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Cascadia Community College  
18345 Campus Way NE  
Bothell, WA 98011  
425.352.8000  
info@cascadia.edu  
www.cascadia.edu
Welcome!

Think critically, learn actively, interact in diverse environments, and communicate with clarity. Those are Cascadia's four learning outcomes driven by our mission to be a collaborative, learner-centered college. Every class is designed to embrace those learning outcomes and exposes students to small group work where projects, presentations, and teaching others are key components.

Whether you’re coming back to college after a break, heading to college out of high school, or simply exploring new fields, you’ll be exposed to a truly different kind of learning atmosphere at Cascadia.

Cascadia is a young, vibrant college. Its progressive faculty helps students learn that all disciplines relate to each other. Students will see themes discussed across all classes, like global awareness, social justice, or environmental sustainability. Students will be taught on the newest, most dynamic campus in the community college system. And, students will have exposure to our partners, the University of Washington Bothell, on our co-located campus. Cascadia has one of the highest transfer rates in the state for these very reasons.

We are committed to helping you reach your educational goals and hope you’ll use this catalog to help guide your way. If you’re in need of help, reach out to one of the staff or faculty. We’re here to help you succeed!

Sincerely,

Eric W. Murray, Ph.D.
President, Cascadia Community College

Eric W. Murray, Ph.D.
President, Cascadia Community College
GENERAL INFORMATION

ACCREDITATION
Cascadia Community College is accredited by the Northwest Commission on Colleges and Universities (NWCCU, 8060 165th Avenue NE, Suite 100, Redmond, WA 98052), an institutional accrediting body recognized by the Council for Higher Education Accreditation and/or the Secretary of the U.S. Department of Education.

EQUAL OPPORTUNITY ANTI-DISCRIMINATION
Cascadia is committed to creating a supportive environment for a diverse student, faculty, and staff population. Individual differences are celebrated in a pluralistic community of learners. Cascadia does not discriminate on the basis of race, color, religion, sex and/or gender, sexual orientation, national origin, citizenship status, age, marital or veteran status, or the presence of any sensory, mental or physical disability, or genetic information, and is prohibited from discrimination in such a manner by college policy and state and federal law. The following office has been designated to handle inquiries regarding non-discrimination policies and can direct inquiries to the appropriate office for ADA-related requests:

Director of Human Resources
Human Resources
Cascadia Community College
18345 Campus Way NE, CC2-280
Bothell, WA 98011
425.352.8880

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 continuous quarters, must follow new program requirements.

COMMON QUESTIONS

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2012-13 ACADEMIC CALENDAR

FALL QUARTER 2012
Sept. 3 Labor Day/Cascadia Closed
Sept. 4 First Day of Pre-Fall Classes
Sept. 13 Last Day of Pre-Fall Classes
Sept. 24 First Day of Fall Quarter
Nov. 1 Non-instructional Day/No Classes/Offices Closed
Nov. 12 Veterans’ Day/Cascadia Closed
Nov. 22-24 Thanksgiving Recess/Cascadia Closed
Dec. 13 Last Day of Fall Quarter

WINTER QUARTER 2013
Dec. 25 Christmas/Cascadia Closed
Jan. 1 New Year’s Day/Cascadia Closed
Jan. 4 Non-instructional Day/No Classes/Offices Closed
Jan. 7 First Day of Winter Quarter
Jan. 21 M. L. King, Jr. Holiday/Cascadia Closed
Feb. 18 Presidents’ Day/Cascadia Closed
Mar. 20 Last Day of Winter Quarter

SPRING QUARTER 2013
Apr. 1 First Day of Spring Quarter
May 3 Non-instructional Day/No Classes/Offices Closed
May 27 Memorial Day/Cascadia Closed
June 14 Last Day of Spring Quarter
June 14 Commencement

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A UNIQUE LEARNING ENVIRONMENT

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 non-credit courses and professional training. The college also conducts business-specific customized contract education and skill-training.

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

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

A LEARNING COLLEGE

Cascadia Community College was ranked No. 2 on Washington Monthly magazine’s September 2007 list of “America’s Best Community Colleges.” The Washington Monthly is a national publication based in Washington, DC.

In an accompanying article, author Kevin Carey noted that Cascadia placed number two in the list of the top thirty institutions, and in those measures correlated with student engagement and graduation rates (the extent to which teaching is “active and collaborative”), Cascadia topped the list.

The League for Innovation in the Community College selected Cascadia as one of 12 Vanguard Learning Colleges nationwide. This prestigious award was bestowed upon colleges proven to be student-focused and continuously striving for innovation and excellence.

GROUP WORK

Cascadia’s 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 vital skill for the workplace. Employers consistently say that the ability to communicate, problem-solve, make decisions, and interact with diverse viewpoints in a group setting is vital to being successful in the workplace.

Students will find classes throughout Cascadia’s curriculum that require them to work in groups on a variety of projects.

eLEARNING

Cascadia Community College offers flexible learning through online, hybrid, and web-enhanced courses. Online courses can be an attractive alternative to commuting to campus. Hybrid courses, which blend classroom and online instruction, also give students greater flexibility. Visit the eLearning website to see if online or hybrid learning is right for you.

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. Learning Communities are a cohort of students enrolled in two classes in which they experience an explicitly designed common theme that links the two content areas. 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, online assignments, field trips, group projects, and writing assignments. Seminars play a crucial role in the learning process. 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.

STUDY ABROAD

Cascadia Community College, by membership with the Washington State Community College Consortium for Study Abroad (WCCCCSA), 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 Washington colleges and from the host country, and fulfill state requirements. Study abroad opportunities may also be provided by Cascadia faculty members.

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. Call the International Programs office at 425.352.8415 or e-mail international@cascadia.edu for more information.
Vision  Cascadia Community College will be a community of lifelong learners pioneering innovative pathways to successful learning in a global context.

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

Institutional Core Values  As a learning organization, Cascadia continually strives to reach the highest levels of quality in its academic, student, and administrative programs and services through continual analysis, assessment, and improvement.

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.
KODIAK CORNER/STUDENT SUCCESS SERVICES

The Kodiak Corner is located on the first floor of CCI. Services provided at the Kodiak Corner main counter include, but are not limited to:

- Apply for admission, pay admission fee, register for classes, pay tuition [also available online]
- Pay for and take the COMPASS placement test
- Purchase parking permits and bus passes; appeal parking tickets
- Add, drop, and withdraw from classes
- Receive general financial aid information [also available online]
- Make an appointment to meet with an academic advisor, career advisor, mental health counselor, or financial aid staff
- Check in for appointments
- Inquire about disability support services
- Acquire a Cascadia student ID card

The New Student Welcome Center, Student Advising and Support Services, Enrollment Services, Career and Transfer Center, Disability Support Services, Mental Health Counseling, and Student Financial Services are housed in the Kodiak Corner. Students should check in at the Kodiak Corner main counter to access these services. Additional information and online services are available at www.cascadia.edu.

APPLYING FOR ADMISSION

HOW TO APPLY

ADMISSION

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 enrollment eligibility at Cascadia. Please refer to the special admissions section in this catalog for a description of the allowable exceptions. A non-refundable fee is due at the time of application.

DEGREE-SEEKING (MATTICULATED) STUDENTS

Students may begin their education at Cascadia Community College any quarter. Since registration dates are determined by the date of completion of the application process, students are encouraged to apply for admission as early as possible. All students seeking a degree or certificate must apply for admission.

Matriculation involves the following steps:

- Complete an admissions application and pay the application fee via the web, mail, or in person. Application forms are available at high schools, on the college’s website www.cascadia.edu, or by calling 425.352.8860.
- Send official transcripts from all colleges previously attended, and complete a transcript evaluation request form available at the Kodiak Corner main counter 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 composition are exempt from placement testing in related areas, as are students who have successfully completed college-level mathematics within the last 24 months. Transcripts documenting college-level English and/or mathematics are required for registration.
- Attend one of Cascadia’s new student orientation sessions. (Optional for students transferring to Cascadia.)
- Register for classes.
- Pay tuition and fees.

NON-DEGREE-SEEKING (NON-MATTICULATED) STUDENTS

Students not seeking a degree or certificate from Cascadia are considered non-degree-seeking 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 course in which they wish to enroll. A non-refundable fee is due at the time of application.

Non-degree-seeking students can demonstrate that they have met the course prerequisites by providing college transcripts, or by having taken the mathematics and/or English placement test either at Cascadia or at another college within the past year.

Non-degree-seeking students who wish to seek an exception to a prerequisite requirement must present the Non-Matriculated Student – Prerequisite Petition form to the appropriate Dean for Student Learning. The Dean for Student Learning will designate a faculty member to consider the appeal and render a decision.

Non-degree-seeking students have access to and are encouraged to seek the assistance of Cascadia’s academic advisors.

PLACEMENT ASSESSMENT

Evidence of placement level is required before registration. Kodiak Corner 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 identification is required. Students who have successfully completed college-level English composition are exempt from placement testing in related areas, as are students who have successfully completed college-level mathematics within the last 24 months. Transcripts documenting completion of college-level English and/or mathematics are required for registration.

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 the ESL office for assessment testing at 425.352.8158.

Photo identification is required for all placement testing.

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 certain 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 Kodiak Corner main counter. 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.

RECIROCITY 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 areas (Humanities, Social Science, Natural Science).

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 Kodiak Corner at 425.352.8125.

SPECIAL ADMISSIONS
NEW RUNNING START STUDENTS
Eligible high school juniors and seniors enrolled in a public school or a district home school network may enroll in Cascadia’s college-level courses at a reduced tuition rate. (Some additional fees may apply.)

To apply for the Running Start program, follow these steps:
1. Complete the Cascadia application for admission and pay the admission application fee.
2. Present photo identification and take the 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, in the same testing session).
3. If eligible on the basis of the COMPASS test, submit COMPASS test scores and completed Running Start packet to Kodiak Corner by the deadline. See the Running Start website, or pick up a Running Start packet in Kodiak Corner.
4. After turning in all required documentation, students must sign up for a New Running Start Student orientation.

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

RETURNING RUNNING START STUDENTS
The enrollment verification form, with all required signatures, must be submitted for the student to be allowed to register for classes. Failure to turn in the enrollment verification 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. To qualify for underage admission, students must
1. Complete Cascadia’s application for admission and pay the admission application fee.
2. Pick up the underage admission packet in Kodiak Corner.
3. Present photo identification and take the 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, in the same testing session).
4. Submit all required documents. (See the underage admission packet for the list of required documents).
5. Schedule a meeting with an admissions advisor to review completed application materials and register for classes.
6. Admitted students are encouraged to make an appointment to plan a schedule and register for classes with an academic advisor each quarter. Please note: For the Continuing Education policy on underage students, refer to FAQ’s.
7. Complete all steps noted in the underage admission packet by the designated quarterly deadline.

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.

All steps and requirements noted in the high school completion information must be completed and submitted to the Kodiak Corner by the designated quarterly deadline. Please contact Kodiak Corner for details at 425.352.8860 or see High School Completion online.
INTERNATIONAL STUDENTS
Cascadia welcomes international students! International students can enroll at Cascadia Community College by meeting the following admission requirements.
- Complete the international student application for admission (incomplete applications will delay admission).
- Provide Cascadia Community College with secondary or high school transcripts (in English, if available).
- Furnish financial documentation.
- Submit the non-refundable application fee.

The application deadlines for 2012-13 are:
- Fall Quarter  August 1
- Winter Quarter  November 15
- Spring Quarter  February 15
- Summer Quarter  May 15

For more information, contact the International Programs Office at 425.352.8415, international@cascadia.edu, or visit our website.

INTERNATIONAL TRANSFER PROCESS
The student is responsible to inform the school he or she is currently attending of their 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 the student has been accepted for admission to Cascadia, the transfer process may proceed.

CAREER AND COURSE PLANNING

ACADEMIC ADVISING
Academic 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 Kodiak Corner or call 425.352.8860 to make an individual appointment with an academic advisor. Email advising is available at advising@cascadia.edu. Advising is also available via instant messenger, Facebook, and Twitter.

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

NEW STUDENT ORIENTATION
Cascadia Community College offers orientation sessions for students new to college. Each student receives an orientation packet, an introduction to Cascadia’s programs, services, and degrees, and participates in small group advising prior to registration.

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. New student orientation sessions are held prior to each quarter. Sign up is on a first-come first-served basis online or in person in Kodiak Corner or call 425.352.8140. Photo identification is required for all enrollment transactions.

CAREER AND TRANSFER SERVICES
Career planning and transfer services are available to students in the process of selecting and planning their careers. Job opportunities are posted online and in the Career and Transfer Center inside the Kodiak Corner. Other services available include:
- Mock interviews
- Resume and cover letter review
- Career and interest assessments
- Major studies exploration
- Transfer fairs and visits from college representatives
- Career-related workshops

For more information, visit the Career and Transfer Center or call 425.352.8220.

CLASS STATUS
Students must be officially registered in order to attend classes. All students must officially register or add classes at Kodiak Corner by the last day to add classes each quarter, as published in the academic calendar.

COURSE PREREQUISITES
Students must meet course prerequisites. Students may be administratively withdrawn from courses for which they do not meet prerequisites.

CLASS AUDITS
Students who audit 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 the 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.

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WAITLISTS
The waitlist feature offers students a fair and consistent method of being enrolled in a full class if an opening occurs. Students may place their name on 3 waitlists but may not be in different sections of the same class, have time conflicts, or unauthorized over 24 credit status. Each waitlist will hold 24 students. The last day for students to add their name to a waitlist will be the day prior to the start of the quarter. Students who choose to place their name on a waitlist will be automatically enrolled in 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 waitlist status online or at the Kodiak Corner main counter at 425.352.8860 to find out if they have been registered in a class and to be informed of tuition and fees.

Students are responsible for:

• Checking their schedule daily to see if automated enrollment occurred from the waitlist.
• Paying tuition and fees by the tuition deadline. If automated enrollment from the waitlist occurs after the tuition deadline, tuition and fees are due by 8AM the business day 24 hours after you are registered. Non-payment may result in the automated enrolled class being dropped from your schedule.
• 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 holds including parking fines, library fines, 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 has not cleared any holds or fines, 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 are responsible for removing their name from the waitlist online or at the Kodiak Corner main counter.

Students may incur charges and/or receive a failing grade if they do not remove themselves from the waitlist and therefore become registered for classes.

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

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

TO ADD A CLASS

• Students may use online registration to add classes to their schedule prior to the beginning of the quarter.
• Students may register in person at the Kodiak Corner main counter and may add classes to their schedule from the first through the tenth calendar day of the quarter (date is adjusted for summer quarter) with instructor permission by completing a Credit Registration form.

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

TO DROP A CLASS

• Students may drop classes using online or in-person registration through the tenth calendar day of the quarter by completing a Credit Registration form. (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

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 a Credit Registration form and submitting it to the Kodiak Corner main counter for processing. A “W” grade will appear on the student’s transcript if the student completes the withdrawal during the withdrawal dates. Students who fail to follow the procedure for officially withdrawing will receive a grade in accordance with the instructor’s grading policy.

ADMINISTRATIVE WITHDRAWAL FROM A CLASS

Students who fail to attend class by the end of the second class meeting or fail to contact their instructor regarding their attendance in class by the end of the second class meeting may be administratively withdrawn from the class by their instructor. Students who do not meet course prerequisites may be administratively withdrawn from the class at the instructor’s discretion.

REFUNDS

The following refund policies pertain to state-funded credit courses only, not to 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:

• Cancellation of the class by the college: 100% refund
• On or before the 6th day of instruction for the quarter, excluding weekends and holidays; in-person during Kodiak Corner office hours, or 9:30PM online: 100% refund (summer quarter: 100% refund dates are prorated).
• Withdrawal from classes beginning with the seventh day of instruction through the 20th calendar day of the quarter: 50% refund (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 after the 50% refund date.

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 or check, a refund check will be mailed. Please allow 4-6 weeks after the 50% refund date for delivery.
• If payment was made by credit or debit card, a refund will be posted to the account within 10 business days after the 50% refund date.
• If payment was made by financial aid, a refund check will be mailed once your account is reviewed for eligibility of the funds.

Please note: For the Continuing Education policy on refunds, refer to FAQs.
TUITION AND 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.).

Cascadia Community College
Graduation $16.25
This fee defrays the cost of graduation activities and the cost of printing a student’s diploma or certificate.

Interest Inventories $25.00
A fee will be charged for assessments that help identify career interests (e.g. the Strong-Campbell Interest Inventory) and/or learning and interaction styles (e.g. the Meyers-Briggs Type Indicator).

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

Lab, Art $11.40
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 $2.75 per credit (maximum $27.50 per quarter)
This fee is charged in addition to tuition for classes that place a high demand on computer and/or technology resources.

Lab, Human Anatomy $38.95
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 $38.95
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 $4.50 per credit (maximum $45.00 per quarter)
This fee is charged in addition to tuition for classes that involve use of advanced technology or require extraordinary technical support.

Lab, Microbiology $55.65
Students enrolled in microbiology lab classes are charged the materials fee to help defray the cost of consumable supplies and special materials.

Lab, Phlebotomy $22.85
Students enrolled in phlebotomy lab classes are charged the materials fee to help defray the cost of consumable supplies and special materials.

Lab, Science $22.85
Students enrolled in science lab classes are charged the materials fee to help defray the costs of consumable supplies, breakage, hazardous waste management, and special materials.

Lab, World Languages $11.10
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.

Math Supply Fee $21.10
Students enrolled in math classes are charged the materials fee to help defray the costs of consumable supplies.

Non-Sufficient Fund Checks $20.00 per check
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.

Placement Assessment (Compass) $16.25
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.

Printing, Above Standard Allocation $10.00
Each student receives a standard printing allocation of 600 black-and-white and 30 color pages. If you use up your allocation, you can buy an additional unit of 300 black-and-white and 30 color pages.

Proctoring Services, Non-Student $40.00 per test up to 2 hours
This fee will be charged to cover administrative and proctoring services for non-Cascadia classes.

Proctoring Services, WAOL $16.25 per test up to 2 hours
This fee will be assessed to cover the cost of proctoring examinations taken by WAOL students.

Supply Fee, Miscellaneous Intensive $21.10
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 $10.80
This fee is charged for replacing a lost or stolen Student Identification Card.

Technology Fee $4.00 per credit, (minimum $10, maximum $40 per quarter)
The student body voted to assess this fee to provide email accounts, discounted Microsoft software, network storage, and regularly updated hardware and software.

Transcript $3.20
This fee is for official student transcripts. An official request takes at least 2 business days to process. All parking fines, library fines, and outstanding balances must be cleared before official transcripts can be released.

Service & Activities (S&A)*

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printer</td>
<td>$8.60 per credit</td>
<td>$8.60 per credit</td>
</tr>
<tr>
<td></td>
<td>(maximum $119.60)</td>
<td>(maximum $119.60)</td>
</tr>
<tr>
<td>Building*</td>
<td>$8.60 per credit</td>
<td>$21.60 per credit</td>
</tr>
<tr>
<td></td>
<td>(maximum $104.48)</td>
<td>(maximum $240.00)</td>
</tr>
</tbody>
</table>

* These fees are automatically included in tuition.

TUITION AND FEE WAIVERS
For state-supported classes, Cascadia currently offers tuition and fee waivers for the groups listed below:

GENERAL WAIVERS

ADULT BASIC SKILLS, ESL
Need-based waivers are available to cover the $25 per quarter tuition fee.

VETERANS’ WAIVERS
1. Eligible Veterans/National Guard as defined by statute; children/spouse of eligible Veterans or National Guard Members that became totally disabled or are determined to be a POW/MIA; children/spouse of eligible Veterans or National Guard Members who lost their life while on active federal or naval service.

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 Kodiak Corner at 425.352.8860 for more information.

CHILDREN OF DECEASED OR DISABLED LAW ENFORCEMENT OFFICERS OR FIRE FIGHTERS
Cascadia waives tuition and student and activities fees for children whose parent has died or become totally disabled in the line of duty while employed by a public
TUITION, FEES, AND FINANCIAL AID

Law enforcement agency, or a full-time or volunteer fire department. Documentation is required from the Department of Retirement Systems. Students must begin their course of study within 10 years of high school graduation. Eligible students pay $10 per credit.

ADULT HIGH SCHOOL COMPLETION
Cascadia offers reduced tuition of $11 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.

WAIVER OF THE NON-RESIDENT DIFFERENTIAL FOR 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.

NON-WASHINGTON RESIDENT WAIVER
Students who are U.S. citizens or INS approved permanent residents, but who are considered non-Washington residents for tuition paying purposes are eligible for a non-resident waiver. The college waives all of the nonresident operating fee differential; but students are still responsible for paying the building fee differential.

SPACE AVAILABLE WAIVERS

SENIOR CITIZENS – AUDIT OF CREDIT CLASSES
Cascadia waives tuition and student and activities fees for credit classes for residents 60 years or older on a space-available basis. Students will pay $5 per quarter with a limit of two courses per quarter.

SENIOR CITIZENS – CREDIT

CLASS
Cascadia waives tuition and student and activities fees for credit classes for residents 60 years or older on a space-available basis. 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 certified 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. Stop by the Kodiak Corner to pick up the state employee waiver form.

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:

\[
\text{COA} - \text{EFC} = \text{Financial Need}
\]

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 2011-12 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>2011-12 COSTS</th>
<th>Full-Time Living with Parents</th>
<th>Full-Time Not Living with Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees*</td>
<td>$3,291</td>
<td>$3,291</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>972</td>
<td>972</td>
</tr>
<tr>
<td>Room and Board</td>
<td>2,730</td>
<td>8,460</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,344</td>
<td>1,176</td>
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<tr>
<td>Misc</td>
<td>1,674</td>
<td>2,040</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$10,011</td>
<td>$15,939</td>
</tr>
</tbody>
</table>

* 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 and have completed all steps to apply for financial aid.

STEPS TO APPLY FOR FINANCIAL AID
1. Submit an electronic FAFSA via the web. 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. If you do not have internet access, you may 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.
However, we strongly encourage you to file electronically.

**SCHOOL CODE**
Cascadia Community College Title IV school code is 034835. Use this code when completing your FAFSA.

2. Complete a Cascadia Community College Financial Aid Data Sheet available on our website or from the Kodiak Corner. When you have completed the form, submit it via fax, email, regular mail, or in person to Kodiak Corner.

3. Once the school receives your FAFSA record and Data Sheet, additional documents and information may be required by the College or Department of Education. Check the Financial Aid Portal for outstanding items.

You can check your financial aid file status online through the Financial Aid Portal, or contact the Student Financial Services Office at 425.352.8860 or by email at fnaid@cascadia.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 or GED certificate or meet Cascadia’s “ability to benefit” policy
- Provide a valid social security number
- Have been admitted to Cascadia and enrolled in an eligible degree or certificate program
- Meet satisfactory academic progress requirements
- Not be in default on a student loan received at any school
- Not owe a repayment of grant funds at any college attended
- If male, have registered for the Selective Service
- Not have been convicted of selling or possessing illegal drugs while receiving financial aid
- 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 cumulative GPA. Academic progress is monitored for each term. If a student’s financial aid eligibility is terminated, 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, on 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, transfer credits, and credits earned before applying for financial aid. 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:** The Washington State Need Grant cannot 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 3 or more credits to qualify for most financial aid. At 6 credits, a student qualifies for half-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), Academic Competitiveness Grant (ACG), 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 positions are filled on a first-come, first-served basis.

**LOANS**
Cascadia participates in the William D. Ford Federal Direct Loan (Direct Loan) Program, which is administered by the U.S. Department of Education. Direct loans are low-interest loans for students and parents to help pay for the cost of a student’s education after high school. Loans can be used for educational expenses until a student graduates or stops attending school at least half-time. Loan repayment begins six months after completion of the degree or withdrawal from the college.

The Direct Loan Programs offers subsidized and unsubsidized loans for students, or the Direct PLUS loan for the parent(s).

- 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.

All borrowers at Cascadia are required to complete an online loan entrance counseling and a Master Promissory Note (MPN), as well as a loan request worksheet each year they wish to borrow loans, in order to have a loan processed. Borrowers must also complete loan exit counseling upon leaving Cascadia Community College or graduating.
TUITION, FEES, AND FINANCIAL AID

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, 425.352.8860.

STUDENT SCHOLARSHIPS
Student Financial Services maintains current listings for an array of scholarships available to Cascadia students, including those available through the Cascadia Community Foundation.

Thanks to donations from businesses, individuals, families, professional organizations, and friends of the college, the CCC Foundation offers many 3-quarter scholarships for Cascadia students. Applications for scholarships, available through the CCC Foundation, are accepted once a year in the spring. Criteria for applying vary among scholarships, as does the amount to be awarded. For details, including application requirements and deadlines, students should go to the Foundation web page or call 425.352.8248.

Additionally, the CCC Foundation offers the Complete Your Dream Scholarship for students who need 10 or fewer credits to complete a degree or certificate and also are in need of financial assistance. Eligible students should contact the CCC Foundation at 425.352.8248 or foundation@cascadia.edu for more information about the Complete Your Dream Scholarship.

To find out how to receive financial assistance through scholarships in general, visit the Student Financial Services web page or call 425.352.8860.

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 Worker Retraining program described 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 must enroll in professional/technical classes. To be eligible, students need to:

- Be receiving or be eligible to receive unemployment benefits
- Have exhausted their unemployment benefits within the last two years
- Be formerly self-employed and currently unemployed due to general economic conditions
- Be a displaced homemaker
- Be a veteran who has received an honorable discharge from the US Armed Services in the last 24 months

Prospective students should attend the Worker Retraining orientation session offered every Wednesday at 1PM. For more information call 425.352.8132.

PROFESSIONAL/TECHNICAL PROGRAMS
Financial support from the Workforce Resource Center can be used to support students in the following technical degrees and certificates:

Degrees:
- Associate in Applied Science-Transfer (AAS-T)
- Environmental Technologies and Sustainable Practices
- Network Technology
- Web Application Programming Technology

Certificates (20-89 credits):
- Community Energy Systems Specialist
- Computer Applications Specialist
- Energy Audit Specialist
- Energy Management Specialist
- Network Specialist
- Technical Support Specialist

Short Certificates (19 or fewer credits):
- Computer Programming Foundations

VETERANS’ PROGRAMS
Students who plan to use their veterans’ education 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 previously 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.

Veterans’ 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.

Please 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 classes, or complete zero credits for the period of enrollment for which they have been charged tuition and received financial aid may have to repay a portion of the grants and/or loans they received, as well as any tuition. Cascadia returns to financial aid programs as a result of withdrawal. This policy does not apply to Work-Study earnings received. Students who remain enrolled through at least 60% of the payment period are considered to have earned 100% of the aid received and will not owe a repayment of financial aid. If a student completes at least one course they will be subject to the Satisfactory Academic Progress Policy, rather than the Repayment/Return of Funds Policy. Please note that the Financial Aid Repayment/Return of Funds Policy and Cascadia’s tuition refund policy are separate.

Funds are to be returned in the following order:
1. Unsubsidized Stafford Loan
2. Subsidized Stafford Loan
3. PLUS (Parent loan)
4. Pell Grant
5. Academic Competitiveness Grant (ACG)
6. Federal Supplemental Educational Opportunity Grant (SEOG)

Students receiving the Washington State Need Grant (WSNG) are subject to 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.

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

Please 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 American Opportunity Credit (previously the HOPE tax credit) provides up to $2,500 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 American Opportunity Credit 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 complete IRS form 8863.

Students must be enrolled at least half-time in a degree or certificate program to qualify for the American Opportunity Credit tax credit. 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 eligible.

FOUR THINGS TO REMEMBER
1. Students must provide their social security number to the Kodiak Corner main counter 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

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 PC workstations that provide internet access to CD-ROMs, databases, and other web resources. Word, Excel, PowerPoint, and other software. Students
can do research, write papers, and check email all in a single location. 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
Cascadia Community College shares the campus with University of Washington Bothell. CCC has a combined CCI-CC2 classroom/office building which opened in Fall 2000 and CC3, the first LEED (Leadership in Energy and Environmental Design) building on campus which opened in Winter 2010. In addition to classrooms and offices, CC3 includes an event center and art gallery. The two institutions share the library buildings, bookstore, and the services of security and the physical plant. Student break-out areas with computer access are located throughout CCI-CC2 and CC-3 and library study rooms are reservable. The library also has a large reading room on the third floor.

STUDENT BREAKOUT AREAS
Throughout Cascadia’s buildings 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 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, classrooms are equipped with an ePodium, which includes a projection system and computer network access. Equipment not permanently housed in a classroom or meeting space can be provided by Information Services upon request by calling the Help Desk at 425.352.8228.

INTERACTIVE TELEVISION
Cascadia has systems that can be used for elearning and teleconferencing, including elluminate, ITV, and OCS.

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 or online with the NW eTutoring Consortium. 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.edu.

THE MATH CENTER
The Math Center provides trained staff to assist students with their math courses, from arithmetic through calculus or online with the NW eTutoring Consortium. 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.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. The Open Learning Center is located in CC2-060. OLC hours are posted online or available by calling 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 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 can be reached at 425.352.3344.

DISABILITY SUPPORT SERVICES
Accommodations and services are available 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 online, in the Kodiak Corner, or at 425.352.8860.

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 CC2 building. The new Food for Thought Café in the bookstore offers a variety of snacks and lunch items. Vending machines are also available on most floors in the CC1, CC2, and CC3 buildings. Additional Food Services are available in UW2 at the south end of the campus.

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

LOST AND FOUND
Items found in the Cascadia buildings are turned in to Campus Security LB2-005 below the bookstore.

PARKING AND 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
there will be online notification of open and classes are being held as usual. If Cascadia is not mentioned in radio or TV announcements, students are encouraged to be green by walking, biking, carpooling, and using public transportation whenever possible. Metro Transit, Sound Transit, and Community Transit service the campus. ORCA and bus schedules are available.

**STUDENT ID CARDS**

Student photo ID cards are required on campus and provide access to the campus library. Student photo ID cards are issued in the Kodiak Corner and in the Open Learning Center.

**STUDENT LIFE**

Students who want to make the most of their college experience can get involved in the college’s Student Life 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 Life Office in the Library Annex, 1st floor, email us at studentprograms@cascadia.edu, or call us at 425.352.8307.

**STUDENT GOVERNMENT**

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 weekly 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. Elections are held annually for President, Vice President, Secretary, and Treasurer. Other executive positions are appointed.

**CASCAIDI ACTIVITIES BOARD (CAB)**

The Cascadia Activities Board (CAB) is a student-run programming group, responsible for coordinating a variety of campus events and activities. CAB members coordinate social, educational, recreational, and multicultural events for students and the community. CAB meets weekly and all students are welcome to become part of the CAB team and help plan events on campus. Past events include movie nights, comedy night, speaker series, BBQs, dances, cram nights during finals weeks, and more!

CAB also does sports and wellness programming. 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 2010-11 academic year included dodgeball, flag football, soccer, softball, volleyball, and basketball.

**PEER RESOURCE OFFICERS (PRO)**

Peer Resource Officers are a group of student leaders who work to mentor and support students, build community at Cascadia, and outreach to the community. The PROs offer students new ways to get involved with campus life through various outreach and marketing efforts. For additional information about the Peer Resource Officers, contact the office of Student Life at 425.352.8307.

**STUDENT CLUBS AND ORGANIZATIONS**

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 Life at 425.352.8307 or visit our website. As of this printing, current clubs include:

- Access Futures
- Cascadia Secular Student Alliance Club
- Cascadia Sustainable Energy Club
- Creative Arts Club
- Debate Club
- Drama Club
- Foodie Club
- Gay Straight Alliance
- Glee Club
- Japanese Culture Club
- Legislative Awareness for Worried Students (LAWs)
- National Society for Leadership and Success
- Networking Club
- The Next Generation IT Club
- Outdoor Adventure Club
- The Skookum
- Swing Dancing Club
Phi Theta Kappa (PTK) The Urban Gathering Club Veterans’ Community

Interested in a club not listed here? You can start a new one! Contact the Student Life office at 425.352.8307.

