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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
Vision  Every individual is supported and engaged in lifelong learning.

Mission  Transforming lives through integrated education in a learning-centered community.

Our Values
a caring community
pluralism & cultural richness
collaboration
access
success
innovation
environmental sustainability
global awareness
responsiveness
creativity

2013-14 ACADEMIC CALENDAR

SUMMER QUARTER 2013
July 1 First Day of Summer Quarter
July 4 Independence Day/Cascadia Closed
Aug. 22 Last Day of Summer Quarter

FALL QUARTER 2013
Sept. 2 Labor Day/Cascadia Closed
Sept. 3 First Day of Pre-Fall Classes
Sept. 12 Last Day of Pre-Fall Classes
Sept. 25 First Day of Fall Quarter
Nov. 1 Non-instructional Day/No Classes/Offices Closed
Nov. 11 Veterans' Day/Cascadia Closed
Nov. 28-29 Thanksgiving Recess/Cascadia Closed
Dec. 13 Last Day of Fall Quarter

WINTER QUARTER 2014
Dec. 25 Christmas/Cascadia Closed
Jan. 1 New Year's Day/Cascadia Closed
Jan. 3 Non-instructional Day/No Classes/Offices Closed
Jan. 6 First Day of Winter Quarter
Jan. 20 M. L. King, Jr. Holiday/Cascadia Closed
Feb. 17 Presidents' Day/Cascadia Closed
Mar. 19 Last Day of Winter Quarter

SPRING QUARTER 2014
Mar. 31 First Day of Spring Quarter
May 1 Non-instructional Day/No Classes/Offices Closed
May 26 Memorial Day/Cascadia Closed
June 13 Last Day of Spring Quarter
June 13 Commencement
GENERAL INFORMATION

The following office has been designated to handle inquiries regarding the policies and can be liable for any special, indirect, incidental, or consequential damages, or loss of earnings or profits. However, the college reserves the right to make changes in procedures, policies, calendars, requirements, programs, courses, and fees. When feasible, changes will be announced prior to their effective date, but the college assumes no responsibility for giving any particular notice of any such changes. Nothing contained herein shall be construed to create any offer to contract or any contractual rights.

LIMITATION OF LIABILITY

The college’s total liability for claims arising from a contractual relationship with the student in any way related to classes or programs shall be limited to the tuition and expenses paid by the student to the college for those classes or programs. In no event shall the college be liable for any special, indirect, incidental, or consequential damages, including but not limited to, loss of earnings or profits.

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 has received national awards and accolades for its learning centered model of education. Degrees, course curricula, and even the campus itself, are created to foster active and interactive learning. Coupled with small class sizes taught by exceptional faculty members, the result is a highly engaged student population. Cascadia has excellent graduation rates and consistently transfers more than 70% of its students to four-year programs.

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 (WCCCSA), offers quarterly study abroad options. Students earn credit when studying abroad in places such as England, Italy, Costa Rica, Spain, Australia, New Zealand, and more. Classes are taught by faculty from 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.

In addition, Cascadia faculty members may devise and develop shorter, lower-credit programs to areas directly related to their current studies or to College initiatives. To participate in Faculty-Initiated Study Abroad programs, students must be admitted to the College.

**KODIAK CORNER/ STUDENT SUCCESS SERVICES**

The Kodiak Corner is located on the first floor of CC1. Services provided at the Kodiak Corner Front 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
- **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

**STUDENT Advising and Support Services, Enrollment Services, Career and Transfer Center, Disability Support Services, Running Start, Mental Health Counseling, and Student Financial Services** are housed in the Kodiak Corner. Students should check in at the Kodiak Corner to access these services. Additional information and online services are available at [www.cascadia.edu](http://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. 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 (MATRICULATED) 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](http://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 on the [website](#) or in Kodiak Corner.
- 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-MATRICULATED) 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 last 24 months.

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. Students from the Northshore school district who completed math within the last 24 months may submit a high school transcript for possible math placement.

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.

All courses accepted in transfer from other colleges which are used to satisfy degree requirements must average at least a minimum of 2.0. See “Graduation Requirements” on page 20. 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 Front Counter.

TRANSCRIPTS FOR VETERANS

All students receiving educational benefits from the Department of Veterans Affairs are required to submit official transcripts. This includes transcripts from prior colleges and military training including those before, during, and after active duty. Transcripts should be submitted prior to the end of the veteran’s 2nd quarter of attendance to continue to remain eligible to use VA benefits at Cascadia. Cascadia reserves the right to request official transcripts be submitted sooner, if deemed necessary, based on the veteran’s educational history.

RECIPIROCITY 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, diversity 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, diversity requirements, 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 425.352.8860.

SPECIAL ADMISSONS

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. (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).
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.
ADMISSION AND REGISTRATION

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 are not Running Start students and 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).
4. Submit all required documents. (See the underage admission packet for the list of required documents).
5. Schedule a meeting with Enrollment Services to review completed application materials and register for classes.
6. Students seeking enrollment as an underage student on a long term basis should explore admissions through our Running Start Program.

Please note: For the Continuing Education policy on underage students, click here.
7. Complete all steps noted in the underage admission packet by the designated quarterly deadline.

ASSISTANCE IN COMPLETING HIGH SCHOOL
High school equivalency certificate test preparation courses are available to students. High school equivalency 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 Washington state residents 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.
1. Complete the international student application for admission (incomplete applications will delay admission).
2. Submit required supporting documents including proof of financial support, copy of photo page of passport, and secondary or high school transcripts. Submitting proof of English proficiency is optional.
3. Submit the non-refundable application fee.
The application deadlines for 2013-14 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
International students wishing to transfer to Cascadia are responsible for informing their current school of their plans and the International Student Advisor from that school must complete a Transfer in Form for the student. Once Cascadia receives the Transfer in Form, and the student has been admitted 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 in 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 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 425.352.8860.

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:
1. Mock interviews
2. Resume and cover letter review
3. Career and interest assessments
4. Major studies exploration
5. Transfer fairs and visits from college representatives
6. Career-related workshops
For more information, visit the Career and Transfer Center or call 425.352.8220.
INTERNSHIPS
Cascadia Community College believes that the opportunity to gain experience in an occupation of interest to the student is invaluable. Cascadia’s students enrolled in the college’s professional/technical programs are often required to complete an internship as part of their curriculum. Internships combine work experience with earning college credit. All students are eligible for internship experiences. Internships extend a student’s skill acquisition into workplace settings and can be paid or unpaid. Internships allow students to explore where they fit in the business world. Employers can preview emerging talent and expand their company talent base with the newest skills. A Learning and Training Agreement brings together the student’s goals, the employer’s interest, and the measurable outcomes that the supervising faculty member will evaluate. For professional/technical internships call 425.352.8220.

REGISTRATION INFORMATION
The quarterly schedule of classes is available online and contains registration instructions and course information. Continuing students will receive registration information each quarter. Students with the greatest number of accumulated credits earned register first.

CLASS STATUS
Students must be officially registered in order to attend classes.

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. 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. (Deadlines are adjusted for summer quarter. Please see the Summer Schedule of Classes for dates).

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. Students may add their name to the waitlist until the day before the quarter begins. Students are responsible for:

• Checking their schedule daily to see if enrollment occurred from the waitlist
• Paying tuition and fees by the tuition deadline. If enrollment from the waitlist occurs after the tuition deadline, tuition and fees are due within one business day of registration. Non-payment may result in the class being dropped from the student’s schedule
• Clearing scheduling conflicts such as time conflicts, enrollment into the same class-different section, or unauthorized over 24-credit status. If schedule conflicts are not cleared by the next business day, the last enrolled conflicting class will be dropped from the student’s schedule
• Clearing any holds including parking fines, library fines, any outstanding balances on student accounts, or unpaid fees prior to the enrollment. If a student has not cleared holds and fines, the student will be removed from the waitlist.
• Removing their name from the waitlist if they no longer want to be in the class. 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
Class schedule changes may result in additional tuition, fees, or tuition refunds.

TO DROP A CLASS
• Students who audit classes using online or in-person registration through the tenth calendar day of the quarter by completing a Credit Registration form. (this 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 end of the sixth week of the quarter (date is adjusted for summer quarter), students can withdraw from classes online or by completing a Credit Registration form and submitting it to the Kodiak Corner Front Counter. A “W” grade will appear on the student’s transcript. 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.

HARDSHIP WITHDRAWAL
A student may request a hardship withdrawal if he/she has a crisis or an unusual, extreme circumstance which prevents him/her from attending class and completing the remaining coursework for the quarter. Students will request a Hardship Withdrawal Request Form from the Kodiak Corner Front Counter. If the request for a hardship withdrawal is approved, all classes will remain on the student’s academic transcript with a “W” designation.
REFUNDS

The following refund policies pertain to state-funded credit courses only, not to continuing education. (For the Continuing Education policy on refunds, click here.)

When a student reduces his/her class load or completely withdraws from all classes, Cascadia Community College will refund tuition according to the following schedule:

- Due to class cancellation by the college: 100% refund
- On or before the 5th business day of 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).
- Beginning with the sixth business day of the quarter through the 20th calendar day of the quarter: 50% refund (summer quarter: 50% refund dates are prorated.)

Refunds are processed automatically when students drop or withdraw from classes after the 100% and 50% refund deadlines.

Please note: Refunds are prorated for summer quarter.

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). See the Academic Calendar for refund deadlines.

The amount of the refund will be reduced by the amount of open balances on the student’s account. Refunds are processed as follows:

- **Credit or Debit Card**: A fund will be posted to that account within 10 business days after the refund deadline.
- **Check or Cash**: A refund check will be mailed 4-6 weeks after the refund deadline.
- **Financial Aid**: A refund check will be mailed once your account is reviewed for eligibility of the refund. Financial Aid refund information can be found at Financial Aid Repayment Policy.

If you are expecting a refund please be sure that we have your correct address. You can update your address online.

For questions regarding your refund, please contact the Finance Office at 425.352.8151.

TUITION CHART FOR 2012-13

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</tbody>
</table>

Rates include operating, building, and student activities fees. A student must carry at least 12 credits to be considered full-time for funding from federal and state financial aid programs. Rates include State Work Study, State Need Grant, Federal Pell Grant, FSA Direct Loan, and Federal Direct Subsidized Loan.

State Support for Higher Education

Through Opportunity Pathways, Washington State provides a variety of financial aid programs to help students and their families pay for college. Pursuant to RCW 28B.15.0681, the approximate level of state support provided to students is being provided to the colleges.

The following table indicates average state support by tuition category for students attending Community and Technical Colleges for the academic year 2012-2013. Please see our website for up-to-date information.

<table>
<thead>
<tr>
<th>Tuition Support</th>
<th>Resident Undergraduate</th>
<th>Nonresident Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Cost per FTE Student</td>
<td>$6,168</td>
<td>$6,168</td>
</tr>
<tr>
<td>Operating Fee</td>
<td>$2,849</td>
<td>$7,684</td>
</tr>
<tr>
<td>Nonresident Net State Support per FTE Student</td>
<td>$3,319</td>
<td>—</td>
</tr>
</tbody>
</table>

The following table indicates the amount of state supported financial aid including that provided from local institutional financial aid fund (3.5%).

<table>
<thead>
<tr>
<th>Tuition Support</th>
<th>Resident Undergraduate</th>
<th>Nonresident Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Cost</td>
<td>$793*</td>
<td>$87</td>
</tr>
<tr>
<td>Undergraduate Resident</td>
<td>$0**</td>
<td>$0**</td>
</tr>
<tr>
<td>Undergraduate Nonresident</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

*Includes State Work Study, State Need Grant, and all other financial aid programs administered by the Washington Student Achievement Council (WSAC), and two State Board for Community and Technical Colleges (SBCTC) administered programs: Opportunity Grants and Worker Retraining Financial Aid.

**State and institutional financial aid is not available to nonresidents.

NOTE: Data source provided by the State Board for Community and Technical Colleges is available upon request. If you have any questions, please contact Scott Copeland at (360) 704-4397

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

- 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

- Is a financially dependent student, one or both of whose parents or legal guardians have maintained a domicile in Washington State for at least one year immediately prior to the last day of the quarter.
Typically, state residents document their legal residence in Washington State by showing that for the entire 12 months immediately preceding the beginning of the quarter, they have done all of the following:
1. Held a Washington driver's license or identification card
2. Had their vehicle registered in Washington State, and
3. Have been registered to vote in Washington

There are some exceptions to these general rules (e.g., for active military personnel, for some employees of public institutions of higher education, etc.). Certain students who are not permanent residents or citizens of the United States may be eligible for resident tuition rates. To be eligible they must have:

- Resided in Washington State for the three years immediately prior to receiving a high school diploma, and completed the full senior year at a Washington high school
- OR
- Completed the equivalent of a high school diploma and resided in Washington State for the three years immediately before receiving the equivalent of the diploma
- AND
- Continuously resided in the state since earning the high school diploma or its equivalent

Students who meet the above criteria and have filed an application for admission must submit a signed affidavit to the Kodiak Corner Front Counter. The affidavit is available online, at the Kodiak Corner Front Counter, or call 425.352.8860.

### FEES

The amount assessed for each of the fees identified below is published in the quarterly schedule of classes. Fees listed below are for the 2012-13 school year. Fees for 2013-14 may change. Please check our website for up to date information

**Adult Basic Education, ESL, and GED Preparation**  
There is a $25 per quarter fee charged to students enrolled in federally funded or grant funded classes. Students who demonstrate need may have the fee waived.

**Admission Application Fee $30**

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

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

**Computer Account $21.00 per quarter for non-credited students**  
This fee covers your optional individual email account, file storage, and network access from campus.

**eLearning, Online $45.00 per course**  
Students who enroll in classes conducted entirely or predominantly online are charged the fee to help defray the costs of course licensing fees, technology, and technical support.

**Fines**  
- Non-Sufficient Fund Fee $25 per check
- Parking and Traffic Citations $30-$250  
(Visit the website for current fines)

**Graduation $17.00**  
This fee defrays the cost of graduation activities and the cost of printing a student's diploma or certificate.

**Interest Inventories $26.00**  
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 $12.00**  
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 $3.00 per credit (maximum $30.00 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 $41.00**  
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 $41.00**  
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 $4.75 per credit (maximum $47.50 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 $58.00**  
Students enrolled in microbiology lab classes are charged the materials fee to help defray the cost of consumable supplies and special materials.

**Lab, Printmaking $46.00**  
Students enrolled in the Introduction to Printmaking class are charged a materials fee to help defray the cost of consumable supplies and special materials.

**Lab, Science $23.00**  
Students enrolled in science lab classes are charged the materials fee to help defray the cost of consumable supplies and special materials.

**Late registration fee $50.00**  
Students who register after the tenth day of the quarter must complete a late registration petition form and if approved, will be assessed a $50.00 late registration fee in addition to the tuition and fees.

**Math Supply Fee $22.00**  
Students enrolled in math classes are charged the materials fee to help defray the costs of consumable supplies.

**Non-Sufficient Fund Checks $25.00 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.

**Parking**  
Over 1,800 parking spaces are available on campus. Pay stations are located in all parking areas for “per visit” payment. Parking is enforced 24/7. Students and staff may purchase quarterly parking permits online or from Kodiak Corner. Visit the website for current rates.

**Placement Assessment (COMPASS) $17.00**  
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.
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 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 Washington residents 60 years or older on a space-available basis. Students will pay $5 per quarter with a limit of two courses per quarter. Download the [Senior Citizen Waiver Form](#).

**SENIOR CITIZENS – 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 $10 per credit with a limit of two courses. Download the [Senior Citizen Waiver Form](#).

**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. Download 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 is:

\[
\text{Financial Need} = \text{Cost of Attendance (COA)} - \text{Expected Family Contribution (EFC)}
\]

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 2013-14 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. Financial aid is also available to students that are not attending full-time. Students should notify the financial aid office each quarter that they are not planning to be full-time.

### 2013-14 COSTS

<table>
<thead>
<tr>
<th></th>
<th>Full-Time Living with Parents</th>
<th>Full-Time Not Living with Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees*</td>
<td>$4,020</td>
<td>$4,020</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$1,026</td>
<td>$1,026</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$3,174</td>
<td>$9,492</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,344</td>
<td>$1,296</td>
</tr>
<tr>
<td>Misc.</td>
<td>$1,614</td>
<td>$1,794</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>$11,178</strong></td>
<td><strong>$17,628</strong></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 electronically via the web. Electronically filing your FAFSA is the quickest way to apply for aid. The FAFSA collects financial data and other information that is used to calculate the Estimated Family Contribution (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, have completed all steps and submitted all the documents necessary to apply for financial aid.

### STEPS TO APPLY FOR FINANCIAL AID

1. Submit the Free Application for Federal Student Aid (FAFSA). Students and parents may sign their application electronically using a PIN number. Applicants may file the FAFSA throughout the academic year. Cascadia does have an annual priority deadline and encourages students to apply early to get the most amount of funding available. This date is April 15th, but is subject to change if this date falls on a weekend. Students must reapply for financial aid each year. If you do not have internet access, you may obtain a paper copy of the (FAFSA) from Cascadia’s Student Financial Services Office, Department of Education or from a high school guidance office. We strongly encourage you to file electronically in order to ensure timely processing of your file.

### SCHOOL CODE

Cascadia Community College’s 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 the Financial Aid Portal, 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 (accessible from the financial aid section of the Cascadia website) for outstanding items.

### Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) must be maintained to be eligible for financial aid. Students must meet the academic standards of the college as well as the requirements for SAP as listed in 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 payment period/quarter. If a student’s financial aid eligibility is terminated as a result of not meeting the minimum standards, measures can be taken by the student for reinstatement as outlined in the Satisfactory Academic Progress Policy. A complete copy of the policy is available in the Student Financial Services Office or on the website.

### Maximum Time Frame

Federal regulations state that students must complete their program of study within a maximum time frame in order to receive financial aid. Classes taken at Cascadia must be necessary degree requirements. Taking classes that are not degree requirements may result in a financial aid repayment and will cause

You may also check your financial aid file status online through the Financial Aid Portal or contact the Student Financial Services Office by email at finaid@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
- Have a valid social security number
- Have been admitted to Cascadia, paid the application fee 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 school attended
- If male, have registered for Selective Service
- Have not been convicted of selling or possessing illegal drugs while receiving financial aid
- Provide all necessary financial information (including parents’ information, where required/requested)
students to reach their maximum time limit more quickly and may prevent them from completing their intended degree. Once it is determined that a student may be close to his/her maximum time limit, an appeal can be submitted to explain why the student has not yet met degree requirements. Submitting an appeal does not guarantee that a student can take the remaining classes required and received financial aid to do so. A complete copy of the policy is available in the Student Financial Services Office or on the website.

**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. A student does not need to be attending full-time to receive financial aid. In order to receive a federal student loan, however, a student must be registered and attending 6 or more credits per quarter.

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/or remain enrolled in classes. Cascadia Community College awards the Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG), Washington State Need Grant, College Bound Scholarship and Cascadia Grant 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, and who indicate an interest in Work-Study on the FAFSA or directly with the financial aid office. 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 is dependent on available funding. Students can work up to 19 hours per week, depending on financial “need” as determined using the FAFSA data. 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 typically begins six months after completion of the degree or withdrawal from school.

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. Loans are awarded in accordance with federal regulations, such as maximum annual loan limits and restrictions on loan amounts per type of loan.

All borrowers at Cascadia are required to complete a Master Promissory Note (MPN), online loan entrance counseling and a loan request worksheet. With the exception of the MPN, these items should be submitted each year that a student wishes to borrow money. Borrowers must also complete loan exit counseling upon leaving Cascadia Community College or graduating.

**STUDENT SCHOLARSHIPS**

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

Thanks to donations from businesses, individuals, families, professional organizations, and friends of the college, the CCC Foundation offers many three-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.

For more information about how to receive financial assistance through scholarships, visit the Student Financial Services web page.

**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. It also assists students in obtaining work-based learning (internships). The Workforce Resource Center provides tuition and other support through the Worker Retraining program described below.

**WORKER RETRAINING**

The Worker Retraining program can provide tuition support and possibly book money 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 pursuing the following technical degree and certificate awards:

**Degrees:**
- Associate in Applied Science-Transfer (AAS-T)
- Environmental Technologies and Sustainable Practices – Business Emphasis
- Environmental Technologies and Sustainable Practices – Technology Emphasis
- Environmental Technologies and Sustainable Practices – Water Quality Emphasis
- Networking Infrastructure Technology
- Web Application Programming Technology – Mobile Emphasis
- Web Application Programming Technology – Programming Emphasis
- Web Application Programming Technology – Web Emphasis

**Certificates (20-89 credits):**
- Community Energy Systems Specialist
- Energy Audit Specialist
- Energy Management Specialist
- NIT – Application Infrastructure Engineer
- NIT – Server Administrator
- NIT – Virtualization Engineer

**Short Certificates (19 or fewer credits):**
- Computer Programming Foundations
- Database Development
- JavaScript Development
- Mobile Applications
- User Interface Development
- Web Applications
- Web Foundations

**VETERANS’ BENEFITS**
Students who plan to utilize their veterans’ educational benefits should attend a VA Orientation to get information about how to begin using their benefits at Cascadia. Veterans will first need to apply with Veterans Administration (VA) to begin using or to reinstate benefits, then submit a copy of the Member 4 version of the DD-214 and a Certificate of Eligibility showing approval to use benefits to the VA Certifying Official at the VA Orientation. Veterans will also be asked to submit an educational plan from an academic advisor. Your unofficial military and all prior college transcripts are necessary to complete your educational plan. Additional information may be required to complete your file and ensure proper certification and funding.

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.

**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.

VA requires that the college perform an official review of all prior education for a veteran. This includes, but is not limited to, a veteran’s military transcripts and transcripts from all other schools attended before, during and after active duty. Applicable credits will be transferred toward the veteran’s chosen degree requirements at Cascadia Community College.

All veterans must conform to the Veterans Administration attendance and academic progress standards to remain eligible for benefits. For information about the VA Orientation, VA Satisfactory Academic Progress standards or using your benefits at Cascadia, please visit our website.

