graduates earning Graduation Honors will be given an honor cord to wear in the Commencement ceremony. For students graduating in spring or summer, the honors listed in the Commencement Program, as well as honor cord distribution, will be based upon a student's cumulative grade point average as of the end of winter quarter, since spring and/or summer grades are not available for this determination. Only Cascadia Community College hours are used to calculate cumulative grade point average for the purpose of awarding graduation honors.

President's Honors

Graduating students who complete at least 12 college-level credits each quarter during their program of study and maintain a cumulative grade point average of 3.9 to 4.0 shall be recognized with President's Honors.

Faculty Honors

Graduating students who maintain a cumulative grade point average in their college-level credits of at least 3.6 shall be recognized with Faculty Honors.

TRANSFER DEGREE OPTIONS

Transfer Services

Cascadia's academic advisors are available to assist 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 to Washington four-year public and private institutions. This transfer degree is designed to fulfill most general education requirements for a baccalaureate degree program in Washington State. Students intending to transfer should consult with an advisor at the receiving institution to ensure Cascadia credits will be accepted. 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 on the following page.

DUAL ENROLLMENT with UWB

Dual Enrollment is an opportunity for students attending Cascadia to earn an Associate's degree, and become eligible for priority admission to UW Bothell in one of three programs:

- Interdisciplinary Arts & Sciences
- Business Administration
- Computing & Software Systems

Please visit: www.uwb.edu/students/prospective/de

Call Student Advising and Support Services at 425.352.8383 to make an appointment with the Cascadia Dual Enrollment advisor.
UNIVERSITY OF WASHINGTON Bothell
Cascadia has a Dual Enrollment agreement with UWB. Dual-enrolled students begin taking upper division classes in their majors while completing their Associate’s Degree at Cascadia Community College. The University of Washington Bothell is a student-focused undergraduate and graduate university that shares a campus with Cascadia. UWB provides a 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. Visit us online at www.bothell.washington.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. 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 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 us at 206.268.5800 or online at http://graduate.phoenix.edu.

THE EVERGREEN STATE COLLEGE
Evergreen students explore areas of interest in integrated programs that address themes from a variety of disciplines. Popular areas of studies at Evergreen include: computer studies, counseling, environmental studies, film/video, fine/visual arts, humanities, performing arts and the sciences. Transfer your Associate in Integrated Studies, Associate in Science or Associate in Applied Science-T degrees to Evergreen! For more information visit us online at www.evergreen.edu.

EDUCATIONAL AND CAREER PATHWAYS
Cascadia offers a variety of degrees and certificates for students.

Transfer Degrees:
- Associate in Integrated Studies DTA
- Associate in Business DTA/MRP
- Associate in Pre-Nursing DTA/MRP
- Associate in Science-Transfer
  Track 1: Biological, Environmental & Earth Sciences, Chemistry, Geology
  Track 2: Computer Science, Computer Atmospheric Science, Physics
  Track 2: Engineering
- Associate in Applied Science-T
  - Administrative Office Management
  - Network Technology
  - Web Application Programming Technology

Professional Technical Certificates
- Accounting Assistant
- Computer Applications Specialist
- Database Development
- Flash Design
- Network Specialist
- Office Skills Integrated with ABE
- PC Network Technician
- Phlebotomy
- Technical Support Specialist
- Web Specialist

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 (AIS) 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 a college transfer AIS degree could simultaneously pursue a short technical certificate like Flash Design or PC Network Technician. While earning elective credit, they could gain employable skills in a high demand field and attain gainful employment while continuing toward their longer term goal.
- A student who wishes to improve English language skills, or pre-college English or math could enroll in an I-BEST program. These programs combine career-oriented technical courses with applied basic skills which help a student pursue a career.

Consult an advisor about how to work toward one of these goals - 425.352.8383
PROGRAM LEARNING OUTCOMES

General education (GE) at Cascadia is the cornerstone of learning and a set of skills that enable learners to access, process, construct and express knowledge across cultures. Completing the GE Core at Cascadia will require a willingness to take risks, an interest in growing and adopting new, more refined points of view, and an awareness of a global context for ideas and facts. The classes listed below link a set of learning experiences in which students take responsibility for encountering and mastering new knowledge and practices and growing into active, lifelong learners who are prepared for whatever challenges come next.

The General Education Core

Every degree at Cascadia is grounded in a set of core courses that emphasize communicating, global thinking, and quantitative and symbolic reasoning. In the General Education Core, learners have a chance to become aware of the ways that culture—their own and that of others across the globe and history—informs, enriches, and at times limits learning and growth. Students practice argument, problem solving, analysis and synthesis while they encounter and try out points of view from across the globe and to reflect on their own points of view. All Cascadia students who have completed the Core have completed more than 20 credits of guided practice in achieving the following outcomes.

Learn: Students will demonstrate a willingness to take risks and to deepen knowledge about self, others, and the world. They will learn to construct meaning from expanding and conflicting information, rigorously using technology and discourses as learning tools, meeting deadlines, and seeking help when necessary. They will demonstrate interdisciplinary knowledge of global 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. They will demonstrate the ability to examine their attitudes, values, behavior, and assumptions as well as structures of power and inequality. They will translate content between contexts with an awareness of the impact of points of view and technology on individuals and society.

Communicate: Learners will gather information, and draft and publish texts that demonstrate creativity and an awareness of criteria for clear, original communication. They will communicate interpretations of data and claims and articulate rationales for making decisions about responsible action.

Interact: Learners will share ideas, experiences, and self-assessment processes, and listen to those of others. They will assess ways in which relations among individuals and groups are defined in terms of relations of power which make possible both conflict and collaboration. Learners will recognize and tolerate conflict and respect individual ways of arriving at answers while critically analyzing models and ways of thinking.
Cascadia Mission and College outcomes point to the importance of being aware of the ways that 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.

Courses that fulfill this 5-credit requirement are identified as CKR. The courses that satisfy this requirement also count towards the following distribution areas.

### Humanities

Languages, literature, the arts and philosophy are essential cultural expressions of being human. Underlying these subjects are ideas such as aesthetics, ethics, symbolism and creativity that vary across times and cultures. Through the humanities, learners participate in others’ subjective experience of reality and convey their own.

**Learn:** Learners will gain knowledge of the core content of at least two humanities disciplines and of methods of analysis, synthesis, and evaluation.

**Think:** Learners will analyze and evaluate humanities content, drawing conclusions about the form and impact of human artifacts.

**Communicate:** Learners will discover and use a creative process to communicate understandings of human experience through visual, musical, dramatic, oral, or written products.

**Interact:** 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.

### Natural Sciences

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

**Learn:** 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.

**Think:** 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.

**Communicate:** 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.

**Interact:** 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

The social sciences expand learners’ understanding of the nature and behavior of individuals as well as their interaction and organization in multiple cultural contexts.

**Learn:** Learners will demonstrate an understanding of the interrelationships between the individual and socioeconomic forces, and the ways that social structures impact diversity, inequality and social change. As part of this study, students will show an understanding of theoretical frameworks.

**Think:** Learners will identify and evaluate qualitative and quantitative evidence to draw conclusions about human behavior consistent with social science theory.

**Communicate:** Learners will read information with understanding and express information in written, verbal and graphical forms for audiences within and outside science.

**Interact:** Learners will recognize and explain the ways that different frameworks affect the conclusions they draw from data.
ASSOCIATE IN BUSINESS DTA/MRP

This degree is designed for students who desire to transfer to four-year colleges and universities in the area of business. Students who complete an Associate in Business – DTA degree will have satisfied the lower division general education (or core) requirements and lower division business requirements at the baccalaureate institutions, subject to the provisos listed in the Intercollege Relations Commission Handbook. University admission requirements vary—consult with an advisor for specific information. Admission to Washington public baccalaureate Schools of Business is not guaranteed to students holding an Associate in Business – DTA Degree. It is strongly recommended that students contact the baccalaureate-granting Business School early in their Associate in Business – DTA program to be advised about additional requirements (e.g., GPA) and procedures for admission. Please note that admission for many Business schools is competitive, and higher grade-point averages and course grades are often required. Please check with your destination school and college. In addition, the minimum grade for business courses is a 2.0. These courses are denoted by an asterisk (*). UW Bothell requires a minimum of 2.0 in all prerequisite courses. Consult with an academic advisor to develop an educational plan.

DEGREE REQUIREMENTS

Associate in Business Degree DTA/MRP 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. 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.

FOUNDATIONS FOR COLLEGE SUCCESS (see distribution lists beginning on page 36) 3-5 CREDITS

Students must complete either COLL 101 or COLL 100 within the first 30 credits at Cascadia. This course introduces students to Cascadia’s learning model and sets them up for academic success in college by introducing them to the culture of higher education and to particular ways of knowing and reasoning within the academic disciplines.

GENERAL EDUCATION CORE COURSES 25 CREDITS

A. COMMUNICATING AND THINKING CRITICALLY: 15 credits
   • ENG 101 College Composition: 5 credits and ENG 102 Writing from Research: 5 credits
   • CMU 150 Multicultural Communication: 5 credits or SOC 150 Social Inequality: 5 credits

B. GLOBAL THINKING: 5 credits. One of the Humanities or Social Sciences courses designated CKR on the distribution lists. This course may also apply to the Humanities or Social Sciences distribution requirements.

C. QUANTITATIVE OR SYMBOLIC REASONING MATH 135: 5 credits

HUMANITIES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 36) 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.

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

SOCIAL SCIENCES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 36) 15 CREDITS

Completion of a minimum of 15 credits from the distribution list chosen from at least 2 different disciplines.

A. Economic sequence *ECON 201/202: 10 credits
B. Political Science (check with an advisor for specific university & business school requirements): 5 credits

NATURAL SCIENCES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 36) 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.

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

REQUIRED ELECTIVE CREDITS (see distribution lists beginning on page 37) 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 MINIMUM CREDITS
ASSOCIATE IN BUSINESS DTA/MRP (CONTINUED)

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. Eastern Washington University will also accept MATH 110 & 120. Central Washington University requires a minimum of pre-calculus. Meet with an advisor for clarification.

2. Washington State University’s business school requires Public Speaking SPCMU 220. A Political Science course is required and psychology, sociology, or anthropology is recommended.

3. University of Washington Seattle, Bothell, & Tacoma have an entry requirement of 2 years High School foreign language or 2 quarters of college level foreign language. Students who select an alternative major from the College of Arts & Sciences are required to show proficiency in a 3rd quarter of foreign language.

4. Western Washington University’s Manufacturing Management requires an Intro to Chemistry and Intro to Physics.

5. POLI 200 satisfies the law course requirement for UW Seattle, Bothell, & Tacoma. Central Washington University, Eastern Washington University, Gonzaga, SPU, SMU and Western Washington University require BUS 200. Meet with an advisor for other law course requirements. Seattle University does not require a law course for entry to the School of Business. Washington State University School of Business requires a course comparable to their MIS 250.


IN THE SPOTLIGHT

Students Volunteer!

Lower photo, left to right: Loraine Spargo, Sara Nolte, Eric Anderson, Sarah Gielgens, Meghan Newton, Norm Wright, Marcus Kendrick, Seth Coady, Joe Herring, Travis Paulson, Jarica Quick, Daniel Hinz. Not shown: Denise Michaels

For the second year in a row, students and two staff/faculty advisors traded vacation plans in favor of a helping-hand trip to New Orleans. The group helped homeowners with the still-daunting amounts of cleanup and renovation work that remain in the city.
ASSOCIATE IN INTEGRATED STUDIES (AIS) 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. Consult an Academic Advisor to develop an educational plan.

DEGREE REQUIREMENTS

Associate in Integrated Studies Degree (AIS) 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. 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.

FOUNDATIONS FOR COLLEGE SUCCESS (see distribution lists beginning on page 36) 3-5 CREDITS

Students must complete either COLL 101 or COLL 100 within the first 30 credits at Cascadia. This course introduces students to Cascadia's learning model and sets them up for academic success in college by introducing them to the culture of higher education and to particular ways of knowing and reasoning within the academic disciplines.

GENERAL EDUCATION CORE COURSES 25 CREDITS

A. COMMUNICATING AND THINKING CRITICALLY: 15 credits. Complete the sequence below.
   1. ENG 101 College Composition: 5 credits and ENG 102 Writing from Research: 5 credits
   2. CMU 150 Multicultural Communication: 5 credits or SOC 150 Social Inequality: 5 credits

B. GLOBAL THINKING: 5 credits. One of the Humanities or Social Sciences courses designated CKR on the distribution lists. This course may also apply to the Humanities or Social Sciences distribution requirements.

C. QUANTITATIVE OR SYMBOLIC REASONING: 5 credits. One of the following courses: MATH 107, MATH 110, MATH 115, MATH 120, MATH 125, MATH 130, MATH 135, MATH 140, BIT 142, ECON 201, or PHIL 120.

All students must be proficient in intermediate algebra. Proficiency may be satisfied by completion with a C or 2.0 or better of high school mathematics through second year algebra, by placing above Intermediate Algebra MATH 95 through Cascadia's assessment test, or by completion of an intermediate algebra course (to be numbered below 100) or a mathematics course for which intermediate algebra is a prerequisite.

HUMANITIES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 36) 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.

SOCIAL SCIENCE DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 36) 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.

NATURAL SCIENCES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 36) 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.

ELECTIVE CREDITS (see distribution lists beginning on page 37) 22+ CREDITS

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. No more than 12 credits may be included from Restricted Electives List.

TOTAL CREDITS FOR AIS COMPLETION: 90 MINIMUM CREDITS

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.
Navigating through the turbulent waters of an increasingly interdependent world is a challenge we all face. The Global Studies endorsement exists to better prepare students for the myriad of opportunities and challenges, academically, interpersonally, and professionally, posed by transformations within the world at large. More specifically, students who successfully complete the Global Studies endorsement take a strong proactive step toward competency in a different language, are able to engage and negotiate multiple perspectives and analyze intercultural issues, and develop increased global awareness and a better appreciation of the common human destiny and dignity shared by all in the world.

“Global Studies Endorsement” to an AIS degree will be awarded to students who complete 45 credits from the list of eligible courses below as part of their AIS degree, including:

- **World Languages Requirement – 103 level competency**
  Up to 10 credits from World Languages may be applied toward the endorsement total of 45 credits.

- **Service Learning/Study Abroad/Internship Requirement**
  5 credits of the endorsement total of 45 credits must be in a course or courses that involve one or a combination of service learning, study abroad, or an internship.

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### ELIGIBLE COURSES FOR GLOBAL STUDIES ENDORSEMENT

#### Humanities-Language

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ART 130</td>
<td>The Experience of Art</td>
</tr>
<tr>
<td>ART 140</td>
<td>Survey of Ancient Western Art</td>
</tr>
<tr>
<td>ART 141</td>
<td>Survey of Western Art</td>
</tr>
<tr>
<td>ART 142</td>
<td>Byzantine to Industrial Revolution</td>
</tr>
<tr>
<td>ART 212</td>
<td>Survey of Modern Art</td>
</tr>
<tr>
<td>CINEM 211</td>
<td>World Cinema</td>
</tr>
<tr>
<td>CINEM 221</td>
<td>World Literature and Cinema</td>
</tr>
<tr>
<td>ENG 211</td>
<td>World Literature Survey</td>
</tr>
<tr>
<td>ENG 212</td>
<td>World Literature Themes</td>
</tr>
<tr>
<td>ENG 221</td>
<td>World Literature and Cinema</td>
</tr>
<tr>
<td>GS 220</td>
<td>Global Studies: Regional History &amp; Culture</td>
</tr>
<tr>
<td>CHI 101</td>
<td>Elementary Chinese I</td>
</tr>
<tr>
<td>CHI 102</td>
<td>Elementary Chinese II</td>
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<td>SPAN 203</td>
<td>Intermediate Spanish III</td>
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#### Natural Sciences

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<tr>
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<tbody>
<tr>
<td>ANTH 201</td>
<td>Cultural Anthropology</td>
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<td>ANTH 202</td>
<td>Biological Anthropology</td>
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<tr>
<td>GEOG 120</td>
<td>Regional Environments and People</td>
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<td>ENVS 110</td>
<td>Our Changing Planet</td>
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<td>ENVS 150</td>
<td>Themes and Methods in the Environmental Sciences</td>
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#### Social Sciences

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<tbody>
<tr>
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<td>World Civilization I</td>
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<tr>
<td>HIST 127</td>
<td>World Civilization II</td>
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<tr>
<td>HIST 128</td>
<td>World Civilization III</td>
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<td>HIST 210</td>
<td>Islamic Civilization</td>
</tr>
<tr>
<td>HIST 262</td>
<td>US Foreign Relations 20th Century</td>
</tr>
<tr>
<td>JAPAN 201</td>
<td>Intermediate Japanese I</td>
</tr>
<tr>
<td>JAPAN 202</td>
<td>Intermediate Japanese II</td>
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<tr>
<td>SPAN 101</td>
<td>Elementary Spanish I</td>
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<td>SPAN 102</td>
<td>Elementary Spanish II</td>
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<td>Intermediate Spanish II</td>
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<td>SPAN 203</td>
<td>Intermediate Spanish III</td>
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#### Internship Options

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<tr>
<td>BIT 197</td>
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<td>HUMAN 197</td>
<td>Internship</td>
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<td>NSCI 197</td>
<td>Internship</td>
</tr>
<tr>
<td>SOSCI 197</td>
<td>Internship</td>
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</table>

#### Service Learning Options

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<th>Title</th>
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<tbody>
<tr>
<td>BIT 199</td>
<td>Service Learning</td>
</tr>
<tr>
<td>HUMAN 199</td>
<td>Service Learning</td>
</tr>
<tr>
<td>NSCI 199</td>
<td>Service Learning</td>
</tr>
<tr>
<td>SOSCI 199</td>
<td>Service Learning</td>
</tr>
</tbody>
</table>
The Associate in Science-Transfer (AS-T) 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. Like all Cascadia transfer degrees, 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 complete a common general education core and then choose between two “tracks.” Track 1 is for students planning to major in biological sciences, environmental/resource sciences, chemistry, geology, and earth science. Track 2 is for students with majors in computer science, atmospheric science or physics. Track 2 also has a specific engineering portion for students planning on a major in engineering. It is not necessary to complete a degree at Cascadia to be eligible to transfer to a baccalaureate-granting college or university. AS-T Degree students should, however, consult an academic advisor for full details.

**DEGREE REQUIREMENTS**

Associate in Science Transfer Degree (AS-T Track 1 and 2) 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. 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.

**FOUNDATIONS FOR COLLEGE SUCCESS**

Students must complete either COLL 101 or COLL 100 within the first 30 credits at Cascadia. This course introduces students to Cascadia’s learning model and sets them up for academic success in college by introducing them to the culture of higher education and to particular ways of knowing and reasoning within the academic disciplines.

**GENERAL EDUCATION CORE COURSES**

A. **COMMUNICATING AND THINKING CRITICALLY:** 15 credits
   - ENG 101 College Composition: 5 credits and ENG 102 Writing from Research: 5 credits
   - CMU 150 Multicultural Communication: 5 credits or SOC 150 Social Inequality: 5 credits

B. **GLOBAL THINKING:** 5 credits. One of the Humanities or Social Sciences courses designated CKR on the distribution lists. This course may also apply to the Humanities or Social Sciences distribution requirements.

C. **QUANTITATIVE OR SYMBOLIC REASONING:** 5 credits MATH 130 and MATH 140.

**HUMANITIES DISTRIBUTION REQUIREMENT** *(see distribution lists beginning on page 36)*

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.

**SOCIAL SCIENCE DISTRIBUTION REQUIREMENT** *(see distribution lists beginning on page 36)*

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.
### AS-T TRACK 1 DEGREE REQUIREMENTS

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

**NATURAL SCIENCES DISTRIBUTION REQUIREMENT** *(see distribution lists beginning on page 36)*

**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.

**ELECTIVE CREDITS** *(see distribution lists beginning on page 37)*

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. No more than 12 credits may be included from Restricted Electives List.