EDUCATIONAL AND CAREER PATHWAYS

Cascadia Offers A Variety Of Degrees And Certificates For Students.

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. 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, 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.
- A student wishing to concentrate on skills leading directly to employment but with some transfer options should consider an AAS-T degree.
- A student wishing to prepare for work in the shortest time possible should consider a certificate.

EMERGING LEADERS

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. This Cascadia/UWBothell co-sponsored program is open to all, regardless of their previous/current academic programs at public four-year institutions.

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 ELEMENTARY EDUCATION DTA/MRP

This degree is designed for students who intend to earn a two-year degree and transfer to a four-year college or university with a major in Elementary Education. Fulfilling the degree requirements provides a broad foundation for success in upper division coursework. However, university admission requirements vary. Students should discuss their plans with an advisor in order to understand the specific lower-division course requirements of particular universities.

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. A Global Studies Endorsement option of the AIS degree is also available to students who complete a minimum of 45 credit hours of Global Studies (GS) designated courses, and an additional 15 hours of Service-Learning, study abroad, or an internship. These hours may be embedded in any of the Global Studies designated courses, a stand-alone course/experience, or granted as a result of a student-initiated petition. Students wishing to be awarded a Global Studies endorsement should contact an advisor.

ASSOCIATE IN INTEGRATED STUDIES- GLOBAL STUDIES DEGREE DTA

The Associate in Integrated Studies - Global Studies degree exists to better prepare students for the myriad of opportunities and challenges, academically, interpersonally, and professionally, posed by transformations within the world at large. This degree is based on the Associate in Integrated Studies degree framework, and therefore, it is equivalent to a Direct Transfer 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. Students will generally transfer with junior standing and fulfill all or most general education requirements.

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.

ACADEMIC TRANSFER

Program descriptions and objectives appear here in draft form and are currently under review by the Student Learning Council.
ASSOCIATE IN SCIENCE-TRANSFER DEGREE
The Associate in Science Transfer (AS-T) degree is an academic degree for students planning to transfer to a four-year college or university with a major in natural science, 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 and Electrical Engineering, and other engineering fields. Track 2 is applicable to students planning to prepare for various engineering majors at universities in Washington.

PROFESSIONAL/TECHNICAL DEGREES

ASSOCIATE IN APPLIED SCIENCE-TRANSFER
Professional/technical programs are designed to prepare graduates for immediate employment. College staff has worked closely with business representatives in the selection of programs and design of curriculum to make sure that program graduates will possess skills that are in high demand in the workplace.

Students may work toward an Associate in Applied Sciences-Transfer 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:

- Environmental Technologies and Sustainable Practices
- Network Technology
- Web Application Programming Technology


colorbox

CERTIFICATE PROGRAMS

PROFESSIONAL/TECHNICAL CERTIFICATES
Professional/Technical Certification programs are available in the following areas (For Gainful Employment information on these certificates please visit our website.) Professional/Technical Certification programs are available in the following areas:

Certificates of Completion (20-89 credits)
- Community Energy Systems Specialist
- Computer Applications Specialist
- Energy Audit Specialist
- Energy Management Specialist
- Network Specialist
- Technical Support Specialist

Short Certificates (19 credits or fewer)
- Computer Programming Foundations
- Database Development
- JavaScript Programming
- Office Skills Integrated with ABE
- PC Network Technician
- Phlebotomy
- Phlebotomy Integrated with ABE
- Web Applications
- Web Foundations

For more information, call 425.352.8860.

ADDITIONAL PROGRAMS
TRAINING FOR LOCAL BUSINESSES
Cascadia’s Continuing Education Business Training can design and deliver training specifically built to meet the needs of individual companies and their employees. Custom built training is available at the college or at employer worksites with flexible, employer-driven schedules.

CONTINUING EDUCATION
Cascadia offers non-credit classes and certificate opportunities designed for professional development and personal enrichment.

Professional development offerings include: computer software applications, healthcare certifications, database design, business intelligence, web design, and personal fitness trainer courses.

Personal Enrichment classes include: computer software applications, writing, music, painting, photography, and dance. Teacher certification clock hour credits for maintaining teacher certification with the Washington State Superintendent of Public Instruction are available for many continuing education courses for a minimal administrative fee.

Customized contract training can be designed and delivered to meet the specific needs of local companies and their employees. Custom training is available at the college or at your worksite in a full range of technical and business skills courses.

Online instruction is available for a wide array of courses to meet your individualized learning needs. Hundreds of short courses and longer-term certificate programs are available to accommodate your busy schedule.

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 in effect 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. An application for graduation is available online or at Kodiak Corner. Submit it and the processing fee at the main counter. See the quarterly schedule of classes for deadline 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 “Continuous Enrollment Policy” on page 4.
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.

Graduating students who complete at least 90 credits and maintain 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. The honors listed in the Commencement Program, as well as 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 students who complete all coursework at Cascadia Community College are used to calculate the cumulative grade point average for the purpose of awarding graduation honors.

UNIVERSITY OF WASHINGTON BOTHELL
Cascadia has a dual enrollment agreement with University of Washington Bothell. Dual enrollment is a focused, efficient, and cost-effective path for eligible students to earn both an Associate’s degree from Cascadia Community College and a Bachelor’s degree from University of Washington in one of three programs: Interdisciplinary Arts and Sciences, Business Administration, or Computing and Software Systems. UWB 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. Classes are offered day and evening, for full or part-time students. Students interested in learning more about dual enrollment should call the Kodiak Corner at 425.352.8860 to make an appointment with the Cascadia dual enrollment advisor.

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 see our website or to arrange to meet with a Cascadia advisor, call 425.352.8220.

START YOUR BACHELOR’S DEGREE AT CASCADIA
Through the Direct Transfer Agreement (DTA) students may be able to complete 90 credits at Cascadia and satisfy most of the general education requirements for a baccalaureate degree program in Washington State. Students intending to receive an Associate’s degree from Cascadia and transfer to a four-year public or private university to complete a Bachelor’s degree should consult with an advisor at the receiving institution to ensure courses and credits completed at Cascadia will be accepted. Cascadia advisors can assist in this process as well.

LEARNING OUTCOMES
These college outcomes are the learning goals for all Cascadia students, faculty, administrators, and staff. When practiced as lifelong learning habits, they encourage personal growth, enhance productive citizenship, and foster individual and cooperative learning. As they are assessed inside and outside the classroom, these outcomes guide learning, decision-making, and actions by all members of the college community.

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

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

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

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

General education at Cascadia is the cornerstone of learning a set of skills that will enable students to access, process, construct, and express knowledge across cultures. Completing the general education 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. Classes provide 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

FOUNDATIONS FOR COLLEGE SUCCESS

College Success introduces students to Cascadia’s learning model, helps them to take ownership of their education and sets them up for academic success. All Cascadia students who complete Foundations for College Success have a minimum of 3 credits of guided practice in achieving the following outcomes.

Learn: Learners will demonstrate that they can find and use a variety of academic resources (including eLearning and library resources) at Cascadia. They will demonstrate ownership of their education and develop an academic plan.

Think: Learners will demonstrate basic information literacy skills and knowledge of particular ways of knowing and reasoning in the different academic disciplines.

Communicate: Learners will demonstrate flexibility in recognizing and expressing concepts in disciplinary appropriate formats and they will be able to explain how they arrived at their conclusions.

Interact: Learners will demonstrate the ability to effectively collaborate in group activities.

COMMUNICATING AND THINKING CRITICALLY

Every degree at Cascadia is grounded in a set of core courses that emphasize communicating and critical thinking. In the composition sequence of the General Education Core Distribution, learners have a chance to become aware of the ways that culture 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 reflect on their own points of view. All Cascadia students who complete the composition sequence have a minimum of 10 credits of guided practice in achieving the following outcomes.

Learn: Learners will become familiar with writing and reading processes and develop a personal process that helps them create successful texts; demonstrate a willingness to take risks and to deepen knowledge about self, others, and the world as it relates to writing and its process; learn to construct meaning from expanding and conflicting information; and meet deadlines and seek help when necessary.

Think: Learners will use 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, individuals, and groups; critically reflect on their own attitudes, values, behavior, and assumptions as well as those presented to them; and translate content between contexts with an awareness of the impact of different points of view and mediums.

Communicate: Learners will gather information and draft and publish texts that demonstrate inquiry into critical and creative thinking and an awareness of criteria for clear, original communication; communicate interpretations of data and claims and articulate rationales for making decisions about responsible action in the context of community issues and problems; and use technology and methods of discourse as learning tools.

Interact: Learners will share ideas, experiences, and self-assessment processes and listen to those of others; engage in collaborative peer review processes that will reflect their understanding of their experiences, composition practice, and self-assessment; and recognize conflict as a necessary part of discourse and respect individual ways of arriving at answers while critically analyzing models and ways of thinking.

QUANTITATIVE OR SYMBOLIC REASONING

The ability to quantitatively and symbolically reason is critical in an ever-increasing complex society. Learners will problem solve and critically think using multiple approaches to draw conclusions while communicating their results and interacting with others. All Cascadia students who complete Quantitative or Symbolic Reasoning have a minimum of 5 credits of guided practice in achieving the following outcomes.

Learn: Learners will apply problem solving and mathematical modeling to real situations and take responsibility for accessing and using a variety of sources in learning about mathematics.

Think: Learners will analyze and interpret data or evidence to correctly solve problems through the construction of clear, well-supported arguments that lead to valid conclusions supported by appropriate symbolic reasoning and mathematical models.

Communicate: Learners will interpret complex problems and illustrate solutions using mathematical symbols and formulas that justify mathematical conclusions expressed in written or oral form.

Interact: Learners will navigate different approaches, resources, and technologies to successfully problem solve while respecting multiple approaches to solutions when interacting with other students.
DISTRIBUTION LEARNING OUTCOMES

CULTURAL KNOWLEDGE
The Cascadia Mission and College outcomes point to the importance of being globally aware citizens. In part, being globally aware necessitates awareness and knowledge of how systems of power, privilege, and inequality are created, maintained, and changed as well as how these systems impact both cultural and personal identity and development. Learning about these systems enable students to interact with civility, empathy, and honesty. To this end, the College has established this outcome. All Cascadia students who complete the Cultural Knowledge Requirement have a minimum of 5 credits of guided practice in achieving the following outcomes.

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 use a variety of conceptual and theoretical approaches to think critically about and reflect on their own underlying assumptions and consider alternative views of power and inequality regarding such topics as sexuality, ethnicity, gender, and religion.

Communicate: Learners will discuss multiple interpretations of course content as it relates to structures of power and inequality using discipline-appropriate concepts and theories, and will articulate how and why these structures inform their personal, professional, and social identities.

Interact: Learners will engage with complex differences between and among their own cultures and others as manifested through social inequities. As part of this practice, students will recognize and articulate their understanding of diverse perspectives.

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 acquire, create, demonstrate and apply knowledge by investigating and synthesizing ideas, themes and processes within and related to Humanities disciplines to realize themselves as imaginative risk-takers, problem-solvers, global citizens and autonomous life-long learners.

Think: Learners will refine knowledge through analysis, evaluation, experimentation, and innovation, working with ideas and artifacts that already exist and bringing new ideas and artifacts into existence to enrich our understanding of humanity.

Communicate: Learners will consider their own and others’ perspectives and contexts, recognize formal and informal conventions of disciplines, genres, and cultures, seek original thoughts, and articulate knowledge via their own messages.

Interact: Learners will respectfully engage viewpoints, interpretations, and sources that embody global diversity, creating a community of inquiry that values ambiguity to expand our collective knowledge of the human experience in all its forms.

SOCIAL SCIENCE
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 engage in experiential activities to acquire, construct, demonstrate and apply social scientific knowledge in a variety of contexts; they will complete required work and identify opportunities to expand knowledge, skills, and abilities.

Think: Learners will acknowledge the complexities of specific social issues and analyze underlying assumptions and multiple perspectives on those issues. They will identify and evaluate evidence to draw conclusions about human behavior; they will distinguish between social scientific and other ways of knowing; and they will combine or synthesize course material in original and exploratory ways to apply that information to hypothetical or real world situations.

Communicate: Learners will use oral and written communication to raise and explore important questions in the social sciences; learners will use disciplinary knowledge, texts, technology, and language to gather, process, present, and reference information.

Interact: Learners will demonstrate the ability to work collaboratively in groups and translate those skills to interactions with others while demonstrating an understanding of ethical standards and professionalism in the social sciences; they will reflect on how their own attitudes and beliefs are different from those of others and how those attitudes and beliefs impact their interactions.

NATURAL SCIENCE
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 employ scientific approaches to explain natural phenomena; they will generate knowledge by making and assessing controlled observations, formulating testable predictions, and evaluating verifiable data.

Think: Learners will use components of the scientific method to generate and modify hypotheses through critical analysis of data and information; they will evaluate known and needed information as a process in problem-solving; they will assess and respond to current global issues in the context of evidence-based conclusions.

Communicate: Learners will articulate scientific concepts clearly and correctly through a variety of media (oral, written, visual, and graphical); learners will concisely organize and present evidence and data; learners will actively listen and respond to communication with peers and instructors in a respectful manner.

Interact: Learners will work responsibly and effectively in groups to accomplish tasks, analyze data, and solve problems; they will engage with their peers to use multiple perspectives to explain scientific applications; they will connect learning and their interactions with the natural world; they will evaluate the global, environmental, and human contexts of scientific concepts.
ASSOCIATE IN BUSINESS DTA/MRP

90 CREDITS

The Associate in Business degree prepares students to transfer to four-year colleges and universities in the area of business, having satisfied the lower division general education (or core) requirements and lower division business requirements. 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 high grade-point averages and course grades are often required. Please check with your destination school and college. UW Bothell requires a minimum of 2.0 in all prerequisite courses. Consult with an academic advisor to develop an educational plan.

Upon successful completion of this degree a student will be able to:

- Understand patterns and make connections among different disciplines and schools of knowledge and to integrate studies with personal experience
- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Understand the relationships among business, government, the economy, and society and the management of business organizations, to include planning, human resources, marketing, finance, and accounting

COMPLETION REQUIREMENTS

The 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.

GENERAL EDUCATION CORE COURSES

33-35 CREDITS

**Foundations for College Success**

Must be completed within the first 30 credits.

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**Quantitative or Symbolic Reasoning:**

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</tr>
</thead>
<tbody>
<tr>
<td>MATH 147</td>
<td>Business Precalculus</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>MATH&amp; 148</td>
<td>Business Calculus</td>
<td>55</td>
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<td>5.0</td>
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</tbody>
</table>

**Cultural Knowledge Requirement:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST, GS, HIST, HUMAN, or SOC</td>
<td>150 series CKR designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

H or SS course also designated as CKR.
*An additional 150 CKR course may be used to satisfy this requirement. This course may also apply to the Humanities or Social Science distribution requirements.*
### HUMANITIES DISTRIBUTION REQUIREMENT  
**15 CREDITS**

Students must complete courses from at least two different disciplines. No more than five 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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST&amp; 220</td>
<td>Public Speaking</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>H designated course</td>
<td></td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>H designated course</td>
<td></td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

### SOCIAL SCIENCE DISTRIBUTION REQUIREMENT  
**15 CREDITS**

Students should check with an advisor for specific university and business school requirements.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON&amp; 201</td>
<td>Microeconomics</td>
<td>55</td>
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<td>5.0</td>
</tr>
<tr>
<td>ECON&amp; 202</td>
<td>Macroeconomics</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>SS designated course</td>
<td></td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

### NATURAL SCIENCE DISTRIBUTION REQUIREMENT  
**15 CREDITS**

Students must complete courses from at least two different disciplines, and include at least five credits of a lab course (LAB). At least 10 credits required in physical, earth, and/or biological sciences.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH&amp; 146</td>
<td>Introduction to Statistics</td>
<td>55</td>
<td></td>
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<td>5.0</td>
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<tr>
<td>NS designated course</td>
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<td>55</td>
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<td></td>
<td>5.0</td>
</tr>
<tr>
<td>NS (LAB) designated course</td>
<td>44 22</td>
<td></td>
<td></td>
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</tbody>
</table>

### REQUIRED ELECTIVE CREDITS  
**20+ CREDITS**

Students should check with an advisor for specific university and business school requirements.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp; 201</td>
<td>Principles of Accounting I</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
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<tr>
<td>ACCT&amp; 202</td>
<td>Principles of Accounting II</td>
<td>55</td>
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<td>5.0</td>
</tr>
<tr>
<td>ACCT&amp; 203</td>
<td>Principles of Accounting III</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>BUS&amp; 201 or POLS&amp; 200</td>
<td>Business Law or Introduction to Law</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>
ASSOCIATE IN ELEMENTARY EDUCATION DTA/MP

98-100 CREDITS

The Associate in Elementary Education degree prepares students to transfer to a four-year college or university with a major in Elementary Education.

Fulfilling the degree requirements provides a broad foundation for success in upper division coursework. However, university admission requirements vary. Students should discuss their plans with an advisor in order to understand the specific lower-division course requirements of particular universities.

Upon successful completion of this degree a student will be able to:

- Understand patterns and make connections among different disciplines and schools of knowledge and to integrate studies with personal experience
- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Understand the aims of education, the organization and structure of the teaching profession, and current trends in education, and to gain basic competency in subject areas necessary to function effectively as an elementary school teacher

COMPLETION REQUIREMENTS

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

GENERAL EDUCATION CORE COURSES 33-35 CREDITS

<table>
<thead>
<tr>
<th>Foundations for College Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be completed within the first 30 credits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLL 100 or</td>
<td>Study Strategies or</td>
<td>55</td>
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<td>0</td>
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<td>COLL 101</td>
<td>College Strategies</td>
<td>33</td>
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</table>

| Communicating and Thinking Critically: |

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>55</td>
<td>0</td>
<td>0</td>
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<tr>
<td>ENGL&amp; 102</td>
<td>Composition II</td>
<td>55</td>
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</table>

| Quantitative or Symbolic Reasoning: |

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH&amp; 171</td>
<td>Math for Elementary Ed I</td>
<td>55</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>MATH&amp; 172</td>
<td>Math for Elementary Ed II</td>
<td>55</td>
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<tr>
<td>MATH&amp; 173</td>
<td>Math for Elementary Ed III</td>
<td>55</td>
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</table>

| Cultural Knowledge Requirement: |

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST, GS, HIST, HUMAN, or SOC</td>
<td>150 series CKR designated course</td>
<td>55</td>
<td>0</td>
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<td>5.0</td>
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</tbody>
</table>
Associate in Elementary Education DTA/MRP (Continued)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST&amp; 220</td>
<td>Public Speaking</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>HIST&amp; 146 or HIST&amp; 147 or HIST&amp; 148 or HIST 150</td>
<td>U.S. History I or U.S. History II or U.S. History III or Multicultural U.S. History</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>ART, DRMA, MUSC, or ENGL</td>
<td>H designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>ART, DRMA, MUSC, or ENGL</td>
<td>H designated course</td>
<td>55</td>
<td></td>
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</tbody>
</table>

**SOCIAL SCIENCE DISTRIBUTION REQUIREMENT**

Students must complete courses from at least three different disciplines

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC&amp; 200</td>
<td>Lifespan Psychology</td>
<td>55</td>
<td></td>
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<td>5.0</td>
</tr>
<tr>
<td>HIST&amp; 126 or HIST&amp; 127 or HIST&amp; 128 or HIST 210</td>
<td>World Civilizations I or World Civilizations II or World Civilizations III or Islamic Civilizations</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>ECON, GEOG, POLS, PSYC, or SOC</td>
<td>SS designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>ECON, GEOG, POLS, PSYC, or SOC</td>
<td>SS designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
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</table>

**NATURAL SCIENCE DISTRIBUTION REQUIREMENT**

Students must complete at least five credits of BIOL; and at least five credits of PHYS or CHEM

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>NS designated Biology course</td>
<td>55</td>
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<tr>
<td>ATMS, ENVS, GEOL, or NSCI</td>
<td>NS designated Geology or Earth Science course</td>
<td>55</td>
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<td>5.0</td>
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<tr>
<td>CHEM or PHYS</td>
<td>NS designated Physical Science course</td>
<td>55</td>
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</table>

**REQUIRED ELECTIVE CREDITS**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC&amp; 202</td>
<td>Introduction to Education</td>
<td>55</td>
<td></td>
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<td>5.0</td>
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<tr>
<td>SOC 231</td>
<td>Gender and Society</td>
<td>55</td>
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<td>5.0</td>
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</tbody>
</table>
ASSOCIATE IN INTEGRATED STUDIES DTA

90 CREDITS

The AIS degree prepares students to transfer to four-year college and universities with junior standing, having fulfilled all or most general education requirements.

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 degree is also the degree of choice for students who intend to transfer, but who are undecided about which baccalaureate institution they will attend. 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.

A Global Studies Endorsement option of the AIS degree is also available to students who complete a minimum of 45 credit hours of Global Studies (GS) designated courses, and an additional 15 hours of service-learning, study abroad, or an internship. These hours may be embedded in any of the Global Studies designated courses, a stand-alone course/experience, or granted as a result of a student-initiated petition. Students wishing to be awarded a Global Studies Endorsement should contact an advisor.

Upon successful completion of this degree a student will be able to:

- Understand patterns and make connections among different disciplines and schools of knowledge and to integrate studies with personal experience
- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Access, process, construct, and express knowledge across cultures; to take responsibility for encountering and mastering new knowledge

COMPLETION REQUIREMENTS

The 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.

GENERAL EDUCATION CORE COURSES

28-30 CREDITS

<table>
<thead>
<tr>
<th>Foundations for College Success</th>
<th>28-30 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course ID</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>COLL 100 or COLL 101</td>
<td>Study Strategies or College Strategies</td>
</tr>
</tbody>
</table>

| Communicating and Thinking Critically: | |
| Course ID | Course Name | Lecture Hours | Lab Hours | Other | Credits |
| ENGL& 101 | English Composition I | 55 | | | 5.0 |
| ENGL& 102 | Composition II | 55 | | | 5.0 |

| Quantitative or Symbolic Reasoning: |
| Course ID | Course Name | Lecture Hours | Lab Hours | Other | Credits |
| MATH or BIT 115, or BIT 142 or ECON& 201 or PHIL& 106 | 100 level or above or Introduction to Programming or Intermediate Programming or Microeconomics or Introduction to Logic | 55 | | | 5.0 |
Associate in Integrated Studies DTA (Continued)

<table>
<thead>
<tr>
<th>Cultural Knowledge Requirement:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST, GS, HIST, HUMAN, or SOC</td>
<td>150 series CKR designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>H or SS course also designated as CKR.</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>*An additional 150 CKR course may be used to satisfy this requirement. This course may also apply to the Humanities or Social Science distribution requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HUMANITIES DISTRIBUTION REQUIREMENT**  **15 CREDITS**

Students must complete courses from at least two different disciplines. No more than five credits may be included from those courses designated HP as performance/skills, applied theory, or lecture/studio courses. Only one course of a world language at the 100 level may be included.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
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<td>H designated course</td>
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<tr>
<td></td>
<td>H designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

**SOCIAL SCIENCE DISTRIBUTION REQUIREMENT**  **15 CREDITS**

Students must complete courses from at least two different disciplines.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SS designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>SS designated course</td>
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<tr>
<td></td>
<td>SS designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

**NATURAL SCIENCE DISTRIBUTION REQUIREMENT**  **15 CREDITS**

Students must complete courses from at least two different disciplines, and include at least five credits of a lab course (LAB). At least 10 credits required in physical, earth, and/or biological sciences.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NS designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
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<tr>
<td></td>
<td>NS designated course</td>
<td>55</td>
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<tr>
<td></td>
<td>NS (LAB) designated course</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
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</tbody>
</table>

**REQUIRED ELECTIVE CREDITS**  **15+ 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 the restricted electives list.
ASSOCIATE IN INTEGRATED STUDIES DTA

GLOBAL STUDIES
90 CREDITS

The AIS degree prepares students for the academic, interpersonal, and professional opportunities and challenges posed by transformations within the world and to transfer to four-year college and universities with junior standing, having fulfilled all or most general education requirements.

The Associate in Integrated Studies - Global Studies degree exists to better prepare students for the myriad of opportunities and challenges, academically, interpersonally, and professionally, posed by transformations within the world at large. A minimum of 45 credit hours will be from courses designated as meeting the Global Studies designation requirements. This degree is based on the Associate in Integrated Studies degree framework, and therefore, it is equivalent to a Direct Transfer 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. Students will generally transfer with junior standing and fulfill all or most general education requirements.

Upon successful completion of this degree a student will be able to:

- Understand patterns and make connections among different disciplines and schools of knowledge and to integrate studies with personal experience
- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Access, process, construct, and express knowledge across cultures; to develop an increased awareness of a global context for ideas and facts; to take responsibility for encountering and mastering new knowledge

COMPLETION REQUIREMENTS

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

GENERAL EDUCATION CORE COURSES

28-30 CREDITS

<table>
<thead>
<tr>
<th>Foundation for College Success</th>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COLL 100 or</td>
<td>Study Strategies or</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0 or</td>
</tr>
<tr>
<td></td>
<td>COLL 101</td>
<td>College Strategies</td>
<td>33</td>
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<td></td>
<td>3.0</td>
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</tbody>
</table>

Communicating and Thinking Critically:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>ENGL&amp; 102</td>
<td>Composition II</td>
<td>55</td>
<td></td>
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<td>5.0</td>
</tr>
</tbody>
</table>

Quantitative or Symbolic Reasoning:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH or</td>
<td>100 level or above or</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>BIT 115 or</td>
<td>Introduction to Programming or</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>BIT 142 or</td>
<td>Intermediate Programming or</td>
<td></td>
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</tr>
<tr>
<td>ECON&amp; 201 or</td>
<td>Microeconomics or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL&amp; 106</td>
<td>Introduction to Logic</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
AIS - Global Studies DTA (Continued)

### Cultural Knowledge Requirement:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST, GS, HIST, HUMAN, or SOC</td>
<td>150 series CKR designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>H or SS course also designated as CKR. *An additional 150 CKR course may be used to satisfy this requirement. This course may also apply to the Humanities or Social Science distribution requirements.</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

### HUMANITIES DISTRIBUTION REQUIREMENT 15 CREDITS

Students must complete courses from at least two different disciplines. No more than five credits may be included from those courses designated HP as performance/skills, applied theory, or lecture/studio courses. Only one course of a world language at the 100 level may be included.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GS designated H course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>GS designated H course</td>
<td>55</td>
<td></td>
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<td>5.0</td>
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<tr>
<td></td>
<td>GS designated H course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

### SOCIAL SCIENCE DISTRIBUTION REQUIREMENT 15 CREDITS

Students must complete Global Studies designated courses from at least two different disciplines.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GS designated SS course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>GS designated SS course</td>
<td>55</td>
<td></td>
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<td>5.0</td>
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<tr>
<td></td>
<td>GS designated SS course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

### NATURAL SCIENCE DISTRIBUTION REQUIREMENT 15 CREDITS

Students must complete courses from at least two different disciplines, and include at least five credits of a lab course (LAB). At least 10 credits required in physical, earth, and/or biological sciences.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GS designated NS course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>GS designated NS course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>GS designated NS (LAB) course</td>
<td>44 22</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

### REQUIRED ELECTIVE CREDITS 20-25 CREDITS

Students must complete sufficient elective credits in college level courses (numbered 100 or above) to bring the total credits for this degree to 90. These credits must be selected from any combination of the courses on the GS distribution lists. Students must complete or show 200-level competency in a world language. Five credits of service learning, study abroad, or internship must also be demonstrated. No more than 12 credits may be included from the restricted electives list.
ASSOCIATE IN PRE-NURSING DTA/MPR

95-97 CREDITS

The Associate in Pre-Nursing Degree prepares students to transfer to a baccalaureate degree program in Nursing (BSN).

This degree program is applicable to students planning to transfer to a program where they can earn a baccalaureate degree in 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, 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.

Upon successful completion of this degree a student will be able to:

- Understand patterns and make connections among different disciplines and schools of knowledge and to integrate studies with personal experience
- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Enter an entry-to-practice nursing program

COMPLETION REQUIREMENTS

The Associate in Pre-Nursing DTA/MPR degree requires at least 90 credit hours in college level courses (numbered 100 or above), a minimum cumulative 2.0 grade point average, a minimum of 25 credits from 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.

GENERAL EDUCATION CORE COURSES

28-30 CREDITS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLL 100 or</td>
<td>Study Strategies or</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0 or</td>
</tr>
<tr>
<td>COLL 101</td>
<td>College Strategies</td>
<td>33</td>
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<td>3.0</td>
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</table>

Communicating and Thinking Critically:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>ENGL&amp; 102</td>
<td>Composition II</td>
<td>55</td>
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</table>

Quantitative or Symbolic Reasoning:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH&amp; 146</td>
<td>Introduction to Statistics</td>
<td>55</td>
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</table>

Cultural Knowledge Requirement:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST, GS, HIST, HUMAN, or SOC</td>
<td>150 series CKR designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

H or SS course also designated as CKR. *An additional 150 CKR course may be used to satisfy this requirement. This course may also apply to the Humanities or Social Science distribution requirements.
Associate in Pre-Nursing DTA (Continued)

**HUMANITIES DISTRIBUTION REQUIREMENT**  
15 CREDITS
Students must complete courses from at least two different disciplines. No more than five credits may be included from those courses designated HP as performance/skills, applied theory, or lecture/studio courses. Only one course of a world language at the 100 level may be included.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST&amp; 220</td>
<td>Public Speaking</td>
<td>55</td>
<td></td>
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<td>5.0</td>
</tr>
<tr>
<td></td>
<td>H designated CKR course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>H designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

**SOCIAL SCIENCE DISTRIBUTION REQUIREMENT**  
15 CREDITS
Students must complete courses from at least two different disciplines.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC&amp; 100</td>
<td>General Psychology</td>
<td>55</td>
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<td></td>
<td>5.0</td>
</tr>
<tr>
<td>PSYC&amp; 200</td>
<td>Lifespan Psychology</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>SOC</td>
<td>SS designated Sociology course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

**NATURAL SCIENCE DISTRIBUTION REQUIREMENT**  
37 CREDITS
Students must complete courses from at least two different disciplines, and include at least five credits of a lab course (LAB). At least 10 credits required in physical, earth, and/or biological sciences.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL&amp; 211</td>
<td>Majors Cellular</td>
<td>44</td>
<td>22</td>
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<tr>
<td>BIOL&amp; 231</td>
<td>Human Anatomy</td>
<td>44</td>
<td>44</td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>BIOL&amp; 232</td>
<td>Human Physiology</td>
<td>44</td>
<td>44</td>
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<td>6.0</td>
</tr>
<tr>
<td>BIOL&amp; 260</td>
<td>Microbiology</td>
<td>33</td>
<td>44</td>
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<td>5.0</td>
</tr>
<tr>
<td>CHEM&amp; 121</td>
<td>Introduction to Chemistry</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>CHEM&amp; 131</td>
<td>Introduction to Organic/Biochemistry</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>NUTR&amp; 101</td>
<td>Nutrition</td>
<td>55</td>
<td></td>
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<td>5.0</td>
</tr>
</tbody>
</table>
ASSOCIATE IN SCIENCE - TRANSFER TRACK 1

90-92 CREDITS

The Associate in Science-Transfer Degree prepares students to transfer to a four-year college or university with a major in the natural science, pre-med, engineering, or computer science.

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 natural science, pre-med, engineering, or computer science. Like all Cascadia transfer degrees, 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 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, or earth science. AS-T degree students should consult an academic advisor for full details.

Upon successful completion of this degree a student will be able to:

- Understand patterns and make connections among different disciplines and schools of knowledge and to integrate studies with personal experience
- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Demonstrate a solid foundation for baccalaureate science studies through the completion of an appropriate range of courses in the sciences and liberal arts

COMPLETION REQUIREMENTS

The Associate in Science Transfer-Track 1 degree requires at least 90 credit hours in college level courses (numbered 100 or above), a minimum cumulative 2.0 grade point average, a minimum of 25 credits in residence at Cascadia, and completion of all of the requirements for this degree. 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.