**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, complete zero credits, or do not attend the class/es 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 Direct Loan
2. Subsidized Direct Loan
3. PLUS (Parent loan)
4. Pell Grant
5. Federal Supplemental Educational Opportunity Grant (SEOG)

Students receiving the Washington State Need Grant (WSNG) or College Bound Scholarship (CBS)are subject to the Washington State Need Grant Repayment Policy, as defined by the Washington Student Achievement Council. Students who receive only a Cascadia Community College Grant without any other federal or state funding will have the repayment and return of funds calculated according to the calculation described above.

Please contact Student Financial Services for a copy of the entire Repayment/Return of Funds Policy or for more details regarding financial aid refunds. You may also view the policy via the Cascadia website.
**RIGHTS**

Students have the right to inspect their financial aid files for the accuracy of information contained therein, and to submit corrections, if allowed by federal and state rules and regulations. Confidential information covered under the Federal Educational Rights and Privacy Act (FERPA) may not be reviewed by anyone else without prior written approval of the individual concerned. **Requests for file inspection must be done in writing and submitted to the financial aid office. Students should generally allow between 1 and 3 weeks for the request to be processed and an inspection time scheduled.**

**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 when applying 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**

**CAMPUS LIBRARY**

**LIBRARY COLLECTIONS**

The 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 can be reserved. 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 e-learning and teleconferencing, including eLuminate, 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 and projects. Staff at the Center assist students with a wide range of computer applications, including web technology and programming applications. 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 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 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 parking is clearly marked in all locations. Daily parking permits must be purchased upon entry at the nearby pay stations. Economical quarterly passes may be purchased online or in Kodiak Corner. Parking is enforced 24/7.
Bicycle racks are available on the north side of CC1 and CC2 buildings as well as the west side of CC3. Bicycle racks can also be found at other locations across the Cascadia/UWB campus. Bike lockers may be rented on a quarterly basis from the UWB Cashier Office located on the first floor of the UW1 building. Students and staff 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.

RECYCLING
Environmental stewardship is a Cascadia value. Voluntary recycling is strongly encouraged. Recycling bins are provided in all campus buildings.
SECURITY
Full-time security personnel will provide support to the campus community and help provide a safe environment for learning. To reach campus security in an emergency call 425.352.5222. For non-emergency call 425.352.5359.

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

EMERGENCY COLLEGE CLOSURES 425.352.8000
Cascadia Community College will close offices and cancel classes if severe weather or other emergency conditions make the campus unsafe.

To receive notification about college closures via your email, mobile phone or home phone, please log on to alerts.cascadia.edu and sign up to receive instant alerts. Emergency closure information is provided to local radio and TV stations. If Cascadia is not mentioned in radio or TV announcements, students and staff cannot assume that the college is open and classes are being held as usual. There will be online notification of Cascadia’s closure at www.schooolreport.org and a message on the main phone line at 425.352.8000.

If the Cascadia campus is closed, all Cascadia Continuing Education classes held at other locations will also be cancelled.

In the event of a building evacuation, please follow announcements as issued.

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. A selection process is held annually for standing positions on CSG.

CASCADIA 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 usually offered during the academic year include dodgeball, flag football, soccer, softball, volleyball, and basketball.

CAMPUS ENGAGEMENT OFFICERS (CEO)
Campus Engagement Officers are a group of student leaders who work to mentor and support students, build community at Cascadia, and outreach to the community. The CEOs offer students new ways to get involved with campus life through various outreach and marketing efforts. For additional information about the Campus Engagement 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 http://cascadia.collegiatelink.net/

Current clubs include:
- Belly Dancing Club
- Creative Arts Club
- Disability Student Alliance
- Drama Club
- Film Making Club
- Gay Straight Alliance
- International Student Club
- The Next Generation IT Club
- Phi Theta Kappa (PTK)
- Sustainability Organization
- Swing Dancing Club
- 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.
DEGREE PROGRAMS

ACADEMIC TRANSFER DEGREES

An associate degree prepares you for employment or for transfer to a 4-year college. To receive an associate degree you must complete 90-105 credits (2 years of full-time study), complete at least 25 of your degree credits at Cascadia, and receive a grade point average (GPA) of at least 2.0 in all courses that apply to your degree, including courses at other colleges. If you plan to apply for transfer to a 4-year college, contact the admissions office and an academic advisor in your chosen major at that college to confirm admission requirements. You do not need to complete a degree at Cascadia to be eligible to transfer to a 4-year college.

Degrees which have the DTA (Direct Transfer Agreement) indicator are designed to allow you to transfer degree credits to most public 4-year colleges in Washington. Degrees which have the MRP (Major-Related Programs) take the DTA one step further by specifying the prerequisite coursework that will provide the best preparation for entry into certain competitive majors. For complete information on degree requirements, please see the individual degree listings.

- Associate in Business (DTA/MRP)
- Associate in Elementary Education (DTA/MRP)
- Associate in Integrated Studies (DTA)
- Associate in Integrated Studies- Global Studies Degree (DTA)
- Associate in Pre-Nursing Degree (DTA/MRP)
- Associate in Science-Transfer Track 1
- Associate in Science-Transfer Track 2
- AS-T Track 2 Engineering MRP– Bioengineering and Chemical Engineering
- AS-T Track 2 Engineering MRP– Computer and Electrical Engineering
- AS-T Track 2 Engineering MRP– Other Engineering

PROFESSIONAL TECHNICAL TRANSFER DEGREES: ASSOCIATE IN APPLIED SCIENCE

An associate in applied science (AAS-T) degree prepares you for employment or for further college study. The AAS-T degrees include collegiate math, English, and human relations courses that prepare you for transfer to a 4-year college. All AAS-T degrees require you to complete 90-105 credits, or 2 years of full-time study. For complete information on degree requirements, please see the individual degree listings.

Seven degrees are available:

- Environmental Technologies and Sustainable Practices– Business Emphasis
- Environmental Technologies and Sustainable Practices-Technology Emphasis
- Environmental Technologies and Sustainable Practices-Water Quality Emphasis
- Networking Infrastructure Technology
- Web Application Programming Technology – Mobile Emphasis
- Web Applications Programming Technology-Programming Emphasis
- Web Applications Programming Technology-Web Emphasis

CERTIFICATE AWARDS

PROFESSIONAL TECHNICAL CERTIFICATES

A professional technical certificate gives you the knowledge and skills you need for a specific job. All certificate programs 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.

For Gainful Employment information on these certificates please visit our website.

- Applications Infrastructure Engineer
- Community Energy Specialist
- Computer Programming Foundations
- Database Development
- Energy Audit Specialist Certificate
- Energy Management Specialist
- JavaScript Programming
- Server Administrator
- Technical Support Specialist
- User Interface Developer
- Virtualization Engineer
- Web Applications
- Web Foundation

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 a large variety of certificate classes for professional development as well as non-credit classes for personal enrichment.

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. These classes are taught on our Bothell campus through our partnership with the Corporate & Continuing Education Center at Everett Community College. Every quarter more than 70 day, evening, or online classes are offered in categories, including:

- Aerospace and Advanced Manufacturing
- Business and Professional Development
- Computers and Technology
- Health and Fitness
- Personal Interest

For details, please contact the Corporate and Continuing Education Center.
GRADUATION REQUIREMENTS
Students who have been continually enrolled at Cascadia may elect to complete program requirements in effect in the catalog published at the time they first began their degree or certificate. Continuous enrollment is defined as attending at least one quarter during the academic year and having no more than a two quarter break in enrollment (excluding summer). Students who are not continuously enrolled must complete the program requirements from the catalog in effect when they re-enroll. 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. In addition, Cascadia faculty members may devise and develop shorter, lower-credit programs to areas directly related to their current studies or to College initiatives. To participate in Faculty-Initiated Study Abroad programs, students must be admitted to the College. In addition, Cascadia faculty members may devise and develop shorter, lower-credit programs to areas directly related to their current studies or to College initiatives. To participate in Faculty-Initiated Study Abroad programs, students must be admitted to the College.
5. For degrees, earn at least 60 credits with decimal grades other than ‘P’ (Pass) grades and no grades lower than a 1.0 (D).
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.

GRADUATION APPLICATION DEADLINES
Students who are eligible for a degree or certificate may submit a graduation application during their last quarter or the quarter preceding their last quarter. Degrees and certificates are awarded on a quarterly basis. Deadlines are:
- Fall quarter graduation — third week of summer quarter.
- Winter quarter graduation — third week of fall quarter.
- Spring quarter graduation — third week of winter quarter.
- Summer quarter graduation — second week of spring quarter.

Students who have completed their degrees or certificates during the previous fall and winter quarters and those anticipating completion during spring and summer quarters are invited to participate in the annual commencement ceremony, held in mid-June.

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.

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

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

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

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.

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

WASHINGTON 45

A student who completes courses selected from within the general education categories listed below at a public community, technical, four-year college or university in Washington State will be able to transfer and apply a maximum of 45 quarter credits toward general education requirement(s) at any other public and most private higher education institutions in the state.

For transfer purposes, a student must have a minimum grade of C or better (2.0 or above) in each course completed from this list.

Students who transfer Washington 45 courses must still meet a receiving institution's admission requirements and eventually satisfy all their general education requirements and their degree requirements in major, minor and professional programs.

FIRST YEAR TRANSFER LIST

- **Communications** (5 credits) – ENGL& 101, ENGL& 102
- **Quantitative and Symbolic Reasoning** (5 credits) – MATH& 107, MATH& 148 or MATH& 151
- **Humanities** (10 credits in two different subject areas or disciplines) — PHIL& 101, MUSC& 105, DRMA& 101, ENGL& 111, or HUM& 101
  
  For colleges that use History as a Humanities HIST& 116, HIST& 117, HIST& 118, HIST& 146, HIST& 147, HIST& 148
- **Social Science** (10 credits in two different subject areas or disciplines) – PSYC& 100, SOC& 101, POLS& 101, POLS& 202
  
  For colleges that use History as a Social Science: HIST& 116, HIST& 117, HIST& 118, HIST& 146, HIST& 147, HIST& 148
- **Natural Sciences** (10 credits in two different subject areas or disciplines) - BIOL& 100, BIOL& 160 w/ lab, ASTR& 100, ASTR& 101 with lab, CHEM& 105, CHEM& 110 with lab, CHEM& 121 with lab, CHEM& 161, CHEM& 162, ENVS& 100, ENVS& 101, PHYS& 121, GEOL& 101 with lab
- **Additional 5 credits** in a different discipline can be taken from any category listed above.

Please note: Although these courses are listed under categories, the actual course may satisfy a different general education category at a receiving institution.

START YOUR BACHELOR’S DEGREE AT CASCA DI A

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.
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 (CONTINUED)

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 collaboratively and cooperatively examine social inequalities and their various socio-economic, political, cultural, historical, and/or artistic manifestations through engaging with diverse or competing ideas, values, and 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; they will identify ways in which disciplinary, ethical, and professional standards shape social scientists’ interactions with society; they will identify and reflect on differences between individuals, groups, communities, or societies and how those differences shape interactions, perspectives, and outcomes.

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

93-95 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 is an academic transfer degree that 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.

<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>
</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>
<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 147</td>
<td>Business Precalculus</td>
<td>55</td>
<td></td>
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</tr>
<tr>
<td>MATH&amp; 148</td>
<td>Business Calculus</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>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>
Associate in Business DTA/MRP (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 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></td>
<td>H designated course</td>
<td>55</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 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>
<td></td>
<td></td>
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</tr>
<tr>
<td>ECON&amp; 202</td>
<td>Macroeconomics</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**  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>
<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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<td></td>
<td>NS (LAB) designated course</td>
<td>44</td>
<td>22</td>
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<td>5.0</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>
</tr>
<tr>
<td>ACCT&amp; 202</td>
<td>Principles of Accounting II</td>
<td>55</td>
<td></td>
<td></td>
<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</td>
<td>Business Law or</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>POLS&amp; 200</td>
<td>Introduction to Law</td>
<td></td>
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</tr>
</tbody>
</table>
ASSOCIATE IN ELEMENTARY EDUCATION DTA/MRP

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 is an academic transfer degree that 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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be completed within the first 30 credits.</td>
<td></td>
</tr>
<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>

<table>
<thead>
<tr>
<th>Communicating and Thinking Critically:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course ID</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>ENGL&amp; 102</td>
<td>Composition II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative or Symbolic Reasoning:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course ID</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>MATH&amp; 171</td>
<td>Math for Elementary Ed I</td>
</tr>
<tr>
<td>MATH&amp; 172</td>
<td>Math for Elementary Ed II</td>
</tr>
<tr>
<td>MATH&amp; 173</td>
<td>Math for Elementary Ed III</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural Knowledge Requirement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course ID</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>CMST, GS, HIST, HUMAN, or SOC</td>
<td>150 series CKR designated course</td>
</tr>
</tbody>
</table>
### HUMANITIES DISTRIBUTION 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&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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<td>5.0</td>
</tr>
</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>
<td></td>
<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>
</tr>
</tbody>
</table>

### NATURAL SCIENCE DISTRIBUTION REQUIREMENT

Students must complete at least five credits of BIOL; and at least five credits of PHYS or CHEM. Two of the courses below must be designated as a LAB.

<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>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>ATMS, ENVS, GEOL, or NSCI</td>
<td>NS designated Geology or Earth Science course</td>
<td>55</td>
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</tr>
<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>
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</tr>
<tr>
<td>SOC 231</td>
<td>Gender and Society</td>
<td>55</td>
<td></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.

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

- Understand patterns and make connections among different disciplines and between different analytical and methodological frameworks and to integrate studies with personal experiences, local, and global communities
- 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) is an academic transfer degree that requires at least 90 credit hours in college level courses (numbered 100 or above), including at least 5 credit hours that meet the Integrated Learning Requirement, 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

Foundations for College Success
Must be completed within the first 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</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>
<td></td>
<td></td>
<td>3.0</td>
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</table>

Communicating and Thinking Critically:

<table>
<thead>
<tr>
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<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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<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 or PHIL&amp; 120</td>
<td>100 level or above or Symbolic Logic</td>
<td>55</td>
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<td>5.0</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>

*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 Integrated Studies DTA (Continued)

<table>
<thead>
<tr>
<th>HUMANITIES DISTRIBUTION REQUIREMENT</th>
<th>15 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.</td>
<td></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></td>
<td>H designated course</td>
<td>55</td>
<td></td>
<td></td>
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<td></td>
<td>H designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL SCIENCE DISTRIBUTION REQUIREMENT</th>
<th>15 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must complete courses from at least two different disciplines.</td>
<td></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></td>
<td>SS designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
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<td>55</td>
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<td></td>
<td>SS designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NATURAL SCIENCE DISTRIBUTION REQUIREMENT</th>
<th>15 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). At least 10 credits required in physical, earth, and/or biological sciences.</td>
<td></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></td>
<td>NS designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>NS designated course</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>NS (LAB) designated course</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REQUIRED ELECTIVE CREDITS</th>
<th>15+ CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEGRATED LEARNING REQUIREMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must include at least 5 credits of an Integrated Learning Experience in their course selection.</td>
<td></td>
</tr>
</tbody>
</table>

Through Learning Communities (LC) or other Integrated Learning Experiences (ILE), students demonstrate their ability to integrate skills, concepts, information, and analytical and methodological frameworks from two or more areas of inquiry in a purposeful project or experience.

A Learning Community (LC) is the integration of two or more courses from different areas of inquiry (e.g. global studies and composition, or physics and math, or astronomy and philosophy, or composition and art). The annual schedule of Learning Communities is listed on the website. Many Learning Communities are designed to fulfill both part of a General Education requirement and the Integrated Learning Requirement.

Integrated Learning Experiences (ILEs) include: hard-linked classes, classes with a Community-based Learning requirement, classes taken as part of an academic study abroad program, or classes with an academic internship. Integrative Experiences are indicated in the quarterly course schedule.
ASSOCIATE IN INTEGRATED STUDIES DTA

GLOBAL STUDIES
90 CREDITS

The Associate in Integrated Studies - Global Studies (AIS—GS) degree prepares students for the myriad of academic, interpersonal, and professional opportunities and challenges posed by transformations within the world. More specifically, students who successfully complete the AIS—GS degree take a strong proactive step toward competency in a different language, are able to engage and negotiate multiple perspectives and analyze intercultural issues, and develop increased global awareness and a better appreciation of the common human destiny and dignity shared by all in the world.

The AIS-GS transfers to four-year colleges and universities with junior standing, having fulfilled all or most general education requirements. 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.

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

• Demonstrate interdisciplinary understanding of an increasingly interconnected world in which economies, environments, cultures and societies are being transformed through transnational forces. The AIS-GS curriculum encourages learning of cultural, historical, socioeconomic and political experiences in a global context.

• Better compete in professional areas which increasingly emphasize global and language training and competency. These include education, international law, business, media, sustainable development and government.

• Access, process, construct, and express knowledge across cultures; develop an increased awareness of a global context for ideas and facts; take responsibility for encountering and mastering new knowledge.

• Learn actively and gain comprehensive understanding; think critically, creatively, and reflectively in order to solve problems; communicate with clarity and originality for personal growth and productive work; and interact in diverse and complex environments and complicated, dynamic, and ambiguous situations.

COMPLETION REQUIREMENTS

The Global Studies AIS degree is an academic transfer degree that 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 COLL 101</td>
<td>Study Strategies or College Strategies</td>
<td>55</td>
<td>33</td>
<td></td>
<td>5.0 or 3.0</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>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>
<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 or PHIL&amp; 120</td>
<td>100 level or above or Symbolic Logic</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</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. *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>
<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 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>
<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  
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>
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<td>GS designated NS course</td>
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<tr>
<td></td>
<td>NS designated (LAB) course</td>
<td>44</td>
<td>22</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 list. Students must complete or show competency of one) the 221 level in a single world language, or two) the 123 level in one world language and any five-credit course in an additional world language. Successful completion of one credit-bearing course with a service learning/civic engagement component, or a credit-bearing study abroad experience, or internship must also be demonstrated. No more than 12 credits may be included from Restricted Electives List.
ASSOCIATE IN PRE-NURSING DTA/MRP

91-97 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/MRP degree is an academic transfer degree that 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>Foundations for College Success</th>
<th>Must be completed within the first 30 credits.</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 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>
</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 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>55</td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>ENGL&amp; 102</td>
<td>Composition II</td>
<td>55</td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative or Symbolic Reasoning:</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>MATH&amp; 146</td>
<td>Introduction to Statistics</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

<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>
</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**

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>
<td></td>
<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**

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>
<td></td>
<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**

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>55</td>
<td>22</td>
<td></td>
<td>6.0</td>
</tr>
<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>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>BIOL&amp; 260</td>
<td>Microbiology</td>
<td>33</td>
<td>44</td>
<td></td>
<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>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>
ASSOCIATE IN SCIENCE - TRANSFER TRACK 1

90-95 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 is an academic transfer degree that 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.

<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>
<td></td>
<td></td>
<td>3.0</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</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>
<td></td>
<td></td>
<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&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>
Cultural Knowledge Requirement:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
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<th>Lab Hours</th>
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<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  
38-41 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>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>BIOL&amp; 211 or PHYS&amp; 114 or PHYS&amp; 221</td>
<td>Majors Cellular or General Physics with Lab I or Engineering Physics I</td>
<td>55 or 22</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL&amp; 212 or PHYS&amp; 115 or PHYS&amp; 222</td>
<td>Majors Animal or General Physics with Lab II or Engineering Physics II</td>
<td>66 or 22</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL&amp; 213 or oPHYS&amp; 116 or PHYS&amp; 223</td>
<td>Majors Plant or General Physics with Lab III or Engineering Physics III</td>
<td>11 or 5.0</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

REQUIRE Eiective 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

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 is an academic transfer degree that 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>
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</thead>
<tbody>
<tr>
<td>COLL 100 or</td>
<td>Study Strategies or College Strategies</td>
<td>55</td>
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<td>5.0 or</td>
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<td>COLL 101</td>
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<td>33</td>
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</table>

Communicating and Thinking Critically:

<table>
<thead>
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<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</td>
<td>English Composition I or English Composition for Technical Writers</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
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<td>ENGL&amp; 102</td>
<td>Composition II</td>
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Quantitative or Symbolic Reasoning:

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<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>
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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>
<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>55</td>
<td></td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>SS designated course</td>
<td>55</td>
<td></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>
</tr>
<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; 114 or PHYS&amp; 221</td>
<td>General Physics with Lab I or Engineering Physics I</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
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<tr>
<td>PHYS&amp; 115 or PHYS&amp; 222</td>
<td>General Physics with Lab II or Engineering Physics II</td>
<td>44</td>
<td>22</td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>PHYS&amp; 116 or PHYS&amp; 223</td>
<td>General Physics with Lab III or Engineering Physics III</td>
<td>44</td>
<td>22</td>
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<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
96-103 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 is an academic transfer degree that 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
Must be completed within the first 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 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 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>
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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>
<td></td>
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<td>5.0</td>
</tr>
<tr>
<td>MATH&amp; 163</td>
<td>Calculus 3</td>
<td>55</td>
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</table>
Associate in Science - Transfer Track 2 Engineering - Bioengineering and Chemical Engineering 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>H or SS course also designated as CKR.</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>55</td>
<td></td>
<td></td>
<td>5.0</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>
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<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 47-49 CREDITS

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.

<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>
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<td>Organic Chemistry I</td>
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<tr>
<td>MATH 238</td>
<td>Differential Equations</td>
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</tr>
<tr>
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<td>Engineering Physics I</td>
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<td>PHYS&amp; 222</td>
<td>Engineering Physics II</td>
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<tr>
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<td>Engineering Physics III</td>
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<tr>
<td>BIOL&amp; 211</td>
<td>Majors Cellular or</td>
<td>55</td>
<td>22</td>
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<tr>
<td>CHEM&amp; 242</td>
<td>Organic Chemistry II and</td>
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<td>CHEM 254</td>
<td>Organic Chemistry Lab A</td>
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REQUIRED ELECTIVE CREDITS 16+ CREDITS

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.

