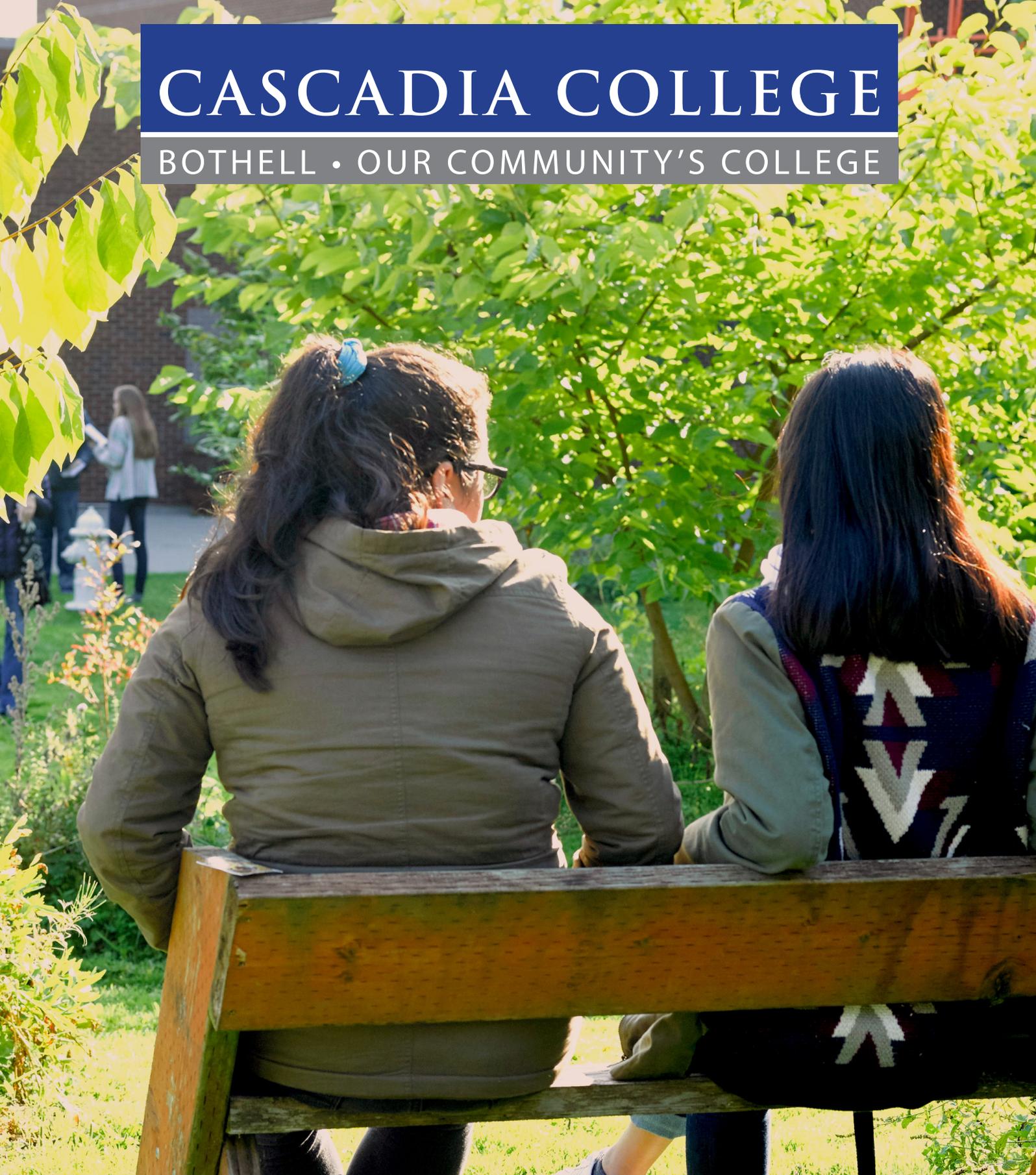


# CASCADIA COLLEGE

BOTHELL • OUR COMMUNITY'S COLLEGE



2021-22 CATALOG



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COURSE DESCRIPTIONS	57	18345 Campus Way NE • Bothell, WA 98011	
<b>Admission and Registration</b>		425.352.8000 • info@cascadia.edu	
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# FROM THE PRESIDENT



## 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,

A handwritten signature in black ink that reads "Eric W. Murray". The signature is fluid and cursive.

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

## BOARD OF TRUSTEES



### Cascadia College Board of Trustees

The college is governed by a Board of Trustees, which is appointed by the Governor. The Board members are (top to bottom): Roy Captain, Mike Kelly, Janet McDaniel, Dr. Colleen Ponto, and Dr. Meghan Quint.

**VISION**

Every individual is supported and engaged in lifelong learning.

**MISSION**

We deliver accessible, equitable, and superior educational experiences to inspire every person to achieve their educational and career goals.

**OUR THEMES**

access • integrated education • learning-centered environment • assessment of student success • institutional sustainability



**OUR VALUES**

- a caring community
- diversity, equity & inclusion
- collaboration
- access
- success
- innovation
- environmental sustainability
- global awareness
- responsiveness
- creativity

**2021-2022 Academic Calendar**

**SUMMER QUARTER 2021**

- July 5 Independence Day/  
College Closed
- July 6 First Day of Summer Quarter
- Aug. 26 Last Day of Summer Quarter

**FALL QUARTER 2021**

- Sept. 6 Labor Day/College Closed
- Sept. 6-8 Rosh Hashana
- Sept. 7 First Day of Pre-Fall Classes
- Sept. 16 Last Day of Pre-Fall Classes
- Sept. 29 First Day of Fall Quarter
- Oct. 27 Non-Instructional Day/  
No Classes/Offices Closed
- Nov. 11 Veterans Day/College Closed
- Nov. 25 Thanksgiving/College Closed
- Nov. 26 Native American Heritage Day/  
College Closed
- Dec. 16 Last Day of Fall Quarter

**WINTER QUARTER 2022**

- Dec. 24 Christmas Holiday/College Closed
- Dec. 31 New Year's Day/College Closed
- Jan. 3 First Day of Winter Quarter
- Jan. 17 Martin Luther King, Jr. Holiday/  
College Closed
- Jan. 27 Non-Instructional Day/  
No Classes/Offices Closed
- Feb. 21 President's Day/College Closed
- Mar. 18 Last Day of Winter Quarter

**SPRING QUARTER 2022**

- Mar. 28 First Day of Spring Quarter
- Apr. 19 Non-Instructional Day/  
No Classes/Offices Closed
- May 11 Non-Instructional Day/  
No Classes/Offices Closed
- May 30 Memorial Day/College Closed
- June 10 Last Day of Spring Quarter
- June 10 Commencement

## ACCREDITATION

The Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accreditation status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution.

Individuals may also contact:

Northwest Commission on Colleges and Universities  
8060 165th Avenue N.E., Suite 100  
Redmond, WA 98052  
425.558.4224  
[www.nwccu.org](http://www.nwccu.org)

Accreditation by the Northwest Commission on Colleges and Universities refers to the institution as a whole. Therefore, statements like "fully accredited" or "this program is accredited by the Northwest Commission on Colleges and Universities" or "this degree is accredited by the Northwest Commission on Colleges and Universities" are incorrect and should not be used.

## EQUAL OPPORTUNITY ANTI-DISCRIMINATION

Cascadia is committed to creating and supporting a diverse faculty, staff, and student population. Individual differences are celebrated in a community of learners focused on diversity, equity and inclusion. Applicants are encouraged to apply without regard to disabilities, race, color, religion, sex and/or gender, sexual orientation, national origin, age, genetic information, marital or veteran status, or the presence of a non-job related medical condition.

The following office has been designated to handle inquiries regarding non-discrimination policies and can direct inquiries to the appropriate office for ADA-related requests:

***Vice President of Administrative Services  
and Human Resources***

Cascadia College  
18345 Campus Way NE, CC2-280  
Bothell, WA 98011  
425.352.8262

## TITLE IX

Title IX of the education Amendments of 1972 is a federal law that prohibits gender-based discrimination in educational institutions that receive federal funds. Title IX is most commonly associated with gender discrimination in sports. However, the scope of Title IX is quite broad and prohibits gender-based discrimination in all college programs and activities.

Title IX protection from discrimination extends to faculty, staff and students and includes such things as: sexual harassment, dating violence, domestic violence, stalking, gender-identity and pregnancy. It also prohibits retaliation against anyone who makes or participates in a complaint.

To raise a complaint or voice a concern with Cascadia's compliance with Title IX, contact:

***Vice President of Administrative Services  
and Human Resources***

Cascadia College  
18345 Campus Way N.E., CC2-280  
Bothell, WA 98011  
425.352.8262

## A COMPREHENSIVE COLLEGE COMMUNITY

Cascadia is a public community college that offers two-year degrees for transfer to universities, two Bachelor of Applied Science (one in Sustainable Practices and one in Mobile Application Development), certificate programs, adult basic education, High School+, 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, Washington 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.

## OUR LEARNING ENVIRONMENT

Cascadia has offered students an integrated education since We opened our doors in 2000. We invite students to connect disciplinary and interdisciplinary ideas to complex contexts, build knowledge across the curriculum and co-curriculum, and apply this education to situations on and off campus. Simply put, Cascadia’s teaching and learning model recognizes that a quality college education goes far beyond the boundaries of the traditional curriculum and classroom boundaries.

These are some of the academic opportunities you can look forward to as a student at Cascadia:

### Interdisciplinary Projects

Disciplines such as math, history, and science are rarely discrete in the real world. The types of problems that employees in today’s workforce are tasked with solving are usually best approached by connecting skills and contexts. Cascadia instructors design assignments that allow students from different disciplines to work collaboratively. For instance, information technology students have worked with art students to produce an installation that combined programmed light sequences with illustrations. History students have worked with English students to research state songs and then update them to reflect more appropriately the era in which we live.

### Learning Communities

A learning community is 10-credit course that pairs two instructors from two different disciplines to team-teach a blended class. For instance, a course might combine 5 credits of English and 5 credits of Geology and explore environmental issues through reading, writing, and the sciences. Learning communities generally provoke rich discussions and encourage students to delve much deeper into topics by synthesizing knowledge, identifying patterns, and making connections.

## FAQ'S

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### Community-Based Learning, Internships, and Study Abroad

Experiential learning opportunities allow students to take what they have learned in the classroom and apply it to real-life situations. Some students might be involved in a community poetry reading, while others will find themselves assisting middle school students with math concepts or practicing a new language in a study abroad program.

### Group Work

Throughout Cascadia, you’ll find classes that require you to work in small groups. Group assignments are designed to help you learn to communicate, solve problems, make decisions, and interact with a diversity of people and viewpoints. Employers across all industries agree such skills are critical in today’s complex, interdependent, and increasingly international workplace.

## PROGRAM DISTRIBUTION AREA REQUIREMENTS

## The General Education Core

General education is the cornerstone of every degree program at Cascadia. In general education courses, students acquire a set of skills that will enable them to access, process, construct, and express knowledge across cultures. Completing the general education core at Cascadia requires 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. General education classes lay the ground work for active, life-long learning and prepare students for future challenges through learning experiences in which they encounter and master their own knowledge and practices that foster their growth.

## 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. In College 101, each student participates in a group project, completes a guided research project in the university library, writes a tentative educational plan, and practices using a course website to complete assignments and interacts with an instructor and other students. All Cascadia students who complete Foundations for College Success have a minimum of 35 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 appropriate formats and they will be able to explain how they arrived at their conclusions.

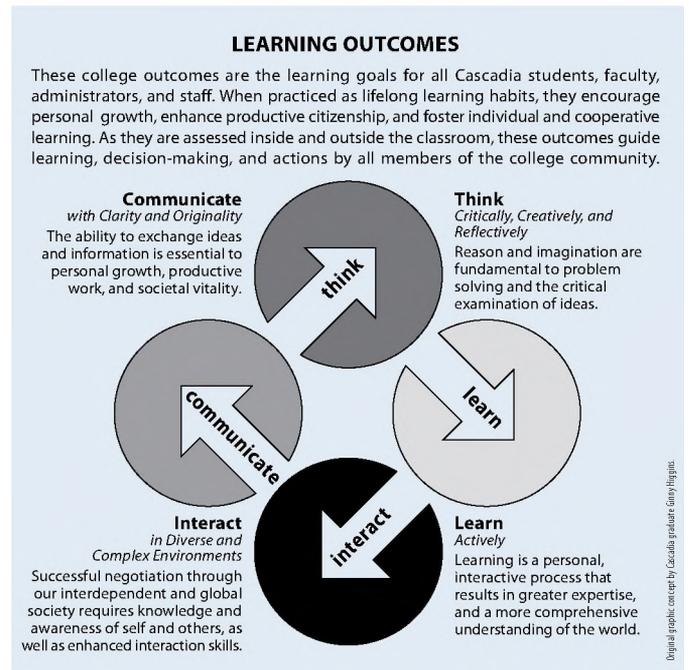
**Interact:** Learners will demonstrate the ability to effectively collaborate in group activities.

## Communication

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.

## LEARNING OUTCOMES



**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.

## PROGRAM DISTRIBUTION AREA REQUIREMENTS (CONTINUED)

**Quantitative or Symbolic Reasoning**

The ability to quantitatively and symbolically reason is critical in an ever-increasing complex society. In turn, the General Education Core provides students practice in problem solving and critical thinking 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 engage with complex differences between and among their own cultures and others as manifested through social inequities. As part of this practice, students will recognize and articulate their understanding of diverse perspectives.

**Humanities**

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

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

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

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

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

**Equity, Diversity, and Power**

Cascadia College stands for diversity, equity, inclusion, and responsiveness.

The EDP requirement is intended to help students begin developing skills and knowledge to successfully navigate living in an increasingly interconnected, complex, and diverse world. The 150-series requirement grounds students in the needed cognitive tools and background to critically analyze their evolving positions in society so they can pursue further study and seek out their careers more intentionally. In fulfilling the EDP requirement, students learn how local and global systems of power, privilege, and inequality are created and maintained. Additionally, students learn how individuals, communities, and societies/cultures are impacted by these systems and explore strategies for equitable change.

**Learn:** Students acquire and construct knowledge regarding local and global systems of power, privilege, inequality, and cultural diversity.

**Think:** Students use varied approaches to think critically about and reflect on both their personal views and assumptions, as well as other viewpoints, related to power, privilege, inequality, and cultural diversity.

**Communicate:** Students discuss course content as it relates to power, privilege, inequality, and cultural diversity

**Interact:** Students engage with complex differences within and between their own and other cultures in relation to power, privilege, inequality, and cultural diversity.

## PROGRAM DISTRIBUTION AREA REQUIREMENTS (CONTINUED)

**Natural Sciences**

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

**Learn:** Learners will 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.

**Social Sciences**

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

**Learn:** Learners will 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.

## 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 get a Bachelor of Arts or Science in Business should start with an Associate in Business Degree.
- A student who wants to earn a Bachelor of Science Degree should consult with an academic advisor to decide if obtaining an Associate in Science Degree in either Track 1 or Track 2, Associate in Biology, or Associate in Integrated Studies is the best option.
- 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 concentrate on skills leading directly to employment while also earning a bachelor's degree should consider a Bachelor of Applied Science degree. The Bachelor of Applied Science degree is also an appropriate pathway to some master and doctoral degrees.
- A student wishing to prepare for work in the shortest time possible should consider a certificate.
- Cascadia College uses Areas of Interest as a tool to help students align their interests, skills, and experiences with a career in order to select an educational program. Areas of Interest are used during the Cascadia Orientation and Registration Experience (CORE) to help new students enroll in first-quarter classes aligned with their career and academic goals. Cascadia's Areas of Interest are:
  - Communication, Creative Arts, and Design
  - Social Sciences, Human Services, and Education
  - Business and Entrepreneurship
  - Health and Wellness
  - Science, Technology, Engineering, Math
  - Sustainability and Environmental Studies

## 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. Your transfer will be simplified if you complete a degree with a DTA or MRP.

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 [degree listings on the website](#).

- Associate in Biology (DTA/MRP)
- Associate in Business (DTA/MRP)
- Associate in Integrated Studies (DTA)
- Associate in Pre-Nursing (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– Mechanical, Civil, Aeronautical, Industrial and Material Science Engineering

### Professional Technical Transfer Degrees: Associate in Applied Science

An associate in applied science (AAS-T) degree is designed to prepare you for employment in a specific field and has limited transferability. An AAS-T contains a minimum of 20 credits of generally transferable academic core courses. An AAS-T typically transfers to applied baccalaureate degrees or by an articulation to a specific university. All AAS-T degrees require you to complete 90-98 credits, or 2 years of full-time study.

#### Five AAS-T degrees are available:

- ETSP - Environmental Technologies and Sustainable Practices
- HSEM - Homeland Security/Emergency Management
- NIT - Networking Infrastructure Technology
- Web Applications Programming Technology- Programming Emphasis
- Web Applications Programming Technology - Web Emphasis

### Bachelor of Applied Science Degree

#### Complete Your Bachelor's Degree at Cascadia

Students can build upon their already valuable two-year degrees by completing their Bachelor of Applied Science right here at Cascadia. The Bachelor of Applied Science (BAS) is a baccalaureate degree with a major in a technical field that has substantial applied content. Applied bachelor's degrees arguably offer the best of both worlds: hands-on career training embedded in a two-year stackable degree. Employers seek Cascadia graduates because they have technical expertise combined with communication, computation, critical thinking and people-management skills.

#### The Bachelor of Applied Science Degree in Sustainable Practices

is intentionally designed to prepare students as sustainability professionals who can build resilience and implement meaningful change in response to complex social, environmental, and even economic problems. The BAS in Sustainable Practices is intended for students who have completed an associate degree in a related subject or meet the distribution requirements through prior college coursework. It is designed as a full-time or part-time program to help students with full schedules to complete the program in either 2 or 3 years. A small cohort of students will work closely with faculty and a dedicated program advisor to complete 90 credits of upper division coursework. Courses are generally scheduled Monday - Wednesday two days a week, in the late afternoon and early evening. For more information check the [BAS in Sustainable Practices website](#) or contact the program's dedicated advisor, Stephan Classen, by email at [sclassen@cascadia.edu](mailto:sclassen@cascadia.edu) and by phone at 425.352.8387.

#### The Bachelor of Applied Science Degree in Mobile

**Application Development** is a new Information Technology degree focusing on Mobile Application Development. This program is designed to meet current industry demands in the field of Information Technology related to full-stack systems design across major mobile platforms. Students, will finish the program with a professional portfolio that demonstrates app development expertise from design through launch and beyond including crash monitoring. Learn Android Application Development, iOS Application Development, and Mobile Backend Services in this unique bachelor degree. Build off of existing programming coursework, and work toward a bachelor degree in this growing desired skill set within the IT industry. For more information, check the [BAS in Mobile Application Development webpage](#) or contact the program's advisor, Erika Miller at [emiller@cascadia.edu](mailto:emiller@cascadia.edu).

## CERTIFICATE PROGRAMS

### 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 check out our [Professional Technical Certificates](#)

- **ETSP**
  - Energy Data Analyst
- **HSEM**
  - Homeland Security/Emergency Management
- **MOBILE** (requires admission to Mobile Applications Bachelor's Degree)
  - Android Application Development
  - iOS Application Development
  - Mobile Backend Development
- **NIT**
  - Desktop Support Technician
  - Network Engineer
  - Security Support Technician
  - Server Administrator
  - Virtualization Specialist
- **WEB**
  - Computer Programming Foundations
  - JavaScript Programming
  - User Interface Developer
  - Web Applications
  - Web Foundations

## ADDITIONAL PROGRAMS

### Continuing Education

Cascadia's [Corporate and Continuing Education Center](#) offers a variety of professional development, career training, personal interest classes, certificate programs, and certifications.

Classes are taught at several CCEC locations, including Cascadia's Bothell campus, or online through our CCEC-Eastside partnership with Everett Community College and Lake Washington Institute of Technology.

Every quarter more than 70 classes are offered during the day, evening, or online in the following categories:

- Accounting & Finance
- Aerospace and Manufacturing
- Business Implementation & SQL
- Computers Basics & Desktop Applications
- Cloud Computing
- Health and Fitness
- High Performance Management
- Human Resources Management
- Lean Six Sigma Green Belt
- Non-Profit Management
- Personal Business & Investment
- Photography
- Project Management
- Visual & Creative Arts
- World Languages

Attend a quarterly information session, call 425-267-0150, or visit [www.cascadia.edu/programs/ce](http://www.cascadia.edu/programs/ce) for course listings and details.

### Customized Employee Training

Cascadia can also design and deliver customized training to meet the needs of individual companies and employees. Employee training can be delivered at any CCEC location, online, or at the employer's worksite according to the employer's schedule and needs. Funding options for employee training are also available.

Please call 425-267-0150 or visit [www.cascadia.edu/programs/ce](http://www.cascadia.edu/programs/ce) for details.

# BACHELOR DEGREE REQUIREMENTS

## BACHELOR IN APPLIED SCIENCE SUSTAINABLE PRACTICES

### 90 CREDITS MINIMUM

The Bachelor of Applied Science for Sustainable Practices (BAS-SP) expands Cascadia’s commitment to sustainability and to the mission of transforming lives; it also fulfills crucial local and regional needs. Local industries from sustainability-related fields tell Cascadia that they desire bachelor level graduates, as well as opportunities for current workers to upgrade their educational levels to qualify for promotions or to move into management levels.

The BAS-SP student will leave the program with the ability to manage complex projects, operate at the management level and communicate changes needed at company and regional levels that ensure sustainable practices are interwoven at all levels in the community. A student graduating with a BAS-SP will have career options in government agencies, utility companies, energy efficiency businesses, non-profits, consulting and auditing organizations, water and agriculture industries, sustainable building/ construction management firms, and educational institutions.

**Graduates of the BAS-SP will acquire these five key sustainability competencies:**

- **Systems Thinking Competence**  
Systems Thinking Competence is the ability to collectively analyze complex systems across different domains (society, environment, and the economy etc.) and across different scales (local to global).
- **Interpersonal Competence**  
Interpersonal Competence is the ability to motivate, enable and facilitate collaborative and participatory sustainability research and problem solving.
- **Anticipatory Competence**  
Anticipatory Competence is the ability to collectively analyze, evaluate, and craft rich ‘pictures’ of the future related to sustainability issues and sustainability problem-solving frameworks.
- **Strategic Competence**  
Strategic Competence is the ability to collectively design and implement interventions, transitions, and transformative governance strategies toward sustainability.
- **Normative Competence**  
Normative Competence is the ability to collectively map, specify, apply, reconcile, and negotiate sustainability values, principles, goals, and targets.

The Bachelor of Applied Science in Sustainable Practices (BAS-SP) program has select admission and application requirements, including a two-year degree from a regionally accredited college or university in the area of sustainability, environmental technology, or equivalent, consisting of at least 90 credits. Program information sessions and specialized advising are available before applying to this program. Interested students should contact the Assistant Director of the BAS-SP program for more information.

PROGRAM COMPLETION REQUIREMENTS				90 CREDITS	
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIOL 320	Biodiversity	44	22		5.0
BIT 435	Data Science and Visualization	44	22		5.0
BUS 480	Sustainable Business Practices	55			5.0
CMST	See advisor for list of approved CMST courses	55			5.0
ECON 460	Economics of Natural Resources	55			5.0
ENGL& 102 or ENGL& 235 or Approved Elective	Composition II or Technical Writing or See advisor for list of approved program electives	55			5.0
ENVS 370	Environmental Chemistry, Pollution, and Waste Management	44	22		5.0
GEOG 440	Global Natural Resource Management	44	22		5.0
GEOL 360	Earth Systems and Global Climate Change	44	22		5.0
PHIL 243	Environmental Ethics and Sustainability	55			5.0
POLS 306	State Government and Public Policy	55			5.0
POLS 445	Environmental Politics and Policy	55			5.0

## BAS Sustainable Practices (Continued)

PROGRAM COMPLETION REQUIREMENTS					90 CREDITS	
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits	
SUPR 290	Careers in Sustainable Practices	11			1.0	
SUPR 300	BASSP Program Orientation	11			1.0	
SUPR 301	Introduction to Sustainable Practices	55			5.0	
SUPR 310	Statistics For Research in Sustainability	55			5.0	
SUPR 325	Social Perspectives on Sustainable Practices	55			5.0	
SUPR 410	Research Methods in Sustainability	55			5.0	
SUPR 490	Capstone Project			Variable	4.0	
SUPR 397/497	Work-Based Learning I and II			Variable	4.0	

### PROGRAM ELECTIVES

Students should complete sufficient elective credits in college level courses (numbered 100 or above) to bring the total credits for the degree to 90. Remaining elective credits to complete the requirements should be planned with the help of an advisor. See an advisor or the Assistant Director of Sustainable Practices for a list of approved elective courses.

# BACHELOR IN APPLIED SCIENCE INFORMATION TECHNOLOGY: MOBILE APPLICATION DEVELOPMENT

## 90 CREDITS MINIMUM

The Bachelor of Applied Science (BAS) degree in Information Technology - Mobile Application Development prepares students for a career in the area of Mobile Application Development. This program is designed to meet current industry demands in the field of Information Technology related to full-stack systems design across major mobile platforms. Students, working both independently and in teams, will finish the program with a professional portfolio that demonstrates app development expertise from design through launch and beyond including crash monitoring.

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

- Develop, troubleshoot, and update mobile applications and platforms to meet project objectives and provide impactful experiences.
- Identify, analyze, and prioritize stakeholder needs throughout the development process to create engaging mobile applications.
- Present an application’s visual design, technical functionality, and overall marketability to a range of audiences and stakeholders.
- Use professional communication and coding tools to work efficiently and effectively as part of an app development team, whether asynchronously or in-person.

The Bachelor of Applied Science in Information Technology Application BAS-IT program has select admission and application requirements, including a two-year degree from a regionally accredited college or university in the areas of computer science or information technology consisting of at least 90 credits. Program information sessions and specialized advising are available before applying to this program. Interested students should contact an advisor for more information.

GENERAL EDUCATION REQUIREMENTS					30 CREDITS	
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits	
ENGL& 235	Technical Writing	55			5.0	
BIT 265 or ART 120	Structures and Algorithms or Introduction to Graphic Design	55 or 44	22		5.0	
HUMAN 330	Design Research Methodologies	55			5.0	
SOC 440	Society & Ethics in the Digital Age	55			5.0	
	Choose two NS designated courses. One must be a lab.	Variable	Variable		5.0 5.0	
PROGRAM REQUIREMENTS					60 CREDITS	
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits	
BIT 271	Mobile UI Design	55			5.0	
BIT 300	Get-Set Mobile Development	11			1.0	
BIT 340	Lifecycle Management	55			5.0	
BIT 350	Software Design Patterns & Techniques	55			5.0	
BIT 371	Android App Development I	55			5.0	
BIT 372	Android App Development II	55			5.0	
BIT 375	Database Programming	55			5.0	
BIT 381	iOS App Development I	55			5.0	
BIT 382	iOS App Development II	55			5.0	
BIT 465	REST API Development	55			5.0	
BIT 470	Mobile Backend Services	55			5.0	
BIT 480	Current Trends in Mobile Ecosystem	22			2.0	
BIT 490	Capstone Project	22			2.0	
BIT 495	Career Development and Networking	22			2.0	
BIT 397/497	Internship Project			Variable:	3.0	

## ASSOCIATE DEGREE REQUIREMENTS

## ASSOCIATE IN BIOLOGY DTA/MRP

## 91 CREDITS MINIMUM

The Associate in Biology degree is a direct transfer agreement for students planning to transfer to four-year colleges and universities in the area of biology. Students who complete an Associate in Biology DTA degree will have satisfied the lower division general education (or core) requirements and lower division science requirements at the baccalaureate institutions, subject to the provisos listed in the Intercollege Relations Commission Handbook.

**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.

University admission requirements vary—consult with an advisor for specific information. Admission to Washington public baccalaureate institutions is not guaranteed. It is strongly recommended that students contact the baccalaureate-granting institution early in their program to be advised about additional requirements (e.g., GPA) and procedures for admission. Students are encouraged to meet with an advisor about appropriate course options for each of the distribution areas below to meet the requirements of their intended transfer institution. Please note that admission for many schools is competitive, and high grade-point averages and course grades are often required. Please check with your destination school and college. Consult with an academic advisor to develop an educational plan.

**COMPLETION REQUIREMENTS**

The Associate in Biology DTA/MRP is a direct 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 meet with an advisor to complete and submit an application for graduation.

**GENERAL EDUCATION CORE COURSES****20 CREDITS****Foundations for College Success**

Must be completed within the first 30 credits.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
COLL 101	College Strategies	55			5.0

**Communication**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGL& 101	English Composition I	55			5.0
ENGL& 102	Composition II	55			5.0

**Quantitative or Symbolic Reasoning**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
MATH& 151	Calculus I	55			5.0

**EQUITY, DIVERSITY, AND POWER REQUIREMENT**

Students must complete a 150-series EDP course and at least one more additional EDP-designated course-- totaling ten (10) credits-- to meet the Equity, Diversity, and Power completion requirement. EDP courses in the 150-series ground students in the needed cognitive tools and background to critically analyze their position in our increasingly interconnected, complex, and diverse world so they can pursue further study and seek out their careers more intentionally. EDP designated courses may also apply toward Humanities, Social Science, Natural Science, or General Elective distribution requirements as indicated. See the Cascadia catalog for the complete list of EDP-designated courses.

**Associate in Biology 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 5 credits of a world language or ASL at the 100 level may be included. CMST 150, GS 150, HIST 150, or HUMAN 150 may be used to fulfill 5 credits of the Humanities Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
	H designated course	55			5.0
	H designated course	55			5.0
	H designated course	55			5.0

**SOCIAL SCIENCES DISTRIBUTION REQUIREMENT****15 CREDITS**

Students must complete courses from at least two different disciplines. GS 150, HIST 150, or SOC 150 may be used to fulfill 5 credits of the Social Sciences Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
	SS designated course	55			5.0
	SS designated course	55			5.0
	SS designated course	55			5.0

**NATURAL SCIENCES DISTRIBUTION REQUIREMENT****36 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIOL&211	Majors Cellular	55	22		6.0
BIOL&212	Majors Animal	33	66		6.0
BIOL&213	Majors Plant	33	66		6.0
CHEM&161	General Chemistry w/ Lab I	44	44		6.0
CHEM&162	General Chemistry w/ Lab II	44	44		6.0
CHEM&163	General Chemistry w/ Lab III	44	44		6.0

**REQUIRED ELECTIVE CREDITS****5+ CREDITS**

Remaining elective credits should be chosen with the help of an advisor based on the requirements of the specific major at the baccalaureate institution the student plans to attend. COLL 101 is a required elective for all students. Examples of other elective choices include a full year sequence of organic chemistry for majors; a full year sequence of physics for science majors; or further math at the pre-calculus level or above or statistics. Consult an advisor for more information.

## ASSOCIATE IN BUSINESS DTA/MRP

### 90 CREDITS MINIMUM

The Associate in Business degree is a direct transfer degree that 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.

#### 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.

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. Students are encouraged to meet with an advisor about appropriate course options for each of the distribution areas below to meet the requirements of their intended transfer institution. 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. Consult with an academic advisor to develop an educational plan.

## COMPLETION REQUIREMENTS

The Associate in Business DTA/MRP is a direct 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 meet with an advisor to complete and submit an application for graduation.

### GENERAL EDUCATION CORE COURSES

**25 CREDITS**

#### Foundations for College Success

Must be completed within the first 30 credits.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
COLL 101	College Strategies	55			5.0

#### Communication

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGL& 101	English Composition I	55			5.0
ENGL& 102	Composition II	55			5.0

#### Quantitative or Symbolic Reasoning

Students will select one set of courses from the series options below for a total of 10.0 credits:

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
MATH& 142 and MATH& 151	Precalculus II and Calculus I	55 and 55			
OR	OR	OR			
MATH 147 and MATH 148	Business Precalculus and Business Calculus	55 and 55			10.0
OR	OR				
MATH& 151 and MATH& 152	Calculus I and Calculus II	55 and 55			

**Associate in Business DTA/MRP (Continued)****EQUITY, DIVERSITY, AND POWER REQUIREMENT**

Students must complete a 150-series EDP course and at least one more additional EDP-designated course-- totaling ten (10) credits-- to meet the Equity, Diversity, and Power completion requirement. EDP courses in the 150-series ground students in the needed cognitive tools and background to critically analyze their position in our increasingly interconnected, complex, and diverse world so they can pursue further study and seek out their careers more intentionally. EDP designated courses may also apply toward Humanities, Social Science, Natural Science, or General Elective distribution requirements as indicated. See the Cascadia catalog for the complete list of EDP-designated courses.

**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 5 credits of world language or ASL at the 100 level may be included. CMST 150, GS 150, HIST 150, or HUMAN 150 may be used to fulfill 5 credits of the Humanities Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
CMST& 220	Public Speaking	55			5.0
	H designated course	55			5.0
	H designated course	55			5.0

**SOCIAL SCIENCES DISTRIBUTION REQUIREMENT****15 CREDITS**

Students must complete courses from at least two different disciplines and should check with an advisor for specific university or business school requirements. GS 150, HIST 150, or SOC 150 may be used to fulfill 5 credits of the Social Sciences Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ECON& 201	Microeconomics	55			5.0
ECON& 202	Macroeconomics	55			5.0
	SS designated course	55			5.0

**NATURAL SCIENCES 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). 10 credits required in physical, earth, and/or biological sciences.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
MATH& 146 or MATH 246	Introduction to Statistics or Statistical Analysis	55			5.0
	NS designated course	55			5.0
	NS (LAB) designated course	44	22		5.0

**PROGRAM REQUIRED ELECTIVE CREDITS****20 CREDITS**

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

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ACCT& 201	Principles of Accounting I	55			5.0
ACCT& 202	Principles of Accounting II	55			5.0
ACCT& 203	Principles of Accounting III	55			5.0
BUS& 201	Business Law	55			5.0

## ASSOCIATE IN INTEGRATED STUDIES DTA

### 90 CREDITS MINIMUM

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. Students are encouraged to meet with an advisor about appropriate course options for each of the distribution areas below to meet the requirements of their intended transfer institution.

#### 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

Associate in Integrated Studies degree (AIS) is a direct 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 meet with an advisor to complete and submit an application for graduation.

### GENERAL EDUCATION CORE COURSES

**20 CREDITS**

#### Foundations for College Success

Must be completed within the first 30 credits.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
COLL 101	College Strategies	55			5.0

#### Communication

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGL& 101	English Composition I	55			5.0
ENGL& 102	Composition II	55			5.0

#### Quantitative or Symbolic Reasoning

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
MATH or PHIL& 120	100 level or above or Symbolic Logic	55			5.0

### EQUITY, DIVERSITY, AND POWER REQUIREMENT

Students must complete a 150-series EDP course and at least one more additional EDP-designated course-- totaling ten (10) credits-- to meet the Equity, Diversity, and Power completion requirement. EDP courses in the 150-series ground students in the needed cognitive tools and background to critically analyze their position in our increasingly interconnected, complex, and diverse world so they can pursue further study and seek out their careers more intentionally. EDP designated courses may also apply toward Humanities, Social Science, Natural Science, or General Elective distribution requirements as indicated. See the Cascadia catalog for the complete list of EDP-designated courses.

**Associate in Integrated Studies DTA (Continued)**

**INTEGRATED LEARNING REQUIREMENT**

Students must include an Integrated Learning Experience in their course selections. This requirement can be satisfied through the completion of learning communities, linked classes, classes containing formal community-based learning, classes taken as part of an academic study abroad program, or classes with an academic internship. Through learning communities (LC) or other Integrated Learning Experiences (IL), 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.

**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 5 credits of a world language or ASL at the 100 level may be included. CMST 150, GS 150, HIST 150, or HUMAN 150 may be used to fulfill 5 credits of the Humanities Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
	H designated course	55			5.0
	H designated course	55			5.0
	H designated course	55			5.0

**SOCIAL SCIENCES DISTRIBUTION REQUIREMENT**

**15 CREDITS**

Students must complete courses from at least two different disciplines. GS 150, HIST 150, or SOC 150 may be used to fulfill 5 credits of the Social Sciences Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
	SS designated course	55			5.0
	SS designated course	55			5.0
	SS designated course	55			5.0

**NATURAL SCIENCES 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.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
	NS designated course	55			5.0
	NS designated course	55			5.0
	NS (LAB) designated course	44	22		5.0

**REQUIRED ELECTIVE CREDITS**

**25+ CREDITS**

Students must complete sufficient elective credits in college level courses (numbered 100 or above) to bring the total credits for the AIS degree to 90. These credits may be selected from any combination of the distribution course lists. No more than 10 credits may be included from Restricted Electives List.

**ASSOCIATE IN INTEGRATED STUDIES DTA - WITH GLOBAL STUDIES EMPHASIS****90 CREDITS MINIMUM**

The Associate in Integrated Studies Degree with the Global Studies Emphasis 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 this 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.

**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 Associate in Integrated Studies Degree is a direct 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 meet with an advisor to complete and submit an application for graduation.