**RESTRICTED ELECTIVES** *(see distribution lists beginning on page 37)*

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 numbered 100 or above may be considered restricted electives, with a 15 credit maximum transferability. Consult an advisor for more information.
- Math 110 will not satisfy any distribution requirement in the AS-T degrees

**TOTAL CREDITS FOR AS-T TRACK 1 DEGREE COMPLETION:** 90 MINIMUM CREDITS

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### AS-T TRACK 2 DEGREE REQUIREMENTS

**Computer Science, Atmospheric Science & Physics**

**NATURAL SCIENCES DISTRIBUTION REQUIREMENT** *(see distribution lists beginning on page 36)*

**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

**ELECTIVE CREDITS** *(see distribution lists beginning on page 37)*

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. No more than 12 credits may be included from Restricted Electives List.

**RESTRICTED ELECTIVES** *(see distribution lists beginning on page 37)*

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 numbered 100 or above may be considered restricted electives, with a 15 credit maximum transferability. Consult an advisor for more information.
- Math 110 will not satisfy any distribution requirement in the AS-T degrees

**TOTAL CREDITS FOR AS-T TRACK 2 DEGREE COMPLETION:** 90 MINIMUM CREDITS
AS-T TRACK 2 ENGINEERING MRP

(AS-T Bio/Chem E/MRP, AS-T Comp E EE/MRP, AS-T Other Engineer/MRP)

This degree program is applicable to students planning to prepare for various engineering majors at universities in Washington. This degree represents agreement regarding expanded detail for the existing Associate in Science-Transfer, Track 2 between the baccalaureate institutions offering engineering bachelor's degrees and the community and technical colleges system: UW Seattle, WSU, EWU, Gonzaga, Saint Martin's U, Seattle Pacific U, Seattle U, Walla Walla College. AS-T Degree students should, however, maintain careful contact with an Advisor at the potential transfer institution in regard to choice in engineering classes. Students completing the AS-T, Track 2 degrees, including those who follow these expanded details will, if admitted to the university, be admitted as juniors with all or most prerequisites for the specific engineering major completed (depending on choices made among engineering electives) and with lower division general education courses partially completed in a manner similar to the partial completion by freshmen-entry engineering students. The same 2.0 GPA requirement that applies to AS-T in general applies to these expanded pathways. Engineering programs are competitive and may require a higher GPA overall or a higher GPA in specific courses. Baccalaureate institutions will apply up to 110 credits quarter credits required under this agreement to the credits required in the bachelor's degree, subject to institutional policy on the transfer of lower division credits.

DEGREE REQUIREMENTS

Associate in Science-Transfer, Track 2 Engineering Degree (AS-T Track 2 Engineering) 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. 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.

FOUNDATIONS FOR COLLEGE SUCCESS

Students must complete COLL 101 within the first 30 credits at Cascadia. This course introduces students to Cascadia's learning model and sets them up for academic success in college by introducing them to the culture of higher education and to particular ways of knowing and reasoning within the academic disciplines.

GENERAL EDUCATION CORE COURSES

A. COMMUNICATING AND THINKING CRITICALLY: 15 credits. Complete the sequence below.
   - ENG 101 College Composition: 5 credits and ENG 270 Technical Writing: 10 credits
   - CMU 150 Multicultural Communication: 5 credits or SOC 150 Social Inequality: 5 credits

B. GLOBAL THINKING: 5 credits. One of the Humanities or Social Sciences courses designated CKR on the distribution lists.

   This course may also apply to the Humanities or Social Sciences distribution requirements.

C. QUANTITATIVE OR SYMBOLIC REASONING: 20 credits MATH 130, MATH 140, MATH 150, BIT 142

HUMANITIES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 36) 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.

SOCIAL SCIENCES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 36) 5 CREDITS

5 credits from the Social Sciences distribution list. A course in Economics is recommended.

NATURAL SCIENCES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 36) 26 CREDITS

Students must complete the following courses in preparation for their specific pre-major program. Lab courses are noted.

A. PHYS 121, 122, 123: 15 credits
B. MATH 238: 5 credits
C. CHEM 142: 6 credits
# Bioengineering and Chemical Engineering (BIO and CHEM E) Pathway

- CHEM 152: 6 credits
- CHEM 162: 6 credits
- CHEM 220: 5 credits

**ENGINEERING (SELECT 1) 5 CREDITS**

Select 1 Electives as appropriate for intended major and intended bachelor's institution:

- MATH 160: 3 credits
- MATH 208: 5 credits
- Electrical Circuits
- BIO 201: 5 credits
- BIO 202: 5 credits

**TOTAL CREDITS** 96

# Computer and Electrical Engineering (Comp E and EE) Pathway

- MATH 208: 5 credits

**ENGINEERING REQUIRED 10 CREDITS**

- Electrical Circuits: 5 credits
- BIT 143: 5 credits

**MATH, SCIENCE & ENGR. ELECTIVES (SELECT 3) 15 CREDITS**

Select 3 Electives as appropriate for intended major and intended bachelor's institution:

- MATH 160: 3 credits
- ENGR 210: 5 credits
- Electrical Circuits
- BIO 201: 5 credits
- BIT 265: 5 credits

**TOTAL CREDITS** 104

# Mechanical/Civil/Aeronautical/Industrial/Materials Science Engineering (Other Engineering) Pathway

- MATH 208: 5 credits
- CHEM 152: 6 credits

**ENGINEERING REQUIRED 15 CREDITS**

- ENGR 210: 5 credits
- ENGR 220: 5 credits
- ENGR 230: 5 credits

**Select 2 Electives as appropriate for intended major and intended bachelor's institution (10 credits):**

- MATH 160: 3 credits
- Electrical Circuits
- Engineering Elective: 2 credits

**TOTAL CREDITS** 110

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Please Note: Additional general educational requirements, cultural diversity requirements, and foreign language requirements, as required by the receiving institution, must be met prior to the completion of a baccalaureate degree. The pre-major prerequisites & electives should be planned with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student selects to attend. For engineering disciplines, these credits should include a design component consistent with ABET accreditation standard.
ASSOCIATE IN PRE-NURSING DTA/MRP

This degree program is applicable to students planning to prepare for upper division Bachelor of Science, Nursing (Entry-to-practice/basic BSN program or other related allied health field) by completing a broad selection of academic courses. This degree has been agreed upon by the following baccalaureate institutions offering an entry-to-practice/basic BSN program and the community and technical colleges system: University of Washington, Seattle; Washington State University; Northwest University; Seattle University; Seattle Pacific University; Pacific Lutheran University; Walla Walla College. The Washington State University Intercollegiate College of Nursing (WSU-ICN) is a consortium whose members include Eastern Washington University, Gonzaga, and Whitworth. Associate’s degree transfers to WSU-ICN are admitted through WSU, not through the other consortium institutions. EWU participated in the development of this agreement. Student must contact the potential transfer institutions regarding their choices where the degree allows for student choice in classes and are encouraged to consult an academic advisor.

DEGREE REQUIREMENTS

Associate in Pre-Nursing Degree DTA/MRP 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. 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.

FOUNDATIONS FOR COLLEGE SUCCESS (see distribution lists beginning on page 32) 3-5 CREDITS

Students must complete either COLL 101 or COLL 100 within the first 30 credits at Cascadia. This course introduces students to Cascadia’s learning model and sets them up for academic success in college by introducing them to the culture of higher education and to particular ways of knowing and reasoning within the academic disciplines.

GENERAL EDUCATION CORE COURSES 25 CREDITS

A. COMMUNICATING AND THINKING CRITICALLY: 15 credits
   • ENG 101 College Composition: 5 credits and ENG 102 Writing from Research: 5 credits
   • CMU 150 Multicultural Communication: 5 credits or SOC 150 Social Inequality: 5 credits

B. GLOBAL THINKING: 5 credits. One of the Humanities or Social Sciences courses designated CKR on the distribution lists.

C. QUANTITATIVE OR SYMBOLIC REASONING MATH 135: 5 credits

HUMANITIES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 36) 10 CREDITS

No more than 10 credits per discipline area, 5 credits maximum in world languages or ASL. No more than 5 credits of performance/skills classes are allowed.
   • Speech 220: 5 credits
   • 5 credit course from the Humanities (H) Distribution List
   • 5 credit course from Humanities (H) Distribution List designated as CKR

SOCIAL SCIENCES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 36) 15 CREDITS

   • Psychology 101: 5 credits
   • Psychology 206: 5 credits
   • 5 credits from a Sociology discipline

NATURAL SCIENCES DISTRIBUTION REQUIREMENT (see distribution lists beginning on page 36) 35 CREDITS

   • Biology 201: 5 credits
   • Biology 210: 5 credits
   • Biology 211: 5 credits
   • Biology 215: 5 credits
   • Chemistry 120: 5 credits
   • Chemistry 220: 5 credits
   • Nutrition 110: 5 credits

ELECTIVE CREDITS (see distribution lists beginning on page 37)

Remaining elective credits should be planned with the help of an advisor based on the requirements of the specific baccalaureate institution the student selects to attend. Electives may be selected from any combination of Distribution and Elective Course Lists. No more than 12 credits may be included from the Restricted Electives List.

TOTAL CREDITS FOR ASSOCIATE IN PRE-NURSING DEGREE COMPLETION: 90 MINIMUM CREDITS
ASSOCIATE IN PRE-NURSING DTA/MRP (CONTINUED)

*UW Seattle and Seattle University require 10 credits in quantitative-symbolic reasoning with the additional class in college algebra or pre-calculus (at UW Seattle, a class in Logic also serves for the additional class).

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

***Northwest University requires 2 credits of Genetics as well. Students may be admitted to the BSN without Genetics if they agree to complete the course at NU in the summer prior to the junior year.

NOTES ON APPLICATION TO A UNIVERSITY OR COLLEGE

1. Admissions application deadlines vary; students must meet the deadline for the university or universities to which they plan to apply for admission to transfer.

2. For admission to nursing as a major it is critical to note that grade point average requirements vary and admission is competitive across programs.

3. Certain schools may have additional "university-specific" requirements that are not pre-requisites to admission to the Nursing major but will need to be completed prior to graduation or, as noted above for NU, prior to commencement of nursing courses. Contact with advisors from individual schools for institutional requirements is highly recommended since this DTA may not meet every institution-specific graduation requirement. NU, for example requires Old Testament and New Testament in the summer prior to beginning nursing classes.

4. Certain schools may have additional "university-specific" requirements for admission to the institution that are not pre-requisites specifically identified in the DTA requirements. UW Seattle, for example, requires 10 credits of a world language if the applicant has not completed two years of a single language in high school; PLU requires a year of a foreign language at the college level, if two years of high school foreign language has not been completed.

5. At the time of application when some of the course work may not yet be completed, UW Seattle requires a minimum GPA of 3.0 for 3 out of the 7 courses or 2.8 for 4 out of the 7.

THE PRE-NURSING ASSOCIATE DEGREE DTA/MRP:

- Meets the requirements of the statewide Direct Transfer Agreement as it applies to both institutions party to this agreement and other institutions party to the statewide DTA agreement. If admitted to the baccalaureate institution, students will have junior standing. Student seeking admission to public institutions will be given priority in the admission decision for admission to the institution over similarly qualified transfer applicants without a Direct Transfer Associate degree. Admission to an institution does not guarantee admission to a specific program or major.

- Will be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution. Specific grade requirements vary from course to course and among transfer institutions. Students must check with the transfer institution. Note that admission to the BSN upper division nursing programs is very competitive; therefore, no particular GPA can guarantee admission to any specific nursing program.

IN THE SPOTLIGHT

On her second day as a volunteer lifeguard at a local pool, Whitney Alderson had an experience that gave her life a new direction. She was suddenly presented with a 2-month-old infant who had ceased breathing and was turning blue. Whitney found herself giving CPR while the paramedics were called. The story had a happy ending and the baby lived, and the event made Whitney determined to learn the skill and confidence to respond effectively to emergencies. She started ride-alongs with the Monroe FD through her high school Explorer program, and later entered pre-nursing at Cascadia.

“I realized this was what I wanted for my career," says Whitney. "I volunteered at the fire department, which required me to complete my EMT certification. At Cascadia, I am starting the pathway toward becoming a trauma nurse. Lesley Williams, my anatomy, physiology and microbiology instructor, has inspired me to continue toward nursing.”
## DISTRIBUTION REQUIREMENT LISTS

### Humanities Distribution List

- **American Sign Language**
  - ASL 101 American Sign Language I
  - ASL 102 American Sign Language II
  - ASL 103 American Sign Language III

- **Art**
  - ART 110 2-Dimensional Design (HP)
  - ART 121 Drawing (HP)
  - ART 124 Figure Drawing
  - ART 130 The Experience of Art
  - ART 135 Global Perspectives in Art
  - ART 140 Survey of Art History: Ancient to Byzantine
  - ART 141 Survey of Art History: Byzantine to Industrial Revolution
  - ART 142 Survey of Modern 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)

- **Communication**
  - CMU 203 Media in U.S. Society (CKR)
  - CMU 211 Journalism/Media Writing
  - CMU 250 Media Law and Ethics

- **Drama**
  - DRAMA 101 Introduction to the Theater (DL)
  - DRAMA 151 Introduction to Acting (HP)
  - DRAMA 152 Acting – Scene Study (HP)
  - DRAMA 153 Performance Production (HP)

- **English**
  - ENG 201 Experience of Literature
  - ENG 204 Introduction to Dramatic 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 270 Technical Writing
  - ENG 271 Intermediate Composition
  - ENG 274 Writing Poetry
  - ENG 277 Introduction to Fiction Writing
  - ENG 279 Writing for Digital, Film, and Television Arts

- **French**
  - FREN 101 Elementary French I
  - FREN 102 Elementary French II
  - FREN 103 Elementary French III

- **Global Studies**
  - GS 220 Global Studies: Regional History & Culture (CRK) (GS)

- **History**
  - HIST 121 United States History to 1800 (CRK)
  - HIST 122 19th Century United States History (CRK)
  - HIST 123 20th Century U.S. History (CRK)
  - HIST 126 World Civilization I (CRK) (GS)
  - HIST 127 World Civilization II (CRK) (GS)
  - HIST 128 World Civilization III (CRK) (GS)
  - HIST 150 Multicultural United States History (CRK)
  - HIST 210 Islamic Civilization (CRK) (GS)

- **Humanities**
  - HUMAN 120 Regional Life and Culture
  - HUMAN 125 Cultures of Environmental Consciousness in America (CRK)

- **Japanese**
  - JAPAN 101 Elementary Japanese I
  - JAPAN 102 Elementary Japanese II
  - JAPAN 103 Elementary Japanese III

- **Music**
  - MUSIC 130 Popular Music in the US
  - 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 238 Introduction to the Philosophy of Human Rights
  - PHIL 240 Introduction to Philosophical Ethics
  - PHIL 242 Biomedical Ethics
  - PHIL 260 Business Ethics (CRK)
  - PHIL 267 Philosophy of Religion

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

### Natural Sciences Distribution List

- **Anthropology (B)**
  - ANTH 201 Biological Anthropology

- **Astronomy (E)**
  - ASTR 101 Survey of Astronomy (LAB)
  - ASTR 210 The Cosmos

- **Biology (B)**
  - BIOL 118 Human Anatomy
  - BIOL 120 Survey of the Kingdoms (LAB)
  - BIOL 160 Life: Origins and Adaptations
  - BIOL 201 General Cell Biology (LAB)
  - BIOL 202 General Zoology (LAB)
  - BIOL 203 General Botany (LAB)
  - BIOL 210 Human Anatomy and Physiology I (LAB)
  - BIOL 211 Human Anatomy and Physiology II (LAB)
  - BIOL 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)
  - CHEM 237 Organic Chemistry I
  - CHEM 238 Organic Chemistry II
  - CHEM 239 Organic Chemistry III
  - CHEM 241 Organic Chemistry (LAB)
  - CHEM 242 Organic Chemistry (LAB)

- **Engineering**
  - ENGR 210 Engineering Statics
  - ENGR 220 Mechanics of Materials
  - ENGR 230 Kinematics and Dynamics

- **Environmental Science (E)**
  - ENVS 110 Our Changing Planet (LAB)
  - ENVS 150 Themes and Methods in Environmental Sciences
  - ENVS 210 Ecology of Puget Sounds (LAB)
  - ENVS 220 Wetland Ecology and Conservation (LAB)

- **Geography (E)**
  - GEOG 120 Regional Environments and People

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

- **Math**
  - MATH 120 Pre-calculus 2 (Q)

- **Physics (P)**
  - PHYS 110 Intro to Elementary Physics
  - PHYS 114 General Physics I (LAB)
  - PHYS 115 General Physics II (LAB)
  - PHYS 116 General Physics III (LAB)
  - PHYS 121 Classical Mechanics (LAB)
  - PHYS 122 Electromagnetic & Oscillatory Motion (LAB)

- **Social Sciences Distribution List**

- **Anthropology**
  - ANTH 105 World Prehistory (CRK)
  - ANTH 202 Cultural Anthropology (CRK)

- **Archaeology**
  - ANTH 203 Archaeology
  - ANTH 204 Intro to Linguistic Anthropology (CRK)

- **Business**
  - BUS 101 Introduction to Business
  - BUS 200 Intro to Business Law

- **Economics**
  - ECOM 201 Principles of Microeconomics (Q)
  - ECOM 202 Principles of Macroeconomics
  - ECON 250 Intro to Global Economic Environment (CRK)

- **Global Studies**
  - GS 220 Global Studies: Regional History & Culture (CRK) (GS)

- **History**
  - HIST 121 United States History to 1800 (CRK)
HIST 122 19th Century United States History (CRK)
HIST 123 20th Century U.S. History (CRK)
HIST 126 World Civilization I (CRK) (GS)
HIST 127 World Civilization II (CRK) (GS)
HIST 128 World Civilization III (CRK) (GS)
HIST 150 Multicultural U.S. History (CRK)
HIST 210 Islamic Civilization (CRK) (GS)
HIST 262 U.S. Foreign Relations in the 20th Century
HIST 264 Pacific Northwest History (CRK)

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 117 Human Sexuality
PSYCH 171 Human Relations (CRK)
PSYCH 205 Psychological Disorders
PSYCH 206 Human Development through the Life Span
PSYCH 210 Cognitive Psychology
PSYCH 250 Cross-Cultural Psychology (CRK)
PSYCH 251 Organizational Behavior

Sociology
SOC 101 Sociological Imagination
SOC 151 American Ethnic Cultures (CRK)
SOC 231 Sociology of Sex and Gender (CRK)
SOC 241 Sociology of Families (CRK)

Academic Electives
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
EDU 105 Introduction to Education

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.
AH101 Phlebotomy Techniques
AH102 Phlebotomy Techniques Lab
AH105 Phlebotomy Clinical Experience
BIOL 205 General Cell Biology Problem Session
BIOL 206 General Zoology Problem Session
BIOL 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 111 Office Applications in the Workplace
BIT 112 Web Authoring 1
BIT 113 User Interface Development
BIT 116 Scripting
BIT 122 Applications Certification Prep.
BIT 126 Network Client Systems
BIT 127 Linux Client/Server Basics
BIT 147 Integrated Office Applications 1
BIT 148 Integrated Office Applications 2
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 167 Network Certification Preparation
BIT 168 Interactive Authoring
BIT 175 Multimedia for the WWW
BIT 196 Individualized Project
BIT 197 Work-based Learning in BIT
BIT 198 Special Topics in BIT
BIT 199 Service Learning for BIT
BIT 220 Elements of Project Management
BIT 225 Server Operating Systems
BIT 235 Newtork LAN/WAN Design
BIT 240 Infrastructure Services
BIT 243 Enterprise Administration and Security
BIT 250 Information Systems Security
BIT 260 Desktop Applications
BIT 261 Distributed Applications
BIT 265 Structures and Algorithms
BIT 270 Software Engineering
BIT 275 Database Design
BIT 276 Database Integration
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
CDEV 101 Dependable Strengths
CDEV 102 Employment Skills
CDEV 103 Job Search Skills
COLL 100 Study Strategies
COLL 101 College Strategies
COLL 110 e-Portfolio
COLL 120 Assessment of Prior Learning
EDU 102 Field Experience in Education
EDU 205 Perspectives in Teaching & Learning
ENG 100 College Reading/Writing
HUMAN 196/296 Individualized Project
HUMAN 197/297 Internship
HUMAN 199/299 Service Learning
HUMAN 198/298 Special Topics Course
MATH 103 Introduction to Graphing Calculators
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
OFTEC 100 Business Math
OFTEC 102 Document Processing
OFTEC 105 Careers in Office Technology
OFTEC 130 Office Procedures
OFTEC 135 Practical Accounting
OFTEC 140 Records Management
OFTEC 151 10-Key Operations
OFTEC 160 Job Preparation Techniques
OFTEC 180 eCommerce for the Office
OFTEC 201 Information Processing
OFTEC 202 Advanced Information Processing
OFTEC 231 Human Resources Management
OFTEC 240 Administrative Office Procedures
OFTEC 260 Administrative Office Management
SOSCI 196/296 Individualized Project
SOSCI 197/297 Internship
SOSCI 198/298 Special Topics Course
SOSCI 199/299 Service Learning
SPAN 100 Spanish Practice Lab

Instructional Programs & Policies

DESIGNATION KEY - CRK = Cultural Knowledge Requirement, DL = Dual-Listed, GS = Global Studies, HP = Humanities Performance, LAB = Lab, Q = Quantitative Reasoning
Candidates for these degrees must complete a minimum of 90-105 credit hours in an approved Administrative Office Management, Network Technology or Web Application Programming Technology degree program. The course of study includes general education and related instruction. 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 primary intent of these degrees is preparation for employment. The AAS-T degree follows a state approved degree pattern that includes the same collegiate math, English and human relations courses as the A1S degree. Successful completes may also be preparing for transfer into specific Bachelors’ programs at specific institutions that articulate with this degree.