GENERAL EDUCATION CORE COURSES

33-35 CREDITS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLL 100 or COLL 101</td>
<td>Study Strategies or College Strategies</td>
<td>55</td>
<td>33</td>
<td>5.0 or 3.0</td>
<td></td>
</tr>
</tbody>
</table>

Communicating and Thinking Critically:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101 or ENGL&amp; 101T</td>
<td>English Composition I or English Composition for Technical Writers</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>ENGL&amp; 102</td>
<td>Composition II</td>
<td>55</td>
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<td>5.0</td>
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</table>

Quantitative or Symbolic Reasoning:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
<td>55</td>
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</tbody>
</table>
### Cultural Knowledge Requirement:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST, GS, HIST, HUMAN, or SOC</td>
<td>150 series CKR designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>H or SS course also designated as CKR.</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

*An additional 150 CKR course may be used to satisfy this requirement. This course may also apply to the Humanities or Social Science distribution requirements.*

### Humanities/ Social Science Distribution Requirement

10 CREDITS

Students must complete courses from at least two different disciplines. No more than five credits may be included from those courses designated HP as performance/skills, applied theory, or lecture/studio courses. Only one course of a world language at the 100 level may be included.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>SS designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

### Natural Science Distribution Requirement

38 CREDITS

Students must complete courses from at least two different disciplines, and include at least five credits of a lab course (LAB). At least 10 credits required in physical, earth, and/or biological sciences. Students are required to complete the sequence courses listed below at one institution.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 161</td>
<td>General Chemistry w/ Lab I</td>
<td>44</td>
<td>44</td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>CHEM&amp; 162</td>
<td>General Chemistry w/ Lab II</td>
<td>44</td>
<td>44</td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>CHEM&amp; 163</td>
<td>General Chemistry w/ Lab III</td>
<td>44</td>
<td>44</td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>MATH&amp; 163 or MATH 235</td>
<td>Calculus 3 or Statistics in Engineering and Science</td>
<td>55</td>
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<td></td>
<td>5.0</td>
</tr>
<tr>
<td>BIOL&amp; 211 or PHYS&amp; 121 or PHYS&amp; 221</td>
<td>Majors Cellular or General Physics I or Engineering Physics I</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>BIOL&amp; 212 or PHYS&amp; 122 or PHYS&amp; 222</td>
<td>Majors Animal or General Physics II or Engineering Physics II</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>BIOL&amp; 213 or PHYS&amp; 123 or PHYS&amp; 223</td>
<td>Majors Plant or General Physics III or Engineering Physics III</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
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</tbody>
</table>

### Required Elective Credits

7+ CREDITS

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. Professional/technical courses numbered 100 or above may be considered restricted electives. No more than 12 credits may be included from the restricted electives list. MATH& 141 may not satisfy specific distribution requirements in the AS-T degrees. Consult an advisor for more information.
ASSOCIATE IN SCIENCE - TRANSFER TRACK 2 MRP

90 CREDITS

The Associate in Science-Transfer Degree prepares students to transfer to a four-year college or university with a major in the natural science, pre-med, engineering, or computer science.

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 natural science, pre-med, engineering, or computer science. Like all Cascadia transfer degrees, 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 complete a common general education core and then choose between two “tracks.” 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. AS-T degree students should consult an academic advisor for full details.

Upon successful completion of this degree a student will be able to:

- Understand patterns and make connections among different disciplines and schools of knowledge and to integrate studies with personal experience
- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Demonstrate a solid foundation for baccalaureate science studies through the completion of an appropriate range of courses in the sciences and liberal arts

COMPLETION REQUIREMENTS

The Associate in Science-Transfer Track 2 degree requires at least 90 credit hours in college level courses (numbered 100 or above), a minimum cumulative 2.0 grade point average, a minimum of 25 credits in residence at Cascadia, and completion of all of the requirements for this degree. 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.

GENERAL EDUCATION CORE COURSES

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLL 100 or 101</td>
<td>Study Strategies or College Strategies</td>
<td>55</td>
<td>33</td>
<td>5.0 or 3.0</td>
<td></td>
</tr>
<tr>
<td>ENGL&amp; 101 or 101T</td>
<td>English Composition I or English Composition for Technical Writers</td>
<td>55</td>
<td></td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>ENGL&amp; 102</td>
<td>Composition II</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>
Associate in Science - Transfer Track 2 MRP (continued)

### Cultural Knowledge Requirement:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST, GS, HIST, HUMAN, or SOC</td>
<td>150 series CKR designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>H or SS course also designated as CKR.</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

*An additional 150 CKR course may be used to satisfy this requirement. This course may also apply to the Humanities or Social Science distribution requirements.

### HUMANITIES / SOCIAL SCIENCE DISTRIBUTION REQUIREMENT 10 CREDITS

Students must complete courses from at least two different disciplines. No more than five credits may be included from those courses designated HP as performance/skills, applied theory, or lecture/studio courses. Only one course of a world language at the 100 level may be included.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>H designated course</td>
<td></td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>SS designated course</td>
<td></td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

### NATURAL SCIENCE DISTRIBUTION REQUIREMENT 26 CREDITS

Students must complete courses from at least two different disciplines, and include at least five credits of a lab course (LAB). At least 10 credits are required in physical, earth and/or biological sciences. Students are required to complete the sequence courses listed below at one institution.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 161</td>
<td>General Chemistry w/ Lab I</td>
<td>44</td>
<td>44</td>
<td></td>
<td>6.0</td>
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<tr>
<td>MATH&amp; 163 or MATH 235</td>
<td>Calculus 3 or Statistics in Engineering and Science</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>PHYS&amp; 121 or PHYS&amp; 221</td>
<td>General Physics I or Engineering Physics I</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>PHYS&amp; 122 or PHYS&amp; 222</td>
<td>General Physics II or Engineering Physics II</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>PHYS&amp; 123 or PHYS&amp; 223</td>
<td>General Physics III or Engineering Physics III</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

### REQUIRED ELECTIVE CREDITS 19+ CREDITS

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. Professional/technical courses numbered 100 or above may be considered restricted electives. No more than 12 credits may be included from the restricted electives list. MATH& 141 will not satisfy any distribution requirement in the AS-T degrees. Consult an advisor for more information.
ASSOCIATE IN SCIENCE - TRANSFER TRACK 2 ENGINEERING MRP

BIOENGINEERING AND CHEMICAL ENGINEERING
101-103 CREDITS

The Associate in Science-Transfer Degree prepares students to transfer to a four-year college or university with a major in the natural science, pre-med, engineering, or computer science.

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. 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 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 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.

Upon successful completion of this degree a student will be able to:

- Understand patterns and make connections among different disciplines and schools of knowledge and to integrate studies with personal experience
- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Demonstrate a solid foundation for baccalaureate science studies through the completion of an appropriate range of courses in the sciences and liberal arts

COMPLETION REQUIREMENTS

The Associate in Science-Transfer Track 2 Engineering degree requires at least 90 credit hours in college level courses (numbered 100 or above), a minimum cumulative 2.0 grade point average, a minimum of 25 credits in residence at Cascadia, and completion of all of the requirements for this degree. 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.

GENERAL EDUCATION CORE COURSES

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLL 101</td>
<td>College Strategies</td>
<td>33</td>
<td></td>
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<td>3.0</td>
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</table>

Communicating and Thinking Critically:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101 or ENGL&amp; 101T</td>
<td>English Composition I or English Composition for Technical Writers</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>ENGL&amp; 235</td>
<td>Technical Writing</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
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</tbody>
</table>

Quantitative or Symbolic Reasoning:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
<td>55</td>
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<tr>
<td>MATH&amp; 163</td>
<td>Calculus 3</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>
Associate in Science - Transfer Track 2 Engineering - Bioengineering and Chemical Engineering MRP (Continued)

<table>
<thead>
<tr>
<th>Cultural Knowledge Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course ID</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>CMST, GS, HIST, HUMAN, or SOC</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*An additional 150 CKR course may be used to satisfy this requirement. This course may also apply to the Humanities or Social Science distribution requirements.*

<table>
<thead>
<tr>
<th>Humanities / Social Science Distribution Requirement</th>
<th>10 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must complete courses from at least two different disciplines. No more than five credits may be included from those courses designated HP as performance/skills, applied theory, or lecture/studio courses. Only one course of a world language at the 100 level may be included. Economics is recommended.</td>
<td></td>
</tr>
<tr>
<td><strong>Course ID</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>H designated course</td>
<td></td>
</tr>
<tr>
<td>SS designated course</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Science Distribution Requirement</th>
<th>47-49 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must complete courses from at least two different disciplines, and include at least five credits of a lab course (LAB). Students are required to complete the sequence courses listed below at one institution.</td>
<td></td>
</tr>
<tr>
<td><strong>Course ID</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>CHEM&amp; 161</td>
<td>General Chemistry w/ Lab I</td>
</tr>
<tr>
<td>CHEM&amp; 162</td>
<td>General Chemistry w/ Lab II</td>
</tr>
<tr>
<td>CHEM&amp; 163</td>
<td>General Chemistry w/ Lab III</td>
</tr>
<tr>
<td>CHEM&amp; 241</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>MATH 238</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>PHYS&amp; 221</td>
<td>Engineering Physics I</td>
</tr>
<tr>
<td>PHYS&amp; 222</td>
<td>Engineering Physics II</td>
</tr>
<tr>
<td>PHYS&amp; 223</td>
<td>Engineering Physics III</td>
</tr>
<tr>
<td>BIOL&amp; 211 or CHEM&amp; 242 and CHEM 254</td>
<td>Majors Cellular or Organic Chemistry II and Organic Chemistry Lab A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Elective Credits</th>
<th>15+ Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should select from the list of courses below as appropriate for intended major and intended baccalaureate institution. Students should consult an advisor for more information.</td>
<td></td>
</tr>
<tr>
<td><strong>Course ID</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>BIT 142 or BIT 143</td>
<td>Intermediate Programming Programming Data Structures</td>
</tr>
<tr>
<td>MATH 208</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MATH&amp; 264</td>
<td>Calculus 4</td>
</tr>
<tr>
<td>BIOL&amp; 211 or CHEM&amp; 242 and CHEM 254</td>
<td>Majors Cellular or Organic Chemistry II and Organic Chemistry Lab A</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSOCIATE IN SCIENCE - TRANSFER TRACK 2 ENGINEERING (MRP*)

COMPUTER AND ELECTRICAL ENGINEERING
107 CREDITS

The Associate in Science-Transfer Degree prepares students to transfer to a four-year college or university with a major in the natural science, pre-med, engineering, or computer science.

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. 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 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 freshman-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 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.

Upon successful completion of this degree a student will be able to:

- Understand patterns and make connections among different disciplines and schools of knowledge and to integrate studies with personal experience
- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Demonstrate a solid foundation for baccalaureate science studies through the completion of an appropriate range of courses in the sciences and liberal arts

COMPLETION REQUIREMENTS

The Associate in Science-Transfer Track 2 Engineering degree requires at least 90 credit hours in college level courses (numbered 100 or above), a minimum cumulative 2.0 grade point average, a minimum of 25 credits in residence at Cascadia, and completion of all of the requirements for this degree. 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.

GENERAL EDUCATION CORE COURSES 38 CREDITS

| Foundations for College Success | | | | | |
|---|---|---|---|---|
| **Course ID** | **Course Name** | **Lecture Hours** | **Lab Hours** | **Other** | **Credits** |
| COLL 101 | College Strategies | 33 | | | 3.0 |

| Communicating and Thinking Critically: | | | | | |
|---|---|---|---|---|
| **Course ID** | **Course Name** | **Lecture Hours** | **Lab Hours** | **Other** | **Credits** |
| ENGL& 101 or ENGL& 101T | English Composition I or English Comp for Technical Writers | 55 | | | 5.0 |
| ENGL& 235 | Technical Writing | 55 | | | 5.0 |

| Quantitative or Symbolic Reasoning: | | | | | |
|---|---|---|---|---|
| **Course ID** | **Course Name** | **Lecture Hours** | **Lab Hours** | **Other** | **Credits** |
| MATH& 151 | Calculus I | 55 | | | 5.0 |
| MATH& 152 | Calculus II | 55 | | | 5.0 |
| MATH& 163 | Calculus 3 | 55 | | | 5.0 |
**Cultural Knowledge Requirement:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST, GS, HIST,</td>
<td>150 series CKR designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>HUMAN, or SOC</td>
<td>H or SS course also designated as CKR.</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td><em>An additional 150 CKR course may be used to satisfy this requirement. This course may also apply to the Humanities or Social Science distribution requirements.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HUMANITIES / SOCIAL SCIENCE DISTRIBUTION REQUIREMENT**  
10 CREDITS

Students must complete courses from at least two different disciplines. No more than five credits may be included from those courses designated HP as performance/skills, applied theory, or lecture/studio courses. Only one course of a world language at the 100 level may be included. Economics is recommended.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>H designated course</td>
<td></td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>SS designated course</td>
<td></td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

**NATURAL SCIENCE DISTRIBUTION REQUIREMENT**  
44 CREDITS

Students must complete courses from at least two different disciplines, and include at least five credits of a lab course (LAB). At least 10 credits required in physical and earth sciences. Students are required to complete the sequence courses listed below at one institution.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 265</td>
<td>Structures and Algorithms</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>CHEM&amp; 161</td>
<td>General Chemistry w/ Lab I</td>
<td>44</td>
<td>44</td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>ENGR&amp; 214</td>
<td>Statics</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>MATH 208</td>
<td>Linear Algebra</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>MATH 238</td>
<td>Differential Equations</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>MATH&amp; 264</td>
<td>Calculus 4</td>
<td>33</td>
<td>33</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>PHYS&amp; 221</td>
<td>Engineering Physics I</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>PHYS&amp; 222</td>
<td>Engineering Physics II</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>PHYS&amp; 223</td>
<td>Engineering Physics III</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

**REQUIRED ELECTIVE CREDITS**  
15 CREDITS

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. Professional/technical courses numbered 100 or above may be considered restricted electives. No more than 12 credits may be included from the restricted electives list. MATH& 141 will not satisfy any distribution requirement in the ASS-T degrees. Consult an advisor for more information.

*If the student takes the following classes as electives AND an approved Electrical Circuits class at another institution, they will qualify for the Major Ready Pathway agreed to by Washington State Community Colleges and four-year colleges.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL&amp; 211</td>
<td>Majors Cellular</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>BIT 115 or BIT 142</td>
<td>Introduction to Programming Intermediate Programming</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>BIT 116 or BIT 143</td>
<td>Scripting Programming Data Structures</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>
ASSOCIATE IN SCIENCE - TRANSFER TRACK 2 ENGINEERING (MRP*)

OTHER ENGINEERING
105 CREDITS

The Associate in Science-Transfer Degree prepares students to transfer to a four-year college or university with a major in the natural science, pre-med, engineering, or computer science.

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. 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 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 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.

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- Understand patterns and make connections among different disciplines and schools of knowledge and to integrate studies with personal experience
- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Demonstrate a solid foundation for baccalaureate science studies through the completion of an appropriate range of courses in the sciences and liberal arts

COMPLETION REQUIREMENTS

The Associate in Science-Transfer Track 2 Engineering degree requires at least 90 credit hours in college level courses (numbered 100 or above), a minimum cumulative 2.0 grade point average, a minimum of 25 credits in residence at Cascadia, and completion of all of the requirements for this degree. 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.

GENERAL EDUCATION CORE COURSES

38 CREDITS

<table>
<thead>
<tr>
<th>Foundations for College Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be completed within the first 30 credits.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLL 101</td>
<td>College Strategies</td>
<td>33</td>
<td></td>
<td></td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicating and Thinking Critically:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101 or ENGL&amp; 101T</td>
<td>English Composition I or English Composition for Technical Writers</td>
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<th>Quantitative or Symbolic Reasoning:</th>
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<table>
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<th>Lab Hours</th>
<th>Other</th>
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<td>MATH&amp; 152</td>
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Cultural Knowledge Requirement:

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<tr>
<td>CMST, GS, HIST, HUMAN, or SOC</td>
<td>150 series CKR designated course</td>
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<tr>
<td></td>
<td>H or SS course also designated as CKR. *An additional 150 CKR course may be used to satisfy this requirement. This course may also apply to the Humanities or Social Science distribution requirements.</td>
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HUMANITIES / SOCIAL SCIENCE DISTRIBUTION REQUIREMENT  
10 CREDITS

Students must complete courses from at least two different disciplines. No more than five credits may be included from those courses designated HP as performance/skills, applied theory, or lecture/studio courses. Only one course of a world language at the 100 level may be included. Economics is recommended.

<table>
<thead>
<tr>
<th>Course ID</th>
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<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
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<tbody>
<tr>
<td>H designated course</td>
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<tr>
<td>SS designated course</td>
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NATURAL SCIENCE DISTRIBUTION REQUIREMENT  
52 CREDITS

Students must complete courses from at least two different disciplines, and include at least five credits of a lab course (LAB). At least 10 credits are required in physical and earth science. Students are required to complete the sequence courses listed below at one institution.

<table>
<thead>
<tr>
<th>Course ID</th>
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<th>Lecture Hours</th>
<th>Lab Hours</th>
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<th>Credits</th>
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<td>ENGR&amp; 215</td>
<td>Dynamics</td>
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<td>ENGR&amp; 225</td>
<td>Mechanics of Materials</td>
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<td>MATH 238</td>
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<td>Engineering Physics I</td>
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<td>Engineering Physics II</td>
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<td>Engineering Physics III</td>
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REQUIRED ELECTIVE CREDITS  
5 CREDITS

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. Professional/technical courses numbered 100 or above may be considered restricted electives. No more than 12 credits may be included from the restricted electives list. MATH& 141 will not satisfy any distribution requirement in the AS-T degrees. Consult an advisor for more information.

*If the student takes MATH 264 as an elective AND two approved courses from Innovation in Design, 3D Visualization and CAD, Thermodynamics, Electrical Circuits, or Materials Science at another institution, they will qualify for the Major Ready Pathway agreed to by Washington State Community Colleges and four-year colleges.
ASSOCIATE IN APPLIED SCIENCE - TRANSFER

ENVIRONMENTAL TECHNOLOGIES AND SUSTAINABLE PRACTICES - BUSINESS EMPHASIS
95 CREDITS

The associate in applied science (AAS) degree in environmental technologies and sustainable practices provides an emphasis on either business or technology while covering both the practical and scientific basis for measuring, monitoring, and recommending actions to reduce and innovate energy use and applications in commercial settings.

The renewable energy industry is a rapidly emerging field that promises a more environmentally sensitive, globally conscientious way of life for everyone on our planet. Governments and businesses in this state and around the world are clamoring for professionals who can “pioneer innovative pathways” in this relatively uncharted territory. In this exciting time, our world is redesigning how we consume energy; students in this program will have the chance to be a part of that as professional practitioners as well as in roles as informed consumers and political citizens.

Upon successful completion of this degree a student will be able to:

- Understand patterns and make connections among different disciplines and schools of knowledge and to integrate studies with personal experience
- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Address savings and spending using terms and tools applicable in the commercial arena
- Design and execute environmentally sensitive and sustainable practices

COMPLETION REQUIREMENTS

The Environmental Technologies and Sustainable Practices Business Emphasis degree requires at least 95 credit hours in college level courses (numbered 100 or above), a minimum cumulative 2.0 grade point average, a minimum of 25 credits from 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.

SUGGESTED PREREQUISITES

<table>
<thead>
<tr>
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<th>Lecture Hours</th>
<th>Lab Hours</th>
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</table>

PREREQUISITE CREDITS DO NOT APPLY TOWARD DEGREE

GENERAL EDUCATION CORE COURSES

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<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
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<tbody>
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<td>Introduction to Business</td>
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<tr>
<td>MATH&amp; 107 or MATH&amp; 141 or MATH 147</td>
<td>Math in Society or Precalculus I or Business Precalculus</td>
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<tr>
<td>PSYC 251</td>
<td>Organizational Behavior</td>
<td>55</td>
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### DEGREES

#### PROGRAM REQUIREMENTS

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<td>ETSP 101</td>
<td>Introduction to Environmental Technologies and Sustainable Practices</td>
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<td>ETSP 102</td>
<td>Power Generation and Distribution</td>
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<tr>
<td>ETSP 110</td>
<td>Conventional Energy Systems</td>
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<td>Blueprint Reading</td>
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<td>ETSP 201</td>
<td>Environmental Regs and Compliance</td>
<td>55</td>
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<td>ETSP 203</td>
<td>Energy Auditing and Analysis</td>
<td>55</td>
<td></td>
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<tr>
<td>ETSP 204</td>
<td>Carbon Footprint and Sustainability Analysis</td>
<td>55</td>
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<td>ETSP 290</td>
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<td>11</td>
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<td>PHYS 111</td>
<td>Physics of Sustainable Energy</td>
<td>55</td>
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<td>5.0</td>
</tr>
<tr>
<td>BIOL 120 or CHEM&amp; 121 or ENVS&amp; 101 or ENVS 150 or ENVS 210 or ENVS 220 or GEOL&amp; 101</td>
<td>Survey of the Kingdoms or Introduction to Chemistry or Survey of Environmental Science or Themes and Methods in Env Science or Ecology of Puget Sound or Wetland Ecology and Conservation or Introduction to Physical Geology</td>
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#### BUSINESS EMPHASIS REQUIREMENTS

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<th>Lab Hours</th>
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<td>Solar Energy Systems or Wind Generation Systems or Biomass Generation Systems or Geothermal Power Generation</td>
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#### REQUIRED ELECTIVE CREDITS

Students may choose one or a combination of the following variable credit courses for a total of five credits.

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<td>ETSP 297</td>
<td>ETSP Work-based Learning II</td>
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ASSOCIATE IN APPLIED SCIENCE - TRANSFER

ENVIRONMENTAL TECHNOLOGIES AND SUSTAINABLE PRACTICES - TECHNOLOGY EMPHASIS

98 CREDITS

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COMPLETION REQUIREMENTS

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<th>Lab Hours</th>
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GENERAL EDUCATION CORE COURSES

20 CREDITS

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## PROGRAM REQUIREMENTS

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<td>ETSP 102</td>
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<td>Conventional Energy Systems</td>
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<td>ETSP 201</td>
<td>Environmental Regs and Compliance</td>
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<td>ETSP 203</td>
<td>Energy Auditing and Analysis I</td>
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<td>ETSP 204</td>
<td>Carbon Footprint and Sustainability Analysis</td>
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<td>Capstone Seminar</td>
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<td>PHYS 111</td>
<td>Physics of Sustainable Energy</td>
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<tr>
<td>BIOL 120  or CHEM &amp; 121 or ENVS &amp; 101 or ENV S 150 or ENVS 210 or ENVS 220</td>
<td>Survey of the Kingdoms or Introduction to Chemistry or Survey of Environmental Science or Themes and Methods in Env Science or Ecology of Puget Sound or Wetland Ecology and Conservation or Introduction to Physical Geology</td>
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## TECHNOLOGY EMPHASIS REQUIREMENTS

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<th>Lab Hours</th>
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## REQUIRED ELECTIVE CREDITS

Students may choose one or a combination of the following variable credit courses for a total of five credits.

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<tr>
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<td>ETSP 297</td>
<td>ETSP Work-based Learning II</td>
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</table>
ASSOCIATE IN APPLIED SCIENCE - TRANSFER

NETWORK TECHNOLOGY
99 CREDITS

The associate in applied science (AAS) degree in network technology prepares students to successfully design, implement, and maintain an organization’s hardware and software network.

Network technicians set up and configure computers and servers, and connect users to the system and provide connectivity to other networks within a company and in the field. 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.

Upon successful completion of this degree a student will be able to:

- Understand patterns and make connections among different disciplines and schools of knowledge and to integrate studies with personal experience
- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Set up and configure computers and servers and connect users to the system and with other internal and external networks
- Provide good documentation, implement security measures, and plan for future technology needs
- Systematically analyze problems, then implement and evaluate solutions

COMPLETION REQUIREMENTS

The Network Technology AAS-T degree requires at least 99 credit hours in college level courses (numbered 100 or above), a minimum cumulative 2.0 grade point average, a minimum of 25 credits from 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.

PREREQUISITES

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<th>Course ID</th>
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<th>Lab Hours</th>
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GENERAL EDUCATION CORE COURSES

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<th>Lab Hours</th>
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### PROGRAM REQUIREMENTS

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<td>BIT Work-Based Learning II</td>
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ASSOCIATE IN APPLIED SCIENCE - TRANSFER

WEB APPLICATION PROGRAMMING TECHNOLOGY – PROGRAMMING EMPHASIS
99 CREDITS

The associate in applied science (AAS) degree in web application programming technology prepares students for a career as a web designer and programmer. The degree provides an emphasis on either programming or web applications.

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.

Upon successful completion of this degree a student will be able to:

- Understand patterns and make connections among different disciplines and schools of knowledge and to integrate studies with personal experience
- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Design, produce, and test new software applications for the desktop and/or the web
- Develop refined logical thinking and solid design skills, paying close attention to detail, application usability, and security
- Structure effective web frameworks to present dynamic content that meets users’ needs

COMPLETION REQUIREMENTS

The Programming Emphasis of the Web Application Programming Technology degree requires at least 99 credit hours in college level courses (numbered 100 or above), a minimum cumulative 2.0 grade point average, a minimum of 25 credits from 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.

GENERAL EDUCATION CORE COURSES

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<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
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<tbody>
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<td>BUS&amp; 101</td>
<td>Introduction to Business</td>
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<tr>
<td>MATH&amp; 107 or MATH&amp; 141 or MATH&amp; 146 or MATH 147 or PHIL&amp; 106</td>
<td>Math in Society or Precalculus I or Introduction to Statistics or Business Precalculus or Introduction to Logic</td>
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## DEGREES

### PROGRAM REQUIREMENTS

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<tbody>
<tr>
<td>BIT 102</td>
<td>Networking Fundamentals</td>
<td>44</td>
<td>22</td>
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<tr>
<td>BIT 105</td>
<td>Careers in Information Technology</td>
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<tr>
<td>BIT 112</td>
<td>Basics of Web Authoring</td>
<td>55</td>
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<tr>
<td>BIT 113</td>
<td>User Interface Development</td>
<td>55</td>
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<tr>
<td>BIT 115</td>
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<td>BIT 116</td>
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<td>BIT 159</td>
<td>Advanced Database</td>
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<tr>
<td>BIT 160</td>
<td>Digital Imaging</td>
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<tr>
<td>BIT 161</td>
<td>Vector Graphics</td>
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<td>BIT 162</td>
<td>Unix Basics</td>
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<tr>
<td>BIT 220</td>
<td>Elements of Project Management</td>
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<tr>
<td>BIT 275</td>
<td>Database Design</td>
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<td>BIT 276</td>
<td>Database Implementation</td>
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<tr>
<td>BIT 285</td>
<td>Application Programming</td>
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<tr>
<td>BIT 286</td>
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### PROGRAMMING EMPHASIS REQUIREMENTS

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<th>Course Name</th>
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### REQUIRED ELECTIVE CREDITS

Students should choose a combination of the following variable credit courses for a total of eight credits.

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<td>BIT 297</td>
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<td>BIT 299</td>
<td>Service Learning in BIT II</td>
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ASSOCIATE IN APPLIED SCIENCE - TRANSFER
WEB APPLICATION PROGRAMMING TECHNOLOGY – WEB EMPHASIS
98-99 CREDITS

The associate in applied science (AAS) degree in web application programming technology prepares students for a career as a web designer and programmer. The degree provides an emphasis on either programming or web applications.

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.

Upon successful completion of this degree a student will be able to:

- Understand patterns and make connections among different disciplines and schools of knowledge and to integrate studies with personal experience
- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Design, produce, and test new software applications for the desktop and/or the web
- Develop refined logical thinking and solid design skills, paying close attention to detail, application usability, and security
- Structure effective web frameworks to present dynamic content that meets users' needs

COMPLETION REQUIREMENTS

The Web Emphasis of the Web Application Programming Technology degree requires at least 98 credit hours in college level courses (numbered 100 or above), a minimum cumulative 2.0 grade point average, a minimum of 25 credits from 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.

GENERAL EDUCATION CORE COURSES 20 CREDITS

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<td>ENGL&amp; 101 or ENGL&amp; 101T</td>
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<td>55</td>
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<td>MATH&amp; 107 or MATH&amp; 141 or MATH&amp; 146 or MATH 147 or PHIL&amp; 106</td>
<td>Math in Society or Precalculus I or Introduction to Statistics or Business Precalculus or Introduction to Logic</td>
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## Associate in Applied Science - Transfer - Web Application Programming Technology – Web Emphasis (Continued)

### PROGRAM REQUIREMENTS 61 CREDITS

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### WEB EMPHASIS REQUIREMENTS 9–10 CREDITS

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<td>BIT 168 orBIT 175</td>
<td>Interactive Authoring or Interactive Multimedia for the Web</td>
<td>44 or 55</td>
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<tr>
<td>BIT 280</td>
<td>Web Server Administration</td>
<td>55</td>
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</table>

### REQUIRED ELECTIVE CREDITS 8 CREDITS

Students should choose a combination of the following variable credit courses for a total of eight credits.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>BIT 197</td>
<td>BIT Work-based Learning I</td>
<td>55-275</td>
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<td>BIT 199</td>
<td>Service Learning in BIT I</td>
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<tr>
<td>BIT 297</td>
<td>BIT Work-based Learning II</td>
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<td>BIT 299</td>
<td>Service Learning in BIT II</td>
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</table>
COMMUNITY ENERGY SYSTEMS SPECIALIST CERTIFICATE

55-60 CREDITS

The Community Energy Systems Specialist certificate will prepare students to serve the growing commercial and residential industry need for professionals trained in the design and implementation of community energy systems.

As energy costs continue to go up and solar technology becomes increasingly efficient and more affordable, the community, commercial and residential demands for professionals trained in design and implementation of community energy systems is growing rapidly.

Students will gain the knowledge and skills required to analyze, design, propose, specify and configure, community energy systems that meet the energy production, power distribution, energy efficiency, performance and reliability needs of communities and customers.

As professionals in the field, graduates of this program will deal with the integration of energy efficiency audits, smart power distribution, conventional energy systems and renewable energy systems based on solar technologies. They will work alongside architects and construction specialists to incorporate energy efficient design and systems into new and existing communities and buildings. They will act as consultants in designing and assessing community energy systems meeting the continuously evolving industry regulations and codes, and leveraging the new renewable energy technology incentives and initiatives.