**GENERAL EDUCATION CORE COURSES****20 CREDITS****Foundations for College Success**

Must be completed within the first 30 credits.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
COLL 101	College Strategies	55			5.0

**Communication**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGL& 101	English Composition I	55			5.0
ENGL& 102	Composition II	55			5.0

**Quantitative or Symbolic Reasoning**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
MATH or PHIL& 120	100 level or above or Symbolic Logic	55			5.0

**EQUITY, DIVERSITY, AND POWER REQUIREMENT**

Students must complete a 150-series EDP course and at least one more additional EDP-designated course-- totaling ten (10) credits-- to meet the Equity, Diversity, and Power completion requirement. EDP courses in the 150-series ground students in the needed cognitive tools and background to critically analyze their position in our increasingly interconnected, complex, and diverse world so they can pursue further study and seek out their careers more intentionally. EDP designated courses may also apply toward Humanities, Social Science, Natural Science, or General Elective distribution requirements as indicated. See the Cascadia catalog for the complete list of EDP-designated courses.

**GLOBAL STUDIES DISTRIBUTION REQUIREMENT****45 CREDITS**

Students must complete a minimum of 45 college-level courses (numbered 100 or above) from the Global Studies Emphasis (GS) distribution area with at least ten credits in each of the program requirement areas below. These courses can be within the General Education Core Courses, any of the Distribution Requirements, or the Program Electives.

**Associate in Integrated Studies Degree - Global Studies Emphasis (Continued)**

**HUMANITIES DISTRIBUTION REQUIREMENT**

**15 CREDITS**

Courses must be from at least two different disciplines. No more than five credits may be included from courses designated HP as performance/skills, applied theory, or lecture/studio courses. Only five credits of world language or ASL at the 100 level may be included. CMST 150, GS 150, HIST 150, or HUMAN 150 may be used to fulfill 5 credits of the Humanities Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
	H designated course	55			5.0
	H designated course	55			5.0
	H designated course	55			5.0

**SOCIAL SCIENCES DISTRIBUTION REQUIREMENT**

**15 CREDITS**

Students must complete courses from at least two different disciplines. GS 150, HIST 150, or SOC 150 may be used to fulfill 5 credits of the Social Sciences Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
	SS designated course	55			5.0
	SS designated course	55			5.0
	SS designated course	55			5.0

**NATURAL SCIENCES 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.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
	NS designated course	55			5.0
	NS designated course	55			5.0
	NS designated (LAB) course	55			5.0

**PROGRAM REQUIRED ELECTIVE CREDITS**

**25+ CREDITS**

Students must complete sufficient elective credits in college-level courses (numbered 100 or above) to bring the total credits for the AIS degree to 90, which must include 45 credits from GS designated courses. No more than 10 credits may be included from Restricted Elective list.

In addition:

1. Students must complete or show competency at (a) the 221 level in a single world language, OR (b) the 123 level in one world language and any five-credit course in an additional world language. \*

**AND**

2. Students must complete:

- A credit-bearing course with a globally focused community-based learning component.

**OR**

- A credit-bearing study abroad experience. (International students on a student visa who satisfactorily complete a credit-bearing course at Cascadia College would have completed the Study Abroad requirement.)

**OR**

- A globally focused internship.

**\*Cascadia College recognizes prior learning in world languages. To demonstrate that the world language requirement for the GS has been met through prior learning, students must demonstrate equivalent language competency by:**

- A 200-level placement on a language proficiency exam.

**OR**

- A high school transcript showing successful completion of the equivalent language level with a grade of 2.0 or higher .

**OR**

- Proof of completion of one-year of high school or one credit-bearing college-level course in a language other than English.

## ASSOCIATE IN PRE-NURSING DTA/MRP

### 90 CREDITS MINIMUM

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, Gonzaga, and Whitworth. Associate's degree transfers to WSU-ICN are admitted through WSU, not through the other consortium institutions. EWU participated in the development of this agreement. Student must contact the potential transfer institutions regarding their choices where the degree allows for student choice in classes and are encouraged to consult an academic advisor.

#### 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 is a direct 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 meet with an advisor to complete and submit an application for graduation

#### GENERAL EDUCATION CORE COURSES

**20 CREDITS**

##### Foundations for College Success

Must be completed within the first 30 credits.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
COLL 101	College Strategies	55			5.0

##### Communication

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGL& 101	English Composition I	55			5.0
ENGL& 102	Composition II	55			5.0

##### Quantitative or Symbolic Reasoning

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
MATH& 146	Introduction to Statistics	55			5.0

#### EQUITY, DIVERSITY, AND POWER REQUIREMENT

Students must complete a 150-series EDP course and at least one more additional EDP-designated course-- totaling ten (10) credits-- to meet the Equity, Diversity, and Power completion requirement. EDP courses in the 150-series ground students in the needed cognitive tools and background to critically analyze their position in our increasingly interconnected, complex, and diverse world so they can pursue further study and seek out their careers more intentionally. EDP designated courses may also apply toward Humanities, Social Science, Natural Science, or General Elective distribution requirements as indicated. See the Cascadia catalog for the complete list of EDP-designated courses.

**Associate in Pre-Nursing DTA (Continued)****HUMANITIES DISTRIBUTION REQUIREMENT****15 CREDITS**

Students must complete courses from at least two different disciplines. No more than five credits may be included from those courses designated HP as performance/skills, applied theory, or lecture/studio courses. Only 5 credits of a world language or ASL at the 100 level may be included. CMST 150, GS 150, HIST 150, or HUMAN 150 may be used to fulfill 5 credits of the Humanities Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
CMST& 220	Public Speaking	55			5.0
	H designated course	55			5.0
	H designated course	55			5.0

**SOCIAL SCIENCES DISTRIBUTION REQUIREMENT****15 CREDITS**

Students must complete courses from at least two different disciplines. SOC 150 may be used to fulfill 5 credits of the Social Sciences Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
PSYC& 100	General Psychology	55			5.0
PSYC& 200	Lifespan Psychology	55			5.0
SOC	SS designated Sociology course	55			5.0

**NATURAL SCIENCES DISTRIBUTION REQUIREMENT****38 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIOL& 211	Majors Cellular	55	22		6.0
BIOL 241 and BIOL 242	Anatomy and Physiology I and Anatomy and Physiology II				6.0 and 6.0
BIOL& 260	Microbiology	33	44		5.0
CHEM& 121	Introduction to Chemistry	44	22		5.0
CHEM& 131	Introduction to Organic/Biochemistry	44	22		5.0
NUTR& 101	Nutrition	55			5.0

**PROGRAM DISTRIBUTION REQUIREMENT****5 CREDITS**

Remaining elective credits should be planned with the help of an advisor based on the requirements of the specific major at the institution the student plans to attend. COLL 101 is a required elective for all students. 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 5.0 credits may be included from Restricted Electives List. Consult an advisor for more information.

## ASSOCIATE IN SCIENCE - TRANSFER TRACK 1

### BIOLOGICAL SCIENCES, ENVIRONMENTAL/RESOURCE SCIENCES, CHEMISTRY, GEOLOGY, AND EARTH SCIENCE 90 CREDITS MINIMUM

The Associate of Science Transfer (AS-T) Degree Track 1 is designed to prepare students for upper division study in the areas of biological sciences, environmental/resource sciences, chemistry, geology, and earth science. Completing the AS-T degree will prepare students for upper division study; it does not guarantee students admission to the major. AS-T degree students should consult an academic advisor for full details.

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

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

### COMPLETION REQUIREMENTS

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

#### GENERAL EDUCATION CORE COURSES

**25 CREDITS**

##### Foundations for College Success

Must be completed within the first 30 credits.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
COLL 101	College Strategies	55			5.0

##### Communication

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGL& 101	English Composition I	55			5.0
ENGL& 102	Composition II	55			5.0

##### Quantitative or Symbolic Reasoning

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
MATH& 151	Calculus I or above	55			5.0
MATH& 152	Calculus II or above	55			5.0

#### EQUITY, DIVERSITY, AND POWER REQUIREMENT

Students must complete a 150-series EDP course and at least one more additional EDP-designated course-- totaling ten (10) credits-- to meet the Equity, Diversity, and Power completion requirement. EDP courses in the 150-series ground students in the needed cognitive tools and background to critically analyze their position in our increasingly interconnected, complex, and diverse world so they can pursue further study and seek out their careers more intentionally. EDP designated courses may also apply toward Humanities, Social Science, Natural Science, or General Elective distribution requirements as indicated. See the Cascadia catalog for the complete list of EDP-designated courses.

**Associate in Science - Transfer Track 1 (Continued)**

**HUMANITIES/ SOCIAL SCIENCES 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 5 credits of a world language or ASL at the 100 level may be included. CMST 150, GS 150, HIST 150, HUMAN 150, or SOC 150 may be used to fulfill 5 credits of the Humanities or Social Sciences Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
	H designated course	55			5.0
	SS designated course	55			5.0
CMST 150, GS 150, HIST 150, HUMAN 150, or SOC 150	150-series EDP designated course	55			5.0

**PRE-MAJOR REQUIREMENTS 50 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
CHEM& 161	General Chemistry w/ Lab I	44	44		6.0
CHEM& 162	General Chemistry w/ Lab II	44	44		6.0
CHEM& 163	General Chemistry w/ Lab III	44	44		6.0
MATH 146 or MATH& 163	Introduction to Statistics or Calculus 3	55			5.0
BIOL& 211 or PHYS& 221	Majors Cellular or Engineering Physics I	55 or 44	22		6.0 or 5.0
BIOL& 212 or PHYS& 222	Majors Animal or Engineering Physics II	33 or 44	66 or 22		6.0 or 5.0
BIOL& 213 or PHYS& 223	Majors Plant or Engineering Physics III	33 or 44	66 or 22		6.0 or 5.0
BIOL, CHEM, GEOL, MATH, or PHYS	See advisor for more information on prerequisite recommendations for pre-major transfer institutions	Variable	Variable		9.0 - 12.0

## ASSOCIATE IN SCIENCE - TRANSFER TRACK 2

### ENGINEERING, COMPUTER SCIENCE, PHYSICS, AND ATMOSPHERIC SCIENCES 90 CREDITS MINIMUM

The Associate of Science-Transfer Track Degree 2 (AS-T) is designed to prepare students for upper-division study in the areas of engineering, computer science, physics, and atmospheric science. Completing the AS-T degree will prepare students for upper division study; it does not guarantee students admission to the major. 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. AS-T degree students should consult an academic advisor for full details.

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

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

### COMPLETION REQUIREMENTS

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

#### GENERAL EDUCATION CORE COURSES

**25 CREDITS**

##### Foundations for College Success

Must be completed within the first 30 credits.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
COLL 101	College Strategies	55			5.0

##### Communication

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGL& 101	English Composition I	55			5.0
ENGL& 102 or ENGL& 235	Composition II or Technical Writing	55			5.0

##### Quantitative or Symbolic Reasoning

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
MATH& 151	Calculus I	55			5.0
MATH& 152	Calculus II	55			5.0

### EQUITY, DIVERSITY, AND POWER REQUIREMENT

Students must complete a 150-series EDP course and at least one more additional EDP-designated course-- totaling ten (10) credits-- to meet the Equity, Diversity, and Power completion requirement. EDP courses in the 150-series ground students in the needed cognitive tools and background to critically analyze their position in our increasingly interconnected, complex, and diverse world so they can pursue further study and seek out their careers more intentionally. EDP designated courses may also apply toward Humanities, Social Science, Natural Science, or General Elective distribution requirements as indicated. See the Cascadia catalog for the complete list of EDP-designated courses.

**Associate in Science - Transfer Track 2 (continued)**

**HUMANITIES / SOCIAL SCIENCES 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 5 credits of a world language or ASL at the 100 level may be included. CMST 150, GS 150, HIST 150, HUMAN 150, or SOC 150 may be used to fulfill 5 credits of the Humanities or Social Sciences Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
	H designated course	55			5.0
	SS designated course	55			5.0
CMST 150, GS 150, HIST 150, HUMAN 150, or SOC 150	150-series EDP designated course	55			5.0

**PRE-MAJOR REQUIREMENTS 25- 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 should complete the sequence courses listed below at one institution.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
CHEM& 161 or Other science	General Chemistry w/ Lab I or See advisor for other major options	4 or Variable	4 or Variable		6.0 or 5.0
MATH 146 or MATH& 163	Introduction to Statistics or Calculus 3	55			5.0
PHYS& 221	Engineering Physics I	44	22		5.0
PHYS& 222	Engineering Physics II	44	22		5.0
PHYS& 223	Engineering Physics III	44	22		5.0

**PROGRAM REQUIRED ELECTIVES 25 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 intends 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 5.0 credits may be included from Restricted Electives List. Consult an advisor for more information.

## ASSOCIATE IN SCIENCE - TRANSFER TRACK 2 MRP

### BIOENGINEERING AND CHEMICAL ENGINEERING 103 CREDITS MINIMUM

The Associate in Science-Transfer degree program is applicable to students planning to prepare for Bioengineering and Chemical Engineering majors at universities in Washington.

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. Note that 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. AS-T Degree students should, however, maintain careful contact with an advisor at the potential transfer institution in regards to choice in engineering classes.

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

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

## COMPLETION REQUIREMENTS

The Associate in Science-Transfer Track 2 Engineering degree requires at least 103 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 meet with an advisor to complete and submit an application for graduation.

### GENERAL EDUCATION CORE COURSES

**35 CREDITS**

#### Foundations for College Success

Must be completed within the first 30 credits.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
COLL 101	College Strategies	55			5.0

#### Communication

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGL& 101	English Composition I	55			5.0
ENGL& 235	Technical Writing	55			5.0

#### Quantitative or Symbolic Reasoning

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
MATH& 151	Calculus I	55			5.0
MATH& 152	Calculus II	55			5.0
MATH& 163	Calculus 3	55			5.0
MATH 238	Differential Equations	55			5.0

### EQUITY, DIVERSITY, AND POWER REQUIREMENT

Students must complete a 150-series EDP course and at least one more additional EDP-designated course-- totaling ten (10) credits-- to meet the Equity, Diversity, and Power completion requirement. EDP courses in the 150-series ground students in the needed cognitive tools and background to critically analyze their position in our increasingly interconnected, complex, and diverse world so they can pursue further study and seek out their careers more intentionally. EDP designated courses may also apply toward Humanities, Social Science, Natural Science, or General Elective distribution requirements as indicated. See the Cascadia catalog for the complete list of EDP-designated courses.

## Associate in Science - Transfer Track 2 MRP - Bioengineering and Chemical Engineering

**HUMANITIES / SOCIAL SCIENCES 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 5 credits of a world language or ASL at the 100 level may be included. Economics is recommended. CMST 150, GS 150, HIST 150, HUMAN 150, or SOC 150 may be used to fulfill 5 credits of the Humanities or Social Sciences Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
	H designated course	55			5.0
ECON recommended	SS designated course	55			5.0
CMST 150, GS 150, HIST 150, HUMAN 150, or SOC 150	150-series EDP designated course	55			5.0

**PRE-MAJOR PROGRAM REQUIREMENTS****43-44 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, earth and/or biological sciences. Students are required to complete the sequence courses listed below at one institution.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
CHEM& 161	General Chemistry w/ Lab I	44	44		6.0
CHEM& 162	General Chemistry w/ Lab II	44	44		6.0
CHEM& 163	General Chemistry w/ Lab III	44	44		6.0
CHEM& 241	Organic Chemistry I	44			4.0
BIOL& 211 or CHEM& 242 and CHEM 254	Majors Cellular or Organic Chemistry II and Organic Chemistry Lab A	55 or 44 and 11	22 or 66 and 44		6.0 or 4.0 and 3.0
PHYS& 221	Engineering Physics I	44	22		5.0
PHYS& 222	Engineering Physics II	44	22		5.0
PHYS& 223	Engineering Physics III	44	22		5.0

**PROGRAM REQUIRED ELECTIVE CREDITS****10+ CREDITS**

Students should select courses from the list below as appropriate for intended major and intended baccalaureate institution. Consult an advisor for more information

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGR& 204	Electrical Circuits	55			5.0
ENGR& 214	Statics	55			5.0
BIOL& 211	Majors Cellular	55	22		6.0
BIOL& 212 or BIOL& 213	Majors Animal Majors Plant	55	22		6.0
MATH 208	Linear Algebra	55			5.0
MATH& 264	Calculus 4	55			5.0
CHEM& 242 and CHEM 254	Organic Chemistry II and Organic Chemistry Lab A	44 and 11	66 and 44		4.0 and 3.0
BIT 142 or BIT 143	Intermediate Programming or Programming Data Structures	55			5.0

## ASSOCIATE IN SCIENCE - TRANSFER TRACK 2 MRP

### COMPUTER AND ELECTRICAL ENGINEERING 101 CREDITS MINIMUM

This Associate in Science-Transfer degree program is applicable to students planning to prepare for Computer and Electrical Engineering majors at universities in Washington.

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. Note that 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. AS-T Degree students should, however, maintain careful contact with an advisor at the potential transfer institution in regards to choice in engineering classes.

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

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

### COMPLETION REQUIREMENTS

The Associate in Science-Transfer Track 2 Engineering degree requires at least 101 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 meet with an advisor to complete and submit an application for graduation.

#### GENERAL EDUCATION CORE COURSES

**40 CREDITS**

##### Foundations for College Success

Must be completed within the first 30 credits.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
COLL 101	College Strategies	55			5.0

##### Communication

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGL& 101	English Composition I	55			5.0
ENGL& 235	Technical Writing	55			5.0

##### Quantitative or Symbolic Reasoning

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
MATH& 151	Calculus I	55			5.0
MATH& 152	Calculus II	55			5.0
MATH& 163	Calculus 3	55			5.0
MATH 208	Linear Algebra	55			5.0
MATH 238	Differential Equations	55			5.0

#### EQUITY, DIVERSITY, AND POWER REQUIREMENT

Students must complete a 150-series EDP course and at least one more additional EDP-designated course-- totaling ten (10) credits-- to meet the Equity, Diversity, and Power completion requirement. EDP courses in the 150-series ground students in the needed cognitive tools and background to critically analyze their position in our increasingly interconnected, complex, and diverse world so they can pursue further study and seek out their careers more intentionally. EDP designated courses may also apply toward Humanities, Social Science, Natural Science, or General Elective distribution requirements as indicated. See the Cascadia catalog for the complete list of EDP-designated courses.

## Associate in Science - Transfer Track 2 Engineering MRP - Computer and Electrical Engineering

**HUMANITIES / SOCIAL SCIENCES 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 5 credits of a world language or ASL at the 100 level may be included. Economics is recommended. CMST 150, GS 150, HIST 150, HUMAN 150, or SOC 150 may be used to fulfill 5 credits of the Humanities or Social Sciences Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
	H designated course	55			5.0
ECON recommended	SS designated course	55			5.0
CMST 150, GS 150, HIST 150, HUMAN 150, or SOC 150	150-series EDP designated course	55			5.0

**PRE-MAJOR REQUIREMENTS****31 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
CHEM& 161	General Chemistry w/ Lab I	44	44		6.0
ENGR& 204	Electrical Circuits	55			5.0
BIT 142 or BIT 143	Intermediate Programming or Programming Data Structures	55			5.0
PHYS& 221	Engineering Physics I	44	22		5.0
PHYS& 222	Engineering Physics II	44	22		5.0
PHYS& 223	Engineering Physics III	44	22		5.0

**PROGRAM REQUIRED ELECTIVES****15-17 CREDITS**

Students should select from the list of courses below as appropriate for the intended major and baccalaureate institution. Students should consult an advisor for more information.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIOL& 211	Majors Cellular	55	22		6.0
BIT 143 or BIT 265	Programming Data Structures or Structures and Algorithms	55			5.0
CHEM& 162	General Chemistry w/ Lab II	44	44		6.0
ENGR& 214	Statics	55			5.0
ENGR& 215	Dynamics	55			5.0
ENGR 240	Applied Numerical Methods	44	22		5.0
MATH& 264	Calculus 4	55			5.0

## ASSOCIATE IN SCIENCE - TRANSFER TRACK 2 MRP

### MECHANICAL/CIVIL/AERONAUTICAL/ INDUSTRIAL/ MATERIALS SCIENCE/ PRE-ENGINEERING (OTHER ENGINEERING) 107 CREDITS MINIMUM

This Associate in Science-Transfer degree program is applicable to students planning to prepare for various engineering majors at universities in Washington.

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. Note that 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. AS-T Degree students should, however, maintain careful contact with an advisor at the potential transfer institution in regards to choice in engineering classes.

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

### COMPLETION REQUIREMENTS

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

### GENERAL EDUCATION CORE COURSES

**40 CREDITS**

#### Foundations for College Success

Must be completed within the first 30 credits.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
COLL 101	College Strategies	55			5.0

#### Communication

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGL& 101	English Composition I	55			5.0
ENGL& 235	Technical Writing	55			5.0

#### Quantitative or Symbolic Reasoning

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
MATH& 151	Calculus I	55			5.0
MATH& 152	Calculus II	55			5.0
MATH& 163	Calculus 3	55			5.0
MATH 208	Linear Algebra	55			5.0
MATH 238	Differential Equations	55			5.0

### EQUITY, DIVERSITY, AND POWER REQUIREMENT

Students must complete a 150-series EDP course and at least one more additional EDP-designated course-- totaling ten (10) credits-- to meet the Equity, Diversity, and Power completion requirement. EDP courses in the 150-series ground students in the needed cognitive tools and background to critically analyze their position in our increasingly interconnected, complex, and diverse world so they can pursue further study and seek out their careers more intentionally. EDP designated courses may also apply toward Humanities, Social Science, Natural Science, or General Elective distribution requirements as indicated. See the Cascadia catalog for the complete list of EDP-designated courses.

## Associate in Science - Transfer Track 2 Engineering - Other Engineering (MRP\*) (Continued)

**HUMANITIES / SOCIAL SCIENCES 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 5 credits of a world language or ASL at the 100 level may be included. Economics is recommended. CMST 150, GS 150, HIST 150, HUMAN 150, or SOC 150 may be used to fulfill 5 credits of the Humanities or Social Sciences Distribution requirement.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
	H designated course	55			5.0
ECON recommended	SS designated course	55			5.0
CMST 150, GS 150, HIST 150, HUMAN 150, or SOC 150	150-series EDP designated course	55			5.0

**PRE-MAJOR REQUIREMENTS****42 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.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
CHEM& 161	General Chemistry w/ Lab I	44	44		6.0
CHEM& 162	General Chemistry w/ Lab II	44	44		6.0
ENGR& 214	Statics	55			5.0
ENGR& 215	Dynamics	55			5.0
ENGR& 225	Mechanics of Materials	55			5.0
PHYS& 221	Engineering Physics I	44	22		5.0
PHYS& 222	Engineering Physics II	44	22		5.0
PHYS& 223	Engineering Physics III	44	22		5.0

**PROGRAM REQUIRED ELECTIVE CREDITS****10+ CREDITS**

Students should select three courses from the list below as appropriate for intended major and intended baccalaureate institution. Consult an advisor for more information.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGR& 204	Electrical Circuits	55			5.0
ENGR 120	Introduction to Computer Aided Design	44	22		5.0
ENGR 240	Applied Numerical Methods	44	22		5.0
BIT 142 or BIT 143	Intermediate Programming or Programming Data Structures	55			5.0
MATH& 264	Calculus 4	55			5.0

# PROFESSIONAL TECHNICAL DEGREE REQUIREMENTS

## ASSOCIATE IN APPLIED SCIENCE - TRANSFER

### ENVIRONMENTAL TECHNOLOGIES AND SUSTAINABLE PRACTICES 94 CREDITS

The Associate in Applied Science (AAS-T) degree in Environmental Technologies and Sustainable Practices (ETSP) presents both the practical and scientific basis for measuring, monitoring, and recommending actions to optimize the production, delivery, and use of resources.

The ETSP Degree from Cascadia provides industry-specific knowledge and professional skills that are vital to staking a claim in the emerging green economy. Governments and businesses in this state and around the world are looking for professionals who can “pioneer innovative pathways” as we rethink and redesign how we consume resources; 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 Degree (ETSP) AAS-T Degree 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 meet with an advisor to complete and submit an application for graduation.

#### GENERAL EDUCATION CORE COURSES 15 CREDITS

Communication					
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGL& 101	English Composition I	55			5.0
ENGL& 235	Technical Writing	55			5.0
Quantitative or Symbolic Reasoning					
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
MATH& 107 or above	Math in Society or above	55			5.0

#### PROGRAM REQUIREMENTS 45 CREDITS

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 220	Elements of Project Management	55			5.0
ETSP 101	Introduction to Environmental Technologies and Sustainable Practices	55			5.0
ETSP 110	Power Generation and Energy Systems	55			5.0
ETSP 145	Onsite Alternative Energy Generation	55			5.0
ETSP 170	Water Quality and Conservation	55			5.0
ETSP 180	Automated Controls Lab	33	44		5.0
ETSP 190	Documenting and Reporting Energy Use	33			3.0
ETSP 197 or ETSP 297	ETSP Work-based Learning I or ETSP Work-based Learning II			Variable	5.0
ETSP 201	Environmental Regulations and Compliance	55			5.0
ETSP 203	Energy System Analysis and Auditing	55			5.0
ETSP 204	Carbon Footprint and Sustainability Analysis	55			5.0
ETSP 270	Introduction to Wastewater Management	55			5.0
SUPR 290	Career Pathways: Sustainable Practices	11			1.0

Associate in Applied Science - Transfer - Environmental Technologies and Sustainable Practices - (ETSP)

**HUMANITIES / SOCIAL SCIENCES REQUIREMENTS** **10 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BUS& 101 or BUS& 201 or PHIL 243 or PHIL 260	Introduction to Business or Business Law or Environmental Ethics and Sustainability or Business Ethics	55			5.0
CMST 105 or ECON& 201 POLS 206 or PSYC 251	Professional Communication or Microeconomics or State and Local Government or Psychology of the Workplace	55			5.0

**NATURAL SCIENCES REQUIREMENTS** **10 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIOL 120 or CHEM& 121 or PHYS& 100	Survey of the Kingdoms or Introduction to Chemistry or Physics for Non-Science Majors	44 or 55	22		5.0
ENVS& 101 or ENVS 140 or	Intro to Environmental Science or Themes and Methods in Environmental Science or				
ENVS 210 or ENVS 220 or	Ecology of Puget Sound Bioregion or Wetland Ecology and Conservation or	33 or			
GEOG 120 or GEOG& 250 or	Introduction to Physical Geography or Geography of the Pacific Northwest or	44 or 55	22 44		5.0
GEOL& 101 or OCEA& 101	Introduction to Physical Geology Introduction to Oceanography with Lab				

## ASSOCIATE IN APPLIED SCIENCE - TRANSFER

HOMELAND SECURITY AND EMERGENCY MANAGEMENT  
98 CREDITS

The Homeland Security Emergency Management (HSEM) Associate degree (AAS-T) is designed to prepare the next generation of emergency management and policy leaders with the knowledge and skills they need to improve outcomes in disasters of all types. This program incorporates online and face to face instruction in policy as well as planning and operational components of emergency management and homeland security, including opportunities to gain practical experience and work with current incident management technologies. The program addresses competencies required of emergency management professionals in careers in federal, state or local government. Students explore the complex world of emergency and disaster management issues and learn the critical thinking and decision-making skills necessary to support and supervise comprehensive, integrated, and effective management in the event of natural, system-wide, or human-induced crises.

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

- Apply effective interpersonal communication, critical thinking, and decision-making skills commensurate with a defined level of responsibility.
- Develop agency/organization specific tools to evaluate specific domestic security challenges for the 21st Century that face the United States and other industrialized nations.
- Design and modify plans and programs at federal, state, and/or local levels to reflect the evolving strategic policy issues associated with a statutory and presidential direction for homeland security.
- Interpret ethical and legal issues that impact emergency management and homeland security.
- Recognize how to access and disseminate information through multiple agencies in order to forecast the risks, types, and orders of magnitude of terrorist threats most likely to confront the nation/state.
- Define the interdisciplinary nature of Homeland Security/Emergency Management functions and be able to assess and integrate various functional areas.
- Develop policies, procedures, and protocols to allow seamless agency integration from prevention to incident response scenarios.
- Apply a solid foundation of knowledge and skills to assume leadership roles in emergency management, homeland security, and/or public policy.
- Participate in employer-directed training for performance enhancement and career advancement.

**COMPLETION REQUIREMENTS**

The Homeland Security Emergency Management (HSEM) Associate Degree 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 meet with an advisor to complete and submit an application for graduation.

**GENERAL EDUCATION CORE COURSES****15 CREDITS**

<b>Communication</b>						
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits	
ENGL& 101	English Composition I	55			5.0	
ENGL& 235	Technical Writing	55			5.0	
<b>Quantitative or Symbolic Reasoning</b>						
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits	
MATH& 146	Introduction to Statistics	55			5.0	

**HUMANITIES REQUIREMENTS****10 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits	
CMST 150	Professional Communications	55			5.0	
CMST 105 or CMST 203 or CMST& 210	Communication in Organizations or Media in US Society or Interpersonal Communication	55			5.0	

## Associate in Applied Science - Transfer - Homeland Security &amp; Emergency Management (HSEM)

**SOCIAL SCIENCES REQUIREMENTS** **10 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
PSYC& 100 or SOC& 101	General Psychology or Introduction to Sociology	55			5.0
HIST& 148 or POLS& 202 or POLS 206	History of the US III or American Government or State and Local Government	55			5.0

**NATURAL SCIENCES REQUIREMENTS** **10 CREDITS**

Students should select two courses below for a total of 10.0 credits.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ATMS 101	The Science of Weather	44	22		5.0
ENVS& 101	Intro to Environmental Science or	44	22		5.0
GEOL& 101	Introduction to Physical Geology	44	22		5.0
GEOG 120	Introduction to Physical Geography or	55			5.0
GEOG& 250	Geography of the Pacific Northwest or	55			5.0

**PROGRAM REQUIREMENTS** **43 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
HSEM 102	Introduction to Emergency Management	50			5.0
HSEM 110	Basic Incident Command System/ National Incident Management System	20			2.0
HSEM 120	All Hazards Emergency Planning	30			3.0
HSEM 130	Technology in Emergency Management	30			3.0
HSEM 157	Public Information Officer	20			2.0
HSEM 160	Emergency Response Awareness to Terrorism	50			5.0
HSEM 180	Public Administration	30			3.0
HSEM 198	Special Topics in HSEM	30			3.0
HSEM 200	Emergency Operations Center	20			2.0
HSEM 210	Exercise Design and Evaluation	30			3.0
HSEM 220	Developing and Managing Volunteer Resources	20			2.0
HSEM 230	Disaster Response and Recovery	20			2.0
HSEM 240	Work-Based Learning Experience	50			5.0
HSEM 250	Homeland Security Law and Ethics	30			3.0

**PROGRAM ELECTIVE CREDITS** **10 CREDITS**

Students should select two courses below for a total of 10.0 credits.

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ANTH&206	Cultural Anthropology	55			5.0
ANTH&205	Biological Anthropology	55			5.0
CMST&220	Public Speaking	55			5.0
PHIL 102	Ethics and Social Problems	55			5.0
POLS&200	Introduction to Law	55			5.0
SOC 150	Social Inequality	55			5.0
SOC 271	Sociology and Deviance	55			5.0

## ASSOCIATE IN APPLIED SCIENCE - TRANSFER

## NETWORKING INFRASTRUCTURE TECHNOLOGY

91 CREDITS

The Associate in Applied Science (AAS-T) 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. In this program, you will:

- 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 91 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 meet with an advisor to complete and submit an application for graduation.

**GENERAL EDUCATION CORE COURSES****10 CREDITS****Communication**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGL& 101	English Composition I	55			5.0

**Quantitative or Symbolic Reasoning**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
MATH& 107 or MATH& 141 or MATH 147 or PHIL& 120	Math in Society or Precalculus I or Business Precalculus or Symbolic Logic	55			5.0

**HUMANITIES / SOCIAL SCIENCES REQUIREMENTS****10 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
CMST 105	Professional Communication	55			5.0
BUS& 101 or PSYC 251	Introduction to Business or Psychology of the Workplace				5.0

## Associate in Applied Science - Transfer - Networking Infrastructure Technology (Continued)

<b>PROGRAM REQUIREMENTS</b>						<b>71 CREDITS</b>
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits	
BIT 100	Introduction to Information Technology	44	22		5.0	
BIT 101	Desktop Support Technician	44	22		5.0	
BIT 102	Networking Fundamentals	44	22		5.0	
BIT 123	Next-Gen Internet Protocol	44	22		5.0	
BIT 130	Server Administration	44	22		5.0	
BIT 135	Network Infrastructures	44	22		5.0	
BIT 140	Advanced Server Administration	44	22		5.0	
BIT 145	Security Essentials	44	22		5.0	
BIT 158	Beginning Database		22		1.0	
BIT 170	Linux Administration	44	22		5.0	
BIT 205	Virtualization Technologies	44	22		5.0	
BIT 220	Elements of Project Management	55			5.0	
BIT 258	Integrating Network Infrastructures	44	22		5.0	
BIT 275	Database Design	55			5.0	
BIT 197 or BIT 297	BIT Work-based Learning I or II			Variable	5.0	

## ASSOCIATE IN APPLIED SCIENCE - TRANSFER

### WEB APPLICATION PROGRAMMING TECHNOLOGY – PROGRAMMING EMPHASIS 90 CREDITS

The Associate in Applied Science (AAS-T) 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 programming, mobile 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 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 Programming Emphasis of the Web Application Programming Technology degree requires at least 90 credits 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 meet with an advisor to complete and submit an application for graduation.

#### GENERAL EDUCATION CORE COURSES 10 CREDITS

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGL& 101	English Composition I	55			5.0
MATH& 107 or MATH& 141 or MATH& 146 or MATH 147 or PHIL& 120	Math in Society or Precalculus I or Introduction to Statistics or Business Precalculus or Symbolic Logic	55			5.0

#### HUMANITIES / SOCIAL SCIENCES REQUIREMENTS 15 CREDITS

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BUS& 101	Introduction to Business	55			5.0
CMST 105	Professional Communications	55			5.0
ANTH, ECON, GS, HIST, POLS, PSYC	GS designated Social Sciences course	55			5.0

Associate in Applied Science - Transfer - Web Application Programming Technology – Programming Emphasis (Continued)

**PROGRAM REQUIREMENTS** **50 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 105	Careers in Professional Technology	22			2.0
BIT 112	Basics of Web Authoring	55			5.0
BIT 113	User Interface Development	55			5.0
BIT 115	Introduction to Programming	55			5.0
BIT 116	Scripting	55			5.0
BIT 142	Intermediate Programming	55			5.0
BIT 158	Beginning Database		22		1.0
BIT 160	Digital Imaging		22		1.0
BIT 161	Vector Graphics		22		1.0
BIT 220	Elements of Project Management	55			5.0
BIT 275	Database Design	55			5.0
BIT 285	Web Applications 1	55			5.0
BIT 286	Web Applications 2	55			5.0

**PROGRAMMING EMPHASIS REQUIREMENTS** **10 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 143	Programming Data Structures	55			5.0
BIT 265	Structures and Algorithms	55			5.0

**PROGRAM REQUIRED ELECTIVES** **5 CREDITS**

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

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 197 or BIT 297	BIT Work-based Learning I or II			Variable: 33-165	5.0
BIT 199 or BIT 299	Service Learning in BIT I or II				

**ASSOCIATE IN APPLIED SCIENCE - TRANSFER**

**WEB APPLICATION PROGRAMMING TECHNOLOGY – WEB EMPHASIS  
90 CREDITS**

The Associate in Applied Science (AAS-T) 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 programming, mobile 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 Web Emphasis of the Web Application Programming Technology degree requires at least 90 credits 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 meet with an advisor to complete and submit an application for graduation.

**GENERAL EDUCATION CORE COURSES 10 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
ENGL& 101 or	English Composition I or	55			5.0
MATH& 107 or MATH& 141 or MATH& 146 or MATH 147 or PHIL& 120	Math in Society or Precalculus I or Introduction to Statistics or Business Precalculus or Symbolic Logic	55			5.0

**HUMANITIES / SOCIAL SCIENCES REQUIREMENTS 15 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BUS& 101 or	Introduction to Business	55			5.0
CMST 105	Professional Communications	55			5.0
ANTH, ECON, GS, HIST, POLS, PSYC	GS designated Social Sciences course	55			5.0

Associate in Applied Science - Transfer - Web Application Programming Technology –  
Web Emphasis (Continued)

**PROGRAM REQUIREMENTS** **50 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 105	Careers in Professional Technology	22			2.0
BIT 112	Basics of Web Authoring	55			5.0
BIT 113	User Interface Development	55			5.0
BIT 115	Introduction to Programming	55			5.0
BIT 116	Scripting	55			5.0
BIT 142	Intermediate Programming	55			5.0
BIT 158	Beginning Database		22		1.0
BIT 160	Digital Imaging		22		1.0
BIT 161	Vector Graphics		22		1.0
BIT 220	Elements of Project Management	55			5.0
BIT 275	Database Design	55			5.0
BIT 285	Web Applications 1	55			5.0
BIT 286	Web Applications 2	55			5.0

**WEB EMPHASIS REQUIREMENTS** **10 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 175	Front-end Development	55			5.0
BIT 143 or BIT 280	Programming Data Structures Web Server Administration	55 55			5.0 5.0

**REQUIRED ELECTIVE CREDITS** **5 CREDITS**

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

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 197 or BIT 297	BIT Work-based Learning I or II			Variable: 33-165	5.0
BIT 199 or BIT 299	Service Learning in BIT I or II				

## CERTIFICATE REQUIREMENTS

### ENERGY DATA ANALYST CERTIFICATE

#### 23 CREDITS

This nine-month certificate is designed for students who wish to explore fundamental topics in the analysis of energy use in commercial buildings. Students will build knowledge and skills related to the following: 1) using analytical tools to identify building energy consumption and opportunities for reduction; 2) analyzing and generating energy audit reports; 3) crafting recommendations, based on feasibility, energy savings, and cost benefits; 4) preparing energy analysis findings that are appropriate for a client, and; 5) communicating with clients on energy consumption and energy conservation measures.