<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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<tr>
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<td>BIT 143</td>
<td>Programming Data Structures</td>
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<tr>
<td>MATH 208</td>
<td>Linear Algebra</td>
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<td></td>
<td>5.0</td>
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<td>Calculus 4</td>
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<td></td>
<td></td>
<td>3.0</td>
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<tr>
<td>BIOL&amp; 211</td>
<td>Majors Cellular or</td>
<td>55</td>
<td>22</td>
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<td>6.0</td>
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<tr>
<td>CHEM&amp; 242</td>
<td>Organic Chemistry II and</td>
<td>44</td>
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<td>CHEM 254</td>
<td>Organic Chemistry Lab A</td>
<td>11</td>
<td>44</td>
<td></td>
<td>3.0</td>
</tr>
</tbody>
</table>
ASSOCIATE IN SCIENCE - TRANSFER TRACK 2 ENGINEERING (MRP*)

COMPUTER AND ELECTRICAL ENGINEERING
102-107 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 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 is an academic transfer degree that 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>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Course ID</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>COLL 101</td>
<td>College Strategies</td>
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</table>

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<tr>
<th>Communicating and Thinking Critically:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course ID</strong></td>
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<tr>
<td>ENGL&amp; 101 or ENGL&amp; 101T</td>
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<tr>
<td>ENGL&amp; 235</td>
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<table>
<thead>
<tr>
<th>Quantitative or Symbolic Reasoning:</th>
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</thead>
<tbody>
<tr>
<td><strong>Course ID</strong></td>
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<tr>
<td>MATH&amp; 151</td>
</tr>
<tr>
<td>MATH&amp; 152</td>
</tr>
<tr>
<td>MATH&amp; 163</td>
</tr>
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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>
<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. 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></td>
<td>H designated course</td>
<td>55</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>SS designated course</td>
<td>55</td>
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</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>
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<tbody>
<tr>
<td>BIT 265</td>
<td>Structures and Algorithms</td>
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<td>General Chemistry w/ Lab I</td>
<td>44</td>
<td>44</td>
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<td>6.0</td>
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<td>ENGR&amp; 214</td>
<td>Statics</td>
<td>55</td>
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<td>5.0</td>
</tr>
<tr>
<td>MATH 208</td>
<td>Linear Algebra</td>
<td>55</td>
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<tr>
<td>MATH 238</td>
<td>Differential Equations</td>
<td>55</td>
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<tr>
<td>MATH&amp; 264</td>
<td>Calculus 4</td>
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<tr>
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<td>Engineering Physics I</td>
<td>44</td>
<td>22</td>
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<td>5.0</td>
</tr>
<tr>
<td>PHYS&amp; 222</td>
<td>Engineering Physics II</td>
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<td>Engineering Physics III</td>
<td>44</td>
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**REQUIRED ELECTIVE CREDITS 16 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 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>
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<tbody>
<tr>
<td>BIOL&amp; 211</td>
<td>Majors Cellular</td>
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<td>22</td>
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<tr>
<td>BIT 115 or BIT 142</td>
<td>Introduction to Programming or Intermediate Programming</td>
<td>55</td>
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<tr>
<td>BIT 116 or BIT 143</td>
<td>Scripting or Programming Data Structures</td>
<td>55</td>
<td></td>
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</tr>
</tbody>
</table>
ASSOCIATE IN SCIENCE - TRANSFER TRACK 2 ENGINEERING (MRP*)

OTHER ENGINEERING
100-105 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 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 is an academic transfer degree that 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>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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</thead>
<tbody>
<tr>
<td>COLL 101</td>
<td>College Strategies</td>
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</table>

Communicating and Thinking Critically:

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<th>Course Name</th>
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<th>Lab Hours</th>
<th>Other</th>
<th>Credits</th>
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</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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<tr>
<td>ENGL&amp; 235</td>
<td>Technical Writing</td>
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Quantitative or Symbolic Reasoning:

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<th>Lecture Hours</th>
<th>Lab Hours</th>
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<tr>
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<tr>
<td>MATH&amp; 163</td>
<td>Calculus 3</td>
<td>55</td>
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</table>
Associate in Science - Transfer Track 2 Engineering - Other Engineering (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>
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</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>
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<td>5.0</td>
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</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></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>
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</tbody>
</table>

**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>
<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>
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<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>ENGR&amp; 214</td>
<td>Statics</td>
<td>55</td>
<td></td>
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<td>5.0</td>
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<tr>
<td>ENGR&amp; 215</td>
<td>Dynamics</td>
<td>55</td>
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<td>5.0</td>
</tr>
<tr>
<td>ENGR&amp; 225</td>
<td>Mechanics of Materials</td>
<td>55</td>
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<tr>
<td>MATH 208</td>
<td>Linear Algebra</td>
<td>55</td>
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<tr>
<td>MATH 238</td>
<td>Differential Equations</td>
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<td></td>
<td></td>
<td>5.0</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>
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<tr>
<td>PHYS&amp; 222</td>
<td>Engineering Physics II</td>
<td>44</td>
<td>22</td>
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<td>5.0</td>
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<tr>
<td>PHYS&amp; 223</td>
<td>Engineering Physics III</td>
<td>44</td>
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</table>

**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.
ENVIRONMENTAL TECHNOLOGIES AND SUSTAINABLE PRACTICES - BUSINESS EMPHASIS
99 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 is a professional technical degree that 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

<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>BUS&amp; 101</td>
<td>Introduction to Business</td>
<td>55</td>
<td></td>
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<td>5.0</td>
</tr>
<tr>
<td>MATH&amp; 107 or MATH&amp; 107T or MATH&amp; 141 or MATH 147</td>
<td>Math in Society or Math in Society with Technical Applications Precalculus I or Business Precalculus</td>
<td>55</td>
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<tr>
<td>PSYC 251</td>
<td>Organizational Behavior</td>
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PROGRAM REQUIREMENTS

<table>
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<tbody>
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<td>Communication in Organizations</td>
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<tr>
<td>ETSP 101</td>
<td>Introduction to Environmental Technologies and Sustainable Practices</td>
<td>55</td>
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<tr>
<td>ETSP 102</td>
<td>Power Generation and Distribution</td>
<td>55</td>
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<tr>
<td>ETSP 110</td>
<td>Conventional Energy Systems</td>
<td>55</td>
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<td>ETSP 190</td>
<td>Documenting and Reporting Energy Use</td>
<td>33</td>
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<tr>
<td>ETSP 203</td>
<td>Energy Auditing and Analysis I</td>
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<tr>
<td>ETSP 204</td>
<td>Carbon Footprint and Sustainability Analysis</td>
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### PROGRAM REQUIREMENTS (CONTINUED)

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<tr>
<td>ETSP 205</td>
<td>Energy Retrofits for Commercial Buildings</td>
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<tr>
<td>ETSP 290</td>
<td>Capstone Seminar</td>
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<td>Physics of Sustainable Energy</td>
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<tr>
<td>ENVS&amp; 101 or</td>
<td>Survey of Environmental Science or</td>
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<td>ENVS 150 or</td>
<td>Themes and Methods in Env Science or</td>
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<td>ENVS 210 or</td>
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<td>ENVS 220 or</td>
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### BUSINESS EMPHASIS REQUIREMENTS  
15 CREDITS

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<td>PHIL 260 or</td>
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<td>Environmental Ethics</td>
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<td>Economics of Energy</td>
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<td>ETSP 120 or</td>
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<td>ETSP 130 or</td>
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<td>ETSP 140 or</td>
<td>Biomass Generation Systems or</td>
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</table>

### REQUIRED ELECTIVE CREDITS  
5 CREDITS

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
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<td>ETSP 297</td>
<td>ETSP Work-based Learning II</td>
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</table>
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 Technology Emphasis is a professional technical degree that requires at least 105 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**

<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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<tr>
<td>BUS&amp; 101</td>
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<td>55</td>
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<tr>
<td>MATH&amp; 107 or MATH&amp; 107T or MATH&amp; 141 or MATH 147</td>
<td>Math in Society or Math in Society with Technical Applications Precalculus I or Business Precalculus</td>
<td>55</td>
<td>55</td>
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<td>PSYC 251</td>
<td>Organizational Behavior</td>
<td>55</td>
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**PROGRAM REQUIREMENTS**

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<th>Lab Hours</th>
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<td>55</td>
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<td>CMST 105</td>
<td>Communication in Organizations</td>
<td>55</td>
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<tr>
<td>ETSP 101</td>
<td>Introduction to Environmental Technologies and Sustainable Practices</td>
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<td>ETSP 190</td>
<td>Documenting and Reporting Energy Use</td>
<td>33</td>
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<tr>
<td>ETSP 201</td>
<td>Environmental Regulations and Compliance</td>
<td>55</td>
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<td>Energy Auditing and Analysis I</td>
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## PROGRAM REQUIREMENTS (CONTINUED)

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<tr>
<td>ETSP 205</td>
<td>Energy Retrofits for Commercial Buildings</td>
<td>55</td>
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<td>Capstone Seminar</td>
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<td>PHYS 111</td>
<td>Physics of Sustainable Energy</td>
<td>55</td>
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<tr>
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<td>44 or 44 or 44 or 55 or 44 or 33 or 44</td>
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## TECHNOLOGY EMPHASIS REQUIREMENTS

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<td>ETSP 180</td>
<td>AC/DC Lab</td>
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<tr>
<td>PHIL 243 or PHIL 260</td>
<td>Environmental Ethics or Business Ethics</td>
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**Select two**

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<th>Lab Hours</th>
<th>Other</th>
<th>Credits</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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<th>Lecture Hours</th>
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<td>ETSP 199</td>
<td>Service Learning in ETSP I</td>
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<td>ETSP 297</td>
<td>ETSP Work-based Learning II</td>
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<td>ETSP 299</td>
<td>Service Learning in ETSP II</td>
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</table>
The Associate in Applied Science (AAS) degree in Environmental Technologies and Sustainable Practices: Water Quality Technology is a comprehensive technical degree that introduces students to the functions, operation, and management of systems and facilities that supply water, treat and deliver potable water, treat wastewater, and control stormwater. It includes topics related to new and existing technologies, laws and regulations, professional roles and responsibilities, and the relationship between water quality and sustainability.

A growing population will increase demands for water and wastewater treatment services. Individuals with formal schooling in water quality and wastewater technology will have an edge over other job seekers and both in employment advancement because of the increasing complexity of the technology.

Typically, it may take five or more years to train a person to be a fully competent operator using traditional on-the-job training methods. This program will help jump start that process. At completion of this program, students will have the skills needed to become a valuable team member in any organization.

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 Water Quality Emphasis is a professional technical degree that requires at least 92 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**

<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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<td>English Composition for Technical Writers</td>
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<tr>
<td>MATH&amp; 107T or MATH&amp; 141 or MATH&amp; 146 or MATH 147 or PHIL&amp; 120</td>
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<td>55</td>
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<tr>
<td>PSYC 251</td>
<td>Organizational Behavior</td>
<td>55</td>
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**PROGRAM REQUIREMENTS**

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<th>Course ID</th>
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<th>Lab Hours</th>
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<tbody>
<tr>
<td>BIT 220</td>
<td>Project Management</td>
<td>55</td>
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<tr>
<td>CMST 105</td>
<td>Communication in Organizations</td>
<td>55</td>
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<tr>
<td>ETSP 101</td>
<td>Introduction to Environmental Technologies and Sustainable Practices</td>
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<td>Conventional Energy Systems</td>
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<td>Introduction to Wastewater Treatment Systems</td>
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<td>Wastewater Treatment: Liquid Phase</td>
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<td>AC/DC Lab</td>
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</table>
Associate in Applied Science - Transfer - Environmental Technologies and Sustainable Practices - Water Quality Emphasis (Continued)

PROGRAM REQUIREMENTS (CONTINUED)

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<th>Course ID</th>
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<tr>
<td>ETSP 201</td>
<td>Environmental Regulations and Compliance</td>
<td>55</td>
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<tr>
<td>ETSP 203</td>
<td>Energy Auditing and Analysis I</td>
<td>55</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>
<td>Capstone Seminar</td>
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<td>ETSP 197/297</td>
<td>ETSP Work-based Learning I or II</td>
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<tr>
<td>PHYS 111</td>
<td>Physics of Sustainable Energy</td>
<td>55</td>
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WATER QUALITY EMPHASIS REQUIREMENTS

Students should choose three of the five-credit courses listed below for a total of 15 credits.

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<th>Course ID</th>
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<td>ENVS&amp; 101 or</td>
<td>Introduction to Environmental Science or</td>
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<td>Themes and Methods in the Environmental Sciences or</td>
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<td>Ecology of Puget Sound or</td>
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<td>ENVS 220 or</td>
<td>Wetland Ecology or</td>
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<td>PHIL 243</td>
<td>Environmental Ethics and Sustainability</td>
<td>55</td>
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The Associate in Applied Science (AAS) degree in Networking Infrastructure Technology prepares you for a career in networking with an emphasis on infrastructure development. This program is designed to meet current industry demands in the field of information technology. Throughout the degree, you will successfully work both independently and as part of a team to design, implement, and maintain an organization’s hardware and software network infrastructure.

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

- Acquire and understand the fundamentals of networking, hardware and software, and how to support and maintain computers and networking equipment
- Evaluate how to design network architecture strategies and implement networking technologies to build data infrastructures
- Obtain and apply virtualization and application infrastructure skill sets to integrate best practices for network administration by utilizing innovative technologies.

COMPLETION REQUIREMENTS

The Network Infrastructure Technology AAS-T is a professional technical degree that requires at least 100 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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<tr>
<td>MATH&amp; 107 or MATH&amp; 107T or MATH&amp; 141 or MATH&amp; 147</td>
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<td>BUS&amp; 101 or PSYC 251</td>
<td>Introduction to Business or Organizational Behavior</td>
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<td>CMST 105</td>
<td>Communication in Organizations</td>
<td>55</td>
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### PROGRAM REQUIREMENTS  
70 CREDITS

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<td>BIT 218</td>
<td>Exchange Server Technology Specialist</td>
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<td>BIT 246</td>
<td>System Center Service Manager</td>
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<td>Virtualization Technologies</td>
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<td>BIT 258</td>
<td>Integrating Network Infrastructures</td>
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<td>Elements of Project Management</td>
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<td>BIT Work-Based Learning I or Work-Based Learning II</td>
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Associate in Applied Science - Transfer - Networking Infrastructure Technology (Continued)

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<td>BIT 115</td>
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<td>Web Server Administration</td>
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*Students should select two courses below for a total of ten credits:*
The associate in applied science (AAS) degree is a technical degree in web application programming technology prepares students for a career as a web developer. The degree provides an emphasis on either mobile, programming, or web technologies.

Web application developers design, create, and test new applications, beginning by analyzing client or project requirements. During development they act as skilled problem solvers and clear communicators. Web application programmers work in cross-functional teams; design and create user interfaces; write client and server code conforming to industry standards; utilize development frameworks, web services, and databases; accurately estimate their time-on-task; manage their portion of a project; and clearly document their work.

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

- Apply critical thinking and logical reasoning to design and technical problems in web development generally, with a focus on their area of emphasis
- Communicate effectively as web development professionals, interacting with clients and collaborating within development teams.
- Develop solid visual and logical design skills, paying close attention to detail, current standards, application usability, and security
- Design, produce, and test new web and mobile applications to be visually appealing and function effectively to meet users’ needs
- Assess and select application frameworks and development methodologies appropriate to the particular project scope

**COMPLETION REQUIREMENTS**

The Mobile Emphasis of the Web Application Programming Technology degree requires at least 101 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.

**GENERAL EDUCATION CORE COURSES**

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<th>Lab Hours</th>
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<th>Credits</th>
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**PROGRAM REQUIREMENTS**

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### MOBILE EMPHASIS REQUIREMENTS

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### REQUIRED ELECTIVE CREDITS

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ASSOCIATE IN APPLIED SCIENCE - TRANSFER

WEB APPLICATION PROGRAMMING TECHNOLOGY – PROGRAMMING EMPHASIS

101 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, mobile, 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 is a professional technical degree that 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.

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<th>Course ID</th>
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**Students should choose a combination of the following variable credit courses for a total of five credits.**

### PROGRAMMING EMPHASIS REQUIREMENTS

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**5 CREDITS**

### REQUIRED ELECTIVE CREDITS

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ASSOCIATE IN APPLIED SCIENCE - TRANSFER

WEB APPLICATION PROGRAMMING TECHNOLOGY – WEB EMPHASIS
105 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, mobile, 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 is a professional technical degree that 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.

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### PROGRAM REQUIREMENTS  
56 CREDITS

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### WEB EMPHASIS REQUIREMENTS  
14 CREDITS

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### REQUIRED ELECTIVE CREDITS  
5 CREDITS

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

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<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>
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<td>BIT 199</td>
<td>Service Learning in BIT I</td>
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<td>BIT 299</td>
<td>Service Learning in BIT II</td>
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</tbody>
</table>
COMMUNITY ENERGY SYSTEMS SPECIALIST CERTIFICATE

55-59 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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
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### PROGRAM REQUIREMENTS

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<th>Lab Hours</th>
<th>Other</th>
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<td>Documenting and Reporting Energy Use</td>
<td>33</td>
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<td>ETS 203</td>
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<td>Solar PV System Design and Site Assessment</td>
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</table>
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.

<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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<td>ETSP 102</td>
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<td>ETSP 180</td>
<td>AC/DC Lab</td>
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<tr>
<td>PHYS 111</td>
<td>Physics of Sustainable Energy</td>
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<td>5.0</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.
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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Other</th>
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PROGRAM REQUIREMENTS

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<tbody>
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<td>ETSP 201</td>
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ELECTIVE REQUIREMENTS

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<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.
APPLICATION INFRASTRUCTURE ENGINEER CERTIFICATE

43 CREDITS

Learn to build, manage, and support application services in data network environments. Develop and deploy integrated application solutions within LANs and across WANs enterprise level core network systems. Ensure that connectivity for end users and server environments is provided for a sustainable level of service to business applications. Practice facilitating operational framework with others to deliver processes and standards. Implement delivery systems, systems management, policies and security solutions for network applications. Understand a variety of different network configurations supporting IT solutions for business practices.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
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<tr>
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<td>44</td>
<td>22</td>
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<tr>
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<td>Server Administration</td>
<td>44</td>
<td>22</td>
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<tr>
<td>BIT 135</td>
<td>Network Infrastructures</td>
<td>44</td>
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<tr>
<td>BIT 218</td>
<td>Exchange Server Technology Specialist</td>
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<td>BIT 220</td>
<td>Elements of Project Management</td>
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</table>
VIRTUALIZATION ENGINEER CERTIFICATE

38 CREDITS

Learn the virtualization technologies for application, desktop, server, and routing and switching network infrastructures. Design virtual networks to support cloud environments. Create virtualization strategies for dynamic IT business solutions. Practice a multitude of virtualization solutions for physical and virtual infrastructures. Build highly available virtual environments for remote desktops and application connectivity, as well as server farm capacity planning and storage solutions. Understand the concepts and best practices for virtualizing IT entities to lower cost and environmental impact. Improve the efficiency and high availability of IT resources. Utilize industry solutions to maintain and monitor virtualization on enterprise level networks.

<table>
<thead>
<tr>
<th>Course ID</th>
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<td>Network Infrastructures</td>
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<tr>
<td>BIT 140</td>
<td>Implementing Directory Services</td>
<td>44</td>
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<td>5.0</td>
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<tr>
<td>BIT 220</td>
<td>Elements of Project Management</td>
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</table>
**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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
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<td>Programming Data Structures</td>
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</table>

**DATABASE DEVELOPMENT CERTIFICATE**

**13 CREDITS**

This short certificate provides an introduction to database development. Students work individually and in teams writing SQL code, designing data models, and implementing database designs and processes in programs like Microsoft SQL Server and mySQL to meet the organizational needs of particular clients.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
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<th>Lab Hours</th>
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<td>BIT 159</td>
<td>Advanced Database</td>
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<tr>
<td>BIT 276</td>
<td>Database Implementation</td>
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</table>

**JAVASCRIPT 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.

<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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<td>BIT 115</td>
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<td>55</td>
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<tr>
<td>BIT 116</td>
<td>Scripting</td>
<td>55</td>
<td></td>
<td></td>
<td>5.0</td>
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</tbody>
</table>
MOBILE APPS CERTIFICATE

11 CREDITS
The Mobile App Certificate prepares students to design and develop mobile applications for distribution through online marketplaces. Working on collaborative teams, students use a standard development cycle to create an app for an external client. Students gain experience in:

- Quickly prototyping mobile app designs using HTML/CSS/JavaScript and mobile development frameworks like JQuery Mobile and PhoneGap
- Refining knowledge and skills needed to work on mobile development projects including clients and team communication and version control systems
- Developing in native platform environments
- Publishing mobile apps in online marketplaces

<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>BIT 271</td>
<td>Mobile App Design</td>
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<td>BIT 272</td>
<td>Mobile App Development</td>
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<td>33</td>
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</tbody>
</table>

USER INTERFACE DEVELOPER CERTIFICATE

16 CREDITS
User Interface Developers shape our daily experience interacting with web sites and cloud-based services, like Google Docs. With this certificate, students develop proficiency in web interaction design using the latest web standards: HTML/CSS, Flash/Actionscript, JQuery/Javascript, and XML/JSON/AJAX. Students will gain the skills needed to work in development teams, including peer code reviews, and design presentations. This second-level certificate allows web designers to develop interactive scripting techniques and web programmers to focus on interactive design.

PROGRAM PREREQUISITES:
BIT 113 and BIT 115 or prior web design and programming experience with instructor permission.