Upon successful completion of this certificate a student will be able to:

- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Analyze, design, propose, specify, and configure community energy systems
- Integrate energy efficiency audits, smart power distribution, conventional energy systems, and renewable energy systems based on solar technologies
- Incorporate energy efficient designs and systems into new and existing communities and buildings

GENERAL EDUCATION REQUIREMENTS 10 CREDITS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101 or ENGL&amp; 101T</td>
<td>English Composition I or English Composition for Technical Writers</td>
<td>55</td>
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<td>5.0</td>
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<tr>
<td>MATH&amp; 107 or MATH&amp; 141 or MATH&amp; 146 or MATH 147 or OFTEC 100, or PHIL&amp; 106</td>
<td>Math in Society or Precalculus I or Introduction to Statistics or Business Precalculus or Business Math or Introduction to Logic</td>
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PROGRAM REQUIREMENTS 19 CREDITS

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<tbody>
<tr>
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<td>Introduction to Environmental Technologies and Sustainable Practices</td>
<td>55</td>
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<td>ETP 102</td>
<td>Power Generation and Conventional Energy Systems</td>
<td>55</td>
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<td>ETP 120</td>
<td>Solar Energy Systems</td>
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<td>ETP 160</td>
<td>Mechanic Lab</td>
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<tr>
<td>ETP 180</td>
<td>AC/DC Lab</td>
<td>11</td>
<td>44</td>
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<td>1-5</td>
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<tr>
<td>ETP 190</td>
<td>Documenting and Reporting Energy Use</td>
<td>33</td>
<td></td>
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<tr>
<td>ETP 197 or ETP 297</td>
<td>ETP Work-based Learning I or ETP Work-based Learning II</td>
<td>275</td>
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<tr>
<td>ETP 203</td>
<td>Energy System Analysis and Auditing</td>
<td>55</td>
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<td>5.0</td>
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<tr>
<td>ETP 206</td>
<td>Solar PV System Design and Site Assessment</td>
<td>55</td>
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<tr>
<td>ETP 208</td>
<td>Large- Scale Solar Energy Systems</td>
<td>55</td>
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</tr>
<tr>
<td>ETP 210</td>
<td>Community Energy Systems</td>
<td>55</td>
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<tr>
<td>PHYS 111</td>
<td>Physics of Sustainable Energy</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>
### COMPUTER APPLICATIONS SPECIALIST CERTIFICATE

**38 CREDITS**
Computer Application Specialist 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  
**10 CREDITS**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENGL 100 or</td>
<td>College Reading and Writing or</td>
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<tr>
<td>ENGL 101 or</td>
<td>English Composition I or</td>
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<td>ENGL 101T</td>
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</tr>
<tr>
<td>MATH&amp; 107 or</td>
<td>Math in Society or</td>
<td></td>
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<tr>
<td>MATH&amp; 141 or</td>
<td>Precalculus I or</td>
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<td>MATH&amp; 146 or</td>
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<td>MATH 147 or</td>
<td>Business Precalculus or</td>
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<td>Introduction to Logic</td>
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#### PROGRAM REQUIREMENTS  
**19 CREDITS**

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<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIT 105</td>
<td>Careers in Information Technology</td>
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<tr>
<td>BIT 111</td>
<td>Office Applications in the Workplace</td>
<td>55</td>
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<tr>
<td>BIT 112</td>
<td>Basics of Web Authoring</td>
<td>55</td>
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<td></td>
<td>5.0</td>
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<tr>
<td>BIT 122</td>
<td>Application Certification Preparation</td>
<td>22</td>
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<tr>
<td>BUS&amp; 101</td>
<td>Introduction to Business</td>
<td>55</td>
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</tbody>
</table>

#### ELECTIVE REQUIREMENTS  
**9 CREDITS**

Students should choose a combination of courses in this series for a total of nine credits.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
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<tr>
<td>BIT 150 - BIT 164</td>
<td>Self-paced instructional modules</td>
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</tbody>
</table>

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our [website](#).
ENERGY AUDIT SPECIALIST CERTIFICATE

32 CREDITS

The Energy Audit Specialist certificate prepares the student to enter the rapidly growing field of energy auditing. It assists students to obtain entry level employment in the area of energy auditing. The student completing this certificate will be qualified to conduct energy audits in residences, multi-family housing and commercial settings.

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETSP 101</td>
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<td>55</td>
<td>0</td>
<td>0</td>
<td>5.0</td>
</tr>
<tr>
<td>ETSP 102</td>
<td>Power Generation and Conventional Energy Systems</td>
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<td>0</td>
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<td>5.0</td>
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<tr>
<td>ETSP180</td>
<td>AC/DC Lab</td>
<td>11</td>
<td>44</td>
<td>0</td>
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<tr>
<td>ETSP 190</td>
<td>Documenting and Reporting Energy Use</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>3.0</td>
</tr>
<tr>
<td>ETSP 197</td>
<td>ETSP Work-based Learning I</td>
<td></td>
<td></td>
<td>55</td>
<td>1.0</td>
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<tr>
<td>ETSP 201</td>
<td>Environmental Regulations and Compliance</td>
<td>55</td>
<td>0</td>
<td>0</td>
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<tr>
<td>ETSP 203</td>
<td>Energy System Analysis and Auditing</td>
<td>55</td>
<td>0</td>
<td>0</td>
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<tr>
<td>PHYS 111</td>
<td>Physics of Sustainable Energy</td>
<td>55</td>
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<td>0</td>
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</tr>
</tbody>
</table>

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website.
ENERGY MANAGEMENT SPECIALIST CERTIFICATE

64-68 CREDITS

The energy management specialist certificate prepares the student to enter the rapidly emerging field of energy management, with an emphasis on employment in careers including energy auditor, energy analyst, building technician, resource conservation manager, efficiency manager, measurement and verification technician, and system technician.

Energy management specialists emphasize energy conservation and efficiency while working in the evaluation, planning, design, installation, and maintenance of a wide range of energy-related systems and processes in new and existing commercial and residential buildings.

Upon successful completion of this certificate a student will be able to:

- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Work in the evaluation, planning, design, installation, and maintenance of a wide range of energy-related systems and processes in new and existing commercial and residential buildings

### GENERAL EDUCATION REQUIREMENTS 10 CREDITS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL&amp; 101 or ENGL&amp; 101T</td>
<td>English Composition I or English Composition for Technical Writers</td>
<td>55</td>
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<tr>
<td>MATH&amp; 107 or MATH&amp; 141 or MATH 147</td>
<td>Math in Society or Precalculus I or Business Precalculus</td>
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### PROGRAM REQUIREMENTS 44-48 CREDITS

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<tbody>
<tr>
<td>ETSP 101</td>
<td>Introduction to Environmental Technologies and Sustainable Practices</td>
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<tr>
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<td>Power Generation and Conventional Energy Systems</td>
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<tr>
<td>ETSP 190</td>
<td>Documenting and Reporting Energy Use</td>
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<tr>
<td>ETSP 197 or ETSP 297</td>
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<td>1-5</td>
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<tr>
<td>ETSP 201</td>
<td>Environmental Regulations and Compliance</td>
<td>55</td>
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<td>5.0</td>
</tr>
<tr>
<td>ETSP 203</td>
<td>Energy System Analysis and Auditing</td>
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<td>5.0</td>
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<tr>
<td>ETSP 204</td>
<td>Carbon Footprint and Sustainability Analysis</td>
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<td>ETSP 205</td>
<td>Energy Conservation and Building Retrofit</td>
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<tr>
<td>PHYS 111</td>
<td>Physics of Sustainable Energy</td>
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### ELECTIVE REQUIREMENTS 10 CREDITS

<table>
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<th>Course ID</th>
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<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS&amp; 201 or PHIL 243 or PHIL 260</td>
<td>Business Law or Environmental Ethics or Business Ethics</td>
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<tr>
<td>ECON&amp; 201 or ECON 220</td>
<td>Microeconomics or Economics of Energy</td>
<td>55</td>
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</tbody>
</table>

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our [website](#).
NETWORK SPECIALIST CERTIFICATE

73 CREDITS

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.

Upon successful completion of this certificate a student will be able to:

- Learn actively and gain comprehensive understanding; to think critically, creatively, and reflectively in order to solve problems; to communicate with clarity and originality for personal growth and productive work; and to interact in diverse and complex environments and complicated, dynamic, and ambiguous situations
- Test, configure, and maintain a network system
- Provide good network documentation
- Implement security measures
- Plan for future resource needs
- Troubleshoot problems by systematically analyzing, then implementing and evaluating solutions

GENERAL EDUCATION REQUIREMENTS

13-15 CREDITS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
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<th>Credits</th>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>MATH&amp; 107 or MATH&amp; 141 or MATH&amp; 146 or MATH 147 or PHIL&amp; 106</td>
<td>Math in Society or Precalculus I or Introduction to Statistics Business Precalculus or Introduction to Logic</td>
<td>55</td>
<td>5.0</td>
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<tr>
<td>PSYC 171 or PSYC 251</td>
<td>Human Relations or Organizational Behavior</td>
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PROGRAM REQUIREMENTS

53 CREDITS

<table>
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<th>Lab Hours</th>
<th>Other</th>
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<tbody>
<tr>
<td>BIT 101</td>
<td>Desktop Support Technician</td>
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<td>BIT 112 or BIT 115</td>
<td>Basics of Web Authoring or Introduction To Programming</td>
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<tr>
<td>BIT 220</td>
<td>Elements of Project Management</td>
<td>55</td>
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<tr>
<td>BIT 225</td>
<td>Server Operating Syst and Client Integration</td>
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<td>44</td>
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<td>BIT 235</td>
<td>Network Lan/Wan Design</td>
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<td>BIT 240</td>
<td>Infrastructure Services</td>
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<tr>
<td>BIT 243</td>
<td>Enterprise Administration and Security</td>
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<td>Information Systems Security</td>
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<td>Web Server Administration</td>
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<td>BIT 197 or BIT 297</td>
<td>BIT Work-based Learning I or BIT Work-based Learning II</td>
<td>110</td>
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ELECTIVE REQUIREMENTS

5 CREDITS

Students should choose a combination of courses in this series for a total of five credits:

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<th>Credits</th>
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<tbody>
<tr>
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<td>Self-paced instructional modules</td>
<td>22</td>
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</tr>
</tbody>
</table>

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website.
TECHNICAL SUPPORT SPECIALIST CERTIFICATE

30 CREDITS

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.

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 101</td>
<td>Desktop Support Technician</td>
<td>44</td>
<td>22</td>
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<td>5.0</td>
</tr>
<tr>
<td>BIT 102</td>
<td>Networking Fundamentals</td>
<td>44</td>
<td>22</td>
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<td></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>BIT 112</td>
<td>Basics of Web Authoring</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>BIT 126</td>
<td>Network Client Systems</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

ELECTIVE REQUIREMENTS

Students should choose a combination of courses in this series for a total of eight credits:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 150 - BIT 161</td>
<td>Self-paced instructional modules</td>
<td>22</td>
<td></td>
<td></td>
<td>8.0</td>
</tr>
</tbody>
</table>

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website.
COMPUTER PROGRAMMING FOUNDATIONS CERTIFICATE

10 CREDITS
This short certificate provides students with the solid foundation that is necessary to succeed in computer programming, either on the job or after they have transferred to a four-year college/university. Students master fundamental computer programming topics, such as control structures, functions and procedural programming, object-oriented programming, sorting and searching algorithms, recursion, abstract data types (e.g., stacks and queues), linked lists, and binary trees.

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 142</td>
<td>Intermediate Programming</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>BIT 143</td>
<td>Programming Data Structures</td>
<td>55</td>
<td></td>
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</tr>
</tbody>
</table>

DATABASE DEVELOPMENT CERTIFICATE

19 CREDITS
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.

CERTIFICATE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 158</td>
<td>Beginning Database</td>
<td>22</td>
<td></td>
<td>1.0</td>
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</tr>
<tr>
<td>BIT 159</td>
<td>Advanced Database</td>
<td>22</td>
<td></td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>BIT 275</td>
<td>Database Design</td>
<td>55</td>
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<td>5.0</td>
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<tr>
<td>BIT 276</td>
<td>Database Implementation</td>
<td>55</td>
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<td>5.0</td>
<td></td>
</tr>
<tr>
<td>BIT 280</td>
<td>Web Server Administration</td>
<td>55</td>
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<td>5.0</td>
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</tr>
<tr>
<td>BIT 197 or BIT 297</td>
<td>BIT Work-based Learning I or BIT Work-based Learning II</td>
<td>110</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

JAVA SCRIPT PROGRAMMING CERTIFICATE

15 CREDITS
This short certificate provides a foundation in the web technologies necessary to create and/or maintain websites that use JavaScript to provide client-side functionality. The program provides the fundamental skill sets needed to work effectively with current web programming standards and tools to create high-quality, JavaScript-enabled websites.

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 112</td>
<td>Basics of Web Authoring</td>
<td>55</td>
<td></td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>BIT 115</td>
<td>Introduction to Programming</td>
<td>55</td>
<td></td>
<td>5.0</td>
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</tr>
<tr>
<td>BIT 116</td>
<td>Scripting</td>
<td>55</td>
<td></td>
<td>5.0</td>
<td></td>
</tr>
</tbody>
</table>
**OFFICE SKILLS INTEGRATED WITH ABE CERTIFICATE**

19 CREDITS

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 certificate program creates a first step in a career ladder for students interested in working in office settings. Placement is by testing.

**CERTIFICATE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students are placed by testing into the courses listed below for a total of eight credits:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ABEV 030 or</td>
<td>English Fundamentals 3- Office Skills or</td>
<td>33</td>
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<tr>
<td>ABEV 040 or</td>
<td>English Fundamentals 4- Office Skills or</td>
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<tr>
<td>EFUND 040 or</td>
<td>English Fundamentals 4 or</td>
<td></td>
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<tr>
<td>MFUND 040 or</td>
<td>Math Fundamentals 4 or</td>
<td></td>
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</tr>
<tr>
<td>ESLVN 050 or</td>
<td>ESL Communication 5- Office Skills or</td>
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</tr>
<tr>
<td>ESLVN 060</td>
<td>ESL Communication 6- Office Skills</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>BIT 147</td>
<td>Integrated Office Applications I</td>
<td>22</td>
<td></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>BIT 148</td>
<td>Integrated Office Applications II</td>
<td>22</td>
<td></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>BIT 150</td>
<td>Introduction to Keyboarding</td>
<td>22</td>
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</tr>
<tr>
<td>BIT 154</td>
<td>Beginning Word Processing</td>
<td>22</td>
<td></td>
<td></td>
<td>1.0</td>
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<tr>
<td>BIT 163</td>
<td>Beginning PowerPoint</td>
<td>22</td>
<td></td>
<td></td>
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<tr>
<td>BIT 164</td>
<td>Outlook</td>
<td>22</td>
<td></td>
<td></td>
<td>1.0</td>
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<tr>
<td>OFTEC 105</td>
<td>Careers in Office Technology</td>
<td>22</td>
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</tr>
</tbody>
</table>

**ELECTIVE REQUIREMENTS**

1 CREDIT

Students should choose one credit from the list of courses below:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 152 or</td>
<td>Windows Basic or</td>
<td>22</td>
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<tr>
<td>BIT 153 or</td>
<td>Using the Internet or</td>
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<tr>
<td>BIT 155 or</td>
<td>Advanced Word Processing or</td>
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</tr>
<tr>
<td>BIT 156 or</td>
<td>Beginning Spreadsheet or</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>BIT 157 or</td>
<td>Advanced Spreadsheet or</td>
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<td>BIT 158 or</td>
<td>Beginning Database or</td>
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</tr>
<tr>
<td>BIT 159</td>
<td>Advanced Database</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### PC NETWORK TECHNICIAN CERTIFICATE

**17 CREDITS**

Network Technician 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.

#### PROGRAM PREREQUISITES

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 101</td>
<td>Desktop Support Technician</td>
<td>44</td>
<td>22</td>
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<td>5.0</td>
</tr>
</tbody>
</table>

**PREREQUISITE CREDITS DO NOT APPLY TOWARD DEGREE**

#### PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 102</td>
<td>Networking Fundamentals</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>BIT 126</td>
<td>Network Client Systems</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>BIT 225</td>
<td>Server Operating Syst and Client Integr</td>
<td>44</td>
<td>44</td>
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<tr>
<td>BIT 197 or BIT 297</td>
<td>BIT Work-based Learning I or BIT Work-based Learning II</td>
<td>55</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PHLEBOTOMY CERTIFICATE

**9 CREDITS**

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.

#### CERTIFICATE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH 101</td>
<td>Phlebotomy Techniques</td>
<td>55</td>
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</tr>
<tr>
<td>AH 102</td>
<td>Phlebotomy Techniques Lab</td>
<td>44</td>
<td></td>
<td></td>
<td>2.0</td>
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<tr>
<td>AH 105</td>
<td>Phlebotomy Clinical Experience</td>
<td>110</td>
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</tbody>
</table>
PHLEBOTOMY INTEGRATED WITH ABE CERTIFICATE

11 CREDITS
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. Selective admission requirements for this program include high school completion (or equivalent) and up-to-date immunizations. Contact the New Student Welcome Center for details and specific application deadlines. Placement eligibility is determined by the CASAS test.

CERTIFICATE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH 101</td>
<td>Phlebotomy Techniques</td>
<td>55</td>
<td></td>
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<td>5.0</td>
</tr>
<tr>
<td>AH 102</td>
<td>Phlebotomy Techniques Lab</td>
<td>44</td>
<td></td>
<td></td>
<td>2.0</td>
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<tr>
<td>AH 103</td>
<td>Workplace Readiness for Phlebotomists</td>
<td>22</td>
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</tr>
<tr>
<td>AH 105</td>
<td>Phlebotomy Clinical Experience</td>
<td>110</td>
<td></td>
<td></td>
<td>2.0</td>
</tr>
</tbody>
</table>

WEB APPLICATIONS CERTIFICATE

17 CREDITS
This short certificate provides an overview of web application development, with a focus on ASP.NET/SQL Server development, to students with some previous programming experience. Students gain first-hand experience designing data-driven web applications; accessing databases securely; and developing three-tier application architecture: presentation, logic and data, and using an agile application development process.

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 142</td>
<td>Intermediate Programming</td>
<td>55</td>
<td></td>
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<td>5.0</td>
</tr>
<tr>
<td>BIT 285</td>
<td>Application Programming</td>
<td>55</td>
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<tr>
<td>BIT 286</td>
<td>Web Applications</td>
<td>55</td>
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<tr>
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<td>BIT Work-based Learning I or BIT Work-based Learning II</td>
<td>110</td>
<td>2.0</td>
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</tbody>
</table>

WEB FOUNDATIONS CERTIFICATE

17 CREDITS
This certificate provides a foundation in the web technologies necessary to create and/or maintain websites. The program provides the fundamental skill sets needed to work effectively with clients in team settings using current web standards and tools to create high-quality, easy-to-use websites.

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 112</td>
<td>Basics of Web Authoring</td>
<td>55</td>
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<td>5.0</td>
</tr>
<tr>
<td>BIT 113</td>
<td>User Interface Development</td>
<td>55</td>
<td></td>
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<td>5.0</td>
</tr>
<tr>
<td>BIT 160</td>
<td>Digital Imaging</td>
<td>22</td>
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<tr>
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<td>BIT Work-based Learning I or BIT Work-based Learning II</td>
<td>55</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMST 105</td>
<td>Communication in Organizations</td>
<td>55</td>
<td></td>
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</tr>
</tbody>
</table>
DISTRIBUTION COURSES

For each academic degree or certificate program students are required to complete courses in a range of academic disciplines. The categories below are a general guide to the requirements. Students should consult an academic advisor to be sure that courses meet the specific requirements for a program.

### FOUNDATIONS FOR COLLEGE SUCCESS

- COLL 100 Study Strategies
- COLL 101 College Strategies

### CULTURAL KNOWLEDGE

#### Anthropology
- ANTH& 104 World Prehistory (SS)
- ANTH& 206 Cultural Anthropology (GS, SS)
- ANTH& 207 Introduction to Linguistic Anthropology (SS)
- ANTH& 234 Religion & Culture (SS)

#### Art
- ART& 100 Art Appreciation (GS)
- ART 135 Global Perspectives in Art

#### Cinema
- CINEM 211 World Cinema (GS)

#### Communication Studies
- CMST 150 Multicultural Communication
- CMST 203 Media in United States Society
- CMST 233 Media in a Global Context (GS)
- CMST 251 Intercultural Communication (GS)

#### Economics
- ECON 250 Introduction to the Global Economic Environment (GS, SS)

#### English
- ENGL 221 World Literature and Cinema (GS)
- ENGL& 254 World Literature I (GS)
- ENGL& 255 World Literature II (GS)

#### Global Studies
- GS 150 Globalization, Culture, and Identity (GS)
- GS 220 Global Studies: Regional History & Culture (GS, SS)
- GS 230 Contemporary Japan (GS, SS)

#### History
- HIST& 126 World Civilizations I (CR, SS)
- HIST& 127 World Civilizations II (CR, SS)
- HIST& 128 World Civilizations III (CR, SS)
- HIST 210 Islamic Civilization (CR, SS)
- HIST 262 U.S. Foreign Relations in the 20th Century (H, SS)
- HIST 268 Modern Latin American History (CR, SS)

#### Japanese
- JAPN& 121 Japanese I
- JAPN& 122 Japanese II
- JAPN& 123 Japanese III
- JAPN& 221 Japanese IV
- JAPN& 222 Japanese V
- JAPN& 223 Japanese VI

#### Natural Science
- NSCI 101 Evolution of Earth Systems

#### Philosophy
- PHIL 220 Global Philosophy (CR, SS)
- PHIL 238 Introduction to the Philosophy of Human Rights

#### Political Science
- POLS 203 International Relations (SS)
- POLS& 204 Comparative Government (SS)
- POLS 205 Politics of the Middle East and North Africa (CR, SS)
## DISTRIBUTION COURSES

### Psychology
- PSYC 251 Organizational Behavior (CKR, SS)

### Spanish
- SPAN 121 Spanish I
- SPAN 122 Spanish II
- SPAN 123 Spanish III
- SPAN 221 Spanish IV
- SPAN 222 Spanish V
- SPAN 223 Spanish VI

### HUMANITIES

#### Art
- ART 100 Art Appreciation (CKR, GS)
- ART 110 2-Dimensional Design
- ART 121 Drawing
- ART 122 Drawing II
- ART 135 Global Perspectives in Art (CKR)
- ART 140 Survey of Art History: Prehistory to Byzantine (GS)
- ART 141 Survey of Art History: Byzantine to the Industrial Revolution (GS)
- ART 142 Survey of Modern Art (GS)
- ART 220 Painting I
- ART 224 Figure Drawing

#### American Sign Language
- ASL 121 American Sign Language I
- ASL 122 American Sign Language II
- ASL 123 American Sign Language III

#### Chinese
- CHIN 121 Chinese I
- CHIN 122 Chinese II
- CHIN 123 Chinese III

#### Cinema
- CINEM 201 The American Cinema
- CINEM 211 World Cinema (CKR, GS)

#### Communications Studies
- CMST 101 Introduction to Communication
- CMST 105 Communication in Organizations
- CMST 150 Multicultural Communication (CKR)
- CMST 203 Media in United States Society (CKR)
- CMST 210 Interpersonal Communication
- CMST 211 Journalism/Media Writing
- CMST 220 Public Speaking (GS)
- CMST 230 Small Group Communication-Leadership Dynamics
- CMST 233 Media in a Global Context (CRK, GS)
- CMST 243 Media Law and Ethics
- CMST 251 Intercultural Communication (CRK, GS)

#### Drama
- DRMA 101 Introduction to Theatre
- DRMA 151 Introduction to Acting
- DRMA 152 Acting - Scene Study
- DRMA 153 Performance Production

#### English
- ENGL 111 Introduction to Literature
- ENGL 114 Introduction to Drama
- ENGL 221 World Literature and Cinema (CRK, GS)
- ENGL 235 Technical Writing
- ENGL 244 U.S. Literature I
- ENGL 245 U.S. Literature II
- ENGL 254 World Literature I (CRK, GS)
- ENGL 255 World Literature II (CRK, GS)
- ENGL 271 Intermediate Composition
- ENGL 274 Writing Poetry
- ENGL 277 Introduction to Fiction Writing
- ENGL 279 Introduction to Dramatic Writing: Stage and Screen

#### French
- FRCH 121 French I
- FRCH 122 French II
- FRCH 123 French III
- FRCH 221 French IV
- FRCH 222 French V
- FRCH 223 French VI

#### Global Studies
- GS 150 Globalization, Culture, and Identity (CRK, GS)
- GS 220 Global Studies: Regional History & Culture (CRK, GS, SS)
- GS 230 Contemporary Japan (CRK, GS, SS)

#### History
- HIST 126 World Civilizations I (CRK, GS, SS)
- HIST 127 World Civilizations II (CRK, GS, SS)
- HIST 128 World Civilizations III (CRK, GS, SS)
- HIST 146 United States History I (CRK, GS, SS)
- HIST 147 United States History II (CRK, GS, SS)
- HIST 148 United States History III (CRK, GS, SS)
- HIST 150 Multicultural United States History (CRK, SS)
- HIST 210 Islamic Civilization (CRK, GS, SS)
- HIST 214 Pacific Northwest History (CRK, SS)
- HIST 262 U.S. Foreign Relations in the 20th Century (GS, SS)
- HIST 268 Modern Latin American History (CRK, GS, SS)

#### Humanities
- HUMAN 120 Regional Life and Culture
- HUMAN 125 Cultures of Environmental Consciousness in America (CRK)
- HUMAN 150 Multicultural Studies (CRK)

### Japanese
- JAPN 121 Japanese I (GS)
- JAPN 122 Japanese II (GS)
- JAPN 123 Japanese III (GS)
- JAPN 221 Japanese IV (GS)
- JAPN 222 Japanese V (GS)
- JAPN 223 Japanese VI (GS)

#### Music
- MUSC 105 Music Appreciation
- MUSC 130 Popular Music in the United States
- MUSC 140 Jazz History and Appreciation

#### Philosophy
- PHIL 101 Introduction to Philosophy
- PHIL 106 Introduction to Logic (Q)
- PHIL 115 Critical Thinking
- PHIL 150 Ethics and Social Problems
- PHIL 220 Global Philosophy (CRK, GS)
- PHIL 238 Introduction to the Philosophy of Human Rights (GS)
- PHIL 240 Introduction to Philosophical Ethics
- PHIL 242 Biomedical Ethics
- PHIL 243 Environmental Ethics and Sustainability
- PHIL 260 Business Ethics (CRK)
- PHIL 267 Philosophy of Religion

#### Spanish
- SPAN 121 Spanish I (GS)
- SPAN 122 Spanish II (GS)
- SPAN 123 Spanish III (GS)
- SPAN 221 Spanish IV (GS)
- SPAN 222 Spanish V (GS)
- SPAN 223 Spanish VI (GS)

### NATURAL SCIENCE

#### Anthropology
- ANTH 205 Biological Anthropology (GS)

#### Astronomy
- ASTR 101 Introduction to Astronomy (LAB)
- ASTR 115 Stars, Galaxies and Cosmos

#### Atmospheric Science
- ATMS 101 The Science of Weather (GS, LAB)

#### Biology
- BIOL 120 Survey of the Kingdoms (LAB)
- BIOL 165 Life: Origins and Adaptations
- BIOL 170 Human Biology
- BIOL 211 Majors Cellular (LAB)
- BIOL 212 Majors Animal (LAB)
- BIOL 213 Majors Plant (LAB)
- BIOL 215 Majors Cellular Problem Session
- BIOL 216 Majors Animal Lab Hours (LAB)
- BIOL 217 Majors Plant Self-Paced Lab (LAB)
DISTRIBUTION COURSES

BIOL& 231 Human Anatomy (LAB)
BIOL& 232 Human Physiology (LAB)
BIOL& 260 Microbiology (LAB)

Chemistry
CHEM& 105 Chemical Concepts (GS)
CHEM& 121 Introduction to Chemistry (LAB)
CHEM& 131 Introduction to Organic Chemistry & Biochemistry (LAB)
CHEM& 139 General Chemistry Preparation
CHEM& 161 General Chemistry with Lab I (LAB)
CHEM& 162 General Chemistry with Lab II (LAB)
CHEM& 241 Organic Chemistry I
CHEM& 242 Organic Chemistry II
CHEM& 243 Organic Chemistry III
CHEM 254 Organic Chemistry Lab A (LAB)
CHEM 255 Organic Chemistry Lab B (LAB)

Engineering
ENGR& 214 Statics
ENGR& 215 Dynamics
ENGR& 225 Mechanics of Materials

Environmental Science
ENVS& 101 Introduction to Environmental Science (GS, LAB)
ENVS 150 Themes and Methods in the Environmental Sciences (GS)
ENVS 210 Ecology of Puget Sound (LAB)
ENVS 220 Wetland Ecology and Conservation (LAB)

Geography
GEOG 120 Regional Environments and Peoples (GS)

Geology
GEOL& 101 Introduction to Physical Geology (LAB)
GEOL 230 Geology of the Northwest National Parks (LAB)

Math
MATH 103 Introduction to Graphing Calculators
MATH& 142 Precalculus II (Q)
MATH& 146 Introduction to Statistics (Q)
MATH 147 Business Precalculus (Q)
MATH& 148 Business Calculus (Q)
MATH& 151 Calculus I (Q)
MATH& 152 Calculus II (Q)
MATH& 163 Calculus 3 (Q)
MATH& 171 Math for Elementary Education I (Q)
MATH& 172 Math for Elementary Education II (Q)
MATH& 173 Math for Elementary Education III (Q)
MATH 208 Linear Algebra (Q)
MATH 235 Statistics in Engineering and Science (Q)
MATH 238 Differential Equations (Q)
MATH& 264 Calculus 4 (Q)

Natural Science
NSCI 101 Evolution of Earth Systems (GS)

Nutrition
NUTR& 101 Nutrition

Physics
PHYS& 100 Physics for Non-Science Majors
PHYS 111 Physics of Sustainable Energy
PHYS& 121 General Physics I (LAB)
PHYS& 122 General Physics II (LAB)
PHYS& 123 General Physics III (LAB)
PHYS& 221 Engineering Physics I (LAB)
PHYS& 222 Engineering Physics II (LAB)
PHYS& 223 Engineering Physics III (LAB)

Social Science
Anthropology
ANTH& 104 World Prehistory (CKR)
ANTH& 204 Archaeology
ANTH& 206 Cultural Anthropology (CKR, GS)
ANTH& 207 Introduction to Linguistic Anthropology (CKR)
ANTH& 234 Religion & Culture (CKR)

Business
BUS& 101 Introduction to Business
BUS& 201 Business Law

Economics
ECON& 201 Microeconomics (GS, Q)
ECON& 202 Macroeconomics (GS)
ECON 220 Economics of Energy (GS)
ECON 250 Introduction to the Global Economic Environment (CKR, GS)

Education
EDUC& 202 Introduction to Education

Global Studies
GS 220 Global Studies: Regional History & Culture (CKR, GS, H)
GS 230 Contemporary Japan (CKR, GS, H)

History
HIST& 126 World Civilizations I (CKR, GS, H)
HIST& 127 World Civilizations II (CKR, GS, H)
HIST& 128 World Civilizations III (CKR, GS, H)
HIST& 146 United States History I (CKR, H)

Political Science
POLS& 101 Introduction to Political Science
POLS& 200 Introduction to Law
POLS& 202 American Government
POLS& 203 International Relations (GS)
POLS& 204 Comparative Government (GS)
POLS 205 Politics of the Middle East and North Africa (CKR, GS)
POLS 206 State & Local Government
POLS 213 Women and Politics

Psychology
PSYC& 100 General Psychology
PSYC 171 Human Relations (CKR)
PSYC& 180 Human Sexuality
PSYC& 200 Lifespan Psychology
PSYC 210 Cognitive Psychology
PSYC& 220 Abnormal Psychology
PSYC 250 Cross-Cultural Psychology (CKR)
PSYC 251 Organizational Behavior (CKR, GS)

Sociology
SOC& 101 Introduction to Sociology (CKR)
SOC 150 Social Inequality (CKR)
SOC 151 Race and Ethnicity in the United States (CKR)
SOC 231 Gender and Society (CKR)
SOC 241 Sociology of Families (CKR)

Electives
Accounting
ACCTT& 201 Principles of Accounting I
ACCTT& 202 Principles of Accounting II
ACCTT& 203 Principles of Accounting III

Business & Information Technology
BIT 115 Introduction to Programming (Q)
BIT 116 Scripting
BIT 143 Programming Data Structures
BIT 265 Structures and Algorithms
BIT 275 Database Design
BIT 276 Database Implementation
DISTRIBUTION COURSES

RESTRICTED ELECTIVES
Restricted elective courses satisfy graduation requirements for Cascadia Community College, but some 4-year institutions may not accept them for transfer.

Note: Professional technical courses may be considered restricted electives, with a 15-credit maximum for transfer. For more information students should consult an academic advisor.