CERTIFICATE REQUIREMENTS					23 CREDITS
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 220	Elements of Project Management	55			5.0
ETSP180	Automated Controls Lab	33	44		5.0
ETSP 190	Documenting and Reporting Energy Use	33			3.0
ETSP 201	Environmental Regulations and Compliance	55			5.0
ETSP 203	Energy System Analysis and Auditing	55			5.0

### HOMELAND SECURITY AND EMERGENCY MANAGEMENT CERTIFICATE

#### 26 CREDITS

The Homeland Security Emergency Management (HSEM) Certificate program is designed to prepare the next generation of emergency management and policy leaders with the knowledge and skills they need to improve outcomes in disasters of all types. This online certificate incorporates instruction in policy as well as planning and operational components of emergency management and homeland security, including opportunities to gain practical experience and work with current incident management technologies. The program addresses competencies required of emergency management professionals in careers in federal, state or local government. Students explore the complex world of emergency and disaster management issues and learn the critical thinking and decision-making skills necessary to support and supervise comprehensive, integrated, and effective management in the event of natural, system-wide, or human-induced crises.

CERTIFICATE REQUIREMENTS					26 CREDITS
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
HSEM 102	Introduction to Emergency Management	50			5.0
HSEM 110	Basic Incident Command System/ National Incident Management System	20			2.0
HSEM 120	All Hazards Emergency Planning	30			3.0
HSEM 130	Technology in Emergency Management	30			3.0
HSEM 157	Public Information Officer	20			2.0
HSEM 160	Emergency Response Awareness to Terrorism	50			5.0
HSEM 180	Public Administration	30			3.0
HSEM 198	Special Topics in HSEM	30			3.0

## ANDROID APPLICATION DEVELOPMENT CERTIFICATE

### 20 CREDITS

This certificate focuses on the skills required by IT professionals who develop mobile apps for Android devices. The certificate provides students with native Android design and implementation experience utilizing agile development methods, input from stakeholders, peer and professional review, integrated testing, and structured team collaboration. Students build knowledge and skill by contributing to several mobile apps, culminating in a portfolio-ready capstone project. Key topics include: foundational and advanced Android programming concepts, test frameworks and unit tests for business logic, UI design and usability testing, Play Store overview, and steps for app distribution. This certificate is appropriate for students and IT professionals with a moderate programming background and some design experience who want to move into mobile platform development.

#### CERTIFICATE REQUIREMENTS

**20 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 271	Mobile UI Design				5.0
BIT 371	Android App Development I				5.0
BIT 372	Android App Development II				5.0
BIT 490	Capstone project				2.0
BIT 397/497	Internship project				3.0

## IOS APPLICATION DEVELOPMENT CERTIFICATE

### 20 CREDITS

This certificate prepares student for work in iOS development on devices like the iPhone, iPad, Apple Watch, and Apple TV. The certificate provides students with native iOS design and implementation experience utilizing agile development methods, input from stakeholders, peer and professional review, integrated testing, and structured team collaboration. Students build knowledge and skill by contributing to several mobile apps, culminating in a portfolio-ready capstone project. Key topics include: foundational and advanced iOS programming concepts, test frameworks and unit tests for business logic, UI design and usability testing, App Store overview, and steps for app distribution. This certificate is appropriate for students and IT professionals with a moderate programming background and some design experience who want to move into mobile platform development.

#### CERTIFICATE REQUIREMENTS

**20 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 271	Mobile UI Design				5.0
BIT 381	iOS Development I				5.0
BIT 382	iOS Development II				5.0
BIT 490	Capstone project				2.0
BIT 397/497	Internship project				3.0

## MOBILE BACKEND DEVELOPMENT CERTIFICATE

## 20 CREDITS

This certificate develops the required skills for work as a backend developer to support full-stack development of mobile applications. The certificate provides students with SQL and NoSQL database experience, API development coding practices, and development methodologies suitable for deploying apps on modern cloud-based systems. Students build knowledge and skill by contributing to several mobile apps, culminating in a portfolio-ready capstone project. Key topics include: developing, securing and testing REST APIs, the benefits, limitations, and key distinctions of different architectures, Backend-as-a-Service (BaaS), Platform-as-a-Service (PaaS), and Functions-as-a-Service (FaaS), as well as Containers, offline synchronization strategies, and compliance with industry-specific and regional regulations (HIPAA, PCI-DCS, or FIPS). This certificate is appropriate for students and IT professionals with a moderate programming background and some database experience who want to move into mobile platform development.

CERTIFICATE REQUIREMENTS					20 CREDITS
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 375	Database Programming				5.0
BIT 465	API Development				5.0
BIT 470	Mobile Backend Services				5.0
BIT 490	Capstone project				2.0
BIT 397/497	Internship project				3.0

**DESKTOP SUPPORT TECHNICIAN CERTIFICATE****25 CREDITS**

The Desktop Support Technician Certificate prepares students by developing the extensive technical knowledge and troubleshooting skills needed to provide Information Technology (IT) services to companies through help desk support. This certificate focuses on skills required by IT professionals who support end users and troubleshoot desktop environments. Key topics include computer maintenance and troubleshooting skills with an emphasis on desktop support for clients in a Microsoft Windows and Linux operating systems in client/server network environments.

<b>CERTIFICATE REQUIREMENTS</b>					<b>25 CREDITS</b>
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 100	Introduction to Information Technology	44	22		5.0
BIT 101	Desktop Support Technician	44	22		5.0
BIT 102	Networking Fundamentals	44	22		5.0
BIT 170	Linux Administration	44	22		5.0
BIT 220	Elements of Project Management	55			5.0

**NETWORK ENGINEER CERTIFICATE****25 CREDITS**

The Network Engineer Certificate prepares students with skills for Local Area Network (LAN) and Wide Area Network (WAN) system administration. Students will experience the essential skills of networking with depth of study in TCP/IP, routing, switching, logical addressing, and troubleshooting methodologies. Key topics include IPv6, subnetting, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, and Virtual LANs (VLANs) utilizing Cisco hardware platforms and protocols. The certificate provides students with an understanding of the concepts, principles, and techniques required in the topological design, implementation, and maintenance of LANs and WANs.

<b>CERTIFICATE REQUIREMENTS</b>					<b>25 CREDITS</b>
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 100	Introduction to Information Technology	44	22		5.0
BIT 101	Desktop Support Technician	44	22		5.0
BIT 123	Next-Gen Internet Protocol	44	22		5.0
BIT 135	Network Infrastructure	44	22		5.0
BIT 220	Elements of Project Management	55			5.0

**SECURITY SUPPORT CERTIFICATE**

The Security Support Certificate prepares students for the field of Cybersecurity. The target audience for this certificate is IT professionals that are hoping to add security skills and knowledge to their education, as well as students seeking to build upon their Networking Infrastructure Technology A.A.S.T. degree. The certificate is designed to provide students with a broad understanding of network and computer security combined with depth of study in security vulnerabilities. Students will how to implement security measures to analyze an existing network topology.

<b>CERTIFICATE REQUIREMENTS</b>					<b>25 CREDITS</b>
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 101	Desktop Support Technician	44	22		5.0
BIT 102	Networking Fundamentals	44	22		5.0
BIT 145	Security Essentials	44	22		5.0
BIT 170	Linux Administration	44	22		5.0
BIT 220	Elements of Project Management	55			5.0

## SERVER ADMINISTRATOR CERTIFICATE

### 30 CREDITS

Learn the foundational skills necessary to support data networks. Troubleshoot and repair computer systems for end users. Design and implement a variety of network infrastructures. Design, install, configure, and optimize server environments to provide high availability for data networks. Develop procedures and processes to manage server security and integrity for data centers. Plan logical network designs for multiple site topologies. Practice building networks with routing and switching equipment. Implement and control data communication with routing protocols and securities in LAN and WAN infrastructures. Learn how to work in group environments by managing and facilitating projects.

CERTIFICATE REQUIREMENTS					30 CREDITS
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 100	Introduction to Information Technology	44	22		5.0
BIT 102	Networking Fundamentals	44	22		5.0
BIT 130	Server Administration	44	22		5.0
BIT 140	Advanced Server Administration	44	22		5.0
BIT 220	Elements of Project Management	55			5.0
BIT 197 or BIT 297	BIT Work-Based Learning I or BIT Work-Based Learning II			Variable: 33-165	5.0

## VIRTUALIZATION SPECIALIST CERTIFICATE

### 25 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.

CERTIFICATE REQUIREMENTS					25 CREDITS
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 102	Networking Fundamentals	44	22		5.0
BIT 130	Server Administration	44	22		5.0
BIT 135	Network Infrastructures	44	22		5.0
BIT 205	Virtualization Technology	44	22		5.0
BIT 220	Elements of Project Management	55			5.0

For Gainful Employment information visit our [website](#).

**COMPUTER PROGRAMMING FOUNDATIONS CERTIFICATE****20 CREDITS**

The Computer Programming Foundations certificate provides students with the solid foundation that's necessary to succeed in computer programming, either on the job or after they've 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.

**CERTIFICATE REQUIREMENTS****20 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 115	Intro to Programming	55			5.0
BIT 116	Scripting	55			5.0
BIT 142	Intermediate Programming	55			5.0
BIT 143	Programming Data Structures	55			5.0

**JAVASCRIPT PROGRAMMING CERTIFICATE****20 CREDITS**

The JavaScript Programming certificate provides a foundation in the web technologies necessary to create and/or maintain web sites 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.

**CERTIFICATE REQUIREMENTS****20 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 112	Basics of Web Authoring	55			5.0
BIT 113	User Interface Development	55			5.0
BIT 115	Introduction to Programming	55			5.0
BIT 116	Scripting	55			5.0

**USER INTERFACE DEVELOPER CERTIFICATE****23 CREDITS**

This certificate focuses on the design and development of aesthetically pleasing, responsive, interactive, and accessible websites. User Interface Developers shape our daily experience interacting with web sites and cloud-based services. With this certificate, students develop proficiency in web interaction design using current web standards in HTML/CSS, JavaScript Libraries, along with professional development tools. Students gain the skills needed to effectively interact with clients, work in development teams, perform usability testing, and create a professional portfolio.

**CERTIFICATE REQUIREMENTS****23 CREDITS**

Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 112	Web Authoring	55			5.0
BIT 113	User-Interface Development	55			5.0
BIT 116	Scripting	55			5.0
BIT 160	Digital Imaging		22		1.0
BIT 161	Vector Graphics		22		1.0
BIT 175	Front-end Development	55			5.0
BIT 197 or BIT 297	BIT Work-based Learning I or BIT Work-based Learning II			55	1.0

## WEB APPLICATIONS CERTIFICATE

### 22 CREDITS

The Web Applications 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.

CERTIFICATE REQUIREMENTS					22 CREDITS
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 142	Intermediate Programming	55			5.0
BIT 275	Database Design	55			5.0
BIT 285	Application Programming	55			5.0
BIT 286	Web Applications	55			5.0
BIT 197 or BIT 297	BIT Work-based Learning I or BIT Work-based Learning II			110	2.0

## WEB FOUNDATIONS CERTIFICATE

### 22 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.

CERTIFICATE REQUIREMENTS					22 CREDITS
Course ID	Course Name	Lecture Hours	Lab Hours	Other	Credits
BIT 112	Basics of Web Authoring	55			5.0
BIT 113	User Interface Development	55			5.0
BIT 160	Digital Imaging		22		1.0
BIT 197/297	BIT Work-based Learning I/II			55	1.0
BIT 280	Web Server Administration	55			5.0
CMST 105	Communication in Organizations	55			5.0

## COURSES BY PROGRAM REQUIREMENT

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 101 College Strategies (RE)  
COLL 120 Documentation of Prior Learning (RE)

**Communication**

ENGL& 101 English Composition I  
ENGL& 102 Composition II  
ENGL& 235 Technical Writing (H)

**Equity, Diversity, and Power (EDP)**

AIS 102 Introduction to American Indian and Indigenous Studies (H)  
ANTH&100 Survey of Anthropology (GS, SS)  
ANTH& 104 World Prehistory (SS)  
ANTH 151 Anthropology of Human Rights (GS, SS)  
ANTH& 206 Cultural Anthropology (GS, SS)  
ANTH& 207 Introduction to Linguistic Anthropology (SS)  
ANTH& 234 Religion and Culture (SS)  
ANTH 275 Medical Anthropology (GS, SS)  
ART& 100 Art Appreciation (GS, H)  
ART H 135 Global Perspectives in Art (GS, H)  
ART H 140 Prehistory to the Renaissance: Survey of Art I (GS, H)  
ART H 141 Renaissance to Modern: Survey of Art II (GS, H)  
ART H 142 The Modern Era: Survey of Art III (GS, H)  
ASL& 121 American Sign Language I (H, GS)  
ASL& 122 American Sign Language II (H, GS)  
ASL& 123 American Sign Language III (H, GS)  
CHIN& 121 Chinese I (GS, H)  
CHIN& 122 Chinese II (GS, H)  
CHIN& 123 Chinese III (GS, H)  
CMST 103 Interviewing Skills (H)  
CMST 150 Multicultural Communication (H)  
CMST 201 American Cinema (H)  
CMST 203 Media in United States Society (H)  
CMST 211 World Cinema (GS, H)  
CMST& 230 Small Group Communication- Leadership Dynamics (H)  
CMST 233 Global Media (GS, H)  
CMST 251 Intercultural Communication (GS, H)  
DRMA&101 Introduction to Theater (GS, H)  
DRMA 103 Theater Appreciation (GS, H)

**Quantitative or Symbolic Reasoning**

MATH& 107 Math in Society (NS)  
MATH& 131 Math for Elementary Education 1 (NS)  
MATH& 132 Math for Elementary Education 2 (NS)  
MATH& 141 Precalculus I (NS)  
MATH& 142 Precalculus II (NS)  
MATH& 146 Introduction to Statistics (NS)  
MATH 147 Business Precalculus (NS)

MATH& 148 Business Calculus (NS)  
MATH& 151 Calculus I (NS)  
MATH& 152 Calculus II (NS)  
MATH& 163 Calculus 3 (NS)  
MATH 208 Linear Algebra (NS)  
MATH 238 Differential Equations (NS)  
MATH 246 Statistical Analysis (NS)  
MATH& 264 Calculus 4 (NS)  
PHIL& 120 Symbolic Logic (H)

ENGL& 111 Introduction to Literature (GS, H)  
ENGL 211 Literary Themes, Genres and Traditions (H)  
ENGL 221 Film and Literature (H)  
ENGL& 244 U.S. Literature I (H)  
ENGL& 245 U.S. Literature II (H)  
ENV 120 Wetland Conservation (GS, NS, SU)  
FRCH& 121 French I (GS, H)  
FRCH& 122 French II (GS, H)  
FRCH& 123 French III (GS, H)  
FRCH& 221 French IV (GS, H)  
FRCH& 222 French V (GS, H)  
FRCH& 223 French VI (GS, H)  
GEOG& 250 Geography of the Pacific Northwest (GS, NS, SU)  
GS 150 Globalization, Culture, and Identity (GS, H, SS)  
GS 220 Global Studies: Regional History and Culture (GS, H, SS)  
GS 230 Contemporary Japan (GS, H, SS)  
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 (GS, H, SS)  
HIST& 147 United States History II (GS, H, SS)  
HIST& 148 United States History III (GS, H, SS)  
HIST 150 Multicultural United States History (GS, H, SS)  
HIST 210 Islamic Civilization (GS, H, SS)  
HIST& 214 Pacific Northwest History (GS, H, SS)  
HIST 268 Modern Latin American History (GS, H, SS)  
HUMAN107 Technology, Culture, and Innovation (H)  
HUMAN125 Cultures of Environmental Consciousness in America (H)

HUMAN150 Introduction to Cultural Studies (H)  
JAPN& 121 Japanese I (GS, H)  
JAPN& 122 Japanese II (GS, H)  
JAPN& 123 Japanese III (GS, H)  
JAPN& 221 Japanese IV (GS, H)  
JAPN& 222 Japanese V (GS, H)  
JAPN& 223 Japanese VI (GS, H)  
MUSC& 105 Music Appreciation (H)  
MUSC 130 Popular Music in the United States (H)  
MUSC 140 Jazz History and Appreciation (H)  
PHIL 102 Ethics and Social Problems (H)  
PHIL 220 Global Philosophy (GS, H)  
PHIL 260 Business Ethics (H)  
POLS& 101 Introduction to Political Science (SS)  
POLS 205 Politics of the Middle East and North Africa (GS, SS)  
PSYC 171 Human Relations (SS)  
PSYC& 180 Human Sexuality (SS)  
PSYC 210 Cognitive Psychology (H)  
PSYC 245 Social Psychology (SS)  
PSYC 250 Cross-Cultural Psychology (SS)  
SOC& 101 Introduction to Sociology (SS)  
SOC 150 Social Inequality (SS)  
SOC& 201 Social Problems (GS, SS)  
SOC 231 Gender and Sexuality in Society (SS)  
SOC 241 Love, Relationships, and Families (SS)  
SOC 271 Sociology and Deviance (SS)  
SPAN& 121 Spanish I (GS, H)  
SPAN& 122 Spanish II (GS, H)  
SPAN& 123 Spanish III (GS, H)  
SPAN& 221 Spanish IV (GS, H)  
SPAN& 222 Spanish V (GS, H)  
SPAN& 223 Spanish VI (GS, H)

## COURSES BY PROGRAM REQUIREMENT

**Humanities**

AIS 102 Introduction to American Indian and Indigenous Studies (EDP)	DRMA 151 Introduction to Acting	HUMAN107 Technology, Culture, and Innovation (EDP)
ART& 100 Art Appreciation (EDP, GS)	DRMA 152 Acting - Scene Study	HUMAN120 Regional Life and Culture
ART 110 2-Dimensional Design	DRMA 153 Performance Production	HUMAN125 Cultures of Environmental Consciousness in America (EDP)
ART 120 Introduction to Graphic Design	ENGL& 111 Introduction to Literature (EDP, GS)	HUMAN150 Introduction to Cultural Studies (EDP)
ART 121 Drawing	ENGL 115 Introduction to Creative Writing	HUMAN210 Magazine Publication I
ART 122 Drawing II	ENGL 211 Literary Themes, Genres and Traditions (EDP)	HUMAN211 Magazine Publication II
ART H 135 Global Perspectives in Art (EDP, GS)	ENGL 221 Film and Literature (EDP)	HUMAN212 Magazine Publication II
ART H 140 Prehistory to the Renaissance: Survey of Art I (EDP, GS)	ENGL& 235 Technical Writing	JAPN& 121 Japanese I (EDP, GS)
ART H 141 Renaissance to Modern: Survey of Art II (EDP, GS)	ENGL& 244 U.S. Literature I (EDP)	JAPN& 122 Japanese II (EDP, GS)
ART H 142 The Modern Era: Survey of Art III (EDP, GS)	ENGL& 245 U.S. Literature II (EDP)	JAPN& 123 Japanese III (EDP, GS)
ART 220 Painting	ENGL 274 Writing Poetry	JAPN& 221 Japanese IV (EDP, GS)
ART 224 Figure Drawing	ENGL 277 Writing Fiction	JAPN& 222 Japanese V (EDP, GS)
ART 240 Introduction to Printmaking	ENGL 279 Dramatic Writing: Stage and Screen	JAPN& 223 Japanese VI (EDP, GS)
ASL& 121 American Sign Language I (EDP, GS)	FRCH& 121 French I (EDP, GS)	MUSC& 105 Music Appreciation (EDP)
ASL& 122 American Sign Language II (EDP, GS)	FRCH& 122 French II (EDP, GS)	MUSC 130 Popular Music in the United States (EDP)
ASL& 123 American Sign Language III (EDP, GS)	FRCH& 123 French III (EDP, GS)	MUSC 140 Jazz History and Appreciation (EDP)
CHIN& 121 Chinese I (EDP, GS)	FRCH& 221 French IV (EDP, GS)	PHIL& 101 Introduction to Philosophy
CHIN& 122 Chinese II (EDP, GS)	FRCH& 222 French V (EDP, GS)	PHIL 102 Ethics and Social Problems (EDP)
CHIN& 123 Chinese III (EDP, GS)	FRCH& 223 French VI (EDP, GS)	PHIL& 115 Critical Thinking
CMST& 101 Introduction to Communication	GS 101 Introduction to Global Studies (GS, SS, SU)	PHIL& 120 Symbolic Logic (Q)
CMST 103 Interviewing Skills (EDP)	GS 150 Globalization, Culture, and Identity (EDP, GS, SS)	PHIL 220 Global Philosophy (EDP, GS)
CMST 105 Professional Communication	GS 220 Global Studies: Regional History and Culture (EDP, GS, SS)	PHIL 238 Introduction to the Philosophy of Human Rights (GS)
CMST 110 Digital Media, Culture and Communications	GS 230 Contemporary Japan (EDP, GS, SS)	PHIL 240 Introduction to Philosophical Ethics
CMST 150 Multicultural Communication (EDP)	HIST& 126 World Civilizations I (EDP, GS, SS)	PHIL 242 Biomedical Ethics
CMST 201 American Cinema (EDP)	HIST& 127 World Civilizations II (EDP, GS, SS)	PHIL 243 Environmental Ethics and Sustainability (SU)
CMST 203 Media in United States Society (EDP)	HIST& 128 World Civilizations III (EDP, GS, SS)	PHIL 260 Business Ethics (EDP)
CMST& 210 Interpersonal Communication	HIST& 146 United States History I (EDP, GS, SS)	PHIL 267 Philosophy of Religion
CMST 211 World Cinema (EDP, GS)	HIST& 147 United States History II (EDP, GS, SS)	SPAN& 121 Spanish I (EDP, GS)
CMST& 220 Public Speaking (GS)	HIST& 148 United States History III (EDP, GS, SS)	SPAN& 122 Spanish II (EDP, GS)
CMST& 230 Small Group Communication- Leadership Dynamics (EDP)	HIST 150 Multicultural United States History (EDP, GS, SS)	SPAN& 123 Spanish III (EDP, GS)
CMST 233 Global Media (EDP, GS)	HIST 210 Islamic Civilization (EDP, GS, SS)	SPAN& 221 Spanish IV (EDP, GS)
CMST 243 Media Law and Ethics	HIST& 214 Pacific Northwest History (EDP, GS, SS)	SPAN& 222 Spanish V (EDP, GS)
CMST 251 Intercultural Communication (EDP, GS)	HIST 262 US Foreign Relations in the 20th Century (GS, SS)	SPAN& 223 Spanish VI (GS)
DRMA&101 Introduction to Theatre (EDP, GS)	HIST 268 Modern Latin American History (EDP, GS, SS)	SPAN& 222 Spanish V (EDP, GS)
DRMA 103 Theater Appreciation (EDP, GS)		SPAN& 223 Spanish VI (GS)

## COURSES BY PROGRAM REQUIREMENT

**Global Studies**

ANTH&100 Survey of Anthropology (EDP, SS)	ENVS& 101 Introduction to Environmental Science (NS, SU)	HIST 150 Multicultural United States History (EDP, H, SS)
ANTH 151 Anthropology of Human Rights (EDP, SS)	ENVS 120 Wetland Conservation (EDP, NS, SU)	HIST 210 Islamic Civilization (EDP, H, SS)
ANTH& 205 Biological Anthropology (NS)	ENVS 140 Themes and Methods in the Environmental Sciences (NS, SU)	HIST& 214 Pacific Northwest History (EDP, H, SS)
ANTH& 206 Cultural Anthropology (EDP, SS)	ENVS 220 Wetland Ecology (NS)	HIST 262 US Foreign Relations in the 20th Century (H, SS)
ANTH 275 Medical Anthropology (EDP, SS)	ETSP 101 Introduction to Environmental Technology and Sustainable Practices (RE, SU)	HIST 268 Modern Latin American History (EDP, H, SS)
ART& 100 Art Appreciation (EDP, H)	ETSP 170 Water Quality and Conservation (RE)	JAPN& 121 Japanese I (EDP, H)
ART H 135 Global Perspectives in Art (EDP, H)	FRCH& 121 French I (EDP, H)	JAPN& 122 Japanese II (EDP, H)
ART H 140 Prehistory to the Renaissance: Survey of Art I (EDP, H)	FRCH& 122 French II (EDP, H)	JAPN& 123 Japanese III (EDP, H)
ART H 141 Renaissance to Modern: Survey of Art II (EDP, H)	FRCH& 123 French III (EDP, H)	JAPN& 221 Japanese IV (EDP, H)
ART H 142 The Modern Era: Survey of Art III (EDP, H)	FRCH& 221 French IV (EDP, H)	JAPN& 222 Japanese V (EDP, H)
ASL& 121 American Sign Language I (EDP, H)	FRCH& 222 French V (EDP, H)	JAPN& 223 Japanese VI (EDP, H)
ASL& 122 American Sign Language II (EDP, H)	FRCH& 223 French VI (EDP, H)	NSCI 101 Evolution of Earth Systems (NS)
ASL& 123 American Sign Language III (EDP, H)	GEOG 120 Introduction to Physical Geography (NS)	OCEA& 101 Introduction to Oceanography with Lab (NS, SU)
ATMS 101 The Science of Weather (NS)	GEOG& 250 Geography of the Pacific Northwest (EDP, NS, SU)	PHIL 220 Global Philosophy (EDP, H)
BUS& 101 Introduction to Business (SS)	GEO& 101 Introduction to Physical Geology (NS, SU)	PHIL 238 Introduction to the Philosophy of Human Rights (H)
CHEM& 105 Chemical Concepts: Your Global Environment (NS)	GS 101 Introduction to Global Studies (H, SS, SU)	POLS& 203 International Relations (SS)
CHIN& 121 Chinese I (EDP, H)	GS 150 Globalization, Culture and Identity (EDP, H, SS)	POLS& 204 Comparative Government (SS)
CHIN& 122 Chinese II (EDP, H)	GS 220 Global Studies: Regional History and Culture (EDP, H, SS)	POLS 205 Politics of the Middle East and North Africa (EDP, SS)
CHIN& 123 Chinese III (EDP, H)	GS 230 Contemporary Japan (EDP, H, SS)	SOC& 201 Social Problems (EDP, SS)
CMST 211 World Cinema (EDP, H)	HIST& 126 World Civilizations I (EDP, H, SS)	SPAN& 121 Spanish I (EDP, H)
CMST& 220 Public Speaking (H)	HIST& 127 World Civilizations II (EDP, H, SS)	SPAN& 122 Spanish II (EDP, H)
CMST 233 Global Media (EDP, H)	HIST& 128 World Civilizations III (EDP, H, SS)	SPAN& 123 Spanish III (EDP, H)
CMST 251 Intercultural Communication (EDP, H)	HIST& 146 United States History I (EDP, H, SS)	SPAN& 221 Spanish IV (EDP, H)
DRMA&101 Introduction to Theater (EDP, H)	HIST& 147 United States History II (EDP, H, SS)	SPAN& 222 Spanish V (EDP, H)
DRMA 103 Theater Appreciation (EDP, H)	HIST& 148 United States History III (EDP, H, SS)	SPAN& 223 Spanish VI (EDP, H)
ECON& 201 Microeconomics (SS)		
ECON& 202 Macroeconomics (SS)		
ENGL& 111 Introduction to Literature (EDP, H)		

**Natural Sciences**

ANTH& 205 Biological Anthropology (GS)	BIOL& 241 Human Anatomy and Physiology 1	CHEM& 241 Organic Chemistry I
ASTR& 100 Survey of Astronomy	BIOL& 242 Human Anatomy and Physiology 2	CHEM& 242 Organic Chemistry II
ASTR& 101 Introduction to Astronomy	BIOL& 260 Microbiology	CHEM& 243 Organic Chemistry III
ASTR& 115 Stars, Galaxies and Cosmos	CHEM& 105 Chemical Concepts: Your Global Environment (GS)	CHEM 254 Organic Chemistry Lab A
ATMS 101 The Science of Weather (GS)	CHEM& 121 Introduction to Chemistry	CHEM 255 Organic Chemistry Lab B
BIOL 120 Survey of the Kingdoms (SU)	CHEM& 131 Introduction to Organic Chemistry and Biochemistry	ENGR 120 Introduction to Computer Aided Design
BIOL 165 Life: Origins and Adaptations	CHEM& 139 General Chemistry Preparation	ENGR 131 Introduction to Engineering
BIOL& 170 Human Biology	CHEM& 161 General Chemistry with Lab I	ENGR& 204 Electrical Circuit Analysis
BIOL& 211 Majors Cellular	CHEM& 162 General Chemistry with Lab II	ENGR& 214 Statics
BIOL& 212 Majors Animal	CHEM& 163 General Chemistry with Lab III	ENGR& 215 Dynamics
BIOL& 213 Majors Plant		

## COURSES BY PROGRAM REQUIREMENT

### Natural Sciences (Cont'd)

ENGR& 225 Mechanics of Materials	MATH& 107 Math in Society (Q)	MATH 246 Statistical Analysis (Q)
ENGR 240 Applied Numerical Methods	MATH& 131 Math for Elementary Education 1 (Q)	MATH& 264 Calculus 4 (Q)
ENVS& 101 Introduction to Environmental Science (GS, SU)	MATH& 132 Math for Elementary Education 2 (Q)	NSCI 101 Evolution of Earth Systems (GS)
ENVS 120 Wetland Conservation (EDP, GS, SU)	MATH& 141 Precalculus I (Q)	NUTR& 101 Nutrition
ENVS 140 Themes and Methods in the Environmental Sciences (GS, SU)	MATH& 142 Precalculus II (Q)	OCEA& 101 Introduction to Oceanography with Lab (GS, SU)
ENVS 210 Ecology of Puget Sound Bioregion (SU)	MATH& 146 Introduction to Statistics (Q)	PHYS& 100 Physics for Non-Science Majors
ENVS 220 Wetland Ecology (GS)	MATH 147 Business Precalculus (Q)	PHYS& 114 General Physics with Lab I
GEOG 120 Introduction to Physical Geography (GS)	MATH& 148 Business Calculus (Q)	PHYS& 115 General Physics with Lab II
GEOG& 250 Geography of the Pacific Northwest (EDP, GS, SU)	MATH& 151 Calculus I (Q)	PHYS& 116 General Physics with Lab III
GEOL& 101 Introduction to Physical Geology (GS, SU)	MATH& 152 Calculus II (Q)	PHYS& 221 Engineering Physics I
	MATH& 163 Calculus 3 (Q)	PHYS& 222 Engineering Physics II
	MATH 208 Linear Algebra (Q)	PHYS& 223 Engineering Physics III
	MATH 238 Differential Equations (Q)	PSYC 202 Biopsychology

### Social Sciences

ANTH&100 Survey of Anthropology (EDP, GS)	HIST& 126 World Civilizations I (EDP, GS, H)	POLS 205 Politics of the Middle East and North Africa (EDP, GS)
ANTH& 104 World Prehistory (EDP)	HIST& 127 World Civilizations II (EDP, GS, H)	POLS 206 State and Local Government
ANTH 151 Anthropology of Human Rights (EDP, GS)	HIST& 128 World Civilizations III (EDP, GS, H)	POLS 213 Women and Politics
ANTH& 204 Archaeology	HIST& 146 United States History I (EDP, GS, H)	PSYC& 100 General Psychology
ANTH& 206 Cultural Anthropology (EDP, GS)	HIST& 147 United States History II (EDP, GS, H)	PSYC 171 Human Relations (EDP)
ANTH& 207 Introduction to Linguistic Anthropology (EDP)	HIST& 148 United States History III (EDP, GS, H)	PSYC& 180 Human Sexuality (EDP)
ANTH& 234 Religion and Culture (EDP)	HIST 150 Multicultural United States History (EDP, GS, H)	PSYC& 200 Lifespan Psychology
ANTH 275 Medical Anthropology (EDP, GS)	HIST 210 Islamic Civilization (EDP, GS, H)	PSYC 209 Research Methods
BUS& 101 Introduction to Business (GS)	HIST& 214 Pacific Northwest History (EDP, H, GS)	PSYC 210 Cognitive Psychology (EDP)
BUS& 201 Business Law	HIST 262 US Foreign Relations in the 20th Century (GS, H)	PSYC& 220 Abnormal Psychology
ECON& 201 Microeconomics (GS)	HIST 268 Modern Latin American History (EDP, GS, H)	PSYC 245 Social Psychology (EDP)
ECON& 202 Macroeconomics (GS)		PSYC 250 Cross-Cultural Psychology (EDP)
EDUC& 205 Introduction to Education	POLS& 101 Introduction to Political Science (EDP)	PSYC 251 Psychology of the Workplace
GS 101 Introduction to Global Studies (GS, H, SU)	POLS& 200 Introduction to Law	SOC& 101 Introduction to Sociology (EDP)
GS 150 Globalization, Culture, and Identity (EDP, GS, H)	POLS& 202 American Government	SOC& 201 Social Problems (EDP, GS)
GS 220 Global Studies: Regional History and Culture (EDP, GS, H)	POLS& 203 International Relations (GS)	SOC 150 Social Inequality (EDP)
GS 230 Contemporary Japan (EDP, GS, H)	POLS& 204 Comparative Government (GS)	SOC 231 Gender and Sexuality in Society (EDP)
		SOC 241 Love Relationships, and Families (EDP)
		SOC 271 Sociology and Deviance (EDP)

### Sustainability

ACCT& 203 Principles of Accounting III	ENVS 210 Ecology of Puget Sound Bioregion (NS)	GS 101 Introduction to Global Studies (GS, H, SS)
BIOL 120 Survey of the Kingdoms (NS)	ETSP 101 Introduction to Environmental Technology and Sustainable Practices (GS)	OCEA& 101 Introduction to Oceanography with Lab (GS, NS)
ENVS& 101 Introduction to Environmental Science (GS, NS)	GEOG& 250 Geography of the Pacific Northwest (EDP, GS, NS)	PHIL 243 Environmental Ethics and Sustainability (H)
ENVS 120 Wetland Conservation (EDP, GS, NS)	GEOL& 101 Introduction to Physical Geology (GS, NS)	
ENVS 150 Themes and Methods in the Environmental Sciences (GS, NS)		

## COURSES BY PROGRAM REQUIREMENT

**Electives**

ACCT& 201 Principles of Accounting I	BIT 116 Scripting
ACCT& 202 Principles of Accounting II	BIT 142 Intermediate Programming
ACCT& 203 Principles of Accounting III (SU)	BIT 143 Programming Data Structures
BIT 115 Introduction to Programming	BIT 265 Structures and Algorithms

**Restricted Electives**

ACCT 140 Accounting Essentials	ETSP 110 Power Generation and Energy Systems	HUMAN197 Humanities Internship I
BIT 100 Introduction to Information Technology	ETSP 145 Onsite Alternative Energy Generation	HUMAN198 Special Topics in Humanities I
BIT 101 Desktop Support Technician	ETSP 150 OSHA/WISHA for Electronic Trades	HUMAN199 Community-Based Learning in Humanities I
BIT 102 Networking Fundamentals	ETSP 170 Water Quality and Conservation (GS)	HUMAN296 Humanities Individualized Project II
BIT 105 Careers in Professional Technology	ETSP 180 Automated Controls Lab	HUMAN297 Humanities Internship II
BIT 112 Basics of Web Authoring	ETSP 190 Documenting and Reporting Energy Use	HUMAN298 Special Topics in Humanities II
BIT 113 User Interface Development	ETSP 196 ETSP Individualized Project I	HUMAN299 Community-Based Learning in Humanities II
BIT 123 Next-Gen Internet Protocol	ETSP 197 ETSP Work-Based Learning I	MATH 196 Mathematics Individualized Project I
BIT 130 Server Administration	ETSP 198 Special Topics in ETSP I	MATH 197 Mathematics Internship I
BIT 135 Network Infrastructure	ETSP 199 Service Learning in ETSP I	MATH 198 Special Topics in Mathematics I
BIT 140 Advanced Server Administration	ETSP 201 Environmental Regulations and Compliance	MATH 199 Service Learning in Mathematics I
BIT 145 Security Essentials	ETSP 203 Energy System Analysis and Auditing	MATH 296 Mathematics Individualized Project II
BIT 156 Beginning Spreadsheet	ETSP 204 Sustainability Indicators/Carbon Footprint Analysis	MATH 297 Mathematics Internship II
BIT 157 Advanced Spreadsheet	ETSP 270 Introduction to Wastewater Management	MATH 298 Special Topics in Mathematics II
BIT 158 Beginning Database	ETSP 296 ETSP Individualized Project II	MATH 299 Service Learning in Mathematics II
BIT 160 Digital Imaging	ETSP 297 ETSP Work-Based Learning II	NSCI 196 Natural Science Individualized Project I
BIT 161 Vector Graphics	ETSP 298 Special Topics in ETSP II	NSCI 197 Natural Science Internship I
BIT 175 Front-end Development	ETSP 299 Service Learning in ETSP II	NSCI 198 Special Topics in Natural Science I
BIT 196 BIT Individualized Project I	HSEM 102 Intro Homeland Security & Emergency Management	NSCI 199 Service Learning in Natural Science I
BIT 197 BIT Work-Based Learning I	HSEM 110 Incident Command Management Systems	NSCI 296 Natural Science Individualized Project II
BIT 198 Special Topics in BIT I	HSEM 120 All Hazards Emergency Planning	NSCI 297 Natural Science Internship II
BIT 199 Service Learning in BIT I	HSEM 130 Technology in Emergency Management	NSCI 298 Special Topics in Natural Science II
BIT 205 Virtualization Technologies	HSEM 157 Public Information Officer	NSCI 299 Service Learning in Natural Science II
BIT 218 Exchange Server Technology Specialist	HSEM 160 Emergency Response: Terrorism	SOSCI 196 Social Science Individualized Project I
BIT 220 Elements of Project Management	HSEM 180 Public Administration	SOSCI 197 Social Science Internship I
BIT 258 Integrating Network Infrastructures	HSEM 198 Special Topics in HSEM	SOSCI 198 Special Topics in Social Science I
BIT 271 Mobile Application Design	HSEM 200 Emergency Operations Center	SOSCI 199 Service Learning in Social Science I
BIT 275 Database Design	HSEM 210 Exercise Design and Evaluation	SOSCI 296 Social Science Individualized Project II
BIT 280 Web Server Administration	HSEM 220 Developing and Managing Volunteer Resources	SOSCI 297 Social Science Internship II
BIT 285 Web Application 1	HSEM 230 Disaster Recovery and Response	SOSCI 298 Special Topics in Social Science II
BIT 286 Web Applications 2	HSEM 240 Work-Based Learning Experience	SOSCI 299 Service Learning in Social Science II
BIT 296 BIT Individualized Project II	HSEM 250 HSEM Law and Ethics	SPAN 100 Spanish Practice Lab
BIT 297 BIT Work-Based Learning II	HUMAN196 Humanities Individualized Project I	SUPR 290 Career Pathways: Sustainable Practices
BIT 298 Special Topics in BIT II		
BIT 299 Service Learning in BIT II		
COLL 101 College Strategies		
COLL 120 Documentation of Prior Learning		
EDUC 102 Field Experience in Education		
ETSP 101 Introduction to Environmental Technology and Sustainable Practices (GS, SU)		

COURSE DESCRIPTIONS

ADULT BASIC EDUCATION

**ABE 1** **1-4 credits**  
**ABE Educational Interview**

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

**Prerequisite(s):** None.

**ABE 96** **1-5 credits**  
**Special Topics in Fitness for HS21**

This course enables students to earn fitness or elective credits for the High School 21+ adult high school diploma. Students will work with the instructor to meet WA State OSPI fitness standards through activities that include assessing their current fitness level, examining different aspects of personal fitness, developing a personal fitness plan, and reflecting on their completion of that plan.