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

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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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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

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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)                 |
| Anth 275 Medical Anthropology (GS, SS)            |
| Art                                               |
| Art & 100 Art Appreciation (GS, H)                |
| Art 135 Global Perspectives in Art (H)            |
| Cinema                                            |
| Cinem 211 World Cinema (H, GS)                    |
| Communication Studies                             |
| Cmst 150 Multicultural Communication (H)          |
| Cmst 203 Media in United States Society (H)       |
| Cmst 233 Media in a Global Context (GS, H)        |
| Cmst 251 Intercultural Communication (GS, H)      |
| Economics                                         |
| Econ 250 Introduction to the Global Economic Environment (GS, SS) |
| English                                           |
| Engr 221 Film and Literature (GS, H)              |
| Engr & 244 U.S. Literature I (H)                  |
| Engr & 245 U.S. Literature II (H)                 |
| Environmental Science                            |
| Env 120 Wetland Conservation (GS, NS)             |
| Geography                                         |
| Geog 250 Geography of the Pacific Northwest (GS, NS, SU) |
| Global Studies                                    |
| Gs 150 Globalization, Culture, and Identity (GS, H) |
| Gs 220 Global Studies: Regional History & Culture (GS, H, SS) |
| Gs 230 Contemporary Japan (GS, H, SS)             |
| History                                           |
| Hist 126 World Civilizations I (GS, H, SS)        |
| Hist 127 World Civilizations II (GS, H, SS)       |
| Hist 128 World Civilizations III (GS, H, SS)      |
| Hist 146 United States History I (H, SS)          |
| Hist 147 United States History II (H, SS)         |
| Hist 148 United States History III (H, SS)        |
| Hist 150 Multicultural United States History (GS, H, SS) |
| Hist 210 Islamic Civilization (H, GS, SS)         |
| Hist 214 Pacific Northwest History (H, SS)        |
| Hist 268 Modern Latin American History (GS, SS)   |
| Humanities                                        |
| Human 125 Cultures of Environmental Consciousness in America (H) |
| Human 150 Introduction to Cultural Studies (H)    |
| Philosophy                                        |
| Phil 220 Global Philosophy (GS, H)                |
| Phil 260 Business Ethics (H)                      |
| Political Science                                 |
| Pold 205 Politics of the Middle East and North Africa (GS, SS) |
| Political Science                                 |
| Soc 175 Human Relations (SS)                      |
| Soc 250 Cross-Cultural Psychology (SS)            |
| Soc 251 Organizational Behavior (GS, SS)          |
| Sociology                                         |
| Soc 101 Introduction to Sociology (SS)            |
| Soc 150 Social Inequality (SS)                    |
| Soc 151 Race and Ethnicity in the United States (SS) |
| Soc 231 Gender and Society (SS)                   |
| Soc 241 Sociology of Families (SS)                |
| Soc 271 Sociology of Deviance (SS)                |
| GLOBAL STUDIES                                    |
| Anthropology                                      |
| Anth 205 Biological Anthropology (NS)             |
| Anth 206 Cultural Anthropology (CKR, SS)         |
| Anth 275 Medical Anthropology (CKR, SS)           |
| Art                                               |
| Art & 100 Art Appreciation (CKR, H)               |
| Art 140 Prehistory to the Renaissance: Survey of Art I (H) |
| Art 141 Renaissance to Modern: Survey of Art II (H) |
| Art 142 The Modern Era: Survey of Art III (H)     |
| Atmospheric Science                               |
| Atms 101 The Science of Weather (LAB)             |
| Chemistry                                         |
| Chem 105 Chemical Concepts: Your Global Environment (NS) |
| Chinese                                           |
| Chin & 121 Chinese I (H)                         |
| Chin & 122 Chinese II (H)                        |
| Chin & 123 Chinese III (H)                       |
| Cinema                                            |
| Cinem 211 World Cinema (CKR, H)                   |
| Communications Studies                            |
| Cmst 220 Public Speaking (H)                      |
| Cmst 233 Media in a Global Context (CKR, H)       |
| Cmst 251 Intercultural Communication (CKR, H)     |
| Economics                                         |
| Econ 201 Microeconomics (SS)                      |
| Econ 202 Macroeconomics (SS)                      |
| Econ 220 Economics of Energy (SS)                 |
| Econ 250 Introduction to the Global Economic Environment (CKR, SS) |
| English                                           |
| Engr 221 Film and Literature (CKR, H)             |
| Environmental Science                            |
| Env 120 Wetland Conservation (CKR, NS)            |
| Env 150 Wetland Ecology (LAB)                     |
| French                                            |
| Frch & 121 French I (H)                           |
| Frch & 122 French II (H)                          |
| Frch & 123 French III (H)                         |
| Frch & 221 French IV (H)                          |
| Frch & 222 French V (H)                           |
| Frch & 223 French VI (H)                          |
| Geography                                         |
| Geog 120 Regional Environments and Peoples (NS)   |
| Geog 250 Geography of the Pacific Northwest (CKR, NS, SU) |
| Geology                                           |
| Geol 101 Introduction to Physical Geology (LAB, SU) |
| Global Studies                                    |
| Gs 150 Globalization, Culture and Identity (CKR, H) |
| Gs 220 Global Studies: Regional History & Culture (CKR, H, SS) |
| Gs 230 Contemporary Japan (CKR, H, SS)            |
## DISTRIBUTION COURSES

### History
- HIST& 126 World Civilizations I (CKR, H, SS)
- HIST& 127 World Civilizations II (CKR, H, SS)
- HIST& 128 World Civilizations III (CKR, H, SS)
- HIST 150 Multicultural United States History (CKR, H, SS)
- HIST 210 Islamic Civilization (CKR, H, SS)
- HIST 262 U.S. Foreign Relations in the 20th Century (H, SS)
- HIST 268 Modern Latin American History (CKR, H, SS)

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

### Natural Science
- NSCI 101 Evolution of Earth Systems (NS)

### Oceanography
- OCEA& 100 Introduction to Oceanography (NS, SU)
- OCEA& 101 Introduction to Oceanography with Lab (NS LAB, SU)

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

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

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

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

### Distribution Courses

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<td>Art Appreciation (CKR, GS)</td>
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<td>ART 110</td>
<td>2-Dimensional Design</td>
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<td>ART 121</td>
<td>Drawing</td>
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<td>Drawing II</td>
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<td>ART 135</td>
<td>Global Perspectives in Art (CKR)</td>
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<tr>
<td>ART 140</td>
<td>Prehistory to the Renaissance: Survey of Art I (GS)</td>
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<tr>
<td>ART 141</td>
<td>Renaissance to Modern: Survey of Art II (GS)</td>
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<td>ART 142</td>
<td>The Modern Era: Survey of Art III (GS)</td>
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<td>ART 220</td>
<td>Painting I</td>
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<td>Figure Drawing</td>
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<td>Introduction to Printmaking</td>
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<td>CMST 203</td>
<td>Media in United States Society (CKR)</td>
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<td>Journalism/Media Writing</td>
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<td>Media in a Global Context (CKR, GS)</td>
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### Humanities
- HUMAN 120 Regional Life and Culture
- HUMAN 125 Cultures of Environmental Consciousness in America (CKR)
- HUMAN 150 Multicultural Studies (CKR)
- HUMAN 210 Magazine Publication I
- HUMAN 211 Magazine Publication II
- 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)
### DISTRIBUTION COURSES

**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 & 102 Ethics and Social Problems
- PHIL & 115 Critical Thinking
- PHIL & 120 Symbolic Logic (Q)
- PHIL & 220 Global Philosophy (CKR, 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 (CKR)
- 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 & 104 Biological Anthropology (GS)
- ANTH & 205 Biological Anthropology (GS)

**Astronomy**
- ASTR & 100 Survey of 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 & 231 Human Anatomy (LAB)
- BIOL & 232 Human Physiology (LAB)
- BIOL & 260 Microbiology (LAB)

**Chemistry**
- CHEM & 105 Chemical Concepts: Your Global Environment (GS)
- CHEM & 112 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 & 163 General Chemistry with Lab III (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 120 Wetland Conservation (CKR, GS)
- ENVS 150 Themes and Methods in the Environmental Sciences (GS, SU)
- ENVS 210 Ecology of Puget Sound Bioregion (LAB, SU)
- ENVS 220 Wetland Ecology (GS, LAB)

**Geography**
- GEOG 120 Regional Environments and Peoples (GS)
- GEOG & 250 Geography of the Pacific Northwest (CKR, GS, SU)

**Geology**
- GEOL & 101 Introduction to Physical Geology (GS, LAB, SU)
- GEOL 230 Geology of the Northwest National Parks (LAB)

**Math**
- MATH & 141 Precalculus I (Q)
- 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)

**Natural Science**
- NSCI 101 Evolution of Earth Systems (GS)

**Oceanography**
- OCEA & 100 Introduction to Oceanography (GS, SU)
- OCEA & 101 Introduction to Oceanography with Lab (GS, LAB, SU)

**Nutrition**
- NUTR & 101 Nutrition

**Physics**
- PHYS & 100 Physics for Non-Science Majors
- PHYS 111 Physics of Sustainable Energy
- PHYS & 114 General Physics I (LAB)
- PHYS & 115 General Physics II (LAB)
- PHYS & 116 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 & 201 Archaeology
- ANTH & 205 Biological Anthropology (GS)
- ANTH & 207 Introduction to Linguistic Anthropology (CKR)
- ANTH & 234 Religion & Culture (CKR)
- ANTH & 275 Medical Anthropology (CKR, GS)

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

**Economics**
- ECON & 201 Microeconomics (GS, SU)
- 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)
DISTRIBUTION COURSES

**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)
- HIST& 147 United States History II (CKR, H)
- HIST& 148 United States History III (CKR, H)
- HIST 150 Multicultural United States History (CKR, GS, H)
- HIST 210 Islamic Civilization (CKR, GS, H)
- HIST& 214 Pacific Northwest History (CKR, H)
- HIST 262 U.S. Foreign Relations in the 20th Century (GS, H)
- HIST 268 Modern Latin American History (CKR, GS, 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)
- SOC 271 Sociology of Deviance (CKR)

**Geology**
- GEO& 101 Introduction to Physical Geology (GS, LAB)

**Geography**
- GEOG& 250 Geography of the Pacific Northwest (CKR, GS, NS)

**Oceanography**
- OCEA& 101 Introduction to Oceanography (GS, LAB)
- OCEA& 100 Introduction to Oceanography with Lab (GS, LAB)

**ELECTIVES**

**Accounting**
- ACCT& 201 Principles of Accounting I
- ACCT& 202 Principles of Accounting II
- ACCT& 203 Principles of Accounting III

**Business & Information Technology**
- BIT 115 Introduction to Programming
- BIT 116 Scripting
- BIT 142 Intermediate Programming
- BIT 143 Programming Data Structures
- BIT 265 Structures and Algorithms
- BIT 275 Database Design
- BIT 276 Database Implementation

**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

**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 130 Server Administration
- BIT 135 Network Infrastructure
- BIT 140 Implementing Directory Services
- 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 165 Beginning 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 212 SQL Server Infrastructure
- BIT 215 SharePoint Server Technology Specialist
- BIT 218 Exchange Server Technology Specialist
- BIT 220 Elements of Project Management
- BIT 246 System Center Service Manager
- BIT 248 Virtualization Technology
- BIT 271 Mobile Application Design
- BIT 272 Mobile Application Development
- 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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ETSP 101</td>
<td>Introduction to Environmental Technologies &amp; Sustainable Practices</td>
</tr>
<tr>
<td>ETSP 102</td>
<td>Power Generation &amp; Conventional Energy Systems</td>
</tr>
<tr>
<td>ETSP 110</td>
<td>Conventional Energy Systems</td>
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<tr>
<td>ETSP 120</td>
<td>Solar Energy Systems</td>
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<tr>
<td>ETSP 130</td>
<td>Alternative Energy Generation Systems</td>
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<td>ETSP 140</td>
<td>Biomass Generation Systems</td>
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<tr>
<td>ETSP 150</td>
<td>OSHA/WSHA for Electronic Trades</td>
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<tr>
<td>ETSP 160</td>
<td>Mechanic Lab</td>
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<tr>
<td>ETSP 161</td>
<td>Blueprint Reading</td>
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<tr>
<td>ETSP 172</td>
<td>Introduction to Wastewater Treatment</td>
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<tr>
<td>ETSP 180</td>
<td>AC/DC Lab</td>
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<tr>
<td>ETSP 190</td>
<td>Documenting and Reporting Energy Use</td>
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<tr>
<td>ETSP 196</td>
<td>ETSP Individualized Project I</td>
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<td>ETSP 197</td>
<td>ETSP Work-Based Learning I</td>
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<td>ETSP 199</td>
<td>Service Learning in ETSP I</td>
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<tr>
<td>ETSP 201</td>
<td>Environmental Regulations &amp; Compliance</td>
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<td>ETSP 203</td>
<td>Energy System Analysis &amp; Auditing</td>
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<td>ETSP 204</td>
<td>Carbon Footprint &amp; Sustainability Analysis</td>
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<td>ETSP 205</td>
<td>Energy Retrofit for Commercial Buildings</td>
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<td>ETSP 206</td>
<td>Solar PV System Design and Site Assessment</td>
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<td>ETSP 208</td>
<td>Large Scale Solar Energy Systems</td>
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<td>ETSP 210</td>
<td>Community Energy Systems</td>
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<tr>
<td>ETSP 273</td>
<td>Wastewater Treatment- Liquid Phase</td>
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<td>ETSP 290</td>
<td>Capstone Seminar</td>
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<td>Natural Science Individualized Project I</td>
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<td>NSCI 296</td>
<td>Natural Science Individualized Project II</td>
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<td>NSCI 299</td>
<td>Service Learning in Natural Science II</td>
</tr>
<tr>
<td>SPAN 100</td>
<td>Spanish Practice Lab</td>
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</table>
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 Front 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.

### 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</th>
<th>Equivalent Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4-2.2</td>
<td>C+</td>
</tr>
<tr>
<td>2.1-1.9</td>
<td>C</td>
</tr>
<tr>
<td>1.8-1.5</td>
<td>C-</td>
</tr>
<tr>
<td>1.4-1.2</td>
<td>D+</td>
</tr>
<tr>
<td>1.1-1.0</td>
<td>D</td>
</tr>
<tr>
<td>0.0</td>
<td>F</td>
</tr>
</tbody>
</table>

Under specific circumstances, non-decimal grades of “H,” “I,” “V,” “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. I/N, P/NP, and W 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 Front 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 grade complaint arises. The Chief Academic Officer will establish procedures to govern all grade review requests. These procedures will ensure that the grade awarded was not an arbitrary or capricious evaluation of the student’s fulfillment of the course requirements as described in the course syllabus.

### ADMINISTRATIVE PROCEDURES

Students who believe they received an improper final grade shall have until a week prior to 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 a week prior to the end of winter quarter. However, if the grade was given in spring quarter the complaint may be appealed through a week prior to the last day of the next fall quarter. Students are responsible for retaining all papers, tests, and projects from the class in question. W Withdrawal, or V Vanished are not appealable.

**Please 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, such as cheating or plagiarism.
INFORMAL PROCESS — RESOLUTION BETWEEN STUDENT AND FACULTY

The student initiates the grade appeal process by speaking to the course instructor. This process should facilitate good faith efforts on the part of both the student and faculty member (see following note) to resolve the matter.

Please 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 submitting a completed grade appeal form to the Dean for Student Learning a week prior to the end of the quarter. Once the Dean for Student Learning has received the completed form, he/she has ten (10) business days during which classes are in session 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) business 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 a Hearing Committee.

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

APPEAL OF THE DEAN FOR STUDENT LEARNING’S DECISION TO DENY THE GRADE CHANGE

If the student wishes to appeal the Dean for Student Learning’s decision to deny the grade change, it should be done within five (5) business days of receipt of the Dean for Student Learning’s decision.

The written appeal should be submitted to the Chief Academic Officer and should stipulate the reasons for the appeal. The Chief Academic Officer has ten (10) business days following his or her receipt of the appeal to review the documents and meet with the student. The Chief Academic Officer has another ten (10) business 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 Hearing Committee convene, the Chief Academic Officer 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 Chief Academic Officer) 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 Chief Academic Officer.

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 Chief Academic Officer. 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 Chief Academic Officer shall review the record of the hearing committee and render a decision. The decision of the Chief Academic Officer shall be final.

Copies of the decision will go to the Chief Academic Officer, the student, and the instructor. A copy also will be placed in the student’s file.

CREDIT AND PLACEMENT INFORMATION

Cascadia awards credit for prior learning when a student demonstrates he or she has achieved the student learning outcomes, knowledge, and skills found in the Course Outcomes Guide for that specific course. If the college accepts the prior learning experience, credit will be given for that course. All credit for prior learning must be recorded on the “Credit for Prior Learning Documentation Form.” A separate form must be completed for each course. A maximum of 15 credits of this work may be applied to degree or certificate requirements.

These credits will not fulfill Cascadia’s 25-credit residence requirement that students must complete at Cascadia in order to graduate.

Credit for Prior Learning may be awarded in the following ways:

National Standardized Tests – Cascadia accepts the results of some national standardized tests for placement or credit, such as specific exams among those offered by Advanced Placement (AP), College Level Examination Program (CLEP); and International Baccalaureate (IB).
Process:
1. The student presents evidence of his/her test scores to a Cascadia advisor.
2. The advisor then determines whether the student is eligible for placement or for credit in a specific class.
3. If the student is eligible for credit, the advisor fills out a “Credit for Prior Learning Documentation Form.”
4. The student takes a copy of this form to Kodiak Corner Front Counter.
5. The cashier collects the Assessment, Placement Fee, marks the form paid, and submits the form to Enrollment Services to be transcribed.

Course Challenge – A course challenge is the process used when there is a specific Cascadia course for which the student believes they have met the learning outcomes, but there is no specific examination for the course, and the course has been designated as one that is challengeable (not all courses may be challenged). A course challenge requires the development of a product or performance that demonstrates the learning outcomes of the course.

Process:
1. The Dean for Student Learning reviews the student’s request for credit and demonstration of learning and refers the student to a COLL 120 class or to the appropriate instructor.
2. Once a student has a proposal for a portfolio, the instructor discusses the student’s request to determine whether the prior learning experience meets the learning outcomes of any course offered at Cascadia, and how many credits or what kind of placement the learning likely qualifies the student for.
3. If the learning seems to be a good match, the instructor completes the left half of the “Documented Experience” box on the “Credit for Prior Learning Documentation Form.”
4. The student then takes the form to the Cashier’s Office and pays the Assessment Fee and returns the form to the instructor.
5. The student provides to the instructor the demonstration of outcomes, and the instructor completes a thorough review of the submitted materials and determines whether to award credit.
6. The instructor signs the form and submits it to the Dean for Student Learning. The Dean for Student Learning sends the original to Enrollment Services for transcribing and maintains a copy in his or her files.

Documented Experience - Documented prior experience that demonstrates college-level learning equivalent to coursework at Cascadia may earn academic credits or placement in professional/technical programs. This credit may be requested for one course or multiple courses.

Process:
1. The Dean for Student Learning reviews the student’s request for credit and demonstration of learning and refers the student to a COLL 120 class or to the appropriate instructor.
2. Cascadia offers a course entitled COLL 120 – Documentation of Prior Learning. In this class, students learn the analytical skills needed to organize and synthesize outside learning and will be able to identify significant experiences, demonstrate this learning, and compose self-reflective narratives documenting learning, knowledge and skills. 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. It is strongly recommended that students wishing to submit portfolios for assessment take this class before beginning that process.
3. After the review and assessment to determine final credits or placement to be awarded, the instructor signs the form and submits it to the Dean for Student Learning.
4. The Dean for Student Learning sends the original to Enrollment Services for transcribing and maintains a copy in his or her files.

Courses completed at non-accredited institutions – In some cases, credit may be granted for courses which are comparable in nature, content, academic quality, and level to classes offered at Cascadia, even if offered by institutions or organizations that are not regionally accredited. In some cases, credit may be granted for courses which are comparable in nature, content, academic quality, and level to classes offered at Cascadia, even if offered by institutions or organizations that are not regionally accredited. Please see an academic advisor for more information.

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. See Transcript Evaluation on page 7.

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.
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 makeup 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 Front 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.
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><strong>Course in Progress</strong> - this grade is assigned when instructors teach courses that extend beyond the end of the quarter or for courses which are continuous.</td>
<td>• Grade is not calculated in GPA by Cascadia, and no credit is awarded for the course until the final grade is issued by the instructor.</td>
<td>• At the time when grades are due, an H will be awarded. &lt;br&gt;• Upon the completion of the course, the instructor will award the final grade, which will replace the H grade.</td>
</tr>
<tr>
<td>I</td>
<td><strong>Incomplete</strong> - 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.</td>
<td>• Student receives grade based on previously completed coursework and contracted work if that work is submitted by contract date.  &lt;br&gt;• Student receives the grade designated on the contract if contracted work is not completed by contract date.  &lt;br&gt;• This grade may adversely affect student’s ability to register in subsequent quarters.</td>
<td>• Student makes a written request for an I to the instructor of record for the respective course. The request must be made prior to the end of the term in which the student is enrolled in the course.  &lt;br&gt;• Student and instructor draft and sign an Incomplete Contract, which delineates work to be completed and indicates what grade will be given if the contracted work is not completed in the allotted time.  &lt;br&gt;• The instructor submits grade change form after contracted work is submitted and graded.  &lt;br&gt;• Extenuating circumstances that change the contract deadline will require a revised Incomplete Contract to be signed.</td>
</tr>
<tr>
<td>N</td>
<td><strong>Audit</strong> - this grade may be given when requested by the student and approved by the instructor (required after the end of the second week and through the sixth week of the quarter) that an audit status is appropriate. The student participates in coursework at the instructor’s discretion, but no credit is earned.</td>
<td>• Grade is not calculated in GPA by Cascadia and no credit is awarded for the course.</td>
<td>• Up to the end of the second week of the quarter, students may initiate, without instructor’s permission, a change to or from audit status.  &lt;br&gt;• From weeks three through six of the quarter, instructor permission is required.  &lt;br&gt;• After the sixth week, no change in status may be made.  &lt;br&gt;<strong>Please note:</strong> This timeline is adjusted for summer quarter. Please see the Summer Quarterly Registration and Information document for dates.</td>
</tr>
<tr>
<td>V</td>
<td><strong>Unofficial Withdrawal (Vanished)</strong> - this grade is given to a student who attends briefly or rarely and does not withdraw with a W grade.</td>
<td>• This grade will be computed as 0.0 in GPA calculations, and no credit is awarded for the course.  &lt;br&gt;• This grade may adversely affect student’s ability to register in subsequent quarters.</td>
<td>• Instructor indicates V grade and reports the student’s last date of attendance.</td>
</tr>
</tbody>
</table>
### 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>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 withdrawal may be made. <strong>Please note:</strong> This timeline is adjusted for summer quarter. Please see the Summer Quarterly Registration and Information document 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.</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></td>
<td>Hardship Withdrawal - A student may request a hardship withdrawal if he/she has a crisis or an unusual, extreme circumstance which prevents him/her from attending class and completing the remaining coursework for the quarter. Students will request a Hardship Withdrawal Request Form from the Kodiak Corner Front Counter. If the request for a hardship withdrawal is approved, all classes will remain on the student’s academic transcript with a “W” designation. The W designation is not calculated in the GPA and no credit is awarded for the course. This may adversely affect the student’s ability to register in subsequent quarters and may affect the student’s financial aid award. See Academic Standards and Progress for more information...</td>
<td>• Grade is not calculated in GPA by Cascadia.</td>
<td>• Upon the completion of the course at a grade of 2.0 or higher OR for level completion, the instructor will award the final grade of P. • 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. <strong>Please note:</strong> Students are strongly encouraged to meet with an Advisor prior to enrolling in a P/NP course. This timeline is adjusted for summer quarter. Please see the Summer Quarterly Registration and General Information document for dates.</td>
</tr>
<tr>
<td>P</td>
<td>Passed the Course - non-graded classes use a “P” grade to designate a grade of 2.0 or higher OR for level completion. This grade is assigned when the student has met the learning outcomes for the class. Only designated courses are graded using a P. Once a grade of P has been awarded, it cannot be changed to a numeric grade.</td>
<td>• Grade is not calculated in GPA by Cascadia.</td>
<td>• Upon the completion of the course at a grade of 2.0 or higher OR for level completion, the instructor will award the final grade of P. • 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. <strong>Please note:</strong> Students are strongly encouraged to meet with an Advisor prior to enrolling in a P/NP course. This timeline is adjusted for summer quarter. Please see the Summer Quarterly Registration and General Information document for dates.</td>
</tr>
<tr>
<td>NP</td>
<td>No Credit for the Course - this grade is assigned when the student has not met the class outcomes and requirements to receive a grade of 2.0 or higher OR for level completion. Only designated courses are graded using a NP.</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. <strong>Please note:</strong> Students are strongly encouraged to meet with an Advisor prior to enrolling in a P/NP course. This timeline is adjusted for summer quarter. Please see the Summer Quarterly Registration and General Information document for dates.</td>
</tr>
<tr>
<td></td>
<td>Administrative Drop - Students who do not attend class during the first two class days of the quarter (and do not contact the instructor) may be dropped from the class roster at the instructor’s discretion. <strong>Please note:</strong> This drop is not automatic. This procedure is also used to drop a student when a prerequisite has not been met.</td>
<td>• Student is dropped from the class.</td>
<td>• 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>
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.