Accounting
ACCT 140 Accounting Essentials

Phlebotomy
AH 101 Phlebotomy Techniques
AH 102 Phlebotomy Techniques Lab
AH 103 Phlebotomy Workplace Readiness
AH 105 Phlebotomy Clinical Experience

Business & Information Technology
BIT 100 Introduction to Information Technology
BIT 101 Desktop Support Technician
BIT 102 Networking Fundamentals
BIT 105 Careers in Information Technology
BIT 112 Basics of Web Authoring
BIT 113 User Interface Development
BIT 126 Network Client Systems
BIT 127 Linux Client/Server Basics
BIT 142 Intermediate Programming (Q)
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 Basics
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 Interactive Multimedia for the Web

BIT 196 BIT Individualized Project I
BIT 197 BIT Work-Based Learning I
BIT 198 Special Topics in BIT I
BIT 199 Service Learning in BIT I
BIT 220 Elements of Project Management
BIT 225 Server Operating Systems and Client Integration
BIT 231 Cisco 2
BIT 232 Cisco 3
BIT 233 Cisco 4
BIT 235 Network LAN/WAN Design
BIT 240 Infrastructure Services
BIT 243 Enterprise Administration and Security
BIT 250 Information Systems Security
BIT 280 Web Server Administration
BIT 285 Application Programming
BIT 286 Web Applications
BIT 296 BIT Individualized Project II
BIT 297 BIT Work-Based Learning II
BIT 298 Special Topics in BIT II
BIT 299 Service Learning in BIT II

College Success
COLL 120 Documentation of Prior Learning

Education
EDUC 102 Field Experience in Education

English
ENGL 100 College Reading and Writing

Environmental Technology & Sustainable Practices
ETSP 101 Introduction to Environmental Technology & Sustainable Practices
ETSP 102 Power Generation & Conventional Energy Systems
ETSP 110 Conventional Energy Systems
ETSP 120 Solar Energy Systems
ETSP 130 Alternative Energy Generation Systems
ETSP 140 Biomass Generation Systems
ETSP 150 OSHA/WSHA for Electronic Trades
ETSP 160 Mechanic Lab
ETSP 161 Blueprint Reading
ETSP 180 AC/DC Lab
ETSP 190 Documenting and Reporting Energy Use
ETSP 196 ETSP Individualized Project I
ETSP 197 ETSP Work-Based Learning I
ETSP 198 Special Topics in ETSP I
ETSP 199 Service Learning in ETSP I
ETSP 201 Environmental Regulations & Compliance
ETSP 203 Energy System Analysis & Auditing
ETSP 204 Carbon Footprint & Sustainability Analysis
ETSP 205 Energy Retrofit for Commercial Buildings
ETSP 206 Solar PV System Design and Site Assessment
ETSP 208 Large Scale Solar Energy Systems
ETSP 210 Community Energy Systems
ETSP 290 Capstone Seminar
ETSP 296 ETSP Individualized Project II
ETSP 297 ETSP Work-Based Learning II
ETSP 298 Special Topics in ETSP II
ETSP 299 Service Learning in ETSP II

Humanities
HUMAN 196 Humanities Individualized Project I
HUMAN 197 Humanities Internship I
HUMAN 198 Special Topics in Humanities I
HUMAN 199 Service Learning in Humanities I
HUMAN 296 Humanities Individualized Project I
HUMAN 297 Humanities Internship II
HUMAN 298 Special Topics in Humanities II
HUMAN 299 Service Learning in Humanities II
### Mathematics
- MATH 196 Mathematics Individualized Project I
- MATH 197 Mathematics Internship I
- MATH 198 Special Topics in Mathematics I
- MATH 199 Service Learning in Mathematics I
- MATH 296 Mathematics Individualized Project II
- MATH 297 Mathematics Internship II
- MATH 298 Special Topics in Mathematics II
- MATH 299 Service Learning in Mathematics II

### Natural Science
- NSCI 196 Natural Science Individualized Project I
- NSCI 197 Natural Science Internship I
- NSCI 198 Special Topics in Natural Science I
- NSCI 199 Service Learning in Natural Science I
- NSCI 296 Natural Science Individualized Project II
- NSCI 297 Natural Science Internship II
- NSCI 298 Special Topics in Natural Science II
- NSCI 299 Service Learning in Natural Science II

### Office Technology
- OFTEC 133 Applied Accounting I
- OFTEC 135 Practical Accounting
- OFTEC 140 Records Management
- OFTEC 156 Spreadsheet I for Accounting
- OFTEC 158 Database I for Accounting
- 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 235 Customer Service
- OFTEC 240 Administrative Office Procedures
- OFTEC 260 Administrative Office Management
- OFTEC 299 Service Learning in Office Technology II

### Social Science
- SOSCI 196 Social Science Individualized Project I
- SOSCI 197 Social Science Internship I
- SOSCI 198 Special Topics in Social Science I
- SOSCI 199 Service Learning in Social Science I
- SOSCI 296 Social Science Individualized Project II
- SOSCI 297 Social Science Internship II
- SOSCI 298 Special Topics in Social Science II
- SOSCI 299 Service Learning in Social Science II

### Spanish
- SPAN 100 Spanish Practice Lab
TRANSFER OF CREDITS

TRANSFER OF CREDITS TO OTHER SCHOOLS

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 at the Kodiak Corner main counter at Cascadia. Transfer students encountering difficulties are encouraged to contact an academic advisor. Students who plan to transfer from Cascadia Community College to a baccalaureate college or university are advised to study the following information:

- Meet the admission requirements of the baccalaureate institution at the time they transfer. Transferability of courses taken at Cascadia Community College is determined by the institution to which the student transfers. Most Cascadia courses are designed for transfer. However, certain institutions may limit the number of credits earned in a Pass system (courses receiving grades listed as P/NC), or may have limits on certain classes.
- Some credits earned in professional/technical programs, such as Business and Information Technology are not transferable to all colleges and universities. Students should work closely with academic advisors before attempting to transfer courses that are specialized components of a two-year professional/technical program.
- Cascadia students may earn credits beyond the 90 necessary for the degree, however, the transfer institution will determine how those excess credits may be used. Credits completed at the lower-division level rarely supplant credits required at the upper-division level. Usually, 90 additional credits will be required at the upper-division level to earn a baccalaureate degree.
- An institution to which an official transcript is sent may re-compute the grade point average of the student in accordance with its own requirements and policies.

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

1. Obtain a current catalog of the institution to which the student wishes to transfer and study its admission requirements and its suggested freshman and sophomore level courses in the major field of interest. Institutions differ in treatment of credits received.
2. Meet with a Cascadia Community College advisor about transfer needs. Many curriculum-planning guides for transfer to baccalaureate institutions are supplied by the college.
3. Contact an admissions officer at the baccalaureate institution for further information about curriculum and transfer regulations.
4. Check carefully at least two quarters before transferring to be sure that all requirements will be met and all regulations are observed to the satisfaction of the baccalaureate institution.

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

NON-TRANSFERABLE COURSES

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

1. Courses numbered below 100.
2. Certain courses numbered 100 or above, such as continuing education and English as a Second Language. (These are not normally transferable; consult with an advisor for more information.)
3. No more than 15 credits of courses that are listed in the AIS degree as “restricted electives” can be transferred.

TRANSFER OF CREDITS TO UNIVERSITY OF WASHINGTON BOTHELL

Cascadia Community College is co-located with the University of Washington Bothell. Students are encouraged to visit www.uwb.edu/students/prospective/transfer to learn more about available UWB programs and Cascadia courses that would prepare them to transfer to UWB. Cascadia advisors and UWB advisors are available to assist students with information about UWB admission requirements and help ensure a smooth transition from Cascadia to UWB.

ACADEMIC POLICIES

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.

LEVEL I – ACADEMIC WARNING

Students carrying five or more credits will be placed on Academic Warning at the end of any quarter in which their quarterly GPA is below 2.0. Students who fail to make satisfactory progress over time will be placed on the next level of academic intervention. There is no appeal process to this level of intervention.

LEVEL II – ACADEMIC PROBATION

Students carrying five or more credits will be placed on Academic Probation at the end of any quarter in which their quarterly GPA is below 2.0 for a second consecutive quarter.

Students placed on Academic Warning or Academic Probation will be sent a letter that offers effective study tips and strongly encourages students to take advantage of college support resources for educational planning. Students on Academic Probation are required to complete an Academic Probation Contract that outlines steps for improving the student’s academic performance. A student on Academic Probation will be required to meet with an advisor to review the plan prior to registration. Online registration will be blocked while the student remains on Academic Probation. There is no appeal process to this level of intervention.
LEVEL III – ACADEMIC SUSPENSION
Students carrying five or more credits will be placed on Academic Suspension at the end of any quarter in which their quarterly GPA is below 2.0 for a third consecutive quarter. Students placed on Academic Suspension will not be permitted to register for any courses for credit the subsequent quarter. 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. While suspended, students may not participate in events or activities reserved for students.

Students placed on Academic Suspension will be sent a letter that outlines the appeal process for reinstatement. To be considered for 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 Director of Student Advising and Support Services.

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 Director of Student Advising and Support 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.

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 for 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
Students can access grades online approximately one week after the end of the quarter. Instructors may report grades from 4.0 to 0.7 in 0.1 increments, and the grade of 0.0. Grades in the range of 0.6 to 0.1 are not assigned. Decimal grades are equivalent to letter grades as follows:

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

Under specific circumstances, non-Decimal grades of “H,” “I,” “W,” “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). Students must complete the Repeat Course form in order to indicate only the repeated grade to be used in the Cascadia GPA. The last class and grade counts in the GPA if the student has requested an “R” be placed next to the previous classes. If no request has been made for an “R” all classes are counted in the Cascadia GPA. 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. Financial aid students should contact Student Financial Services to inquire whether financial aid will cover the cost of repeating a course.

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

GRADE POINT AVERAGE (GPA)
Students’ quarterly grade point averages are calculated as follows:

1. The number of credits for a course multiplied by the numerical grade awarded to obtain the grade points for that course.
2. Add the grade points for all courses taken.
3. Divide the sum of the grade points earned by the total number of credits attempted in course awarding numerical grades to obtain the GPA for a particular quarter. LN, 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 Kodiak Corner main counter.
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 a recording error in the Enrollment Services office.

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

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 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 must be done within five (5) days of receipt of the Dean for Student Learning’s decision. The written appeal should be submitted to the Vice President for Student Learning and stipulate the reasons for the appeal. The 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 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 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 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 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 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 Vice President for Student Learning shall review the record of the hearing committee and render a decision. The decision of the Vice President for Student Learning shall be final.

Copies of the decision will go to the Vice President for Student Learning, the student, and the instructor. A copy also will be placed in the student’s file.
Cascadia Community College will use the following letter grades for credit classes, as appropriate. These letter grades are not subject to the Grade Appeal Process.

<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. • Upon the completion of the course, the instructor will award the final grade, which will replace the H grade.</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. Please 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. • Student receives the grade designated on the contract if contracted work is not completed by contract date. • This grade may adversely affect student’s ability to register in subsequent quarters (see AP2: 1.10.01 Academic Standards.)</td>
<td>• Student makes a written request for an I to the instructor of record for the respective course. • Student and instructor draft and sign an Incomplete Contract, which delineates work to be completed and indicates what grade will be given if the contracted work is not completed in the allotted time. • The instructor submits grade change form after contracted work is submitted and graded. • Extenuating circumstances that change the contract deadline will require a revised Incomplete Contract to be signed.</td>
</tr>
<tr>
<td>N</td>
<td>Audit - this grade may be given when requested by the student and approved by the instructor (required after the end of the second week of the quarter) that an audit status is appropriate. The student participates in coursework at the instructor’s discretion, but no credit is earned.</td>
<td>• Grade is not calculated in GPA by Cascadia and no credit is awarded for the course. • This option is not available to Running Start students.</td>
<td>• Up to the end of the second week of the quarter, students may initiate, without instructor’s permission, a change to or from audit status. • From weeks three through six of the quarter, instructor permission is required. • After the sixth week, no change in status may be made. Please 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. • 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. Please 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. • 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 Enrollment Services. • Students may not withdraw from a course to avoid penalty for violation of academic honesty.</td>
</tr>
<tr>
<td>Z</td>
<td>No credit - this grade may be given when requested by the student and approved by the instructor. This grade reflects a crisis and/or unusual, extreme circumstance which has interfered or interrupted the student’s ability to attend class and complete the remaining coursework for the quarter.</td>
<td>• Grade is not calculated in GPA by Cascadia, and no credit is awarded for the course. • This grade may adversely affect student’s ability to register in subsequent quarters (see AP2: 1.10.01 Academic Standards).</td>
<td>• Student makes a written request to the instructor of record for the respective course. • Request is considered by the instructor on a case-by-case basis.</td>
</tr>
</tbody>
</table>
Cascadia Community College

INSTRUCTIONAL PROGRAMS AND POLICIES

CREDIT AND 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). In some circumstances, national testing programs such as CLEP may be used to demonstrate course equivalency proficiency.

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

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

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

A maximum of 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.

TRANSFER CREDITS

Course work from other colleges will be evaluated upon receipt of the Transcript Evaluation Request form, available online. Only course work from regionally accredited institutions will be accepted to a maximum of 65 credits.

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.

To enroll in more than 24 credits students must have academic advisor or faculty advisor approval.

LETTER GRADE DESIGNATIONS (CONT’D)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POLICY</th>
<th>OUTCOMES</th>
<th>PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NP</td>
<td>Non-graded</td>
<td>• Grade is not calculated in GPA by Cascadia.</td>
<td>• Upon the completion of the course and if the student did not pass with a grade of 2.0 or higher OR did not meet the learning outcomes for the class, the instructor will give a final grade of NP. • 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. • From weeks three through six of the quarter, instructor permission is required. • After the sixth week, no change in status may be made. Please note: 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>Administrative Drop</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. Please note: 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>• Faculty assesses class attendance and then drops students from the class using a Group Drop form. • This action is not automatic; students should drop unattended classes to avoid receiving a 0.0.</td>
</tr>
</tbody>
</table>

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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. Final examinations are held at the end of each quarter and are scheduled by the instructor of the course. 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.

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

ACADEMIC INTEGRITY POLICY STATEMENT
WAC 132Z-115-060
Admission to Cascadia Community College carries with it the presumption that students will conduct themselves with high standards of academic honesty and integrity.

Hallmarks of academic integrity include:
• Submitting work that reflects original thoughts and ideas
• Clearly citing other people’s work when using it to inform your own
• Seeking permission to use other people’s creative work
• Fully contributing to group work and projects

Students who choose not to uphold the hallmarks of integrity are considered to be 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. Withhold quarterly grade reports and/or official transcripts of permanent records
2. Withhold diplomas or certificates as the college deems necessary
3. Refuse to enroll, drop, or withdraw classes as the college deems necessary

For more information on Academic Holds, contact the Kodiak Corner main counter 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.
### ADVANCED PLACEMENT TRANSFER AGREEMENT

Washington community and technical colleges will award unrestricted elective credit for an Advanced Placement (AP) score of 3 or higher. Credit will be awarded on the basis of official AP results, not transcript notation. Credits granted for general education or major requirements will be specified by the receiving institutions’ AP credit policies; otherwise elective credit will be granted.

#### 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&amp; 163, MATH&amp; 152, MATH&amp; 151</td>
<td></td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4, 5</td>
<td>MATH&amp; 163, MATH&amp; 152, MATH&amp; 151</td>
<td></td>
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<tr>
<td>Chemistry</td>
<td>5</td>
<td>CHEM&amp; 161, CHEM&amp; 162, CHEM&amp; 163</td>
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</tr>
<tr>
<td>Computer Science AB</td>
<td>4, 5</td>
<td>BIT 142</td>
<td></td>
</tr>
<tr>
<td>Economics: Micro</td>
<td>4, 5</td>
<td>ECON&amp; 201</td>
<td></td>
</tr>
<tr>
<td>Economics: Macro</td>
<td>4, 5</td>
<td>ECON&amp; 202</td>
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</tr>
<tr>
<td>English Composition</td>
<td>4, 5</td>
<td>ENGL&amp; 102, ENGL&amp; 101</td>
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</tr>
<tr>
<td>English Literature</td>
<td>4, 5</td>
<td>ENGL&amp; 111</td>
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</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>ENVS 150</td>
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</tr>
<tr>
<td>French</td>
<td>5</td>
<td>FRCH&amp; 123, FRCH&amp; 122, FRCH&amp; 121</td>
<td></td>
</tr>
<tr>
<td>Government and Politics: American</td>
<td>4, 5</td>
<td>POLS&amp; 202</td>
<td></td>
</tr>
<tr>
<td>Government and Politics: Comparative</td>
<td>4, 5</td>
<td>POLS&amp; 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&amp; 146 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&amp; 147 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&amp; 126, &amp; 127, or &amp; 128)</td>
<td></td>
</tr>
<tr>
<td>Mathematics: Statistics</td>
<td>4, 5</td>
<td>MATH 235, MATH 146</td>
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</tr>
<tr>
<td>Physics B</td>
<td>4, 5</td>
<td>PHYS&amp; 121, &amp; 122 and &amp; 123</td>
<td></td>
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<tr>
<td>Physics C: Mechanics</td>
<td>4, 5</td>
<td>PHYS&amp; 221</td>
<td></td>
</tr>
<tr>
<td>Physics C: Electricity and Magnetism</td>
<td>4, 5</td>
<td>PHYS&amp; 222</td>
<td></td>
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<tr>
<td>Psychology</td>
<td>4, 5</td>
<td>PSYC&amp; 100</td>
<td></td>
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<tr>
<td>Spanish Language</td>
<td>5</td>
<td>SPAN&amp; 123, SPAN&amp; 122, SPAN&amp; 121</td>
<td></td>
</tr>
</tbody>
</table>

(If score is less than 3 years old)

Note: Credits for American Government and Politics will be specified by the receiving institution's AP credit policies; otherwise elective credit will be granted.
## PROCEDURES FOR AWARDING OF INTERNATIONAL BACCALAUREATE (IB) CREDIT

### STUDENT PROCESS
1. Student submits IB Transcript to Enrollment Services (Main Counter in Kodiak Corner):
   a. Student names CCC as a recipient when he/she registers for IB program exam(s) OR
   b. Student may contact the IB Organization to request that an official IB transcript be sent directly to CCC.
2. Academic advisors use the IB Transcript for placement
3. Student requests official evaluation of IB Transcript

### POLICY FOR AWARDING IB CREDIT
In most cases, five quarter credits (or more) are granted for Higher Level subjects in which a grade of 5 or higher is earned, with a maximum of 45 quarter credits. No credit is awarded for Standard Level subject grades.
A maximum of 45 credits of alternative credits (IB and AP) may be used toward any degree.

## INTERNATIONAL BACCALAUREATE (IB) CREDIT TABLE

<table>
<thead>
<tr>
<th>Subject</th>
<th>IB Score</th>
<th>CCC Credit/Placement Awarded</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>African History</td>
<td>5, 6, or 7</td>
<td>HIST xxx (5 cr.)</td>
<td>Humanities, Social Sciences, or Elective</td>
</tr>
<tr>
<td>American History</td>
<td>5, 6, or 7</td>
<td>HIST xxx (5 cr.)</td>
<td>Humanities, Social Sciences, or Elective</td>
</tr>
<tr>
<td>Anthropology</td>
<td>5, 6, or 7</td>
<td>ANTH &amp; 206 (5 cr.)</td>
<td>Social Sciences or Electives</td>
</tr>
<tr>
<td>Arabic</td>
<td>7</td>
<td>F/L 901, 902, &amp; 903 (15 cr.)</td>
<td>Humanities or Electives</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>F/L 901 &amp; 902 (10 cr.)</td>
<td>Humanities or Electives</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>F/L 901 (5 cr.)</td>
<td>Humanities or Electives</td>
</tr>
<tr>
<td>Art/Design</td>
<td>5, 6, or 7</td>
<td>ART xxx (5 cr.)</td>
<td>Elective</td>
</tr>
<tr>
<td>Biology</td>
<td>5, 6, or 7</td>
<td>BIOL &amp; 211 &amp; 212 (10 cr)</td>
<td>Natural Science Lab</td>
</tr>
<tr>
<td>Business and Management</td>
<td>5, 6, or 7</td>
<td>BUS xxx (5 cr.)</td>
<td>Restricted Elective</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6 or 7</td>
<td>CHEM xxx (5 cr.)</td>
<td>Natural Science Lab</td>
</tr>
<tr>
<td>Chinese</td>
<td>7</td>
<td>CHIN &amp; 221, 222, &amp; 223 (15 cr.)</td>
<td>Humanities or Elective</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>CHIN &amp; 221 &amp; 222 (10 cr.)</td>
<td>Humanities or Elective</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>CHIN &amp; 221 (5 cr.)</td>
<td>Humanities or Elective</td>
</tr>
<tr>
<td>Computer Science and Engineering</td>
<td>5, 6, or 7</td>
<td>BIT 116</td>
<td>Elective</td>
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<tr>
<td>Design Technology</td>
<td>5, 6, or 7</td>
<td>V/T 900 (5 cr.)</td>
<td>Restricted Elective</td>
</tr>
<tr>
<td>East/Southeast Asia and Oceania History</td>
<td>5, 6, or 7</td>
<td>GS xxx (5 cr.)</td>
<td>Humanities, Social Sciences, or GS</td>
</tr>
<tr>
<td>Economics</td>
<td>6 or 7</td>
<td>ECON &amp; 201 (5 cr.) and ECON &amp; 202 (5 cr.)</td>
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<td></td>
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<td>Social Science or Q</td>
</tr>
<tr>
<td>English</td>
<td>5, 6, or 7</td>
<td>ENGL xxx (5 cr.)</td>
<td>Humanities or Elective</td>
</tr>
<tr>
<td>European History</td>
<td>5, 6, or 7</td>
<td>HIST xxx (5 cr.)</td>
<td>Humanities, Social Science, or Elective</td>
</tr>
<tr>
<td>French</td>
<td>7</td>
<td>FRCH &amp; 221, 222, and 223 (5 cr. each; total 15 cr.)</td>
<td>Humanities or Elective</td>
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<td>FRCH &amp; 221 and 222 (5 cr. each, total 10 cr.)</td>
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<td>5</td>
<td>FRCH &amp; 221 (5 cr.)</td>
<td>Humanities or Elective</td>
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<tr>
<td>INSTRUCTIONAL PROGRAMS AND POLICIES</td>
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<tr>
<td><strong>Geography</strong></td>
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<td>5, 6, or 7</td>
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<td><strong>German</strong></td>
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<td>7</td>
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<td><strong>History</strong></td>
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<td>See African History, American History, East/Southeast Asia and Oceania History, European History</td>
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<td><strong>Italian</strong></td>
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<td>F/L 950 and 951 (5 cr.)</td>
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<td>Humanities or Elective</td>
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<td>Humanities or Elective</td>
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<td>5</td>
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<td>Humanities or Elective</td>
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<td><strong>Latin</strong></td>
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<td>Humanities or Elective</td>
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<td>Humanities or Elective</td>
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<td>5, 6, or 7</td>
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<td>Natural Science or Q</td>
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<td>6</td>
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<td>5</td>
<td>MATH&amp; 107 (5 cr.)</td>
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<td>6, 7</td>
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<td><strong>Music</strong></td>
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<tr>
<td>5, 6, or 7</td>
<td>MUSC xxx (5 cr.)</td>
<td>Humanities or Elective</td>
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<tr>
<td><strong>Near East</strong></td>
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<tr>
<td>5, 6, or 7</td>
<td>GS xxx (5 cr.)</td>
<td>Social Science or GS</td>
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<tr>
<td><strong>Philosophy</strong></td>
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<td>No credit granted</td>
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<tr>
<td><strong>Physics</strong></td>
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<td></td>
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</tr>
<tr>
<td>5, 6, or 7</td>
<td>PHYS&amp; 121, 122, 123 (5 cr. each, total 15 cr.)</td>
<td>Natural Science Lab</td>
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<tr>
<td><strong>Psychology</strong></td>
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<tr>
<td>5, 6, or 7</td>
<td>PSYC&amp; 100 (5 cr.)</td>
<td>Social Science or Elective</td>
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</tr>
<tr>
<td><strong>Russian</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>F/L 900, 901, 902 (5 cr. each; total 15 cr.)</td>
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<td>6</td>
<td>F/L 900 and 901 (5 cr. each; total 10 cr.)</td>
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<td>5</td>
<td>F/L 900 (5 cr.)</td>
<td>Humanities or Elective</td>
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</tr>
<tr>
<td><strong>Spanish</strong></td>
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<tr>
<td>7</td>
<td>SPAN&amp; 221,222, and 223 (5 cr. each; total 15 cr.)</td>
<td>Humanities or Elective</td>
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<tr>
<td>6</td>
<td>SPAN&amp; 221 and 222 (5 cr. each; total 10 cr.)</td>
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<tr>
<td>5</td>
<td>SPAN&amp; 221 (5 cr.)</td>
<td>Humanities or Elective</td>
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<tr>
<td><strong>Swahili</strong></td>
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<td>7</td>
<td>F/L 900, 901, 902 (5 cr. each; total 15 cr.)</td>
<td>Humanities or Elective</td>
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<tr>
<td>6</td>
<td>F/L 900 and 901 (5 cr. each; total 10 cr.)</td>
<td>Humanities or Elective</td>
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<tr>
<td>5</td>
<td>F/L 900 (5 cr.)</td>
<td>Humanities or Elective</td>
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<tr>
<td><strong>Theater Arts</strong></td>
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<tr>
<td>5, 6, or 7</td>
<td>DRMA&amp; 101 (5 cr.)</td>
<td>Humanities or Elective</td>
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<td>COURSE DESCRIPTIONS</td>
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<tr>
<td><strong>ACCOUNTING</strong></td>
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<tr>
<td>ACCT 140</td>
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<tr>
<td>Accounting Essentials</td>
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<tr>
<td>RE- Students will acquire a practical understanding of financial and managerial accounting concepts. With a focus on the relationship between real-world events and the accounts and numbers that appear on financial statements, students will explore the accounting for common transactions and learn to apply the basic tools of financial statement analysis to various types of business and not-for-profit organizations. Managerial accounting topics include analysis of the cost of manufactured products, cost behavior, break-even analysis, and budgeting. This course is intended for the non-accounting specialist and is not recommended for students planning to transfer into bachelor’s degree programs in business. <strong>Prerequisite(s):</strong> Completion of MATH 075 with a grade of 2.0 or higher or placement by testing into MATH 085; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.</td>
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<tr>
<td>ACCT 201</td>
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<tr>
<td>Principles of Accounting I</td>
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<tr>
<td>E- Students will explore the manner in which accountants pursue the goal of financial accounting: to provide useful, relevant information to users of financial statements. With a focus on merchandising enterprises, students will examine how the accounts are organized, how they are affected by transactions, and how they impact one another. Students will explore the recording process, adjusting and closing entries, and the preparation of financial statements. Transaction analysis will focus on sales, purchases, cash, accounts receivable, and inventories, while additional topics include accounting information systems and internal control. <strong>Prerequisite(s):</strong> Co-enrollment with or completion of MATH &amp; 141 or MATH 147 with a grade of 2.0 or higher or placement into MATH &amp; 142; and co-enrollment with or completion of BIT 156 or instructor permission.</td>
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<td>ACCT 202</td>
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<tr>
<td>Principles of Accounting II</td>
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<td>E- In this course, a continuation of ACCT &amp; 201, students will further explore the manner in which accountants pursue the goal of financial accounting: to provide useful, relevant information to users of financial statements. With a focus on partnerships and corporations, students will examine the accounting for plant assets, current liabilities, shareholders’ equity and dividends, long term liabilities, and investments. Additional topics include the statement of cash flows and financial statement analysis. <strong>Prerequisite(s):</strong> Completion of ACCT &amp; 201 with a grade of 2.0 or higher, or instructor permission.</td>
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<tr>
<td>ACCT 203</td>
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<tr>
<td>Principles of Accounting III</td>
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<tr>
<td>E- Students commencing this course in managerial accounting will have completed two previous courses in financial accounting (ACCT &amp; 201 and ACCT &amp; 202), whose goal is to provide useful, relevant information to users of financial statements. Managerial accounting, by contrast, is concerned with providing information to managers—the people inside an organization who direct and control its operations. Students will explore the ways in which financial information for internal users is compiled, organized, and presented, and will develop a thorough understanding of: manufacturing and nonmanufacturing costs; compute the cost of manufacturing a product or providing a service; and determine the behavior of costs as activity levels change. Attention will then shift to capital budgeting and the use of budgets and standard costs to assess performance. Additional topics include incremental analysis and capital budgeting. <strong>Prerequisite(s):</strong> Completion of ACCT &amp; 202 with a grade of 2.0 or higher, or instructor permission.</td>
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<tr>
<td><strong>AMERICAN SIGN LANGUAGE</strong></td>
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<tr>
<td>ASL &amp; 121</td>
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<tr>
<td>American Sign Language I</td>
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<td>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. <strong>Prerequisite(s):</strong> Completion of ENGL 090 or higher or placement by testing into ENGL 100.</td>
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<tr>
<td>ASL &amp; 122</td>
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<tr>
<td>American Sign Language II</td>
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<tr>
<td>H- 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. <strong>Prerequisite(s):</strong> Completion of ASL &amp; 121 with a grade of 2.0 or higher or placement into ASL &amp; 122.</td>
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<tr>
<td>ASL &amp; 123</td>
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<tr>
<td>American Sign Language III</td>
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<td>H- Continuing the work of ASL &amp; 122 students will further develop their expressive and receptive skills. <strong>Prerequisite(s):</strong> Completion of ASL &amp; 122 with a grade of 2.0 or higher or placement in ASL &amp; 123.</td>
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<tr>
<td><strong>ANTHROPOLOGY</strong></td>
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<td>ANTH &amp; 104</td>
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<tr>
<td>World Prehistory</td>
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<td>CKR, SS- This course will introduce students to the origins of global human diversity by tracing 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. <strong>Prerequisite(s):</strong> Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.</td>
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<tr>
<td>ANTH &amp; 204</td>
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<tr>
<td>Archaeology</td>
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<td>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. <strong>Prerequisite(s):</strong> Completion of ENGL &amp; 101 with a grade of 2.0 or higher.</td>
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<tr>
<td>ANTH &amp; 205</td>
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<tr>
<td>Biological Anthropology</td>
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<td>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. <strong>Prerequisite(s):</strong> Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL 101.</td>
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<tr>
<td>ANTH &amp; 206</td>
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<tr>
<td>Cultural Anthropology</td>
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<td>CKR, 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. <strong>Prerequisite(s):</strong> Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.</td>
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</table>
**ART & 207  5 credits**  
Introduction to Linguistic Anthropology  
CKR, 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 ENGL 101 with a grade of 2.0 or higher.

**ART & 234  5 credits**  
Religion & Culture  
CKR, SS- Students undertake a comparative study of belief systems, encompassing a sample of both tribal and world religions. Learners examine symbolism, rituals, myths, ecological ties, etc., in order to gain insight into the origins, construction, and intricacies of the world’s belief systems. Students also investigate the role of belief systems in the construction of social roles, social distinctions, culture conflict, and cultural change. **Prerequisite(s):** Completion of ART 206, or CMST 150, or SOC 150; and co-enrollment with or completion of ENGL 102 with a grade of 2.0 or higher.

**ART & 100  5 credits**  
Art Appreciation  
CKR, 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, and installation art, performance art, dance, theater, music, computer arts. **Prerequisite(s):** Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL 101.

**ART 110  5 credits**  
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, value, color, shape, space, texture, and form in the context of balance, harmony, variety, emphasis, and unity. Students will learn essential 2-dimensional surface design concepts and processes throughout the course. **Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**ART 121  5 credits**  
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. **Prerequisite(s):** None.

**ART 122  5 credits**  
Drawing II  
HP- In this second in a series of courses designed for students interested in the intermediate study of studio art, learners will explore the use of various media such as conte and pastel, surface materials and techniques as they relate to drawing. Students will communicate their personal expression of imagery, subjects and mark making to create unique works. Additional emphasis on presentation of finished work and analysis in writing of the creative process distinguishes this course from Art 121. **Prerequisite(s):** Completion of ART 121 with grade of 2.0 or higher. (LAB)

**ART 135  5 credits**  
Global Perspectives in Art  
CKR, 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 & 100 and ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**ART 140  5 credits**  
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 ENGL 090 with a grade of 2.0 or higher or placement in ENGL 100.

**ART 141  5 credits**  
Survey of Art History: Byzantine to the Industrial Revolution  
GS, H- A survey course covering the development of art history 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 ENGL 090 with a grade of 2.0 or higher or placement in ENGL 100.