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:

**Skill Standards**
The standards for information technology were developed by industry at the National Workforce 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 work-place skills that are embedded in the skill standards as well as the more routine technical skills. It allows students to work as real team members in applying the concepts they have practiced in the classroom and lab.

**Threads of Learning**
In the Threads of Learning, Cascadia articulates the elements of learning that can be expected in every class. The Threads of Learning are:

- Teamwork
- Internet Usage/Research
- Problem Solving
- Communication Skills
- Project Management
- Futuring

**Articulation Between Certificates and Degree Programs**
Cascadia offers certificate programs of varying length. They are designed to articulate to or expand onward from the AAS-T degree programs in a specialty area. For example, the three-quarter Office Skills Integrated with ESL certificate articulates with the Technical Support Specialist Program. At that point, the work allows a student to articulate either to the four-quarter Network Specialist Certificate that in turn articulates to the AAS-T degree in Network Technology, or to move into the Administrative Office Management AAS-T. This interwoven pattern of certificates and degrees and choices allows students logical entrance and exit points which combine education with career progression without starting over. Students can find the “right fit” for moving ahead with new skills and goals.
ASSOCIATE IN APPLIED SCIENCE-T (AAS-T)

AAS-T DEGREE IN ADMINISTRATIVE OFFICE MANAGEMENT

Administrative Office Management graduates have a strong grounding in the technology of today’s business setting. They provide support to executives and lead other office workers. They know the technical and personal skills to succeed in today’s office environment. Practical applications of communication, organization, resource planning and management, office culture and teamwork are skill sets that graduates will develop. Technical skills in computing applications including communications, data management and presentation will be developed in this hands-on and practical associate’s degree program.

PREREQUISITES
Please Note: See advisor for placement.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 153</td>
<td>Using the Internet</td>
<td>1</td>
</tr>
<tr>
<td>BIT 154</td>
<td>Beginning Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>BIT 156</td>
<td>Beginning Spreadsheet</td>
<td>1</td>
</tr>
<tr>
<td>BIT 163</td>
<td>Beginning PowerPoint</td>
<td>1</td>
</tr>
</tbody>
</table>

GENERAL EDUCATION REQUIREMENTS

Complete all of the following courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>College Composition</td>
<td>5</td>
</tr>
<tr>
<td>MATH 115</td>
<td>College Algebra for Business</td>
<td>5</td>
</tr>
<tr>
<td>CMU 150</td>
<td>Multicultural Communication</td>
<td>5</td>
</tr>
<tr>
<td>PSYCH 251</td>
<td>Organizational Behavior</td>
<td>5</td>
</tr>
</tbody>
</table>

PROGRAM REQUIREMENTS

Complete all of the following courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCTG 210</td>
<td>Financial Accounting 1</td>
<td>5</td>
</tr>
<tr>
<td>BIT 155</td>
<td>Advanced Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>BIT 158</td>
<td>Beginning Database</td>
<td>1</td>
</tr>
<tr>
<td>BIT 164</td>
<td>Microsoft Outlook</td>
<td>1</td>
</tr>
<tr>
<td>BIT 197/297</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>BIT 220</td>
<td>Elements of Project Management</td>
<td>5</td>
</tr>
<tr>
<td>OFTEC 102</td>
<td>Document Processing</td>
<td>5</td>
</tr>
<tr>
<td>OFTEC 130</td>
<td>Office Procedures</td>
<td>5</td>
</tr>
<tr>
<td>OFTEC 201</td>
<td>Information Processing</td>
<td>5</td>
</tr>
<tr>
<td>OFTEC 202</td>
<td>Advanced Information Processing</td>
<td>5</td>
</tr>
<tr>
<td>OFTEC 231</td>
<td>Human Resources Management</td>
<td>5</td>
</tr>
<tr>
<td>OFTEC 240</td>
<td>Administrative Office Procedures</td>
<td>8</td>
</tr>
<tr>
<td>OFTEC 260</td>
<td>Administrative Office Management</td>
<td>5</td>
</tr>
<tr>
<td>PSYCH 171</td>
<td>Human Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

PROGRAM REQUIREMENTS (CONT’D)

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 200</td>
<td>Business Law</td>
<td>5</td>
</tr>
<tr>
<td>POLI 200</td>
<td>Principles of Law</td>
<td>5</td>
</tr>
</tbody>
</table>

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCTG 220</td>
<td>Financial Accounting 2</td>
<td>5</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Introduction to Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>SPCMU 290</td>
<td>Group Communication</td>
<td>5</td>
</tr>
</tbody>
</table>

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFTEC 160</td>
<td>Job Prep Techniques</td>
<td>3</td>
</tr>
<tr>
<td>OFTEC 180</td>
<td>eCommerce for the Office</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 90

IN THE SPOTLIGHT

Kirk Kreiling

There are many paths leading through Cascadia Community College and beyond to a new career. Kirk Kreiling took one of the more circuitous routes. After retiring from the police force in Laramie, Wyoming, Kirk moved west and entered Cascadia with the goal of becoming a math teacher.

Based on recommendations from Cascadia faculty members, Kirk was awarded the Washington Future Teachers Scholarship, which paid for much of his education at Central Washington University. For the next two years, he was dual-enrolled at both Cascadia and CWU, carrying up to 24 credits per quarter!

In June 2007, Kirk earned a Bachelor’s of Arts in teaching secondary mathematics at CWU (summa cum laude) and his state teaching certification. Prior to graduation, he signed a contract to teach 8th grade math in the Bellevue School District.

“I was so completely impressed with the quality of the instruction at Cascadia,” says Mr. Kreiling. “I was in classes with extremely gifted instructors who took the time to learn about me and to help me all along the way.”
ASSOCIATE IN APPLIED SCIENCE-T (AAS-T)

AAS-T DEGREE IN NETWORK TECHNOLOGY

Network technicians design, implement and maintain a network of hardware and software that provides a company with computing infrastructure. Network technicians set up and configure computers and servers, connect users to the system and provide connectivity to other networks within and without the company. They work as part of a team to 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.

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, upgrades and process changes
- Coordinate, communicate and document changes
- Perform system backups and restore data
- Manage inventory
- Document maintenance activities

PREREQUISITES

Please Note: See advisor for placement.

Course # Course Name Credits
BIT 100 Computer Basics I 5
BIT 101 Computer Basics 2 7
BIT 154 Beginning Word Processing 1
BIT 158 Beginning Database 1

GENERAL EDUCATION REQUIREMENTS

ENG 101 College Composition 5
MATH Any course designated “Quantitative Reasoning (Q)” 5
PSYCH 251 Organizational Behavior 5

PROGRAM REQUIREMENTS

BUS 101 Introduction to Business 5
BIT 102 Network Design Concepts 5
BIT 105 Careers in Information Technology 2
BIT 112 Basics of Web Authoring 5
BIT 115 Introduction to Programming 5
BIT 116 Scripting 5
BIT 126 Network Client Systems 5
BIT 127 Linux 5
BIT 159 Advanced Database 1
BIT 162 Unix Basics 1
BIT 167 Certification Preparation 1
BIT 197 BIT Work-based Learning 4
BIT 220 Elements of Project Management 5
BIT 225 Server Operating Systems and Client Integration 6
BIT 235 Network LAN/WAN Design 5
BIT 240 Internet Protocol Services 5
BIT 243 Enterprise Administration and Security 5
BIT 250 Information Systems Security 5
BIT 275 Database Design OR
BIT 280 Web Server Administration 5
BIT 297 BIT Work-based Learning 4

TOTAL CREDITS 99
ASSOCIATE IN APPLIED SCIENCE-T (AAS-T)

AAS-T DEGREE IN WEB APPLICATION PROGRAMMING TECHNOLOGY

Web application programmers design, create and test new applications, including applications distributed via a web server. Web application programmers begin their work by analyzing customer or project requirements. During development they act as skilled problem solvers and clear communicators. Web application programmers utilize refined logical thinking and solid design skills, paying close attention to detail, application usability, and security. They may use development software to write code and create applications for the desktop and/or web. They must be able to accurately estimate their time-on-task, manage their portion of a project, and clearly document their work. Many enterprise-level applications require database integration. Web application programmers would create multi-tier programming architectures that integrate static content and dynamic data to meet the needs of the user.

WEB APPLICATION 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 document enhancements

**GENERAL EDUCATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 101</td>
<td>Introduction to Business</td>
<td>5</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College Composition</td>
<td>5</td>
</tr>
<tr>
<td>PSYCH 251</td>
<td>Organizational Behavior</td>
<td>5</td>
</tr>
</tbody>
</table>

**Select one of the following courses:**
- MATH 107 Mathematics: A Practical Art
- MATH 110 Pre-calculus 1
- MATH 115 College Algebra for Business and Life Sciences
- MATH 135 Introduction to Statistics and Probability
- PHIL 120 Introduction to Logic

**PROGRAM REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

**Select two credits from the following courses:**
- BIT 160 Digital Imaging
- BIT 161 Vector Graphics
- BIT 162 UNIX Basics

**Select eight credits from the following courses:**
- BIT 197 / 297 BIT Work-based Learning 1 or 2
- BIT 199 / 299 Service Learning in BIT

**FOR PROGRAMMING EMPHASIS:**
- BIT 143 Programming Data Structures
- BIT 265 Structure and Algorithms

**FOR WEB EMPHASIS:**
- BIT 168 Interactive Authoring
- BIT 175 Multimedia for the WWW
- BIT 280 Web Server Administration

**TOTAL CREDITS**

98-99
Professional Technical Certificates

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

- Computer Applications Specialist
- Network Specialist
- Technical Support Specialist
- Web Specialist

### 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.

#### GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>College Reading/Writing</td>
<td>5</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College Composition</td>
<td>5</td>
</tr>
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</table>

#### PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 112</td>
<td>Basics of Web Authoring</td>
<td>5</td>
</tr>
<tr>
<td>BUS 101</td>
<td>Introduction to Business</td>
<td>5</td>
</tr>
<tr>
<td>BIT 105</td>
<td>Careers in Info Technology</td>
<td>2</td>
</tr>
<tr>
<td>OFTEC 105</td>
<td>Careers in Office Technology</td>
<td></td>
</tr>
<tr>
<td>Select nine credits from the following courses:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>BIT 150-164 Selected Instructional Modules</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### TOTAL CREDITS

36-38

### 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.

#### GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>College Reading/Writing</td>
<td>5</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College Composition</td>
<td>5</td>
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#### PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 150</td>
<td>Basics of Web Authoring</td>
<td>5</td>
</tr>
<tr>
<td>BIT 112</td>
<td>Basics of Database Administration</td>
<td>5</td>
</tr>
<tr>
<td>BIT 150-164 Selected Instructional Modules</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### TOTAL CREDITS

73-75

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.

### 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 graduates take the following classes.

#### PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course #</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>5</td>
</tr>
<tr>
<td>BIT 105</td>
<td>Careers in Info Technology</td>
<td>2</td>
</tr>
<tr>
<td>BIT 150-162 Selected Instructional Modules</td>
<td></td>
<td></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>
<td>5</td>
</tr>
</tbody>
</table>

#### TOTAL CREDITS

30
CERTIFICATE REQUIREMENTS

Professional Technical Certificates (Cont’d)

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>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following courses:</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ENG 100</td>
<td>College Reading/ Writing</td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>College Composition</td>
<td></td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MATH 107</td>
<td>Mathematics: A Practical Art</td>
<td></td>
</tr>
<tr>
<td>MATH 110</td>
<td>Pre-calculus 1</td>
<td></td>
</tr>
<tr>
<td>MATH 115</td>
<td>College Algebra for Business and Life Sciences</td>
<td></td>
</tr>
<tr>
<td>MATH 135</td>
<td>Introduction to Statistics and Probability</td>
<td></td>
</tr>
<tr>
<td>PHIL 120</td>
<td>Introduction to Logic</td>
<td></td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td>3-5</td>
<td></td>
</tr>
<tr>
<td>PSYCH 171</td>
<td>Human Relations</td>
<td></td>
</tr>
<tr>
<td>PSYCH 251</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
</tbody>
</table>

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT150-164</td>
<td>Selected Instructional Modules</td>
<td>5</td>
</tr>
<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 175</td>
<td>Multimedia for the WWW</td>
<td>5</td>
</tr>
<tr>
<td>BIT 275</td>
<td>Database Design</td>
<td>5</td>
</tr>
<tr>
<td>BIT 285</td>
<td>Web Applications 1 - Framework Foundations</td>
<td>5</td>
</tr>
<tr>
<td>BIT 197/297</td>
<td>Work-based Learning</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 57-59

Skill Upgrade Certificates

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

- Accounting Assistant
- Database Development
- Flash Design
- Office Skills Integrated with ABE
- PC Network Technician
- Phlebotomy

ACCOUNTING ASSISTANT CERTIFICATE

Graduates will use the skills acquired here to accomplish entry level accounting assistant tasks. This certificate program is designed to provide individuals with entry level record and bookkeeping skills applicable to diverse business settings. The certificate provides development of basic office work skills with an emphasis on math and practical software applications required for effective records management.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following courses:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BIT 150</td>
<td>Keyboarding</td>
<td></td>
</tr>
<tr>
<td>BIT 154</td>
<td>Beginning Word Processing</td>
<td></td>
</tr>
<tr>
<td>BIT 155</td>
<td>Advanced Word Processing</td>
<td></td>
</tr>
<tr>
<td>Complete all of the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIT 156</td>
<td>Beginning Spreadsheet</td>
<td>1</td>
</tr>
<tr>
<td>BIT 157</td>
<td>Advanced Spreadsheet</td>
<td>1</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>OFTEC 100</td>
<td>Business Math</td>
<td>5</td>
</tr>
<tr>
<td>OFTEC 105</td>
<td>Careers in Office Technology</td>
<td>2</td>
</tr>
<tr>
<td>OFTEC 135</td>
<td>Practical Accounting</td>
<td>3</td>
</tr>
<tr>
<td>OFTEC 140</td>
<td>Records Management</td>
<td>3</td>
</tr>
<tr>
<td>OFTEC 151</td>
<td>10-Key Operations</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 19

DATABASE DEVELOPMENT CERTIFICATE

This short certificate provides an introduction to database design, development, and administration. Students will gain first-hand experience designing databases, creating stored procedures, and managing a database server such as SQL Server or mySQL.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 275</td>
<td>Database Design</td>
<td>5</td>
</tr>
<tr>
<td>BIT 276</td>
<td>Database Development</td>
<td>5</td>
</tr>
<tr>
<td>BIT 280</td>
<td>Web Server Administration</td>
<td>5</td>
</tr>
<tr>
<td>BIT 158</td>
<td>and BIT 159</td>
<td>2</td>
</tr>
<tr>
<td>BIT 197/297</td>
<td>BIT Work-Based Learning</td>
<td>1 or 2</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 19

FLASH DESIGN CERTIFICATE

Flash designers create multimedia presentations ranging from banner ads to full-length, animated videos. Students will gain proficiency in HTML and Flash development using the latest tools and standards. The certificate provides students interested in media and the web the skills and experience necessary for digital storytelling on the job or in other courses.

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 112</td>
<td>Basics of Web Authoring</td>
<td>5</td>
</tr>
<tr>
<td>BIT 168</td>
<td>Interactive Authoring</td>
<td>4</td>
</tr>
<tr>
<td>BIT 175</td>
<td>Multimedia for the WWW</td>
<td>5</td>
</tr>
<tr>
<td>BIT 197/297</td>
<td>BIT Work-Based Learning</td>
<td>1 or 2</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 15
Skill Upgrade Certificates (Cont’d)

OFFICE SKILLS INTEGRATED WITH ABE CERTIFICATE

Graduates of this three quarter certificate program will be prepared for entry-level employment in office settings. Basic skills and ESL learners will combine computer skill training with English literacy improvement. This new certificate program creates a first step in a career ladder for students interested in working in office settings. Placement by testing.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLVN 050 &amp; 060</td>
<td>ESL Communication - Office Skills</td>
<td>8</td>
</tr>
<tr>
<td>BIT 147</td>
<td>Integrated Office Applications 1</td>
<td>2</td>
</tr>
<tr>
<td>BIT 148</td>
<td>Integrated Office Applications 2</td>
<td>2</td>
</tr>
<tr>
<td>BIT 150</td>
<td>Keyboarding</td>
<td>1</td>
</tr>
<tr>
<td>BIT 153</td>
<td>Using the Internet</td>
<td>1</td>
</tr>
<tr>
<td>BIT 154</td>
<td>Beginning Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>BIT 164</td>
<td>Outlook</td>
<td>1</td>
</tr>
<tr>
<td>OFTEC 105</td>
<td>Careers in Office Technology</td>
<td>2</td>
</tr>
</tbody>
</table>

Select one of the following courses:

| BIT 152 | Windows Basic                                    | 1       |
| BIT 155 | Advanced Word Processing                          |         |
| BIT 156 | Beginning Spreadsheet                             |         |
| BIT 157 | Advanced Spreadsheet                              |         |
| BIT 158 | Beginning Database                                |         |
| BIT 159 | Advanced Database                                 |         |
| BIT 163 | Beginning PowerPoint                              |         |

Total Credits: 19

PC NETWORK TECHNICIAN CERTIFICATE

PC Technicians maintain, analyze, troubleshoot, and repair computer systems, hardware and computer peripherals. Students will gain experience documenting maintenance, performing upgrades and replacing hardware and software systems as well as making sure computers, printers, routers, hubs, and wireless systems are running in good condition. This certificate will provide students with excellent skills in diagnosing both hardware and software problems and familiarity with PC hardware and Microsoft Operating systems.