**CASCADEIA 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>3, 4, 5</td>
<td></td>
<td>5 credits Humanities (ART XXX)</td>
</tr>
<tr>
<td>Art: Drawing</td>
<td>3, 4, 5</td>
<td></td>
<td>ART 121</td>
</tr>
<tr>
<td>Art: 2-D or 3-D Design</td>
<td>3, 4, 5</td>
<td></td>
<td>ART 110</td>
</tr>
<tr>
<td>Biology</td>
<td>3, 4, 5</td>
<td></td>
<td>5 credits Natural Science (BIOL XXX)</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>5</td>
<td>MATH&amp; 163, 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</td>
<td>MATH&amp; 151 and &amp;152</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>CHEM&amp; 241, BIOL&amp; 211, CHEM&amp; 161, &amp; 162, and &amp; 163, CHEM&amp; 121</td>
<td></td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4, 5</td>
<td>BIT 142</td>
<td>BIT 142, BIT 115</td>
</tr>
<tr>
<td>Economics: Micro</td>
<td>3, 4, 5</td>
<td></td>
<td>ECON&amp; 201</td>
</tr>
<tr>
<td>Economics: Macro</td>
<td>3, 4, 5</td>
<td></td>
<td>ECON&amp; 202</td>
</tr>
<tr>
<td>English Composition</td>
<td>4, 5</td>
<td>ENGL&amp; 102, ENGL&amp; 101</td>
<td>ENGL&amp; 101, ENGL&amp; 100</td>
</tr>
<tr>
<td>English Literature</td>
<td>3, 4, 5</td>
<td></td>
<td>ENGL&amp; 111</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3, 4, 5</td>
<td></td>
<td>ENVS 150</td>
</tr>
<tr>
<td>French</td>
<td>5</td>
<td>FRCH&amp; 123, FRCH&amp; 122</td>
<td>FRCH&amp; 121, &amp; 122, &amp; 123</td>
</tr>
<tr>
<td>Government and Politics: American</td>
<td>3, 4, 5</td>
<td></td>
<td>POLS&amp; 202</td>
</tr>
<tr>
<td>Government and Politics: Comparative</td>
<td>3, 4, 5</td>
<td></td>
<td>POLS&amp; 204</td>
</tr>
<tr>
<td>History: European</td>
<td>3, 4, 5</td>
<td></td>
<td>5 credits Humanities or Social Science (HIST XXX)</td>
</tr>
<tr>
<td>History: US History 1</td>
<td>3, 4, 5</td>
<td></td>
<td>HIST&amp; 146 or 5 credits Humanities or Social Science (HIST XXX)</td>
</tr>
<tr>
<td>History: US History 2</td>
<td>3, 4, 5</td>
<td></td>
<td>HIST&amp; 147 or 5 credits Humanities or Social Science (HIST XXX)</td>
</tr>
<tr>
<td>History: World</td>
<td>3, 4, 5</td>
<td></td>
<td>5 credits Humanities or Social Science (HIST&amp; 126, &amp; 127, &amp; 128)</td>
</tr>
<tr>
<td>Mathematics: Statistics</td>
<td>3, 4, 5</td>
<td></td>
<td>MATH 146</td>
</tr>
<tr>
<td>Physics B</td>
<td>3, 4, 5</td>
<td></td>
<td>PHYS&amp; 121, &amp; 122 and &amp; 123</td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td>3, 4, 5</td>
<td></td>
<td>PHYS&amp; 221</td>
</tr>
<tr>
<td>Physics C: Electricity and Magnetism</td>
<td>3, 4, 5</td>
<td></td>
<td>PHYS&amp; 222</td>
</tr>
<tr>
<td>Psychology</td>
<td>3, 4, 5</td>
<td></td>
<td>PSYC&amp; 100</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>5</td>
<td>SPAN&amp; 103, SPAN&amp; 102</td>
<td>SPAN&amp; 121, &amp; 122, &amp; 123</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
<td>SPAN&amp; 121 and &amp; 122</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td>SPAN&amp; 121</td>
</tr>
</tbody>
</table>
### PROCEDURES FOR AWARDING OF INTERNATIONAL BACCALAUREATE (IB) CREDIT

#### STUDENT PROCESS
1. Student submits IB Transcript to Enrollment Services (Kodiak Corner Front Counter):
   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 900 (5 cr.)</td>
<td>Humanities, Social Sciences, or Elective</td>
</tr>
<tr>
<td>American History</td>
<td>5, 6, or 7</td>
<td>HIST 901 (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>CA 900 (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>V/T 900 (5 cr.)</td>
<td>Restricted Elective</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6 or 7</td>
<td>CHEM 950 (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>
</tr>
<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 900 (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>
<td>Social Science or QSR</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>ECON&amp; 201 (5 cr.)</td>
<td>Social Science or QSR</td>
</tr>
<tr>
<td>English</td>
<td>5, 6, or 7</td>
<td>ENGL 900 (5 cr.)</td>
<td>Humanities or Elective</td>
</tr>
<tr>
<td>European History</td>
<td>5, 6, or 7</td>
<td>HIST 900 (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>
</tr>
<tr>
<td></td>
<td>6</td>
<td>FRCH&amp; 221 and 222 (5 cr. each, total 10 cr.)</td>
<td>Humanities or Elective</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>FRCH&amp; 221 (5 cr.)</td>
<td>Humanities or Elective</td>
</tr>
</tbody>
</table>
### International Baccalaureate (IB) Credit Table (Continued)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>Course</th>
<th>Credit Hours</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>5, 6, or 7</td>
<td>GEOG 900</td>
<td>Social Science or Elective</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>7</td>
<td>F/L 950, 952, &amp; 953 (15 cr.)</td>
<td>Humanities or Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>F/L 950 and 951 (10 cr.)</td>
<td>Humanities or Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>F/L 950 (5 cr.)</td>
<td>Humanities or Elective</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>See African History, American History, East/Southeast Asia and Oceania History, European History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>7</td>
<td>F/L 950, 951, 952 (15 cr.)</td>
<td>Humanities or Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>F/L 950 and 951 (5 cr.)</td>
<td>Humanities or Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>F/L 950 (5 cr.)</td>
<td>Humanities or Elective</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>7</td>
<td>JAPN&amp; 221, 222, and 223 (15 cr.)</td>
<td>Humanities or Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>JAPN&amp; 221 &amp; 222 (10 cr.)</td>
<td>Humanities or Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>JAPN&amp; 221 (5cr.)</td>
<td>Humanities or Elective</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>7</td>
<td>F/L 950, 951, 952 (15 cr.)</td>
<td>Humanities or Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>F/L 950 and 951 (5 cr.)</td>
<td>Humanities or Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>F/L 950 (5 cr.)</td>
<td>Humanities or Elective</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>MATH&amp; 151 (5 cr.)</td>
<td>Natural Science or QSR</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>4, 5</td>
<td>MATH&amp; 142 (5 cr.)</td>
<td>Natural Science or QSR</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>5, 6, or 7</td>
<td>MUSC 900 (5 cr.)</td>
<td>Humanities or Elective</td>
<td></td>
</tr>
<tr>
<td>Near East</td>
<td>5, 6 or 7</td>
<td>GS 900 (5 cr.)</td>
<td>Social Science or GS</td>
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<tr>
<td>Philosophy</td>
<td>No credit granted</td>
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<tr>
<td>Physics</td>
<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>Psychology</td>
<td>5, 6, or 7</td>
<td>PSYC&amp; 100 (5 cr.)</td>
<td>Social Science or Elective</td>
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<tr>
<td>Russian</td>
<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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<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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<td>5</td>
<td>F/L 900 (5 cr.)</td>
<td>Humanities or Elective</td>
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<tr>
<td>Spanish</td>
<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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<td>6</td>
<td>SPAN&amp; 221 and 222 (5 cr. each, total 10 cr.)</td>
<td>Humanities or Elective</td>
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<td></td>
<td>5</td>
<td>SPAN&amp; 221 (5 cr.)</td>
<td>Humanities or Elective</td>
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<tr>
<td>Swahili</td>
<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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<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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<td></td>
<td>5</td>
<td>F/L 900 (5 cr.)</td>
<td>Humanities or Elective</td>
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<tr>
<td>Theater Arts</td>
<td>5, 6, OR 7</td>
<td>DRMA&amp; 101 (5 cr.)</td>
<td>Humanities or Elective</td>
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### Accounting

**ACCT 140  5 credits**  
**Accounting Essentials**  
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.  
**Prerequisite(s):** Completion of MATH 075 with a grade of 2.0 or higher or placement in MATH 085; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 096 (formerly ENGL 100).

**ACCT & 201  5 credits**  
**Principles of Accounting I**  
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 look at 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.  
**Prerequisite(s):** Co-enrollment with or completion of MATH & 141 or MATH 147 with a grade of 2.0 or higher or placement into MATH & 142.

**ACCT & 202  5 credits**  
**Principles of Accounting II**  
E- In this course, a continuation of ACCT & 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 in detail 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.  
**Prerequisite(s):** Completion of ACCT & 201 with a grade of 2.0 or higher, or instructor permission.

**ACCT & 203  5 credits**  
**Principles of Accounting III**  
E- Students commencing this course in managerial accounting will have completed two previous courses in financial accounting (ACCT & 201 and ACCT & 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 budgeting and the use of budgets and standard costs to assess performance. Additional topics include incremental analysis and capital budgeting.  
**Prerequisite(s):** Completion of ACCT & 202 with a grade of 2.0 or higher, or instructor permission.

### American Sign Language

**ASL & 121  5 credits**  
**American Sign Language I**  
H- In this course students begin to communicate with others using American Sign Language (ASL) and are introduced to the deaf culture and community. They learn the vocabulary, grammar, and culturally-appropriate uses of ASL through natural, everyday conversational situations. This course is video-interactive, allowing students to check their comprehension and to practice signs.  
**Prerequisite(s):** Completion of ENGL 090 or higher or placement by testing into ENGL 096 (formerly ENGL 100).

**ASL & 122  5 credits**  
**American Sign Language II**  
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.  
**Prerequisite(s):** Completion of ASL & 121 with a grade of 2.0 or higher or placement into ASL & 122.

**ASL & 123  5 credits**  
**American Sign Language III**  
H- Continuing the work of ASL & 122 students will further develop their expressive and receptive skills.  
**Prerequisite(s):** Completion of ASL & 122 with a grade of 2.0 or higher or placement into ASL & 123.

### Anthropology

**ANTH & 104  5 credits**  
**World Prehistory**  
CRK, SS: This survey course introduces students to the origins of human diversity by tracing the origins of humanity and material culture from its ancient 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 learn about human adaptations to both the natural and cultural environments. This course may involve a service learning project.  
**Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100).

**ANTH & 204  5 credits**  
**Archaeology**  
SS- In this course, students investigate how archaeologists reconstruct the human past. Students learn about 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. Service learning may be required.  
**Prerequisite(s):** Completion of ENGL & 101 with a grade of 2.0 or higher.

**ANTH & 205  5 credits**  
**Biological Anthropology**  
GS, NS- Students in this course will evaluate the origins of humankind, consider biological diversity, and assess biocultural evolution. Students will learn to critically evaluate scientific claims about humankind, recognize human variation, explore humanness, and develop critical thinking skills through the application of essential anthropological approaches, theories and methods.  
**Prerequisite(s):** Completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or by testing into ENGL & 101.

**ANTH & 206  5 credits**  
**Cultural Anthropology**  
CRK, GS, SS- Students in this course examine the dimensions of human culture, including kinship, politics, and religion, and evaluate the interrelationships between geography, environment and cultural forms. Students explore the effects of globalization on indigenous peoples while developing critical thinking skills through the application of essential anthropological approaches, theories, and methods.  
**Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100).
ANTH 207  5 credits
Introduction to Linguistic Anthropology
CRK, SS: This course introduces students to linguistic methods and theories used within anthropology. Students examine the structural features of language, compare human and animal communication, and explore the interaction of culture and language. Linguistic relativism and determinism will be scrutinized, as well as the relationship of language to society, nationalism, and politics. Prerequisite(s): Completion of ENGL 101 with a grade of 2.0 or higher.

ANTH 234  5 credits
Religion & Culture
CRK, 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 ENGL 101 with a grade of 2.0 or higher.

ANTH 275  5 credits
Medical Anthropology
CRK, GS, SS: Students explore the interaction of culture and health from a global perspective. Students learn about different cultural approaches to the human body and mind, illness, healing, and medicine, develop critical thinking skills by evaluating medical anthropology methodology and theoretical approaches, and examine the interrelationships between health, the environment, politics, economics, and globalization. Prerequisite(s): Completion of ENGL 100 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL 101.

ART 100  5 credits
Art Appreciation
CRK, 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 art and culture, and examine the social, political, economic, and historical contexts of art, including systems of power, privilege, inequality and identity. Students learn the visual elements and principles of artistic expression including shape, light, color, texture, rhythm, motion and other concepts of art study. Artistic forms studied may include painting, sculpture, functional art, architecture, photography, printmaking, installation art, performance art, dance, theater, music and computer art. Prerequisite(s): Completion of ENGL 100 (formerly ENGL 100) with a grade of 2.0 or higher or 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 100 with a grade of 2.0 or higher or by testing into ENGL 100.

ART 121  5 credits
Drawing
HP: This is a beginning studio drawing course emphasizing skills, techniques and creative exploration of subject matter. The course is an exploration of pictorial form, principles of composition and visual organization. Students learn fundamental elements of design as they relate to drawing including line, shape, value, texture, form, gesture, perspective, and space. Students develop visual literacy and fine tune their observational skills and perceptions, while they learn 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 or by instructor permission with portfolio review.

ART 135  5 credits
Global Perspectives in Art
CRK, H: Global Perspectives in Art provides an exploration of artistic expression as a cultural universal using visual and performing arts media from around the world. Students investigate the disparate roles that visual and performing arts play in societies throughout history. The course will also challenge students to examine comparative artistic heritages. Prerequisite(s): Completion of ART 100 and ENGL 100 with a grade of 2.0 or higher or placement by testing into ENGL 100 (formerly ENGL 100).

ART 140  5 credits
Prehistory to the Renaissance: Survey of Art I
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 096 (formerly ENGL 100).

ART 141  5 credits
Renaissance to Modern: Survey of Art II
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 096 (formerly ENGL 100).

ART 142  5 credits
The Modern Era: Survey of Art III
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 096 (formerly 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 watercolor, 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)
ASTR 100 5 credits
Survey of Astronomy
NS- In this course, students will study the physical characteristics of celestial bodies from our closest neighbor, the moon, to the most distant galaxies. Students will be able to explain how past astronomers investigated the universe and the models and theories they developed to explain their observations. Students will familiarize themselves with recent observations and discover the foundations for modern astronomical theories. Students may take either ASTR 100 OR ASTR 101 for credit, but not both. Prerequisite(s): Completion of MATH 085 with a grade of 2.0 or higher or placement by testing in MATH 095.

ASTR 101 5 credits
Introduction to Astronomy
NS- In this course, students will study the physical characteristics of celestial bodies from our closest neighbor, the moon, to the most distant galaxies. Students will be able to explain how past astronomers investigated the universe and the theories they developed to explain their observations. Students will familiarize themselves with recent observations and discover the foundations for modern astronomical theories. Astronomical observations will be applied through activities, laboratories, and simulations. Prerequisite(s): Completion of MATH 085 with a grade of 2.0 or higher or placement by testing in MATH 095. (LAB)

ASTR 115 5 credits
Stars, Galaxies and Cosmos
NS- This course is intended for non-science majors as an introduction to the foundations and current theories of the science of the universe. Black holes, time travel, the Big Bang, dark matter, and teleportation will be among the subjects studied. Through various methods students will assess the human understanding of our Universe and analyze the many models created to explain the creation, existence, and end of our Universe. Emphasis will be placed on contemporary scientific theories to include the theory of relativity, quantum theory, and current observations. This class will cover the material without the use of intensive mathematics. Prerequisite(s): Completion by testing in MATH 085 and completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL 101.

BIOLOGY

BIO 120 5 credits
Survey of the Kingdoms
NS- Students will gain an understanding of the vast diversity of living things and their adaptations to their environment from an evolutionary perspective. They will examine the ecological relationships among all life on the planet. Prerequisite(s): Completion of ENGL 090 or higher or placement by testing into ENGL 096 (formerly ENGL 100). (LAB)

BIO 165 5 credits
Life: Origins and Adaptations
NS- Students will study evolution as an example of a scientific theory developed from scientific methods. They will learn the processes of evolutionary biology, including natural selection, coevolution, and speciation, and examine how these processes have given rise to the adaptations and diversity of life on Earth. Students will apply concepts of evolutionary biology to modern life. Prerequisite(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100); and co-enrollment with MATH 085 or placement in MATH 095.

BIO 170 5 credits
Human Biology
NS- This course is an introduction to the systems of the human body. Structures and functions of these systems will be stressed along with unifying principles such as nutrition, genetics, environment, and exercise. This course is a non-lab non-majors course. It is not intended for science or allied health majors. Prerequisite(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100); and co-enrollment with or completion of MATH 085 with a grade of 2.0 or higher.

BIO 211 6 credits
Majors Cellular
NS- This course enables students to learn and practice the scientific method as they develop an appreciation of the process of life. They will examine chemical and cellular concepts common to all living things as they pertain to life's maintenance, perpetuation, and evolution. Prerequisite(s): Completion of CHEM 121 or CHEM& 161 with a grade of 2.0 or higher, or co-enrollment in CHEM& 161. (LAB)

BIO 212 6 credits
Majors Animal
NS- Students will examine the major taxa of animals relative to their structure and function. They will be able to recognize the phylogenetic relationships among animals as well as the ecological relationships within the kingdom. Prerequisite(s): Completion of BIO/L 211 with a grade of 2.0 or higher. (LAB)

BIO 213 6 credits
Majors Plant
NS- Students will examine the phylogenetic relationships of the major groups of the plant kingdom. They will be able to describe the group's morphology, physiology and ecology as well as the development of ecosystems and the features of terrestrial biomasses. They will apply the methods of scientific inquiry to a variety of laboratory problems. Prerequisite(s): Completion of BIO/L 211 with a grade of 2.0 or higher. (LAB)

BIO 231 6 credits
Human Anatomy
NS- This is the first quarter in a three-quarter sequence for pre-nursing majors. It includes a detailed examination of the structure of the human body using models, charts, computer programs, fresh animal specimen dissections, and the dissection of the preserved cat. Topics covered include the following human organ systems: integumentary, skeletal, muscular, lymphatic/immune, respiratory, digestive, nervous, endocrine, cardiovascular, urinary, and reproductive. Prerequisite(s): Co-enrollment or completion of BIO/L 211 with a grade of 2.0 or higher; AND completion of CHEM 121 or CHEM& 161 with a grade of 2.0 or higher, or co-enrollment in CHEM& 161. (LAB)
BIOL& 232  6 credits  
**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 standard methods of relating 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 BIOL& 211 with a grade of 2.0 or higher; and CHEM& 121 or CHEM& 161 with a grade of 2.0 or higher. (LAB)

BIOL& 260  5 credits  
**Microbiology**  
NS - This course enables students to learn and practice the scientific method as they develop an appreciation of the diversity and complexity of the microbial world. Students will 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, identifying and characterizing microorganisms. **Prerequisite(s):** Completion of BIOL& 211 with a grade of 2.0 or higher; and CHEM& 121 or CHEM& 161 with a grade of 2.0 or higher. (LAB)

**BUSINESS**

BUS& 101  5 credits  
**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 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL& 101.

BUS& 201  5 credits  
**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 changing. Legal reasoning, contracts, product liability, and criminal and civil law are areas that will be explored. **Prerequisite(s):** Completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL& 101.