**ART 142  5 credits**  
Survey of Modern Art  
GS, H- The Survey of Modern Art documents and explains the advancement of 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 ENGL 090 with a grade of 2.0 or higher or placement in ENGL 100.

**ART 220  5 credits**  
Painting I  
HP- In this beginning course, students explore a variety of technical processes and aspects of painting. Learners will explore the use of various media which may include oil, acrylic or water color, along with surface materials and techniques as they relate to painting. Students will develop a personal expression of imagery and subjects to create unique works as well as communicate their comprehension of theory. Additional emphasis on presentation of finished work and written analysis of the creative process. This course may have a required field trip and/or service learning. **Prerequisite(s):** Completion of ART 110 or ART 121 with grade of 2.0 or higher; or instructor permission. (LAB)

**ART 224  5 credits**  
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.
# Course Descriptions

## ASTRONOMY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>ASTR 101</td>
<td>Introduction to Astronomy</td>
<td>5</td>
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<tr>
<td>ASTR &amp; 115</td>
<td>Stars, Galaxies and Cosmos</td>
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## ATMOSPHERIC SCIENCE

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ATMS 101</td>
<td>The Science of Weather</td>
<td>5</td>
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## BIOLOGY

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>BIOL 120</td>
<td>Survey of the Kingdoms</td>
<td>5</td>
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<tr>
<td>BIOL 165</td>
<td>Life: Origins and Adaptations</td>
<td>5</td>
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<tr>
<td>BIOL 170</td>
<td>Human Biology</td>
<td>5</td>
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<tr>
<td>BIOL 211</td>
<td>Majors Cellular</td>
<td>5</td>
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<tr>
<td>BIOL 212</td>
<td>Majors Animal</td>
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<tr>
<td>BIOL 213</td>
<td>Majors Plant</td>
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</table>

## DESIGNATION KEY

Distribution areas: CKR = Cultural Knowledge, E = Elective, GS = Global Studies, H = Humanities, HP = Humanities Performance, NS = Natural Science, Q = Quantitative Reasoning, RE = Restricted Elective, SS = Social Science
Catalog 2011-12

**BIO& 232  Human Physiology**
NS - This is the second quarter in a three-quarter sequence for pre-nursing majors. It will cover in detail the study of the functioning and interrelationships of the organ systems of the human body using computer software and lab exercises. Topics will include a study of homeostasis, cytology, feedback mechanisms, and the function and relationship of the following organ systems: integumentary, skeletal, muscular, lymphatic and immune, nervous and special senses, endocrine, circulatory, respiratory, urinary, digestive, and reproductive.

Prerequisite(s): Completion of BIO& 211 with a grade of 2.0 or higher; and CHEM& 121 or CHEM& 161 with a grade of 2.0 or higher. (LAB)

**BIO& 260  Microbiology**
NS - This course enables students to learn and practice the scientific method as they develop an appreciation of the diversity and complexity of the microbial world. Students will learn the basic principles of structure and function of prokaryotic and eukaryotic microorganisms, as well as viruses, and how this relates to cellular processes, human disease, evolution, and the environment we live in. In the lab, students will learn standard methods of isolating, assessing, and identifying microorganisms.

Prerequisite(s): Completion of BIO& 211 with a grade of 2.0 or higher; and CHEM& 121 or CHEM& 161 with a grade of 2.0 or higher. (LAB)

**BUS& 101  Introduction to Business**
SS - Students explore the role played by business enterprises from an economic and societal perspective, then proceed to explore the management of business organizations, both overall and within each of the essential functions: planning, human resources, marketing, finance, and accounting. Additional topics may include business ethics, business law, entrepreneurship, social responsibility, international business, personal finance, and/or the social business enterprise. As a capstone project, students will work in teams to develop business plans for proposed new business ventures. The course is intended to offer a framework for the further study of business or to provide workplace context.

Prerequisite(s): Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL & 101.

**BUS& 201  Business Law**
SS - This course examines the legal institutions, structures and processes that impact and regulate business activity in the United States. Students examine law as a system that responds to changing societal beliefs and behavior and through its use adjudicates disputes. Legal reasoning, contracts, product liability and criminal and civil law are areas that will be explored.

Prerequisite(s): Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL & 101.

**BUSI& 112  Basics of Web Authoring**
RE - 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 ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100; or co-enrollment with the I-BEST option for the Technical Support Specialist Certification.

**BUSI& 113  User Interface Development**
RE - 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 BUSI& 112 with a grade of 2.0 or higher, or instructor permission.

**BUSI& 115  Introduction to Programming**
E, Q - 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 using a language such as JAVA. 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 or placement by testing.

**BIT 100  Introduction to Information Technology**
RE - This course provides a foundation for students seeking a career in IT. Students will learn the history of IT and assess how it has affected the business world and our society in general. Students will explore the different career paths based on core technologies. Industry leaders of the past and those that are currently shaping the IT industry will be introduced. Integration firms who operate in the IT industry will be explored. Emerging technologies will be presented to familiarize students with the scope of the IT industry.

Prerequisite(s): None.

**BIT 101  Desktop Support Technician**
RE - This course focuses on skills required by information technology professionals who support end users and troubleshoot desktop environments. Students will learn the history and fundamentals of computer hardware. Key topics include computer maintenance and troubleshooting skills with an emphasis on desktop support for clients. Students will attain necessary soft skills to educate computer users and help them solve hardware and software operation and application problems on client systems. This course is geared toward the CompTIA A+, Microsoft MCITP Windows 7, Enterprise Desktop Support Technician, and the Microsoft MCTS Windows 7, Configuration industry certifications.

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

**BIT 102  Networking Fundamentals**
RE - This course focuses on the fundamentals of computer networking, providing students with the building blocks of how data travels throughout twentieth century network technologies. Students will learn how to install, configure, operate, and troubleshoot medium-sized routed and switched networks. Key topics include core networking concepts, routing and switching technologies with implementation and verification of connectivity to Local Area Network (LAN) and Wide Area Network (WAN) environments. This course is geared toward the Cisco CCNA, CompTIA Net+ and the Microsoft MTA Networking Fundamentals industry certifications.

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

**BIT 105  Careers in Information Technology**
RE - 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. Prerequisite(s): None

**BIT 110  Web Authoring**
RE - 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 BUSI& 112 with a grade of 2.0 or higher, or instructor permission.

**BIT 115  Introduction to Programming**
E, Q - 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 using a language such as JAVA. 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 or placement by testing.

**BIT 116  Scripting**
E - 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, or instructor permission.

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### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
<th>Prerequisite(s)</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>BIT 126</td>
<td>5</td>
<td>Network Client Systems</td>
<td>None</td>
<td>RE- Exploration of major network client systems focusing on the currently</td>
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<td>dominant system. Operating systems such as MS-Windows or Apple will be</td>
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<td>explored in relation to networked systems. Each of these operating systems</td>
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<td>will be networked in a peer environment. Students will implement,</td>
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<td></td>
<td></td>
<td>administer and troubleshoot information systems that utilize diverse</td>
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<tr>
<td>BIT 127</td>
<td>5</td>
<td>Linux Client/Server Basics</td>
<td>None</td>
<td>RE- This course is designed to provide a basic foundation in Linux</td>
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<td>Operating System for individuals who are planning on entering systems/</td>
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<td>network, web, and/or database administration. This course provides the</td>
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<td>necessary background in basic Linux commands, concepts and techniques</td>
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<td>for entry level into the small business workplace. Prerequisite(s):</td>
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<td>Completion of BIT 101 with a grade of 2.0 or higher or evidence of work</td>
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<td>at or above that level.</td>
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<tr>
<td>BIT 142</td>
<td>5</td>
<td>Intermediate Programming</td>
<td>None</td>
<td>Q, RE- This is a first course in computer science using a language such</td>
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<td></td>
<td>as C#. This course covers variable types, control structures, functions,</td>
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<td>modular programming, pointers/references/etc., arrays, structures and an</td>
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<td>introduction to recursion. The course will introduce basic sorting and</td>
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<td></td>
<td>searching algorithms. The emphasis of this course will be program design,</td>
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<td></td>
<td>algorithmic (variables, expressions, statements), and abstraction (data</td>
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<td></td>
<td></td>
<td>types, functions). Prerequisite(s): Completion of MATH 095 with a grade</td>
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<td>of 2.0 or higher or placement by testing into MATH &amp; 107, MATH &amp; 141,</td>
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<td></td>
<td></td>
<td>MATH &amp; 146, or MATH &amp; 147, date of last math course irrelevant; and</td>
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<td>completion of BIT 116 with a grade of 2.0 or higher; or instructor</td>
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<td></td>
<td></td>
<td>permission.</td>
</tr>
<tr>
<td>BIT 143</td>
<td>5</td>
<td>Programming Data Structures</td>
<td>None</td>
<td>E- This course extends the fundamentals covered in Intermediate Programming.</td>
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<td>The course will cover program specification and design, abstract data</td>
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<td></td>
<td>types and classes. Topics will include dynamic arrays, stacks, queues,</td>
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<td></td>
<td></td>
<td>linked lists, binary trees and recursion. Taught in C#. Prerequisite(s):</td>
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<td></td>
<td></td>
<td>Completion of BIT 142 with a grade of 2.0 or higher.</td>
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<tr>
<td>BIT 147</td>
<td>2</td>
<td>Integrated Office Applications 1</td>
<td>None</td>
<td>RE- This course, offered as part of a specialized program, allows students</td>
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<tr>
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<td></td>
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<td>to expand and enhance their study of BIT 150, Keyboarding, and BIT 154,</td>
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<td></td>
<td></td>
<td></td>
<td>Beginning Word Processing. Students will develop vocabulary proficiency</td>
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<td>and apply the skills from the self-paced lab courses in context-specific</td>
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<td>activities. This course may be used as part of a learning community, ESL</td>
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<td></td>
<td>program, or targeted for a specific group of learners. Prerequisite(s):</td>
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<td>Placement by testing into ESL 040 or above and co-enrollment with BIT 150</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>and BIT 154 required. Instructor permission is required.</td>
</tr>
<tr>
<td>BIT 148</td>
<td>2</td>
<td>Integrated Office Applications 2</td>
<td>None</td>
<td>RE- This course, offered as part of a specialized program, allows students</td>
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<td></td>
<td>to expand and enhance their study of BIT 153, Using the Internet, and BIT</td>
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<td>164, Microsoft Outlook. Students will develop vocabulary proficiency and</td>
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<td>apply the skills from the self-paced lab courses in context-specific</td>
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<td></td>
<td>activities. This course may be used as part of a learning community, ESL</td>
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<td></td>
<td>program, or targeted for a specific group of learners. Prerequisite(s):</td>
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<td></td>
<td>Placement by testing into ESL 040 or above and co-enrollment with BIT 153</td>
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<td></td>
<td></td>
<td>and BIT 164 required. Instructor permission required.</td>
</tr>
<tr>
<td>BIT 150</td>
<td>1</td>
<td>Introduction to Keyboarding</td>
<td>None</td>
<td>RE- This one-credit module prepares students to use computer applications</td>
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<td></td>
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<td>in the classroom and in workplace activities by developing speed and</td>
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<td>accuracy through touch keyboarding. Students also develop familiarity with</td>
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<td>the keyboard's ten-key system and other common keyboard and mouse</td>
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<td></td>
<td></td>
<td>functions. Prerequisite(s): None</td>
</tr>
<tr>
<td>BIT 151</td>
<td>1</td>
<td>Introduction to Computer Hardware</td>
<td>None</td>
<td>RE- This one-credit module prepares students to use computer applications</td>
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<td>in the classroom and in workplace activities by developing familiarity</td>
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<td>with computer hardware, software and operating systems. Fundamental</td>
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<td>computer terminology is defined and students explore a variety of uses</td>
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<td></td>
<td></td>
<td>and types of personal computer systems. Prerequisite(s): None</td>
</tr>
<tr>
<td>BIT 152</td>
<td>1</td>
<td>Windows Basics</td>
<td>None</td>
<td>RE- This one-credit module prepares students to use computer applications</td>
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<td>in the classroom and in workplace activities by introducing them to the</td>
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<td>Windows operating system, which is the most common operating system in</td>
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<td>both the home and business environment. Effective use of Windows assists</td>
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<td>students in using all Windows-based applications. Prerequisite(s): None</td>
</tr>
<tr>
<td>BIT 153</td>
<td>1</td>
<td>Using the Internet</td>
<td>None</td>
<td>RE- This one-credit module prepares students to use the internet as a tool</td>
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<td>for communication and as an information resource. Students learn how to</td>
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<td>effectively use and organize e-mail, how to research topics using the</td>
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<td>web and how to create simple web sites using editor software. Prerequisite</td>
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<td>(s): None</td>
</tr>
<tr>
<td>BIT 154</td>
<td>1</td>
<td>Beginning Word Processing</td>
<td>None</td>
<td>RE- This one-credit module prepares students to word process documents for</td>
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<td></td>
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<td>the classroom and in the workplace. Students learn how to effectively</td>
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<td>create, format and edit documents using toolbars, menus and commands.</td>
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<td>Prerequisite(s): None</td>
</tr>
<tr>
<td>BIT 155</td>
<td>1</td>
<td>Advanced Word Processing</td>
<td>None</td>
<td>RE- This one-credit module prepares students to utilize advanced word</td>
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<td>process tools to be more efficient and to increase the functionality of</td>
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<td>their documents. Students learn how to incorporate macros and clip art</td>
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<td>into documents and to use management tools to create long documents.</td>
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<tr>
<td>BIT 156</td>
<td>1</td>
<td>Beginning Spreadsheet</td>
<td>None</td>
<td>RE- This one-credit module prepares students to use a spreadsheet</td>
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<td></td>
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<td>application in the classroom and in workplace activities. Students create</td>
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<td>and format worksheets and workbooks utilizing toolbars, menus and</td>
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<td></td>
<td></td>
<td></td>
<td>commands. Prerequisite(s): None</td>
</tr>
<tr>
<td>BIT 157</td>
<td>1</td>
<td>Advanced Spreadsheet</td>
<td>None</td>
<td>RE- This one-credit module prepares students to use the advanced functions</td>
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<td></td>
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<td>of a spreadsheet application in the classroom and in workplace activities.</td>
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<td></td>
<td>The module includes the use of tools such as formulas, logical functions,</td>
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<td>data functions and charting to enhance the preparation and presentation</td>
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<td></td>
<td>of information. Prerequisite(s): None</td>
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<tr>
<td>BIT 158</td>
<td>1</td>
<td>Beginning Database</td>
<td>None</td>
<td>RE- This one-credit module prepares students to use a database application</td>
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<td></td>
<td></td>
<td>in the classroom and in workplace activities. Students will learn about</td>
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<td></td>
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<td>the extensive uses of databases in the workplace. Using a wizard, they</td>
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<td>will learn to create and modify a database including tables, forms and</td>
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<td></td>
<td>reports. Prerequisite(s): None</td>
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<tr>
<td>BIT 159</td>
<td>1</td>
<td>Advanced Database</td>
<td>None</td>
<td>RE- This one-credit module prepares students to create and use a database</td>
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<td>application in workplace activities. Students will learn to develop</td>
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<td></td>
<td>macros, create menus and manage complex data. Prerequisite(s): None</td>
</tr>
<tr>
<td>BIT 160</td>
<td>1</td>
<td>Digital Imaging</td>
<td>None</td>
<td>RE- This one-credit course will prepare students to utilize basic digital</td>
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<td>imaging tools to acquire and manipulate photographic images and graphic</td>
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<td>elements. Students will learn basic imaging techniques, digitize and</td>
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<td>enhance photos, apply special effects, and prepare graphics for various</td>
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<td></td>
<td>computer-based applications. Prerequisite(s): None</td>
</tr>
<tr>
<td>BIT 161</td>
<td>1</td>
<td>Vector Graphics</td>
<td>None</td>
<td>RE- This one-credit course will prepare students to utilize vector based</td>
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<td>drawing tools for the creation of digital graphics and illustration.</td>
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<td>Students will learn basic techniques while creating type effects, graphs</td>
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<td>and illustrations for computer based applications. Prerequisite(s): None</td>
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</tbody>
</table>
COURSES

COURSE DESCRIPTIONS

Cascadia Community College

83

CATALOG 2011-12

DESIGNATION KEY
Distribution areas: CKR = Cultural Knowledge, E = Elective, GS = Global Studies, H=Humanities, HP = Humanities Performance, NS = Natural Science, Q=Quantitative Reasoning, RE=Restricted Elective , SS = Social Science

BIT 162
UNIX Basics
RE- 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): None

BIT 163
Beginning PowerPoint
RE- 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 with BIT 152 with a grade of 2.0 or higher.

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

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

BIT 168
Interactive Authoring
RE- 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 standalone applications and streaming content. Prerequisite(s): None

BIT 175
Interactive Multimedia for the Web
RE- This course involves developing interactive, web-based, multimedia applications. Students gain hands-on experience in rich internet application development using technologies like Flash, Silverlight, and AJAX. An emphasis is placed on working in teams to create effective user experiences within given technological limitations and design parameters. Prerequisite(s): Completion of BIT 113 with a grade of 2.0 or higher or instructor permission.

BIT 196
BIT Individualized Project I
RE- 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): Instructor permission.

BIT 197
BIT Work-Based Learning I
RE- 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. This course uses P/NP grading. Prerequisite(s): Instructor permission.

BIT 198
Special Topics in BIT I
RE- 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. Prerequisite(s): Instructor permission.

BIT 199
Service Learning in BIT I
RE- 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. This course uses P/NP grading. Prerequisite(s): Instructor permission.
COURSE DESCRIPTIONS

BIT 233
Cisco 4
RE- 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 232 with a grade of 2.0 or higher.

BIT 235
Network LAN/WAN Design
RE- 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
Infrastructure Services
RE- This course provides a review of the 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 services, 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
Enterprise Administration and Security
RE- 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. Prerequisite(s): Completion of BIT 240 with a grade of 2.0 or higher.

BIT 250
Information Systems Security
RE- 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 265
Structures and Algorithms
E, Q- 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 275
Database Design
E- 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 Implementation
RE- This course explores details of the database implementation process including developing logical and physical data models, creating advance queries, writing stored procedures, and database connectivity. Students plan and implement relational database designs based on client objectives within a team setting. Emphasis is given to safeguarding database information from unauthorized access. Prerequisite(s): Co-enrollment with or completion of BIT 275 with a grade of 2.0 or higher, or instructor permission.

BIT 280
Web Server Administration
RE- Students learn the set-up and administration of web servers. Practical experience is gained in building web servers, troubleshooting connections, and securing and managing services. Students investigate current web and database server technologies, install and configure servers on multiple operating systems, and research different commercial hosting options. Prerequisite(s): Co-enrollment with or completion of BIT 112 with a grade of 2.0 or higher, or instructor permission.

BIT 285
Application Programming
RE- Students learn to create applications that augment the functionality of web-serving environments. Topics of object-oriented program design and code reusability are examined. Practical, hands-on experience is gained as the students work with other web master classes to create useful scripts such as Java and ASP. Prerequisite(s): Completion of BIT 112 with a grade of 2.0 or higher, and completion of either BIT 142 or BIT 255 with a grade of 2.0 or higher.

BIT 286
Web Applications
RE- Students gain practical experience in designing and managing E-Business web applications as they work in teams to create database-driven websites. Topics of study will include utilization of .NET and/or JSEE 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 transactions in a secure manner. Students will work in teams and with outside sources to implement their final E-Business solutions. Prerequisite(s): Completion of BIT 285 or BIT 260 with a grade of 2.0 or higher, or instructor permission.

BIT 296
BIT Individualized Project II
RE- 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): Instructor permission.

BIT 297
BIT Work-Based Learning II
RE- 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. This course uses P/NP grading. Prerequisite(s): Instructor permission.

BIT 298
Special Topics in BIT II
RE- 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. Prerequisite(s): Instructor permission.
BIIT 299 1-5 credits
Service Learning in BIT II
RE- 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. This course uses P/np grading. prerequisite(s): Instructor permission.

CHEMISTRY

CHEM& 105 5 credits
Chemical Concepts
GS, NS- The planet, our environment, our products, our health and heredity all have chemistry underlying the dynamics of change. In this course, students will learn and understand the language of chemistry, the chemical concepts that drive change in key areas of interest and need for our domestic and global societies, and how the scientific method is applied. Concepts will be applied to current topics such as the chemistry of air, water, climate change, energy, formulation of consumer products and technological materials, and essentials of biochemistry. This course is designed for students with little or no chemistry background, and it may not be used as a prerequisite to other CHEM courses. prerequisite(s): Completion of ENGL 100 with a grade of 2.0 or higher or placement into ENGL 101; and completion of MATH 085 with a grade of 2.0 or higher or placement into MATH 095.

CHEM& 121 5 credits
Introduction to 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& 161; not intended for students continuing to CHEM& 161. Laboratory activities extend lecture concepts and introduce the student to the experimental process. prerequisite(s): Completion of MATH 095 or above with a grade of 2.0 or higher. (LAB)

CHEM& 131 5 credits
Introduction to Organic Chemistry & Biochemistry
GS, 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& 121 or CHEM& 161 with a grade of 2.0 or higher. (LAB)

CHEM& 139 5 credits
General Chemistry Preparation
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& 161. 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& 161, CHEM& 162, CHEM& 163 sequence. prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher.

CHEM& 161 6 credits
General Chemistry with Lab I
NS- In this first in a three-quarter sequence for science and engineering majors, students explore structure and behavior of matter, chemical and physical properties and processes, mass and energy relationships, and history in chemistry to understand the scientific method. Laboratory extends content, emphasizes safety and critical thinking about experimental uncertainty. prerequisite(s): Completion of CHEM& 139 with a grade of 2.0 or higher or one year of high school chemistry; and completion of MATH& 141 or MATH 147 with a grade of 2.0 or higher. (LAB)

CHEM& 162 6 credits
General Chemistry with Lab II
NS- In this second in a three-quarter sequence for science and engineering majors, students explore bonding, molecular shapes, intermolecular forces, and the behaviors of liquids, solids, gases and solutions. Entropy and Free Energy are used to understand spontaneous chemical processes. Laboratory extends content, emphasizing critical thinking and safety. prerequisite(s): Completion of CHEM& 161 with a grade of 2.0 or higher. (LAB)

CHEM& 163 6 credits
General Chemistry with Lab III
NS- In this third in a three-quarter sequence for science and engineering majors, students use equilibrium, kinetics and thermodynamics with applications in acid-base chemistry and electrochemical cells. Concepts and applications in nuclear and biochemistry are introduced. Laboratory extends content, emphasizing experimental design, analysis, project activity, communication of results, and safety. prerequisite(s): Completion of CHEM& 162 with a grade of 2.0 or higher. (LAB)

CHEM& 241 4 credits
Organic Chemistry I
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& 163 with a grade of 2.0 or higher.

CHEM& 242 4 credits
Organic Chemistry II
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): Completion of CHEM& 241 with a grade of 2.0 or higher; and co-enrollment with CHEM 254.

CHEM& 243 4 credits
Organic Chemistry III
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): Completion of CHEM& 242 and CHEM 254 with grades of 2.0 or higher; and co-enrollment with CHEM 255.

CHEM 254 3 credits
Organic Chemistry Lab A
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& 242. prerequisite: Completion of CHEM& 241 with a grade of 2.0 or higher; and co-enrollment with CHEM 242. (LAB)

CHEM 255 3 credits
Organic Chemistry Lab B
NS- This course is a continuation of CHEM 254 in which students perform advanced organic reactions and identify unknown compounds. Laboratory activities illustrate lecture concepts and must be taken concurrently with CHEM& 243. prerequisite(s): Completion of CHEM& 242 and CHEM 254 with grades of 2.0 or higher; and co-enrollment with CHEM& 243. (LAB)
### Chinese

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHIN 121</td>
<td>Chinese I</td>
<td>5</td>
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<tr>
<td>CHIN 122</td>
<td>Chinese II</td>
<td>5</td>
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<tr>
<td>CHIN 123</td>
<td>Chinese III</td>
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**CHINESE**

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 ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

### Cinema

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CINEM 201</td>
<td>The American Cinema</td>
<td>5</td>
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<tr>
<td>CINEM 211</td>
<td>World Cinema</td>
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**CINEMA**

H- Students learn about American cinema by watching and analyzing films. Students use knowledge of production from historical, commercial, scientific, cultural and artistic perspectives to interpret and analyze movies. **Prerequisite(s):** Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL & 101.

### College Success

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COLL 100</td>
<td>Study Strategies</td>
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<tr>
<td>COLL 101</td>
<td>College Strategies</td>
<td>3</td>
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<tr>
<td>COLL 120</td>
<td>Documentation of Prior Learning</td>
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</tbody>
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**COLLEGE SUCCESS**

H- Success in college is the theme and content of this course. This focused course that introduces learners to the study skills, attitudes and coping strategies that lead to success in college. This course must be taken within the first 30 credits earned at Cascadia Community College. **Prerequisite(s):** Co-enrollment with ENGL 090 or MATH 095.

### Communications Studies

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<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CMST 101</td>
<td>Introduction to Communi...</td>
<td>5</td>
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<tr>
<td>CMST 105</td>
<td>Communication in Organiz...</td>
<td>5</td>
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<tr>
<td>CMST 150</td>
<td>Multicultural Communication</td>
<td>5</td>
</tr>
<tr>
<td>CMST 203</td>
<td>Media in United States Society</td>
<td>5</td>
</tr>
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**COMMUNICATIONS STUDIES**

H- Students will explore the theory and practice of communication skills and strategies. Students will improve their ability to communicate formally and informally at home, work and school by practicing communication abilities in interpersonal, group and public contexts. Emphasis is placed on developing and maintaining competencies in verbal and nonverbal communication, perception of self and others, listening, interpersonal communication and conflict management, small group communication dynamics, and presentational speaking. Students will also learn to deliver effective formal presentations, within small group and public settings. **Prerequisite(s):** Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL & 101.

**CMST & 101**

H- Students will explore the theory and practice of individual and group communication skills and strategies in organizations, such as professionalism, presentational speaking, teamwork, and collaborative problem-solving and decision-making. Emphasis is placed on developing and maintaining competencies in interpersonal, group, and organizational communication. Students will also work in collaboration with organizations on and/or off campus. **Prerequisite(s):** Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL & 101.

**CMST 105**

H- Students will explore the theory and practice of individual and group communication skills and strategies in organizations, such as professionalism, presentational speaking, teamwork, and collaborative problem-solving and decision-making. Emphasis is placed on developing and maintaining competencies in interpersonal, group, and organizational communication. Students will also work in collaboration with organizations on and/or off campus. **Prerequisite(s):** Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL & 101.

**CMST 150**

H- 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):** None

**CMST 203**

H- In this course, students become better consumers of information through an understanding of the media's history and cultural, economic and social impacts. Students will learn how the internet, television, radio, film and print media affect private and public life. They will be able to critically analyze the news and information flowing around them. Students will explore the legal, ethical, economic and commercial dimensions of mass communications, including First Amendment issues and career possibilities. **Prerequisite(s):** Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL & 101.
CMST& 210  5 credits  
Interpersonal Communication  
H- In this course, students explore, analyze and apply practical communication techniques and skills for developing and maintaining healthy family, friend, romantic, work, and leadership relationships. Students will examine and apply interpersonal communication theoretical models and skills emphasizing personal identity and communication behaviors in diverse environments, relationship development, and conflict management competency. Prerequisite(s): Completion of ENGL 100 with a grade of 2.0 or placement by testing into ENGL& 101.

CMST 211  5 credits  
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 ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL& 101.

CMST& 220  5 credits  
Public Speaking  
GS, H- In this course, students learn to analyze audience and purpose in order to choose topics, organize, develop and deliver various styles of public and presentational speeches on local and global issues. Students will prepare and practice speeches that are recorded for evaluation and improvement throughout the course. Students will also gain critical listening skills and persuasive abilities. Prerequisite(s): Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL& 101.

CMST& 230  5 credits  
Small Group Communication-Leadership Dynamics  
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 ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL& 101.

CMST 233  5 credits  
Media in a Global Context  
CKR, GS, H- In this course, students become better consumers of information through an understanding of specific global media systems and their affects on both private and public life. Students will be able to critically analyze the news and information flowing through specific media technologies and services through particular global perspectives. Moreover, students will compare and contrast U.S. media systems with those media systems from other cultures/countries by examining legal, ethical, economic, and commercial dimensions of mass communication. Prerequisite(s): Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL& 101.

CMST 243  5 credits  
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 be better consumers of media information. To do so, they will study models for ethical decision-making and the history and process of media law. Prerequisite(s): Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL& 101.

CMST 251  5 credits  
Intercultural Communication  
CKR, GS, H- Students identify the effects of culture on communication in the global context, by investigating underlying values, rules, and worldviews of different international cultures. They explore culture-specific verbal and nonverbal communication patterns, and conflict negotiation strategies. Students learn key issues of cultural influence on communication interaction in specific settings within the global context, such as business and education, and will practice and create communication strategies for intercultural communication competence. Prerequisite(s): Completion of ENGL 100 with grade of 2.0 or higher or placement by testing into ENGL& 101.

DRMA 101  5 credits  
Introduction to Theatre  
H- An introduction to the examination and experience of theatre art form through performance and design elements such as play analysis, acting, directing, critique, stage and lighting design etc. Prerequisite(s): None.

DRMA 151  5 credits  
Introduction to Acting  
H- 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 ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL& 101.

DRMA 152  5 credits  
Acting - Scene Study  
H- 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, Adler, Waungh, Suzuki. Prerequisite(s): Completion of DRMA 151 with a grade of 2.0 or higher.

DRMA 153  5 credits  
Performance Production  
H- This course provides hands on, practical experience in performance. The class will culminate in a public performance. Prerequisite(s): Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL& 101; and instructor permission (by audition).

ECON& 201  5 credits  
Microeconomics  
GS, 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 and socio-political forces that impact consumer demand, business production, and exchange within both domestic and international markets. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher or placement by testing into MATH& 141 or MATH 147; and placement into ENGL& 101.
ECON 202 Macroeconomics
5 credits

GS, 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. Students will explore the interconnectedness between economic and socio-political issues as well as the important link between economic and political power and its influence on the processes and consequences of economic growth and development, including income distribution, welfare, equity, and environmental sustainability. Prerequisite(s): Completion of ECON& 201 with a grade of 2.0 or higher.

ECON 220 Economics of Energy
5 credits

GS, SS- This course examines energy issues that pertain to the environment, applying economics to issues of energy markets, environmental impacts, investment in renewables, and other energy issues such as transportation and conservation. Students will review the economics behind particular energy-related issues and then apply that knowledge by analyzing related articles and domestic and international case studies. Prerequisite(s): Completion of ECON& 201 or MATH 095 with a grade of 2.0 or higher or placement by testing into MATH& 141 or MATH 147; and completion of ENGL 100 with a grade of 2.0 or higher or placement into ENGL& 101.

ECON 250 Introduction to the Global Economic Environment
5 credits

CKR, 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.

EDUC 102 Field Experience in Education
5 credits

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. Prerequisite(s): None.

EDUC 202 Introduction to Education
5 credits

SS- 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 a North American perspective). We will analyze current trends in education to provide background on issues that affect today’s teachers from preschool through high school. Students pursuing the Associate in Elementary Education DTA/MRP degree will be required to complete 15 hours of K-8 classroom experience and submit an evaluation from the field site supervisor observing the student’s work with children; students pursuing other degrees may complete their 15 hours in elementary, secondary or other education settings. This course will require a background check. Prerequisite(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement into ENGL& 101.

ENGR& 214 Statics
5 credits

NS- Students will analyze forces acting on particles and rigid bodies in equilibrium. Topics will include force and moment resultants, free body diagrams, internal forces, friction, centroids, and moment of inertia. Emphasis will be placed on real-world application and technology will be integrated throughout the course. A graphing calculator is required. Prerequisite(s): Completion of PHYS& 221 with a grade of 2.0 or higher; and co-enrollment with or completion of MATH& 163 with a grade of 2.0 or higher.