Prerequisites: BIT 101 or equivalent experience

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 102</td>
<td>Network Design Concepts</td>
<td>5</td>
</tr>
<tr>
<td>BIT 126</td>
<td>Network Client Systems</td>
<td>5</td>
</tr>
<tr>
<td>BIT 225</td>
<td>Server Operating Systems and Client Integration</td>
<td>6</td>
</tr>
<tr>
<td>BIT 197/297</td>
<td>BIT Work-Based Learning 1 or 2</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 17

PHLEBOTOMY CERTIFICATE

This is a two quarter certificate program designed to provide individuals with the theoretical background and manual skills required for accurate blood collection using a range of intrusive procedures. Through classroom activities, lab projects, and practice in community settings, students will learn how to collect, handle, and analyze specimens using applicable standards and regulations. The program also promotes professional ethics, teamwork, and communication skills to help prepare individuals for entry-level phlebotomy positions.

QUARTER ONE

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH 101</td>
<td>Phlebotomy Techniques</td>
<td>4</td>
</tr>
<tr>
<td>AH 102</td>
<td>Phlebotomy Techniques Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 9

QUARTER TWO

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH 105</td>
<td>Phlebotomy Clinical Experience</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 9
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:

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.

Non-Transferable Courses

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

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.

Eligible Cascadia Community College students can apply to be admitted to the UWB Bothell through the dual enrollment program. Dual enrollment is an opportunity for students to attend Cascadia, earn an Associate’s degree, and become eligible for priority admission to UW Bothell in one of three programs: Interdisciplinary Arts & Sciences, Business Administration, or Computing & Software Systems. Visit: www.uwb.edu/students/prospective/de. Call Student Advising and Support Services at 425.352.8383 to make an appointment with the Cascadia Dual Enrollment advisor.
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
- 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, NP, 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 Student Advising and 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 Student Advising and 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 Student Advising and 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**

Cascadia Community College places a high value on scholarship. To encourage and reward high academic achievement, students who distinguish themselves in the classroom each quarter are honored through inclusion in one of two honors lists described below. In addition to receiving a certificate each quarter a student is named to one of the two honor lists, any student named to an honors list for at least one quarter during the academic year is also recognized at the annual Honors Reception held each spring.

**President’s List**

Full-time students who are enrolled for at least 12 college-level credits and who earn a quarterly grade point average of 3.9 to 4.0 will be named to the President’s List.

**Faculty Honors List**

All students who are enrolled for at least 5 college-level credits and who earn a quarterly grade point average of at least 3.6 will be named to the Faculty Honors List.

**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 will receive transcripts containing all courses taken. The receiving institution may accept credits and recalculate the GPA according to its own policies.

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

**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.

**Grading System**

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

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

Under specific circumstances, non-decimal grades of “H,” “I,” “V,” “Z,” “P” and “NP” may be awarded. Please see AP2: 1.10.11 Letter Grade Designations.

**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.
## 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 until the final grade is issued by the instructor.</td>
<td>• At the time when grades are due, an H will be awarded. &lt;br&gt;• 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, and (c) is able to complete the coursework with no additional instruction. Note: 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. &lt;br&gt;• Student receives the grade designated on the contract if contracted work is not completed by contract date. &lt;br&gt;• This grade may adversely affect student’s ability to register in subsequent quarters (see AP2: 1.10.01 Academic Standards.)</td>
<td>• Student makes a written request for an I to the instructor of record for the respective course. &lt;br&gt;• 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. &lt;br&gt;• The instructor submits grade change form after contracted work is submitted and graded. &lt;br&gt;• 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. &lt;br&gt;• From weeks three through six of the quarter, instructor permission is required. &lt;br&gt;• After the sixth week, no change in status may be made. Note: 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 0.0 in GPA calculations, and no credit is awarded for the course. &lt;br&gt;• This grade may adversely affect student’s ability to register in subsequent quarters (see AP2: 1.10.01 Academic Standards).</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. Note: 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. &lt;br&gt;• This grade may adversely affect student’s ability to register in subsequent quarters (see AP2: 1.10.01 Academic Standards).</td>
<td>• Student brings withdrawal form to instructor for approval and submits the signed form to Enrollment Services. &lt;br&gt;• 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. &lt;br&gt;• This grade may adversely affect student’s ability to register in subsequent quarters (see AP2: 1.10.01 Academic Standards).</td>
<td>• Student makes a written request to the instructor of record for the respective course. &lt;br&gt;• Request is considered by the instructor on a case-by-case basis.</td>
</tr>
</tbody>
</table>
### Grade Designations (Cont’d)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POLICY</th>
<th>OUTCOMES</th>
<th>PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Non-graded</td>
<td>• Grade is not calculated in GPA by Cascadia.</td>
<td>• Upon the completion of the course and having met the learning outcomes for the class, the instructor will award the final grade of the P grade.</td>
</tr>
<tr>
<td></td>
<td>Passed the Course - non-graded classes use a “P” grade to designate a grade of 2.0 or higher OR for level completion. This grade is assigned when the student has met the learning outcomes for the class. Only designated courses are graded using a P. Once a grade of P has been awarded, it cannot be changed to a numeric grade.</td>
<td></td>
<td>• Up to the end of the second week of the quarter, student may initiate, without instructor’s permission, a change to or from P/NP status.</td>
</tr>
<tr>
<td></td>
<td>No Credit for the Course - this grade is assigned when the student has not met the class outcomes and requirements to receive a grade of 2.0 or higher OR for level. Only designated courses are graded using a NP.</td>
<td>• Grade is not calculated in GPA by Cascadia.</td>
<td>• From weeks three through six of the quarter, instructor permission is required.</td>
</tr>
<tr>
<td></td>
<td>Students who do not attend class 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.</td>
<td>• After the sixth week, no change in status may be made. <strong>Note:</strong> Students are strongly encouraged to meet with an Advisor prior to enrolling in a P/NP course. This timeline is adjusted for summer quarter. Please see the Summer Schedule of Classes for dates.</td>
</tr>
<tr>
<td></td>
<td>Administrative Drop</td>
<td>• Faculty assesses class attendance and then drops students from the class using a Group Drop Form.</td>
<td>• Grade is only changed upon the recommendation of both faculty members. If there is no agreement, the grade shall remain as awarded.</td>
</tr>
</tbody>
</table>

### 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/NP, 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 for Student Learning) who serve on-call for a one year term.

From the pool of twelve (12) names, only six (6) will be chosen randomly by the Dean for Student Learning (with the student and the instructor of record present). The student will then remove two of the six (6) names. The remaining four (4) faculty members will make up the Hearing Committee. Chosen faculty may abstain from any Hearing Committee if they stipulate that serving poses a conflict of interest. In that case another member would be selected randomly from the pool by the Executive Vice President for Student Learning.

The Dean for Student Learning or designee will serve as facilitator and an ex-officio member of the Grade Appeal Hearing Committee.

**Grade Appeal Hearing Committee Process**

The Dean for Student Learning will contact the Grade Appeal Hearing Committee within ten (10) days of the request by the Executive Vice President for Student Learning.

The Hearing Committee will set a date for the hearing, review all documentation and may interview all parties, including 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.
- **Documnented 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 15 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.
## CASCADIA COMMUNITY COLLEGE ADVANCED PLACEMENT TABLE

<table>
<thead>
<tr>
<th>Subject</th>
<th>AP Score</th>
<th>CCC Placement</th>
<th>CCC Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art: History</td>
<td>4, 5</td>
<td>5 credits Humanities (ART XXX)</td>
<td></td>
</tr>
<tr>
<td>Art: Drawing</td>
<td>4, 5</td>
<td>ART 121</td>
<td></td>
</tr>
<tr>
<td>Art: 2-D or 3-D Design</td>
<td>4, 5</td>
<td>ART 110</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>5 credits Natural Science (BIOL XXX)</td>
<td></td>
</tr>
<tr>
<td>Calculus AB</td>
<td>5</td>
<td>MATH 150</td>
<td>MATH 140</td>
</tr>
<tr>
<td></td>
<td>3, 4</td>
<td>MATH 140</td>
<td>MATH 130</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4, 5</td>
<td>MATH 150</td>
<td>MATH 140</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>MATH 140</td>
<td>MATH 130</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>CHEM 237, BIOL 201</td>
<td>CHEM 142, 152 &amp; 162</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>CHEM 162, BIOL 201</td>
<td>CHEM 142 &amp; 152</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>CHEM 142</td>
<td>(if score is less than 3 years old)</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4, 5</td>
<td>BIT 142</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>BIT 142</td>
<td></td>
</tr>
<tr>
<td>Economics: Micro</td>
<td>4, 5</td>
<td>ECON 201</td>
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<tr>
<td>Economics: Macro</td>
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<td>ECON 202</td>
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<td>English Composition</td>
<td>4, 5</td>
<td>ENG 102</td>
<td>ENG 101</td>
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<td>3</td>
<td>ENG 101</td>
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<tr>
<td>English Literature</td>
<td>4, 5</td>
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<td>Environmental Science</td>
<td>4, 5</td>
<td>ENVS 150</td>
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<td>French</td>
<td>5</td>
<td>FREN 101, 102 &amp; 103</td>
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<td>FREN 103</td>
<td>FREN 101 &amp; 102</td>
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<td></td>
<td>3</td>
<td>FREN 102</td>
<td>FREN 101</td>
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<tr>
<td>Government &amp; Politics: American</td>
<td>4, 5</td>
<td>POLI 202</td>
<td></td>
</tr>
<tr>
<td>Government &amp; Politics: Comparative</td>
<td>4, 5</td>
<td>POLI 204</td>
<td></td>
</tr>
<tr>
<td>History: European</td>
<td>4, 5</td>
<td>5 credits Humanities or Social Science (HIST XXX)</td>
<td></td>
</tr>
<tr>
<td>History: US History 1</td>
<td>4, 5</td>
<td>HIST 121 or 5 credits Humanities or Social Science (HIST XXX)</td>
<td></td>
</tr>
<tr>
<td>History: US History 2</td>
<td>4, 5</td>
<td>HIST 122 or 5 credits Humanities or Social Science (HIST XXX)</td>
<td></td>
</tr>
<tr>
<td>History: World</td>
<td>4, 5</td>
<td>5 credits Humanities or Social Science (HIST 126, 127 or 128)</td>
<td></td>
</tr>
<tr>
<td>Mathematics: Statistics</td>
<td>4, 5</td>
<td>MATH 235</td>
<td></td>
</tr>
<tr>
<td>Physics B</td>
<td>4, 5</td>
<td>PHYS 114, 115 &amp; 116</td>
<td></td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td>4, 5</td>
<td>PHYS 121</td>
<td></td>
</tr>
<tr>
<td>Physics C: Electricity &amp; Magnetism</td>
<td>4, 5</td>
<td>PHYS 122</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>4, 5</td>
<td>PSYCH 101</td>
<td></td>
</tr>
<tr>
<td>Spanish Language</td>
<td>5</td>
<td>SPAN 101, 102 &amp; 103</td>
<td></td>
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<tr>
<td></td>
<td>4</td>
<td>SPAN 103</td>
<td>SPAN 101 &amp; 102</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SPAN 102</td>
<td>SPAN 101</td>
</tr>
</tbody>
</table>
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 24 credits during the first quarter (academic courses) — Academic or Faculty Advisor approval required.
2. For all subsequent quarters students may enroll for up to 24 credits, pending eligibility by meeting pre-requisites and in good academic standing.
3. To enroll in more than 24 credits students must have Academic Advisor or Faculty Advisor approval.

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 1322-115-060
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.

- 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.
- 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.
- 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).
- 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. withold 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

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): Completion of ACCTG 210 with a grade of 2.0 or higher.

ACCTG 220
Financial Accounting II

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

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.

ANTHROPOLOGY

ANTH 105
World Prehistory

CRK, SS - This course will introduce students to the development of material culture from its Paleolithic beginnings to the first literate societies. Through readings, videos, the Internet, and other materials, students will journey to Africa, Mesopotamia, Asia, India, Europe and the Americas as they follow the development of human culture over the course of prehistory. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

ANTH 201
Biological Anthropology

GS, NS - Students in this course will evaluate the origins of humankind, consider biological diversity, and assess biocultural evolution. Students will learn to critically evaluate scientific claims about humankind, recognize human variation, explore humanness, and develop critical thinking skills through the application of essential anthropological approaches, theories and methods. Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

ANTH 202
Cultural Anthropology

CRK, GS, SS - Students in this course examine the dimensions of human culture, including kinship, politics, and religion, and evaluate the interrelationships between geography, environment and cultural forms. Students explore the effects of globalization on indigenous peoples while developing 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

SS - This course investigates how archaeologists reconstruct the human past. Students will learn archaeological process, examine the relationship of archaeology to anthropological concerns, and develop critical thinking skills by evaluating archaeological methodologies and explanatory theories, analyzing archaeological material, and conducting a virtual dig. Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

ANTH 204
Introduction to Linguistic Anthropology

CRK, SS - This course introduces students to linguistic methods and theories used within anthropology. Students examine the structural features of language, compare human and animal communication, and explore the interaction of culture and language. Linguistic relativism and determinism will be scrutinized, as well as the relationship of language to society, nationalism, and politics. Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

ART

ART 110
2-Dimensional Design

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, 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 124
Figure Drawing

HP - This class includes drawing the human form using studio models. Students address issues of anatomy, structure and refinement of drawing skills and technique using a variety of mediums and formats. Prerequisite(s): Completion of ART 121 with a grade of 2.0 or higher.

ALLIED HEALTH

For course listings see Phlebotomy.

AMERICAN SIGN LANGUAGE

For course listings see World Languages.
ART 130
The Experience of Art
GS, H - In this course, students examine their own emotional experience of art and think critically about its role and effects in everyday life. We develop visual literacy by critically engaging visual and performative arts from around the world to consider distinctions and intersections between cultures, grasp the relationship between art and culture, and examine the social, political, economic, and historical contexts of art. Students learn the formal elements and principles of design, i.e.; shape, light, color, texture, rhythm, motion and other concepts of art study. Artistic forms studied may include painting, sculpture, functional art, architecture, photography, printmaking, installation art, performance art, dance, theater, music, computer arts. Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

ART 135
Global Perspectives in Art
CRK, H - Global Perspectives in Art provides an exploration of artistic expression as a cultural universal using visual and performing arts media from around the world. Students investigate the disparate roles that visual and performing arts play in societies throughout history. The course will also challenge students to examine comparative artistic heritages. Prerequisite(s): Completion of ART 130 and ENG 090 with a grade of 2.0 or higher or placement by testing into ENG 100.

ART 140
Survey of Art History: Prehistory to Byzantine
GS, H - This survey of art history examines the progression and advancement of art and architecture from prehistory through the early Byzantine period of the 6th century. Students study and discuss ways in which art is influenced by significant events, beliefs and customs. This course includes comparative analysis with a focus on art and architecture's cultural significance. Prerequisite(s): Completion of ART 130 and ENG 090 with a grade of 2.0 or higher or placement in ENG 100.

ART 141
Survey of Art History: Byzantine to the Industrial Revolution
GS, H - A survey course covering the development of western art from the 6th century A.D. to the Industrial Revolution in the 19th century. The course examines artistic periods, styles and influences including Byzantine and Gothic, the Renaissance, Baroque, Romanticism and Realism. Emphasis is on the distinctive character reflected in art and architecture from each period, and the religious, social and cultural influences that both shape them and act as their agent for change. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement in ENG 100.

ART 142
Survey of Modern Art
GS, H - The Survey of Modern Art documents and explains the advancement of western art and architecture from the Industrial Revolution to the present, with emphasis on the works of major artists and architects, technological and intellectual advances and new media in the post modern era. Periods and styles include Neo Classicism and Impressionism, Cubism, Pop Art, installations, performance art, video and digital media. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement in ENG 100.

ASTRONOMY
ASTR 101
Survey of Astronomy
NS - In this course, students will study the physical characteristics of celestial bodies from our closest neighbor, the moon, to the most distant galaxies. Students will be able to explain how past astronomers investigated the universe and the theories they developed to explain their observations. Students will familiarize themselves with recent observations and discover the foundations for modern astronomical theories. Astronomical observations will be applied through activities, laboratories, and simulations. Prerequisite(s): Completion of MATH 085 with a grade of 2.0 or higher or placement by testing in MATH 095. (LAB)

ASTR 210
The Cosmos
NS - This course is intended for non-science majors as an introduction to the foundations and current theories of the science of the universe. Black holes, time travel, the Big Bang, dark matter, and teleportation will be among the subjects studied. Through various methods students will assess the human understanding of our Universe and analyze the many models created to explain the creation, existence, and end of our Universe. Emphasis will be placed on contemporary scientific theories to include the theory of relativity, quantum theory, and current observations. This class will cover the material without the use of intensive mathematics. Prerequisite(s): Placement by testing in MATH 085 and completion of ENGS 101 with a grade of 2.0 or higher.

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-majors 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
Life: Origins and Adaptations
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 MATH 085 or placement in MATH 095.

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): Completion of CHEM 120 or CHEM 142 with a grade of 2.0 or higher, or co-enrollment in CHEM 142. (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
5 credits
General Botany

- Students will examine the phyllogenetic 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)

**DESIGNATION KEY**
C = Continuous Enrollment, CKR = Cultural Knowledge Requirement, DL = Dual-Listed, H = Humanities, GS = Global Studies, HP = Humanities Performance, LAB = Lab, NS = Natural Science, Q = Quantitative Reasoning, SS = Social Science

BIOL 205
1 credit
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
1 credit
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
1 credit
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 202. (LAB)

BIOL 210
6 credits
Human Anatomy

- This is the first quarter in a three-quarter sequence for pre-nursing majors. It includes a detailed examination of the structure of the human body using models, charts, computer programs, fresh animal specimen dissections, and the dissection of the preserved cat. Topics covered include the following human organ systems: integumentary, skeletal, muscular, lymphatic/immune, respiratory, digestive, nervous, endocrine, cardiovascular, urinary, and reproductive. **Prerequisite(s):** Co-enrollment or completion of BIOL 201 with a grade of 2.0 or higher. Completion of CHEM 120 or CHEM 142 with a grade of 2.0 or higher or one year of high school chemistry taken within the last 5 years with a grade of C or higher. (LAB)

**BUSINESS & INFORMATION TECHNOLOGY**

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
4 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 month's 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 Concepts and Design

- Students in this networking LAN and WAN course learn the OSI model, TCP/IP model, subnetting, layered networking components of LAN's and WAN's workstation, router, and switch setup command line syntax, ACL's, and configurations. Students learn router and switching concepts, routing and switching protocols, troubleshooting, and load balancing. Students will perform activities to setup, configure and troubleshoot switches and routers to explore the topic concepts.

BIT 105
2 credits
Careers in Information Technology

- This course provides an overview of the computer field through presentations by faculty and staff, as well as industry experts, job recruiters and recent graduates. As part of the course students might also 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 would undertake to achieve those objectives.
Course Descriptions

BIT 107  Video Game Industry
5 credits
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 111  Office Applications in the Workplace
5 credits
This course provides an overview of the knowledge that is necessary to provide administrative support in a business office. Topics include written, verbal and online communications, workplace expectations, organization of time and materials, how to function in a high performance team. Prerequisite(s): Completion of BIT 114 and BIT 156 with grades of 2.0 or higher.

BIT 112  Basics of Web Authoring
5 credits
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 co-enrollment in the IBEST option for the Technical Support Specialist Certification.

BIT 113  User Interface Development
5 credits
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.

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 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 BIT 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#. 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). 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. Taught in C#. Prerequisite(s): Completion of BIT 142 with a grade of 2.0 or higher.

BIT 147  Integrated Office Applications 1
2 credits
This course, offered as part of a specialized program, allows students to expand and enhance their study of BIT 150, Keyboarding, and BIT 154, Beginning Word Processing. Students will develop vocabulary proficiency and apply the skills from the self-paced lab courses in context-specific activities. This course may be used as part of a learning community, ESL program, or targeted for a specific group of learners. Prerequisite(s): Placement by testing in ESL 040 or above and co-enrollment in BIT 150 and BIT 154 required. Instructor permission is required.