**BUSINESS & INFORMATION TECHNOLOGY**

BIT 100  5 credits  
**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  5 credits  
**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 MCPIT 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 in ENGL 096 (formerly ENGL 100).

BIT 102  5 credits  
**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 local area networks and wide area 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. Students will also learn routing protocols and implement network address schemes. This course is geared toward the 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 in ENGL 096 (formerly ENGL 100).

BIT 105  2 credits  
**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 112  5 credits  
**Basics of Web Authoring**  
RE - Students learn the basics of designing and creating web sites including HTML and CSS, image manipulation, page layout, file transfer, and Internet protocols. Students consider website design principles, create several sites, and test them on the web. Special emphasis is placed on using professional software, applying industry standards, and managing multiple projects. **Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100).

BIT 113  5 credits  
**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 BIT 112 with a grade of 2.0 or higher or instructor permission.
BIT 115 Introduction to Programming
E-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.

BIT 130 Server Administration
RE-The role of a network administrator is to manage the overall integrity of the network. This course prepares students to become network administrators of client/server networks. Students will learn how to plan, deliver, operate, and manage servers to increase the reliability and flexibility of network server infrastructures. Key topics include server installation techniques, server roles, server performance management, and server maintenance. This course is geared toward the Microsoft MTA: Windows Server Administration Fundamentals industry certification. Prerequisite(s): Completion of BIT 102 with a grade of 2.0 or higher.

BIT 135 Network Infrastructure
RE-With workplace environments progressively characterized by globalization, collaboration, and mobility, IT professionals must design network infrastructures to support a distributed workforce. This course provides students with the knowledge and skills to configure and troubleshoot server network infrastructures. Students will learn to install, configure, operate, and troubleshoot switched networks, including implementation and verification of connections to remote sites in a WAN. Students will gain an understanding of the current network technologies used in client/server IP-enabled networks. Students will also learn how to configure routers, Cisco IOS Software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Key topics include subnetting, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, Virtual LANs (VLANs), Spanning Tree Protocol (STP), and VLAN Trunking Protocol (VTP). The course focuses on advanced IP addressing techniques (Network Address Translation [NAT], Port Address Translation [PAT], and DHCP), WAN technology and terminology, PPP, ISDN, DDR, Frame Relay, and network management. Prerequisite(s): Completion of BIT 102 with a grade of 2.0 or higher; or instructor permission.

BIT 140 Implementing Directory Services
RE-Active Directory is an essential entity for system administrators to manage the identities and relationships that make up an organization's network. This course will teach students how to design an Active Directory Infrastructure in a client/server environment. Students will install and configure directory services and learn how to design directory forests, domain infrastructure, sites and replication, administrative structures, group policies, and Public Key Infrastructures. Students will also learn how to design for security, high availability, disaster recovery, and migrations. This course is geared toward the Microsoft MCTS: Windows Server 2008 Active Directory Configuration industry certification. Prerequisite(s): Completion of BIT 130 with a grade of 2.0 or higher.

BIT 142 Intermediate Programming
E-This is a first course in computer science using a language such as C#. This course covers variable types, control structures, functions, modular programming, pointers/references/arrays, structures, and an introduction to recursion. The course will introduce basic sorting and searching algorithms. The emphasis of this course will be program design, algorithmic (variables, expressions, statements), and abstraction (data types, functions). Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher or by testing placement into MATH& 107, MATH& 141, MATH& 146, or MATH 147; date of last math course irrelevant; and completion of BIT 116 with a grade of 2.0 or higher; or instructor permission.

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

BIT 150 Introduction to Keyboarding
RE-This one-credit module prepares students to use computer applications in the classroom and in workplace activities by developing speed and accuracy through touch keyboarding. Students also develop familiarity with the keyboard's ten-key system and other common keyboard and mouse functions. Prerequisite(s): None.

BIT 151 Introduction to Computer Hardware
RE-This one-credit module prepares students to use computer applications in the classroom and in workplace activities by developing familiarity with computer hardware, software, and operating systems. Fundamental computer terminology is defined and students explore a variety of uses and types of personal computer systems. Prerequisite(s): None.

BIT 152 Windows Basics
RE-This one-credit module prepares students to use computer applications in the classroom and in workplace activities by introducing them to the Windows operating system, which is the most common operating system in both the home and business environment. Effective use of Windows assists students in using all Windows-based applications. Prerequisite(s): None.

BIT 153 Using the Internet
RE-This one-credit module prepares students to use the internet as a tool for communication and as an information resource. Students learn how to effectively use and organize e-mail, how to research topics using the web and how to create simple websites using editor software. Prerequisite(s): None.

BIT 154 Beginning Word Processing
RE-This one-credit module prepares students to word process documents for the classroom and in the workplace. Students learn how to effectively create, format, and edit documents using toolbars, menus, and commands. Prerequisite(s): None.

BIT 155 Advanced Word Processing
RE-This one-credit module prepares students to utilize advanced word process tools to be more efficient and to increase the functionality of their documents. Students learn how to incorporate macros and clip art into documents and to use management tools to create long documents. Prerequisite(s): None.

BIT 156 Beginning Spreadsheet
RE-This one-credit module prepares students to use a spreadsheet application in the classroom and in workplace activities. Students create and format worksheets and workbooks utilizing toolbars, menus and commands. Prerequisite(s): None.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT 157</td>
<td>Advanced Spreadsheet</td>
<td>1</td>
<td>None.</td>
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<tr>
<td>BIT 158</td>
<td>Beginning Database</td>
<td>1</td>
<td>None.</td>
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<tr>
<td>BIT 159</td>
<td>Advanced Database</td>
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<td>None.</td>
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<td>BIT 160</td>
<td>Digital Imaging</td>
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<td>None.</td>
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<td>BIT 161</td>
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<tr>
<td>BIT 163</td>
<td>Beginning PowerPoint</td>
<td>1</td>
<td>Completion of or co-enrollment in BIT 152 with a grade of 2.0 or higher.</td>
</tr>
<tr>
<td>BIT 164</td>
<td>Microsoft Outlook</td>
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<td>BIT 165</td>
<td>Interactive Authoring</td>
<td>4</td>
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<td>BIT 167</td>
<td>Interactive Multimedia for the Web</td>
<td>5</td>
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<tr>
<td>BIT 168</td>
<td>Individualized Project I</td>
<td>1-5</td>
<td>Completion of BIT 113 with a grade of 2.0 or higher or instructor permission.</td>
</tr>
<tr>
<td>BIT 169</td>
<td>Special Topics in BIT I</td>
<td>1-5</td>
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<tr>
<td>BIT 170</td>
<td>SQL Server Infrastructure</td>
<td>5</td>
<td>Instructor permission.</td>
</tr>
<tr>
<td>BIT 171</td>
<td>SharePoint Server Technology Specialist</td>
<td>5</td>
<td>Instructor permission.</td>
</tr>
</tbody>
</table>

**Prerequisite(s):**
- **None.**
- **Competition of or co-enrollment in BIT 152 with a grade of 2.0 or higher.**
- **Instructor permission.**
Machine Manager, System Center Operations Manager, System Center Data Protection Manager, and System Center Configuration Manager. This course is geared toward the Microsoft MCTS: Windows Server Virtualization and Microsoft MCTS: Desktop Virtualization industry certifications. **Prerequisite(s):** Completion of BIT 246 with a grade of 2.0 or higher.

**BIT 265 Structures and Algorithms**
E- 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 271 Mobile Application Design**
RE- Students design a variety of mobile applications for distribution on iOS and Android. Using HTML/CSS, students learn rapid prototyping and user testing for mobile devices. Apps are developed, exported, and tested on the leading mobile platforms. **Prerequisite(s):** Co-enrollment or completion of BIT 175 with a grade of 2.0 or higher and co-enrollment or completion of BIT 116 with a grade of 2.0 or higher or instructor permission.

**BIT 272 Mobile Application Development**
RE- Students develop a custom mobile app as part of a development team working with an actual client. Following rapid prototyping and user testing, students develop apps using programming languages native to mobile OS (iOS and/or Android.) Marketing, monetization, and marketplace distribution are also explored. Emphasis is placed on usability, aesthetics and the mobile development process. **Prerequisite(s):** Co-enrollment or completion of BIT 271 with a grade of 2.0 or higher; AND co-enrollment or completion of BIT 142 with a grade of 2.0 or higher; or instructor permission.

**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 or completion of BIT 275 with a grade of 2.0 or higher, or instructor permission.

**BIT 279 Web Server Administration**
RE- Students learn the setup 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 or completion of BIT 112 with a grade of 2.0 or higher, or instructor permission.

**BIT 280 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 281 Web Applications**
RE- Students gain practical experience in designing and managing E-Business web applications as they work in teams to create database-driven web sites. Topics of study will include utilization of .NET and/or J2EE framework via C# and/or Java, advanced database integration with SQL stored procedures, server-side scripting, and server security. Special attention will also be paid to managing commercial 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 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.
CHEMISTRY

CHEM 105  5 credits
Chemical Concepts: Your Global Environment
GS, NS- The planet, our environment, our products, our health, and heredity all have chemistry underlining 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 096 (formerly 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& 131; 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
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, 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 255  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 in CHEM& 243. (LAB)

CHEM& 243  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 in CHEM 255.

CHINESE

CHIN& 121  5 credits
   Chinese I
   GS, 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 in ENGL& 101.

CHIN& 122  5 credits
   Chinese II
   GS, H- In this course continuing the work of CHIN& 121, students improve their communication abilities in Mandarin Chinese by expanding their vocabulary and grammar and pronunciation skills. Students also increase their understanding of Chinese cultures and communication behaviors. Prerequisite(s): Completion of CHIN& 121 with a grade of 2.0 or higher or placement into CHIN& 122.

CHIN& 123  5 credits
   Chinese III
   GS, H- In this course continuing the work of CHIN& 122, students further improve their communication abilities in Mandarin Chinese by expanding their vocabulary and grammar and pronunciation skills. Students continue to increase their understanding of Chinese cultures and communication behaviors. Prerequisite(s): Completion of CHIN& 122 with a grade of 2.0 or higher or placement into CHIN& 123.

CINEMA

CINEM 201  5 credits
   The American Cinema
   H- Students learn about American cinema by watching and analyzing films. Students use knowledge of production from historical, commercial, scientific, cultural, and artistic perspectives to interpret and analyze movies. Prerequisite(s): Completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing in ENGL& 101.

CINEM 211  5 credits
   World Cinema
   CJK, GS, H- In this course, students learn about world cinema by watching and analyzing films. Students use the knowledge of production from historical, commercial, political, cultural, and artistic perspectives to interpret and analyze films. Students will write formal and informal essays in response to the films viewed and learn about diverse conditions and global systems as they relate to world cinema. Prerequisite(s): Completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL& 101.

COLLEGE SUCCESS

COLL 100  5 credits
   Study Strategies
   RE- 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.

COLL 101  3 credits
   College Strategies
   RE- Success in college is the theme of this course: COLL 101 will introduce students to Cascadia’s learning model, set them up for academic success in college, and establish their ownership and control over their education. This course will introduce students to the culture of higher education and to particular ways of knowing and reasoning within the academic disciplines. Participation will sharpen students’ critical thinking skills, enhance their active learning strategies, improve their written and oral communication, and enable them to interact effectively in groups. In addition, COLL 101 will connect students to the variety of resources available at Cascadia to help them plan and implement their educational program, and introduce them to e-Learning practices. This course may be linked with another content course in order to integrate these skills within a disciplinary context. Note: Students are expected to take this course within the first 30 credits earned at Cascadia Community College. Prerequisite(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100).

CMST& 101  5 credits
   Introduction to Communication
   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 presentation 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 in ENGL& 101.

CMST 105  5 credits
   Communication in Organizations
   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 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL& 101.
CMST 150 5 credits
Multicultural Communication
CRK, H- This course introduces students to the dynamics of both inequality and differences by examining the impact of communication and cultural patterns on issues across cultural groups in the United States. Students will evaluate the influence of culture and communication on the development of individual and group identities, while exploring the impact of power and privilege on issues such as race, class, and gender. Students will learn how to locate themselves within a local and national context. They will also deepen their abilities to interact within various cultural settings by utilizing a variety of communication strategies and techniques. This course may include a community-based learning project. Prerequisite(s): None.

CMST 203 5 credits
Media in United States Society
CRK, 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 communication, including First Amendment issues and career possibilities. Prerequisite(s): Completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or 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 096 (formerly ENGL 100) with a grade of 2.0 or higher or 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 in 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 096 (formerly ENGL 100) with a grade of 2.0 or higher or by placement into ENGL 101.

CMST 233 5 credits
Media in a Global Context
CRK, GS, H- In this course, students become better consumers of information through an understanding of specific global media systems and their effects 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 096 (formerly ENGL 100) with a grade of 2.0 or higher or by 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 processes of media law. Prerequisite(s): Completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL 101.

CMST 251 5 credits
Intercultural Communication
CRK, 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 in ENGL 101.

DRAMA

DRMA & 101 5 credits
Introduction to Theatre
H- An introduction to the examination and experience of theater 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
HP- This course focuses on the theory and practice of the fundamentals of acting primarily through monologue study. Students learn techniques to strengthen vocal, physical and emotional awareness and response while studying the foundational theories of acting. They particularly develop a deep understanding of the elements of characterization in relation to cultural, historical and economic background. Prerequisite(s): Completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL 101.

DRMA 152 5 credits
Acting - Scene Study
HP- Continued study in the theory and practice of acting through monologue and scene work. The course will include script analysis, improvisation, voice work, movement for the actor; understanding space and relationship. We will explore other methods of acting, e.g. Meisner, Adler, Wangh, Suzuki. Prerequisite(s): Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing in ENGL 101.
DRMA 153 5 credits
Performance Production
HP - This course provides hands on, practical experience in performance. The class will culminate in a public performance. Prerequisite(s): Completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL& 101.

EDUC 102 5 credits
Field Experience in Education
This course is designed to be an introduction to the teaching profession through an intensive internship experience, with a lecture/discussion component. It includes both theoretical and practical aspects of learning and teaching. Students will be given 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): Completion of EDUC& 201 with a grade of 2.0 or higher.

EDUC 202 5 credits
Introduction to Education
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/GRP 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 EDUC 090 with a grade of 2.0 or higher or placement by testing in ENGL& 201 with a grade of 2.0 or higher.

ENGR& 214 5 credits
Statics
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 in or completion of MATH& 163 with a grade of 2.0 or higher.

ENGR& 215 5 credits
Dynamics
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 a grade of 2.0 or higher.

ENGR& 225 5 credits
Mechanics of Materials
NS - Students will analyze the basic theories of stress and strain and their application to the properties and behavior of engineering materials. They will develop an understanding of the subject through an examination of how specific geometry and loads, intrinsic material properties, and the fundamental constitutive relations governing material behavior in general can be used to predict how materials react to loads. Students will explore this behavior by modeling it in the context of realistic situations. Further, they will examine modes of material failure and learn strategies useful in predicting and preventing it. Technology will be integrated throughout the course, and a graphing calculator is required. Prerequisite(s): Completion of ENGR& 214 with a grade of 2.0 or higher.

ENGL 080 5 credits
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 in ENGL 080.
ENGL 090 Understanding College Reading and Writing
Students in this course will improve their abilities to read, write, and ask critical questions. This course will introduce the writing process and essay construction, focusing on development, effective word choice, sentences and paragraphs. Students will also learn how to make critical judgments about written and visual information. Through reading and writing assignments, students will improve their vocabulary, grammar and reading comprehension and further refine their skills for clear communication. **Prerequisite(s):** Completion of ENGL 080 with a grade of 2.0 or higher or placement by testing in ENGL 090.

ENGL 093 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 efficiently use language to create meaning. Writing Center visits with tutors may be incorporated. Individualized assessment will determine the modes of instruction. Useful for students in all disciplines. **Prerequisite(s):** Co-enrollment of or completion of EFUND 4, ELP Level 6 or ESL Level 6; placement into any ENGL course; or instructor permission.

ENGL 094 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):** Co-enrollment or completion of EFUND 4, ELP Level 6 or ESL Level 6; placement into any ENGL course; or instructor permission.

ENGL 096 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 in ENGL 096 (formerly 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 various modes of reading, developing strategies for interpreting, responding to, and making use of a wide array of texts in their own writing. They will develop and document a personalized process to compose texts that demonstrate an understanding of purpose and audience, are thoughtfully organized, achieve appropriate levels of correctness, and are crafted with specified purposes for identified audiences. This class is organized around a theme chosen by the instructor. **Prerequisite(s):** Completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL& 101.

ENGL 101T English Composition for Technical Writers
Equivalent to ENGL 101, this course helps students with an interest in technical fields learn how to make judgments and decisions about their own and others’ communication. They will practice reading texts produced in their field of interest, developing strategies for interpreting, responding to, and making use of these texts in specific writing situations. They will develop and use a personalized process to produce correspondence, reports, reviews, documentation and other specified genres 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 a research process that includes creating topics and questions, searching for and evaluating a variety of sources, and synthesizing and incorporating those sources to compose original texts. **Prerequisite(s):** Completion of ENGL& 101 with a grade of 2.0 or higher; AND completion of COLL 101 with a grade of 2.0 or higher.

ENGL 111 Introduction to Drama
H - This introductory literature course grows out of our assumption that fiction, poetry and drama help give voice, shape and meaning to the medley of human experience. Students will explore a breadth of literary texts and critical approaches, both traditional and contemporary. They will learn and practice skills for constructing and appreciating the meanings and effects of literature as they encounter and interpret text and author relationships to their historical and cultural contexts. Class discussion and written response 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 Introduction to Creative Writing
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 or completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL& 101.

ENGL 115 Introduction to Creative Writing
H - This course provides students with a multi-genre introduction to creative writing. Students will experiment with writing their own short stories, poems, and scenes throughout the quarter. Students will also read a wide variety of short fiction, poetry, and one-act plays 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 regular critiques of their classmates’ stories, analyzing and comparing how different literary structures and strategies are used in each genre. **Prerequisite(s):** Completion of ENGL 90 with a grade of 2.0 or higher or placement by testing into ENGL 096 (formerly ENGL 100) or higher.
ENGL 221
Film and Literature
5 credits

ENGL 235
Technical Writing
5 credits

ENGL 244
U.S. Literature I
5 credits

ENGL 245
U.S. Literature II
5 credits

ENGL 254
World Literature I
5 credits

ENGL 255
World Literature II
5 credits

ENGL 271
Intermediate Composition
5 credits

ENGL 274
Writing Poetry
5 credits

ENGL 277
Writing Fiction
5 credits

ENGL 279
Intro to Dramatic Writing: Stage and Screen
5 credits

ABE 001
EFUND/MFUND/GED Educational Interview
1-4 credits

EFUND010
English Fundamentals I
1-10 credits

Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): None.

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.
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 in EFUND 020.

EFUND030 English Fundamentals 3 1-10 credits
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): Completion of EFUND 020 or placement by testing in EFUND 030.

EFUND036 English Fundamentals 3 and Medical Terminology 5 credits
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 in EFUND 030.

EFUND040 English Fundamentals 4 1-10 credits
This course develops intermediate reading and writing skills for communication. Students will read and write a variety of texts that relate to their personal goals and other topics. Students will use the writing process to develop written work. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of EFUND 030 or placement by testing in EFUND 040.

EFUND046 English Fundamentals 4 and Medical Terminology 5 credits
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 030 or placement by testing in EFUND 040.

EFUND048 Transition and Career Exploration 4 1-10 credits
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 ESL 050 or EFUND 030 or placement by testing in ESL 060 or EFUND 040.

EFUND050 English Fundamentals 5 (GED) 1-10 credits
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): Successful completion of ESL 010 or placement by testing in ESL 020.

EFUND060 English Fundamentals 6 (GED) 1-10 credits
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. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Placement by testing in EFUND 050.

ESL 001 ESL Educational Interview 1-4 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. Prerequisite(s): None.

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. Prerequisite(s): Placement by testing in ESL 010.

ESL 020 ESL Communication 2 1-15 credits
ESL students progress from survival level to increasing flexibility in an English-speaking environment. Learners read, listen, and respond to simple written requests and “w” questions. Students learn to use present, present progressive and future tenses, and accurately write simple words, which follow regular spelling conventions of English. Practical skills include time, simple directions and schedules, signs and maps, and vocabulary and phrases. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of ESL 010 or placement by testing in ESL 020.

ESL 030 ESL Communication 3 1-15 credits
ESL Communication 3 - Reading and Writing 1-15 credits
This course introduces high-beginning 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 020 or placement by testing into ESL 030.

ESL 032 ESL Communication 3 - Speaking and Listening 1-15 credits
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. 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 034 ESL Communication 3 - Speaking and Listening 1-15 credits
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. 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 040 ESL Communication 4 1-15 credits
Learners will determine purpose in reading/listening and comprehension, adjust their reading strategies, analyze underlying meaning, and integrate new knowledge with prior knowledge. Also refine writing processes with attention to detail and develop the ability to write longer, connected documents. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Successful completion of ESL 030 or placement by testing in ESL 040.
ESL 042  1-15 credits
ESL Communication 4 - 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. Note: 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 in 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. 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 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. Note: 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 in 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 in 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. 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 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. 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 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.
ETSP 101 5 credits
Intro to Environmental Technology & 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 in ENGL 096 (formerly 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 performance and efficiency of different energy systems; utility grid management systems and strategies; methods of modeling distribution systems; economic aspects of power generation and distribution; energy metering, auditing, and resource; management of current technologies and infrastructures; and the challenges of meeting the expanding consumer demand for energy. Prerequisite(s): Completion of PHYS 111; completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly 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 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL& 101.

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 systems; 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 in or completion of PHYS 111; completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly 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 in ENGL 096 (formerly 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 intermediates, 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 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing in 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 in ENGL 096 (formerly 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 in ENGL 096 (formerly ENGL 100).

ETSP 161 1 credit
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 in MATH 095; completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100).