**Prerequisite(s):** Placement by Basic Education for Adults staff or faculty.

**ABE 97** **1-5 credits**  
**Special Topics in Health for HS21**

This course enables students to earn health or elective credits for the High School 21+ adult high school diploma. Students will work with the instructor to meet WA State OSPI health standards through activities that include examining different factors of health, then developing, completing, and reflecting on a personal wellness plan.

**Prerequisite(s):** Placement by Basic Education for Adults staff or faculty.

**ABE 98** **1-5 credits**  
**Special Topics in Occupational Education: HS21**

This course enables students to earn occupational education or elective credits for the High School 21+ adult high school diploma. Students will work with the instructor to complete WA State OSPI occupational education standards through activities that include planning career objectives, assessing career readiness, and reflecting on their career planning. Students will determine their educational and occupational goals and work toward those goals through investigating career pathways, acquiring employability and leadership skills, and developing the technology skills needed for the workplace.

**Prerequisite(s):** Placement by Basic Education for Adults staff or faculty.

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):** Placement into ENGL 95 or above; AND Completion of MATH 75 or MFUND 61 with a grade of 2.0 or higher, or placement into MATH 84 or MATH 85.

**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. Students will examine in detail the accounting for accounts and notes receivable, 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, SU- 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 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 INDIAN & INDIGENOUS STUDIES

**AIIS 102** **5 credits**  
**Introduction to American Indian and Indigenous Studies**

EDP, H- Introductory course in American Indian / Indigenous Studies (AIIS) provides students with essential perspectives and narratives focused on the direct experiences and cultural heritage of Indigenous People of North America. Topics covered in the interdisciplinary course include: the scope of the AIIS field of study, the rich diversity of the Indigenous People of North America, Tribal sovereignty, State and Federal Treaties defining tribal self-determination and Tribal Power Movements in the 21st century.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**AMERICAN SIGN LANGUAGE**

**ASL&121 American Sign Language I 5 credits**

EDP, GS, 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 conversation situations. This course is video-interactive, allowing students to check their comprehension and to practice signs.

**Prerequisite(s):** Placement into ENGL 95 or above.

**ASL&122 American Sign Language II 5 credits**

EDP, GS, 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 American Sign Language III 5 credits**

EDP, GS,H- In this course continuing the work of ASL& 122, students further develop their expressive and receptive skills and interpret ASL translations into standard English by adding to vocabulary and grammar knowledge. Students learn more about the various Deaf cultures and Deaf history.

**Prerequisite(s):** Completion of ASL&122 with a grade of 2.0 or higher; OR placement into ASL&123.

**ANTHROPOLOGY**

**ANTH&100 Survey of Anthropology 5 credits**

EDP,GS,SS- Students are introduced to the subfields of anthropology: cultural anthropology, biological anthropology, archaeology, linguistics, and applied anthropology. Students learn about anthropology's holistic approach to understanding the human experience and presence on the globe. Students explore anthropology's cross-cultural and evolutionary approach and investigate and experiment with anthropological methods used to research the world's diverse cultures. Students who have taken a previous anthropology course should not enroll in this course.

**Prerequisite(s):** None.

**ANTH&104 World Prehistory 5 credits**

EDP,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.

**Prerequisite(s):** Placement into ENGL 95 or above.

**ANTH 151 Anthropology of Human Rights 5 credits**

EDP,GS,SS- Students explore global human rights issues from a holistic anthropological perspective, focusing on the various factors (cultural, economic, historical, and political) that prevent and promote the development of social justice and successful pluralistic societies. Learners examine national and international institutions and non-governmental agencies responsible for human rights definition, monitoring, and enforcement. Students investigate human rights case studies by utilizing anthropological methodologies and theories. They also develop critical thinking skills by evaluating human rights solutions and reconciliation.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**ANTH&204 Archaeology 5 credits**

SS- In this course, students investigate how anthropological 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.

**Prerequisite(s):** Completion of ENGL&101 with a grade of 2.0 or higher.

**ANTH&205 Biological Anthropology 5 credits**

GS, NS- Students in this course will evaluate the origins of humankind, from the earliest primates to modern humans. Students learn the fundamentals of biological evolutionary theory, while exploring the biocultural approach. Students will learn to critically evaluate scientific claims about humankind, recognize human variation, and develop critical thinking skills through the application of essential anthropological approaches, theories, and methods.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**ANTH&206 Cultural Anthropology 5 credits**

EDP, 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 globalization while developing critical thinking skills through the application of essential anthropological approaches, theories, and methods. This course fulfills the integrated learning requirement for the Associate in Integrated Studies degree.

**Prerequisite(s):** Placement into ENGL 95 or above.

**ANTH&207 Linguistic Anthropology 5 credits**

EDP, 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 Religion and Culture 5 credits**

EDP, SS- Students explore and compare belief systems, encompassing a sample of both tribal and world religions. Learners examine symbolism, rituals, myths, ecological ties, etc., to gain insight in to 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 Medical Anthropology 5 credits**

EDP,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 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

## ART

**ART&100****5 credits****Art Appreciation**

EDP, GS, H- In this course, students examine their own emotional experience of art and think critically about its role in everyday life. We develop visual literacy by critically engaging visual art from around the world to consider distinctions and intersections between cultures, grasp the relationship between art and culture, and examine the social, political, economic, and historical contexts of art. Students examine art in relation to systems of power, privilege, inequality and identity. Students learn the visual elements and principles of artistic expression including shape, light, color, texture, rhythm, motion, traditional and modern pictorial space. Artistic mediums studied include painting, sculpture, functional art, architecture, photography, printmaking, performance art, and computer art.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**ART 110****5 credits****2-Dimensional Design**

HP- A foundation course in the process of two - dimensional design, taking students from idea to clarifying image. The course is an introduction to the visual language, covering the elements and principles of design and their application to diverse imagery, from problem identification, alternative solutions and presentation of the final image. There is an emphasis on critical dialogue regarding the context and content of student creative work.

**Prerequisite(s):** Placement into ENGL 95 or above.

**ART 120****5 credits****Introduction to Graphic Design**

HP- ART 120 is an introduction to the fundamentals of graphic design with an emphasis on the effective use of images and typography in visual communication. Students meet course learning outcomes through the mechanics of successful graphic design implementation, including initial idea generation, creative use of design elements and principles, color theory, exploring visual alternatives, layout and project completion. Course structure includes both studio and digital design platforms.

**Prerequisite(s):** Placement into ENGL 95 or above.

**ART 121****5 credits****Drawing**

HP- This is a beginning drawing course emphasizing skills, observation and translation techniques and the creative exploration of subject matter. The course emphasizes pictorial form and principles of composition. 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 engage 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- This intermediate level drawing course continues an exploration of drawing processes, skills, techniques and individual creativity. Learners will explore traditional and alternative media and surface materials. Students will communicate their personal expression of imagery, subjects and mark making to create expressive drawings. There is an emphasis on the presentation of finished work and written analysis of the creative process.

**Prerequisite(s):** Completion of ART 121 with a grade of 2.0 or higher or instructor permission.

**ART 220****5 credits****Beginning Painting**

HP- In this beginning course, learners will explore the use of oil or acrylic paint, along with surface materials and techniques as they relate to painting. Students become familiar with a variety of technical processes and aspects of painting, including creating values, mixing color, brush techniques and paint application. Students develop a personal expression of imagery and subjects to create unique works of art as well as communicate their comprehension of theory. Additional emphasis is placed on presentation of finished work and written analysis of the creative process.

**Prerequisite(s):** Completion of ART 110, ART 120, OR ART 121 with grade of 2.0 or higher; or instructor permission.

**ART 224****5 credits****Figure Drawing**

HP- This course provides an exploration and description of the human form through the medium of drawing. Using plastic skeletons and live clothed and nude models, students address issues of anatomy, body structure, and portraiture in their drawings. Students also address issues of compositional structure and refinement of drawing skills and technique using a variety of mediums and formats.

**Prerequisite(s):** Completion of ART 121 with a grade of 2.0 or higher or instructor permission.

**ART 240****5 credits****Introduction to Printmaking**

HP- This is a beginning studio printmaking course. Students will develop the technical vocabulary and skills to work within the printmaking medium. Printmaking methods surveyed include relief intaglio and monotype. Students will work in multiple and one-of-a-kind editions, exploring theoretical and material arguments for both. Image transfer, tool use, inking, and press operation are emphasized. Group critiques, collaborative projects and historical, cultural, and contemporary perspectives in printmaking are emphasized. Students learn to be technically proficient in each method while developing their individual conceptual and aesthetic goals. Students are encouraged to experiment with and combine different techniques and processes.

**Prerequisite(s):** Completion of ART 121 with a grade of 2.0 or higher or instructor permission.

**ART H 135****5 credits****Global Perspectives in Art**

EDP,GS,H- In this course, students explore various visual and performing arts produced by non-western cultures from prehistory to the present. Employing the interdisciplinary methods of visual analysis utilized in Art History, students develop visual literacy and critically engage visual arts from around the world to consider distinctions and intersections between cultures and examine the social, political, economic, and historical contexts of art. Students examine art in relation to systems of power, privilege, inequality, and identity. Subject areas include the visual and performing arts of Asia, South America, Oceania, Indonesia, indigenous cultures of North and South America, Polynesia and the Middle East.

**Prerequisite(s):** Placement into ENGL 95 or above.

**ART H 140** **5 credits****Prehistory to the Renaissance: Survey of Art I**

EDP, GS, H- In this course, students explore the major movements and key artistic figures in painting, sculpture, other visual art forms, and architecture from prehistory through the early Italian Renaissance. Employing the interdisciplinary methods of visual analysis utilized in Art History, students develop visual literacy and critically engage visual arts from around the world to consider distinctions and intersections between cultures and examine the social, political, economic, and historical contexts of art. Students examine art in relation to systems of power, privilege, inequality, and identity. Historical periods, cultures, and persistent themes include Neolithic, Egyptian, Asian, Roman, Early Christian, Gothic, Islamic and the representation of gender, race, class, and ethnicity.

**Prerequisite(s):** Placement into ENGL 95 or above.

**ART H 141** **5 credits****Renaissance to Modern: Survey of Art II**

EDP, GS, H- In this course, students explore the major movements and key artistic figures in painting, sculpture, other visual art forms, and architecture from the early Italian Renaissance to the end of the 18th Century. Employing the interdisciplinary methods of visual analysis utilized in Art History, students develop visual literacy and critically engage visual arts from around the world to consider distinctions and intersections between cultures and examine the social, political, economic, and historical contexts of art. Students examine art in relation to systems of power, privilege, inequality, and identity. Stylistic periods, cultures, and persistent themes include Classicism, Dynastic China and Japan, European Renaissance, Baroque, Mesoamerica, Rococo, and the representation of gender, race, class, and ethnicity.

**Prerequisite(s):** Placement into ENGL 95 or above.

**ART H 142** **5 credits****The Modern Era: Survey of Art III**

EDP, GS, H- In this course, students explore the major movements and key artistic figures in painting, sculpture, alternative visual art forms, and architecture from c. 1780 to the present. Employing the interdisciplinary methods of visual analysis utilized in Art History, students develop visual literacy and critically engage visual and performative arts from around the world to consider distinctions and intersections between cultures and examine the social, political, economic, and historical contexts of art. Students examine art in relation to systems of power, privilege, inequality, and identity. Stylistic periods and persistent themes include Neo-Classicism, Romanticism, Impressionism, Expressionism, Cubism, Pop Art, new media art, and the representation of gender, race, class, and ethnicity.

**Prerequisite(s):** Placement into ENGL 95 or above.

**ASTRONOMY****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 84 or MATH 85 or MFUND 62 with a grade of 2.0 or higher or placement into MATH 95/ &107/ &131/ &132/ &146.

**ASTR&101** **5 credits****Introduction to Astronomy**

NSL- 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. Students may take either ASTR&100 OR ASTR&101 for credit, but not both. (LAB)

**Prerequisite(s):** Completion of MATH 84 or MATH 85 or MFUND 62 with a grade of 2.0 or higher or placement into MATH 95/ &107/ &131/ &132/ &146.

**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, and dark matter, 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 of ENGL 95 with a grade of 2.0 or placement into ENGL&101, AND Completion of MATH 75 or MFUND 61 with a grade of 2.0 or higher or placement into MATH 84 or MATH 85.

**ATMOSPHERIC SCIENCE****ATMS 101** **5 credits****The Science of Weather**

GS, NSL- This course will explain the nature of weather and climate phenomena by examining the underlying physical and chemical processes that distribute energy and material throughout earth's atmosphere. Students will collaboratively pursue an understanding of pressure systems, fronts, air masses, clouds, storms, and human influences by collection and analysis of real-time and historical data. Basic forecasting, global impacts to and of the atmosphere, and the human role in atmospheric change are common threads throughout the course. (LAB)

**Prerequisite(s):** Completion of MATH 84 or MATH 85 or MFUND 62 with a grade of 2.0 or higher or placement into MATH 95/ &107/ &131/ &132/ &146.

**BIOLOGY****BIOL 120** **5 credits****Survey of the Kingdoms**

NSL,SU- 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 between all life, and the impact of humans on species and ecosystems. (LAB)

**Prerequisite(s):** Placement into ENGL 95 or above.

**BIOL 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, genetics, speciation, and extinction, 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 case studies.

**Prerequisite(s):** Placement into ENGL 95 or above; AND co-enrollment with MATH 84 or MATH 85 or MFUND 62 or placement in MATH 95/ &107/ &131/ &132/ &146 or above.

**BIOL&170** **5 credits****Human Biology**

NS- This non- lab, non-majors course is an introduction to the systems of the human body. Topics cover the structure and function of human cells, tissues, organs, and organ systems and relationships between these structures to nutrition, health, disease, genetics, and physical fitness. The evolution of humans is also covered. The course is not intended for science or allied health majors.

**Prerequisite(s):** Placement into ENGL 95 or above; AND co-enrollment with MATH 84 or MATH 85 or MFUND 62 or placement in MATH 95/ &107/ &131/ &132/ &146 or above.

**BIOL&211** **6 credits****Majors Cellular**

NSL- This course is designed for biology and related science majors and enables students to gain deeper knowledge of the process of science, interdisciplinary nature of biology and basic biological principles. Principles include the chemical basis of life, cell structure and function, energy transformation, cell division, Mendelian and molecular genetics. (LAB)

**Prerequisite(s):** Completion of CHEM&121 or CHEM&161 with a grade of 2.0 or higher, or co-enrollment in CHEM&161.

**BIOL&212** **6 credits****Majors Animal**

NSL- Students will be introduced to biological evolution and how it has generated the biodiversity on the planet. Students will examine the major taxa of animals and some protists, focusing on their evolutionary relationships, ecological interactions, and structure-function relationships. Students will examine major organ systems, with an emphasis on comparing mammalian anatomy and physiology to that of other taxa. The laboratory work includes mandatory dissections of dead specimens, including a preserved rat. (LAB)

**Prerequisite(s):** Completion of BIOL&211 with a grade of 2.0 or higher.

**BIOL&213** **6 credits****Majors Plant**

NSL- Students will examine the phylogenetic relationships of the major groups of the plant kingdom. They will be able to describe the group's morphology, physiology and ecology as well as the development of ecosystems and the features of terrestrial biomes. They will apply the methods of scientific inquiry to a variety of laboratory problems. (LAB)

**Prerequisite(s):** Completion of BIOL&211 with a grade of 2.0 or higher.

**BIOL&241** **6 credits****Human Anatomy and Physiology 1**

NSL- This is the first course in the two quarter sequence of human anatomy and physiology. It will cover in detail the study of anatomy, function, and interrelationships of the organ systems. The laboratory work will include

microscopy, work with anatomical models, animal and/or organ dissections, experimental studies of physiological processes, and use of computer software. Topics will include the study of the following: histology, integumentary system, skeletal system, muscular system, nervous system and general and special senses. (LAB)

**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.

**BIOL&242** **6 credits****Human Anatomy and Physiology 2**

NSL- This is the second course in the two quarter sequence of human anatomy and physiology. It will cover in detail the study of anatomy, functions, and interrelationships of the organ systems. The laboratory work will include microscopy, work with anatomical models, animal and/or organ dissections, experimental studies of physiological processes, and use of computer software. Topics will include the study of the following organ systems: cardiovascular, lymphatic (including immunology), respiratory, digestive (with metabolism), urinary, endocrine, and reproductive. (LAB)

**Prerequisite(s):** Completion of BIOL&241 with a grade of 2.0 or higher.

**BIOL&260** **5 credits****Microbiology**

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

**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.

**BIOL 320** **5 credits****Biodiversity**

This course explores topics in biodiversity within the context of sustainability. Students will identify local species, and use ecological sampling techniques and analyses to assess local biodiversity. Students will examine how living organisms interact with each other and their environment. Students will discuss the value of biodiversity from multiple perspectives, learn how humans have affected natural systems, and explore ideas to ameliorate and/or prevent environmental degradation. This course may include off-site visits. (LAB)

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

**BUSINESS****BUS&101** **5 credits****Introduction to Business**

GS, 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 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 95 or above with a grade of 2.0 or higher, or placement 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 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**BUS 480** **5 credits****Sustainable Business Practices**

Students explore the societal and environmental impacts of business enterprises. Organizations will be examined within their economic, political, and social context. Organizational development and management strategies will be analyzed in terms of current and future impacts on stakeholders including investors, customers, employees, suppliers, communities, and the environment. Additional topics include traditional elements of business management such as decision making, strategic planning, organizational behavior, human resources management, marketing, accounting, and finance. Students will work in teams to develop business plans for proposed new social enterprise business ventures. BUS&101 is recommended, but not required.

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator."

## 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+ and Microsoft Windows Configuration industry certifications.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

### 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 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

### BIT 105 2 credits Careers in Professional Technology

RE- This course provides an overview of careers in the computer field: the types of positions, job functions, salaries, expectations, requirements, skills, and abilities necessary for successful employment. Students assess their career objectives, including a timetable, resources, and steps needed to achieve those objectives. Students also prepare for technical interviews, develop their job search materials, and expand their professional network. This course is suitable for those exploring possibilities in IT as well as those preparing to launch a job search.

**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, semantic markup, page layout and styling, image optimization, and file transfer. Students consider website design principles, create several sites, and test them on the web. Special emphasis is placed on using professional software, applying web standards, and managing a website files and assets.

**Prerequisite(s):** Placement into ENGL 95 or above.

### BIT 113 5 credits User Interface Development

RE- Students explore the design and implementation of effective user interfaces for web sites, mobile apps, and computer applications. Usability testing and advanced web authoring topics are covered as students gain first-hand experience creating computer graphics for a variety of audiences. Emphasis is placed on aesthetics, accessibility, usability, and working in a team setting to meet client objectives and incorporating client feedback into revisions.

**Prerequisite(s):** Co-enrollment or completion of BIT 112 with a grade of 2.0 or higher, or instructor permission.

### BIT 115 5 credits 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 84 or MATH 85 or MFUND 62 with a grade of 2.0 or higher or placement into MATH 95/ &107/ &131/ &132/ &146.

### BIT 116 5 credits 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 123 5 credits Next-Gen Internet Protocol

RE- This course provides students with an overview of the Next Generation (Next-Gen) Internet Protocol version 6 (IPv6). Students will learn design and implementation strategies for logical addressing technologies. The course focuses on IPv6 operations, routing, services, transition, and deployment in enterprise networks. This course is related toward the Hurricane Electric IPv6 industry certification.

**Prerequisite(s):** Completion of BIT 135 with a grade of 2.0 or higher, or instructor permission.

### BIT 130 5 credits 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 Installing and Configuring Windows Server industry certification.

**Prerequisite(s):** Co-enrollment with or completion of BIT 102 with a grade of 2.0 or higher, or instructor permission.

### BIT 135 5 credits 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 5 credits**

**Advanced Server Administration**

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 will 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 Administering Windows Server industry certification.

**Prerequisite(s):** Completion of BIT 130 with a grade of 2.0 or higher.

**BIT 142 5 credits**

**Intermediate Programming**

E- This is an intermediate course in computer science using a language such as C#. This course covers variable types, control structures, functions, modular programming, arrays, and references/memory management. The course will introduce basic sorting and searching algorithms. The emphasis of this course will be program design, programming foundations (variables, expressions, statements), and algorithms and abstractions (data types, functions).

**Prerequisite(s):** Completion of MATH 94 or MATH 95 or above AND BIT 116 with a grade of 2.0 or higher; OR completion of MATH& 141 or above AND BIT 115 with a grade of 2.0 or higher; OR permission with entry code.

**BIT 143 5 credits**

**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 145 5 credits**

**Security Essentials**

RE- This course covers a broad spectrum of security technologies. The course focuses on cyber and network security through risk management. Security concepts around system security, network infrastructure, and organizational security are emphasized. Students will learn security vulnerabilities and how to implement security measures to analyze an existing network topology.

**Prerequisite(s):** Completion of BIT 102 with a grade of 2.0 or higher, or instructor permission.

**BIT 156 1 credits**

**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.

**BIT 157 1 credits**

**Advanced Spreadsheet**

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

**Prerequisite(s):** None.

**BIT 158 1 credits**

**Beginning Database**

RE- This one-credit course prepares students to use a database application in the classroom and in a workplace. Students will learn basic database management concepts such as tables, queries, functions, forms, reports, and macros, as well as database management vocabulary and basic design problems.

**Prerequisite(s):** None.

**BIT 160 1 credits**

**Digital Imaging**

RE- This one-credit course will teach students the practical aspects of photographic digital imaging. The students will learn how to utilize digital imaging tools to acquire and manipulate photographic images and graphic elements using applications such as Adobe Photoshop. Students will learn to control, modify, apply special effects, and prepare graphics for various computer-based applications.

**Prerequisite(s):** None.

**BIT 161 1 credits**

**Vector Graphics**

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

**Prerequisite(s):** None.

**BIT 170 5 credits**

**Linux Administration**

RE- This course provides students with skills for Linux Administration. After a preliminary study of Linux and its history, students will develop competent skills in the Linux system. Students will learn how to navigate and perform common user tasks in the shell. An emphasis on system and network

administration duties will provide students with a broad skill set for Linux environments. Key topics include Linux distributions, installation, administration, X-Windows, networking, and security. This course is geared toward the CompTIA: Linux+ industry certification.

**Prerequisite(s):** Completion of BIT 101 and BIT 102 with grades of 2.0 or higher, or instructor permission.

**BIT 175 5 credits**

**Front-End Development**

RE- This course involves developing responsive, interactive, and accessible web designs using HTML, CSS and JavaScript. Emphasis is placed on creating a variety of effective user experiences given particular design parameters. Students gain hands-on experience in current web development workflows while building a professional web portfolio.

**Prerequisite(s):** Completion of BIT 113 with a grade of 2.0 or higher or instructor permission.

**BIT 196 1-5 credits**

**BIT Individualized Project I**

RE- Students will research and produce or perform a project in Business and Information Technology or an interdisciplinary topic emphasizing Business and Information Technology in some way. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s).

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

**BIT 197 1-5 credits**

**BIT Work-Based Learning I**

RE- The student will identify an opportunity for an unpaid internship or volunteer prospect that matches both the outcomes of the 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. This course uses P/NP grading.

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

**BIT 198 1-5 credits**

**Special Topics in BIT I**

RE- The course permits students to investigate current and relevant topics in Business and Information Technology. The focus, content, format and delivery vary depending upon the topics.

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

**BIT 199** **1-5 credits****Service Learning in BIT I**

RE- Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. This course uses P/NP grading.

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

**BIT 205** **5 credits**  
**Virtualization Technologies**

RE- Virtualization is an innovative implementation for developing network infrastructures. This course will provide you with the knowledge and skills to deploy and manage server virtualization environments. Students will learn the most prevalent virtualization platforms including Citrix, Microsoft, and VMware technologies. The course provides details on how to deploy and manage Hyper-V and Remote Desktop Services on Windows Server. Students will also gain experience by implementing Citrix XenServer solutions and VMware's vSphere with VDI (Virtual Desktop Infrastructure) in the labs using industry leading equipment. This course is geared toward current Microsoft, VMware, and Citrix virtualization certifications.

**Prerequisite(s):** Co-enrollment with or completion of BIT 130 and BIT 135 with a grade of 2.0 or higher; or instructor permission.

**BIT 220** **5 credits**  
**Elements of Project Management**

RE- This course will introduce the basics of project management. Topics include: defining the scope of the project, aligning goals with organizational strategic objectives, identifying milestones, securing resources, scheduling the project, and setting up controls. Best practices of running and documenting the project will be examined and there will be an introduction to the people side of project management.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**BIT 258** **5 credits**  
**Integrating Network Infrastructures**

RE- This course focuses on combining multiple single-purpose networks into a multi-service network, providing a common infrastructure convergence of network technologies. Students will evaluate best practices to enhance the operational efficiencies and productivity of a network. The course will explore details on creating unified and dynamic application infrastructures to create reliable and efficient

networks. Students will apply current industry practices for planning and developing network infrastructures working with virtualization and cloud methodologies. This course will utilize communication skills used by IT professionals within team environments. Students will analyze and implement different network infrastructures. Key topics include network documentation, disaster recovery plans, and security implementation into the network infrastructure.

**Prerequisite(s):** Completion of BIT 170 AND BIT 205 with a grade of 2.0 or higher, AND co-enrollment with or completion of BIT 140 with a grade of 2.0 or higher; OR instructor permission.

**BIT 265** **5 credits**  
**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** **5 credits**  
**Mobile User Interface Design**

RE- Students work through the design stages on a variety of mobile applications from concept to design completion using storyboards, feature requirements, rapid prototyping, and user testing techniques. Mobile apps are designed for and tested on leading mobile platforms and device types. A peer design review process helps students further refine their designs.

**Prerequisite(s):** Admission to the BAS-IT program, OR completion of BIT 175 with a grade of 2.0 or higher OR instructor permission.

**BIT 275** **5 credits**  
**Database Design**

RE- Students learn the basics of the planning and design of databases, the use of the Structured Query Language (SQL), and the use of JSON notation for transmitting data. Students gain hands-on experience by creating and testing a complete data model based on a set of client objectives. Topics of study include information design, relational database concepts, data modeling (DML) and data definition (DDL) language syntax, database design process, conceptual vs. physical data modeling, SQL and NoSQL database provisioning, and project scoping.

**Prerequisite(s):** Co-enrollment with or completion of BIT 158 with grades of 2.0 or higher, or instructor permission.

**BIT 280** **5 credits**  
**Web Server Administration**

RE- Students learn the set-up, operation, security, and administration of web servers on multiple platforms. 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 and hosted solutions like Azure, Amazon, and Google Cloud.

**Prerequisite(s):** Co-enrollment or completion of BIT 112 with a grade of 2.0 or higher, or instructor permission.

**BIT 285** **5 credits**  
**Web Applications I**

RE- Students learn the foundations of web application frameworks, design patterns, and application programming interfaces (APIs). Students develop, test, and debug sample applications. The focus is on Model-View-Controller (MVC) program design. Practical, hands-on experience is gained as the students work with ASP.NET and REST APIs on cloud platforms like Azure, Amazon, and Google Cloud.

**Prerequisite(s):** Completion of BIT 112 AND BIT 142 with grades of 2.0 or higher.

**BIT 286** **5 credits**  
**Web Applications II**

RE- Students work in teams to gain practical experience in creating and managing web applications. Topics of study will include utilization of ASP.Net MVC framework, database integration, REST APIs, client-side AJAX, and server security. Students will work in teams using an Agile approach to project work, and will use modern version control systems (such as git and GitHub).

**Prerequisite(s):** Completion of BIT 285 or BIT 260 with a grade of 2.0 or higher, or instructor permission.

**BIT 296** **1-5 credits**  
**BIT Individualized Project II**

RE- Students will research and produce or perform a project in Business and Information Technology or an interdisciplinary topic emphasizing Business and Information Technology in some way. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s).

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

**BIT 297 1-5 credits****BIT Work-Based Learning II**

RE- The student will identify a paid internship or related employment opportunity that matches both the outcomes of the students program and their interests. This course is normally taken in the final year of a program and should give the student experience that will assist them to find appropriate employment. Together with an instructor, the student will complete a written contract that specifies the learning outcomes as well as defines the duration of the course and the credits to be granted upon successful completion. This course uses P/NP grading.

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

**BIT 298 1-5 credits****Special Topics in BIT II**

RE- The course permits an individual student or a class of students to investigate current and relevant topics in Business and Information Technology. The content, format and delivery vary depending upon the topics and the quarter.

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

**BIT 299 1-5 credits****Service Learning in BIT II**

RE- Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. This course uses P/NP grading.

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

**BIT 300 1 credits****Get-Set Mobile Development**

In this course, students explore their interest and readiness for BAS-IT Mobile, imagine and ground themselves as mobile developers, and experiment with development tools, processes, and languages. Students will also begin to build personal connections with peers and professionals in the field to prepare for a career in mobile development.

**Prerequisite(s):** Completion of at least 10 credits of BAS-IT or BIT coursework with a grade of 2.0 or higher, OR instructor permission with review of equivalent coursework.

**BIT 340 5 credits****Lifecycle Management**

This course gives students the opportunity to work within a development team using processes needed to manage the software development lifecycle, from concept to completion: planning, development, testing, deployment, maintenance, bug tracking, and user analytics. Students investigate tools for task management, scheduling, resource management, reporting, and analytics.

**Prerequisite(s):** Admission to the BAS-IT program.

**BIT 350 5 credits****Software Design Patterns and Techniques**

This course introduces students to essential software design principles and patterns related to mobile development and puts them into practice. These include the S.O.L.I.D. principles of the Object Oriented Programming paradigm (i.e., Single responsibility principle, Open/closed principle, Liskov substitution principle, Interface segregation principle, and Dependency principle), Representational state transfer (REST) and RESTful web services, multi-threading and networking techniques, and the decorator, delegate, Model-View-Controller, Model-View-View-Model and other design patterns.

**Prerequisite(s):** Admission to the BAS-IT program.

**BIT 371 5 credits****Android App Development I**

Students in a development team will create a custom Android app using key components of the Android Software Developer Kit. Following agile development practice, students will design and implement app features utilizing input from stakeholders, evolving requirements, frequent review, integrated testing, and structured team collaboration. The course emphasizes Android programming fundamentals, version control in a team environment, and testing. Marketplace distribution of apps will also be explored.

**Prerequisite(s):** Admission to the BAS-IT program, AND co-enrollment or completion of BIT 271 with a grade of 2.0 or higher, OR instructor permission.

**BIT 372 5 credits****Android App Development II**

Students will continue building and updating apps while exploring advanced Android development topics such as asynchronous web service requests, communication infrastructure, and platform specific design architectures. Students will deepen their agile development skills, teamwork and troubleshooting practices, and testing experience using both automated user interface testing and managed user testing via alpha/beta releases on the Android marketplace.

**Prerequisite(s):** Admission to BAS-IT program, AND completion of BIT 371 with a grade of 2.0 or higher, OR instructor permission.

**BIT 375 5 credits****Database Programming**

In this course students will focus on using a relational database and SQL for managing persistent data. Students will learn various techniques for designing high-performance data access including supplementing persistent data stores with a NoSQL caching layer for heavily used services. Students will continue to explore the origins of NoSQL databases and the characteristics that distinguish them from traditional relational database management systems, including the main NoSQL data models, highlighting the business needs that drive the development and use of each database. Finally, there will also be an introduction to some of the major options for NoSQL and NewSQL and the criteria that decision-makers might consider when choosing between relational and non-relational databases and possible integration.

**Prerequisite(s):** Admission to the BAS-IT program AND completion of BIT 275 with grade of 2.0 or higher OR instructor permission.

**BIT 381 5 credits****iOS Application Development I**

Students will learn to build iOS applications as part of an agile development team. Using XCode to develop, debug and test, students will craft an application that leverages major components of the iOS Software Developer Kit (SDK). Students will prototype and test user interface (UI) designs while exploring techniques for handling various screen sizes including UI testing. The course will emphasize iOS programming patterns, development fundamentals, and version control in a team environment. App Store requirements will be explored as well.

**Prerequisite(s):** Admission to the BAS-IT program, AND co-enrollment or completion of BIT 271 with a grade of 2.0 or higher, OR instructor permission.

**BIT 382 5 credits****iOS Application Development II**

Students will continue creating iOS apps within development teams, learning advanced topics including custom user interface (UI) development, Objective-C integration, iOS Extensions, specialize developer kits and open-source libraries, cloud services, and multi-threading. The course will emphasize writing, review, profiling, and testing code, as well as app packaging and distribution via the App Store.

**Prerequisite(s):** Admission to the BAS-IT program, AND completion of BIT 381 with a grade of 2.0 or higher, OR instructor permission.

**BIT 396** **1-5 credits**  
**Individualized Project III**

Students will research and produce or perform a project related to programs outcomes and competencies in the field of mobile platforms. The content, learning outcomes, and assessment methods of the project will be developed collaboratively by the supervising instructor and student(s).

**Prerequisite(s):** Admission to the BAS-IT program AND instructor permission.

**BIT 397** **1-5 credits**  
**Work-Based Learning III**

Students will engage in hands-on experience through sustained contribution within a work setting in the field of mobile platforms. Under the guidance of a faculty advisor, students will develop learning outcomes that reflect program competencies, build on their own capabilities, and address areas of needed growth to prepare for a career in the field. Often students will engage with a sponsor in the field to explore key mobile platform technologies within the context of their career outcomes; developing their professional networks, portfolio of work, and job references while refining their career plans.

**Prerequisite(s):** Admission to the BAS-IT program AND instructor permission.

**BIT 435** **5 credits**  
**Data Science and Visualization**

This course introduces the basic techniques of data science, including data storage and management, machine learning and data mining, basic statistical modeling, and data visualization to create graphical representations that can be analyzed and presented to reveal complex information, generate insights and spur action. The course will focus on a project-based, team process for using a variety of data models to predict trends, make assessments, and transform data into attractive and informative visual forms that move understanding into action. The course will also review current computing advancements spurring the development of data science, such as SQL and NoSQL databases, parallel and mobile computing, and online APIs.

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

**BIT 465** **5 credits**  
**REST API Development**

Most modern mobile applications communicate with a server, whether it's sending game scores, posting updates, downloading videos, or receiving notifications. Students will build a backend system implementing Representational State Transfer (REST) endpoints for creating, reading, updating and deleting data with their apps. The students will learn about Object-Relational Mapping (ORM) and how it can be leveraged to build and interact with database systems.

**Prerequisite(s):** Admission to the BAS-IT program, AND Completion of BIT 340, BIT 372, and BIT 382 with a grade of 2.0 or higher.

**BIT 470** **5 credits**  
**Mobile Backend Services**

This course introduces Backend-as-a-Service frameworks for working with identities and data across multiple devices, platforms, and applications. Students explore several options including Function-as-a-Service (FaaS), Platform-as-a-Service (PaaS) and containers. The benefits, limitations, and key distinctions of different architectures are considered as well as issues of offline synchronization and compliance with industry-specific and regional regulations (HIPAA, PCI-DSS, or FIPS). Students will also learn development methodologies suitable for deploying apps on modern cloud platforms.