BIT 148  Integrated Office Applications 2
2 credits
This course, offered as part of a specialized program, allows students to expand and enhance their study of BIT 153, Using the Internet, and BIT 164, Microsoft Outlook. Students will develop vocabulary proficiency and apply the skills from the self-paced lab courses in context-specific activities. This course may be used as part of a learning community, ESL program, or targeted for a specific group of learners. Prerequisite(s): Placement by testing in ESL 040 or above and co-enrollment in BIT 153 and BIT 164 required. Instructor permission required.

BIT 150  Introduction to Keyboarding - C
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 - C
1 credit
This one-credit module prepares students to use computer applications in the classroom and in workplace activities by developing familiarity with computer hardware, software, and operating systems. Fundamental computer terminology is defined and students explore a variety of uses and types of personal computer systems.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 152</td>
<td>Windows Basic - C</td>
<td>1</td>
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<tr>
<td>BIT 153</td>
<td>Using the Internet - C</td>
<td>1</td>
</tr>
<tr>
<td>BIT 154</td>
<td>Beginning Word Processing - C</td>
<td>1</td>
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<td>BIT 155</td>
<td>Advanced Word Processing - C</td>
<td>1</td>
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<tr>
<td>BIT 156</td>
<td>Beginning Spreadsheet - C</td>
<td>1</td>
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<tr>
<td>BIT 157</td>
<td>Advanced Spreadsheet - C</td>
<td>1</td>
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<tr>
<td>BIT 158</td>
<td>Beginning Database - C</td>
<td>1</td>
</tr>
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<td>BIT 159</td>
<td>Advanced Database - C</td>
<td>1</td>
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<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 162</td>
<td>UNIX Basics - C</td>
<td>1</td>
</tr>
<tr>
<td>BIT 163</td>
<td>Beginning PowerPoint - C</td>
<td>1</td>
</tr>
<tr>
<td>BIT 164</td>
<td>Microsoft Outlook - C</td>
<td>1</td>
</tr>
<tr>
<td>BIT 165</td>
<td>Network Certification Preparation</td>
<td>1</td>
</tr>
<tr>
<td>BIT 166</td>
<td>Interactive Authoring</td>
<td>4</td>
</tr>
<tr>
<td>BIT 167</td>
<td>Multimedia for the WWW</td>
<td>5</td>
</tr>
<tr>
<td>BIT 168</td>
<td>Individualized Project I</td>
<td>1-5</td>
</tr>
</tbody>
</table>

**Course Descriptions**

**BIT 152 Windows Basic - C**
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 Using the Internet - C**
This one-credit module prepares students to use the internet as a tool for communication and as an information resource. Students learn how to effectively use and organize e-mail, how to research topics using the web and how to create simple web sites using editor software.

**BIT 154 Beginning Word Processing - C**
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 Advanced Word Processing - C**
This one-credit module prepares students to utilize advanced word process tools to be more efficient and to increase the functionality of their documents. Students learn how to incorporate macros and clip art into documents and to use management tools to create long documents. Prerequisite(s): Completion of BIT 154 with grade of 2.0 or higher.

**BIT 156 Beginning Spreadsheet - C**
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 Advanced Spreadsheet - C**
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 Beginning Database - C**
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 Advanced Database - C**
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 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 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 UNIX Basics - C**
This one-credit course enables students to work effectively within a UNIX operating system. Students investigate the UNIX file structure, create and edit files and directories, share and secure files among other users and use a text-based editor to customize account configurations. Prerequisite(s): Placement by testing – Technology Placement Exam.

**BIT 163 Beginning PowerPoint - C**
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 Microsoft Outlook - C**
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 e-mail 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 or co-enrollment in BIT 152 with a grade of 2.0 or higher.

**BIT 165 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 166 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 167 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 web sites). An emphasis is placed on working in teams and in creating effective media within any given technological limitations.

**BIT 168 Individualized Project I**
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 I
The student will identify an opportunity for an unpaid internship or volunteer prospect that matches both the outcomes of the students program and their 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 I
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 I
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 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 225 6 credits
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 BIT 102 with grades of 2.0 or higher and co-enrollment in BIT 126.

BIT 231 5 credits
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 232 5 credits
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 233 4 credits
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 235 5 credits
Network LAN/WAN Design
Students will examine and review the major WAN service choices: LAPB, Frame relay, ISDN, PPP and others. 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 102 with a grade of 2.0 or higher.

BIT 240 5 credits
Infrastructure Services
This course provides a review of skills necessary to implement, manage, maintain, and troubleshoot a server network infrastructure using the most current server operating system. Students will demonstrate an understanding of the following critical network services: Routing and Remote Access, Domain Name System (DNS), Dynamic Host Control Protocol (DHCP), and IP Security (IPSec). They will learn to use current tools and techniques to define network security, and to utilize network monitoring, software update services, and network troubleshooting tools and techniques. Prerequisite(s): Completion of BIT 126 and BIT 225 with grades of 2.0 or higher.

BIT 243 5 credits
Enterprise Administration and Security
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. This course will explore networking and security issues in an enterprise computing environment, and provide students with the knowledge and skills to successfully plan, implement, and troubleshoot a Microsoft Windows Server 2003 Active Directory infrastructure. The course explores domain structure, Domain Name System (DNS), site topology and replication, Group Policy, and user/computer account strategies.

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 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.
Course Descriptions

BIT 261  
**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 BIT 260 or BIT 285 with a grade of 2.0 or higher, or instructor permission.

BIT 265  
**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 270  
**Software Engineering**  
This is a capstone class that puts students’ skills to test and into context. Students are expected to apply the full life-cycle of a program. Working in groups, students will determine system specifications and perform requirement analysis for a large program. They will then code, debug, test and deploy that program.  
**Prerequisite(s):** Completion of BIT 253; BIT 261; and BIT 263 with grades of 2.0 or higher.

BIT 275  
**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):** Co-enrollment with or completion of BIT 158 and BIT 159 with grades of 2.0 or higher, or instructor permission.

BIT 276  
**Database Integration**  
Advanced topics of database design and development will be addressed as students learn to integrate relational databases with distributed and/or web-based applications. Students will gain practical experience coordinating and documenting database development for an external client project. An emphasis will be place on working in teams, creating stored procedures and securing against unauthorized database access.  
**Prerequisite(s):** Completion of BIT 275 with a grade of 2.0 or higher or instructor permission.

BIT 280  
**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  
**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  
**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 web sites. 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.

BIT 296  
**BIT Individualized Project II**  
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  
**BIT Work-Based Learning II**  
The student will identify a paid internship or related employment opportunity that matches both the outcomes of the student’s program and their interests. This course is normally taken in the final year of a program and should give the student experience that will assist them 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  
**Special Topics in BIT II**  
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 299  
**Service Learning in BIT II**  
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.

CHEM 120  
**Introduction to General Chemistry**  
NS - From consumer products to space age technologies, chemistry affects our daily lives. In this course, students will learn the structure of matter and how it behaves under various conditions in order to better understand the chemical world. Designed for students with little or no chemistry background, this course can stand alone or be followed by CHEM 142 or CHEM 220. Laboratory activities extend lecture concepts and introduce the student to the experimental process.  
**Prerequisite(s):** Co-enrollment or completion of MATH 095 with a grade of 2.0 or higher. (LAB)

CHEM 139  
**Preparation for General Chemistry**  
NS - This course is designed for students who need to enroll in the General Chemistry sequence who have little or no prior experience in chemistry. Students will learn the symbolism and language of chemistry, quantitative relationships that are practiced in general chemistry, and techniques of quantitative and collaborative problem solving. Satisfies the chemistry prerequisite for CHEM 142. Although laboratory concepts are introduced, this course does not satisfy a laboratory science requirement.  
**Note:** This course is intended for students planning to enroll in the CHEM 142, 152, 162 sequences.  
**Prerequisite(s):** Co-enrollment or completion of MATH 095 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>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 142</td>
<td>6</td>
<td>General Chemistry I</td>
<td>NS - This is the first course in a three-quarter sequence designed for science and engineering majors. Students will explore the structure and behavior of matter, describe chemical and physical properties and processes, examine gas law relationships, and study historical approaches in chemistry to understand the scientific method. Laboratory activities extend lecture concepts and emphasize standard procedures and safety considerations. 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.</td>
<td>(LAB)</td>
</tr>
<tr>
<td>CHEM 152</td>
<td>6</td>
<td>General Chemistry II</td>
<td>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.</td>
<td>(LAB)</td>
</tr>
<tr>
<td>CHEM 162</td>
<td>6</td>
<td>General Chemistry III</td>
<td>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.</td>
<td>(LAB)</td>
</tr>
<tr>
<td>CHEM 220</td>
<td>5</td>
<td>Introduction to Organic Chemistry &amp; Biochemistry</td>
<td>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.</td>
<td>(LAB)</td>
</tr>
<tr>
<td>CHEM 237</td>
<td>4</td>
<td>Organic Chemistry I</td>
<td>NS - This course is an introduction to the chemistry of carbon-containing compounds for students taking three quarters of organic chemistry. Students will learn the identification, structure and properties of the main types of organic compounds. Students will also develop an understanding of the chemical reactivity of hydrocarbons and alkyl halides using mechanistic approaches. Prerequisite(s): Completion of CHEM 162 with a grade of 2.0 or higher.</td>
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<tr>
<td>CHEM 238</td>
<td>4</td>
<td>Organic Chemistry II</td>
<td>NS - This is the second course for students planning to take three quarters of organic chemistry. Students develop a greater understanding of organic structure and transformation, especially of aromatic and carbonyl compounds. Concurrent enrollment in the lab component is required. Prerequisite(s): Co-enrollment in CHEM 241 and completion of CHEM 237 with a grade of 2.0 or higher.</td>
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<tr>
<td>CHEM 239</td>
<td>4</td>
<td>Organic Chemistry III</td>
<td>NS - This is the third course for students planning to take three quarters of organic chemistry. Students use a mechanistic approach to understanding and predicting transformations of carboxylic acids, amines, carbohydrates, lipids, proteins and nucleic acids. Concurrent enrollment in the lab component is required. Prerequisite(s): Co-enrollment in CHEM 242 and completion of CHEM 238 and CHEM 241 with grades of 2.0 or higher.</td>
<td></td>
</tr>
</tbody>
</table>
CHEM 241
Organic Chemistry Lab
3 credits
NS - This course introduces the student to the theory and practice of standard organic laboratory techniques, including preparation, purification and analysis of representative compounds. Laboratory activities illustrate lecture concepts and must be taken concurrently with CHEM 238. Prerequisite(s): Co-enrollment in CHEM 238 and completion of CHEM 237 with a grade of 2.0 or higher. (LAB)

CHEM 242
Organic Chemistry Lab
3 credits
NS - This course is a continuation of CHEM 241 in which students perform advanced organic reactions and identify unknown compounds. Laboratory activities illustrate lecture concepts and must be taken concurrently with CHEM 239. Prerequisite(s): Co-enrollment in CHEM 239 and completion of CHEM 237, CHEM 238, and CHEM 241 with grades of 2.0 or higher. (LAB)

CIKEM 221
World Literature and Cinema
5 credits
Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

COLL 110
ePortfolio
1 credit
Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

COLL 120
Assessment of Prior Learning
3 credits
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. Students need a college advising consultation or advisement course. Credit may not be granted for both COLL 110 and COLL 120.

COMM 150
Multicultural Communication
5 credits
This course introduces students to the dynamics of both inequality and cultural difference in the United States by examining issues such as race, class, and gender. Students learn how to locate themselves within a local and national context. Moreover, students deepen their abilities to interact with various cultural settings utilizing a variety of communication strategies and techniques, while evaluating the influence of culture on communication. Prerequisite(s): HRM 101 or SOC 150 cannot gain credit for this course.

CMU 203
Media in United States Society
5 credits
Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.
CMU 211
Journalism/Media Writing
H - Explore the world of media studies. The media writing course introduces students to journalism through the various stages of news writing in different forms of media. Students will be involved in a workshop style course that focuses on gathering information, interviewing and writing for a variety of audiences. Participants should expect to be actively writing and researching stories in and out of class. The course also includes discussions and examinations of media topics and issues of ethics as they happen by viewing television news, reading local and national newspapers and viewing online news sources. Students will work with current news events and operate in a hands-on environment to gather and write their own news stories. Attention to revising, editing and proofreading is also included with a focus on Associated Press standards. Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

CMU 250
Media Law and Ethics
H - The internet raises difficult ethical and legal questions about privacy, freedom of speech, access to information, rights and responsibilities of users, and so on. In this course, students will learn to examine and analyze complex legal and ethical situations on the internet and in other mass media in order to become better consumers of media information. To do so, they will study models for ethical decision-making and the history and process of media law. Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

CONTINUING DEVELOPMENT

CDEV 101
Dependable Strengths
The Dependable Strengths Articulation Process teaches students to learn from successes and discover Good Experiences through which each person recognizes his or her strengths. It helps students increase self-esteem, motivation to achieve, and ability to articulate strengths to potential employers.

CDEV 102
Employment Skills
Employment Skills will review and give students the opportunity to practice the skills necessary to find and retain a job. These skills include Work Ethics, Communication, Interpersonal Skills, Time Management, Independence, and Critical Thinking.

CDEV 103
Job Search Skills
Job Search Skills will help students market themselves to potential employers through analyzing skills and abilities, identifying and using labor market resources, networking, creating resumes and cover letters, and practicing interview techniques. Beginning skills in Microsoft Word and Internet recommended.

DRAMA

DRAMA 101
Introduction to the Theater
H, W - An introduction to the examination and experience of theater as an art form through performance and design elements, such as play analysis, acting, directing, critique, stage and lighting design etc.

DRAMA 151
Introduction to Acting
HP - This course focuses on the theory and practice of the fundamentals of acting primarily through monologue study. Students learn techniques to strengthen vocal, physical and emotional awareness and response while studying the foundational theories of acting. They particularly develop a deep understanding of the elements of characterization in relation to cultural, historical and economic background. Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

DRAMA 152
Acting - Scene Study
HP - Continued study in the theory and practice of acting through monologue and scene work. The course will include script analysis, improvisation, voice work, movement for the actor; understanding space and relationship. We will explore other methods of acting i.e. Meisner, Adier, Waugh, Suzuki. Prerequisite(s): Completion of DRAMA 151 with a grade of 2.0 or higher. Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

DRAMA 153
Performance Production
HP - This course provides hands on, practical experience in performance. The class will culminate in a public performance. Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101 and placement by audition.

EDUCATION

EDU 102
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.

ECONOMICS

ECON 201
Introduction to Microeconomics
Q, SS - This course examines the market system and the role of government in the economy. Students learn to analyze resource and income distribution, assess consumer and business behavior, and evaluate price determination and production cost. They will also be able to identify the economic forces that impact consumer demand, business production, and exchange. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher or placement by testing into MATH 110/115. Placement by testing into ENG 101.

ECON 202
Introduction to Macroeconomics
SS - This course examines the national economy as a complex system of constituent parts. Students will learn to apply economic theory and acquire the tools to evaluate current economic issues as well as the causes and consequences of macroeconomic variables such as GDP, unemployment, business cycles, inflation, income distribution, economic growth and development. Prerequisite(s): Completion of ECON 201 with a grade of 2.0 or higher. Completion of MATH 095 with a grade of 2.0 or higher or placement by testing into MATH 110/115. Placement by testing into ENG 101.

ECON 250
Introduction to the Global Economic Environment
CRK, GS, SS - Modern business has no borders. The globalization of the world economy demands more than strong business skills; it also requires an in-depth understanding of international political, economic, environmental and social issues, as well as a genuine appreciation of cultural differences. This course introduces students to this challenging environment and gives them the opportunity to explore current issues in global economics and management such as global trade, employment, global production and marketing. Prerequisite(s): Completion of ECON 201 with a grade of 2.0 or higher. Completion of MATH 095 with a grade of 2.0 or higher or placement by testing into MATH 110 or MATH 115. Placement by testing into ENG 101.
EDU 105
Introduction to Education
In this course students will explore the aims of education and the organization and structure of the teaching profession. Students will learn about the historical and philosophical foundations of education (primarily but not entirely from an American perspective). We will analyze current trends in education to provide background on issues that affect today’s teachers from preschool through high school. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

ENGR 210
Engineering Statics
NS - In this 5 credit course, students will analyze forces acting on particles and rigid bodies in equilibrium. Topics will include force and moment resultant, free body diagrams, internal forces, friction, centroids, and moments of inertia. Emphasis will be placed on real-world applications and technology will be integrated throughout the course. A graphing calculator is required. Prerequisite(s): Completion of MATH 150 and PHYS 121 with grades of 2.0 or higher.

ENGR 220
Mechanics of Materials
NS - In this 5 credit course, students will analyze the basic theories of stress and strain and their application to the properties and behavior of engineering materials. They will develop an understanding of the subject through an examination of how specific geometry and loads, intrinsic material properties, and the fundamental constitutive relations governing material behavior in general can be used to predict how materials react to loads. Students will explore this behavior by modeling it in the context of realistic situations. Further, they will examine modes of material failure and learn strategies useful in predicting and preventing it. Technology will be integrated throughout the course, and a graphing calculator is required. Prerequisite(s): Completion of ENGR 210 with grade of 2.0 or higher.

ENGR 230
Kinematics and Dynamics
NS - In this 5 credit course, students will analyze kinematics of particles, systems of particles, and rigid bodies; moving reference frames; dynamics of particles, systems of particles, and rigid bodies; equilibrium, energy, linear momentum, angular momentum. Emphasis will be placed on real-world applications and technology will be integrated throughout the course. A graphing calculator is required. Prerequisite(s): Completion of ENGR 210 with grade of 2.0 or higher.

ENGLISH FOUNDATIONS

EFUND 010
English Fundamentals 1
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 main 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
English Fundamentals 2
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
English Fundamentals 3
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
English Fundamentals 4
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
English Fundamentals 5 (GED)
This course begins preparation for taking the 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
English Fundamentals 6 (GED)
This course prepares learners for taking their GED examination. Learners reading 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
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
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, students will be able to use an understanding of their learning strengths and interests to make good decisions in their college career. Note: This class may be 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.
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
This course helps students learn how to make judgments and decisions about their own and others’ communication, especially in college writing. They will practice reading a wide array of texts, developing strategies for interpreting, responding to, and making use of these texts in their own writing. They will develop and use a personalized process to write essays and other products and performances that achieve identified purposes for identified audiences; a central focus of this practice is the production of original texts that are substantive and clearly organized and that achieve appropriate levels of correctness. This class is organized around a theme chosen by the instructor. Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing into ENG 101.

ENG 102  Writing from Research  5 credits
Students learn how to develop ideas to guide research, to gather information from the library, Internet, experts and other sources, and to judge the quality of the information. They learn to use ideas from sources as evidence in essays and longer research projects, developing a more sophisticated approach to using sources to achieve identified purposes for identified audiences. Students continue ENG 101’s emphasis on developing well-organized, thoughtful essays. 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
H - This introductory literature course grows out of our assumption that fiction, poetry, drama, non-fiction and film help give voice to the human experience while giving poetic shape and meaning to our lives. Students will learn and practice skills for exploring and appreciating the meaning and effects of literature while at the same time encountering and interpreting texts’ relationships to their historical and cultural contexts. Class discussions and written essays will help students discover, express, and publish their own thoughts and learning about literature. Prerequisite(s): Completion of ENG 101 with a grade of 2.0.

ENG 204  Introduction to Dramatic Literature  5 credits
H - Students learn about world drama (with a focus on 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. (Formerly: ENG 259) Prerequisite(s): Co-enrollment or completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

ENG 211  World Literature Survey  5 credits
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. Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

ENG 212  World Literature Themes  5 credits
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 syllabus for each quarter will list themes. Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

ENG 221  World Literature and Cinema  5 credits
H - Students learn about literature and cinema by reading fiction and dramas and analyzing cinematic adaptations. Students study the basic approach to literary and cinematic analysis, and 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 the 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 ENG 221 or CINEMA 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.