ETSP 172 5 credits
Introduction to Wastewater Treatment Systems
RE-This course presents the history, current status, and trends in wastewater treatment systems and how they are integrated with water systems and regional hydrology and ecology. Topics include current technologies and infrastructures, collection systems, pretreatment, primary physical treatment, secondary biological treatment, tertiary treatment, disinfection, reclaimed water use, and biosolids production and uses. Students research and discuss the advantages and limitations of regional wastewater treatment systems with a focus on socio-technical aspects of community and regional water systems. Prerequisite(s): Co-enrollment with or completion of MATH& 107 or MATH& 107T with a grade of 2.0 or higher; and completion of PHYS 111 or 121 with a grade of 2.0 or higher; and co-enrollment with or completion of ENGL& 101 or ENGL& 101T with a grade of 2.0 or higher.
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 in MATH 107, MATH & 141 or MATH 147; completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly 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; daylighting and natural ventilation; energy and thermal modeling; and best practices and standards that relate to energy documentation and reporting. Prerequisite(s): Completion of or co-enrollment in PHYS 111; completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly 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 project that matches both the outcomes of the student’s program and their interests. Together with an instructor, the student will complete a written contract that specifies the learning outcomes as well as defines the duration of the course and the credits to be granted upon successful completion. Prerequisite(s): Instructor permission.

ETSP 198 1-5 credits
Special Topics in ETSP I
RE: The course permits an individual student or a class of students to investigate current and relevant topics in Environmental Technologies and Sustainable Practices. The content, format, and delivery vary depending upon the topics and the quarter. Prerequisite(s): Instructor permission.

ETSP 199 1-5 credits
Service Learning in ETSP 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 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.

ETSP 201 5 credits
Environmental Regulations & Compliance
RE: This course will cover the codes, regulations, industry standards that are currently in place for sustainable energy buildings and Green Buildings, and related permitting processes and issues. Evaluation of a building style and the energy efficient materials used in its construction will be included. SEPA regulations and related codes will be included. Prerequisite(s): Completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing in ENGL 101.

ETSP 203 5 credits
Energy System Analysis & 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. Prerequisite(s): Completion of BIT 156 and completion of MATH & 107, MATH & 141, or MATH 147; completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing in ENGL & 101 or instructor permission.

ETSP 204 5 credits
Carbon Footprint & 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. Prerequisite(s): Completion of ETSP 203 with a grade of 2.0 or higher.

ETSP 205 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. Prerequisite(s): Completion of ETSP 203 with a grade of 2.0 or higher or instructor permission.

ETSP 206 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. Prerequisite(s): Completion of ETSP 102 and ETSP 161 with a grade of 2.0 or higher.

ETSP 208 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 micro-grids. Prerequisite(s): Completion of MATH 095 with a grade of 2.0 or higher or placement in MATH & 107 or MATH 147; and completion of ETSP 120 with a grade of 2.0 or higher.
ETSP 210 Community Energy Systems 5 credits
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, maintaining procedures for the different components and subsystems, troubleshooting, and performance tuning. Instruction includes materials and methods in compliance with national energy codes. 
Prerequisite(s): Completion of ETSP 208 with a grade of 2.0 or higher; completion of CMST 105 with a grade of 2.0; and completion of BIT 220 with a grade of 2.0 or instructor permission.

ETSP 273 Wastewater Treatment- Liquid Phase 5 credits
RE- This calculation intensive course presents the scientific, engineering and technology foundations necessary to understand analyze and troubleshoot the unit operations, process monitoring and control of advanced regional wastewater treatment systems. Topics include physical, chemical and biological principles relevant to operations and monitoring of wastewater treatment plants, hydraulics and pumping system calculations, and electrical and energy calculations. Wastewater laboratory tests and calculations are covered and mass balances and flow models are introduced. This course will focus on the liquid streams and ETSP 274 will focus on the solids streams. Prerequisite(s): Completion of ETSP 172 with a grade of 2.0 or higher.

ETSP 290 Capstone Seminar 1 credit
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 and will be required to travel off-campus to the work or service site. Prerequisite(s): Completion of at least 20 credits of ETSP coursework with a grade of 2.5 or higher; or instructor permission.

ETSP 296 Individualized Project II 1-5 credits
RE- Students will research and produce or perform a project in Environmental Technologies or Sustainable Practices or an interdisciplinary topic emphasis Environmental Technologies or Sustainable Practices. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisite(s): Instructor permission.

ETSP 297 ETSP Work-Based Learning II 1-5 credits
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.

ETSP 298 Special Topics in ETSP II 1-5 credits
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 Service Learning in ETSP II 1-5 credits
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 Introduction to Environmental Science 5 credits
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 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing in ENGL 101. (LAB)

ENVS 120 Wetland Conservation 5 credits
CRK, GS, NS- Students will be introduced to basic wetland ecological principles, wetland types, and the unique functions and values of wetlands. Historical and current perceptions, usages, and threats to wetlands will be examined. Students will then consider the interplay of social, economic, political, and ecological factors that surround human alterations and conservation efforts. Inequality between and within developing and developed countries will be examined as powerful forces that drive current wetland loss and degradation. Prerequisite(s): Completion of ENGL 100 with a grade of 2.0 or higher or placement by testing in ENGL & 101.

ENVS 150 Themes and Methods in the Environmental Sciences 5 credits
GS, NS, SU- This course is an interdisciplinary exploration of environmental issues. Students will study specific global environmental concerns and 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 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing in ENGL & 101.

ENVS 210 Ecology of Puget Sound Bioregion 5 credits
NS, SU- Regional environmental change within the Puget Sound bioregion is the focus of this course. Students will learn the characteristics and functions of ecological systems in the region, and the impact of humans on these systems. They will examine current controversies surrounding species protection and resource conservation and management. Prerequisite(s): Completion of ENGL & 101 with a grade of 2.0 or higher. (LAB)

ENVS 220 Wetland Ecology 5 credits
GS, NSL- Wetlands are a valuable and integral resource in the global landscape. Because wetland formation and ecology are vastly influenced by climate, geographical location affects the size and type of wetland found at specific global locations. As such, students will examine the unique ecology that evolves when the presence of water on terrestrial systems is pervasive enough to create changes to the soil and biotic community. 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. Saturday field trips are required. Prerequisite(s): Completion of any Natural Science distribution course except for MATH with a grade of 2.0 or higher. (LAB)
### FRENCH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRCH&amp; 121</td>
<td>5</td>
<td>French I GS, 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. <strong>Prerequisite(s):</strong> Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100).</td>
</tr>
<tr>
<td>FRCH&amp; 122</td>
<td>5</td>
<td>French II GS, H - In this fast-paced course, continuing the work of FRCH&amp; 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. <strong>Prerequisite(s):</strong> Completion of FRCH&amp; 122 with a grade of 2.0 or higher or placement into FRCH&amp; 122.</td>
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<tr>
<td>FRCH&amp; 123</td>
<td>5</td>
<td>French III GS, H - This course continues the work of FRCH&amp; 122. In it, students improve their ability to speak and write in French by adding to vocabulary and grammar knowledge. Students learn more about French-speaking cultures. <strong>Prerequisite(s):</strong> Completion of FRCH&amp; 122 a grade of 2.0 or higher or instructor permission.</td>
</tr>
<tr>
<td>FRCH&amp; 221</td>
<td>5</td>
<td>French IV GS, 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. <strong>Prerequisite(s):</strong> Completion of FRCH&amp; 123 with a grade of 2.0 or higher or placement into FRCH&amp; 221.</td>
</tr>
<tr>
<td>FRCH&amp; 222</td>
<td>5</td>
<td>French V GS, H - FRCH&amp; 222 continues to engage students in a variety of activities in different media to build proficiency in all four language skills – reading, writing, listening, and speaking. Individual assignments and in-class group work help students communicate more personal and complex ideas in written and spoken French. Students also continue to deepen their knowledge of French-speaking cultures worldwide. <strong>Prerequisite(s):</strong> Completion of FRCH&amp; 221 with a grade of 2.0 or higher or placement in FRCH&amp; 222.</td>
</tr>
<tr>
<td>FRCH&amp; 223</td>
<td>5</td>
<td>French VI GS, H - FRCH&amp; 223 continues to build proficiency in all four language skills using a variety of media. Individual assignments and in-class group work help students understand authentic French and to communicate using moderately complex written and spoken grammar and vocabulary. Students also continue to deepen their knowledge of French-speaking cultures worldwide. <strong>Prerequisite(s):</strong> Completion of FRCH&amp; 222 with a grade of 2.0 or higher or placement into FRCH&amp; 223.</td>
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### GEOGRAPHY

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<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
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<tbody>
<tr>
<td>GEOG 120</td>
<td>5</td>
<td>Introduction to Physical Geography 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. <strong>Prerequisite(s):</strong> Completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL&amp; 101.</td>
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<tr>
<td>GEOG 250</td>
<td>5</td>
<td>Geography of the Pacific Northwest CKR, GS, NS, SJ - This course is an introduction to the physical and cultural landscapes of the Pacific Northwest. Students will examine the historic and contemporary relationships between people and places in the Northwest and how physical and cultural processes have shaped this region. Special emphasis will be given to the Salish Sea bioregion as well as the Pacific Northwest's role within the larger global context. <strong>Prerequisite(s):</strong> Completion of ENGL 100 with a grade of 2.0 or higher or placement into ENGL&amp; 101.</td>
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### GEOLOGY

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<tr>
<th>Course Code</th>
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<th>Title</th>
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<tbody>
<tr>
<td>GEOL 101</td>
<td>5</td>
<td>Introduction to Physical Geology NS, GS, SJ - 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. <strong>Prerequisite(s):</strong> Completion of Math 075 with a grade of 2.0 or higher. (LAB)</td>
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### GLOBAL STUDIES

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<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
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<tbody>
<tr>
<td>GS 150</td>
<td>5</td>
<td>Globalization, Culture and Identity CKR, GS, H - This course introduces students to the dynamics of identity, culture, and globalization in the United States by examining issues such as race, class, and gender. Students examine their own identities and culture groups in order to understand the tensions between local ways of life with deep historical, linguistic, ethnic, and religious roots and global pressures for pluralism. Using work drawn from the humanities, social- and natural-sciences, students assess how their local identity, including such things as gender, disability, sexuality, race, ethnicity, class, and spirituality, is negotiated in the era of neocolonialism and globalization. <strong>Prerequisite(s):</strong> None. (LAB)</td>
</tr>
<tr>
<td>GS 220</td>
<td>5</td>
<td>Global Studies: Regional History &amp; Culture CKR, GS, H, SS - This course examines a selected nation and region with a focus on historical and cultural development. Within the broad framework of history and culture, students will explore the various manifestations of these dynamic forces as they relate to politics, religion, gender, social and economic development, the environment, personal identity, and the nation and region's interconnectedness with the larger global community. Students will be asked to engage multiple perspectives, negotiate the differences they find, and begin to construct an understanding of global citizenship. This course may require service learning participation. <strong>Prerequisite(s):</strong> Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100).</td>
</tr>
<tr>
<td>GS 230</td>
<td>5</td>
<td>Contemporary Japan CKR, GS, H, SS - In this course students will use interdisciplinary perspectives to develop a comprehensive overview of contemporary Japanese society, exploring such topics as culture, societal institutions, social inequality, and identities. Students will critically examine multiple perspectives of Japanese society and explore Japan's international relationships. No prior knowledge of Japanese society or Japanese language is required. <strong>Prerequisite(s):</strong> Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100).</td>
</tr>
</tbody>
</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
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 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 in ENGL 096 (formerly ENGL 100).

**HIST& 146 United States History I**

CKR, H, SS- This course 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 in ENGL 096 (formerly ENGL 100).

**HIST& 147 United States History II**

CKR, H, SS- Examines the history of the United States from the early years of the republic through 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 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 in ENGL 096 (formerly ENGL 100).

**HIST& 148 United States History III**

CKR, 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 in ENGL 096 (formerly ENGL 100).

**HIST 150 Multicultural United States History**

CKR, GS, H, SS - This course examines the multicultural history of the United States from pre-European contact with North America to the present. It focuses on the contributions and experiences of various peoples, as they interact with the historical manifestations of power and privilege. 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. This course may include a community-based learning project. **Prerequisite(s):** None.

**HIST 210 Islamic Civilization**

CKR, GS, H, SS- This course introduces students to major developments in Islamic civilization from the advent of Islam to the present. It examines the basic principles of the Islamic religion, and how Islam has been experienced in different parts of the Islamic world and throughout history. The course explores the ways in which the religion of Islam has been embraced and practiced by diverse cultures of the globe including those found in Africa, Asia (including the Middle East), Europe, and the Americas. Furthermore, the course explores how Islam has influenced conceptions of authority, law, philosophy, science, mathematics, literature, and art. Finally, the course will examine variations in the status of women within Islamic civilization, both across time and in different cultural and socioeconomic settings. **Prerequisite(s):** Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100).
**Course Descriptions**

**HIST & 214  5 credits**  
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 in ENGL 096 (formerly ENGL 100).

**HIST 262  5 credits**  
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 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing in ENGL & 101.

**HIST 268  5 credits**  
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 ENGL 100 with a grade of 2.0 or higher or placement into ENGL & 101.

**HUMANITIES**

**HUMAN 120  5 credits**  
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  5 credits**  
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.

**HUMAN 150  5 credits**  
Introduction to Cultural Studies  
CRK, H- This course introduces students to the terms, strategies, and analytical techniques of Cultural Studies. Emphasis is on how cultural texts such as literature, film, visual art, digital media, and performance are consumed, produced, distributed, and responded to by diverse communities. Students will examine how identities, ideas, and events are represented by dominant meaning-makers and the ways that particular communities resist this representation and create alternative texts. Students consider the impact of race, gender, sexuality, class, education, ability, and institutional affillations on access to resources, power, and privilege. This course may include a community-based learning project. **Prerequisite(s):** None.

**HUMAN 196  1-5 credits**  
Humanities Individualized Project I  
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  1-5 credits**  
Humanities Internship I  
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  1-5 credits**  
Special Topics in Humanities 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 humanities. Students will develop learning, thinking, communicating, and interacting abilities. **Prerequisite(s):** Instructor Permission.

**HUMAN 199  1-5 credits**  
Service Learning in Humanities 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 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 210  3 credits**  
Magazine Publication I  
H- This course provides students with an introduction to the process of creative arts magazine publication. Students will study principles of evaluating visual art, poetry, and prose. With the instructor’s guidance through assigned readings on the aesthetics of art and creative writing, as well as systems of selection, students will develop an editorial process to assess writing and artwork submitted for publication during the prior quarter. Students will maintain the consistency and integrity of this process in order to make editorial decisions about published content in Cascadia’s annual arts magazine, Yours Truly. This course is part of an integrated experience with Student Life’s Creative Arts Club. **Prerequisite(s):** Completion of ENGL 096 (formerly 100) with a grade of 2.0 or higher or placement by testing in ENGL & 101.
HUMAN 211  3 credits
Magazine Publication II

H-This course provides students with an introduction to designing, producing and publishing an annual creative arts magazine that reflects the creative output of the campus community. With the Instructors guidance, students gain knowledge and experience through assigned readings on, and practical application of small press structures, design aesthetics, principles of layout, typography, and color systems. In addition, students learn practical skills in publication budgeting, scheduling, and project management. Students will make all editorial decisions about the design and layout of the previous quarters selections for Cascadia's annual arts magazine, Yours Truly. Students will familiarize themselves with a professional publication program in order to prepare, proof and edit a manuscript for a designated printer. This course is part of an integrated experience with Student Life's Creative Arts Club. Prerequisite(s): Completion of HUMAN 210 with a grade of 2.0 or higher; or instructor permission.

INTERNATIONAL ENGLISH LANGUAGE PROGRAM

ELP 010  1-5 credits
Reading 1

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  1-5 credits
Grammar 1

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  1-5 credits
Writing 1

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

ELP 021  5 credits
Grammar 2

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

ELP 022  1-5 credits
Writing 2

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

ELP 024  1-5 credits
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 US 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  5 credits
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 2.5 or English placement test score.

ELP 031  1-5 credits
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 2.5 or English placement test score.

HUMAN 296  1-5 credits
Humanities Individualized Project II

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  1-5 credits
Humanities Internship II

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  1-5 credits
Special Topics in Humanities 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 humanities. Students will develop learning, thinking, communicating, and interacting abilities. Prerequisite(s): Instructor permission.

HUMAN 299  1-5 credits
Service Learning in Humanities 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 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.

DESIGNATION KEY

Distribution areas: CR = Cultural Knowledge, E = Elective, GS = Global Studies, H = Humanities, HP = Humanities Performance, NS = Natural Science, Q = Quantitative Reasoning, RE = Restricted Elective, SS = Social Science
**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 2.5 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 2.5 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 2.5 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 2.5 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 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 of 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 2.5 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 2.5 or English placement test score.
The casual and formal speech styles introduced to change the subject, make indirect questions, GS, H- Students will learn how to initiate, sustain, and communication behaviors. They begin to increase their knowledge 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& 123.

JAPN& 123 5 credits
Japanese III
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 5 credits
Japanese IV
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 5 credits
Japanese V
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 5 credits
Japanese VI
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 1-10 credits
Math Fundamentals 1
This course develops mathematical operations to solve beginning problems using whole numbers, fractions, decimals, and percentages. Learners will be able to read, write, interpret, and apply numbers and symbol information for problem solving. 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 1-10 credits
Math Fundamentals 2
This course develops mathematical operations to solve beginning problems using whole numbers, fractions, decimals, and percentages. Learners will be able to read, write, interpret, and apply numbers and symbol information for problem solving. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of MFUND 010 or placement by testing in MFUND 020.

MFUND 030 1-10 credits
Math Fundamentals 3
This course introduces mathematical operations to solve intermediate problems using whole numbers, fractions, decimals, and percentages. Learners will be able to read, write, interpret, and apply numbers and symbol information for problem solving. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of MFUND 020 or placement by testing in MFUND 030.

MFUND 040 1-10 credits
Math Fundamentals 4
This course develops mathematical operations to solve intermediate problems using whole numbers, fractions, decimals, and percentages. Learners will be able to read, write, interpret, and apply numbers and symbolic information in order to apply procedures for problem solving. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of MFUND 030 or placement by testing in MFUND 040.

MFUND 050 1-10 credits
Math Fundamentals 5 (GED)
This is a beginning preparation course for the GED examination. Learners will review computation skills, develop quantitative reasoning, and practice test-taking strategies. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of MFUND 040 or placement by testing in MFUND 050.

MFUND 060 1-10 credits
Math Fundamentals 6 (GED)
This is an advanced preparation course for the GED examination. Learners will review computation skills, develop quantitative reasoning, and practice test-taking strategies. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of MFUND 050 or placement by testing in MFUND 060.

MATH 075 5 credits
Introduction to Algebra
This course reviews arithmetic skills and introduces algebraic notation, rules and concepts. Students explore linear relationships, with an emphasis on graphing and modeling data. Simplifying expressions and solving basic equations are also discussed. Learning to study math successfully, gaining confidence in approach and accuracy, and using a variety of ways of thinking about a single situation are outcomes for learners who take this course. Applications to real life are emphasized. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of MATH 075 or placement by testing in MATH 075.
MATH 084 2 credits
Essentials of Intermediate Algebra Refresher
This course is a fast-paced condensed version of MATH 085 designed for students who only need a refresher of Essentials of Intermediate Algebra topics in order to retest and place into MATH 095, & 107, & 146, & 171, & 172, & 173. Students who placed into MATH 095 or higher may also be interested in taking this course in order to refine skills which are essential for successfully completing Algebra for Precalculus. Students may retake the COMPASS test at the end of this course in order to determine their new placement. Grading for this course is pass/fail only. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of MATH 075 with a grade of 2.0 or higher or placement by testing into MATH 085; and completion of ESL 060 or EFLUND 040; or placement into ENGL 080 or above.

MATH 085 5 credits
Essentials of Intermediate Algebra
This course focuses on algebraic thinking and manipulation. Students will study various types of functions, including linear, exponential and logarithmic. Graphical and algebraic representations of each type of function is discussed, as well as solving authentic situations with equations. Solving linear systems both graphically and algebraically, exponent properties, and polynomial operations are included. Modeling and interpreting data is emphasized. Learners will develop study skills and habits, collaborative learning skills, and the ability to express math in many forms while working with both abstract and real world applications. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of MATH 075 with a grade of 2.0 or higher or placement by testing into MATH 085; and completion of ESL 060 or EFLUND 040; or placement into ENGL 080 or above.

MATH 094 2 credits
Algebra for Precalculus Refresher
This course is a fast-paced condensed version of MATH 095 designed for students who only need a refresher of Algebra for Precalculus topics in order to retest and place into precalculus level math. Students who placed into MATH& 141 or MATH 147 may also take this course in order to refine skills which are essential for successfully completing their next math class. Students may retake the COMPASS test at the end of this course in order to determine their new placement. Grading for this course is pass/fail only. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of MATH 085 with a grade of 2.0 or higher or placement by testing into MATH 095; AND completion of ESL 060 or EFLUND 040; or placement into ENGL 080 or above.

MATH 095 5 credits
Algebra for Precalculus
This course builds on the knowledge developed in MATH 085. The primary content of the course is algebra, but topics in geometry, right triangle trigonometry, probability, and number theory are also included. Learners will continue to refine study skills and habits, team skills, logic, and the ability to express math visually, symbolically, and in written forms while working with both abstract and real world applications. Note: Credits for this course are not transferable, nor do they apply to any college degree or certificate. Prerequisite(s): Completion of MATH 085 with a grade of 2.0 or higher or placement by testing in MATH 095; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 090.

MATH 107 5 credits
Math in Society
Q- This terminal mathematics course is designed for liberal and fine arts students. Functions are investigated graphically, numerically, symbolically, and verbally. Additional topics may include working with probability, statistics, logic, series, sequences, geometry, systems of equations, graph theory, and fractals. Learners will work in teams on applications and examples relevant to humanities, social sciences, and education. Content emphasis is on problem solving and quantitative reasoning. Technology is integrated throughout the course. Students communicate results in oral and written form. A graphing calculator is required. See syllabus for specific calculator recommendations. Prerequisite(s): Completion of MATH 085 with a grade of 2.0 or higher or placement by testing in MATH 095; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 090 (formerly ENGL 100).