**Prerequisite(s):** Admission to the BAS-IT program, AND Completion of BIT 340, BIT 372, and BIT 382 with a grade of 2.0 or higher.

**BIT 480** **2 credits**  
**Current Trends in Mobile Ecosystems**

This course explores current and emerging tools and trends in mobile application development. Students will research and report on topics of particular interest. Sample topics may include collaborative app development, Android instant apps, location-based services, augmented reality, software-as-a-service, and the Internet of Things.

**Prerequisite(s):** Admission to the BAS-IT program; OR instructor permission.

**BIT 490** **2 credits**  
**Capstone Project**

Students will identify a specific, authentic project for research or implementation related to some aspect of mobile development. Students will define their project, evaluate the outcomes, and present their results to appropriate internal and/or external audiences.

**Prerequisite(s):** Admission to the BAS-IT program, AND completion of at least two credits of BIT 397 or BIT 497 with a grade of 2.0 or higher, OR instructor permission.

**BIT 495** **2 credits**  
**Career Development and Networking**

In this course, students will craft, revise, and refine their professional persona; polish and publish their online portfolio; practice formal and informal interviewing; identify local professional networks; and attend networking events. Students will also reflect on their capabilities across program outcomes and develop a plan for addressing areas of needed growth to transition to a career in mobile development.

**Prerequisite(s):** Admission to the BAS-IT program; AND completion of ENGL& 235 with a grade of 2.0 or higher, or instructor permission.

**BIT 496** **1-5 credits**  
**Individualized Project IV**

Students will research and produce or perform a project related to programs outcomes and competencies in the field of mobile platforms. The content, learning outcomes, and assessment methods of the project will be developed collaboratively by the supervising instructor and student(s).

**Prerequisite(s):** Admission to the BAS-IT program AND instructor permission.

**BIT 497** **1-5 credits**  
**Work-Based Learning IV**

Students will engage in hands-on experience through sustained contribution within a work setting in the field of mobile platforms. Under the guidance of a faculty advisor, students will develop learning outcomes that reflect program competencies, build on their own capabilities, and address areas of needed growth to prepare for a career in the field. Often students will engage with a sponsor in the field to explore key mobile platform technologies within the context of their career outcomes; developing their professional networks, portfolio of work, and job references while refining their career plans.

**Prerequisite(s):** Admission to the BAS-IT program AND 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 underlying the dynamics of change. In this course, students will learn and understand the language of chemistry, the chemical concepts that drive change in key areas of interest and need for our domestic and global societies, and how the scientific method is applied. Concepts will be applied to current topics such as the chemistry of air, water, climate change, energy, formulation of consumer products and technological materials, and essentials of biochemistry. This course is designed for students with little or no chemistry background, and it may not be used as a Prerequisite to other CHEM courses.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0, or placement into ENGL&101; AND Completion of MATH 84 or MATH 85 or MFUND 62 or above with a grade of 2.0 or higher, or placement into MATH 95/ &107/ &131/ &132/ &146.

**CHEM&121** **5 credits****Introduction to Chemistry**

NSL- 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; and does not meet the Prerequisite for CHEM&161. Laboratory activities extend lecture concepts and introduce the student to the experimental process. (LAB)

**Prerequisite(s):** Completion of MATH 94 or MATH 95, or MATH&107, or MATH&146, or MATH&131, or MATH&132 with a grade of 2.0 or higher; OR placement into MATH&141 or MATH 147 or above.

**CHEM&131** **5 credits****Introduction To Organic Chemistry and Biochemistry**

NSL- An entire field of chemistry is dedicated to the unique bonding characteristics and properties of compounds of carbon. Students will learn the structure, properties, and reactions of various organic compounds, including hydrocarbons, alcohols, aldehydes, ketones, carboxylic acids, and amines. Students will use this information as foundation for examining complex compounds found in living systems: carbohydrates, lipids, proteins, and nucleic acids. Laboratory activities extend lecture concepts and introduce the student to analysis and separation techniques. (LAB)

**Prerequisite(s):** Completion of CHEM&121 or CHEM&161 with a grade of 2.0 or higher.

**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. This course 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 who have not completed one year of chemistry at the high school level and who plan to enroll in the CHEM&161, CHEM&162, CHEM&163 sequence.

**Prerequisite(s):** Completion of MATH 94 or MATH 95, or MATH&107, or MATH&146, or MATH&131, or MATH&132 with a grade of 2.0 or higher; OR placement into MATH&141 or MATH 147 or above.

**CHEM&161** **6 credits****General Chemistry with Lab I**

NSL- 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. (LAB)

**Prerequisite(s):** Completion of MATH&141 or MATH 147 with a grade of 2.0 or higher, or placement into MATH&142 or above, AND one year of high school chemistry; OR Completion of CHEM&139 with a grade of 2.0 or higher.

**CHEM&162** **6 credits****General Chemistry With Lab II**

NSL- In this second in a three-quarter sequence for science and engineering majors, students explore bonding, molecular shapes, intermolecular forces, and the behaviors of solids, liquids, gases, and solutions. Entropy and Free Energy are used to understand spontaneous chemical processes. Laboratory extends content, emphasizing critical thinking, and safety. (LAB)

**Prerequisite(s):** Completion of CHEM&161 with a grade of 2.0 or higher.

**CHEM&163** **6 credits****General Chemistry with Lab III**

NSL- In this third in a three-quarter sequence for science and engineering majors, students use equilibrium, kinetics and thermodynamics with applications in acid-base chemistry and electrochemical cells. Concepts and applications in nuclear and biochemistry are introduced. Laboratory extends content, emphasizing experimental design, analysis, project activity, communication of results, and safety. (LAB)

**Prerequisite(s):** Completion of CHEM&162 with a grade of 2.0 or higher.

**CHEM&241** **4 credits****Organic Chemistry I**

NS- This course is an introduction to the chemistry of carbon-containing compounds for students taking three quarters of organic chemistry. Students will learn the identification, structure, and properties of the main types of organic compounds. Students will also develop an understanding of the chemical reactivity of hydrocarbons and alkyl halides using mechanistic approaches.

**Prerequisite(s):** Completion of CHEM&163 with a grade of 2.0 or higher.

**CHEM&242** **4 credits****Organic Chemistry II**

NS- This is the second course for students planning to take three quarters of organic chemistry. Students develop a greater understanding of organic structure and transformation, especially of aromatic and carbonyl compounds. Concurrent enrollment in the lab component is required.

**Prerequisite(s):** Completion of CHEM&241 with a grade of 2.0 or higher; and co-enrollment in CHEM 254.

**CHEM&243** **4 credits****Organic Chemistry III**

NS- This is the third course for students planning to take three quarters of organic chemistry. Students use a mechanistic approach to understanding and predicting transformations of carboxylic acids, amines, carbohydrates, lipids, proteins and nucleic acids. Concurrent enrollment in the lab component (CHEM 255) is required.

**Prerequisite(s):** Completion of CHEM&242 and CHEM 254 with grades of 2.0 or higher; AND Co-enrollment in CHEM 255.

**CHEM 254** **3 credits****Organic Chemistry Lab A**

NSL- This course introduces the student to the theory and practice of standard organic laboratory techniques, including preparation, purification, and analysis of representative compounds. Laboratory activities illustrate lecture concepts and must be taken concurrently with CHEM&242. (LAB)

**Prerequisite(s):** Completion of CHEM&241 with a grade of 2.0 or higher; AND Co-enrollment in CHEM&242.

**CHEM 255** **3 credits****Organic Chemistry Lab B**

NSL- 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. (LAB)

**Prerequisite(s):** Completion of CHEM&242 and CHEM 254 with grades of 2.0 or higher; AND Co-enrollment in CHEM&243.

## CHINESE

**CHIN&121** 5 credits  
**Chinese I**

EDP, 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):** Placement into ENGL 95 or above.

**CHIN&122** 5 credits  
**Chinese II**

EDP, 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**

EDP, 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.

## COLLEGE SUCCESS

**COLL 101** 5 credits  
**College Strategies**

RE- This course introduces students to the higher education system and to the habits and skills of successful college students. Together we explore Cascadia's educational framework, learning model, institutional values, academic resources, and academic plans and career paths. Students will practice critical and contextual thinking, navigate learning technologies, gain experience in collaborative work and active learning, and develop information literacy skills. By the end of the quarter, students will have produced actionable academic learning plans and identified practical learning strategies that they

can use in future courses. This course may be linked with another course in order to integrate students' development within a specific disciplinary context. **NOTE:** Students are expected to take this course within the first 30 credits earned at Cascadia College, or in their first year of attendance if attending part-time. This course serves as a Prerequisite to ENGL&102, ENGL&235, and EDUC&205 with a minimum grade of 2.0.

**Prerequisite(s):** Placement into ENGL 95 or above.

**COLL 120** 3 credits  
**Documentation of Prior Learning**

RE- Students in this course will learn to gather and assess evidence that documents college-level learning experiences gained outside of the traditional classroom. In doing so, they will acquire the analytical skills needed to organize and synthesize evidence of outside learning and will be able to identify significant experiences, demonstrate this learning, and compose self-reflective narratives documenting learning, knowledge, and skills. Learners will be prepared to meet for subject-specific consultation with discipline experts who will evaluate their documentation for course equivalencies.

**Prerequisite(s):** None.

## COMMUNICATION STUDIES

**CMST&101** 5 credits  
**Introduction to Communication**

H- In this course, students will explore the theory and practice of the communication process in an introductory class in the field of Communication. As they explore, students will develop skills and learn research based strategies improving their communication competence in foundational areas of interpersonal, intercultural, small group, and public speaking. Students will improve their ability to communicate formally and informally at home, work, and school, by evaluating and practicing their communication abilities in various contexts. Emphasis is placed on developing and maintaining competencies in verbal and nonverbal communication, perception of self and others, listening, conflict management, small group communication dynamics, and presentational speaking. Students will also learn to deliver effective formal team presentations.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**CMST 103** 3 credits  
**Interviewing Skills**

EDP, H- In this course, students will focus on the principles of interviewing. The interview process is a highly specialized form of Interpersonal Communication. Students will engage in practicing and applying specific skills including, but not limited to listening, the use of both verbal and nonverbal communication, and the creation of rÃ©sumÃ©s, cover letters, and personal statements. Moreover, students in the course will conduct and engage in mock interviews and develop interviewing skills and strategies based on a variety of settings including; work, job placement, internships, community activities, and college enrollment. Additionally, students learn how individuals, communities, and societies/ cultures are impacted by these systems and explore strategies for equitable change.

**Prerequisite(s):** Placement into ENGL 95 or above.

**CMST 105** 5 credits  
**Professional Communication**

H- Students will explore and apply the practical elements of inclusive communication skills for both individual and group communication in business, industry, and nonprofit contexts. In addition, students will learn expectations for communicating professionally at work as they apply and practice strategies for effective communication in presentational speaking, collaborative problem solving, and decision-making in teams. Emphasis is on developing and maintaining powerful soft skills, such as listening, conflict resolution, critical thinking, and professional networking. Students will also work in collaboration with organizations on and/or off campus.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**CMST 110** 5 credits  
**Digital Media, Culture and Communications**

H- In this course, students become better consumers and active participants of online social networks through an increased awareness and appreciation of specific online tools and applications. Students will be able to critically analyze their role and purpose in engaging in online global communities. Moreover, students will analyze, interpret, and apply specific communication strategies to the development of their own web presence. Throughout the course students will work in collaborative online global digital communities focusing on the role of culture on communication. Students will apply and integrate digital media literacy skills and awareness into their work lives, academic lives, and social lives.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**CMST 150** **5 credits****Multicultural Communication**

EDP, H- This course introduces students to the dynamics of identity development with communication, power, and difference within the diverse environment of the United States. Students will evaluate the influence of cultural values and resulting communication on the development of individual and group identities, while exploring the impact of systems of power, privilege, and inequality on communication behavior. Students will learn how to locate themselves within a local and national context and improve their abilities to interact within various diverse cultural settings by utilizing a variety of communication strategies and techniques designed to develop communication competence. This course may include a community-based learning project.

**Prerequisite(s):** None

**CMST 201** **5 credits****American Cinema**

EDP, H- Students learn about American cinema by experiencing and analyzing films. Students use knowledge of film production from historical, commercial, scientific, cultural, and artistic perspectives. Students will investigate film form and the language of film to discover the creative process of film production as it relates to cultural expression. Moreover, students will gain knowledge to analyze, synthesize, and evaluate film as it relates to how both local and global systems of power, privilege, and inequality are created and maintained.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**CMST 203** **5 credits****Media In United States Society**

EDP, 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 analyze the news and information flowing around them critically. Students will explore the legal, ethical, economic, and commercial dimensions of mass communications including how local and global systems of power, privilege, and inequality are created and maintained.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**CMST&210** **5 credits****Interpersonal Communication**

H- In this course, students explore, analyze and apply practical theory-based communication techniques and skills to enable students to develop and maintain healthy family, friend, romantic, and professional relationships. Students will examine and apply interpersonal communication theory to develop new more competent communication skills. Emphasis will be on personal identity and choosing intentional communication behaviors for relationship development, managing conflict and reducing communication anxiety in multiple contexts.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**CMST 211** **5 credits****World Cinema**

EDP, GS, H- In this course, students learn about world cinema by experiencing and analyzing films. Students use the acquire knowledge of global film production from historical, commercial, political, cultural and artistic perspectives. Students will write formal essays and blogs in response to film screening and learn about diverse conditions experienced by people from different and diverse global communities.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement 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, and 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, while decreasing communication apprehension.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**CMST&230** **5 credits****Small Group Communication- Leadership Dynamics**

EDP, H- Students will improve their ability to apply theoretical frameworks of group communication and leadership dynamics in diverse group settings at home, work, and in the classroom. Moreover, by utilizing current communication theories and research, students will critically analyze their own and others' communication effectiveness, and apply problem-solving and conflict resolution techniques. Students will engage in and conduct research for team and service learning projects, in order to learn actively and evaluate their leadership and group communication skills. Additionally, students learn how individuals, communities, and societies/cultures are impacted by these systems and explore strategies for equitable change.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**CMST 233** **5 credits****Global Media**

EDP,GS,H- In this course, students learn how to effectively implement media literacy strategies and techniques for consuming and analyzing specific global media messages and images. Students will be able to critically analyze global news events and information flowing through specific media technologies and services. Moreover, students will compare and contrast U.S. media systems with those media systems from other cultures/countries by examining legal, ethical, economic, and the commercial dimensions of mass communication. Additionally, students learn how individuals, communities, and societies/cultures are impacted by these systems and explore strategies for equitable change.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement 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. In this course, students will learn to examine and analyze complex legal and ethical situations on the internet and in other forms of mass media in order to be better consumers of media messages and images. To do so, students will study models for ethical decision-making and the history and process of media law.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**CMST 251** **5**

**credits**

**Intercultural Communication**

EDP,GS,H- Students identify the effects of culture on communication in the global context, by exploring underlying values, rules, worldviews and the systems of power, and inequality 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 the construction of communication messages in specific settings within the global context, such as business and education, and create and demonstrate communication strategies for intercultural communication competence.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**CMST 340** **5 credits**

**Public, Civic, and Community Advocacy**

Students learn how to develop and support arguments, evaluate and critically review evidence and practice oral debating skills. Emphasis is placed on introducing students to the practical application of analytical skills and competencies in framing and shaping public discourse. Coursework includes in-class activities and exercises that promote the use of both argumentation and negotiating skills in managing communication problems and challenges. Community based learning projects offer students the opportunity to collaborate with local community stake holders and members in sharing and promoting active and ethical practices for engaging in public and civic discourse.

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

**DRAMA**

**DRMA&101** **5 credits**

**Introduction to Theatre**

EDP,GS,H- Introduction to Theatre introduces students to the practices and history of contemporary American theater, and its global historical and cultural precedents and influences. Students will read plays and other materials, attend productions, and analyze and discuss these course materials. The course also includes multiple creative projects to give students hands-on experiences of creating theater. After successful completion of this course, students will be equipped to analyze and discuss theater and other performance genres as informed audience members, readers, and/or participants, and will produce thoughtful commentary on productions they see and plays they read. Central to the course is an analysis of the ways in which American drama has reinforced and reproduced as well as disrupted and commented on dominant systems of power, privilege, and inequality. Drama 101 is appropriate for students with all levels of experience, from those who have never attended a live performance to those with performance or production experience.

**Prerequisite(s):** Placement into ENGL 95 or above.

**DRMA 103** **5 credits**

**Theater Appreciation**

EDP,GS,H- The primary material in this course will be several theater productions in the greater Puget Sound area, which students will attend either on their own or in groups. Through these experiences, students will examine theatrical storytelling and performance, including design elements and production choices, scenic and costume designs, use of light and sound, and directorial and dramaturgical decisions. The coursework will require students to consider cultural difference and intersections, grapple with the relationship between art and culture, and examine the social, political, economic, and historical contexts of how stories are told, including systems of power, privilege, inequality and identity. The goal of this work is to develop critical thinking about the role and effects of theater, and about students' own responses to these performances. In lieu of textbooks, this course will require several out of class field trips, which will require the purchase of student tickets.

**Prerequisite(s):** Placement into ENGL 95 or above.

**DRMA 151** **5 credits**

**Introduction to Acting**

HP- This course focuses on the theory and practice of the fundamentals of acting primarily through rehearsing and performing scenes and monologues and through other acting work. 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):** Placement into ENGL 95 or above.

**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 a variety of methods of acting, e.g. Stanislavski, Meisner, Adler, Wangh, Suzuki.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**DRMA 153** **5 credits**

**Performance Production**

HP- This course provides hands on, practical experience in performance and technical theater production. The class will culminate in a public performance.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

## ECONOMICS

**ECON&201** 5 credits**Microeconomics**

GS, SS- This course examines the market system and the role of government in the economy. Students learn to analyze resource and income distribution, assess consumer and business behavior, and evaluate price determination and production cost. Students will also be able to identify the economic and socio-political forces that impact consumer demand, business production, and exchange within both domestic and international markets.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or placement into ENGL&101; AND Completion of MATH 94 or MATH 95 with a grade of 2.0 or higher or placement into MATH& 141 or MATH 147.

**ECON&202** 5 credits**Macroeconomics**

GS,SS- This is an introductory course in principles of macroeconomics. Macroeconomics studies aggregate economic phenomena such as inflation, economic growth and recession, and unemployment, and addresses issues related to economic growth and the role of government policies in maintaining a healthy, prosperous economy. The goal of the course is to enable students to think about aggregate economic issues in an insightful manner, and to critically evaluate the economic information and analysis provided in popular news publications.

**Prerequisite(s):** Placement into ENGL 95 or above; AND Completion of MATH 94 or MATH 95 with a grade of 2.0 or higher, or placement MATH&141 or MATH 147; AND Completion of ECON&201 with a grade of 2.0 or higher.

**ECON 460** 5 credits**Economics of Natural Resources**

This course is a survey of the economics of renewable and nonrenewable natural resources including fisheries, forest, minerals and fuels, environmental resources such as clean air and water, and ecological resources such as biodiversity and a stable global climate. Students will analyze these topics by considering optimal trade-offs between benefits and costs of resource use, including trade-offs between current and future use and sustainability. The role of property rights on resource use, market failure and the role of government are covered.

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

## EDUCATION

**EDUC 102** 5 credits**Field Experience in Education**

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

**Prerequisite(s):** None.

**EDUC&205** 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, philosophical, and psychological 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 will be required to complete 20 hours of community based learning experience in an educational setting and submit documentation from the field site supervisor. The field site may require a background check. This course will fulfill the integrated learning requirement.

**Prerequisite(s):** Placement into ENGL 95 or above, AND completion of COLL 100 or COLL 101 with a grade of 2.0 or higher.

## ENGINEERING

**ENGR 120** 5 credits**Introduction to Computer Aided Design**

NS- This course is an introduction to computer-aided engineering design, focusing on the design process, solid modeling and design documentation. Students will learn engineering design methodologies and processes, use industry-standard software to visualize, model and implement realistic objects and assemblies, and produce drawings, schematics and other design documents. They will be introduced to dimensioning and tolerancing industry standards. Computer experience is helpful but not required.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or placement into ENGL&101; AND Completion of MATH 94 or MATH 95 with a grade of 2.0 or higher or placement into MATH& 141 or MATH 147.

**ENGR 131** 5 credits**Introduction to Engineering**

NS- This course introduces students to core engineering fundamentals, principles and techniques in the context of system design. Students will learn data visualization and basic statistical techniques, system modeling, basic science and math for technology, use of technology in engineering problem-solving, engineering economics, and an introduction to materials. Sustainability and whole-system design will be central themes of the course.

**Prerequisite(s):** Completion of ENGL&101 with a grade of 2.0 or higher; AND Completion of or co-enrollment in MATH&142 or placement by testing into MATH&151.

**ENGR&204** 5 credits**Electrical Circuit Analysis**

NS- An introduction to the theory and techniques of electric circuit analysis. Students will learn how to analyze circuits of resistors, capacitors, inductors, and sources by making use of electromagnetic theory and network topology. Students will design circuits using time-domain and frequency-domain analysis, and analyze and design AC and power circuits using phasor techniques and mutual inductance. The emphasis will be on real-world applications. Students will develop hands-on experience by designing and implementing circuits in hardware and analyzing them using circuit test technology. A scientific calculator is required.

**Prerequisite(s):** Completion of MATH&152 with a grade of 2.0 or higher; AND Completion of PHYS&222 with a grade of 2.0 or higher.

**ENGR&214** **5 credits****Statics**

NS- Students will analyze forces acting on particles, rigid bodies and structures in equilibrium. Topics will include force and moment resultants, free-body diagrams, reactions and supports, internal forces, structures in equilibrium, centroids and centers of mass, distributed forces, and friction. Emphasis will be placed on real-world applications and technology will be integrated throughout the course. A scientific calculator is required.

**Prerequisite(s):** Co-enrollment in or completion of MATH&163 or above with a grade of 2.0 or higher; AND Completion of PHYS&221 with a grade of 2.0 or higher.

**ENGR&215** **5 credits****Dynamics**

NS- Students will analyze the kinematics and dynamics of particles, systems of particles and rigid bodies; 2D and 3D coordinate systems; motion relative to translating and rotating reference frames; work and energy; linear momentum and linear impulse; rotating bodies and angular momentum. Emphasis will be placed on real-world applications and technology will be integrated throughout the course. A scientific calculator is required.

**Prerequisite(s):** Completion of MATH&163 with a grade of 2.0 or higher; AND Completion of ENGR&214 with a 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 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 scientific calculator is required.

**Prerequisite(s):** Completion of MATH&163 with a grade of 2.0 or higher; AND Completion of ENGR&214 with a 2.0 or higher.

**ENGR 240** **5 credits****Applied Numerical Methods**

NS- In this course students will develop computational solutions to problems commonly arising in engineering and the sciences. They will create algorithms, use industry-standard software to analyze and visualize data, solve numerical problems, and simulate processes. Applications to statistics, mechanics, and other areas will be explored. Computer experience is helpful but not necessary.

**Prerequisite(s):** Completion of ENGL&101 with a grade of 2.0 or higher; AND Co-enrollment or completion of MATH&152 with a grade of 2.0 or higher.

**ENGLISH FOUNDATIONS****EF 25** **10 credits****Beginning English Communication**

In this course, students will develop beginning English communication skills. Students will learn to communicate effectively through reading, writing, listening, speaking, and grammar in context to prepare for the next steps of their college or career goals. These outcomes correspond to College and Career Readiness Standards for Adult Education Level A-B.

**Prerequisite(s):** Placement into EF 25, or by Basic Education for Adults staff or faculty.

**EF 27** **5 credits****Beginning Reading**

In this course, students will be introduced to beginning English reading skills. Students will learn to apply basic reading skills and strategies to a variety of adapted texts while developing their vocabulary and participating in discussion. Students will read texts on a variety of topics. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 25.

**EF 28** **5 credits****Beginning Speaking and Listening**

In this course, students will develop beginning English speaking and listening skills. They will improve their ability to make simple statements and ask and answer questions about daily life topics. Students will develop their fluency, comprehension, pronunciation, and conversation skills. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 25.

**EF 29** **5 credits****Beginning Writing and Grammar**

In this course, students will develop beginning English writing and grammar skills. Utilizing the writing process, students will write sentences and will be introduced to basic paragraph structure. Students will improve their knowledge and use of English grammar, sentence structure, and vocabulary in their writing. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 25.

**EF 35** **10 credits****Low-Intermediate English Communication**

In this course, students will develop low-intermediate English communication skills. Students will learn to communicate effectively through reading, writing, listening, speaking, and grammar in context to prepare for the next steps of their college or career goals. These outcomes correspond to College and Career Readiness Standards for Adult Education Level B-C.

**Prerequisite(s):** Successful completion of appropriate Level 2 course(s), or placement into EF 35. Placement is determined by Basic Education for Adults staff or faculty.

**EF 37** **5 credits****Low-Intermediate Reading**

In this course, students will develop low-intermediate English reading skills. Students will learn to apply reading skills and strategies to a variety of adapted texts while developing their vocabulary and participating in discussion. Students will read texts on a variety of topics. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 35.

**EF 38** **5 credits****Low-Intermediate Speaking and Listening**

In this course, students will develop low-intermediate English speaking and listening skills. They will improve their ability to converse about a range of topics and participate in group discussions. Students will further develop their fluency, comprehension, pronunciation, and conversation skills. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 35.

**EF 39** **5 credits****Low-Intermediate Writing and Grammar**

In this course, students will develop low-intermediate English writing and grammar skills. Utilizing the writing process, students will write sentences and paragraphs for a variety of purposes. Students will improve their knowledge and use of English grammar, paragraph structure, and vocabulary in their writing. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 35.

**EF 45 10 credits****Intermediate English Communication**

In this course, students will develop intermediate English communication skills. Students will learn to communicate effectively through reading, writing, listening, speaking, and grammar in context to prepare for the next steps of their college or career goals. These outcomes correspond to College and Career Readiness Standards for Adult Education Level C-D.

**Prerequisite(s):** Successful completion of appropriate Level 3 course(s), or placement into EF 45. Placement is determined by Basic Education for Adults staff or faculty.

**EF 47 5 credits****Intermediate Reading**

In this course, students will develop intermediate English reading skills. Students will learn to apply reading skills and strategies to a variety of adapted texts while developing their vocabulary and participating in discussion. Students will read texts on a variety of topics and genres. This course will help prepare students for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 45.

**EF 48 5 credits****Intermediate Speaking and Listening**

In this course, students will develop intermediate speaking and listening skills in English. They will improve their ability to express their opinions and participate in group discussions on academic and non-academic topics. Students will further develop their fluency, comprehension, pronunciation, critical thinking, formal presentation skills, and conversation skills. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 45.

**EF 49 5 credits****Intermediate Writing and Grammar**

In this course, students will develop intermediate English writing and grammar skills. Utilizing the writing process, students will write well-developed paragraphs and will be introduced to multi-paragraph essays using a variety of styles. Students will improve their knowledge and use of English grammar, paragraph structure, and vocabulary in their writing. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 45.

**EF 50 5 credits****English in Context- Fine Arts**

In this course, students will learn about topics relating to fine arts by reading primary sources and learning from other types of media. In addition, students will prepare written artifacts which require critical thinking skills, understanding of content, writing mechanics, grammar, spelling, and vocabulary. Students will also build public speaking skills by doing presentations. This course will help prepare students for the high school equivalency examinations in Reasoning Through Language Arts or earn high school completion credits in English and Science. It will also offer opportunities for students to increase English language skills contextually with topics relating to fine arts. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D-E.

**Prerequisite(s):** Successful completion of appropriate Level 4 course(s), or placement into EF 50. Placement is determined by Adult Basic Education staff or faculty.

**EF 51 5 credits****English in Context- Washington State History**

In this course, students will learn a general overview of Washington (WA) State history. Students will gain knowledge by reading primary sources learning from other types of media. In addition, students will prepare written artifacts which require critical thinking skills, understanding of content, writing mechanics, grammar, spelling, and vocabulary. Students will also build public speaking skills by doing presentations. This course will help prepare students for the high school equivalency examinations in Reasoning Through Language Arts and Social Studies or earn high school completion credits in English and WA State History. It will also offer opportunities for students to increase English language skills contextually with WA state history. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D-E.

**Prerequisite(s):** Successful completion of appropriate Level 4 course(s), or placement into EF 51. Placement is determined by International Programs staff or faculty.

**EF 52 5 credits****English in Context- United States History**

In this course, students will learn a general overview of United States (US) history. Students will gain knowledge by reading primary sources documents and learning from other sources of media. In addition, students will prepare written artifacts which require critical thinking skills, understanding of content, writing mechanics, grammar, spelling, and vocabulary. Students will also build public speaking skills by doing presentations. This course will help prepare students for the high school equivalency examinations in Reasoning through Language Arts and Social Studies or earn high school completion credits in English and US History. It will also offer opportunities for students to increase English language skills contextually with US history. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D-E.

**Prerequisite(s):** Successful completion of appropriate Level 4 course(s), or placement into EF 52. Placement is determined by Adult Basic Education staff or faculty.

**EF 53 5 credits****English in Context- Current World Issues**

In this course, students will learn about a number of current world issues by reading primary sources and learning from other sources of media. In addition, students will prepare written artifacts which require critical thinking skills, understanding of content, writing mechanics, grammar, spelling, and vocabulary. Students will also build public speaking skills by doing presentations. This course will help prepare students for the high school equivalency examinations in Reasoning Through Language Arts and Social Studies or earn high school completion credits in English and Current World Issues. It will also offer opportunities for students to increase English language skills contextually with current world issues. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D-E.

**Prerequisite(s):** Successful completion of appropriate Level 4 course(s), or placement into EF 53. Placement is determined by Basic Education for Adults staff or faculty.

**EF 54** **5 credits**  
**English in Context- Civics and Government**

In this course, students will learn about US Civics and Government by reading primary sources and learning from other sources of media. In addition, students will prepare written artifacts which require critical thinking skills, understanding of content, writing mechanics, grammar, spelling, and vocabulary. Students will also build public speaking skills by doing presentations. This course will help students prepare for the high school equivalency examinations in Reasoning Through Language Arts and Social Studies or earn high school completion credits in English and Civics/Government. It will also offer opportunities for students to increase English language skills contextually with topics relating to civics and the US government. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D-E.

**Prerequisite(s):** Successful completion of appropriate Level 4 course(s), or placement into EF 54. Placement is determined by Basic Education for Adults staff or faculty.

**EF 55** **5 credits**  
**English in Context- Environmental Science**

In this course, students will learn about environmental science and sustainability by reading primary sources and learning from other sources of media. In addition, students will prepare written artifacts which require critical thinking skills, understanding of content, writing mechanics, grammar, spelling, and vocabulary. Students will also build public speaking skills by doing presentations. This course will help students prepare for the high school equivalency examinations in Reasoning Through Language Arts and Science, or earn high school completion credits in English and Science. It will also offer opportunities for students to increase English language skills contextually with topics relating to environmental science as they relate to topics on sustainability. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D-E.

**Prerequisite(s):** Successful completion of appropriate Level 4 course(s), or placement into EF 55. Placement is determined by Basic Education for Adults staff or faculty.

**EF 56** **5 credits**  
**English in Context- General Science**

In this course, students will learn about topics relating to general science and sustainability by reading primary sources and learning from other types of media. In addition, students will prepare written artifacts which require critical thinking skills, understanding of content, writing mechanics, grammar, spelling, and vocabulary. Students will also build public speaking skills by doing presentations. This course will help prepare students for the high school equivalency examinations in Reasoning Through Language Arts and Science, or earn high school completion credits in English and Science. It will also offer opportunities for students to increase English language skills contextually with topics relating to general science and sustainability. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D-E.

**Prerequisite(s):** Successful completion of appropriate Level 4 course(s), or placement into EF 56. Placement is determined by Basic Education for Adults staff or faculty.

**EF 57** **5 credits**  
**High-Intermediate Reading**

In this course, students will develop high-intermediate reading skills in English. Students will learn to apply reading and vocabulary skills and strategies to a variety of authentic and adapted texts while developing their vocabulary and participating in discussion. Students will read texts from a variety of genres and academic disciplines. This course will help prepare students for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 55.

**EF 58** **5 credits**  
**High-Intermediate Speaking and Listening**

In this course, students will develop high-intermediate English speaking, listening, and lecture note-taking skills. They will improve their ability to express their opinions and participate in group discussions on academic and non-academic topics. Students will further develop their fluency, comprehension, critical thinking, formal presentation skills, and note-taking. This course will help students prepare for the next steps in the educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 55.

**EF 59** **5 credits**  
**High-Intermediate Writing and Grammar**

In this course, students will develop high-intermediate English writing and grammar skills. Utilizing the writing process, students will write well-developed paragraphs and multi-paragraph essays using a variety of styles. Students will improve their knowledge and use of English grammar, paragraph and essay structure, and vocabulary in their writing. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 55.

**EF 65** **10 credits**  
**Advanced Reading and Writing**

In this course, students will develop advanced academic English reading and writing skills for success in college-level classes and the workplace. Students will apply reading strategies to a variety of authentic texts, while developing their vocabulary and annotation skills and participating in partner and group discussions. Students will create a variety of artifacts using the writing process and applying critical thinking skills and learned grammar from course texts. Written artifacts will include an instructor-guided research paper and assignments that combine purposes and styles. Course activities and assignments are designed to help students prepare for their next steps in their educational or career goals. This course will also prepare students for the high school equivalency examinations in Reasoning Through Language Arts or earn high school completion credits in English. These outcomes correspond to College and Career Readiness Standards for Adult Education Level E.

**Prerequisite(s):** Successful completion of appropriate Level 5 course(s), or placement into EF 65. Placement is determined by Basic Education for Adults staff or faculty.

**EF-I 25** **10 credits**  
**Beginning English Communication**

In this course, students will develop beginning English communication skills. Students will learn to communicate effectively through reading, writing, listening, speaking, and grammar in context to prepare for the next steps of their college or career goals. These outcomes correspond to College and Career Readiness Standards for Adult Education Level A-B.

**Prerequisite(s):** Placement into EFI 25, or by International Programs staff or faculty.

**EF-I 27** **5 credits**  
**Beginning Reading**

In this course, students will be introduced to beginning English reading skills. Students will learn to apply basic reading skills and strategies to a variety of adapted texts while developing their vocabulary and participating in discussion. Students will read texts on a variety of topics. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EFI 25.

**EF-I 28** **5 credits**  
**Beginning Speaking and Listening**

In this course, students will develop beginning English speaking and listening skills. They will improve their ability to make simple statements and ask and answer questions about daily life topics. Students will develop their fluency, comprehension, pronunciation, and conversation skills. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EFI 25.

**EF-I 29** **5 credits**  
**Beginning Writing and Grammar**

In this course, students will develop beginning English writing and grammar skills. Utilizing the writing process, students will write sentences and will be introduced to basic paragraph structure. Students will improve their knowledge and use of English grammar, sentence structure, and vocabulary in their writing. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EFI 25.

**EF-I 35** **10 credits**  
**Low-Intermediate English Communication**

In this course, students will develop low-intermediate English communication skills. Students will learn to communicate effectively through reading, writing, listening, speaking, and grammar in context to prepare for the next steps of their college or career goals. These outcomes correspond to College and Career Readiness Standards for Adult Education Level B-C.

**Prerequisite(s):** Successful completion of appropriate Level 2 course(s), or placement into EFI 35. Placement is determined by International Programs staff or faculty.

**EF-I 37** **5 credits**  
**Low-Intermediate Reading**

In this course, students will develop low-intermediate English reading skills. Students will learn to apply reading skills and strategies to a variety of adapted texts while developing their vocabulary and participating in discussion. Students will read texts on a variety of topics. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 35.

**EF-I 38** **5 credits**  
**Low-Intermediate Speaking and Listening**

In this course, students will develop low-intermediate English speaking and listening skills. They will improve their ability to converse about a range of topics and participate in group discussions. Students will further develop their fluency, comprehension, pronunciation, and conversation skills. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 35.

**EF-I 39** **5 credits**  
**Low-Intermediate Writing and Grammar**

In this course, students will develop low-intermediate English writing and grammar skills. Utilizing the writing process, students will write sentences and paragraphs for a variety of purposes. Students will improve their knowledge and use of English grammar, paragraph structure, and vocabulary in their writing. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EF 35.

**EF-I 45** **10 credits**  
**Intermediate English Communication**

In this course, students will develop intermediate English communication skills. Students will learn to communicate effectively through reading, writing, listening, speaking, and grammar in context to prepare for the next steps of their college or career goals. These outcomes correspond to College and Career Readiness Standards for Adult Education Level C-D.

**Prerequisite(s):** Successful completion of appropriate Level 3 course(s), or placement into EFI 45. Placement is determined by International Programs staff or faculty.

**EF-I 47** **5 credits**  
**Intermediate Reading**

In this course, students will develop intermediate English reading skills. Students will learn to apply reading skills and strategies to a variety of adapted texts while developing their vocabulary and participating in discussion. Students will read texts on a variety of topics and genres. This course will help prepare students for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EFI 45.

**EF-I 48** **5 credits**  
**Intermediate Speaking and Listening**

In this course, students will develop intermediate speaking and listening skills in English. They will improve their ability to express their opinions and participate in group discussions on academic and non-academic topics. Students will further develop their fluency, comprehension, pronunciation, critical thinking, formal presentation skills, and conversation skills. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EFI 45.