ENG 251  U.S. Literature Survey  5 credits
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. Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

ENG 252  U.S. Literature Themes  5 credits
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. Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

ENG 270  Technical Writing  5 credits
H - In this course, students develop the ability to compose and format clearly for a variety of professional and technical audiences. They learn how to research, organize, design and revise proposals, reports, user guides and other written products for a business/technical environment. Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

ENG 271  Intermediate Composition  5 credits
H - In this class students build on writing abilities gained in ENG 101 by further developing various strategies to compose longer expository essays. Students will refine their individual writing processes while improving their ability to express ideas cogently and with style. This class may be organized around a theme chosen by the instructor. Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

ENG 274  Writing Poetry  5 credits
H - This course helps students learn how to make judgments and decisions about their own and others’ poetry, especially as it develops their own poetry practice. They will read a wide variety of poetry and critical/theoretical texts to gain an understanding of poetic perspectives and the role of poetry in different cultures and their own lives. Students learn about imitation, sound, the poetic line, given forms, rhythm and meter, diction, tone and voice, imagery and metaphor, revision, and other concepts of poetry writing. Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.
ENGLISH AS A SECOND LANGUAGE

ESL 010 1-15 credits
ESL Communication 1
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 "poison" and "stop", etc. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Placement by testing in ESL 010.

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 032 1-15 credits
ESL Communication 3 - Writing
This course is designed to help students learn the writing process, reduce grammatical and mechanical errors in writing, and produce English sentences with limited errors. It will build upon competencies taught in ESL Communications 030. Focused activities include using English grammar, understanding the mechanics of writing and using English dictionaries. Activities will increase students' abilities to write, build their knowledge base of the English language, and increase their vocabulary. Computer use will be required to complete some assignments. 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 042 1-15 credits
ESL Communication 4 - Writing
This course is designed to help students learn the writing process, reduce grammatical and mechanical errors in writing, and produce well written English sentences and paragraphs. It will build upon the competencies taught in ESL Communication 040. Focused activities include applying English grammar, the mechanics of writing and using English dictionaries. Activities will increase students’ abilities to write, their knowledge base of the English language, and increase their use of vocabulary. Computer use will be required to complete some assignments. 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, 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 040 or placement by testing in ESL 050.

ESL 052 1-15 credits
ESL Communication 5 - Writing
This course is designed to help students continue to develop the writing process, reduce grammatical and mechanical errors in writing, and produce well written English sentences and paragraphs that express complex ideas. Students will use their writing skills to author work for a variety of purposes. It will build upon the competencies taught in ESL Communication 050. Focused activities include applying English grammar, the mechanics of writing and using English dictionaries. These activities will increase students’ abilities to write, apply their knowledge base of the English language, and increase their use of vocabulary. Computer use will be required to complete some assignments. 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 English 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.

ESL 062 English Communication 6 - Writing

This course is designed to help students author writing that clearly expresses ideas and demonstrates students' command of the English language. Students will use their writing skills to author work for a variety of purposes including research reports. It will build upon the competencies taught in ESL 060. Focused activities include applying English grammar, the mechanics of writing and using English dictionaries. These activities will increase students' abilities to write, apply their knowledge base of the English language, and increase their use of vocabulary. Computer use will be required to complete some assignments. **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 into ESL 060.

ESL 080 College Communication I

This course helps students further develop their English skills for successful study in college. Listening, observing, speaking, reading and writing are combined in a holistic approach to English language improvement. Learners will begin to understand English used in college courses in various subjects. Students increase English fluency through discussion, presentation, and individual and group projects. Use of computer technology is integrated. **Note:** Credits for this course are not transferable, nor do they apply to any college degree or certificate. **Prerequisite(s):** Placement recommendation.

ESL 090 College Communication II

In this course, learners will improve their ability to read, write, speak, listen, ask questions, gather and evaluate information, think, and solve problems at a college level. Students will be able to read and understand a wide array of texts, and they will write journals, essays, reports and other assignments. Students leave the course with an understanding of how the thinking and language in each college subject is unique. **Note:** Credits for this course are not transferable, nor do they apply to any college degree or certificate. **Prerequisite(s):** Placement recommendation.

ESLVN 040 ESL Communication 4 - Office Skills

This course introduces intermediate business communication skills. Listening, observing, speaking, reading and writing English competencies are combined in a holistic approach to language acquisition for business and office use. ESL Learners are exposed to language in various workplace contexts, and practice teamwork and collaboration skills with others through classroom assignments. Students will learn presentation and communication skills for the office environment. Computer use will be required to complete some assignments. **Prerequisite(s):** Successful completion of ESL 030 or placement by testing in ESL 040.

ESLVN 050 ESL Communication 5 - Office Skills

This course develops high-intermediate business communication skills. Listening, observing, speaking, reading and writing English competencies are combined in a holistic approach to language acquisition for business and office use. ESL Learners are exposed to language in various workplace contexts, and practice teamwork and collaboration skills with others through classroom assignments. Students will learn presentation and communication skills for the office environment. Computer use will be required to complete some assignments. **Prerequisite(s):** Successful completion of ESL 040 or placement by testing in ESL 050.

ESLVN 060 ESL Communication 6 - Office Skills

This course develops advanced business communication skills. Listening, observing, speaking, reading and writing English competencies are combined in a holistic approach to language acquisition for business and office use. ESL Learners are exposed to language in various workplace contexts, and practice teamwork and collaboration skills with others through classroom assignments. Students will learn presentation and communication skills for the office environment. Computer use will be required to complete some assignments. **Prerequisite(s):** Successful completion of ESL 050 or placement by testing in ESL 060.

ENV 110 Our Changing Planet

**GS, NS** - In this course, students examine Earth's systems function and environmental change, both past and present, using a global perspective. Students gain a 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)

ENV 150 Themes and Methods in the Environmental Sciences

**GS, 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.

ENV 210 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)

ENV 220 Wetland Ecology and Conservation

**NS** - Wetlands are a valuable and integral resource in both urban and rural environments. This course will examine the functions and values wetlands provide through the unique interplay that exists between soils, hydrology, and the biotic community in these environments. Students will explore the large wetland restoration project located on-campus through ‘hands-on’ field laboratories. Off-site field trips will also be taken to examine the diversity and variability of local wetlands. **Prerequisite(s):** Completion of one of the following: BIOL 120 or greater, CHEM 120 or greater, ENVS 110 or greater, GEOG 101 or greater, or NSCI 101 with a grade of 2.0 or higher. (LAB)
CASCADIA COMMUNITY COLLEGE

FOR COURSE LISTINGS SEE WORLD LANGUAGES.

GEOGRAPHY

GEOG 120 5 credits Regional Environments and People
GS, 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 into ENG 101.

GEOL 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 ENG 100 with a grade of 2.0 or higher. (LAB)

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

GLOBAL STUDIES

GS 220 5 credits Global Studies: Regional History & Culture
CKR, GS, H, SS - This course examines a selected nation and region with a focus on historical and cultural development. Within the broad framework of history and culture, students will explore the various manifestations of these dynamic forces as they relate to politics, religion, gender, social and economic development, the environment, personal identity, and the nation and region’s interconnectedness with the larger global community. Students will be asked to engage multiple perspectives, negotiate the differences they find, and begin to construct an understanding of global citizenship. This course may require service learning participation. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

HISTORY

HIST 121 5 credits United States History to 1800
CKR, H, SS - Examines the creation and evolution of the United States beginning with pre-contact native peoples and continuing through the early years of the 19th century. The course focuses on key figures, events and eras and explores important themes and issues relevant to the nation’s historical development, including Native American societies, colonization, slavery, the revolutionary era, establishment of the Constitution, and the early years of the republic. Students will develop historical thinking skills and draw conclusions from contradictory primary sources and historical interpretations. The diverse history of the nation will be emphasized by examining individual cultures, their interactions, and the challenges faced by multicultural America. Courses in the United States History series (121, 122, 123) 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 100.

HIST 126 5 credits World Civilization I
CKR, GS, H, SS - This course examines the social, economic, political, intellectual and artistic achievements of civilizations from the emergence of complex societies through the end of the ancient world (c. 700 C.E.). Students will obtain a global perspective by studying different worldviews and social institutions, as well as systems of thought and religion as they evolved through this historical period. Students will critically examine primary source material, such as written texts, artistic productions and archeological evidence as a complement to information gleaned from secondary sources. Courses in the World Civilizations series (126, 127, 128) may be taken independently and in any order. (Formerly: HIST 111) Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

HIST 127 5 credits World Civilizations II
CKR, GS, H, SS - This course examines the social, economic, political, intellectual, and artistic achievements of pre-modern and early modern world civilizations from c.700 C.E. to 1800 C.E. Students will obtain a global perspective by studying different worldviews and social institutions, as well as great systems of thought, religion, science and art as they evolved through this historical period, laying the foundations of the modern world. The increasingly global interaction of cultures in both positive and enriching, and conversely, negative and exploitative ways will also be emphasized. Students will critically examine primary source material, such as written texts, artistic productions and archeological evidence as a complement to information gleaned from secondary sources. Courses in the World Civilizations series (126, 127, 128) may be taken independently and in any order. (Formerly: HIST 112) Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.
**HIST 128**
World Civilizations III
5 credits
CKR, GS, H, SS - Using a world systems approach, this course studies the social, economic, political, intellectual, and artistic achievements of civilizations in Africa, the Americas, Asia and the Pacific, and Europe in the twentieth century. The 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 transnational exploration of human values, cultures and institutions. Courses in the World Civilizations series (126/127/128) may be taken independently and in any order. (Formerly: HIST 113) **Prerequisite(s):** Completion of ENG 090 with a grade of 2.0 or higher or placement by testing into ENG 100.

**HIST 150**
Multicultural United States History
5 credits
CKR, SS - Examines the multicultural history of the United States from pre-European contact with North America to the present. The contributions and experiences of various peoples will be explored as they interact with the historical manifestations of power, inequality, and resistance. Students will develop historical thinking skills and draw conclusions from contradictory primary sources and historical interpretations as they examine the history of American diversity and the creation of a pluralistic society. **Prerequisite(s):** Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

**HIST 210**
Islamic Civilization
5 credits
CKR, GS, H, SS - This course introduces students to major developments in Islamic civilization from the advent of Islam to the present. It examines the basic principles of the Islamic religion, and how Islam has been experienced in different parts of the Islamic world and throughout history. The course explores the ways in which the religion of Islam has been embraced and practiced by diverse cultures of the globe including those found in Africa, Asia (including the Middle East), Europe and the Americas. Furthermore, the course explores how Islam has influenced conceptions of authority, law, philosophy, science, mathematics, literature and art. Finally, the course will examine variations in the status of women within Islamic civilization, both across time and in different cultural and socioeconomic settings. **Prerequisite(s):** Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

**HIST 262**
US Foreign Relations in the 20th Century
5 credits
GS, SS - Examines the global dimensions of United States history in the 20th Century. The course focuses on key figures, events and eras, and explores important themes and issues relevant to the nation's foreign relations including the rise to global power, the nation's participation in two world wars, the Cold War, the war in Vietnam, various global interventions, and terrorism. Students will develop historical thinking skills and draw conclusions from contradictory primary sources and historical interpretations. **Prerequisite(s):** Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

**HIST 264**
Pacific Northwest History
5 credits
CKR, SS - Studies the evolution and development of the Pacific Northwest beginning with Native American societies and settlements. Major themes include: cultures meeting and in conflict, exploration and settlement, American expansion, economic exploitation, radical labor movements, role in the World Wars, and contemporary issues in a changing economy and multi-cultural society. **Prerequisite(s):** Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

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**HUMANITIES**

**HUMAN 120**
Regional Life and Culture
5 credits
H - A 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 America
5 credits
CKR, 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.

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

**HUMAN 197**
Internship I
1-5 credits
The student will identify an opportunity for an internship or volunteer project that matches both the outcomes of the students program and their 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.

**HUMAN 198**
Special Topics in Humanities I
1-5 credits
The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the humanities. Students will develop learning, thinking, communicating and interacting abilities. **Prerequisite(s):** Instructor permission.

**HUMAN 199**
Service Learning in Humanities I
1-5 credits
Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply skills and expertise from the humanities in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. **Prerequisite(s):** Instructor permission.
Course Descriptions

**INTERNATIONAL ENGLISH LANGUAGE PROGRAM**

**ELP 020**

**Reading 2**

Reading 2 is a five-credit course designed to introduce basic reading skills in English. Students learn to apply reading skills through discussions and exercises. The course emphasizes reading excerpts from basic texts, analyzing information from tables and graphs, and making inferences. Additional practice in note-taking, summarizing, inferring the meaning of vocabulary from context, and using the dictionary is provided. Students read passages with a variety of topics and purposes, including reading for pleasure. **Prerequisite(s):** Admission to International Program. English placement test score.

**ELP 021**

**Grammar 2**

Grammar 2 is a five-credit course designed to build knowledge of basic structural rules of English. Students will develop skills through grammar building exercises and authentic materials. **Prerequisite(s):** Admission to International Program. English placement test score.

**ELP 022**

**Writing 2**

This course is designed to develop basic academic writing skills. Students will use their writing skills to author sentence-length work for a variety of purposes. Class activities will increase students' abilities in and knowledge of English grammar and vocabulary. **Prerequisite(s):** Admission to International Program. English placement test score.

**ELP 024**

**Speaking and Listening 2**

Speaking and Listening 2 is a five-credit course designed to develop basic speaking and listening skills in English, as well as skills in U.S. cultural competence. Students will improve their ability to make simple descriptions and ask and answer questions about simple daily life topics. Students will develop their comprehension, language use, pronunciation, critical thinking, and study skills. **Prerequisite(s):** Admission to International Program. English placement test score.

**ELP 025**

**Grammar 3**

Grammar 3 is a five-credit course designed to build knowledge of basic and intermediate structural rules of English. It builds upon the competencies taught in ELP 021. Students will develop skills through grammar building exercises and authentic materials. **Prerequisite(s):** Admission to International Program. Successful completion of ELP 021 with minimum grade 2.0 or English placement test score.

**ELP 030**

**Reading 3**

Reading 3 is a five-credit course designed to develop basic and intermediate academic reading skills in English. It builds upon the competencies taught in ELP 020. Students learn to apply reading skills through discussions and exercises. The course emphasizes reading excerpts from basic and intermediate texts, analyzing information from tables and graphs, and making inferences. Additional practice in note-taking, summarizing, inferring the meaning of vocabulary from context, and using the dictionary is provided. Students read passages with a variety of topics and purposes, including reading for pleasure. **Prerequisite(s):** Admission to International Program. Successful completion of ELP 020 with minimum grade 2.0 or English placement test score.

**ELP 031**

**Grammar 3**

Grammar 3 is a five-credit course designed to build knowledge of basic and intermediate structural rules of English. It builds upon the competencies taught in ELP 021. Students will develop skills through grammar building exercises and authentic materials. **Prerequisite(s):** Admission to International Program. Successful completion of ELP 021 with minimum grade 2.0 or English placement test score.

**ELP 032**

**Writing 3**

This course is designed to develop basic and intermediate academic writing skills. It builds upon the competencies taught in ELP 022. Students will use their writing skills to author sentence-length and paragraph-length work for a variety of purposes. Class activities will increase students' abilities in and knowledge of English grammar, paragraph structure, and vocabulary. **Prerequisite(s):** Admission to International Program. Successful completion of ELP 022 with minimum grade 2.0 or English placement test score.

**ELP 034**

**Speaking and Listening 3**

Speaking and Listening 3 is a five-credit course designed to develop basic and intermediate speaking and listening skills in English, as well as skills in U.S. cultural competence. It builds upon the competencies taught in ELP 024. Students will improve their ability to make simple descriptions and ask and answer questions about daily life topics. Students will further develop their comprehension, language use, pronunciation, critical thinking, and study skills. **Prerequisite(s):** Admission to International Program. Successful completion of ELP 024 with minimum grade 2.0 or English placement test score.

**ELP 040**

**Reading 4**

Reading 4 is a five-credit course designed to develop intermediate academic reading skills in English. It builds upon the competencies taught in ELP 030. Students learn to apply reading skills through discussions and exercises. The course emphasizes reading excerpts from intermediate texts, analyzing information from tables and graphs, and making inferences. Additional practice in note-taking, summarizing, inferring the meaning of vocabulary from context, and using the dictionary is provided. Students read passages with a variety of topics and purposes, including reading for pleasure. **Prerequisite(s):** Admission to International Program. Successful completion of ELP 030 with minimum grade 2.0 or English placement test score.

**ELP 041**

**Grammar 4**

Grammar 4 is a five-credit course designed to build knowledge of intermediate structural rules of English. It builds upon the competencies taught in ELP 031. Students will develop skills through grammar building exercises and authentic materials. **Prerequisite(s):** Admission to International Program. Successful completion of ELP 031 with minimum grade 2.0 or English placement test score.

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**DESIGNATION KEY**

C = Continuous Enrollment, CKR = Cultural Knowledge Requirement, DL = Dual-Listed, H = Humanities, GS = Global Studies, HP = Humanities Performance, LAB = Lab, NS = Natural Science, Q = Quantitative Reasoning, SS = Social Science
**ELP 042**  
**Writing 4**  
This course is designed to develop intermediate academic writing skills for success in college classes. It builds upon the competencies taught in ELP 032. Students will use their writing skills to author paragraph-length work for a variety of purposes. Class activities will increase students’ abilities in and knowledge of English grammar, paragraph structure, and vocabulary. **Prerequisite(s)**: Admission to International Program. Successful completion of ELP 032 with minimum grade 2.0 or English placement test score.

**ELP 044**  
**Speaking and Listening 4**  
Speaking and Listening 4 is a five-credit course designed to develop intermediate academic speaking and listening skills in English for success in college classes, as well as skills in US cultural competence. It builds upon the competencies taught in ELP 034. Students will improve their ability to make descriptions and narrations and ask and answer questions about a wide range of topics. Students will further develop their comprehension, language use, pronunciation, critical thinking, and study skills. **Prerequisite(s)**: Admission to International Program. Successful completion of ELP 034 with minimum grade 2.0 or English placement test score.

**ELP 050**  
**Reading 5**  
Reading 5 is a five-credit course designed to develop high intermediate academic reading skills in English. It builds upon the competencies taught in ELP 040. Students learn to apply reading skills through discussions and exercises. The course emphasizes reading excerpts from high intermediate and pre-college texts, analyzing information from tables and graphs, and making inferences. Additional practice in note-taking, summarizing, inferring the meaning of vocabulary from context, and using the dictionary is provided. Students read passages with a variety of topics and purposes, including reading for pleasure. **Prerequisite(s)**: Admission to International Program. Successful completion of ELP 040 with minimum grade 2.0 or English placement test score.

**ELP 051**  
**Grammar 5**  
Grammar 5 is a five-credit course designed to build knowledge of high intermediate structural rules of English. It builds upon the competencies taught in ELP 041. Students will develop skills through grammar building exercises and authentic materials. **Prerequisite(s)**: Admission to International Program. Successful completion of ELP 041 with minimum grade 2.0 or English placement test score.

**ELP 052**  
**Writing 5**  
This course is designed to develop high intermediate academic writing skills for success in college classes. It builds upon the competencies taught in ELP 042. Students will use their writing skills to author paragraph-length and essay-length work for a variety of purposes. Class activities will increase students’ abilities in and knowledge of English grammar, paragraph and essay structure, and vocabulary. Students may be required to complete assignments on the computer. **Prerequisite(s)**: Admission to International Program. Successful completion of ELP 042 with minimum grade 2.0 or English placement test score.

**ELP 054**  
**Speaking and Listening 5**  
Speaking and Listening 5 is a five-credit course designed to develop high intermediate academic speaking and listening skills in English for success in college classes, as well as skills in US cultural competence. It builds upon the competencies taught in ELP 044. Students will improve their ability to make narrations and use extended discourse involving a wide range of topics. Students will further develop their comprehension, language use, pronunciation, critical thinking, and study skills. **Prerequisite(s)**: Admission to International Program. Successful completion of ELP 044 with minimum grade 2.0 or English placement test score.