ENGR& 215 Dynamics
5 credits

NS- 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, and 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& 214 with grade of 2.0 or higher.

ESL 001 ESL Educational Interview
.5-1 credits

This ESL orientation course introduces new students to Cascadia Community College, provides intake assessment, determines program placement, and begins each student’s educational planning process. New students must attend this class prior to enrollment in ESL classes. NOTE: Credits for this course are not transferable, nor do they apply to any college degree or certificate.

ESL 010 ESL Communication 1
1-15 credits

This course introduces basic English communication concepts. Exit goals are knowledge of the alphabet and numeric symbols, copying information into simple forms, sight and hearing recognition of survival words, and responding to verbal yes/no questions. Expressional goals are forming letters and numbers from memory, copying correctly, 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,” “stop” etc. NOTE: Credits for this course are not transferable, nor do they apply to any college degree or certificate.
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 020 or placement by testing into 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 into ESL 030.

ESL 032  1-15 credits
ESL Communication 3 - Reading and Writing
This course introduces high-beginning English speaking and listening skills for communication. Students will learn to communicate through reading, and writing a range of common situations encountered at home, at work, and in the community. 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 into ESL 030.

ESL 034  1-15 credits
ESL Communication 3 - Speaking and Listening
This course introduces high-beginning English speaking and listening skills for communication. Students will learn to speak and listen in a range of common situations encountered at home, at work, and in the community. Credits for this course are non-transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of ESL 020 or placement by testing into 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 into ESL 040.

ESL 042  1-15 credits
ESL Communication 4 - Reading and Writing
This course introduces intermediate English communication skills. Students will learn to communicate through reading and writing a range of common situations encountered at home, at work, and in the community. 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 into ESL 040.

ESL 044  1-15 credits
ESL Communication 4 - Speaking and Listening
This course introduces low-intermediate English speaking and listening skills for communication. Students will learn to speak and listen in a range of common situations encountered at home, at work, and in the community. Credits for this course are non-transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of ESL 030 or placement by testing into ESL 040.

ESL 042  1-15 credits
ESL Communication 4 - Reading and Writing
This course introduces intermediate English communication skills. Students will learn to communicate through reading and writing a range of common situations encountered at home, at work, and in the community. 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 into ESL 040.

ESL 044  1-15 credits
ESL Communication 4 - Speaking and Listening
This course introduces low-intermediate English speaking and listening skills for communication. Students will learn to speak and listen in a range of common situations encountered at home, at work, and in the community. Credits for this course are non-transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of ESL 030 or placement by testing into 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 into ESL 050.

ESL 052  1-15 credits
ESL Communication 5 - Reading and Writing
This course introduces high-intermediate English communication skills. Students will learn to communicate through reading, and writing a range of common situations encountered at home, at work, and in the community. Credits for this course are non-transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of ESL 040 or placement by testing into ESL 050.

ESL 054  1-15 credits
ESL Communication 5 - Speaking and Listening
This course introduces high-intermediate English speaking and listening skills for communication. Students will learn to speak and listen in a range of common situations encountered at home, at work, and in the community. Credits for this course are non-transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of ESL 040 or placement by testing into ESL 050.

ESL 056  5 credits
ESL 5 and Medical Terminology
Learners develop English Language skills through the study of basic medical terminology. 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 into ESL 050.

ESL 060  1-15 credits
ESL Communication 6
This course enhances advanced communication concepts. Listening, observing, speaking, reading and writing are combined in a holistic approach to language acquisition for everyday use on the job, at home and in the community. Learners are exposed to language in various contexts and learn through discussion, presentation, and individual and group projects. Use of computer technology is interwoven with language acquisition. NOTE: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of ESL 050 or placement by testing into ESL 060.

ESL 062  1-15 credits
ESL Communication 6 - Reading and Writing
This course introduces advanced English communication skills. Students will learn to communicate through reading, and writing a range of common situations encountered at home, at work, and in the community. 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 064  1-15 credits
ESL Communication 6 - Speaking and Listening
This course introduces advanced English speaking and listening skills for communication. Students will learn to speak and listen in a range of common situations encountered at home, at work, and in the community. Credits for this course are non-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 066  5 credits
ESL 6 and Medical Terminology
Learners develop English Language skills through the study of basic medical terminology. 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.
ENGLISH FOUNDATIONS

ABE 001  .5-1 credits
EFUND/MFUND/GED Educational Interview

This EFUND/MFUND/GED Prep orientation course introduces new students to Cascadia Community College, provides intake assessment, determines program placement, and begins each student’s educational planning process. New students must complete this class prior to enrollment in EFUND/MFUND/GED Prep classes. NOTE: Credits for this course are not transferable, nor do they apply to any college degree or certificate.

ABEVLN 040  1-15 credits
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 into ESL 040.

ABEVLN 050  1-15 credits
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 into ESL 050.

ABEVLN 060  1-15 credits
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 into ESL 060.

ABEVLN 030  1-10 credits
English Fundamentals 3 - Office Skills

Learners develop English skills for business communication. Students will learn English through a variety of workplace contexts including presentations and communication skills for an office environment. NOTE: Credits for this course are not transferable. Prerequisite(s): Successful completion of ABEVN 020 or placement by testing into ABEVN 040.

ABEVLN 040  1-10 credits
English Fundamentals 4 - Office Skills

Learners develop English skills for business communication. Students will learn English through a variety of workplace contexts including presentations and communication skills for an office environment. NOTE: Credits for this course are not transferable. Prerequisite(s): Successful completion of ABEVN 030 or placement by testing into ABEVN 040.

EFUND 010  1-10 credits
English Fundamentals 1

This course introduces basic reading and writing skills for communication. Students will learn to read and write common words, phrases, and sentences that relate to personal goals. NOTE: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Placement by testing into EFUND 010.

EFUND 020  1-10 credits
English Fundamentals 2

This course develops basic reading and writing skills for communication. Students will learn to read and write words, phrases, sentences and short paragraphs that relate to personal goals. 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 into EFUND 020.

EFUND 030  1-10 credits
English Fundamentals 3

This course introduces intermediate reading and writing skills for communication. Students will read short texts and write paragraphs related to personal goals. Students will begin to use the writing process for written work. 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 into EFUND 030.

EFUND 036  5 credits
English Fundamentals 3 and Medical Terminology

Learners develop English Language skills through the study of basic medical terminology. 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 into EFUND 030.

EFUND 048  1-10 credits
Transition and Career Exploration 4

EFUND 048 learners develop intermediate reading and writing skills through career exploration and educational planning. 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 into EFUND 040.

EFUND 050  1-10 credits
English Fundamentals 5 (GED)

This course prepares students to take the GED examination. Students will learn to apply reading skills to GED content areas, be introduced to test-taking strategies, and use the writing process to create essays. NOTE: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Placement by testing into EFUND 050.

EFUND 038  1-10 credits
Transition and Career Exploration 3

EFUND 038 learners are introduced to intermediate reading and writing skills through career exploration and educational planning. 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 EFUND 020 or placement by testing into ESL050 or EFUND 030.
**ENGLISH COURSE DESCRIPTIONS**

**COURSES**

**EFUND 060**

**English Fundamentals 6 (GED)**

This course prepares students to take the GED examination. Students will learn to apply reading skills to GED content areas, develop test-taking strategies, and use the writing process to create essays. **Prerequisite(s):** Placement by testing into EFUND 060.

**ENGL 080**

**Exploring College Reading and Writing**

This course exposes students to strategies for reading, thinking, speaking, and writing critically in college courses. The course will introduce the full length essay and emphasize the construction of sentences and paragraphs. Through reading and writing assignments, students will improve their vocabulary, grammar and reading comprehension and learn new techniques to improve their communication skills. **Prerequisite(s):** Completion of EFUND 040 with a grade of 2.0 or higher, or placement by testing into ENGL 080.

**ENGL 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. **Prerequisite(s):** Completion of ENGL 080 with a grade of 2.0 or higher or placement by testing into ENGL 090.

**ENGL 098**

**Writing Studio**

This course focuses on level-appropriate academic writing activities to further develop syntax, grammar, spelling and punctuation skills. This course will help students apply basic grammar skills to writing assignments from other classes and/or use modules to prepare students for academic success in their upcoming courses. A focus on developing paragraphs, organizing ideas and multi-paragraph essays or writing pieces will also be included. Lastly, this course will include ways to find and correct grammatical mistakes, basic editing and revision strategies and how to more effectively use language to create meaning. Writing Center visits to work with tutors may be incorporated. Individualized assessment will determine the modes of instruction. Useful for students in all disciplines. **Prerequisite(s):** Co-enrollment with or completion of EFUND 4, ELP Level 6 or ESL Level 6; placement into any ENGL course; or instructor permission.

**ENGL 099**

**Reading Studio**

This course is designed to build basic reading skills for success in college-level reading. This course will improve students' reading comprehension, and include vocabulary building and development. Students will learn active reading strategies to assist in reading essays, textbooks and other college materials. Word attack skills will be covered, including phonics, word analysis and context clues. Critical thinking and reading skills will be presented and discussed to give students confidence in their college reading assignments. Individualized assessment will determine the modes of instruction. Useful for students in all disciplines. **Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher, or placement by testing into any ENGL course; or instructor permission.

**ENGL 100**

**College Reading and Writing**

RE: This course prepares students for success in college reading and writing assignments and activities. In the course, students will learn to read, comprehend and analyze many types of material. Students will develop a personalized writing process and apply it to 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 ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**ENGL 101**

**English Composition I**

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 set of work-based scenarios established by the instructor. **Prerequisite(s):** Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL& 101.

**ENGL 102**

**Composition II**

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 ENGL& 101's emphasis on developing well-organized, thoughtful essays. This class is organized around a theme chosen by the instructor. **Prerequisite(s):** Completion of ENGL& 101 with a grade of 2.0 or higher.

**ENGL 111**

**Introduction to Literature**

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 ENGL& 101 with a grade of 2.0 or higher.
ENGL& 114 5 credits
Introduction to Drama
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. Prerequisite(s): Co-enrollment with or completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL 101.

ENGL 221 5 credits
World Literature and Cinema
CRK, GS, 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, scrutinize how writers and directors employ individual narrative techniques and devices to achieve artistic ends. Students read novels, short stories and plays, view cinematic adaptations, debate the similarities and differences between narratives in different genres, and write formal and informal essays in response to the readings and cinematic adaptations. Prerequisite(s): Completion of ENGL& 101 with a grade of 2.0 or higher.

ENGL& 235 5 credits
Technical Writing
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 ENGL& 101 with a grade of 2.0 or higher.

ENGL& 244 5 credits
U.S. Literature I
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 ENGL& 101 with a grade of 2.0 or higher.

ENGL& 245 5 credits
U.S. Literature II
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 ENGL& 101 with a grade of 2.0 or higher.

ENGL& 254 5 credits
World Literature I
CRK, GS, 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 ENGL& 101 with a grade of 2.0 or higher.

ENGL 255 5 credits
World Literature II
CRK, GS, H- Students explore early modern, modern, and post-modern stories, images and meanings in literary works from a range of world cultures. In reading an array of world literature, students will discover both universal and diverse elements of the human experience since 1650 (though some texts written earlier may be included). They also learn to analyze fiction, poetry, drama, non-fiction and/or film using cultural-historical context and literary elements. The course may focus on a theme chosen by the instructor. Prerequisite(s): Completion of ENGL& 101 with a grade of 2.0 or higher.

ENGL 271 5 credits
Intermediate Composition
H- In this class students build on writing abilities gained in ENGL 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 ENGL& 101 with a grade of 2.0 or higher.

ENGL 274 5 credits
Writing Poetry
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 ENGL& 101 with a grade of 2.0 or higher.

ENGL 277 5 credits
Introduction to Fiction Writing
H- Students choose to focus on writing the short story or novel and learn to make decisions about their own and others' fiction, especially as it develops individual writing practices. The course emphasizes exploring a variety of literary elements and taking a narrative from start to finish. Students read a wide range of short stories and novels by multicultural writers to understand more clearly how different writers employ specific techniques, and to understand the role of fiction in different cultures and their own lives. Students "workshop" their stories and provide weekly critiques of their classmates' stories and novel excerpts. Prerequisite(s): Completion of ENGL& 101 with a grade of 2.0 or higher.

ENGL 279 5 credits
Introduction to Dramatic Writing: Stage and Screen
H- Students will be introduced to the basic structures of dramatic writing that are used to create narratives in drama and film. Students will apply the structures of plot, language, character, and spectacle to construct and analyze complex texts. The course will focus on the one-act play and three-act screenplay to offer students opportunities to apply dramatic writing to very different mediums while taking into account the audience and genre expectations of drama and film. Students will participate in "cold readings" of each other's works-in-progress, discuss the creative choices made by student authors, and evaluate those choices in terms of dramatic structures and audience expectations. Prerequisite(s): Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL& 101.

ETSP 101 5 credits
Introduction to Environmental Technology and Sustainable Practices
RE- This is a survey course of environmental technologies and sustainable practices in business, manufacturing and in the home. Topics include waste management and recycling, pollution prevention, sustainable development, selection of environmentally-friendly materials, resources, supplies and processes, energy sourcing and management strategies, and environmental regulations. Includes addressing of social justice and triple bottom line issues. Prerequisite(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.
ETSP 102 5 credits  
**Power Generation & Conventional Energy Systems**  
RE: This course covers the generation, transmission and distribution of electrical power to large areas and presents the history, current status and trends in conventional energy systems and how they are integrated in modern society. Topics include current technologies and infrastructures, smart grid, community scale distribution systems, and the challenges of meeting expanding demand for energy integration within communities. Students research and discuss the advantages and limitations of conventional systems with a focus on socio-technical aspects of community energy systems.  
**Prerequisite(s):** Completion of PHYS 111 and ETSP 101 with a grade of 2.0 or higher; and completion of ENGL 100 with a grade of 2.0 or higher placement by testing into ENGL 100.

ETSP 110 5 credits 
**Conventional Energy Systems**  
RE: This course presents the history, current status and trends in conventional energy systems and how they are integrated in modern society. Topics include current technologies and infrastructures, smart grid, community scale distribution systems, and the challenges of meeting expanding demand for energy integration within communities. Students research and discuss the advantages and limitations of conventional systems with a focus on socio-technical aspects of community energy systems.  
**Prerequisite(s):** Completion of PHYS 111 and ETSP 101 with a grade of 2.0 or higher; and completion of ENGL 100 with a grade of 2.0 or higher placement by testing into ENGL 100.

ETSP 120 5 credits 
**Solar Energy Systems**  
RE: This course covers the basic principles and technologies that relate to solar energy systems, including radiation fundamentals, measurement, and data processing required to predict solar irradiance with respect to time, location and orientation. Students will receive an overview of current technologies and emerging trends in the application of solar energy systems; the different types of solar technologies, collectors and storage system; the economics of solar energy systems, payback and life cycle costing; and basic design, installation and maintenance of these systems. Solar power ranging from the heat of the day to solar electric conversion technologies will be covered including Solar Electric (Photovoltaic); Thermal; and Heating, Cooling and Lighting (Active and Passive).  
**Prerequisite(s):** Co-enrollment with or completion of PHYS 111; completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

ETSP 130 5 credits 
**Alternative Energy Generation Systems**  
RE: This course presents current and emerging technologies related to wind, biomass, wave/tidal and geothermal energy systems, and their associated economics, challenges and policy issues. Topics include: the nature of wind energy, wind data, predictions and its seasonal influences; the various designs and performance of wind turbines and wind farms; biological and thermo-chemical methods for the conversion of biomass to biofuels; sustainability attributes and environmental impact; geothermal energy forces and geographic distribution; and sustainability and environmental impacts.  
**Prerequisite(s):** Completion of PHYS 111; completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

ETSP 140 5 credits 
**Biomass Generation Systems**  
RE: This course presents current and emerging technologies related to biomass conversion processes and systems for the production of energy. Topics include biological and chemical methods for the conversion of biomass directly to energy, to energy intensive intermediaries, or to biofuels; economics of biomass energy; finance of biomass projects; sustainability attributes and environmental impact.  
**Prerequisite(s):** Completion of PHYS 111 and ETSP 101 with a grade of 2.0 or higher and; completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL 101, or instructor permission.

ETSP 150 2 credits 
**OSHA/WSHA for Electronic Trades**  
RE: This course provides a survey of OSHA’s and WSHA’s electrical standards and the hazards associated with electrical installations and equipment. Topics include single and three phase systems; cord and plug connected and fixed equipment; grounding; ground fault circuit interrupters; hazardous locations and safety-related work practices. Emphasis is placed on electrical hazard recognition and OSHA/WSHA inspection procedures.  
**Prerequisite(s):** completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

ETSP 160 3 credits 
**Mechanic Lab**  
RE: The mechanical lab course is specifically devoted to solving mechanical design problems and applying practical methods of fabrication and testing using hands-on projects.  
**Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

ETSP 161 1 credits 
**Blueprint Reading**  
RE: This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Students learn to interpret basic blueprints and visualize the features of a part. Students study construction relationships between architectural, structural, electrical and mechanical drawings, along with inspection procedure technique.  
**Prerequisite(s):** Completion of MATH 085, or placement by testing into MATH 095; completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

ETSP 180 3 credits 
**AC/DC Lab**  
RE: The AC/DC lab course is specifically devoted to solving electrical design problems and applying practical methods of electrical fabrication and testing using hands-on projects.  
**Prerequisite(s):** Completion of MATH 095, or placement by testing into MATH 107, MATH 141 or MATH 147; completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100, or instructor permission. (LAB)

ETSP 190 3 credits 
**Documenting and Reporting Energy Use**  
RE: Covers the elements of analyzing, modeling, documenting and reporting the energy usage in commercial buildings, processing and manufacturing facilities, and homes. Topics include building design and its impact on energy consumption; day lighting and natural ventilation; energy and thermal modeling; and best practices and standards that relate to energy documentation and reporting.  
**Prerequisite(s):** Co-enrollment with or completion of PHYS 111; completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

ETSP 196 1-5 credits 
**ETSP Individualized Project I**  
RE: Students will research and produce or perform a project in Environmental Technologies or Sustainable Practices or an interdisciplinary topic emphasizing Environmental Technologies or Sustainable Practices 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.

ETSP 197 1-5 credits 
**ETSP Work-Based Learning I**  
RE: 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 as well as defines the duration of the course and the credits to be granted upon successful completion.  
**Prerequisite(s):** Instructor permission.
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<th>COURSE DESCRIPTIONS</th>
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<td><strong>ETSP 204</strong> 5 credits Carbon Footprint &amp; Sustainability Analysis RE: Students will be evaluating an organization’s “carbon footprint” or greenhouse gas inventory and sustainability practices. Students will learn tools and techniques to identify and measure of key emission sources, conduct carbon and sustainability accounting and reporting activities, and develop recommendations to reduce the organization environmental footprint. Carbon credits and offsets will also be covered. <strong>Prerequisite(s):</strong> Completion of ETSP 203 with a grade of 2.0 or higher.</td>
<td><strong>ETSP 210</strong> 5 credits Community Energy Systems RE: This course provides instruction in creating community energy project proposals. The emphasis is on solar energy but other renewable energy technologies are considered. Based on case studies, students determine success factors for community energy systems installed around the world. For the course project, student teams select a community, conduct a feasibility study, and generate a full proposal for an appropriate community energy project. Students develop financing options, basic design details as well as system maintenance and troubleshooting, including visual, electrical and mechanical inspections, maintenance procedures for the different components and subsystems, troubleshooting and performance tuning. Instruction includes materials and methods in compliance with national energy codes. <strong>Prerequisites:</strong> Completion of ETSP 208 with a grade of 2.0 or higher; and completion of CMST 105 with a grade of 2.0; and completion of BIT 220 with a grade of 2.0 or instructor permission.</td>
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<td><strong>ETSP 205</strong> 5 credits Energy Retrofit for Commercial Buildings RE: Based on case studies, students will develop energy conservation recommendations based on the specifics of a business or residence, taking into account site and design, business processes, and current carbon footprint and energy usage. Recommendations will include changes in existing processes or lifestyle including concerns for quality of life, upgrades to equipment, appliances or machinery, changes in energy management practices and possible retrofit to building or residence. <strong>Prerequisite(s):</strong> Completion of ETSP 203 with a grade of 2.0 or higher or instructor permission.</td>
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<td><strong>ETSP 203</strong> 5 credits Energy System Analysis &amp; Auditing RE: This course will analyze current energy management systems and technologies for the most efficient energy usage in terms of site geography, topography, availability of energy and resources. Site design features will include energy efficiency/management concerns. The Energy Star Program guidelines from the U.S. Department of Energy for energy efficient solutions will be covered. The process will include project recommendations based on the site, structures and both existing and proposed features. Analysis will be project-based and require cost comparison of various energy solutions. <strong>Prerequisite(s):</strong> Completion of BIT 156 and completion of MATH&amp; 107, MATH&amp; 141 or MATH 147; completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL 101.</td>
<td><strong>ETSP 290</strong> 1 credits Capstone Seminar RE: The capstone seminar combines work-based learning, service learning or independent study with a weekly scheduled seminar to explore the content of the working experience with peers who are engaged in similar projects. The student(s) will be involved in defining their project scope(s) and will be required to travel off-campus to the work or service site. <strong>Prerequisite(s):</strong> Completion of at least 20 credits of ETSP coursework with grade of 2.5 or higher; or instructor permission.</td>
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<td><strong>ETSP 206</strong> 5 credits Solar PV System Design and Site Assessment RE: This course provides instruction in basic solar PV system design, including conducting a site assessment, selecting a system design and size, adapting electrical and mechanical design to meet the needs of the project, specifying system components and developing overall project plan, and time and budget estimates. Instruction includes materials and methods in compliance with national energy codes. <strong>Prerequisite(s):</strong> Completion of ETSP 102 and ETSP 161 with a grade of 2.0 or higher.</td>
<td><strong>ETSP 296</strong> 1-5 credits ETSP Individualized Project II RE: Students will research and produce or perform a project in Environmental Technologies or Sustainable Practices or an interdisciplinary topic emphasizing Environmental Technologies or Sustainable Practices. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). <strong>Prerequisite(s):</strong> Instructor permission.</td>
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<td><strong>ETSP 208</strong> 5 credits Large Scale Solar Energy Systems RE: This course focuses on the design and socioeconomic underpinnings of commercial-scale and utility-scale solar power installations, starting with large photo-voltaic arrays and branching out into concentrating systems and solar towers. The course will cover the history of the technology and introduce the physics, engineering, and economics behind several large installations, with particular emphasis on the equipment and automation required at the point of interconnection with the electrical grid and microgrids. <strong>Prerequisite(s):</strong> Completion of MATH 095 with a grade of 2.0 or higher or placement in MATH&amp; 107 or MATH 147; and completion of ETSP 120 with a grade of 2.0 or higher.</td>
<td><strong>ETSP 297</strong> 1-5 credits ETSP Work-Based Learning II RE: 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 as well as defines the duration of the course and the credits to be granted upon successful completion. <strong>Prerequisite(s):</strong> Instructor permission.</td>
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ETSP 298 1-5 credits
Special Topics in ETSP II
RE- The course permits an individual student or a class of students to investigate current and relevant topics in Environmental Technology and Sustainable Practices. The content, format and delivery vary depending upon the topics and the quarter. Prerequisite(s): Instructor permission.

ETSP 299 1-5 credits
Service Learning in ETSP II
RE- 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 technology and or scientific skills and expertise in a community setting. The student(s) will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisite(s): Instructor permission.

ENVIRONMENTAL SCIENCE

ENVS 101 5 credits
Introduction to Environmental Science
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 ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL 101. (LAB)

ENVS 150 5 credits
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 ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

ENVS 220 5 credits
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& 121 or greater, ENVS& 101 or greater, GEO&L 101 or greater, or NSCI 101 with a grade of 2.0 or higher. (LAB)

FRENCH

FRCH& 121 5 credits
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 ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

FRCH& 122 5 credits
French II
H- In this fast-paced course, continuing the work of FRCH& 121, 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 FRCH& 121 with a grade of 2.0 or higher or instructor permission.

FRCH& 123 5 credits
French III
H- This course continues the work of FRCH& 122. In it, students improve their ability to speak and write in French by adding vocabulary and grammar knowledge. Students learn more about French-speaking cultures. Prerequisite(s): Completion of FRCH& 122 a grade of 2.0 or higher or instructor permission.

FRCH& 221 5 credits
French IV
H- Students are engaged in a variety of activities that use different media and learning techniques aimed at building proficiency in all four language skills – reading, writing, listening, and speaking. Students work individually and with partners in class to discuss and present ideas about literary texts, music, film, or cultural history. Students also continue to learn about French-speaking cultures throughout the world. Prerequisite(s): Completion of FRCH& 123 with a grade of 2.0 or higher or placement into FRCH& 221.

GEOGRAPHY

GEOG 120 5 credits
Regional Environments and Peoples
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 ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL 101.

GEOLOGY

GEO&L 101 5 credits
Introduction to Physical Geology
GS- Students will study the structure of the solid earth and the physical processes which produce change. The class will stress environmental concerns as they relate to geology. Recent discoveries and observational techniques will be discussed, and students will apply geologic concepts in laboratory activities and simulations and take part in field investigations. Prerequisite(s): Completion of Math 075 with a grade of 2.0 or higher. (LAB)
**Global Studies: Regional History & Culture**

**Course:** GS 220

- **Title:** Global Studies: Regional History & Culture
- **Credits:** 5
- **Description:** 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 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, and 128) may be taken independently and in any order. **Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**History**

**Course:** HIST& 126

- **Title:** World Civilizations I
- **Credits:** 5
- **Description:** 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, and 128) may be taken independently and in any order. **Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**Course:** HIST& 127

- **Title:** World Civilizations II
- **Credits:** 5
- **Description:** 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, and 128) may be taken independently and in any order. **Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**Course:** HIST& 128

- **Title:** World Civilizations III
- **Credits:** 5
- **Description:** 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 from 1750 to the present. The course focuses on the development of modern world political, social and economic systems and ideologies, war and revolution, colonization and decolonization, and the rise and fall of superpowers, and how these changes have impacted culture, art and literature as well as individual lives. Students will acquire a global perspective through transnational exploration of human values, cultures and institutions. The 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 other evidence as a complement to information gleaned from secondary sources. Courses in the World Civilizations series (126, 127, and 128) may be taken independently and in any order. **Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**Course:** HIST& 146

- **Title:** United States History I
- **Credits:** 5
- **Description:** 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 (146, 147, and 148) may be taken independently and in any order. **Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.
### COURSE DESCRIPTIONS

**HIST& 147 United States History II**
CRK, H, SS- Exames the history of the United States from the early years of the republic through the Nineteenth Century. The course focuses on key figures, events and eras, and explores important themes and issues relevant to the nation’s historical development, including the early years of the republic, revolutionary changes in transportation and the economy, Manifest Destiny and western expansion/ conquest, slavery, the Civil War and Reconstruction, the rise of industry and labor, and Imperialism. 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 (146, 147, and 148) may be taken independently and in any order. **Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**HIST& 148 United States History III**
CRK, H, SS - This course examines the history of the United States from the start of the 20th century to the present. The course focuses on key figures, events and eras, and explores important themes and issues relevant to the nation’s historical development, including the Progressive era, World Wars I and II, the Great Depression and New Deal, the Cold War, Civil Rights, the Vietnam War, and beyond. 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 (146, 147, and 148) may be taken independently and in any order. **Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**HIST 150 Multicultural United States History**
CRK, H, 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 ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**HIST 210 Islamic Civilization**
CRK, 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 ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**HIST 214 Pacific Northwest History**
CRK, H, 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 ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**HIST 216 US Foreign Relations in the 20th Century**
H, 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 ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL& 101.

**HIST 268 Modern Latin American History**
CRK, GS, H, SS - This course surveys the modern history of Latin America from the nineteenth century to the present by focusing on interrelated phenomena such as the development of democracy in most nations and American economic influence in the region. Some of the topics that will be discussed include the formation of Latin American countries, national revolutions, dictatorships, military in politics, formation of class and race, labor movements, immigration, liberation theology, wars in Central America, human rights, environmental consciousness, and the current debt crisis. **Prerequisite(s):** Completion of English 100 with a grade of 2.0 or higher or placement into ENGL& 101.

### HUMANITIES

**HUMAN 120 Regional Life and Culture**
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. **Prerequisite(s):** None.

**HUMAN 125 Cultures of Environmental Consciousness in America**
CRK, 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. **Prerequisite(s):** None.

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**DESIGNATION KEY**
- CKR: Cultural Knowledge
- E: Elective
- GS: Global Studies
- H: Humanities
- HP: Humanities Performance
- NS: Natural Science
- Q: Quantitative Reasoning
- RE: Restricted Elective
- SS: Social Science

**Distribution areas:**
- H - A humanities cultural studies course based on the concept of place, the local and global, culture, story, history and personal geography.
- CKR: Cultural Knowledge
- E: Elective
- GS: Global Studies
- H: Humanities
- HP: Humanities Performance
- NS: Natural Science
- Q: Quantitative Reasoning
- RE: Restricted Elective
- SS: Social Science
COURSE DESCRIPTIONS

HUMAN 150 Multicultural Studies 5 credits

CRK, H: This course introduces students to the dynamics of inequality and cultural difference in the United States by examining issues such as race, class, and gender through the lens of the humanities. Students examine the multicultural nature of the United States through its literary and artistic productions, which may include fictions, historical documents, music, philosophical and religious texts, art, performance, and film. This course may include a community-based service learning project. Prerequisite(s): None.

HUMAN 196 Humanities 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 Humanities Internship I 1-5 credits

The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of the program and the student's interests. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisite(s): Instructor permission.

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.

HUMAN 296 Humanities 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 297 Humanities Internship II 1-5 credits

The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of the program and the student's interests. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisite(s): Instructor permission.

HUMAN 298 Special Topics in Humanities 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 the humanities. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite(s): Instructor permission.

HUMAN 299 Service Learning in Humanities 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 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.

INTERNATIONAL ENGLISH LANGUAGE PROGRAM

ELP 010 Reading 1 1-5 credits

Reading 1 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 011 Grammar 1 1-5 credits

Grammar 1 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 012 Writing 1 1-5 credits

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 and knowledge of English grammar and vocabulary. Prerequisite(s): Admission to International Program. English placement test score.

ELP 020 Reading 2 5 credits

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 5 credits

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 1-5 credits

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 and knowledge of English grammar and vocabulary. Prerequisite(s): Admission to International Program. English placement test score.
COURSE DESCRIPTIONS

**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 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.

**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 U.S. 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 U.S. 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 060 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 062 Writing 6
This course is designed to develop advanced academic writing skills for success in college classes. It builds upon the competencies taught in ELP 052. Writing at this level may be comparable to writing required for college admission. Students will use their writing skill to author essay-length work for a variety of purposes. Class activities will increase students’ abilities in and knowledge of English grammar, essay structure, rhetorical styles, and vocabulary. Students may be required to complete assignments on the computer. Prerequisite(s): Admission to International Program. Successful completion of ELP 052 with minimum grade 2.0 or English placement test score.

JAPANESE

JAPN& 121 Japanese I 5 credits
GS, H- This course is designed for students who have not had any prior Japanese training. Students will learn the grammar, vocabulary and pronunciation necessary to communicate in Japanese in cultural contexts. Students also begin to read and write Japanese characters. Prerequisite(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

JAPN& 122 Japanese II 5 credits
GS, H- In this course students will increase their knowledge of Japanese vocabulary and grammar to improve their communication skills. They will be able to participate in conversations in a variety of social settings by learning more about Japanese people, culture, and communication behaviors. They also learn more Japanese writing systems including Chinese characters. Prerequisite(s): Completion of JAPN& 121 with a grade of 2.0 or higher or placement into JAPN& 122.

JAPN& 123 Japanese III 5 credits
GS, H- 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 JAPN& 122 with a grade of 2.0 or higher or placement into JAPN& 123.