**EF-I 49** **5 credits**  
**Intermediate Writing and Grammar**

In this course, students will develop intermediate English writing and grammar skills. Utilizing the writing process, students will write well-developed paragraphs and will be introduced to multi-paragraph essays using a variety of styles. Students will improve their knowledge and use of English grammar, paragraph structure, and vocabulary in their writing. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EFI 45.

**EF-I 50** **5 credits**  
**English in Context- Fine Arts**

In this course, students will learn about topics relating to fine arts by reading primary sources and learning from other types of media. In addition, students will prepare written artifacts which require critical thinking skills, understanding of content, writing mechanics, grammar, spelling, and vocabulary. Students will also build public speaking skills by doing presentations. This course will help prepare students for the high school equivalency examinations in Reasoning Through Language Arts or earn high school completion credits in English and Science. It will also offer opportunities for students to increase English language skills contextually with topics relating to fine arts. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D-E.

**Prerequisite(s):** Successful completion of appropriate Level 4 course(s), or placement into EFI 50. Placement is determined by International Programs staff or faculty.

**EF-I 51** **5 credits**  
**English in Context- Washington State History**

In this course, students will learn a general overview of Washington (WA) State history. Students will gain knowledge by reading primary sources learning from other types of media. In addition, students will prepare written artifacts which require critical thinking skills, understanding of content, writing mechanics, grammar, spelling, and vocabulary. Students will also build public speaking skills by doing presentations. This course will help prepare students for the high school equivalency examinations in Reasoning Through Language Arts and Social Studies or earn high school completion credits in English and WA State History. It will also offer opportunities for students to increase English language skills contextually with WA state history. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D-E.

**Prerequisite(s):** Successful completion of appropriate Level 4 course(s), or placement into EF 51. Placement is determined by International Programs staff or faculty.

**EF-I 52** **5 credits**  
**English in Context- United States History**

In this course, students will learn a general overview of United States (US) history. Students will gain knowledge by reading primary sources documents and learning from other sources of media. In addition, students will prepare written artifacts which require critical thinking skills, understanding of content, writing mechanics, grammar, spelling, and vocabulary. Students will also build public speaking skills by doing presentations. This course will help prepare students for the high school equivalency examinations in Reasoning through Language Arts and Social Studies or earn high school completion credits in English and US History. It will also offer opportunities for students to increase English language skills contextually with US history. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D-E.

**Prerequisite(s):** Successful completion of appropriate Level 4 course(s), or placement into EFI 52. Placement is determined by International Programs staff or faculty.

**EF-I 53** **5 credits**  
**English in Context- Current World Issues**

In this course, students will learn about a number of current world issues by reading primary sources and learning from other sources of media. In addition, students will prepare written artifacts which require critical thinking skills, understanding of content, writing mechanics, grammar, spelling, and vocabulary. Students will also build public speaking skills by doing presentations. This course will help prepare students for the high school equivalency examinations in Reasoning Through Language Arts and Social Studies or earn high school completion credits in English and Current World Issues. It will also offer opportunities for students to increase English language skills contextually with current world issues. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D-E.

**Prerequisite(s):** Successful completion of appropriate Level 4 course(s), or placement into EFI 53. Placement is determined by International Programs staff or faculty.

**EF-I 54** **5 credits**  
**English in Context- Civics and Government**

In this course, students will learn about US Civics and Government by reading primary sources and learning from other sources of media. In addition, students will prepare written artifacts which require critical thinking skills, understanding of content, writing mechanics, grammar, spelling, and vocabulary. Students will also build public speaking skills by doing presentations. This course will help students prepare for the high school equivalency examinations in Reasoning Through Language Arts and Social Studies or earn high school completion credits in English and Civics/Government. It will also offer opportunities for students to increase English language skills contextually with topics relating to civics and the US government. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D-E.

**Prerequisite(s):** Successful completion of appropriate Level 4 course(s), or placement into EFI 54. Placement is determined by International Programs staff or faculty.

**EF-I 55** **5 credits**  
**English in Context- Environmental Science**

In this course, students will learn about environmental science and sustainability by reading primary sources and learning from other sources of media. In addition, students will prepare written artifacts which require critical thinking skills, understanding of content, writing mechanics, grammar, spelling, and vocabulary. Students will also build public speaking skills by doing presentations. This course will help students prepare for the high school equivalency examinations in Reasoning Through Language Arts and Science, or earn high school completion credits in English and Science. It will also offer opportunities for students to increase English language skills contextually with topics relating to environmental science as they relate to topics on sustainability. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D-E.

**Prerequisite(s):** Successful completion of appropriate Level 4 course(s), or placement into EFI 55. Placement is determined by International Programs staff or faculty.

**EF-I 56** **5 credits**  
**English in Context- General Science**

In this course, students will learn about topics relating to general science and sustainability by reading primary sources and learning from other types of media. In addition, students will prepare written artifacts which require critical thinking skills, understanding of content, writing mechanics, grammar, spelling, and vocabulary. Students will also build public speaking skills by doing presentations. This course will help prepare students for the high school equivalency examinations in Reasoning Through Language Arts and Science, or earn high school completion credits in English and Science. It will also offer opportunities for students to increase English language skills contextually with topics relating to general science and sustainability. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D-E.

**Prerequisite(s):** Successful completion of appropriate Level 4 course(s), or placement into EFI 56. Placement is determined by International Programs staff or faculty.

**EF-I 57** **5 credits**  
**High-Intermediate Reading**

In this course, students will develop high-intermediate reading skills in English. Students will learn to apply reading and vocabulary skills and strategies to a variety of authentic and adapted texts while developing their vocabulary and participating in discussion. Students will read texts from a variety of genres and academic disciplines. This course will help prepare students for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EFI 55.

**EF-I 58** **5 credits**  
**High-Intermediate Speaking and Listening**

In this course, students will develop high-intermediate English speaking, listening, and lecture note-taking skills. They will improve their ability to express their opinions and participate in group discussions on academic and non-academic topics. Students will further develop their fluency, comprehension, critical thinking, formal presentation skills, and note-taking. This course will help students prepare for the next steps in the educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EFI 55.

**EF-I 59** **5 credits**  
**High-Intermediate Writing and Grammar**

In this course, students will develop high-intermediate English writing and grammar skills. Utilizing the writing process, students will write well-developed paragraphs and multi-paragraph essays using a variety of styles. Students will improve their knowledge and use of English grammar, paragraph and essay structure, and vocabulary in their writing. This course will help students prepare for the next steps in their educational or career goals.

**Prerequisite(s):** Concurrent enrollment in EFI 55.

**EF-I 65** **10 credits**  
**Advanced Reading and Writing**

In this course, students will develop advanced academic English reading and writing skills for success in college-level classes and the workplace. Students will apply reading strategies to a variety of authentic texts, while developing their vocabulary and annotation skills and participating in partner and group discussions. Students will create a variety of artifacts using the writing process and applying critical thinking skills and learned grammar from course texts. Written artifacts will include an instructor-guided research paper and assignments that combine purposes and styles. Course activities and assignments are designed to help students prepare for their next steps in their educational or career goals. This course will also prepare students for the high school equivalency examinations

in Reasoning Through Language Arts or earn high school completion credits in English. These outcomes correspond to College and Career Readiness Standards for Adult Education Level E.

**Prerequisite(s):** Successful completion of appropriate Level 5 course(s), or placement into EF 65. Placement is determined by International Programs staff or faculty.

**ESL 1** **1-4 credits**  
**ESL Educational Interview**

This ESL orientation course introduces new students to Cascadia 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 10** **1-18 credits**  
**ESL Communication 1**

This course introduces beginning English literacy skills. Students will learn to communicate through reading, writing, listening, and speaking to prepare for essential situations in daily life. **NOTE:** Credits for this course are not transferable, nor do they apply to any college degree or certificate.

**Prerequisite(s):** Placement in ESL 010.

**ESL 20** **1-18 credits**  
**ESL Communication 2**

This course introduces low-beginning English communication skills. Students will learn to communicate independently through reading, writing, listening, and speaking to prepare for the next steps of their education or career goals. These outcomes align with and prepare students for Level A of the College and Career Readiness Standards for Adult Education. **NOTE:** Credits for this course are not transferable, nor do they apply to any college degree or certificate.

**Prerequisite(s):** Completion of ESL 10 with a grade of 2.0 or higher, or placement by testing in ESL 20.

**ESL 30** **1-18 credits**  
**ESL Communication 3**

This course introduces high-beginning English communication skills. Students will learn to communicate independently through reading, writing, listening, and speaking to prepare for the next steps of their education or career goals. These outcomes correspond to College and Career Readiness Standards for Adult Education Level A. **NOTE:** Credits for this course are not transferable, nor do they apply to any college degree or certificate.

**Prerequisite(s):** Completion of ESL 20 with a grade of 2.0 or higher, or placement by testing in ESL 30.

**ESL 32** **1-15 credits**  
**ESL Communication 3 - Reading And Writing**

This course introduces high-beginning English communication skills. Students will learn to communicate independently through reading and writing to prepare for the next steps of their education or career goals. These outcomes correspond to College and Career Readiness Standards for Adult Education Level A. **NOTE:** Credits for this course are not transferable, nor do they apply to any college degree or certificate.

**Prerequisite(s):** Completion of ESL 20 with a grade of 2.0 or higher, or placement by testing in ESL 30.

**ESL 40** **1-18 credits**  
**ESL Communication 4**

This course introduces intermediate English communication skills. Students will learn to communicate independently through reading, writing, listening, and speaking to prepare for the next steps of their education or career goals. These outcomes correspond to College and Career Readiness Standards for Adult Education Level B. **NOTE:** Credits for this course are not transferable, nor do they apply to any college degree or certificate.

**Prerequisite(s):** Completion of ESL 30 with a grade of 2.0 or higher, or placement by testing in ESL 40.

**ESL 42** **1-15 credits**  
**ESL Communication 4 - Reading and Writing**

This course introduces intermediate English communication skills. Students will learn to communicate independently through reading and writing to prepare for the next steps of their education or career goals. These outcomes correspond to College and Career Readiness Standards for Adult Education Level B. **NOTE:** Credits for this course are not transferable, nor do they apply to any college degree or certificate.

**Prerequisite(s):** Completion of ESL 30 with a grade of 2.0 or higher, or placement by testing in ESL 40.

**ESL 50** **1-18 credits**  
**ESL Communication 5**

This course introduces high-intermediate English communication skills. Students will learn to communicate independently through reading, writing, listening, and speaking to prepare for the next steps of their education or career goals. These outcomes correspond to College and Career Readiness Standards for Adult Education Level C. **NOTE:** Credits for this course are not transferable, nor do they apply to any college degree or certificate.

**Prerequisite(s):** Completion of ESL 40 with a grade of 2.0 or higher, or placement by testing in ESL 50.

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**ESL 52** **1-15 credits**  
**ESL Communication 5 - Reading and Writing**

This course introduces high-intermediate English communication skills. Students will learn to communicate independently through reading and writing to prepare for the next steps of their education or career goals. These outcomes correspond to College and Career Readiness Standards for Adult Education Level C. **NOTE:** Credits for this course are not transferable, nor do they apply to any college degree or certificate.

**Prerequisite(s):** Completion of ESL 40 with a grade of 2.0 or higher, or placement by testing in ESL 50.

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**ESL 60** **1-18 credits**  
**ESL Communication 6**

This course introduces advanced English communication skills. Students will learn to communicate independently through reading, writing, listening, and speaking to prepare for the next steps of their education or career goals. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D. **NOTE:** Credits for this course are not transferable, nor do they apply to any college degree or certificate.

**Prerequisite(s):** Completion of ESL 50 with a grade of 2.0 or higher, or placement by testing in ESL 60.

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**ESL 62** **1-15 credits**  
**ESL Communication 6- Reading and Writing**

This course introduces advanced English communication skills. Students will learn to communicate independently through reading and writing to prepare for the next steps of their education or career goals. These outcomes correspond to College and Career Readiness Standards for Adult Education Level D. **NOTE:** Credits for this course are not transferable, nor do they apply to any college degree or certificate.

**Prerequisite(s):** Completion of ESL 50 with a grade of 2.0 or higher, or placement by testing in ESL 60.

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**ENGLISH**
**ENGL 95** **5 credits**  
**College Reading and Writing**

This reading course prepares students for success with college literacies, and supports specific success in first year composition courses using targeted practices. Students will experiment with and strengthen their reading and writing strategies to increase comprehension of academic materials. Time will be dedicated for individual conferences and writing tutor consultations. Students will develop a collection of personalized reading and writing processes for academic assignments that reflect intentional organization, appropriate conventions, and polish. They will learn to find and interpret information to use in their writing.

This course is intended to be taken either as: a) the first five credits in a sequence of consecutive quarters with ENGL&101, extending the pace and scaffolding of reading activities and assignments, or b) as a co-requisite in the same quarter as ENGL&101, in which the pace of supporting activities and assignments will be more compressed.

**Prerequisite(s):** Placement into ENGL 95 or above.

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**ENGL&101** **5 credits**  
**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 reading strategies, develop 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 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

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**ENGL&102** **5 credits**  
**Composition II**

Students learn how to develop a research process that includes narrowing topics and creating research questions, searching for and evaluating a variety of sources which include peer-reviewed scholarship, writing annotated bibliographies, and managing, synthesizing and using multiple sources to produce research projects.

**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.

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**ENGL&111** **5 credits**  
**Introduction to Literature**

EDP, GS, H- This introductory course grows out of our understanding that literature helps give voice, shape and meaning to the medley of human experience. Students will explore a breadth of literary genres, texts, and critical approaches. They will learn and apply skills for exploring the meanings and effects of literature as they practice connecting text and author relationships to their historical, cultural, and global contexts and constraints. Class discussion and both analytical and imaginative response will help students discover and express their own learning about literature. This class may be organized around a theme chosen by the instructor.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

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**ENGL 115** **5 credits**  
**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 ten-minute plays. 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, poetry, and dramatic writing in different cultures and their own lives. Students 'workshop' their stories, poems, and plays to provide regular feedback on their classmates' work, analyzing and comparing how different literary structures and strategies are used in each genre.

**Prerequisite(s):** Placement into ENGL 95 or above.

**ENGL 211** **5 credits**  
**Literary Themes, Genres, and Traditions**

EDP, H- In this special topics course, students explore a specified literary genre or theme, reading a representative collection of fiction, poetry, drama, non-fiction, and/or relevant media from the chosen genre. Examples of course themes include: 21st Century Abolitionist Literature, Queer Literature, Literature of the Pacific Northwest, Women Writers, Disability in Literature, Representing the Circus in Literature, Animals in Literature, and Eco-Disaster Literature. Students practice in-depth analysis of texts, considering historical context, literary themes, and cultural implications for the reading audience of the place and time period, and are introduced to literary theory. Students also reflect upon their own process of creating meaning through an active reading practice.

**Prerequisite(s):** Completion of ENGL&101 OR ENGL&111 with a grade of 2.0 or higher.

**ENGL 221** **5 credits**  
**Film and Literature**

EDP, H- In this course, students analyze filmic and literary texts to gain a deeper understanding of concepts such as adaptation, original, copy, and translation. Students read, view, and analyze multiple literary and cinematic genres, paying attention to the composition and audiences of the texts. In informal and formal essays, group projects, and through discussions, students consider film and literature as artistic mediums, entertainment, vehicles for social change, and as meaning-making institutions.

**Prerequisite(s):** Completion of ENGL&101 with a grade of 2.0 or higher.

**ENGL&235** **5 credits**  
**Technical Writing**

H- In this course, students will compose texts for a variety of professional and technical audiences. They will learn how to research, organize, design and revise proposals, reports, graphics, emails, and other written products for a business/ technical environment. Students will collaborate in a multi-week resume and cover letter team project.

**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&244** **5 credits**  
**U.S. Literature I**

EDP, H- Students explore a survey of United States literature between from earliest written expression through the 19th Century. Through fiction, poetry, drama, non-fiction, and/or film, students practice in-depth analysis of texts based on their literary elements and devices, cultural-historical contexts, and reflection of the complex human experience.

Authors and texts may vary but typically illuminate aspects of Colonization, Slavery, Civil War, Enlightenment, Romanticism, Transcendentalism, Regionalism, Realism, and Naturalism. Within this survey the course may also focus on a theme chosen by the instructor.

**Prerequisite(s):** Completion of ENGL&101 with a grade of 2.0 or higher.

**ENGL&245** **5 credits**  
**U.S. Literature II**

EDP, H- Students explore a survey of United States literature between the late 19th Century and the present. Through fiction, poetry, drama, non-fiction, and/or film, students practice in-depth analysis of texts based on their literary elements and devices and their cultural-historical contexts, and reflection of the complex human experience. Authors and texts may vary, but typically illuminate aspects of Naturalism, Modernism, Harlem Renaissance, experimental drama, emerging immigrant, feminist and queer voices, and post-modernism. Within this survey the course may also focus on a theme chosen by the instructor.

**Prerequisite(s):** Completion of ENGL&101 with a grade of 2.0 or higher.

**ENGL&254** **5 credits**  
**World Literature I**

EDP,GS,H- Students explore the stories, images and meanings in literary works from a range of world cultures from the earliest known writings through the 16th Century. In reading an array of world literature, including ancient, medieval and non-western texts students discover both universal and diverse elements of the human experience across time and place. They also learn to analyze fiction, poetry, drama, non-fiction and/or film using literary elements and cultural-historical context. Within this survey, the course may focus on a theme chosen by the instructor.

**Prerequisite(s):** Completion of ENGL&101 with a grade of 2.0 or higher.

**ENGL&255** **5 credits**  
**World Literature II**

EDP,GS,H- Students explore the stories, images and meanings in literary works from a range of world cultures from the 17th Century to the present. In reading an array of world literature, including early modern, post-modern and non-western texts, students discover both universal and diverse elements of the human experience across time and place. They also learn to analyze fiction, poetry, drama, non-fiction and/or film using cultural-historical context and literary elements. Within this survey, the course may focus on a theme chosen by the instructor.

**Prerequisite(s):** Completion of ENGL&101 with a grade of 2.0 or higher.

**ENGL 274** **5 credits**  
**Writing Poetry**

H- This course helps students learn how to make judgments and decisions about their own and others' poetry, especially as it develops their own poetry practice. They will read a wide variety of poetry and critical/theoretical texts to gain an understanding of poetic perspectives and the role of poetry in different cultures and their own lives. Students learn about sound, enjambment, meter, diction, image, tone, rhetorical devices, and other concepts of poetry writing.

**Prerequisite(s):** Completion of ENGL 95 with a grade of 2.0 or higher or placement into ENGL&101; OR Completion of ENGL 115.

**ENGL 277** **5 credits**  
**Writing Fiction**

H- Students learn to make decisions about their own and others' fiction, especially as it develops individual writing practices. The course emphasizes exploring a variety of literary elements and taking a narrative from start to finish. Students read a wide range of fiction 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 critiques of their classmates' fiction.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**ENGL 279** **5 credits**  
**Dramatic Writing: Stage and Screen**

H- Students will be introduced to the basic structures of dramatic writing that are used to create narratives in drama and film. Students will apply the structures of plot, language, character, and spectacle to construct and analyze complex dramatic texts. The course will focus on the one-act play and three-act screenplay to offer students opportunities to apply dramatic writing to very different mediums while taking into account the audience and genre expectations of each. Students will participate in cold readings of each other's works-in-progress, discuss the creative choices made by student authors, and evaluate those choices in terms of dramatic structures and audience expectations.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

## ENVIRONMENTAL SCIENCE

### ENVS&101 5 credits Introduction to Environmental Science

GS,NSL,SU- In this course, students will examine the complex interplay of Earth's natural systems and cycles. Alterations to the natural environment by humans will be thoroughly examined using a global perspective with critical consideration of how changes in current human behavior at personal, regional, and global levels can lead to more sustainable human societies and natural systems. (LAB)

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

### ENVS 120 5 credits Wetland Conservation

EDP,GS,NS,SU- 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. Inequalities between and within developing and developed countries will be examined as powerful forces that drive current wetland loss and degradation.

**Prerequisite(s):** Placement into ENGL 95 or above.

### ENVS 140 5 credits Themes and Methods in the Environmental Sciences

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 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

### ENVS 210 5 credits Ecology of Puget Sound Bioregion

NSL,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. (LAB)

**Prerequisite(s):** Completion of ENGL&101 with a grade of 2.0 or higher.

### ENVS 220 5 credits Wetland Ecology

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. Two Saturday field trips are required. (LAB)

**Prerequisite(s):** Completion of any Natural Science Distribution course except for MATH with a grade of 2.0 or higher.

### ENVS 370 5 credits Environmental Chemistry, Pollution, and Waste Management

This course is an examination of the applications of chemistry in industrial, municipal, and natural systems. Students will define pollution and examine various pollution sources that impact air, water, and soil. Toxicology will be introduced, as well as the fate and transport of pollutants in various environments and impacts to human and environmental health. Waste stream management will be discussed in terms of potential pollution, including disposal by engineered sanitary landfills as well as other methods used globally. Strategies for eliminating and mitigating pollutants are also discussed, as will strategies for minimizing waste streams. This course may include one or more off-site visits. (LAB)

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

## ENVIRONMENTAL TECHNOLOGY & SUSTAINABLE PRACTICES

### ETSP 101 5 credits Intro to Environmental Technology and Sustainable Practices

GS,SU,RE- This is a survey course of environmental technologies and sustainable practices that address sustainable development; specifically, technologies and practices that consider and balance economic, social equity, and environmental needs, i.e., the Three 'E's, across generations. Topics include understanding sustainable development, exploring frameworks for understanding and operationalizing sustainable development, and developing and designing management strategies that support resource conservation and efficiency, waste reduction and pollution prevention, and that inspire community change.

**Prerequisite(s):** Placement into ENGL 95 or above.

### ETSP 110 5 credits Power Generation and Energy Systems

RE- This course presents the history, current status and trends in conventional energy systems, and how they are integrated into modern society. Topics include the following: current technologies and infrastructure that support the generation, transmission and distribution of electrical power to large areas; performance and efficiency of different energy systems; strategies and systems for managing current technologies and infrastructure; and meeting expanding consumer demand for energy. Students research and discuss the advantages and limitations of conventional systems, within the expanded context of the Three 'E's, i.e., a context in which economic, social equity, and environmental needs are considered and balanced.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101; AND Completion of ETSP 101 with a grade of 2.0 or higher.

**ETSP 145** **5 credits****Onsite Alternative Energy Generation**

RE- This course presents an overview of current technologies and emerging trends in solar, wind, biomass, and geothermal energy systems, and of how these systems are integrated into modern society. Students will investigate and discuss the use of alternative energy sources as a strategy to reduce greenhouse gases (GHGs), improve air quality, boost local economies, and pave the way to a secure and sustainable energy future. In addition, students will research and discuss the advantages and limitations of alternative energy systems within the expanded context of the Three 'E's, i.e., a context in which economic, social equity, and environmental needs are considered and balanced.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101; AND Completion of ETSP 101 with a grade of 2.0 or higher.

**ETSP 150** **2 credits**  
**OSHA/WISHA for General Industry**

RE- This course provides an introduction to OSHA and WISHA for general industry. Topics include an overview of the history and mission of OSHA and WISHA, the relationship between OSHA and WISHA, and the following rights and responsibilities under OSHA and WISHA: worker's rights and employer responsibilities.

**Prerequisite(s):** Placement into ENGL 95 or above.

**ETSP 170** **5 credits**  
**Water Quality and Conservation**

GS,RE- Students in this course will explore the history and current status of water quality, and trends in water treatment and conservation. Using the three 'E's framework (i.e., a conceptual structure that seeks to balance economic, environmental and social equity concerns), students will examine how to meet current water needs and ensure future availability for communities and for the natural environment. Topics include an exploration of the current status of water resources, an overview of approaches for sustainably managing water, an introduction to technologies that impact indoor and outdoor water use and that support on-site and regional water treatment, and the advantages and disadvantages of codes and regulatory incentives and barriers.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101; AND Completion of ETSP 101 with a grade of 2.0 or higher.

**ETSP 180** **5 credits****Automated Controls Lab**

RE- The automated controls class combines lecture with hands-on lab activities to introduce students to the sustainable practice of using automation, in combination with information technology, to manage cutting-edge environmental technologies. Topics and activities will address how automated controls can be used to conserve resources, maintain comfort and safety, and resolve systems-level problems; in addition, the advantages and disadvantages of automated controls will be examined in terms of economic, environmental, and social benefits, i.e., the Three 'E's.

**Prerequisite(s):** Placement into ENGL 95 or above; AND Completion of MATH 75 or MFUND 61 with a grade of 2.0 or higher, or placement into MATH 84 or MATH 85.

**ETSP 190** **3 credits****Documenting and Reporting Energy Use**

RE- This course covers the elements of analyzing, modeling, documenting and reporting the energy use in commercial buildings. Topics include the following: 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):** Placement into ENGL 95 or above.

**ETSP 196** **1-5 credits**  
**ETSP Individualized Project I**

RE- This course permits either an individual student or a group of students either to research an interdisciplinary topic or to perform an innovative project that relates, in some way, to Environmental Technologies or Sustainable Practices. The content and assessment methods of the exploration or project are developed by the student(s), under the guidance of a supervising instructor.

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

**ETSP 197** **1-5 credits**  
**ETSP Work-Based Learning I**

RE- In this course, the student will identify an opportunity for an internship or volunteer project that aligns with the outcomes of the ETSP Program, and that complements the interests of the student. Under the guidance of an instructor, the student will develop and complete a written contract that does the following: incorporates learning outcomes that are unique to the internship or volunteer project opportunity; specifies the duration of the internship; and lists the number of credits to be granted upon successful completion of the learning opportunity.

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

**ETSP 201** **5 credits****Environmental Regulations and Compliance**

RE- This course will cover the codes, regulations, and industry standards that are currently in place for the design and construction of high performance buildings, and it will present related permitting processes and issues. Evaluation of building style and of energy efficient materials used in construction will be analyzed. SEPA regulations and related codes will be included.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**ETSP 203** **5 credits****Energy System Analysis and Auditing**

RE- This course will analyze current energy management systems and technologies that optimize energy usage in terms of local site constraints, local and global availability of energy resources, and land use and global climate change. The Energy Star Guidelines for Energy Management, from the U.S. Environmental Protection Agency, will be covered. The Guidelines will help students make project recommendations based on building structure(s), existing and proposed building features, and project site. Project recommendations will include proposing upgrades to equipment, appliances or machinery, advocating for changes in energy management practices and potential building retrofits, and addressing changes in existing processes and/or lifestyle, including concerns for quality of life.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or placement into ENGL&101; AND Completion of MATH 94 or MATH 95 with a grade of 2.0 or higher or placement into MATH& 141 or MATH 147.

**ETSP 204** **5 credits****Sustainability Indicators/Carbon Footprint Analysis**

RE- Students will learn how individuals and communities use sustainability indicators to measure their progress toward meeting sustainable outcomes; specifically, they will learn how to identify sustainability indicators, evaluate those indicators for effectiveness, and use data sources to develop and use meaningful indicators. In addition, students will evaluate 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 an organization's environmental footprint.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101; AND Completion of ETSP 101 with a grade of 2.0 or higher.

**ETSP 270** **5 credits****Introduction To Wastewater Management**

RE- This course will analyze current energy management systems and technologies that optimize energy usage in terms of local site constraints, local and global availability of energy resources, and land use and global climate change. The Energy Star Guidelines for Energy Management, from the U.S. Environmental Protection Agency, will be covered. The Guidelines will help students make project recommendations based on building structure(s), existing and proposed building features, and project site. Project recommendations will include proposing upgrades to equipment, appliances or machinery, advocating for changes in energy management practices and potential building retrofits, and addressing changes in existing processes and/or lifestyle, including concerns for quality of life.

**Prerequisite(s):** Completion of ENGL95 or placement into ENGL&101; AND Co-enrollment with or completion of MATH94 or MATH95 or MATH&107 or above with a grade of 2.0 or higher; AND Completion of ETSP170 with a grade of 2.0 or higher; OR instructor consent.

**ETSP 296** **1-5 credits****ETSP Individualized Project II**

RE- This course permits either an individual student or a group of students either to research an interdisciplinary topic or to perform an innovative project that relates, in some way, to Environmental Technologies or Sustainable Practices. The content and assessment methods of the exploration or project are developed by the student(s), under the guidance of a supervising instructor.

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

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

RE- In this course, the student will identify an opportunity for an internship or volunteer project that aligns with the outcomes of the ETSP Program, and that complements the interests of the student. Under the guidance of an instructor, the student will develop and complete a written contract that does the following: incorporates learning outcomes that are unique to the internship or volunteer project opportunity; specifies the duration of the internship; and lists the number of credits to be granted upon successful completion of the learning opportunity.

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

**FRENCH****FRCH&121** **5 credits****French I**

EDP, 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.

**Prerequisite(s):** Placement into ENGL 95 or above.

**FRCH&122** **5 credits****French II**

EDP, GS, H- In this fast-paced course, continuing the work of FRCH&121, students increase knowledge of French vocabulary and grammar to improve their communication abilities. They learn to participate in conversations in a variety of social settings and learn more about social and historical aspects of French-speaking cultures. Prerequisite(s):

**Prerequisite(s):** Completion of FRCH&121 with a grade of 2.0 or higher or placement into FRCH&122.

**FRCH&123** **5 credits****French III**

EDP, GS, H- This course continues the work of FRCH&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 worldwide.

**Prerequisite(s):** Completion of FRCH&122 with a grade of 2.0 or higher or placement into FRCH&123.

**FRCH&221** **5 credits****French IV**

EDP, GS, H- In FRCH&221 students are engaged in a variety of activities that use different media and learning techniques aimed at building proficiency in all four language skills - reading, writing, listening, and speaking. Students work individually and with partners in class to discuss and present ideas about literary texts, music, film, or cultural history. Students also continue to learn about French-speaking cultures throughout the world.

**Prerequisite(s):** Completion of FRCH&123 with a grade of 2.0 or higher or placement into FRCH&221.

**FRCH&222** **5 credits****French V**

EDP, GS, H- FRCH&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.

**Prerequisite(s):** Completion of FRCH&221 with a grade of 2.0 or higher or placement into FRCH&222.

**FRCH&223** **5 credits****French VI**

EDP, GS, H- FRCH&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.

**Prerequisite(s):** Completion of FRCH&222 with a grade of 2.0 or higher or placement into FRCH&223.

**GEOGRAPHY****GEOG 120** **5 credits****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.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**GEOG&250** **5 credits****Geography of the Pacific Northwest**

EDP,GS,NS,SU- 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.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**GEOG 440** **5 credits****Global Natural Resource Management**

This course identifies critical natural resources throughout the world and their distribution. These include, but are not limited to, water, fossil fuels, forests, soil, minerals, fisheries, and wildlands. Elements of extraction/harvest, distribution, and consumption of those resources will be examined in depth, along with environmental impacts. Management and conservation of those resources, along with alternative options, recycling, re-use, and waste will also be discussed.

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

**GEOLOGY****GEOG&101** **5 credits****Introduction to Physical Geology**

GS, NSL, SU- 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. (LAB)

**Prerequisite(s):** Completion of MATH 75 or MFUND 61 with a grade of 2.0 or higher or placement into MATH 85.

**GEOG 360** **5 credits****Earth Systems and Global Climate Change**

This course is a detailed examination of the elements and processes of Earth Systems Science (ESS). Students will apply ESS principles in analyzing the current climate system, its components, cycles, and feedbacks. Historical climate systems will also be studied, including methods of understanding those systems, and they will be compared and contrasted to current data. Anthropogenic influences on the current system will be examined in detail. Students will evaluate systems modeling software (such as Stella) as well as interpreting general circulation models. Mitigation and adaptation strategies will also be assessed. (LAB)

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

**GLOBAL STUDIES****GS 101** **5 credits****Introduction to Global Studies**

GS, H, SS, SU- Students explore the interdisciplinary field of global studies by examining the history of globalization and the emergence of the global political economy. Students investigate the costs and benefits of changing patterns of transnational economic and governance institutions for the environment, culture, the nation state, and individuals. Human rights issues that have arisen due to globalization will be explored through examination of political, social, and economic issues and social movements such as environmentalism, sustainability, feminism, and anti-capitalism.

**Prerequisite(s):** Placement into ENGL 95 or above.

**GS 150** **5 credits****Globalization, Culture and Identity**

EDP, GS, H, SS- This course introduces students to the dynamics of identity-formation and cultural transformation in the context of globalization. The focus will be broadly comparative and historical, enabling students to reflect on their own experiences of race, class and gender in relation to that of people around the world and across time. In the process, they will learn about tensions between local ways of life, with their deep historical, linguistic, ethnic, and religious roots, and global pressures for acculturation. 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.

**Prerequisite(s):** None.

**GS 220** **5 credits****Regional History and Culture**

EDP, GS, H, SS- This course examines a selected nation and region with a focus on historical and cultural development. Within the broad framework of history and culture, students will explore the various manifestations of these dynamic forces as they relate to politics, religion, gender, social and economic development, the environment, personal identity, and the nation and region's interconnectedness with the larger global community. Students will be asked to engage multiple perspectives, negotiate the differences they find, and begin to construct an understanding of global citizenship. This course may require service learning participation.

**Prerequisite(s):** Placement into ENGL 95 or above.

**GS 230** **5 credits****Contemporary Japan**

EDP,GS,H,SS- In this course students will use interdisciplinary perspectives to develop a comprehensive overview of contemporary Japanese society, exploring such topics as popular culture, gender and sexuality, work and family life, social inequality, and international relations. This class may include a community-based learning component. Students will examine recent changes in Japanese society and gain an ability to discuss current social issues. No prior knowledge of Japanese society or Japanese language is required.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**HISTORY****HIST&126** **5 credits****World Civilizations I**

EDP, GS, H, SS- This course examines the social, economic, political, intellectual, and artistic achievements of civilizations from the emergence of complex societies through the end of the ancient world (500 C.E.). Students will obtain a global perspective by studying different worldviews and social institutions, as well as systems of thought and religion as they evolved through this historical period. Students will critically examine primary source material, such as written texts, artistic productions, and archeological evidence as a complement to information gleaned from secondary sources. Courses in the World Civilizations series, HIST&126, HIST&127, and HIST&128 may be taken independently and in any order.

**Prerequisite(s):** Placement into ENGL 95 or above.

**HIST&127** **5 credits****World Civilizations II**

EDP, GS, H, SS- This course examines the social, economic, political, intellectual, and artistic achievements of pre-modern and early modern world civilizations from c.500 C.E. to 1750 C.E. Students will obtain a global perspective by studying different worldviews and social institutions, as well as great systems of thought, religion, science, and art as they evolved through this historical period, laying the foundations of the modern world. The increasingly global interaction of cultures in both positive and enriching, and conversely, negative and exploitative ways will also be emphasized. Students will critically examine primary source material, such as written texts, artistic productions, and archeological evidence as a complement to information gleaned from secondary sources. Courses in the World Civilizations series, (126, 127, and 128) may be taken independently and in any order.

**Prerequisite(s):** Placement into ENGL 95 or above.

**HIST&128** **5 credits**  
**World Civilizations III**

EDP, GS, H, SS- Using a world systems approach, this course studies the social, economic, political, intellectual, and artistic achievements of civilizations in Africa, the Americas, Asia, and the Pacific, and Europe from 1750 to the present. The course focuses on the development of modern world political, social, and economic systems and ideologies, war and revolution, colonialization and decolonization, and the rise and fall of superpowers, and how these changes have impacted culture, art, and literature as well as individual lives. Students will acquire a global perspective through transnational exploration of human values, cultures, and institutions. The global interaction of cultures in both positive and enriching, and conversely, negative and exploitative ways will also be emphasized. Students will critically examine primary source material, such as written texts, artistic productions and other evidence as a complement to informative gleaned from secondary sources. Courses in the World Civilizations series, HIST&126, HIST&127 and HIST&128 may be taken independently and in any order.

**Prerequisite(s):** Completion of ENGL&101 with a grade of 2.0 or higher.

**HIST&146** **5 credits**  
**United States History I**

EDP,GS,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 within a global context the 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 U. S. History series, HIST&146, HIST&147, and HIST&148 may be taken independently and in any order.

**Prerequisite(s):** Placement into ENGL 95 or above.

**HIST&147** **5 credits**  
**United States History II**

EDP,GS,H,SS- This course examines the history of the United States from the early years of the republic through the Nineteenth Century. The course focuses on key figures, events and eras, and explores within a global context the 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 U. S. History series, HIST&146, HIST&147, and HIST&148 may be taken independently and in any order.

**Prerequisite(s):** Placement into ENGL 95 or above.

**HIST&148** **5 credits**  
**United States History III**

EDP,GS,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 within a global context the 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 U. S. History series, HIST&146, HIST&147, and HIST&148 may be taken independently and in any order.

**Prerequisite(s):** Placement into ENGL 95 or above.

**HIST 150** **5 credits**  
**Multicultural United States History**

EDP, 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** **5 credits**  
**Islamic Civilization**

EDP, 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):** Placement into ENGL 95 or above.

**HIST&214** **5 credits**  
**Pacific Northwest History**

EDP, GS, H, SS- Examines the evolution and development of the Pacific Northwest region 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 global economy and multi-cultural society.