**ELP 050**  
**Reading 6**  
Reading 6 is a five-credit course designed to develop advanced academic reading skills in English. It builds upon the competencies taught in ELP 050. Students learn to apply reading skills through discussions and exercises. The course emphasizes reading excerpts from college level texts, analyzing information from tables and graphs, and making inferences. Additional practice in note-taking, summarizing, inferring the meaning of vocabulary from context, and using the dictionary is provided. Students read passages with a variety of topics and purposes, including reading for pleasure. **Prerequisite(s)**: Admission to International Program. Successful completion of ELP 050 with minimum grade 2.0 or English placement test score.

**ELP 061**  
**Grammar 6**  
Grammar 6 is a five-credit course designed to build knowledge of advanced structural rules of English. It builds upon the competencies taught in ELP 051. Students will develop skills through grammar building exercises and authentic materials. **Prerequisite(s)**: Admission to International Program. Successful completion of ELP 051 with minimum grade 2.0 or English placement test score.

**JAPANESE**

For course listings see World Languages.

**MATH FOUNDATIONS**

**MFUND 010**  
**Math Fundamentals 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 number 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 by instructor permission.

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

Math Fundamentals 4
1-10 credits
This course introduces basic mathematical concepts. Upon exit, learners will be able to use fractions and decimals. Life applications span a wide variety of situations involving American and metric measure, money and portioning. Learners will use ratio and proportion in word problems using provided formulas, read bar and circle graphs, and use percents in word problems. Typical applications involve credit and hourly wages and portion scaling. Placement by testing or completion of MFUND 040. Placement in or completion of ENG 080 with a grade of 2.0 or higher.

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

Math Fundamentals 6 (GED)
1-10 credits
This course introduces basic mathematical concepts. Learners complete preparation for GED testing. Upon exit, learners will be able to apply mathematical concepts and procedures to make estimates, solve problems using provided formulas, read bar and circle graphs, and use ratio and proportion in word problems. Use of calculators will be integrated into the course. Test taking and study strategies will also be practiced. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of MFUND 050 or placement by testing in MFUND 060.

Math 075
Pre-Algebra
5 credits
A review of basic mathematical concepts and introduction of algebraic and geometric notation, rules and concepts form the content of this course. Learners will move from using arithmetic to abstract representations. Learning to study math successfully, gaining confidence in approach and accuracy, and using a variety of ways of thinking about a single situation are outcomes for learners who take this course. Applications to real life are emphasized. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of MATH 085 with a grade of 2.0 or higher.

Math 085
Elements of Algebra
5 credits
This course introduces algebraic thinking and manipulation. Real number properties are reviewed. Students will solve linear equations and application problems involving geometric formulas, motion, and money; graph linear equations; simplify, factor, and expand polynomials; add and subtract rational expressions; and work with exponents and scientific notation. Learners will develop study skills and habits, team skills, and the ability to express math in many forms while working with both abstract and real world applications. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of MATH 085 with a grade of 2.0 or higher.

Math 095
Intermediate Algebra
5 credits
This course builds on the knowledge developed in MATH 085. The primary content of the course is algebra, but topics in geometry, right triangle trigonometry, probability, and number theory are also included. Learners will continue to refine study skills and habits, team skills, logic, and the ability to express math visually, symbolically, and in written forms while working with both abstract and real world applications. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of MATH 085 with a grade of 2.0 or higher.

Math 103
Introduction to Graphing Calculators
2 credits
This 2-credit class prepares students to use graphing calculators in college-level mathematics classes. Students will learn essential graphing calculator skills, compare advantages and disadvantages of calculator methods versus traditional methods, explore alternative ways of achieving desired results, resolve error messages, and perform assessment activities to demonstrate their learning. Prerequisite(s): Completion of MATH 085 with a grade of 2.0 or higher.

Math 107
Mathematics: A Practical Art
5 credits
This terminal mathematics course is designed for liberal and fine arts students. Functions are investigated graphically, numerically, symbolically, and verbally. Additional topics may include working with probability, statistics, logic, series, sequences, geometry, systems of equations, graph theory, and fractals. Learners will work in teams on applications and examples relevant to humanities, social sciences and education. Content emphasis is on problem solving and quantitative reasoning. Technology is integrated throughout the course. Students communicate results in oral and written form. A graphing calculator is required. See syllabus for specific calculator recommendations. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher.

Math 110
Pre-calculus
5 credits
Q - This 5-credit college-level math course is for students intending to pursue coursework in mathematics, natural sciences or engineering. This course builds upon the base of MATH 095 (Intermediate Algebra) and assumes that the student plans on taking MATH 120 (Pre-calculus). Relations and functions are investigated in graphic, numeric, symbolic, logarithmic, polynomial, power and rational functions. Special topics may include systems of linear and non-linear equations. Applications are investigated primarily from a science and engineering prospective. Students communicate results in oral and written form. Technology is integrated throughout the course. A graphing calculator is required. See syllabus for specific calculator recommendations. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher.

Math 130
Calculus
5 credits
Q - This 5-credit college-level calculus course is for students intending to pursue coursework in mathematics, natural sciences, or engineering. This course is a prerequisite for MATH 131 (Calculus II) and assumes that the student plans on taking MATH 131 (Calculus II). Relations and functions are investigated in graphic, numeric, symbolic, logarithmic, polynomial, power and rational functions. Special topics may include systems of linear and non-linear equations. Applications are investigated primarily from a science and engineering prospective. Students communicate results in oral and written form. Technology is integrated throughout the course. A graphing calculator is required. See syllabus for specific calculator recommendations. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher.
MATH 115 5 credits
College Algebra for Business and Life Sciences
NS, 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. A graphing calculator is required. See syllabus for specific calculator recommendations. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher or placement by testing in MATH 115. Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

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, real-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 with a grade of 2.0 or higher or placement by testing in MATH 120. Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

MATH 121 5 credits
Math for Elementary Education I
NS, Q - This 5-credit course is one quarter of the three-quarter mathematics for elementary education sequence. Prospective or practicing elementary school teachers will investigate problem solving techniques and number theory related to topics taught at the K-8 level. Topics will include problem solving, set theory, number theory, measurement, and the use of technology. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher or placement by testing in MATH 121. Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

MATH 122 5 credits
Math for Elementary Education II
NS, Q - This 5-credit course is one quarter of the three-quarter mathematics for elementary education sequence. Prospective or practicing elementary school teachers will investigate problem solving techniques and geometry related to topics taught at the K-8 level. Topics will include problem solving, geometry and its applications, measurement, and the use of technology. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher or placement by testing in MATH 122. Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

MATH 123 5 credits
Math for Elementary Education III
NS, Q - This 5-credit course is one quarter of the three-quarter mathematics for elementary education sequence. Prospective or practicing elementary school teachers will investigate problem solving techniques, probability, and statistics related to topics taught at the K-8 level. Topics will include problem solving, the real number system and its subsystems, basic probability, basic statistics, and the use of technology. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher or placement by testing into MATH 123. Completion of ENG 100 with a grade of 2.0 or higher or placement by testing into ENG 101.

MATH 125 5 credits
Calculus for Business and Life Sciences
NS, Q - 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. A graphing calculator is required. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher or 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 126 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 applications 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. Technology in integrated throughout the course and a graphing calculator is required. Prerequisite(s): Completion of MATH 120 with a grade of 2.0 or higher or co-enrollment or completion of ENG 101 with a grade of 2.0 or higher.

MATH 130 5 credits
Calculus and Analytical Geometry 3
NS, Q - 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 130 with a grade of 2.0 or higher or co-enrollment or completion of ENG 101 with a grade of 2.0 or higher.
MATH 160 Advanced Multivariable Calculus 3 credits
NS - 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 or higher. Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

MATH 196 Mathematics Individualized Project I 1-5 credits
Students will research and produce or perform a project in mathematical or an interdisciplinary topic emphasizing mathematics applications. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisite(s): Instructor permission.

MATH 197 Mathematics Internship I 1-5 credits
The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of the student's program and their 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 in Mathematics I 1-5 credits
The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to mathematics. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite(s): Instructor permission.

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

MATH 208 Linear Algebra 5 credits
NS, Q - 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 5 credits
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 Statistics in Engineering and Science 5 credits
NS - This course provides a calculus-based interdisciplinary introduction to the basic theory of statistics and probability. Topics include descriptive statistics, conditional probability, independence, random variables, distribution functions, sampling errors, confidence intervals, least squares, and maximum likelihood. Data will be explored and analyzed using statistical software. Prerequisite(s): Co-enrollment with or completion of MATH 125 or MATH 140 with grades of 2.0 or higher, and completion of ENG 100 with a grade of 2.0 or higher or placement by testing into ENG 101.

MATH 238 Differential Equations 5 credits
NS, Q - In this 5 credit course, students will explore first- and second-order differential equations. Students will utilize various methods including undetermined coefficients, Euler’s method, and Laplace transforms to solve differential equations. Emphasis will be placed on real-world applications and technology will be integrated throughout the course. A graphing calculator is required. Prerequisite(s): Co-enrollment with or completion of MATH 150 with grade of 2.0 or higher.

MATH 296 Mathematics Individualized Project II 1-5 credits
Students will research and produce or perform a project in mathematical or an interdisciplinary topic emphasizing mathematics applications. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisite(s): Instructor permission.
MATH 297  Mathematics Internship II
1-5 credits
The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of the student's program and their 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 in Mathematics II
1-5 credits
The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to mathematics. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite(s): Instructor permission.

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

MUSIC 130  Popular Music in the United States
5 credits
H - MUSIC 130 is designed for students with no prior music training. Students will explore a variety of United States popular music genres from their origins and evolution to current popular styles. These genres include Tin Pan Alley and music theatre, ragtime, blues, jazz, folk and country music, rock and rap. Students gain a practical foundation for analysis such as the basic elements of music and the historical, political and cultural influences on United States musical traditions. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

MUSIC 250  Music of the World
5 credits
H - Students learn to explore music making and human behavior related to music across times and cultures all over the world. Students gain a practical foundation for understanding the ideas and behaviors related to musical traditions and the basic elements of music. Prerequisite(s): Completion of ENG 101 with a grade of 2.0 or higher.

NATURAL SCIENCE

NSCI 101  Evolution of Earth Systems
5 credits
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, the Earth and the Earth's interrelated systems. Students will discover how evolutionary changes in both physical and biological systems have resulted in the modern Earth. Students will gain insight as to how systems of feedbacks maintain the planetary balance, and how human impacts to those systems have created global environmental change. Through this students will gain insight on the process of generating and challenging scientific knowledge. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

NSCI 197  Natural Science Internship I
1-5 credits
The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of the student's program and their 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 in Natural Science I
1-5 credits
The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the natural sciences. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite(s): Instructor permission.

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

NUTRITION

NuTR 110  Human Nutrition
5 credits
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 cover basic principles of nutritional science, chemical composition of foods, digestion and metabolism of food; energy balance and weight control; use of the scientific method to analyze dietary claims; basic food safety, scientific evaluation of nutritional needs of humans, and nutrition controversies. This course is 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.
OFFICE TECHNOLOGY

OFTEC 100  Business Math  5 credits
Review and development of basic math operations applied to business activities of billing, discounting, product pricing, cost determinations, payroll, insurance, installment buying, profit/loss analysis, and present and future value theory. Prerequisite(s): Completion of MFUND 050 or placement into MATH 075 or higher.

OFTEC 102  Document Processing  5 credits
This course emphasizes office application skills. Students will utilize Microsoft Word to type, format, file, and print documents. Document formatting will include tables, letters, memos and reports. This course will also utilize graphics to create special effects and enhance the appearance of documents. Prerequisite(s): Completion of BIT 150 with a grade of 2.0 or higher or instructor permission.

OFTEC 105  Careers in Office Technology  2 credits
This course will allow exploration of office careers through lectures and activities with faculty, career specialists, industry experts, job recruiters and recent graduates. Site visits and/or guest speakers who are career specialists and local employers will be features in the course activities. Students will prepare for getting a job by developing research, search and interview skills. Students will create a career path and timeline to post to their interactive portfolio, effective convey information. Course concepts will include tables, letters, memos and reports. This course will also utilize graphics to create special effects and enhance the appearance of documents. Prerequisite(s): Completion of BIT 150 with a grade of 2.0 or higher or placement by testing in ENG 101.

OFTEC 130  Office Procedures  5 credits
This course presents the basic office duties of an administrative assistant or receptionist. It will provide an overview of administrative careers and the role of the administrative assistant in the business environment, including an overview of the electronic office, including organization, ergonomics, health and safety, and office security. Prerequisite(s): Completion of BIT 154 with a grade of 2.0 or higher or instructor permission.

OFTEC 135  Practical Accounting  3 credits
This course reviews and applies established policies, procedures, recordkeeping, and ethics associated with business activities of payroll, inventory, purchasing, budgeting, and general business operations typically found in the small office. Prerequisite(s): Completion of BIT 150 with a grade of 2.0 or higher or instructor permission.

OFTEC 140  Records Management  3 credits
Using computer applications, students will apply the principles and procedures of effective records management and bookkeeping to situations common to the small office business. Students will develop and use various asset, liability, expense, revenue, and payroll accounts and prepare balance sheets, income statements, account and tax reports using Quick-Books and Turbo Tax. Prerequisite(s): Completion of BIT 150 with a grade of 2.0 or higher or instructor permission and co-enrollment or completion of OFTEC 100 and OFTEC 135.

OFTEC 151  10-Key Operations  1 credit
This one-credit module provides students the opportunity to practice and develop skills for effective numerical data input and arithmetic operations using 10-key entry. Students will practice various mathematical operations using 10-key machines.

OFTEC 160  Job Preparation Techniques  3 credits
This course is designed to assist students in the job search process. It will enable students to analyze their individual skills and abilities, match them with career goals and develop a learning plan to attain their goals.

OFTEC 180  eCommerce for the Office  3 credits
This course explores how business is conducted in the online environment. Students will study and evaluate internet product sites, compare traditional and electronic commerce, and discuss the advantages and disadvantages of electronic commerce. Students will examine the client/server infrastructure that supports electronic commerce and identify security and protection issues. This course will also consider the international, legal and ethical issues unique to the electronic commerce environment.

OFTEC 201  Information Processing  5 credits
This course utilizes Microsoft Excel and PowerPoint to effectively convey information. Course concepts will include development, preparation and formatting of Excel worksheets and creation and enhancement of presentations for PowerPoint. Students will also learn to integrate tables, charts and diagrams from Excel into the PowerPoint environment. Prerequisite(s): Completion of BIT 154 with a grade of 2.0 or higher or instructor permission.

OFTEC 202  Advanced Information Processing  5 credits
This course builds on the skills developed in the Information Processing course and expands student skills in Microsoft Access and PowerPoint. Students will use Microsoft Office Suite applications to integrate projects. Prerequisite(s): Completion of OFTEC 201 with a grade of 2.0 or higher and keyboard skills of 50 wpm for 5 minutes with no more than 10 errors.

OFTEC 231  Human Resources Management  5 credits
This course explores the techniques and principles of personnel supervision and administration including employee recruitment, job analysis, affirmative action, labor relations, compensation, performance appraisal, interviewing, motivation, training and development, and employee health and safety.

OFTEC 240  Administrative Office Procedures  8 credits
This course is designed to enhance students' decision making and critical thinking skills in the office environment. Students will review the procedures for scheduling and planning meetings and taking minutes. Students will also learn to make travel arrangements, including international travel, organize events, such as seminars and conferences, and identify and procure resources for these activities. The course will also address international business concerns. In addition, students will begin to develop reporting and statistical research skills. Prerequisite(s): Completion of OFTEC 130 with a grade of 2.0 or higher and keyboard speed of 50 wpm with no more than 10 errors.

PHILOSOPHY

PHIL 101  Philosophical Questions  5 credits
Philosophical Questions
H - In this course, students will engage in the study and practice of philosophy. Students will learn to read and evaluate classic and contemporary philosophical texts and will develop the background and understanding to formulate their own answers to questions that have intrigued philosophers through the ages, for example, “What is truth?” “What is knowledge?” “Does God exist?” and “What is the meaning of life?” Other issues will be examined as well, such as the nature of reality, freedom of the will, the nature of morality, and the best way to organize society. This course emphasizes the role of reason and argument in a community of inquiry; the goal is for students to emerge from the class with an understanding of how philosophy is done, a familiarity with key historical texts and themes, and a foundation for further study both within and beyond the discipline. Prerequisite(s): Co-enrollment or completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.
PHIL 115 5 credits
Critical Thinking
H - This course is designed help students decide for themselves what information is reliable and what is not. At the conclusion of the course, students will have the skills necessary to critically evaluate arguments, to distinguish good reasoning from bad, and to recognize inappropriate attempts to manipulate them into accepting ideas or information. Additionally, students will learn to counter faulty reasoning with logical, well-organized arguments that are sensitive to intended audience and purpose. 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, for example, in college lectures and texts, in advertisements and the media, and at work. Drawing upon the three branches of symbolic logic, students will learn to describe the structure of arguments, translate passages in ordinary language into symbolic notation, and determine whether or not arguments are reasonable. Prerequisite(s): Completion of MATH 095 and ENG 100 with a grade of 2.0 or higher.

PHIL 150 5 credits
Ethics and Social Problems
H - Above all, this is a course in learning to disagree constructively in a diverse and pluralistic global society. To that end, students will examine a range of contentious social issues and the reasons individuals and groups have for their positions on those issues. Students will be encouraged to think independently and engage in dialogue about ethics in a variety of contexts and settings, including local, national, and global communities Students will leave the course better equipped to understand why people differ in their moral judgments and in fuller possession of the tools to continue engaging in the practice of moral reasoning. 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 classic 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.

PHIL 242 5 credits
Biomedical Ethics
H - This course is intended to give students the theoretical background for applying moral reasoning to issues they would likely face as healthcare providers and/or consumers, through an emphasis on philosophical thinking, writing, and dialogue. It explores ethical concerns related to such topics as reproductive rights, end of life care, healthcare rationing, physician responsibilities, genetic technology, human and animal experimentation, disability and the rights of people with disabilities, and other emerging issues in medical and medical-related fields. Students will come out of this class with a deeper sense of what’s at stake ethically in medicine and biotechnology and with a greater understanding of how to think and act as medical professionals and consumers in ways that respect the inherent dignity of all people. Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

PHIL 249 5 credits
Introduction to the Philosophy of Human Rights
GS, H - This course will provide students with an introduction to the philosophy of human rights, providing a foundation for the exploration of applied human rights issues in a global context. Students will develop an understanding of how human rights are conceptualized and justified and then consider a variety of questions, such as: What is a human right and what is its source? Should human rights be universal or are they culturally relative? What sorts of public and/or governmental policies are justified in the name of protecting or securing human rights? Can a human right be forfeited and if so by whom? Could human rights apply to non-humans? Do future generations have human rights? Students will come out of this class with a solid understanding of the main philosophical and conceptual themes in the study of human rights, better prepared to undertake further study and practice of human rights both in academia and the world at-large. Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing into ENG 101.

PHIL 267 5 credits
Philosophy of Religion
H - This course is a philosophical exploration of questions related to and inspired by religion and religious belief. Students will examine arguments for and against the existence of God, immortality and the afterlife, the status of miracles, the relation between morality and religion, the problem of evil, and other issues that emerge from human beings' interest in spirituality and the unknown. Rather than focusing on any one religious faith, the course addresses perennial questions that give rise to religion in general. That said, the material tends towards philosophical issues in western philosophy as it has engaged the Judeo-Christian-Islamic tradition. Students can expect to come out of this course with a clearer sense of how philosophy and religion interact and a better understanding of their own philosophical and spiritual beliefs. Prerequisite(s): Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG 101.

PHLEBOTOMY
AH 101 4 credits
Phlebotomy Techniques
Phlebotomy is the collection of a sample of blood in order to perform laboratory testing. This course will review entry-level phlebotomy skills including capillary punctures of the heel and finger. Applicable standards and regulations will be reviewed and discussed. Students in this course must also register for AH 102. Prerequisite(s): Acceptance into program. A copy of high school diploma or GED certificate and proof of required current immunizations must be submitted with the application for acceptance.