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 085 with a grade of 2.0 or higher or placement by testing in MATH 095; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 090 (formerly ENGL 100).

MATH& 141 5 credits
Precalculus I
Q- This 5-credit, college-level math course is for students intending to pursue coursework in mathematics, the natural or computer sciences, or engineering. 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 ENGL100.

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 in MATH& 142; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing into ENGL 096 (formerly 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 085 with a grade of 2.0 or higher or placement by testing in MATH 095 or higher; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly 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 096 (formerly 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 096 (formerly 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 096 (formerly 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 096 (formerly ENGL 100).

MATH 163  5 credits
Calculus III
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 096 (formerly ENGL 100).

MATH& 171  5 credits
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 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/MPR 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 085 with a grade of 2.0 or higher or placement by testing in MATH& 171; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100).

MATH 172  5 credits
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/MPR 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 085 with a grade of 2.0 or higher or placement by testing in MATH& 171; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100).

MATH& 173  5 credits
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/MPR 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 085 with a grade of 2.0 or higher or placement by testing in MATH& 171; and completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100).

MATH 196  1-5 credits
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  1-5 credits
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  1-5 credits
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  1-5 credits
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  5 credits
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 in ENGL 096 (formerly ENGL 100).

MATH 238  5 credits
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  3 credits
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 in ENGL 096 (formerly ENGL 100).

MATH 296  1-5 credits
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  1-5 credits
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  1-5 credits
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  1-5 credits
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 site. 
Prerequisite(s): Instructor permission.
NATURAL SCIENCE

NSCI 101 5 credits
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 in ENGL 096 (formerly ENGL 100).

NSCI 196 1-5 credits
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 1-5 credits
Natural Science Internship I
The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of the student’s program and their interests. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisite(s): Instructor permission.

NSCI 198 1-5 credits
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 1-5 credits
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 1-5 credits
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 1-5 credits
Natural Science Internship II
The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of the student’s program and their interests. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisite(s): Instructor permission.

NSCI 298 1-5 credits
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 1-5 credits
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.

PHIL 102 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 in ENGL 096 (formerly ENGL 100).

OCEANOGRAPHY

OCEA 100 5 credits
Introduction to Oceanography
GS, NS, SU- Students will study the structure of the Earth’s oceans and the physical processes which produce change. Recent discoveries and observational techniques will be discussed, and students will apply concepts from physical, biological, and geological oceanography using simulations and group activities. Emphasis will be given to sustaining the health of the world’s oceans in a global context. Students may take either OCEA& 100 OR OCEA& 101 for credit, but not both. Prerequisite(s): Completion of MATH 075 with a grade of 2.0 or higher or placement by testing in MATH 085.

OCEA 101 5 credits
Introduction to Oceanography with Lab
GS, NS, SU- Students will study the structure of the Earth’s oceans and the physical processes which produce change. Recent discoveries and observational techniques will be discussed, and students will apply concepts from physical, biological, and geological oceanography in laboratory activities and take part in field investigations. Emphasis will be given to sustaining the health of the world’s oceans in a global context. Students may take either OCEA& 100 OR OCEA& 101 for credit, but not both. Prerequisite(s): Completion of MATH 085 with a grade of 2.0 or higher or placement by testing in MATH 095. (LAB)

PHILOSOPHY

PHIL 102 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 in ENGL 096 (formerly ENGL 100).

NUTRITION

NUTR 101 5 credits
Nutrition
NS- Six of the ten leading causes of death in America are diet related. In this course students will learn the macronutrients (carbohydrates, fats, proteins) and micronutrients (vitamins, minerals and phytochemicals) that promote optimum health. Students will examine digestion and metabolism of food; energy balance and weight control; use of exercise as related to energy balance; how current culture influences food choices and health; and risks of obesity, diabetes, and other nutrition related, prevalent diseases. Students will design an individual, healthy diet, discuss the role of government in the education of people, use the scientific method to analyze dietary claims; and learn basic food safety and bioengineering. Designed for students with little or no biology or chemistry background. Prerequisite(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100).
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 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL& 101.

PHIL& 115  5 credits
Critical Thinking
H- This course is designed to help students decide whether to accept or reject the claims people make in academia, business, advertising, other walks of life. At the conclusion of this non-symbolic approach to logic and critical thinking, students will have the skills necessary to critically evaluate arguments, to distinguish good reasoning from bad, and to recognize illegitimate or fallacious attempts to manipulate them into accepting ideas or information. Additionally, students will learn to counter real-life examples of 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 in ENGL 096 (formerly ENGL 100).

PHIL& 210  5 credits
Symbolic Logic
H-Q- This course enables students to symbolize and analyze the structural basis of arguments encountered every day, for example, in college lectures and texts, in advertisements and the media, and at work. By focusing on core content of symbolic logic—namely sentence logic with proofs and predicate logic with quantifiers and proofs—students will learn to describe the structure of arguments, translate passages in ordinary language into symbolic notation, and by doing so, determine whether or not the arguments are valid. Prerequisite(s): Completion of MATH 085 or above with a grade of 2.0 or higher, or placement into MATH& 095.

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 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing in 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 096 (formerly 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 the theoretical background for applying moral reasoning to issues they would likely face as healthcare providers and/or consumers, through an emphasis on philosophical thinking, writing, and dialogue. It explores ethical concerns related to such topics as reproductive rights, end of life care, healthcare rationing, physician responsibilities, genetic technology, human and animal experimentation, disability and the rights of people with disabilities, and other emerging issues in medical and medical-related fields. Students will come out of this class with a deeper sense of what’s at stake ethically in medicine and biotechnology and with a greater understanding of how to think and act as medical professionals and consumers in ways that respect the inherent dignity of all people. Prerequisite(s): Completion of ENGL 096 (formerly 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, 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 think and act in a manner that respects the inherent dignity of all people. Prerequisite(s): Completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL 096 (formerly ENGL 100).

PHIL 260  5 credits
Business Ethics
CKR, GS- This course is intended to give students the theoretical and practical skills for applying ethical reasoning to issues they would likely 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 business people 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 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL& 101.
PHIL 267  5 credits
Philosophy of Religion
H-This course is a philosophical exploration of questions related to and inspired by religion and religious belief. Students will examine arguments for and against the existence of God, immortality and the afterlife, the status of miracles, the relation between morality and religion, the problem of evil, and other issues that emerge from human beings’ interest in spirituality and the unknown. Rather than focusing on any one religious faith, the course addresses perennial questions that give rise to religion in general. That said, the material tends towards philosophical issues in Western philosophy as it has engaged the Judeo-Christian-Islamic tradition. Students can expect to come out of this course with a clearer sense of how philosophy and religion interact and a better understanding of their own philosophical and spiritual beliefs. Prerequisite(s): Completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher or placement by testing into ENGL & 101.

PHYS 100  5 credits
Physics for Non-Science Majors
NS-Intended for non-science majors, this class is an introduction to scientific inquiry through the exploration of a subset of topics covered in a general physics series. Students will be encouraged to examine science's place in a global, cultural context. With an emphasis on active discovery, students are guided to construct scientific concepts for themselves based on their own observations and hands-on experimentation. A major goal is to view science as an active process of inquiry as opposed to a memorized, stagnant body of knowledge. Prerequisite(s): Completion of ENGL 096 (formerly ENGL 100) with a grade of 2.0 or higher; and placement into MATH 085 or above.

PHYS 111  5 credits
Physics of Sustainable Energy
NS-Intended for Environmental Technologies 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 096 (formerly ENGL 100) with a grade of 2.0 or higher; and placement into MATH 085 or above.

PHYS 114  5 credits
General Physics with Lab I
NS-This course is the first in a three quarter sequence designed for liberal arts and other majors that do not require calculus-based physics. Students will learn and apply the laws that govern motion, explore the relationship between work and energy, and examine momentum. Laboratory activities extend lecture concepts and introduce the student to the experimental process. Prerequisite(s): Co-enrollment with or completion of MATH 095 with a grade of 2.0 or higher. (LAB)

PHYS 115  5 credits
General Physics with Lab II
NS-This course is the second in a three quarter sequence designed for liberal arts and other majors that do not require calculus-based physics. Students will study the properties of fluids, the relationship between energy, heat and kinetic theory, and use the laws of thermodynamics to describe the changes in energy. Students also learn the properties and applications of electricity and magnetism. Laboratory activities extend lecture concepts and expose the student to an array of basic tools of experimental physics and data analysis. Prerequisite(s): Completion of PHYS 114 with a grade of 2.0 or higher. (LAB)

PHYS 116  5 credits
General Physics with Lab III
NS-This course is the third in a three quarter sequence designed for liberal arts and other majors that do not require calculus-based physics. Students explore sound waves and the behavior of light described as rays (geometric optics) and as waves (wave optics). Students also learn the scientific process by examining the development of the special theory of relativity. Laboratory activities extend lecture concepts and emphasize the connection between experimental observation and construction of physics theories. Prerequisite(s): Completion of PHYS 114 with a grade of 2.0 or higher. (LAB)

PHYS 221  5 credits
Engineering Physics I
NS-This course is the first in a calculus-based sequence designed for physical science and engineering majors. Students gain an in-depth conceptual and analytical understanding of the motion of objects. Laboratory activities extend lecture concepts and introduce the student to experimentation with laboratory instruments and equipment. Prerequisite(s): Co-enrollment with or completion of MATH& 151 with a grade of 2.0 or higher. (LAB)

PHYS 222  5 credits
Engineering Physics II
NS-This course is calculus-based and designed for physical science and engineering majors. Students gain an in-depth conceptual and analytical understanding of electrical and magnetic phenomena. Laboratory activities extend lecture concepts and emphasize the connection between experimental observation and construction of physics theories. Prerequisite(s): Completion of PHYS& 221 with a grade of 2.0 or higher; and completion of MATH& 151 with a grade of 2.0 or higher. (LAB)

POLS 200  5 credits
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(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly 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(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly 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. Students will also be introduced to the various modes through which nation-states interact, including, trade, war, diplomacy and alliances. Prerequisite(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly 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(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly 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(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly 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(s): Completion of ENGL 90 with a 2.0 or higher or placement by testing in ENGL 096 (formerly 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(s): Completion of ENGL 090 with a grade of 2.0 or higher or placement by testing in ENGL 096 (formerly ENGL 100).

PSYCH 171 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 096 (formerly ENGL 100).

PSYC& 180 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 in ENGL 096 (formerly ENGL 100).

PSYC& 200 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, including systems theories, and draw multiple interpretations from careful description of human behavior across various cultures. This course may require a guided service learning project in the community (approximately 15 hours). 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: PSYC, ANTH, SOC, or EDUC with a grade of 2.0 or higher.

PSYC 210 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 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
CRK, SS- This comparative cross-cultural psychology course explores various psychological perspectives, such as “Western,” “Eastern,” and “African,” with the assumption that psychological theories are deeply rooted in the underlying socio-cultural assumptions from which they emerge. Students will explore the impact of culture on cognition, development, emotion, motivation, health and disorders, individual and group behavior, and intercultural perceptions and interaction, while examining ethical issues relevant to conducting research across cultures. Prerequisite(s): Completion of one of the following with a grade of 2.0 or higher: ANTH 205 or ANTH 206, or college-level PSYC or college-level SOC.

PSYC 251 5 credits
Organizational Behavior
CRK, 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 performances 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/racial/ethnic variables, sexual orientation, disability, religious preferences, etc. Prerequisite(s): Completion of ENGL 096 with a grade of 2.0 or higher or placement by testing into ENGL 096 (formerly ENGL 100).

SOCIAL SCIENCES

SOCSCI 196 1-5 credits
Social Science Individualized Project I
Students will research a topic of interest and produce a project or performance. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor in collaboration with the student(s). Prerequisite(s): Instructor permission.

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

SOCSCI 198 1-5 credits
Social Science Individualized Project II
Students will research a topic of interest and produce a project or performance. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor in collaboration with the student(s). Prerequisite(s): Instructor permission.

SOCSCI 199 1-5 credits
Social Science Internship II
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.

SOCSCI 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.

SOCSCI 299 1-5 credits
Service Learning in Social 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.

SOCIOLOGY

SOC 101 5 credits
Introduction to Sociology
CRK, SS- This course explores fundamental sociological principles and seeks to describe individuals in both group and societal contexts. Students will learn to use 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 096 (formerly ENGL 100) with a grade of 2.0 or higher.

SOC 150 5 credits
Social Inequality
CRK, 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.
SOC 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 101 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; AND completion of an introductory sociology, psychology or anthropology course with a grade of 2.0 or higher.

SOC 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 will also consider how gender, class, sexuality, and race/ethnicity impact family experiences. Students will explore topics such as cohabitation, marriage, partnerships, divorce, parenting in traditional and alternative households, domestic violence, and household labor arrangements. Students who complete the course will have a better understanding of issues facing contemporary families and will be able to apply their understanding to their own personal experiences, as well as to their surrounding communities. Prerequisite(s): Completion of an introductory college level course in psychology, sociology or anthropology with a grade of 2.0 or higher; AND co-enrollment with or completion of ENGL 101 with a grade of 2.0 or higher.

SOC 271 5 credits
Sociology and Deviance
CKR, SS- Students will critically explore deviance as an ever-changing idea in society, examining the historical and social contexts that shape what is considered deviant. They will examine several types of deviant behavior (e.g., suicide, mental illness, drug use, crime, “sexual deviance,” delinquency) and apply theories of deviance to understand them; they will explore the nature of societal reactions to deviance as well as social and legal policy issues relating to deviance. Prerequisite(s): Completion of ENGL 101 with a grade of 2.0 or higher; AND completion of an introductory sociology, psychology or anthropology course with a grade of 2.0 or higher.

SPAN 100 1 credit
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 by testing into ENGL 096 (formerly ENGL 100).

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.
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.

DRUG-FREE SCHOOLS AND CAMPUSES ACT

Cascadia Community College complies with the reporting requirements of the Drug-Free Schools Act of 1986, 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.”
• 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.

SOCIAL SECURITY NUMBER

Students’ social security numbers (SSN) are confidential and, under the Family Educational Rights and Privacy Act (FERPA – a federal law), the college will protect them from unauthorized use and/or disclosure. In compliance with state/federal requirements, a student’s SSN will not be authorized for identification purposes except for state and federal financial aid, American Opportunity/Lifetime Learning tax credits, academic transcripts, assessment, accountability research, or as otherwise stated by law. Cascadia assigns each student an alternative identification number upon application to the school and/or class registration. Students must complete a non-disclosure form if they choose not to provide a social security number. The Internal Revenue Service could possibly impose a $50 fine for non-disclosure.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)/ CONFIDENTIALITY OF RECORDS

Below is a brief summary of your rights under the Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student education records. These rights include:

1. The right to inspect and review your education record within a reasonable time after the College receives a request for access. If you want to review your record, contact the College office that maintains the record to make appropriate arrangements.

2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the College official responsible for the record, clearly identifying the part of the record you want changed and why you believe it is inaccurate or misleading. That office will notify you of their decision and advise you regarding proper steps if you do not agree with the decision.

3. The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with “legitimate educational interests.” A school official has a legitimate educational interest if the official has a “need to know” information from your education record in order to fulfill his or her official responsibilities. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: college faculty and staff, agents of the institution, students employed by the institution or who serve on official institutional committees, and representatives of agencies under contract with the College.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

Release of student record information is generally not done at Cascadia Community College without the expressed, written consent of the student. There are, however, some exceptions. For example, directory information includes the following, and may be released without the student’s consent: student name, address, telephone number, date and place of birth, major field of study, eligibility for and participation in officially recognized activities, organizations, and sports, weight and height of members of athletic teams, dates of attendance, honor roll, degrees and awards received, most recent previous educational agency or institution attended by the student. In response to outside inquiries for information on students, Cascadia’s policy is to only confirm: dates of attendance, major field of study, and degree and awards received.

Please note that you have the right to withhold the release of directory information. To do so, you must complete a “Release of Information/Do Not Release Information” form, which is available in the Kodiak Corner. Please note two important details regarding placing a “No Release” on your record:

1. The College receives many inquiries for directory information from a variety of sources outside the institution, including friends, parents, relatives, prospective employers, the news media and honor societies. Having a “No Release” on your record will preclude release of such information, even to those people.

2. A “No Release” applies to all elements of directory information on your record. Cascadia Community College does not apply a “No Release” differentially to the various directory information data elements.

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. A copy of the Act, more details about your rights, and any College policies related to the Act are available from the website.

Questions concerning FERPA should be referred to Enrollment Services.

SOLOMON AMENDMENT

Under Public Law 104-208 Cascadia Community College is directed by the federal government to provide the names, addresses, telephone numbers, date of birth, level of education, major and/or degrees received, and prior military experience for all our students. Students who do not wish this information to be released should submit a written request to the Kodiak Corner Front Counter.

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 Name Change form and submit photo identification with the new legal name and acceptable proof of name change to the Kodiak Corner Front 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.

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.

An “official” transcript for students who have attended other colleges must:
1. Be mailed by the former college directly to Cascadia’s Kodiak Corner Front Counter

Or

2. Be delivered by the student, (unopened in an envelope which has been officially sealed by the former institution) to the Kodiak Corner Front Counter.

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.
2. Notify the Kodiak Corner Front 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 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. 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.
FACULTY AND ADMINISTRATION

BOARD OF TRUSTEES

Kirstin Haugen
B.A., University of Washington

Janet McDaniel
B.A., Psychology, Western Washington State University; Certificate, Business Administration and Management, U of W Foster School of Business

Louis Mendoza
B.A., California State University, Long Beach

Julie Miller
B.A., University of Southern California; M.A., Northridge; B.A., California State

Roy H. Wilkinson
Lehigh University

FACULTY AND ADMINISTRATION

Acob Nash, Mari
Director of International Programs
B.S., University of Washington
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M.A., University of Utah

Yramategui, Steve
Faculty, Mathematics
B.B.A., University of Texas
M.S., Western Washington University
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<tr>
<th>Name</th>
<th>Position</th>
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<tr>
<td>Adoga, Warner</td>
<td>Campus Security Officer</td>
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<tr>
<td>Allen, Terry</td>
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<td>Alvis, John</td>
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<td>Block, Grace</td>
<td>Library Circulation Lead, Campus Library</td>
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<td>Block, Julia</td>
<td>Program Specialist 2</td>
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<td>Brown, Peggy</td>
<td>Facility Use &amp; Event Manager, Auxiliary Services</td>
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<td>Buck, Kristen</td>
<td>Customer Services Specialist 2</td>
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<td>Caldwell, Tracy</td>
<td>Dispatcher, Security and Campus Safety</td>
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<td>Calloway, Prince</td>
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<td>Carr, Lydia</td>
<td>Opportunity Grant Coordinator/ Professional Technical Advisor</td>
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<td>Clark, Kimberlee</td>
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<td>Instructional and Classroom Support Technician 1</td>
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<td>Figueroa, Bryce</td>
<td>Library Technician Lead, Campus Library</td>
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<td>Ford, Susan</td>
<td>Graphic Designer/Publication Specialist</td>
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<td>Garrard, Tami</td>
<td>Access Services Manager, Campus Library</td>
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<td>Gibson, Kathy</td>
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<td>Glover, Van-Maurice</td>
<td>Dispatcher, Security and Campus Safety</td>
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<td>Gomez, Sara</td>
<td>Outreach Specialist</td>
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<td>Gonzales, Dede</td>
<td>Executive Assistant to the President/ Office Manager/Coordinator for External Affairs</td>
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<td>Green, Haley</td>
<td>Human Resources Generalist</td>
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<td>Griffith, Tom</td>
<td>Instructional and Classroom Support Technician 1</td>
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<td>Gurskaia, Svetlana</td>
<td>Fiscal Technician 3</td>
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<td>Gysato, Tenzing</td>
<td>Admissions Specialist</td>
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<tr>
<td>Han, Jung Suk (Scott)</td>
<td>Assistant Director of International Marketing</td>
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<td>Hariing, Devon</td>
<td>IT Technician 2</td>
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<td>Harvey, Bernard</td>
<td>Building and Grounds Supervisor</td>
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<td>Hattwig, Denise</td>
<td>Images Collections and Services, Curator, Campus Library</td>
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<td>Headlee, Katie</td>
<td>Assistant Director of Student Advising and Support Services</td>
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<tr>
<td>Heard, Marion</td>
<td>Office Assistant 3</td>
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<td>Hedal, Laura</td>
<td>IT Specialist 3</td>
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<tr>
<td>Hernandez, Raymond</td>
<td>Facility Operations Maintenance Specialist (FOMS)</td>
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<tr>
<td>Herrera, Monica</td>
<td>Human Resources Generalist</td>
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<td>Holliday, Deann</td>
<td>Assistant Director of Student Financial Services</td>
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<td>Holt, Gwen</td>
<td>Credentials Evaluator 2</td>
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<tr>
<td>Horton, Clay</td>
<td>Office Assistant 3/Building Coordinator, Campus Library</td>
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<td>Ingram, Phillip</td>
<td>Custodian</td>
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<td>Ionescu, Adrian</td>
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<td>Kennedy, Cynthia</td>
<td>Program Coordinator</td>
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<tr>
<td>Killion, Scott</td>
<td>Security Officer, Security and Campus Safety</td>
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<tr>
<td>Kite, Sherri</td>
<td>IT Technician 2</td>
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<tr>
<td>Lam, Soofn</td>
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</tr>
<tr>
<td>Lane, Patricia</td>
<td>Administrative Assistant 3</td>
</tr>
<tr>
<td>Liedtke, Armin</td>
<td>Computer Support Analyst, Campus Library</td>
</tr>
<tr>
<td>Li, Yan</td>
<td>Fiscal Analyst 1</td>
</tr>
<tr>
<td>Liem, Johnny</td>
<td>Maintenance Mechanic 2, Facility Services</td>
</tr>
<tr>
<td>Loesch, Niclas</td>
<td>Circulation Supervisor, Campus Library</td>
</tr>
<tr>
<td>Logue, Francisco</td>
<td>Custodian Lead</td>
</tr>
</tbody>
</table>
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Glossary

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

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

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 Continuing Education.

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 (CLVL) 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 (section code LC)
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.

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

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.

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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