**Prerequisite(s):** Placement into ENGL 95 or above.

**HIST 262** **5 credits**  
**United States Foreign Relations in the 20th Century**

GS, H, 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 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**HIST 268** **5 credits****Modern Latin American History**

EDP, 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 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**HIST 345** **5 credits****Global Historical Themes in Sustainability**

Students explore the history of sustainability as related to politics, economics, labor, business, the environment, public policy, science, and the arts. Examined through this lens of historical enquiry, students will develop theoretical and practical knowledge that better prepares them to consider a future related to sustainability issues and sustainability problem-solving frameworks. The course covers the changes and innovations, the promises, predictions and criticisms, as well as the consequences, both intended and unintended, of such topics as industrialization, scientific management, technological development, and resource use. Course materials will include an eclectic mix of sources, such as novels, science fiction, popular culture, and interpretative essays.

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

**HOMELAND SECURITY & EMERGENCY MANAGEMENT****HSEM 102** **5 credits****Intro to Homeland Security and Emergency Management**

RE- This course will build a strong foundation for disaster and emergency management for homeland security in the 21st century. Addresses issues, policies, questions, best practices, and lessons learned through recent years: requirements of National Fire Protection Association's NFA 1600, Standard on Emergency Management, and exposure to new and developing theories, practices, and technology in emergency management.

**Prerequisite(s):** None.

**HSEM 110** **2 credits****Incident Command Systems and National Incident Mgmt Systems**

RE- This course introduces students to the Incident Command System (ICS) and provides the foundation for higher-level ICS training. This course describes the history, features, and principles and organization structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS). (Course will meet ICS 100/200 requirements).

**Prerequisite(s):** None.

**HSEM 120** **3 credits****All Hazards Emergency Planning**

RE- This course is designed to introduce students to developing an effective emergency planning system. Students will be trained in the fundamentals of the emergency planning process, including the rationale behind planning. Emphasis will be placed on hazard/risk analysis and planning team development. Other topics, such as Continuity of Operations (COOP), Emergency Support Functions, National Response Plan, Washington State Comprehensive Emergency Management Plan, and contingency planning for areas such as Special Needs (Vulnerable Populations) or Animal Sheltering are included.

**Prerequisite(s):** Completion of HSEM 102 with a grade of 2.0 or higher.

**HSEM 130** **3 credits****Technology in Emergency Management**

RE- This class provides a detailed overview of the technology used, and also clearly explains how the technology is applied in the field of emergency management. Students will learn how to utilize technology in emergency planning, response, recovery and mitigation efforts and they'll uncover the key elements that must be in place for technology to enhance the emergency management process. Course overviews include: Web Emergency Operations Center (EOC), using technology with training and exercises, reverse 911 notification systems, video conferencing/downlinks, and Geographic Information System (GIS)/ Global Positioning System (GPS) capabilities.

**Prerequisite(s):** Completion of HSEM 102 with a grade of 2.0 or higher.

**HSEM 157** **2 credits****Public Information Officer**

RE- This course is designed to train students for coordinating and disseminating information released during emergency operations and for assisting in the scheduling and coordination of news conferences and similar media events. After completing this course the student will have met the sections required for Public Information Officer as outlined by NFPA's 1035 (National Fire Protection Association).

**Prerequisite(s):** Minimum grade of 2.0 or higher in all HSEM coursework.

**HSEM 160** **5 credits****Emergency Response and Awareness to Terrorism**

RE- This course provides students with current and relevant information about terrorism, terrorist behavior, homeland security policies and dilemmas, and how to deal effectively with threats and the consequences of attacks. Students will gain insight into the key players involved in emergency management, local and state issues, particularly as they need to interact and work with FEMA and other federal agencies. Course components include identifying terrorism, causes of terrorism, preventing terrorist attacks, responding to terrorism attacks, and avoiding communication and leadership collapse.

**Prerequisite(s):** Minimum grade of 2.0 or higher in all HSEM coursework.

**HSEM 180** **3 credits**  
**Public Administration**

RE- This course provides students an overview in the structure and issues of public service. Course participants will examine the context of public administration: the political system, the role of federalism, bureaucratic politics, and power, and the various theories of administration that guide public managers today. Course components include public administration, personnel, budgeting, decision making, organizational behavior, leadership, and policy implementation. Lessons will be drawn from recent applications of public administration, such as Hurricane Katrina efforts and its interaction with homeland security (including the US Department of Homeland Security and Federal Emergency Management Agency).

**Prerequisite(s):** Minimum grade of 2.0 or higher in all HSEM coursework.

**HSEM 198** **1-5 credits**  
**Special Topics- Homeland Security Emergency Management**

RE- Special topics will be developed for areas outside the usual course offerings in the Homeland Security Emergency Management degree. Topics developed will focus on a specific current issue or concept in the areas of homeland security or emergency management.

**Prerequisite(s):** Completion of HSEM 102 with a grade of 2.0 or higher; AND minimum of 12 credits in HSEM with a grade of 2.0 or higher in all HSEM coursework.

**HSEM 200** **2 credits**  
**Emergency Operations Center**

RE- This course provides the student with skills and knowledge to manage an Emergency Operations Center (EOC), acquire and control resources, and interface with on-scene responders within Incident Management Systems. Topics include the following: designing, preparing, staffing, operating, and determining jurisdictional setting of an EOC; and examining the critical link between Incident Management Systems and emergency management operations.

**Prerequisite(s):** Completion of HSEM 102 AND HSEM 110 with a grade of 2.0 or higher; AND minimum grade of 2.0 in all HSEM coursework.

**HSEM 210** **3 credits**  
**Exercise Design and Evaluation**

RE- This course provides students with the knowledge and skills to develop, conduct, evaluate, and report effective exercises that test a community's operations plan and operational response capability. Students will learn about topics including exercise program management, design and development, evaluation, and improvement planning. This course builds a foundation for subsequent exercise courses, which provide the specifics of the Homeland Security Exercise and Evaluation Program (HSEEP) and the National Standard Exercise Curriculum (NSEC).

**Prerequisite(s):** Completion of HSEM 102 AND HSEM 120 with a grade of 2.0 or higher; AND minimum grade of 2.0 in all HSEM coursework.

**HSEM 220** **2 credits**  
**Developing and Managing Volunteer Resources**

RE- This course will introduce students to methods and procedures for involving private-sector organizations and volunteers in emergency management programs in ways which benefit all parties. The focus of the course is on maximizing the effectiveness of volunteer resources by implementing a people-oriented system that addresses defining volunteer roles, designing a plan of action, recruiting volunteers, training individuals who volunteer, and motivation and maintenance of a successful program. Students will acquire skills and knowledge to make appropriate volunteer assignments that enhance the effectiveness of an integrated emergency management system.

**Prerequisite(s):** Completion of HSEM 102 with a grade of 2.0 or higher; AND minimum grade of 2.0 in all HSEM coursework.

**HSEM 230** **2 credits**  
**Disaster Recovery and Response**

RE- The purpose of this course is to enable students to understand and think critically about response and recovery operations in the profession of emergency management. Students will utilize problem-based learning by analyzing actual disaster events and applying the theories, principals, and practice of response and recovery. In addition, students will learn about the issues faced by special populations and how to address these special needs in natural disaster response and recovery.

**Prerequisite(s):** Completion of HSEM 102 AND HSEM 120 with a grade of 2.0 or higher; AND minimum grade of 2.0 in all HSEM coursework.

**HSEM 240** **5 credits**  
**Work-Based Learning Experience**

RE- This course provides students with 'real world experiences' through Work-Based Learning (WBL) in homeland security and emergency management. Students learn to work within time constraints and are exposed to appropriate workplace behaviors. Students will have opportunities to refine the core skills they have learned from previous courses or curriculum.

**Prerequisite(s):** Completion of HSEM 102 with a grade of 2.0 or higher; AND minimum grade of 2.0 in all HSEM coursework; AND program coordinator approval.

**HSEM 250** **3 credits**  
**Homeland Security Law and Ethics**

RE- This course gives students an overview of various statutes, regulations, constitutional law, and common law associated with Homeland Security. This course examines emergency response, weapons of mass destruction, local government powers, Federal Emergency Management Agency (FEMA), Department of Homeland Security, civil rights, international anti-terrorism efforts, Homeland Security Act of 2002, and the Patriot Act. Students will be introduced to the legalities and ethics relevant to organizing for counterterrorism, investigating terrorism and other national security threats, crisis and consequence management.

**Prerequisite(s):** Completion of HSEM 102 with a grade of 2.0 or higher; AND minimum grade of 2.0 in all HSEM coursework.

**HUMANITIES**

**HUMAN 107** **5 credits**  
**Technology, Culture and Innovation**

EDP, H- A humanities cultural studies course based on developing the connections between culture and the intentional use of human-based technologies and its impact on human innovation. The course integrates systems of language, arts, media, information, and communication to assist students in transforming and increasing their awareness of the role human-based technology plays in contemporary U.S. society. Learners will collaborate with peers to examine the manifestation of social inequalities by interacting with diverse or competing ideas, values, and perspectives (This course may have a community-based learning component).

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**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**

EDP, 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**

EDP, H- This course introduces students to the terms, strategies, and methodologies of Cultural Studies. Students will explore how cultural texts such as literature, film, visual art, digital media, music, and performance are consumed, produced, distributed, and responded to by diverse communities, with a special emphasis placed on the cultural texts of US-based social movements. 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, ethnicity, sexuality, class, education, ability, and institutional affiliations on access to resources, power, and privilege. This course includes a community-based learning project.

**Prerequisite(s):** None.

**HUMAN 196** **1-5 credits**  
**Humanities Individualized Project I**

RE- 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**

RE- 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**

RE-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**  
**Community-Based Learning in Humanities 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 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 1**

H- This course provides students with an introduction to the process of creative arts magazine publication. Students will study common college magazine practices and review and assess sample publications. With instructor guidance, students will develop systemic and technical guidelines for submission; define the scope and reach of the publication; create a specific solicitation and marketing plan involving campus resources, including web and social media promotions; and establish roles and responsibilities of the magazine editorial team.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

### HUMAN 211 3 credits

#### Magazine Publication 2

H- In this course, 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, students will develop an editorial process to assess writing and artwork submitted for publication during the prior quarter. Using the editorial guidelines created in HUMAN 210, students will maintain the consistency and integrity of the submission process in order to make editorial decisions about published content in Cascadia's annual arts magazine, Yours Truly, culminating in a complete rough draft of accepted magazine submissions.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101; OR Completion of HUMAN 210 or above with a grade of 2.0 or higher.

### HUMAN 212 4 credits

#### Magazine Publication 3

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 instructor's 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 quarter's 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. Students will also participate in a multi-media launch event for the publication in June.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101; OR Completion of HUMAN 210 or above with a grade of 2.0 or higher.

### HUMAN 296 1-5 credits

#### Humanities Individualized Project II

RE- 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

RE- 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

RE- 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

#### Community-Based Learning in Humanities II

RE- Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply 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 330 5 credits

#### Design Research Methodologies

Design problems are human problems, and to design towards an elegant solution is to engage in an iterative process rooted in empathy with the user. In this course, students will gain a deeper understanding of the roles of research, storytelling, and problem solving in design processes. Students will practice defining problems, determining research questions, identifying appropriate design research methodologies, crafting user personas and feature narratives, synthesizing research findings, and producing visuals that communicate design insights and solutions.

**Prerequisite(s):** Admission to the BAS-IT program; AND completion of ENGL& 235 with a grade of 2.0 or higher; or instructor permission.

## JAPANESE

### JAPN&121 5 credits

#### Japanese I

EDP,GS,H- This course is designed for students who have not had any prior Japanese training. Students will learn the grammar, vocabulary, and pronunciation necessary to communicate in Japanese in cultural contexts. Students also begin to read and write Japanese characters.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

### JAPN&122 5 credits

#### Japanese II

EDP,GS,H- Continuing from JAPN&121 in this course students will increase their knowledge of Japanese vocabulary and grammar to improve their communication skills. They will be able to participate in conversations in a variety of social settings by learning more about Japanese people, culture, and communication behaviors. They also learn more Japanese writing systems including Chinese characters.

**Prerequisite(s):** Completion of JAPN&121 with a grade of 2.0 or higher or placement into JAPN&122.

### JAPN&123 5 credits

#### Japanese III

EDP,GS,H- In this course 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

EDP,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**

EDP,GS,H- In this course 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**

EDP,GS,H- In this course 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 55** **1-10 credits**  
**Math Fundamentals**

This course introduces mathematical operations to solve problems using whole numbers, fractions, decimals, and percentages.

Learners will be able to read, write, interpret, and apply numbers and symbolic information for problem solving. These outcomes correspond to College and Career Readiness for Adult Education Levels B-D. This course prepares students for MFUND 061 and 062, GED, or HS21+. **NOTE:** Credits for this course are not transferable, nor do they apply to any college degree or certificate.

**Prerequisite(s):** Placement by an advisor from the Basic Education for Adults (BEA) office.

**MFUND 63** **1-10 credits**  
**Math Fundamentals - Physics**

This course prepares students to either take the high school equivalency examination in science, or earn high school completion credits in math or science. Students will be introduced to Physics concepts and the scientific process and be encouraged to examine the role of science in a global and cultural context. In addition, students will be guided to construct scientific concepts based on observations and hands-on experimentation which utilizes mathematical concepts and computations in such areas as trigonometry. A major goal is to view science as an active process of inquiry as opposed to a memorized, stagnant body of knowledge.

**Prerequisite(s):** Placement by Basic Education for Adults staff or faculty.

**MFUND 75** **5 credits**  
**Math Fundamentals - Integrated Math I**

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):** Placement into ENGL 95 or above, AND Completion of MFUND 55 with a grade of 2.0 or higher or placement into MATH 75.

**MFUND 85** **5 credits**  
**Math Fundamentals - Integrated Math II**

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):** Placement into ENGL 95 or above; AND Completion of MATH 75 or MFUND 61 with a grade of 2.0 or higher, or placement into MATH 84 or MATH 85.

**MFUND 95** **5 credits**  
**Algebra for Precalculus**

This course builds on the knowledge developed in MATH 85 and prepares students to take Precalculus classes. The study of functions is expanded to quadratic, rational, and radical models including graphical and equation representations. Modeling and interpreting data is emphasized. 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):** Placement into ENGL 95 or above; AND Completion of MATH 84 or MATH 85 or MFUND 62 or above with a grade of 2.0 or higher, or placement into MATH 95/ &107/ &131/ &132/ &146."

**MATHEMATICS****MATH 75** **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):** Placement into ENGL 95 or above, AND Completion of MFUND 55 with a grade of 2.0 or higher or placement into MATH 75.

**MATH 84** **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 be ready for MATH 095, &107, &146, &131, &132. 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. 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):** Placement into ENGL 95 or above; AND Completion of MATH 75 or MFUND 61 with a grade of 2.0 or higher, or placement into MATH 84 or MATH 85.

**MATH 85** **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):** Placement into ENGL 95 or above; AND Completion of MATH 75 or MFUND 61 with a grade of 2.0 or higher, or placement into MATH 84 or MATH 85.

**MATH 94** **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 be ready for 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. 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):** Placement into ENGL 95 or above; AND Completion of MATH 84 or MATH 85 or MFUND 62 or above with a grade of 2.0 or higher, or placement into MATH 95/ &107/ &131/ &132/ &146.

**MATH 95** **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):** Placement into ENGL 95 or above; AND Completion of MATH 84 or MATH 85 or MFUND 62 or above with a grade of 2.0 or higher, or placement into MATH 95/ &107/ &131/ &132/ &146.

**MATH&107** **5 credits****Math in Society**

NS, Q- This terminal mathematics course is designed for liberal and fine arts students. Course core topics include linear and exponential growth and decay models, proportional reasoning, personal finance, probability, and descriptive statistics. Additional topics may include discrete math topics such as graph theory or fair division, geometry/trigonometry, math in the arts, symbolic logic supporting probability, or other topics of the instructor's choice. 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. Students communicate results in oral and written form. Technology is integrated throughout the course. See syllabus for specific calculator recommendations.

**Prerequisite(s):** Placement into ENGL 95 or above; AND Completion of MATH 84 or MATH 85 or MFUND 62 or above with a grade of 2.0 or higher, or placement into MATH 95/ &107/ &131/ &132/ &146.

**MATH&131** **5 credits****Math for Elementary Education 1**

NS, Q- This 5-credit course is one quarter of the 2-quarter mathematics for elementary education sequence. Prospective or practicing elementary school teachers will investigate problem solving techniques and number theory related to topics taught at the K-8 level. Topics will include problem solving, set theory, number theory, multiplicative comparisons and reasoning, ratio, rates, proportions, patterns, functions, and the use of technology. Students will be required to complete 5 hours of classroom experience and submit an evaluation from the field site supervisor observing the student's work with children.

**Prerequisite(s):** Placement into ENGL 95 or above; AND Completion of MATH 84 or MATH 85 or MFUND 62 or above with a grade of 2.0 or higher, or placement into MATH 95/ &107/ &131/ &132/ &146.

**MATH&132** **5 credits****Math for Elementary Education 2**

NS, Q- This 5-credit course is one quarter of the 2-quarter mathematics for elementary education sequence. Prospective or practicing elementary school teachers will investigate problem solving techniques, geometry, probability, and statistics related to topics taught at the K-8 level. Topics will include problem solving, geometry and its applications, measurement, simulating probabilistic situations, sampling, organizing and interpreting data, graphing, and the use of technology. Students will be required to complete 5 hours of classroom experience and submit an evaluation from the field site supervisor observing the student's work with children.

**Prerequisite(s):** Placement into ENGL 95 or above; AND Completion of MATH 84 or MATH 85 or MFUND 62 or above with a grade of 2.0 or higher, or placement into MATH 95/ &107/ &131/ &132/ &146.

**MATH&141** **5 credits****Precalculus I**

NS,Q- This five-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):** Placement into ENGL 95 or above; AND completion of MATH 94 or MATH 95 with a grade of 2.0 or higher or placement into MATH&141/ 147 or above.

**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):** Placement into ENGL 95 or above; AND Completion of MATH&141 or MATH 147 with a grade of 2.0 or higher or placement into MATH&142/148/246 or above.

**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. The primary focus will be on- but not limited to-business, natural science, 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 and calculation, and needed technology will be taught along with the subject matter. A graphing calculator is required.

**Prerequisite(s):** Placement into ENGL 95 or above; AND Completion of MATH 84 or MATH 85 or MFUND 62 or above with a grade of 2.0 or higher, or placement into MATH 95/ &107/ &131/ &132/ &146.

**MATH 147** **5 credits**  
**Business Precalculus**

NS, Q - This 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 and a 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):** Placement into ENGL 95 or above; AND completion of MATH 94 or MATH 95 with a grade of 2.0 or higher or placement into MATH&141/ 147 or above.

**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 is integrated throughout the course and a graphing calculator is required.

**Prerequisite(s):** Placement into ENGL 95 or above; AND Completion of MATH&142 OR MATH 147 with a grade of 2.0 or higher or placement into MATH&148.

**MATH&151** **5 credits**  
**Calculus I**

NS, Q- This 5-credit course is the first quarter of the four-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 mathematics, engineering, and the physical sciences. Content includes limits, theory and applications of differential calculus, and an introduction to basic antiderivatives. 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):** Placement into ENGL 95 or above; AND Completion of MATH&142 with a grade of 2.0 or higher or placement into MATH&151.

**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):** Placement into ENGL 95 or above; AND Completion of MATH&151 with a grade of 2.0 or higher.

**MATH&163** **5 credits**  
**Calculus 3**

NS, Q- This 5-credit course is the third quarter of the four-quarter calculus sequence. Content includes infinite sequences and series, representation of functions as power series, vectors in two and three dimensions, differentiation, and integration of vector functions, functions of several variables, and partial derivatives with applications that include optimization, directional derivatives, and the gradient. 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):** Placement into ENGL 95 or above; AND Completion of MATH&152 with a grade of 2.0 or higher.

**MATH 196** **1-5 credits**  
**Mathematics Individualized Project I**

RE- 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**

RE- 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**

RE- 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**

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

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

**MATH 208** **5 credits**  
**Linear Algebra**

NS, Q- An introduction to the vocabulary, concepts, methods, and applications of linear algebra. Learners will become familiar with vector spaces and their important subspaces. Students will connect systems of linear equations, with matrices and matrix algebra. The matrix as a linear transformation in  $R_n$ , will be developed leading to concepts of Kernel and Range. The importance of orthogonal sets, eigenspace, and diagonalization will be discovered. Students will be encouraged to conceptually understanding the algebraic and geometric aspects of linearity using technology and applications. Students will be instructed on the use of computer software and applications needed to complement their investigations and will analyze and communicate the modern applications of linear algebra. A scientific calculator is required.

**Prerequisite(s):** Placement into ENGL 95 or above; AND Completion of MATH&152 with a grade of 2.0 or higher.

**MATH 238** **5 credits**  
**Differential Equations**

NS, Q- Students in this course will explore first- and second-order differential equations and utilize various methods including undetermined coefficients, variation of parameters, and Laplace transforms to solve these differential equations. Students will also investigate series solutions, numerical approaches, and matrix methods for systems of linear first-order 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 a grade of 2.0 or higher.

**MATH&264** **5 credits**  
**Calculus 4**

NS, Q- Content includes double and triple integrals and their applications, the chain rule, vector fields, line integrals and surface integrals, culminating in the theorems of Green and Stokes, and the Divergence Theorem. Additional topics may include parametric surfaces and their areas, an introduction to second order linear differential equations, series solutions of linear differential equations, applications in physics and engineering, or other topics of instructor's choice. Learners will become familiar with the vocabulary of the subject material, develop conceptual understanding of the important topics, use technology to implement their investigations, and analyze and communicate how the concepts can be applied to real-world situations. A graphing calculator is required.

**Prerequisite(s):** Placement into ENGL 95 or above; AND Completion of MATH&163 with a grade of 2.0 or higher.

**MATH 296** **1-5 credits**  
**Mathematics Individualized Project II**

RE- 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**

RE- 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**

RE- 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**

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

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

**MATH 246** **5 credits**  
**Statistical Analysis**

NS, Q- This course surveys techniques of data analysis used in decision making and research. Learners will work with descriptive and inferential statistics while studying data, correlation, regression, central tendency, probability, randomness, normal distributions, confidence intervals, hypothesis testing, and tests of independence. Materials will focus on applications in business. Emphasis is on analysis, interpretation, and statistical thinking. Necessary technology will be taught along with the subject matter.

**Prerequisite(s):** Placement into ENGL 95 or above; AND Completion of MATH&141 or MATH 147 with a grade of 2.0 or higher or placement into MATH&142/148/246 or above.

**MUSIC****MUSC&105** **5 credits**  
**Music Appreciation**

EDP, H- Students explore music and human behavior related to music across time and in cultures across the world. Students gain a practical foundation for understanding the ideas and behaviors related to musical traditions and the basic elements of music.

**Prerequisite(s):** Placement into ENGL 95 or above.

**MUSC 130** **5 credits**  
**Popular Music in the United States**

EDP, H- This course is designed for students with no prior music training. Students will explore the major forms of popular music in the United States - blackface minstrelsy, brass band music, the Tin Pan Alley tradition, musical theater, ragtime, jazz, blues, country music, and rock and roll - in their cultural and historical contexts, including colonialism, capitalism, the slave trade, migration and other demographic change, the U.S. legal system, the impact of war and other major historical events, and the tension between dominant classes and minority populations from which many music traditions have emerged. Students will also gain a practical foundation for analysis of musical documents by exploring basic elements of songwriting, musical arrangement, recording technology, and the process of record making and promotion.

**Prerequisite(s):** Placement into ENGL 95 or above.

**MUSC 140** **5 credits**  
**Jazz History and Appreciation**

EDP, H- This course is for students with no prior music training. Students will explore the foundational elements of the jazz tradition in the United States, including African antecedents, music in African American slave culture (the ring shout, spirituals, and work songs), and the basic structures and style periods of jazz and its culture, including ragtime, early New Orleans jazz, big band swing, the bebop movement, cool jazz, hard bop, the avant garde, neo-traditionalism of the 1980s, and jazz as an international musical language, as well the framing of jazz as a symbolic discourse embodying democracy and individual freedom. Students gain a practical foundation for analysis of basic elements of music (the evolution of standard jazz song forms; the role of improvisation) and of the historical, political and cultural context surrounding the birth and evolution of jazz, including the role of European colonialism, the American slave economy, and the use of jazz as a tool in Civil Rights discourse.

**Prerequisite(s):** Placement into ENGL 95 or above.

## 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 inter-related 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):** Placement into ENGL 95 or above.

**NSCI 196** **1-5 credits**  
**Natural Science Individualized Project I**

RE- 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**

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 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**

RE- 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**

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

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

**NSCI 296** **1-5 credits**  
**Natural Science Individualized Project II**

RE- 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**

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 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**

RE- 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**

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

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

## NUTRITION

**NUTR&101** **5 credits**  
**Nutrition**

NS- In the course students will gain scientific knowledge needed to evaluate different sources of nutrition information and how to distinguish nutrition facts from nutrition myths. They will learn about basic components of a healthy diet and will have the opportunity to analyze and reflect on their personal dietary habits. Students will learn how environment, heredity, habits and diet are related and how to apply course concepts to improve diet and reduce risks factors for developing lifestyle diseases such as heart disease and type 2 diabetes. The course is designed for students with little or no biology or chemistry background.

**Prerequisite(s):** Placement into ENGL 95 or above.

## OCEANOGRAPHY

**OCEA&101** **5 credits**  
**Introduction to Oceanography with Lab**

GS,NSL,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. (LAB)

**Prerequisite(s):** Completion of MATH 84 or MATH 85 or MFUND 62 with a grade of 2.0 or higher or placement into MATH 95/ &107/ &131/ &132/ &146.

## PHILOSOPHY

**PHIL&101** **5 credits****Introduction to Philosophy**

H- In this course, students will engage in the study and practice of philosophy. Students will learn to read and evaluate classic and contemporary philosophical texts and will develop the background and understanding to formulate their own answers to questions that have intrigued philosophers through the ages, for example, 'What is truth?' 'What is knowledge?' 'Does God exist?' and 'What is the meaning of life?' Other issues will be examined as well, such as the nature of reality, freedom of the will, the nature of morality, and the best way to organize society. This course emphasizes the role of reason and argument in a community of inquiry; the goal is for students to emerge from the class with an understanding of how philosophy is done, a familiarity with key historical texts and themes, and a foundation for further study both within and beyond the discipline.

**Prerequisite(s):** Co-enrollment or completion of ENGL 95 or above with a grade of 2.0 or higher or placement into ENGL&101.

**PHIL 102** **5 credits****Ethics and Social Problems**

EDP, H- 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, more skilled in reflecting upon their own underlying assumptions and better able to consider alternative views of power and inequality, and in fuller possession of the tools to continue engaging in the practice of moral reasoning.

**Prerequisite(s):** Placement into ENGL 95 or above.

**PHIL&115** **5 credits****Critical Thinking**

H- This course is designed to help students decide whether to accept or reject claims and arguments found in academia, media, business, advertising, or 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):** Placement into ENGL 95 or above.

**PHIL&120** **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 84 or MATH 85 or MFUND 62 with a grade of 2.0 or higher or placement into MATH 95/ &107/ &131/ &132/ &146.

**PHIL 220** **5 credits****Global Philosophy**

EDP, 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 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**PHIL 238** **5 credits****Introduction to the Philosophy of Human Rights**

GS, H- This course will provide students with an introduction to the philosophy of human rights as 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 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 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**PHIL 240** **5 credits****Introduction to Philosophical Ethics**

H- This course is designed to help students better understand, develop, and evaluate moral claims through an examination of the theoretical criteria upon which those claims are based. Students will be introduced to classic and contemporary works in philosophy that examine issues like: why be moral, what makes right acts right, the role of character in ethical behavior, whether pleasure is the only ultimate good, the nature of justice, and whether there are moral facts. Influential ethical theories such as utilitarianism, deontology, virtue ethics, and contractarianism will be surveyed. Students will come away from the course with a deeper understanding of the basis of morality and be better equipped to think critically about 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- In this class students will develop skills needed to create and defend culturally sensitive and logically sound responses to ethical issues that arise in the practice of medicine in a diverse society. Students will sharpen the theoretical background needed to apply moral reasoning to issues they would likely face as healthcare providers and/or consumers, through an emphasis on philosophical thinking, writing, and dialogue. The course 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 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 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**PHIL 243** **5 credits**  
**Environmental Ethics and Sustainability**

H, SU - This course is intended to give students the theoretical background for applying moral reasoning to issues related to environmental use, protection, and sustainability. The class will undertake an examination of philosophical perspectives on the environment and engage in practical application of proposed solutions to environmental problems. Throughout the course, connections between individual and societal, as well as between local and global impacts on the environment will be emphasized. Students will come out of this class with a deeper sense of our ethical obligations to the environment and with a greater understanding of how to make choices that support environmental sustainability.

**Prerequisite(s):** Placement into ENGL 95 or above.

**PHIL 260** **5 credits**  
**Business Ethics**

EDP, H- Our system of business is designed to serve a moral goal, and ethical values shape the daily practice business professionals. This course highlights these deep moral foundations and is intended to help you develop the skills needed to create and defend culturally sensitive and logically sound responses to ethical issues that arise in a contemporary global business setting. It will help you to craft a vision of what it means to be an honorable businessperson working in an honorable profession. Along the way, the course will explore ethical concerns such as the role of business in society, employer-employee relationships, just and unjust discrimination, pricing and pay practices, marketing and sales tactics, engineering technology, and privacy. Students will come out of this class with a greater understanding of how to do business in a manner that creates value and respects the inherent dignity of all people.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement 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, the afterlife, the status of miracles, the relation between morality and religion, the problem of evil, whether atheism better explains reality, and other issues that emerge from human beings' drive to understand some of life's deepest concerns and puzzles. Rather than focusing on any specific faiths, the course takes religious concepts and beliefs in general

as the primary material for philosophical study. That said, the material tends towards philosophical issues in western, analytic 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 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**PHIL 460** **5 credits**  
**Ethics of Sustainability**

Students will come to understand the important ethical challenges facing individuals, organizations, and countries in the world, as well as the science that both underlies those challenges and in some cases, either contributes to or alleviates them. Students will leave this class with a unique skillset: they will have developed the moral reasoning ability to formulate and defend positions on key environmental issues as well as the scientific reasoning ability to be able to put into practice solutions they may come up with.

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

## PHYSICS

**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):** Placement into ENGL 95 or above; AND Completion of MATH 75 or MFUND 61 with a grade of 2.0 or higher, or placement into MATH 84 or MATH 85.

**PHYS&114** **5 credits**  
**General Physics with Lab I**

NSL- 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. (LAB)

**Prerequisite(s):** Co-enrollment with or completion of MATH 94 or MATH 95 or above with a grade of 2.0 or higher.

**PHYS&115** **5 credits**  
**General Physics with Lab II**

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

**Prerequisite(s):** Completion of PHYS&114 with a grade of 2.0 or higher.

**PHYS&116** **5 credits**  
**General Physics with Lab III**

NSL- 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. (LAB)

**Prerequisite(s):** Completion of PHYS&114 with a grade of 2.0 or higher.

**PHYS&221** **5 credits**  
**Engineering Physics I**

NSL- 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. (LAB)

**Prerequisite(s):** Completion of MATH&151 with a grade of 2.0 or higher OR placement into MATH&152, OR co-enrollment with MATH&151 AND one year of high school physics OR Co-enrollment with MATH&151 AND completion of PHYS&114 with a grade of 2.0 or higher.

**PHYS&222** **5 credits****Engineering Physics II**

NSL- 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. (LAB)

**Prerequisite(s):** Completion of MATH&151 with a grade of 2.0 or higher, or placement into MATH&152; AND Completion of PHYS&221 with a grade of 2.0 or higher.

**PHYS&223** **5 credits****Engineering Physics III**

NSL- This course is calculus-based and designed for physical science and engineering majors. Students gain an in-depth conceptual and analytical understanding of sound, light, and optics. Topics in modern physics are also explored. Laboratory activities extend lecture concepts and emphasize data collection and analysis. (LAB)

**Prerequisite(s):** Completion of MATH&151 with a grade of 2.0 or higher, or placement into MATH&152; AND Completion of PHYS&221 with a grade of 2.0 or higher.

**POLITICAL SCIENCE****POLS&101** **5 credits****Introduction to Political Science**

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

**Prerequisite(s):** Placement into ENGL 95 or above.

**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):** Placement into ENGL 95 or above.

**POLS&202** **5 credits****American Government**

SS- This course explores the strengths and weaknesses of American democracy and evaluates the 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):** Placement into ENGL 95 or above.

**POLS&203** **5 credits****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):** Placement into ENGL 95 or above.

**POLS&204** **5 credits****Comparative Government**

GS, SS- This course compares the varied political systems and governance structures of the world. By focusing analysis on selected countries and governments, students will learn to assess world issues and problems in their historical, economic, and cultural contexts. They will apply basic methods of comparative research and compare key attributes of world political systems.

**Prerequisite(s):** Placement into ENGL 95 or above.

**POLS 205** **5 credits****Politics of the Middle East and North Africa**

EDP, 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):** Placement into ENGL 95 or above.

**POLS 206** **5 credits****State and 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 actors 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):** Placement into ENGL 95 or above.

**POLS 213** **5 credits****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):** Placement into ENGL 95 or above.

**POLS 306** **5 credits****State Government and Public Policy**

This course focuses on the institutions, actors, processes and challenges involved in making and implementing public policy generally, and environmental and sustainability policy specifically, in state government. Students will examine the political and legal foundations of state governments and the actors that influence policy outcomes to understand 1) how state governments function, 2) what allows government to meet the needs of their constituents and 3) what prevents government from achieving their goals. Additionally, this course will introduce students to foundational theories and concepts of the study of public policy creation, implementation and evaluation. Although this course will focus on state government structure and policymaking generally, it will give special attention to the impact of policy processes on environmental and sustainability policy and the government of the state of Washington.

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

**POLS 445** **5 credits**  
**Environmental Politics and Policy**

This course offers an in-depth examination of historical and current issues in environmental politics. Students will develop a thorough understanding of the stages of the policy process from the identification and advocacy of environmental public policy problems, to agenda setting, to creation of alternatives, to decision-making, to implementation, to evaluation and feedback. The examination of environmental case studies from state, national, and international levels will create a deeper understanding of the complex political dynamics involved in policy making institutions. Ultimately, students will gain the skills and tools to competently analyze domestic and global environmental policy in a variety of situations.

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

**PSYCHOLOGY**

**PSYC&100** **5 credits**  
**General Psychology**

SS- This course provides an introduction to the science of psychology that surveys contemporary perspectives, methodologies, and core domains that influence and explain human behavior and mental processes. Students will develop skills such as thinking like a scientist, effective communication and collaboration, and applying psychological knowledge to everyday life and for personal growth and success.

**Prerequisite(s):** Co-enrollment or completion of ENGL 95 or above with a grade of 2.0 or higher or placement into ENGL&101.

**PSYC 171** **3 credits**  
**Human Relations**

EDP, SS- Students in this course will explore contemporary issues of interpersonal relationships, communication, empathy and conflict resolution from a social science perspective. Students will be presented with social and peace psychology theory and research and then they will learn to apply this research in their daily lives. Special emphasis will be placed on helping students to develop and apply human relations skills in various settings. Students will also learn to negotiate the complexities of communication across various aspects of difference, including culture, gender, and sexual orientation. **NOTE:** this course only meets 3.0 credits of the EDP and Social Science requirements.

**Prerequisite(s):** Placement into ENGL 95 or above.

**PSYC&180** **5 credits**  
**Human Sexuality**

EDP, 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. They will also consider the ways that human sexuality intersects with issues of power and privilege in society. Throughout the course, the cultural and psychological influences on sexual behavior and perceptions will be addressed. This course will deal with mature content. Parental permission will be required for students who are under 18 years of age.

**Prerequisite(s):** Placement into ENGL 95 or above.

**PSYC&200** **5 credits**  
**Lifespan Psychology**

SS- This course examines patterns of development and theories regarding human physical, cognitive, social, and emotional development through the lifespan. Students will learn to apply models of human development, including systems theories, and draw multiple interpretations from careful description of human behavior across various cultures. This course will require a guided integrated learning project in the community (approximately 10- 15 hours), and fulfills the integrated learning requirement.

**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: PSYC, ANTH, SOC, or EDUC with a grade of 2.0 or higher.

**PSYC 202** **5 credits**  
**Biopsychology**

NS- The overarching goal of this course is to demonstrate how the central nervous system produces human experiences such as sensation, perception, emotion, memories, and complex cognitive processes. Students explore the research methods that neuroscientists use to investigate causal relationships between neuroanatomical structures and functions. Students will identify evidence of neuroplasticity and the interactions between experience, genetics, and the development of the central nervous system. The course will provide an evolutionary perspective of the organization of the brain and its complex psychological processes.

**Prerequisite(s):** Completion of ANTH& 100, OR PSYC& 100, OR SOC& 101, OR BIOL& 170, OR BIOL& 211 with a grade of 2.0 or higher.

**PSYC 209** **5 credits**  
**Research Methods**

SS- This course provides students with the opportunity to study the methods used to gather, organize, and interpret data in psychological science. It is concerned with the validity of information and with the procedures and techniques used to collect, question, and assess knowledge, as well as ethics. The scientific approach is emphasized throughout, as various research designs are selected to test hypotheses. Students will learn to evaluate information and consider alternative explanations.