AH 102 1 credit
Phlebotomy Techniques Lab
Students will practice entry level phlebotomy skills including venipuncture by syringe, vacutainer, and butterfly methods. Capillary punctures of the heel and finger will also be practiced. All procedures will be practiced using applicable standards and regulations. Students in this course must also register for AH 101. Prerequisite(s): Acceptance into program. A copy of high school diploma or GED certificate and proof of required current immunizations must be submitted with the application for acceptance.
PHYS 110  
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 memory-based, 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  
**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  
**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 property 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  
**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 explore sound waves and the behavior of light described as rays (geometric optics) and as waves (wave optics). Students also learn the scientific process by examining the development of the special theory of relativity. Laboratory activities extend lecture concepts and emphasize the connection between experimental observation and construction of physics theories. **Prerequisite(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)

**POLITICAL SCIENCE**

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**  
**GS, 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.
PSYCH 101 5 credits
Principles of Psychology
SS - This course provides an introduction to human behavior and mental processes, so that students will become conversant with the history of psychology, as well as current issues and careers in psychology. Core topics include critical thinking and research methods in psychology; neuroscience; and learning. Additional topics may include cognitive psychology, social behavior, personality, psychological disorders and treatment, human development, emotions/stress/health, cross-cultural psychology, and community psychology. Students can expect to come out of this class with a basic knowledge and understanding of psychological concepts, methods, and issues, and a solid foundation for further study in the field of psychology. Prerequisite(s): Co-enrollment with ENG 100 or placement by testing into ENG 101.

PSYCH 205 5 credits
Politics of the Middle East and North Africa
GS, 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 competitive 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.

PSYCH 206 5 credits
Human Development Through the Lifespan
SS - This course examines patterns of development and theories regarding human physical, cognitive, social, and emotional development through the lifespan. Students will learn to apply models of human development, apply major developmental theories and methods, and draw multiple interpretations from careful description of human behavior. Prerequisite(s): Successful completion of an introductory college level course in one of the following disciplines: anthropology, psychology or sociology with a grade of 2.0 or higher. Completion of ENG 101 with a grade of 2.0 or higher.

PSYCH 205 5 credits
Psychological Disorders
SS - This course provides an introduction to human behavior patterns culturally labeled as mental illness, examining theories and constructions of psychological disorders currently used in U.S. society. Students will learn to describe the major categories of disorders, their etiology, incidence, and treatment as well as cultural attitudes towards such patterns of behavior. Prerequisite(s): Completion of an introductory college course in psychology, anthropology, sociology or biology with a grade of 2.0 or higher.

PSYCH 117 5 credits
Human Sexuality
SS - This course examines the biological, psychological, and social determinants of human sexuality and sexual behavior. Students will learn about topics related to sexual development (physical and psychological), sexual health, and sexual behavior. Throughout the course, the cultural and psychological influences on sexual behavior and perceptions will be addressed. Note: This course will deal with mature content. Parental permission will be required for students who are under 18 years of age. Prerequisite(s): Completion of ENG 090 with a grade of 2.0 or higher or placement by testing in ENG 100.

PSYCH 117 5 credits
Cognitive Psychology
SS - This course examines the major theories, research methods, and research findings of cognitive psychology, with focus on learning, memory, and problem solving. Students will explore the mental processes that lead to phenomena such as stereotyping and prejudice, as well as biased eyewitness testimony and false memories. Special emphasis will be placed on understanding the applications of cognitive psychology to fields such as business, education, and the law. Prerequisite(s): Completion of an introductory college course in Anthropology, Psychology, or Sociology with a grade of 2.0 or higher and completion of ENG 101 with a grade of 2.0 or higher.

PSYCH 250 5 credits
Cross-Cultural Psychology
CRK, SS - This comparative cross-cultural psychology course explores various psychological perspectives, such as “Western”, “Eastern”, and “African”, with the assumption that psychological theories are deeply rooted in the underlying socio-cultural assumptions from which they emerge. Students will explore the impact of culture on cognition, development, emotion, motivation, health and disorders, individual and group behavior, and intercultural perceptions and interaction, while examining ethical issues relevant to conducting research across cultures. Prerequisite(s): Completion of one of the following with a grade of 2.0 or higher: ANTH 201, ANTH 202, PSYCH 100 or greater, or SOC 100 or greater.
SOCSCI 196 1-5 credits
Social Science Individualized Project I
Students will research a topic of interest and produce a project or performance. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor in collaboration with the student(s). Prerequisite(s): Instructor permission.

SOCSCI 197 1-5 credits
Social Science Internship I
The student will identify an opportunity for an internship or volunteer project that matches both the outcomes of the student’s program and their 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.

SOCSCI 198 1-5 credits
Special Topics in Social Science I
The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to content within the social sciences. This is not an independent study course, but is meant to be taught to a group of students. Prerequisite(s): Instructor permission.

SOCSCI 199 1-5 credits
Service Learning in Social Science I
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.

SOC 101 5 credits
Introduction to Sociology
CRK, SS - This course explores fundamental sociological principles and seeks to describe individuals in both group and societal contexts. Students will learn to use the sociological imagination as a lens through which to view and experience the world. In this course, we will learn about sociological theory and research methods, and apply these to the basic subject matter of sociology: culture, social structure, socialization, deviance, class, race, and gender. The goals of this course are to stimulate your interest in sociology and to encourage you to recognize its practical value. Prerequisite(s): Co-enrollment with ENG 100 or Placement in ENG 101.

SOC 150 5 credits
Social Inequality
This course introduces students to the dynamics of inequality in the United States by examining social statuses such as race, class, gender, and sexuality. Students explore how such social statuses are interconnected, how each is embedded in the social structure and how the lives of individuals develop in the context of their social position in society. Students will learn to locate themselves within local and national contexts and explore their own relationship to social institutions, power, and privilege. Students also will discuss strategies for change, such as political agency and social policy. Note: Students who have taken CMU 150 or HUMAN 150 cannot gain credit for this course.

SOC 151 5 credits
American Ethnic Cultures
CRK, SS - This course will explore contemporary issues and major theories associated with the study of race and ethnicity in America. Students will evaluate the evolution of ethnic cultures and identities and explore intercultural relations in order to develop a deeper awareness of current public issues, ethnic cultures, and prospects for constructive social change. Prerequisite(s): Co-enrollment with or completion of ENG 100 with a grade of 2.0 or higher.

SOC 231 5 credits
Sociology of Sex and Gender
CRK, SS - Students in this course examine social scientific explanations for sex and gender differences and roles, looking across cultures and across gender ideologies. They will draw conclusions from research, fieldwork and personal narratives in global and domestic cultural contexts in order to articulate the complexities and intersections of race, class, sexuality and gender in historical and contemporary contexts. Prerequisite(s): Completion of an introductory college level course in anthropology, psychology or sociology with a grade of 2.0 or higher and completion of ENG 101 with a grade of 2.0 or higher.

SOC 241 5 credits
Sociology of Families
CRK, SS - In this course we will examine the family as a social institution shaped by economic, political, cultural, and historical forces. We also will consider how gender, class, and race/ethnicity impact family experiences. Students will explore topics such as cohabitation, heterosexual marriage, gay and lesbian partnerships, divorce, parenting in traditional and alternative households, domestic violence, and household labor arrangements. Students who complete the course will have a better understanding of issues facing contemporary families and will be able to apply their understanding to their own personal experiences, as well as to their surrounding communities. Prerequisite(s): Completion of an introductory college level course in psychology, sociology or anthropology with a grade of 2.0 or higher and completion of ENG 101 with a grade of 2.0 or higher.

SPANISH
For course listings see World Languages.
Debra graduated from Cascadia in 2007 with a Web Design certificate and an Associate in Integrated Studies Degree. She worked for almost 30 years before coming to Cascadia and felt uncertain about choosing a new path. Leaving school two years later, she is in no doubt: “I have developed strengths in technical writing, web design and photography. And I enjoy them all!”

She credits faculty for connecting her to an internship project that was key to her success. The job was to complete an urgent web re-design for the Northshore Fire Department. Her work was met with applause from supervisors in a story in the fire department community newsletter recognizing Debra and Dr. Brian Bansenaue of the Cascadia IT faculty.

“My classes at Cascadia have been the most life-changing and rewarding I could have hoped to experience,” says Ms. Billups. “Instructors have prepared me to undertake my dream: to move to Alaska and create art projects that focus on sustainable living.”

**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**

**AMERICAN SIGN LANGUAGE**

**ASL 101**
**American Sign Language I**

H - In this course students begin to communicate with others using American Sign Language (ASL) and are introduced to the deaf culture and community. They learn the vocabulary, grammar, and culturally-appropriate uses of ASL through natural, everyday conversational situations. This course is video-interactive, allowing students to check their comprehension and to practice signs. **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 II**

H - In this course continuing the work of ASL 101, students further develop their ability to communicate with others using American Sign Language. They will increase their knowledge of ASL culture, signs and grammatical structures. **Prerequisite(s):** Completion of ASL 101 with a grade of 2.0 or higher or instructor permission.

**ASL 103**
**American Sign Language III**

H - In this course continuing the work of ASL 102, students further develop their expressive and receptive skills. **Prerequisite(s):** Completion of ASL 102 with a grade of 2.0 or higher or instructor permission.

**CHINESE**

**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.

JAPAN 102
Elementary Japanese II
H - 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
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.

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.

SPAN 100
Spanish Practice Lab
This one-credit course will provide multimedia and internet activities in a lab format. Students will improve their skills in speaking, listening, reading and writing and enhance their understanding of grammatical structures. Prerequisite(s): Co-enrollment with SPAN 101, SPAN 102, or SPAN 103 or instructor permission.

SPAN 101
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
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
Elementary Spanish III
H - This course continues the work of Spanish 102. In it, students improve their ability to speak and write in Spanish by adding to vocabulary and grammar knowledge. Students learn more about Spanish-speaking cultures and how to communicate in them.
Prerequisite(s): Completion of SPAN 102 with a grade of 2.0 or higher or instructor permission.

SPAN 201
Intermediate Spanish I
H - In this fourth quarter of college Spanish, students focus on communicating in Spanish with spontaneity and originality. They improve their ability to read, listen, speak and write in Spanish by building vocabulary and grammatical knowledge. Students learn more about Spanish-speaking cultures through reading, watching films and using the internet in Spanish.
Prerequisite(s): Completion of SPAN 201 with a grade of 2.0 or higher or placement by testing in SPAN 201.

SPAN 202
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
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 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 provides personal development. Admission to Cascadia Community College 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 and 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, sale or distribution of any alcohol 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:

**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. See details on FERPA and the Solomon Amendment.

**Social Security Number**
Students’ social security numbers (SSN) are confidential and, under the Family Educational Rights and Privacy Act (FERPA -a federal law), the college will protect them from unauthorized use and/or disclosure. In compliance with, state/federal requirements a student’s SSN will not be authorized for identification purposes except for state and federal financial aid, Hope/Lifetime Learning tax credits, 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.
**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. These are as follows:

- The right to inspect and review the student’s educational record within 45 days of the day the college receives a request for access.
- The right to request the amendment of the student’s educational records that the student believes is inaccurate or misleading.
- 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.
- 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. 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.

**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.

**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 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, sexual orientation, 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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- **Yutani, Mary**
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**IN THE SPOTLIGHT**

**Norma Estoy**

Norma Estoy was born and raised on Guam. While in high school, she worked as a part-time photojournalist for a newspaper serving many Pacific Islands. She hoped to go to the University of Washington because it is one of top business schools, but her plans for higher education were delayed for a year after Typhoon Pongsona devastated her mother’s farm.

“I decided to stay for a year and help my family recover before I left for college,” she says. “I started a small business as a traveling merchant of video games, card collectibles and tournament hosting for card games such as Pokemon and Magic the Gathering. After a year, I earned enough to come to college.”

As a student at Cascadia, she maintains a 4.0 GPA and completed her transfer degree in summer 2007. Next, she plans to transfer to UW and earn a Masters in business to learn additional entrepreneurial skills.

“After that, I have two goals,” she says. “I would like to own my own business again, or perhaps enter the video game field.”
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.

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.ctc.edu/instructionalpro- grams/academicpoliciesgrading.asp.

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

Over Enrollment
Permission given by an instructor to register for a class that has reached its capacity of registered students.

Overload
Permission required by an academic advisor to take more than 24 credits per quarter.

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.

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.
Index

A
Academic Calendar 3
Academic Policies 46
Academic Holds 52
Academic Integrity Policy Statement 53
Academic Standing 46
Attendance 52
Credit & Placement 50
Examinations 52
Grade Appeals Process 49
Grade Changes 49
Grade Point Average (GPA) 49
Grading System 55
Letter Grade Designations 48
Academic Standing 46
Accounting 53
Accreditation 3
Add a Class 10
Address Changes 83
Administration 84
Admission 6
How to Apply 6
Matriculated Students 6
Non-matriculated students 6
Placement Assessment 6
Transcript Evaluation 7
Adult High School Completion Program 8
Advanced Placement Table 51
Advising 8
Allied Health 53
American Sign Language 53
Art 53
Astronomy 54
B
Biography 54
Board of Trustees 2
Bookstore 19
Business 55
Business & Information Technology 55
C
Campus Services 19
Career & Course Planning 8
Advising 8
Career Services 8
Internships 8
Student Orientation, Advising & Registration (SOAR) 8
Cascadia Activities Board 20
Certificate Programs 21
Certificate Requirements 42
Accounting Assistant Certificate 43
Computer Applications Specialist Certificate 42
Database Development Certificate 42
Flash Design Certificate 43
Network Specialist Certificate 42
Office Skills Integrated With ABE Certificate 44
PC Network Technician Certificate 44
Phlebotomy Certificate 44
Technical Support Specialist Certificate 42
Web Specialist Certificate 42
Chemistry 59
Childcare 16, 19
Chinese 80
Cinema 61
Clubs & Organizations 20
College Success 61

Communication 61
Computer Resources 18
Confidentiality of Records 82
Contents 1
Continuing and Contract Education 21
Continuing Development 62
Course Descriptions 53
American Sign Language Anthropology 53
Art 53
Astronomy 54
Biology 54
Board of Trustees 2
Bookstore 19
Business 55
Business & Information Technology 55
C
degree Programs 61
AAS-T Degree In Administrative Office Management 39
AAS-T Degree In Network Technology 40
AAS-T Degree In Application Programming 41
AAS-T Track 2 Engineering 32
Associate In Applied Science-T (AAS-T) 38
Associate in Business DTA/MRP 26
Associate in Integrated Studies DTA 28
Associate In Integrated Studies Global Studies Endorsement 29
Associate In Pre-Nursing Degree DTA/MRP 34
Associate In Science-Transfer AS-T Track 1 & 2 30
Disability Support Services 19
Distance Learning 21
Distribution Requirement Lists 36
Drafts 62
Drug-Free Schools & Campuses Act 82
Dual Enrollment with UW 22
E
Economics 62
Education 62
Electronic Portfolio (ePortfolio) 4
Emergency College Closures 19
Employees 84
Engineering 63
English 63
English As A Second Language 65
English Foundations 63
Enrollment Services 6
Environmental Science ePortfolio 4
F
Faculty 84
Family Educational Rights & Privacy Act (FERPA) 83
FAQ 3
Fees 11
Financial Aid 14
Childcare Scholarships 15
Eligibility Requirements 14
Financial Aid Refund Policy 17
Grants 15
Loans 15
Satisfactory Academic Progress 14
Steps to Apply for Financial Aid 14
Student Scholarships 15
Tax Credit Information 17
Types of Aid 15
Veterans Programs 16
Workforce Resource Center 15
Work Study Programs 15
Financial Services 13
Food Services 19
French 81
G
General Education Development (GED) 8
Geology 67
Geography 67
Global Studies 67
Glossary 87
Graduation System 47
Graduation Application Deadlines 22
Graduation Honors 22
Graduation Requirements 22
Grants 15
H - I
High School Completion History 67
Holds on Records 83
Housing 19
Humanities 68
Humanities Distribution List 36
Instructional Programs & Policies 21
Interactive Television 18
International English Language Program 69
International Students Internships 8
J - L - M
Japanese 81
Learning Assistance 18
The Math Center 18
The Writing Center 18
Learning Communities 4
Learning Outcomes 24
Leave of Absence 83
Letter Grade Designations 48
Library 18
Loans 15
Lost & Found 19
Math Center 18
Mathematics 71
Math Foundations 70
Media Center 18
Mentorship 20
Music 74
N - O
Name Changes 83
Natural Science 74
Natural Sciences Distribution List 36
Nondiscrimination & Equal Opportunity 83
Nutrition 74
Office Technology 75
Open Learning Center 18
P
Packing & Transportation 19
Peer Resource Officers (PRO's) 20
Philosophy 75
Phlebotomy 76
Physics 77
Political Science 77
President's Letter 2
Professional/Technical Certificates 42
Accounting Assistant Certificate 43
Computer Applications Specialist Certificate 42
Database Development Certificate 43
Flash Design Certificate 43
Network Specialist Certificate 42
Office Skills Integrated With ABE Certificate 44
PC Network Technician Certificate 44
Phlebotomy Certificate 44
Supportive Certification 42
Web Specialist Certificate 42
Professional/Technical Degrees AAS-T Degree In Administrative Office Management 39
AAS-T Degree In Network Technology 40
AAS-T Degree In Application Programming 41
AAS-T Degree In Web Application Programming 41
Professional/Technical Program Information 21
Program Learning Outcomes 24
Psychology 78
R
Recycling 19
Refunds (tuition) 10
Registration 9
Class Audits 9
To Add a Class 9
To Drop a Class 10
To Officially Withdraw From a Class 10
Registration (cont'd)
Schedule Changes 9
Wait Lists 9
Residency 11
Release of Student Information 83
Running Start 7
S
Scholarships 15, 47
Security 19
Skill Upgrade Certificates 43
Accounting Assistant Certificate 47
Database Development Certificate 43
Flash Design Certificate 43
Office Skills Integrated With ABE Certificate 44
PC Network Technician Certificate 44
Phlebotomy Certificate 44
SOAR 8
Social Sciences 79
Social Sciences Distribution List 36
Social Security Number 82
Sociology 79
Solomon Amendment 83
Sport's Program 20
Staff 85
Student Advising and Support Services 8
Student Clubs & Organizations 20
Student Financial Services 13
Student Government 20
Student ID Cards 19
Student Orientation 8
Student Programs & Activities 20
Cascadia Activities Board 20
Emerging Leaders 20
Mentorship - Peer Resource Officers (PRO's) 20
Sport Program 20
Student Clubs & Organizations 20
Student Government 20
Support Groups 20
Student Rights & Responsibilities 82
Study Abroad 4
Support Groups 20
T
Training for Local Businesses 21
Transcripts 7, 83
Transfer Degree Options 22
Transfer of Credits 45
Tuition & Fees 11
Tuition & Fee Waivers 13
Types of Aid 15
V - U - W
Veterans Programs 16
Undergraduate Students 7
Wait Lists 9
Withdraw From a Class 10
Work For First 15
Workforce Resource Center 15
Work Study Programs 15
World Languages 80
Writing Center 18
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.

Driving Directions to Cascadia

Where Do I Find . . .
Administrative Services & Receptionist  CC2-280
Educational Support Services CC1-130
Enrollment Services  CC1-103
Admissions, Class Registration, Cashier, Parking Permits
Student Financial Aid  CC1-131
Vending Machines  CC1-002
Espresso Bar  Lower Level Vista
Faculty Offices  Lower Level, Floors 1 & 3
Open Learning Center  CC2-060
Library  See Campus Map
Math Center  CC2-080
Student Programs  Library Annex
WorkFirst/Worker Retraining  Library Annex
Writing Center  CC2-080

Cascadia Building Floor Diagram

Cascadia Building

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