JAPN& 221 Japanese IV 5 credits
GS, H- This course reinforces the fundamentals of the Japanese language introduced in Elementary Japanese courses. Students will learn the functional ability to communicate in Japanese beyond the entry level, in such areas as negotiating, suggesting and requesting and in consideration of degrees of politeness. Both casual and formal speech styles are introduced in appropriate cultural and social contexts. Four Japanese language skills: speaking, listening, reading and writing are taught from a Japanese cultural framework. Prerequisite(s): Completion of JAPN& 123 with a grade of 2.0 or higher or placement into JAPN& 221.

JAPN& 222 Japanese V 5 credits
GS, H- Students will learn how to initiate, sustain and bring closure in longer conversations by using more complex expressions such as how to change the subject, make indirect questions, make confirmations, and check comprehension. The casual and formal speech styles introduced in JAPN& 221 are reviewed and expanded upon. The four Japanese language skills, speaking, listening, reading and writing are taught from a Japanese cultural framework. Prerequisite(s): Completion of JAPN& 221 with a grade of 2.0 or higher or placement into JAPN& 222.

JAPN& 223 Japanese VI 5 credits
GS, H- Students will learn how to support their opinions, explain reasons in detail, and discuss current topics. Casual and formal speech styles continue to be emphasized according to the requirements of different cultural and social contexts. The four Japanese language skills, speaking, listening, reading and writing, are taught from a Japanese cultural framework. The course will shift from speaking and listening to reading and writing skills toward the end of quarter. Prerequisite(s): Completion of JAPN& 222 with a grade of 2.0 or higher or placement into JAPN& 223.

MATH FOUNDATIONS

MFUND 010 Math Fundamentals 1 1-10 credits
This course introduces basic mathematical concepts. Upon exit, learners will be able to identify, count, order, add and subtract whole numbers. Learners will apply these skills to personal scheduling, working with number in pictures and symbols, identifying coinage and comparison shopping. 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 1-10 credits
This course teaches basic mathematical concepts. Upon exit, learners will be able to identify place value, use whole number operations in addition, subtraction and multiplication. Learners will apply these skills to a wide variety of real-life situations. 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 into MFUND 020.

MFUND 030 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. 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 into MFUND 030.
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): Placement by testing or completion of MFUND 040; and placement into or completion of ENGL 080 with a grade of 2.0 or higher.
COURSE DESCRIPTIONS

MATH&107T 5 credits
Math in Society with Technical Applications
Q- Equivalent to MATH&107, this terminal mathematics course is designed for students with an interest in technical fields. Functions are investigated graphically, numerically, symbolically, and verbally. Additional topics may include working with logic, set theory, geometry, trigonometry, matrices, systems of equations, graph theory, and vector operations. Learners will work in teams on applications and examples relevant to technical fields. 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 or placement into MATH& 141; and completion of ENGL 90 with a grade of 2.0 or higher or placement by testing into ENGL 100.

MATH& 141 5 credits
Precalculus I
Q- This 5-credit, college-level math course is for students intending to pursue coursework in the sciences, engineering, or technology. The course builds on the base of MATH 095 and assumes that the student plans on taking MATH& 142. Learners investigate relations and functions in graphic, numeric, symbolic, and verbal forms. Modeling techniques are introduced while exploring exponential, logarithmic, polynomial, power, and rational functions. Learners investigate applications primarily from a science and engineering perspective. Students communicate results in oral and written form. Technology is integrated throughout the course. A graphing calculator is required. A TI-83+ or TI-84+ is strongly recommended. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher or placement by testing into MATH& 141; and completion of ENGL 90 with a grade of 2.0 or higher or placement by testing into ENGL 100.

MATH& 142 5 credits
Precalculus II
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. Prerequisite(s): Completion of MATH& 141 or MATH 147 with a grade of 2.0 or higher or placement by testing into MATH& 142; and completion of ENGL 90 with a grade of 2.0 or higher or placement by testing into ENGL 100.

MATH& 146 5 credits
Introduction to Statistics
NS, Q- This course provides an algebra-based interdisciplinary introduction to the core concepts of statistics and probability. Primary focus will be on but not limited to business and social science applications. Learners will be introduced to various forms of descriptive statistics. Learners will also gain understanding of the basic tools of statistical inference and analysis while examining data, experiments and readings in their field of study. Emphasis is on interpretation over calculation, and needed technology will be taught along with the subject matter. A graphing calculator is required. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher or placement by testing into MATH& 107 or higher; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

MATH 147 5 credits
Business Precalculus
(Formerly Finite Math) 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 and assumes that the student plans on taking MATH& 148. 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 non-linear 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 into MATH 147; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

MATH& 148 5 credits
Business Calculus
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. Technology in integrated throughout the course and a graphing calculator is required. Prerequisite(s): Completion of MATH 147 with a grade of 2.0 or higher or placement by testing into MATH& 148; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

MATH& 151 5 credits
Calculus I
NS, Q- This 5-credit course is the first quarter of the three-quarter calculus sequence that provides an interdisciplinary introduction to the core concepts of differential calculus with a primary focus on applications from the disciplines of math, computer science and the physical sciences. Content includes both applications and theory of differential calculus leading to an introduction of The Fundamental Theorem of Calculus. Learners will continue to refine independent study skills, cooperative problem solving, logically correct and mathematically precise writing and thinking, and their ability to use geometric, symbolic and analytic formats in presenting solutions to both abstract and real world applications. Classroom activities will include lecture/discussion and group work. Students will communicate their results in oral and written form. Graphing calculator required. Prerequisite(s): Completion of MATH& 142 with a grade of 2.0 or higher or placement by testing into MATH& 151; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

MATH& 152 5 credits
Calculus II
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. Prerequisite(s): Completion of MATH& 151 with a grade of 2.0 or higher; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.
COURSES DESCRIPIONS

MATH& 163  
Calculus 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& 152 with a grade of 2.0 or higher; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

MATH& 171  
Math for Elementary Education I  
NS, Q- This 5-credit course is one quarter of the 3-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. Students pursuing the Associate in Elementary Education DTA/MRP degree will be required to complete 5 hours of K-8 classroom experience and submit an evaluation from the field site supervisor observing the student’s work with children; students pursuing other degrees may complete their 5 hours in elementary, secondary or other education settings. Prerequisite(s): Completion of MATH 095 with grade of 2.0 or higher or placement by testing into MATH& 171; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

MATH& 172  
Math for Elementary Education II  
NS, Q- This 5-credit course is one quarter of the 3-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. Students pursuing the Associate in Elementary Education DTA/MRP degree will be required to complete 5 hours of K-8 classroom experience and submit an evaluation from the field site supervisor observing the student’s work with children; students pursuing other degrees may complete their 5 hours in elementary, secondary or other education settings. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher or placement by testing into MATH& 172; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

MATH& 173  
Math for Elementary Education III  
NS, Q- This 5-credit course is one quarter of the 3-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. Students pursuing the Associate in Elementary Education DTA/MRP degree will be required to complete 5 hours of K-8 classroom experience and submit an evaluation from the field site supervisor observing the student’s work with children; students pursuing other degrees may complete their 5 hours in elementary, secondary or other education settings. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher or placement by testing into MATH& 173; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

MATH 196  
Mathematics Individualized Project I  
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  
The student will identify an opportunity for an 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 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  
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  
Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisite(s): Instructor permission.

MATH 208  
Linear Algebra  
NS, 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& 152 with a grade of 2.0 or higher; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

MATH 235  
Statistics in Engineering and Science  
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& 148 or MATH& 152 with a grade of 2.0 or higher, and completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL& 101.

MATH 238  
Differential Equations  
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& 163 with grade of 2.0 or higher.

MATH 264  
Calculus 4  
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& 163 with a grade of 2.0 or higher; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.
### COURSE DESCRIPTIONS

**MATH 296**
**Mathematics Individualized Project II**
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**
The student will identify an opportunity for an 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 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**
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**
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.

**MUSC & 105**
**Music Appreciation**

- **H-** Students learn to explore music and human behavior related to music across time and in cultures across 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 ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**MUSC 130**
**Popular Music in the United States**

- **H-** This course is designed for students with no prior music training. Students will explore the roots and evolution of a variety of popular music styles of the United States, including minstrelsy, Tin Pan Alley and musical theater, ragtime, jazz, blues, country music, and rock and roll. Students gain a practical foundation for analysis such as the basic elements of music and the historical, political and cultural influences on musical traditions in the United States.

**Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**MUSC 140**
**Jazz History and Appreciation**

- **H-** This course is designed for students with no prior music training. Students will explore the foundational elements of the jazz tradition in the United States, including African antecedents, music in African American slave culture (the ring shout, spirituals, and work songs), and the basic structures and style periods of the music and culture, including early New Orleans jazz, big band swing, the bebop movement, cool jazz, hard bop, the avant garde, neo-traditionalism, and jazz as an international musical language. Students gain a practical foundation for analysis of the basic elements of music and of the historical, political and cultural influences surrounding the birth and evolution of jazz.

**Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

### NATURAL SCIENCE

**NSCI 101**
**Evolution of Earth Systems**

- **GS, 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 ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**NSCI 196**
**Natural Science Individualized Project I**
Students will research and produce or perform a project in a scientific subject or an interdisciplinary topic emphasizing the natural sciences in some way. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s).

**Prerequisite(s):** Instructor permission.

**NSCI 197**
**Natural Science Internship I**
The student will identify an opportunity for an 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 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**
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**
Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site.

**Prerequisite(s):** Instructor permission.

**NSCI 296**
**Natural Science Individualized Project II**
Students will research and produce or perform a project in a scientific subject or an interdisciplinary topic emphasizing the natural sciences in some way. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s).

**Prerequisite(s):** Instructor permission.

**NSCI 297**
**Natural Science Internship II**
The student will identify an opportunity for an 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 and defines the duration of the course and the credits to be granted upon successful completion.

**Prerequisite(s):** Instructor permission.

**NSCI 298**
**Special Topics in Natural Science II**
The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the natural sciences. Students will develop learning, thinking, communicating and interacting abilities.

**Prerequisite(s):** Instructor permission.

**NSCI 299**
**Service Learning in Natural Science 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):** Instructor permission.
OFFICE TECHNOLOGY

OFFTEC 133  Applied Accounting I  2 credits
RE- This course is designed from the perspective of a fiscal technician. It will provide a foundation in accounting principles, policies and procedures. It will provide experience in analyzing, classifying, recording, summarizing and interpreting business transactions that occur in the accounting department of any business. Preparing the financial statements will be a major focus. Emphasis will be placed on internal control of cash. In payroll, employee earnings and deductions, and employer taxes and other responsibilities will be discussed. Electronic spreadsheet functions will be integrated into the course. Prerequisite(s): Completion of BIT 150 and OFFTEC 151 with a grade of 2.0 or higher or instructor permission.

OFFTEC 135  Practical Accounting  3 credits
RE- 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.

OFFTEC 140  Records Management  3 credits
RE- 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 QuickBooks and Turbo Tax. Prerequisite(s): Completion of BIT 150 with a grade of 2.0 or higher or instructor permission and co-enrollment with or completion of OFFTEC 100 and OFFTEC 135 with grades of 2.0 or higher.

OFFTEC 151  10-Key Operations  1 credits
RE- 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. Prerequisite(s): None.

OFFTEC 156  Spreadsheet I for Accounting  2 credits
RE- This introductory course prepares students to use Excel to address basic functions in accounting and bookkeeping. It focuses on the numeric functions of this computer spreadsheet application and is taught using the 2007 version. Students create and format worksheets and workbooks utilizing toolbars, menus and commands. Course will include formula driven functions. Previous experience with computers is recommended. Prerequisite(s): Co-enrollment with or completion of OFFTEC 100 with a grade of 2.0 or better; or completion of MATH 085 or placement by testing into MATH 090 or higher.

OFFTEC 158  Database I for Accounting  2 credits
RE- This introductory course prepares students to use Access to address basic database functions in accounting and bookkeeping. It focuses on the numeric functions of this computer database application and uses the 2007 product version. Data entry, import from spreadsheet programs, as well as data extract and reporting will be addressed. Students create and format databases and reports including pictorial representations using toolbars, menus and commands. Course will include formula driven functions. Previous computer experience is highly recommended. Prerequisite(s): Co-enrollment with or completion of OFFTEC 100 with a grade of 2.0 or higher or placement into MATH 085 or higher.

OFFTEC 160  Job Preparation Techniques  3 credits
RE- 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. Prerequisite(s): None.

OFFTEC 180  eCommerce for the Office  3 credits
RE- 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 of unique to the electronic commerce environment. Prerequisite(s): None.

OFFTEC 201  Information Processing  5 credits
RE- 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.

OFFTEC 202  Advanced Information Processing  5 credits
RE- 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 OFFTEC 201 with a grade of 2.0 or higher and keyboard skills of 50 wpm for 5 minutes with no more than 10 errors.

OFFTEC 231  Human Resources Management  5 credits
RE- 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. Prerequisite(s): None.

OFFTEC 235  Customer Service  5 credits
RE- Students will study the basic theory of customer satisfaction and how providers can create satisfaction in customers. Students will be introduced to the company/corporate perspective of provision of service, and study variations of those workplace expectations. Students will gain practice in basic service and in working with both average and dissatisfied consumers while upholding company policies. Course will introduce stress reduction techniques, demystifying expectations, negotiating to win/win scenarios, working within the scope of one’s position, and meeting deadlines and expectations of employers and customers. Prerequisite(s): None.

OFFTEC 240  Administrative Office Procedures  8 credits
RE- 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 OFFTEC 130 with a grade of 2.0 or higher and keyboard speed of 50 wpm with no more than 10 errors.
**PHILOSOphy**

**PHIL 101 5 credits Introduction to Philosophy**
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 with or completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL 101.

**PHIL 106 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 ENGL 100 with a grade of 2.0 or higher.

**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 ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**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 ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**PHIL 220 5 credits Global Philosophy**
CKR, GS, H- This course introduces students to philosophical ideas and systems emerging from outside the Western analytic philosophical perspective. Students can expect to explore and assess perennial questions about such topics as the nature of reality, truth, value, knowledge, and religion as they have been engaged with by such traditions as Hinduism, Buddhism, Confucianism, Taoism, and other historical and cultural perspectives emerging from non-Western cultures. The goal of this course is to help students see the similarities and differences in how these topics have been and are dealt with by philosophers around the globe and outside the Western canon, and in so doing, better understand their own views and how they are informed by familiar and unfamiliar cultural and philosophical influences. **Prerequisite(s):** Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL 101.

**PHIL 238 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 ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL 101.

**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. **Prerequisite(s):** Completion of ENGL 101 with a grade of 2.0 or higher.

**PHIL 242 5 credits Biomedical Ethics**
H- This course is intended to give students a 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 ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL 101.

**PHIL 243 5 credits Environmental Ethics and Sustainability**
H- This course is intended to give students the theoretical background for applying moral reasoning to issues related to environmental use, protection, and sustainability. The class will undertake an examination of philosophical perspectives on the environment and engage in practical application of proposed solutions to environmental problems. Throughout the course, connections between individual and societal, as well as between local and global impacts on the environment will be emphasized. Students will come out of this class with a deeper sense of our ethical obligations to the environment and with a greater understanding of how to make choices that support environmental sustainability. **Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.
PHIL 260  Business Ethics  5 credits
CRK, H- This course is intended to give students the theoretical and practical skills for applying moral reasoning to issues they would be likely to face in a contemporary global business setting. It explores ethical concerns in marketing, race/gender bias, economics, the natural environment, employee-employer duties, civic relations, global interactions, the use of technology, and more. Students will come out of this class with a deeper sense of what’s at stake ethically as businesspeople and with a greater understanding of how to do business in a manner that respects the inherent dignity of all people. Prerequisite(s): Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL& 101.

PHIL 267  Philosophy of Religion  5 credits
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 ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL& 101.

PHLEBOTOMY

AH 101  Phlebotomy Techniques  5 credits
RE- 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. 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. Co-requisite(s): AH 102.

AH 102  Phlebotomy Techniques Lab  2 credits
RE- Students will practice performing methods such as entry level phlebotomy skills including venipuncture by syringe, vacutainer, and butterfly methods. Capillary punctures of the 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 the phlebotomy 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 103  Phlebotomy Workplace Readiness  2 credits
RE- This course provides students with the interpersonal skills needed to work as a Phlebotomist. Students will learn the professional communication needed for working with patients and the infrastructures of a variety of work environments. Students will prepare for an employer preferred exam and develop job search skills. Prerequisite(s): Acceptance into the phlebotomy program. A copy of high school diploma or GED certificate and proof of required current immunization must be submitted with the application for acceptance.

AH 105  Phlebotomy Clinical Experience  2 credits
RE- Students obtain practical experience developing and refining phlebotomy techniques in the hospital lab and clinic settings. Students will spend 120 hours in clinical experience and successfully complete 100 patient draws. Prerequisite(s): Completion of AH 101 and AH 102 with a grade of 2.0 or higher.

PHYSICS

PHYS& 100  Physics for Non-Science Majors  5 credits
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 amemorized, stagnant body of knowledge. Prerequisite(s): Completion of ENGL 100 with a grade of 2.0 or higher; and placement into MATH 085 or above.

PHYS& 101  Physics of Sustainable Energy  5 credits
NS- Intended for Environmental Technology and Sustainable Practice (ETSP) majors as well as non-science majors, students will explore several physics concepts that relate to power generation and sustainable energy. Students will engage with scientific methods and be encouraged to examine science’s place in a global, cultural context. With an emphasis on active discovery, students are guided to construct scientific concepts for themselves based on their own observations and hands-on experimentation. A major goal is to view science as an active process of inquiry as opposed to a memorized, stagnant body of knowledge. Prerequisite(s): Completion of ENGL 100 with a grade of 2.0 or higher; and placement into MATH 085 or above.
**POLITICAL SCIENCE**

**POLS 101  Introduction to Political Science**
- 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:** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**POLS 200  Introduction to 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:** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**POLS 202  American 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:** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**POLS 203  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.
- **Prerequisite:** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**POLS 204  Comparative Government**
- GS, SS- This course compares the varied political systems and governance structures of the world. By focusing analysis on selected countries and indigenous governments, students will learn to assess world issues and problems in their full historical, economic, and cultural contexts. They will apply basic methods of comparative research and compare key attributes of world political systems.
- **Prerequisite:** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**POLS 205  Politics of the Middle East and North Africa**
- CKR, 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 competing ideological systems, political culture and competing world views, problems of economic development and democratization, mass mobilization and social movements, and regional conflict and war. At the end, it is hoped that students will acquire the analytical skills necessary for challenging resilient stereotypes about the region, and for independently making sense of historical and contemporary problems in Middle East and North Africa.
- **Prerequisite:** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**POLS 206  State & Local Government**
- SS- This course focuses on the institutions, processes and challenges involved in making and implementing public policy at both the state and local level. Students will examine the political and legal foundations of state and local governments and the factors that influence policy outcomes to understand 1) how state and local governments function, 2) what allows governments to meet the needs of their constituents and 3) what prevents governments from achieving their goals. Although this course will focus on state and local government generally, it will give special attention to the state of Washington.
- **Prerequisite:** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**POLS 213  Women and Politics**
- SS- This course focuses on role of women in political systems as voters, party activists, candidates and public officials and the impact their presence can have on public policy outputs. As we examine these themes, we will study how history, culture and political systems and institutions affect the role and status of women in politics. This course will pay special attention to the status of women in U.S. politics and will use that examination to compare the role of women in political systems worldwide.
- **Prerequisite:** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

**PSYCHOLOGY**

**PSYC 100  General 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 social behavior, personality, psychological disorders and treatment, human development, cognitive psychology, emotions/stress/health, cross-cultural psychology, and community psychology. Students can expect to come out of this class with a basic knowledge and understand of psychological concepts, methods, and issues, and a solid foundation for further study in the field of psychology.
- **Prerequisite:** Co-enrollment with ENGL 100 or placement by testing into ENGL 101.
PSYC 171 3 credits
Human Relations
CKR, SS- Students in this course will explore contemporary issues of human behavior and motivation, interpersonal communication, as well as leadership and management styles. Special emphasis will be placed on helping students to develop human relations skills and the ability to address and negotiate the complexities of multicultural difference in the workplace. Prerequisite(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

PSYC& 180 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 ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

PSYC 200 5 credits
Lifespan Psychology
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 a careful description of human behavior across cultures. Prerequisite(s): Completion of ENGL 101 with a grade of 2.0 or higher and successful completion of an introductory college-level course in one of the following disciplines: ANTH, EDUC, PSYC, or SOC with a grade of 2.0 or higher.

PSYC 210 5 credits
Cognitive Psychology
SS- This course examines the major theories, research methods, and research findings of cognitive psychology. The historical development of the field and connections to other major theories of learning will also be discussed. Students will explore the complex mental processes that support learning, memory and problem solving. 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 ENGL 101 with a grade of 2.0 or higher; and successful completion of an introductory college-level course in one of the following disciplines: ANTH, EDUC, PSYC, or SOC with a grade of 2.0 or higher.

PSYC& 220 5 credits
Abnormal Psychology
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 ANTH, BIOL, PSYC, or SOC with a grade of 2.0 or higher.

PSYC 250 5 credits
Cross-Cultural Psychology
CKR, 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& 205 or ANTH& 206, or college level PSYC or college level SOC.

PSYC 251 5 credits
Organizational Behavior
CKR, GS, SS- This course in the psychology of work explores interpersonal behavior in the context of organizations and bureaucracies at the individual, group, and organizational levels. Students will develop skills that enhance performance at these levels, and understand multicultural differences in the workplace and other formal settings. Special emphasis will be placed on evaluating the nature and role of diversity in the workplace and business environment. Diversity is conceptualized as phenomena that include dimensions such as gender, cultural/ethnic variables, social orientation, disability, religious preferences, etc. Prerequisite(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 100.

SOCIAL SCIENCES

SOSCI 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.

SOSCI 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 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.

SOSCI 298 1-5 credits
Special Topics in Social Science II
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.
SOCIETY 

Course Descriptions

**SO& 101 5 credits**
**Introduction to Sociology**

CKR, SS - This course explores fundamental sociological principles and seeks to describe individuals in both group and societal contexts. Students will learn to use sociological thinking to develop a lens through which to view and experience the world. They will apply sociological methods to articulate the nature and function of culture, socialization, social interaction, inequality, stratification, and dissent.

**Prerequisite(s):** Co-enrollment with or completion of ENGL 100 with a grade of 2.0 or higher.

**SO 150 5 credits**
**Social Inequality**

CKR, SS - 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 statuses are interconnected, how each is embedded in the social structure and how the lives of individuals develop in the context of their position in society. Students will learn to locate themselves within local and national contexts and explore their own relationship to power, and privilege. Students also will discuss strategies for change, such as political agency and social policy. This course may include a community based service learning project.

**Prerequisite(s):** None.

**SO 151 5 credits**
**Race and Ethnicity in the United States**

CKR, SS - This course focuses on historical and contemporary patterns of race and ethnic relations in the United States. We will review key sociological perspectives race and ethnicity. We will consider topics such as racial/ethnic identity formation, immigration, racial discrimination and privilege and race/ethnicity in social institutions, (e.g. education and the criminal justice system). Students will develop a deeper awareness of current public issues, racial/ethnic cultures, and prospects for constructive social change.

**Prerequisite(s):** Co-enrollment with or completion of ENGL 100 with a grade of 2.0 or higher.

**SOC 231 5 credits**
**Gender and Society**

CKR, SS - In this course we use a sociological lens to explore gender, how it impacts our lives and how it relates to social inequality. As we explore these themes, we will study how culture, the economy, and the family have been pivotal sites for the maintenance, reproduction, and change in gender roles in the U.S. We pay special attention to the ways gender intersects with other socially constructed differences, including race, class, and sexuality.

**Prerequisite(s):** Completion of ENGL 101 with a grade of 2.0 or higher.

**SO 241 5 credits**
**Sociology of Families**

CKR, 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 ENGL& 101 with a grade of 2.0 or higher; and successful completion of an introductory college level course in psychology, sociology, or anthropology with a grade of 2.0 or higher.

**SPAN 100 1 credits**
**Spanish Practice Lab**

RE - 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& 121, or SPAN& 122, or SPAN& 123 or instructor permission.

**SPAN& 121 5 credits**
**Spanish I**

GS, 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 dialogs 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 ENGL 090 with a grade of 2.0 or higher or placement into SPAN& 121.

**SPAN& 122 5 credits**
**Spanish II**

GS, H - In this fast-paced course continuing the work of Spanish I, 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& 121 with a grade of 2.0 or higher or placement into SPAN& 122.

**SPAN& 123 5 credits**
**Spanish III**

GS, H - This course continues the work of Spanish II. 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& 122 with a grade of 2.0 or higher or placement into SPAN& 123.

**SPAN& 221 5 credits**
**Spanish IV**

GS, 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& 123 with a grade of 2.0 or higher or placement into SPAN& 221.

**SPAN& 222 5 credits**
**Spanish V**

GS, 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& 221 with a grade of 2.0 or higher or placement into SPAN& 222.

**SPAN& 223 5 credits**
**Spanish VI**

GS, 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& 222 with a grade of 2.0 or higher or placement into SPAN& 223.
STUDENTS’ RIGHTS AND RESPONSIBILITIES

STUDENT CODE OF CONDUCT
Admission to Cascadia Community College carries with it the expectation that students will conduct themselves as responsible members of the college community. Cascadia has adopted policies governing student conduct, including disciplinary procedures and procedures for resolving conflicts related to student discipline. The student conduct system is designed to protect the rights of each individual to support the community values and to assist students in conducting themselves as responsible members of the college community. (WAC 132Z-115-005)

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

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

Inherent in the college’s mission, vision, and goals are certain rights and freedoms which provide to students the support and respect needed for learning and personal development. Admission to Cascadia Community College provides these rights to students but also assumes that students accept the responsibility to conduct themselves in a manner that does not interfere with the purposes of the college in providing education for all of its learners. (WAC 132Z-112-010)

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

STUDENT RIGHT TO KNOW
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.

A description of any drug or alcohol counseling, treatment, or rehabilitation/re-entry programs.

Student Success Services maintains a referral list of agencies and individuals providing support services to students or employees struggling with drug and/or alcohol use/abuse. Such referrals can be accessed by contacting Student Advising and Support Services at 425.352.8860.

Administrative procedure 63.110.08 states that “Cascadia Community College recognizes drug use and/or dependency to be a health, safety and security problem,” and offers employees assistance through the State Employee Advisory Services and/or employee medical insurance plans.

Drug-Free Schools and Campuses Act
Cascadia Community College complies with the reporting requirements of the Drug-Free Workplace Act of 1998, the Drug-Free Schools and Communities Act of Amendments of 1989, the Jeanne Clery Disclosure of Campus Security Policy, and Campus Crimes Statistics Act of 1998. This information will be found on the Cascadia Community College website.

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

- Standards of conduct that clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol on school property or as part of school activities.
- Cascadia’s Student Code of Conduct (WAC 132Z-115-090, paragraph 10) prohibits students from: “The possession, use, sale, or distribution of any alcoholic beverage or illegal drug on the college campus; or while attending a college-sponsored event on non-college property.”
- Administrative procedure 63.110.08 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 63.110.08 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.”

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 provide the following directory information:

- Name
- Address
- Telephone number
- Student email address
- Current amount owed
- Dates of attendance
- Area of study
- Degree or certificates earned

If a student owes a debt to the college we will not release their transcripts and will not verify their degree or certificate. 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. Student ID numbers are provided to the campus library for UW NetID and to the campus bookstore for their annual rebate program. Students may permit disclosure of additional information to specific persons who provide photo identification, by signing a Release of Information form and submitting the form and showing their photo identification to the Kodiak Corner main counter. See details on FERPA and the Solomon Amendment.
STUDENT RIGHTS AND RESPONSIBILITIES

SAFETY AND SECURITY

Students' personal information is not released to law enforcement or other agencies unless one of the exceptions to the Family Educational Rights and Privacy Act (FERPA) as outlined in this section has been met.

SOCIAL SECURITY NUMBER

Students' Social Security Numbers (SSN) are considered confidential and, under the Family Educational Rights and Privacy Act (FERPA—a federal law), the college will protect them from unauthorized disclosure. In compliance with state and federal requirements, a student’s SSN will not be authorized for identification purposes except for state and federal financial aid, American Opportunity Tax credit, and Lifetime Learning tax credits, academic transcripts, assessment, accountability research, or as otherwise stated by law. Gender, race or ethnicity, minor status, marital status, and birth dates are not released.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Cascadia Community College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 concerning the information that becomes a part of a student’s permanent educational record and governing the condition of its disclosure. Under FERPA, students are protected from improper disclosure of their records. This federal law affords students certain rights with respect to their educational records. They are as follows:

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

RECORDS

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 identification 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 identification with the new legal name and acceptable proof of name change to the Kodiak Corner main counter. 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. Address changes can also be updated by submitting a Student Information Update form with photo identification to the Kodiak Corner main counter.

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 AND TRANSCRIPT REQUESTS

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.

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 online and in Kodiak Corner to the main counter with photo identification.
2. Notify the Kodiak Corner main counter of return as a Degree-Seeking (matriculated) Student.
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.

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Cascadia Community College
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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.

Audit
Registration in a class for which enrollment is official; however, no grade or credit will be granted.

Certificate Programs
A professional technical certificate gives you the knowledge and skills you need for a specific job. All certificate programs are designed to take less than 2 years to complete. They are coordinated with Cascadia’s professional technical degrees and associate degrees to make it simple to continue your education if or when you choose. Cascadia also offers non-credit certificates through the Continuing Education department.

Direct Transfer Agreement (DTA)
The Direct Transfer Agreement (DTA) Associate degree is awarded to students who have completed a transfer curriculum that should fulfill most lower-division general education requirements for a baccalaureate degree at 4-year institutions within Washington State.

eLearning
A method of instruction which allows students to complete all or part of their coursework through the use of technology like the internet, the ANGEL course management system, videos, blogs, and wikis.

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 (CLV1) GPA includes only those classes that are college level.

Hybrid Course (section code H)
An eLearning course that displaces some, but not all class time with web-based tools. For example, students may attend class on campus one day a week and complete the work for the week online through group projects, discussions, and other activities.

Incomplete
This grade may be given at your request with the instructor’s approval. A grade of I may be appropriate when you have already completed a majority of work for the course, have passing grades, are unable to finish the remaining coursework by the end of the quarter, but will be able to complete the coursework with no additional instruction. Additional information on the Grading System is available online.

Integrated Learning
Integrated Learning courses utilize a variety of structures. These include Learning Communities (see below), as well as paired sections of courses that have assignments centered around a common theme. In some cases, you must register for both courses. In other cases, enrolling in both courses is recommended in order to enhance your learning experience, but is not required. All integrated learning courses and course combinations are designed to assist students in developing the ability to use what they learn and then take that knowledge and apply it in real-world contexts. Please refer to the quarterly schedule for specific information on integrated learning offerings.

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

Learning Community
Learning Communities (see also Integrated Learning) offer an alternative to the traditional individual course approach. These programs are based on specific themes, and synthesize knowledge and ideas across different disciplines. Learning Communities are a cohort of students enrolled in two classes in which they experience an explicitly designed common theme that links the two content areas. 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, online assignments, field trips, group projects, and writing assignments. Seminars play a crucial role in the learning process. 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-T degrees, and may transfer to other colleges and universities.

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

Major Related Degree Pathways (MRP)
Major related pathways ensure that students will have completed the lower-division requirements for entry into their chosen major. They will also have completed the writing, mathematics, and other general education requirements normally completed in the first two years by students entering that major at a university.

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

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

Online Course (section code OL)
An eLearning course that has no on campus meetings; the course meets entirely online (though there may be a required orientation and/or proctored exams). The courses are not self paced, rather students engage regularly and actively through group projects, discussions, and other activities.

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.

Placement Assessment
Testing that is required 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.

Web Enhanced Course
A course that does not replace any face-to-face seat time but where access to web-based tools is required. For example, students may be required to submit assignments or take quizzes online.

Withdrawal
The official removal of a student from a class roster. It is the student’s responsibility to avoid receiving a 0.0 grade for a class they have stopped attending by officially withdrawing from that class.
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