**Prerequisite(s):** Completion of ANTH&100, OR PSYC&100, OR SOC&101 with a grade of 2.0 or higher.

**PSYC 210** **5 credits**  
**Cognitive Psychology**

EDP,SS- This course examines the field of cognitive psychology, with a focus on perception, memory, and learning. Students will explore the mental processes that lead to phenomena such as stereotyping and prejudice, as well as biased eyewitness testimony and false memories. In addition to providing an introduction to research methods and theories, special emphasis will be placed on understanding the applications of cognitive psychology to fields such as business, education, and 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: PSYC, ANTH, SOC, or EDUC 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 the dominant theories and constructions of psychological disorders currently used in U.S. society and codified in the Diagnostic and Statistical Manual of the APA. In addition, it will provide opportunities to explore alternative paradigms and multi-cultural conceptions of mental illness and treatment. 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 a 100-level college course in ANTH, BIOL, PSYC or SOC with a grade of 2.0 or higher.

**PSYC 245** **5 credits****Social Psychology**

EDP, SS- This course provides an introduction to social psychology, the scientific study of human social influence and interaction. It will include research on the nature, causes, and consequences of individual behavior within various social contexts. Topics and themes will include conformity, persuasion, empathy, relationships, aggression, prejudice, and conflict resolution. Students will learn to apply what they have learned in order to foster a more peaceful and sustainable world.

**Prerequisite(s):** Completion of a 100-level college course in ANTH, EDUC, PSYC, or SOC with a grade of 2.0 or higher.

**PSYC 250** **5 credits****Cross-Cultural Psychology**

EDP, SS- This comparative cross-cultural psychology course explores various psychological perspectives, with the assertion 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. They will also examine ethical issues relevant to conducting research across cultures.

**Prerequisite(s):** Completion of ANTH&100, OR PSYC&100, OR SOC&101 with a grade of 2.0 or higher.

**PSYC 251** **5 credits****Psychology of the Workplace**

SS- This course examines the psychology of work. In it, students will explore human behavior in the context of organizations and industries at the individual, group, and structural levels. Students will develop skills that enhance performance at these levels.

**Prerequisite(s):** Placement into ENGL 95 or above.

**SOCIOLOGY****SOC&101** **5 credits****Introduction to Sociology**

EDP, SS- This course explores fundamental sociological principles and seeks to describe individuals in both group and societal contexts. Students will learn to use the sociological imagination as a lens through which to view and experience the world. Students will learn about sociological theory and research methods, and apply these to the basic subject matter of sociology: Human interaction, social institutions and structures, culture, socialization, social inequality, deviance, social control, and social and cultural change. The goals of this course are to stimulate interest in sociology and to encourage the recognition of its practical value.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**SOC 150** **5 credits****Social Inequality**

EDP, 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):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**SOC&201** **5 credits****Social Problems**

EDP, GS, SS- Sociologists have long noted the ways in which society construes particular events, ideologies, practices, and social trends as "Social Problems". This course examines how social problems evolve on local, national, and global stages, and how these problems are understood and addressed by different actors in society. In addition, the sociological imagination will be used as a lens to illuminate how individuals, social groups, and social institutions are influenced by social problems. Social problems relating to inequalities, health, the environment, migration, and technology will be a critical focus.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**SOC 231** **5 credits****Gender and Sexuality in Society**

EDP, SS- In this course we use a sociological lens to explore gender and sexuality, how they impact our lives, how they relate to social inequality, and how they intersect. As we explore these themes, we will study how culture and various social institutions (e.g. media, economy, family) have been pivotal sites for the maintenance, reproduction, and change in gender roles, primarily in the U.S. We will examine how gender and sexual identities are constructed and contested as well as how they evolve. We will explore the performance of femininity and masculinity in contemporary society, paying special attention to the ways gender and sexuality intersect with other socially constructed differences, including race and class.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**SOC 241** **5 credits****Love, Relationships, and Families**

EDP, SS- In this course we will examine the family as a social institution shaped by economic, political, cultural, and historical forces. We also will consider how gender, class, 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 ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**SOC 271** **5 credits****Sociology of Deviance**

EDP, SS- Students will critically investigate what deviance is and apply new knowledge to contemporary issues relating to deviance. They will learn about the fluidity of deviance through time, place, generation, and culture. Using, historical, and theoretical approaches, students will uncover reasons for deviant behavior, and learn how to interpret statistical data as it relates to deviance. Students will explore traditional and contemporary themes in deviance from murder and sexual assault to cyber deviance. Students will examine how social mechanisms, such as laws, policing, and sentencing function to reproduce and reinforce actions and policies that perpetuate myths, stereotypes and social injustices towards marginalized groups. Students will explore the themes of ethics, culpability, and forgiveness through a sociological lens.

**Prerequisite(s):** Completion of ENGL 95 or above with a grade of 2.0 or higher, or placement into ENGL&101.

**SOC 440** **5 credits****Society and Ethics in the Digital Age**

This class will focus on digital content from a sociological-ethical lens with special attention to social changes, inequalities, culture, security, and legal issues. These issues will be addressed by identifying sociological constructs, such as conflict theory that reflects on applied and ethical standards in sociology. Students will examine historical, contemporary, and future digital technologies and how they have affected, and could potentially affect society. Students will also be introduced to demography and big data constructs from a sociological perspective, and discuss the ethical implications of using social data collection. Finally, students will reflect on how they might incorporate ethics and social responsibility into their project development, and applications of new technologies in their careers.

**Prerequisite(s):** Admission to the BAS-IT program.

## SOCIAL SCIENCES

**SOSCI 196** 1-5 credits**Social Science Individualized Project I**

RE- Students will research a topic of interest and produce a project or performance. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor in collaboration with the student(s).

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

**SOSCI 197** 1-5 credits**Social Science Internship I**

RE- The student will identify an opportunity for an internship or volunteer project that matches both the outcomes of the students program and their interests. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion.

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

**SOSCI 198** 1-5 credits**Special Topics in Social Science I**

RE- The instructor, in collaboration with students, designs course content, activities and learning outcomes that address a 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.

**SOSCI 199** 1-5 credits**Service Learning in Social Science I**

RE- Students will engage in service learning 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 may be required to travel off-campus to the service site.

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

**SOSCI 296** 1-5 credits**Social Science Individualized Project II**

RE- Students will research a topic of interest and produce a project or performance. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor in collaboration with the student(s).

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

**SOSCI 297** 1-5 credits**Social Science Internship II**

RE- The student will identify an opportunity for an internship or volunteer project that matches both the outcomes of the students program and their interests. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion.

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

**SOSCI 298** 1-5 credits**Special Topics in Social Science II**

RE- The instructor, 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.

**SOSCI 299** 1-5 credits**Service Learning in Social Science II**

RE- Students will engage in service learning 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 may be required to travel off-campus to the service site.

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

## SPANISH

**SPAN 100** 1 credits**Spanish Practice Lab**

RE- This one-credit course will provide multimedia and internet activities in a lab format. Students will improve their skills in speaking, listening, reading, and writing and enhance their understanding of grammatical structures.

**Prerequisite(s):** Co-enrollment with SPAN& 121, or SPAN& 122, or SPAN& 123 or instructor permission.

**SPAN&121** 5 credits**Spanish I**

EDP,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):** Placement into ENGL 95 or above.

**SPAN&122** 5 credits**Spanish II**

EDP,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**

EDP,GS,H- This course continues the work of Spanish II. Students improve their ability to speak and write in Spanish by adding to vocabulary and grammar knowledge. Students learn more about Spanish-speaking cultures and how to communicate in them.

**Prerequisite(s):** Completion of SPAN&122 with a grade of 2.0 or higher or placement into SPAN&123.

**SPAN&221** 5 credits**Spanish IV**

EDP,GS,H- In this fourth quarter of college Spanish, students focus on communicating in Spanish with spontaneity and originality. They improve their ability to read, listen, speak and write in Spanish by building vocabulary and grammatical knowledge. Students learn more about Spanish-speaking cultures through reading, watching films and using the internet in Spanish.

**Prerequisite(s):** Completion of SPAN&123 with a grade of 2.0 or higher or placement into SPAN&221.

**SPAN&222** 5 credits**Spanish V**

EDP,GS,H- Students further develop their communication abilities in Spanish, speaking and writing with greater originality as vocabulary increases. Reading and listening skills improve with further practice with films and literature in Spanish. The emphasis on cultural learning continues.

**Prerequisite(s):** Completion of SPAN&221 with a grade of 2.0 or higher or placement into SPAN&222.

**SPAN&223** 5 credits**Spanish VI**

EDP,GS,H- Students read literature, watch films, listen to music, converse, and learn course material in Spanish to further develop communication abilities. As in previous classes, much of the course content centers around cultural and historical aspects of Spanish-speaking societies.

**Prerequisite(s):** Completion of SPAN&222 with a grade of 2.0 or higher or placement into SPAN&223.

## SUSTAINABLE PRACTICES

### SUPR 290 1 credits Career Pathways: Sustainable Practices

RE- This one-credit course is designed for students who are transitioning from a two-year associate degree, or a four-year baccalaureate into a sustainability career and/or graduate school. The course will highlight relevant career tracks and trends in the field of sustainability, and will introduce students to professionals currently working in the field. Students will conduct career research, and will identify and explore occupations that are of interest to them; in addition, they will practice writing essays, resumes, and cover letters, and will practice communicating their skills and abilities in interesting and effective ways.

**Prerequisite(s):** Completion of at least 10 credits of BASSP or ETSP coursework with grade of 2.0 or higher, or permission of instructor.

### SUPR 300 1 credits BAS-SP Program Orientation

This one-credit course serves as an orientation and cohort building experience for the incoming class of BAS in Sustainable Practices (BASSP) students. The course introduces students to Cascadia's mission, vision, and values; the sustainability features, goals, and plans at Cascadia; resources available to support students in achieving their academic and career goals; and the structure of the BASSP program which includes in-person, online and hybrid classes as well as an internship experience and capstone project. Additionally, this course will be critical to forming strong annual cohorts and building purposeful relationships between current students, graduates, faculty, Technical Advisory Committee members, and staff.

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

### SUPR 301 5 credits Introduction to Sustainable Practices

In this course, students will explore multiple interpretations of the concept of sustainability as they pertain to the key elements of environment, economics, and social equity, i.e., the Three 'E's. Systems thinking will be introduced as a mechanism for understanding sustainability, and students will use systems as a way of understanding the interplay of various elements in developing and employing sustainable practices. Core themes of the degree will also be introduced, including themes of resilience and adaptive challenge.

Students will also be introduced to the program's core competencies and outcomes as a way to visualize their degree pathway as it leads to the capstone project.

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

### SUPR 310 5 credits Statistics for Research in Sustainable Practices

The focus of this course is statistical analysis as applied to quantitative research in the field of sustainable practices. Students will be introduced to both descriptive and inferential statistical techniques and how they are used in this context. Both experimental and correlational analysis (including regression) will be presented and contextualized with real world problems and examples. The emphasis is on interpretation and communication of data as well as problem solving using statistical techniques. Research ethics and human subject considerations will be discussed. Needed technology will be taught along with the subject matter.

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

### SUPR 325 5 credits Social Perspectives on Sustainable Practices

In this course, students will use an interdisciplinary approach to develop an understanding of the values, beliefs, and social institutions that influence sustainable (or unsustainable) practices. Cross-cultural ideas of sustainable practices, as well as community, development, and decision-making processes are explored in relation to human interaction with local cultural and natural environments. Students will learn how cultural, social, and psychological forces can shape human practices to be ecologically sound, socially just, and economically viable.

**Prerequisite(s):** Admission to the BAS-SP program, OR permission from the BAS-SP program administrator.

### SUPR 397 1-5 credits Sustainable Practices Work-Based Learning I

Students will develop hands-on experiences through a sustained contribution within a work setting in the field of sustainability. Students develop and reflect on a set of personalized learning outcomes as they consider how the key sustainability competencies and concepts such as resiliency and adaptive challenges interact in a work setting. They reflect on their own strengths and weaknesses in the competency areas.

**Prerequisite(s):** Admission to the BAS-SP program AND instructor permission.

### SUPR 410 5 credits Research Design And Methods in Sustainable Practices

The focus of this course is research design and methodology as applied to problems in the field of sustainable practices. Students will learn basic principles of research design and data collection methods in the field of sustainable practices, including environmental sampling. Students will learn to choose appropriate statistical tools and apply them in the analysis of both qualitative and quantitative data. Elements of set theory and relational algebra will also be addressed as they are used in working with data sets. Students will learn to interpret published research as well as communicate results of their own research in formats that can reveal complex information at a glance, generate insights and spur action. Research ethics and human subject considerations will be discussed. Needed technology will be taught along with the subject matter.

**Prerequisite(s):** Admission to the BAS-SP program; AND completion of SUPR 310 with a grade of 2.0 or higher; AND at least 10 credits of 300 level coursework.

### SUPR 490 5 credits Sustainable Practices Capstone

Students identify a specific, authentic issue or problem with a sustainability context, and define, research, and propose a solution. Students will work to implement the solution, evaluate the outcomes, and present their results to appropriate internal and external audiences. Students will also reflect on their capabilities in the sustainability competencies and develop a plan for addressing areas of needed growth to prepare for a career in sustainable practices. Students develop their portfolio with professional networking connections and course, internship or professional projects.

**Prerequisite(s):** Admission to the BAS-IT program AND instructor permission.

### SUPR 497 5 credits Sustainable Practices Work-Based Learning II

Students will develop hands-on experiences through a sustained contribution within a work setting in the field of sustainability. Students develop and reflect on a set of personalized learning outcomes as they consider how the key sustainability competencies and concepts such as resiliency and adaptive challenges interact in a work setting. They reflect on their own strengths and weaknesses in the competency areas.

**Prerequisite(s):** Admission to the BAS-SP program AND instructor permission.

## KODIAK CORNER/STUDENT 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 and register for classes.
- Pay for and take the English and/or math Placement Assessment .
- Purchase 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.
- Check in for appointments.
- Inquire about Disability Support Services.
- Acquire a Cascadia student ID card during breaks and the first week of each quarter.

Student Advising and Support Services, Enrollment Services, Career and Transfer Services, Disability Support Services, Running Start, 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 [the Kodiak Corner webpage](#).

## 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 College. Please refer to the special admissions section in this catalog for a description of the allowable exceptions.

#### Degree Seeking (Matriculated) Students

Students may begin their education at Cascadia 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:

- 1. Complete Cascadia's admission application** available on the college's [website](#) or stopping by in person in the Kodiak Corner (CC1 Building).
- 2. Determine appropriate skill level in reading/writing and math.** Students must demonstrate competency in English and math before registering for classes. Students may show Smarter Balanced Assessment scores, High School transcripts, request Placement Reciprocity, show completed college level coursework via unofficial transcripts, passing Advanced Placement/International Baccalaureate scores, or take Accuplacer Placement. For more information on stipulations and criteria for use, please visit our [placement website](#).
  - For first-time college students with no prior college experience, send unofficial placement documents to [admissions@cascadia.edu](mailto:admissions@cascadia.edu).
  - For students with prior college experience, email unofficial transcripts from all colleges previously attended to [advising@cascadia.edu](mailto:advising@cascadia.edu) and schedule an appointment to meet with an Academic Advisor.
- 3. Attend a Cascadia Orientation and Registration Experience (CORE) session** OR meet with an Academic Advisor. New students, with no prior college credit must attend CORE in order to enroll in classes. Transfer students must meet with an Academic Advisor before their first quarter to register for classes.
- 4. Enroll in classes either at CORE or with an Academic Advisor.**
- 5. Pay tuition and fees by deadline.**

#### 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. First time non-degree seeking students may register when registration opens for new Cascadia students. Students must demonstrate that they have met course prerequisites for any given course in which they wish to enroll.

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 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 meet with an academic advisor. The academic advisor reviews all relevant and supporting documents for the prerequisites and completes the advisor portion of the Prerequisite Petition Form. The non-degree seeking student returns the form and all relevant supporting documents 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

Most courses at Cascadia require an assessment of a student's skill level in reading, writing, and math in order to determine whether or not a student is prepared to succeed in the courses. These assessments are not pass/fail in nature but are tools to assist advisors with appropriate class selection. Students who have successfully completed college-level English composition are exempt from placement assessment 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. Visit our [placement website](#) for more details.

A student who has received placement from another Washington Community or Technical College can request equivalent placement at Cascadia. To request Placement Reciprocity, email placement documents to [enrollment@cascadia.edu](mailto:enrollment@cascadia.edu) and in the subject line note Placement Reciprocity. Enrollment Services will reply back once your placement has been determined.

English as a Second Language (ESL) assessment 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 and assessments.**

## Transcript Evaluation

Credits earned at American colleges or universities that are recognized by a regional accreditation association or foreign transcripts that are recognized by the origin country's Ministry of Education and are translated by an accepted transcript translation agency are accepted by Cascadia 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".

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 graduated high school within the last two years may use their high school transcript to determine English and/or math placement. Students who completed a high school math class within the last two years or completed at least 11th grade English may be able to use their high school transcript to determine placement. High school transcripts may also be used in determining chemistry, physics and foreign language placement.

## Transcripts for Veterans

All students receiving educational benefits from the Department of Veterans Affairs are required to submit all 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 first 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 than the first quarter, if deemed necessary, based on the veteran's educational history.

Cascadia will award academic and vocational credit for transcribed military training. Credit will be awarded from a student's Joint Services Transcript (JST) based on recommendations from the American Council on Education. As a regionally accredited college, courses from the Community College of the Air Force will be accepted in transfer with the same consideration as courses from any other regionally accredited institution of higher education. Other training or experiences for which a student would like to receive credit will be assessed through the Prior Learning Assessment process.

## Reciprocity Agreement

Washington community and technical colleges (CTCs) offer reciprocity to students transferring within the CTC system who are pursuing the Direct Transfer Agreement (DTA) Associate in Integrated Studies Degree or the Associate in Science-Transfer Degree. Students who completed an individual course that met distribution degree requirements, 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, and Natural Science).

Students must initiate the review process and must be prepared to provide necessary documentation. For additional information, please visit the [Transfer Credit and Transcript Evaluation](#) page on our website.

## 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.**
- 2. Students must demonstrate academic preparedness for college-level work.** To qualify for the Running Start program, students must either place into English 101 on the Accuplacer Placement or place into Level 3 or 4 on the Smarter Balanced English Language Assessment. Students taking the Accuplacer Placement must present photo identification and pay the Accuplacer Placement fee.
- 3. If eligible on the basis of the Accuplacer Placement or the Smarter Balanced Assessment, submit qualifying scores and the completed Running Start Contract** to the Running Start Office (located in the Kodiak Corner) by the application deadline. See the [Running Start website](#), or pick up a Running Start packet in Kodiak Corner.

- 4. Admitted students will be notified by email** and will be directed to sign up for a CORE registration session. To register for classes during the CORE session, admitted students must submit a completed Enrollment Verification Form to the Running Start Office. Enrollment Verification Forms are completed with the assistance of the High School counselor. This form must be submitted to the Running Start Office prior to attending a CORE registration session.

Cascadia recommends that students discuss the Running Start program with their parents/guardians and high school counselors. For more information regarding the admissions process and deadlines visit the [Running Start page](#) on Cascadia's website, email [runningstart@cascadia.edu](mailto:runningstart@cascadia.edu) or call 425.352.8146.

### Continuing Running Start Students

Each quarter the [Enrollment Verification Form](#), (EVF) with all required signatures, must be submitted to the Running Start Office. Students will be unable to register until the EVF has been processed. Please allow 2 business days for processing. Check Cascadia's website to learn more about the upcoming quarter's registration dates.

### Underage Students

Cascadia College does not wish to duplicate or replace the functions of local high schools. However, high school students may request special admission to take specific courses at the college on a quarterly basis. Underage students (9th -12th grade level status) who are not Running Start students may enroll under exceptional circumstances. Students seeking enrollment as an underage student on a long-term basis should explore admissions through our Running Start Program.

Running Start Students trying to enroll for summer quarter will need to contact the Running Start Office. Email and notify that you are enrolled as a Running Start student who would like to take summer quarter classes. Running Start students do not have to complete Underage Admissions. The summer tuition is on your own and due by the tuition deadline. If you register after the tuition deadline, tuition is due within one business day of enrollment.

To qualify for an exception to Cascadia's general admission requirements as an underage student, the following steps must be completed:

- 1. [Apply for admission to Cascadia.](#)**
- 2. Determine Placement.** Students must demonstrate academic preparedness for college-level work by placing into English 101 in the Accuplacer Placement. Visit the Accuplacer webpage for information on taking the placement.

We will also accept:

- Eligible Accuplacer placement scores from another community college
- Eligible Smarter Balanced Assessment (SBAC) level 3 or level 4 for from the test taken during the sophomore year of high school

- 3. Download an Underage Admissions Packet.** Read through the packet and submit the following completed documents:

- **School District Enrollment Release Form**

The School District Enrollment Release Form is only needed in the initial quarter and not required for registration in subsequent quarters

- **Parent/Student Release Form**

In addition to the two forms, underage students will need to send:

- **Most recent Official High School Transcript.**
- **A written statement from the school principal or counselor from the school district** documenting why enrollment in the specific college course is necessary.
- Copy of **qualifying scores showing placement into English 101/College Composition.**

Once all Underage Admissions forms and documents are ready, send all together to [vashe@cascadia.edu](mailto:vashe@cascadia.edu).

- 4. If approved for Underage Admissions, you will be emailed how to proceed in the next steps for enrollment.**

Underage Students will be required to attend CORE (Cascadia's Orientation and Registration Experience). At the CORE session, you will:

- Receive an introduction to Cascadia's programs, services, and degree option
- Learn about resources available for students' academic and personal success
- Get help from an academic advisor interpreting your placement test scores and choosing courses that promote your academic success
- Learn how to search, enroll, add, drop, or withdraw from classes for the upcoming quarter
- Enroll into classes for the upcoming quarter

- 5. Pay tuition and fees by tuition deadline.**

Students will be expected to adhere to Cascadia's Academic Standards and Progress.

Students who plan to apply credits earned at Cascadia towards completion of a high school diploma from their current high school are responsible for consulting their high school counselor to ensure that the college classes meet high school graduation requirements. College officials are not responsible for advising students as to whether or not a college class will meet high school graduation requirements.

**PLEASE NOTE:** *Students seeking enrollment as an underage student on a long term basis should explore admission through our Running Start Program. For the Continuing Education policy on underage students, click [here](#).*

## Adult High School Options

High school equivalency certificate test preparation courses are available. High school equivalency courses are intended to prepare students without a high school diploma to pass the high school equivalency examination. Call Basic Education for Adults at 425.352.8158.

Cascadia's High School+ program helps adults 18 years or older complete a high school diploma by applying prior high school credits and work/life experience to high school graduation requirements. Some students 18-20 years old are also eligible. Students can complete their diploma with the Basic Education for Adults program.

For more information see [Basic Education for Adults](#) on the Cascadia website or 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. The reduced rate is available for all courses applicable to a high school diploma issued by Cascadia. Students must earn at least a 2.0 in any course to apply it towards credits needed for a Cascadia high school diploma.

All prospective students must meet with the High School Completion academic advisor. These appointments are scheduled by contacting Kodiak Corner at 425-352-8860. Prior to the appointment, students must send official transcripts from all high schools attended. For additional information and to obtain an application packet see [High School Completion](#) on the Cascadia website.

## INTERNATIONAL STUDENTS

Cascadia welcomes international students! International students can enroll at Cascadia College by meeting the following admission requirements.

- 1. Complete the international student application for admission.**
- 2. Submit required supporting documents including proof of financial support, copy of photo page of passport, and secondary or high school transcript.** Submitting proof of English proficiency is not required for the English Foundations Program. Submitting the official score of TOEFL 70 or IELTS 6.0, Pearson PTE 48, iTEP 4.0, STEP/Eiken Pre-1, or Duolingo 95, is required for the direct College Program placement.
- 3. Submit the non-refundable application fee** (waived for international students applying and enrolling for Summer or Fall quarter 2021).

Cascadia College International Programs has set application deadline dates. Most students from overseas are accepted up to one month prior to the first day of Orientation. This will allow students sufficient time to apply for the student F-1 visa, arrange for housing and make plans for moving to the United States. Application deadline dates for the 2021-2022 academic year are below:

Quarter	Program Dates	Suggested Times to Apply
Summer 2021	July 6, 2021 – Aug. 26, 2021	by June 4, 2021
Fall 2021	Sept. 29, 2021 - Dec. 16, 2021	by Aug. 27, 2021
Winter 2022	Jan. 3, 2022 - Mar. 18, 2022	by Nov. 26, 2021
Spring 2022	Mar. 28, 2022 – June 10, 2022	by Feb. 25, 2022

Transfer students from other U.S. schools must apply no later than one week prior to the first day of Orientation. For more information, contact the International Programs Office at 425.352.8415, [international@cascadia.edu](mailto: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. To schedule an appointment or drop-in with an Academic Advisor, go to the [Academic Advising webpage](#) for ways to connect with an advisor. Students may also ask advising related questions by emailing [advising@cascadia.edu](mailto:advising@cascadia.edu). In your email, include your name and ctcLink ID number. Emailed inquiries are usually answered within two business days. Many resources and student services including programs of study, degree requirements, planning guides, and transfer information are listed on the college website at [www.cascadia.edu](http://www.cascadia.edu).

## New Student Orientation

Cascadia College offers a “just in time” orientation model to prepare students for success. Offering four steps, the purpose of orientation is to provide students with the information they need at the time it is most relevant to their college planning.

- 1. Attend an Information Session** to learn more about the college and programs offered.
- 2. Attend a Cascadia Orientation and Registration Experience (CORE) session.** At CORE, students will get help interpreting placement scores, choosing courses, and registering for classes. Sign up for [CORE](#) is on a first-come, first-served basis.
- 3. Participate in Jumpstart.** At Jumpstart, students will meet with other new and current students, familiarize themselves with important campus resources, and learn more about other opportunities at Cascadia.
- 4. Enroll in our College Success course (COLL 101).** Students need to enroll in COLL 101 during their first or second quarter. This course is a requirement for all transfer degrees and ENGL&102 at Cascadia. In COLL 101 students will be introduced to Cascadia’s learning model and build on the foundation for success created in the earlier steps by establishing ownership and control over their education.

## 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 on the Job Board inside the Kodiak Corner. Other services available include:

- Resume and cover letter review
- Career and interest assessments
- Major studies exploration
- Transfer fairs and visits from college representatives

For more information, check out [Career and Transfer Services](#).

## Internships

Cascadia 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. Students in transfer programs who find internships often wish to receive college credit for those internships. 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 425.352.8256. For support in earning transfer credit for a non-professional/technical internship call 425.352.8269.

## ENROLLING FOR CLASSES

### Enrollment Information

The quarterly schedule of classes is available online and contains course information. Continuing students will receive enrollment information each quarter via email. Students with the greatest number of accumulated credits earned enroll first.

### Class Status

Students must be officially enrolled in order to attend classes. Students on the waitlist for classes may attend those courses to not fall behind in the coursework but should communicate with their instructor for permission and additional information.

### 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).

### Wait Lists

The wait list 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 up to three waitlists, but may not be waitlisted in different sections of the same class, have time conflicts, or unauthorized over 24 credit status. Students may add their name to the waitlist until the day before the quarter begins. Students are responsible for:

- **Checking their waitlist status 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 enrollment. 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. If students do not remove themselves from the waitlist for an unwanted class, they may be enrolled into the class automatically, incur charges such as tuition and fees, and/or receive a failing grade. Students are responsible for managing their own class schedules and waitlists.

### Schedule Changes

Class schedule changes may result in additional tuition, fees, or tuition refunds.

Changes to a student's quarterly class schedule may impact their financial aid status. Therefore, students receiving financial aid should contact the Student Financial Services Office to determine how changes can affect aid.

### Add a Class

- Students may add classes to their schedule through the second day of the quarter using their online [ctcLink account](#).
- Students must enroll with Enrollment Services from the third through the tenth day of the quarter (date is adjusted for summer quarter) with instructor permission and emailing [enrollment@ascadia.edu](mailto:enrollment@ascadia.edu).

### Drop a Class

- Students may drop classes through the tenth day of the quarter (date is adjusted for summer quarter) using their online [ctcLink account](#) or by emailing Enrollment Services at [enrollment@ascadia.edu](mailto:enrollment@ascadia.edu).
- Instructor permission is not required.
- Neither the class nor grade will appear on the student's transcript for courses dropped during this period.

### Withdraw from a Class

- Beginning the 11th 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 with their [ctcLink account](#) or by emailing Enrollment Services at [enrollment@ascadia.edu](mailto:enrollment@ascadia.edu).
- 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 or who fail to log in within the first 72 hours of an online course may be administratively withdrawn from the class.
- Students who do not meet course prerequisites may be administratively withdrawn from the class at the instructor's discretion.

## Hardship Withdrawal

Students are allowed to withdraw from classes until the end of the 6th week of the quarter. The Hardship Withdrawal is a request for an exception to this deadline for cases where an extreme or unusual circumstance 1) prevented a student from withdrawing prior to the deadline or 2) occurs after the deadline and prevents the student from continuing to attend class. This process is not meant as a way for students (regardless of hardship) who attend for most of the quarter to avoid earning an unsatisfactory grade (as defined by the student.) It is rare for a hardship withdrawal to be approved for one but not all classes. Course performance and final grade/expected grades are not taken into consideration when making a determination. To be eligible, the student must be able to document a hardship that keeps them from being able to attend.

### Prior to requesting a Hardship Withdrawal, it is recommended that students:

- Discuss concerns with instructors.
- Officially Withdraw by the last date to withdraw in the quarter.
- Request an Incomplete grade, if a significant portion of the course requirements have been completed and the student is able to complete the remainder of the coursework without instructor or class support.

Students inquiring about a Hardship Withdrawal should be referred to the Kodiak Corner or can email [enrollment@cascadia.edu](mailto:enrollment@cascadia.edu) to receive a copy of the request form. Requests for a Hardship Withdrawal must be received prior to the end of the quarter in question.

### Washington National Guard and other military reserve students ordered to service may:

- Withdraw from one or more courses and receive a refund of tuition.
- Be given an incomplete and allowed to complete the course upon release from duty.
- Continue the course and be given full credit.

Any missed class sessions will be excused absences. Upon return to campus, students will be allowed a reasonable period of time to submit missed work. At the discretion of the instructor, there may be cases in which the student has already completed sufficient class work to justify an earned grade. The student called to duty is required to submit written notice of call to service. The college may request the student to provide written documentation of service.

## TUITION

### 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 they possess 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.
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.).

A Washington law determines whether students can be considered residents of Washington eligible to pay in-state resident tuition rates at public institutions (RCW 28B.15.012). This law was revised in 2003 to allow certain students attending public colleges and universities to be eligible for resident student tuition rates. In 2014, the state's financial aid law was amended so these students are eligible to be considered for need-based state aid (State Need Grant) if they are attending either public or participating private colleges in Washington (RCW 28B.92.101). For information on eligibility and the application process for State Need Grant, please visit [www.readysetgrad.org/wasfa](http://www.readysetgrad.org/wasfa).

To qualify for resident tuition status and/or State Need Grant eligibility, students must complete this affidavit/declaration/certification if they have met the following conditions:

1. Have ever had DACA (current or expired) and have lived in Washington for one year prior to enrolling in college.

#### OR

2. Meet all of the following criteria:

- Graduate from high school with a diploma, earn a GED, or earn a diploma equivalent from any state within the U.S.
- Have continuously lived in the state of Washington for at least a year (12 consecutive months) before being admitted to an institution of higher education.
- Sign the Residency Affidavit included in this WASFA application stating that the student meets the above requirements.

For more information, definitions, and requirements, please visit the [Residency & Citizenship webpage](#). To determine your eligibility, complete the confidential [WASFA Questionnaire](#).

## Paying for Tuition and Fees

Tuition and fees are due on the quarterly tuition deadlines listed in the [Enrollment Calendar](#).

If you register for classes BEFORE the tuition deadline, you must pay tuition and fees by the quarterly tuition deadline. If you do not pay, you may be removed from all classes.

If you register **AFTER** the tuition deadline, you must pay tuition and fees within one business day of registration. If you do not pay, you may be removed from all classes.

There are a few ways to pay tuition and fees:

- **Pay online** at your [ctcLink account](#) with a VISA, MasterCard or American Express.
- **Pay by mail**  
Mail to: Cascadia College, Finance Office, 18345 Campus Way NE, Bothell, WA 98011
  - Checks made payable to "Cascadia College" and please include ctcLink ID number in memo line.
  - Do not send cash.
  - The payment must be received by the Tuition Deadline, not postmarked by Tuition Deadline.
- **Pay by Student Tuition Payment Plan (STPP)**
  - Plan Details:
    - 1st installment (1/3 of total tuition and fees) and \$10 Enrollment Fee are due on the first day of the quarter.
    - 2nd installment (1/3 of total tuition and fees) is due one month after the quarter begins.
    - 3rd installment (all remaining tuition and fees) is due two months after the quarter begins.
  - The \$10 Enrollment Fee applies to each quarter signed up for the Student Tuition Payment Plan. This fee is non-refundable and cannot be waived.
  - The summer quarter 2nd & 3rd installment due dates are adjusted for the shorter quarter.
  - Students holding F1 visas are not eligible.
  - Students may sign up for this quarterly payment plan by completing the [Student Tuition Payment Plan form](#).
- **Pay by Payment Drop Box**  
The Payment Drop Box is located outside the Kodiak Corner in the CC1 building. Payments received by the times below will be reflected in your account within that day.
  - Monday through Friday at 8:00 AM (Fall, Winter, and Spring Quarter)
  - Monday through Friday at 8:00 AM (Summer Quarter)  
Additional Pickup on Tuition Deadline Day at 4:00 PM

Accepted forms of payment for the Payment Drop Box:

  - Check, made payable to "Cascadia College" and include ctcLink ID number in memo line
  - Cash

## 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 drops or withdraws from credit class(es), Cascadia College will refund tuition according to the following schedule:

- **100% refund:** Class cancellation by the college
- **100% refund:** Drop from credit class(es) by the 100% refund deadline (on or before the 5th business day of the quarter, excluding weekends and holidays)
- **50% refund:** Withdraw from credit class(es) by the 50% refund deadline (beginning the sixth business day of the quarter through the 20th calendar day of the quarter)

**PLEASE NOTE:** *Summer quarter 100% and 50% refund deadlines are adjusted for the shorter quarter.*

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

Refunds are not given to students:

- Dismissed for disciplinary reasons.
- Do not follow official drop or withdraw procedures.
- Do not drop or withdraw by the refund deadline.

See the [Enrollment 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 refund will be posted to the same card used to pay within 10 business days after the refund deadline. If a card refund is not possible due to an expired card or closed credit/debit card account, a refund will be sent by mail as a check.
- **Check or Cash:** A refund check will be mailed 4-6 weeks after the refund deadline.
- **Financial Aid:** A refund will be processed once your account is reviewed for eligibility of the refund. Financial Aid refund information can be found on the Financial Aid Forms page, scroll down to General Financial Aid Information and click on the [Financial Aid Repayment Policy](#).
- **Wire Transfers:** A refund will only be wired back to the origin. International wire transfers cannot be refunded as a check, cash, or to a card account.

If you are expecting a refund, please ensure that your correct address is listed in your [ctcLink account](#). To update, log into your [ctcLink account](#) and update your mailing address in the Profile tile.

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

# TUITION CHART

2021-22 TUITION FOR ASSOCIATE DEGREES & PROFESSIONAL/TECHNICAL CERTIFICATES					2021-22 TUITION FOR BACCALAUREATE DEGREE			
Credits	Resident	Non-Resident Eligible for Operating Fee Waiver <sup>1</sup>	Non-Resident	Eligible Veteran or National Guard Member <sup>2</sup>	Resident Baccalaureate Degree	Non-Resident Eligible for Operating Fee Waiver <sup>1</sup>	Non-Resident Baccalaureate Degree	Eligible Veteran or National Guard Member <sup>2</sup>
1	\$116.05	\$131.27	\$299.12	\$87.04	\$226.53	\$241.75	\$637.35	\$169.90
2	\$232.10	\$262.54	\$598.24	\$174.08	\$453.06	\$483.50	\$1,274.70	\$339.80
3	\$348.15	\$393.81	\$897.36	\$261.12	\$679.59	\$725.25	\$1,912.50	\$509.70
4	\$464.20	\$525.08	\$1,196.48	\$348.16	\$906.12	\$967.00	\$2,549.40	\$679.60
5	\$580.25	\$656.35	\$1,495.60	\$435.20	\$1,132.65	\$1,208.75	\$3,186.75	\$849.50
6	\$696.30	\$787.62	\$1,794.72	\$522.24	\$1,359.18	\$1,450.50	\$3,824.10	\$1,019.40
7	\$812.35	\$918.89	\$2,093.84	\$609.28	\$1,585.71	\$1,692.25	\$4,461.45	\$1,189.30
8	\$928.40	\$1,050.16	\$2,392.96	\$696.32	\$1,812.24	\$1,934.00	\$5,098.80	\$1,359.20
9	\$1,044.45	\$1,181.43	\$2,692.08	\$783.36	\$2,038.77	\$2,175.75	\$5,736.15	\$1,529.10
10	\$1,160.50	\$1,312.70	\$2,991.20	\$870.40	\$2,265.30	\$2,417.50	\$6,373.50	\$1,699.00
11	\$1,217.96	\$1,370.96	\$3,056.12	\$913.50	\$2,276.60	\$2,429.60	\$6,385.60	\$1,707.48
12	\$1,275.42	\$1,429.22	\$3,121.04	\$956.60	\$2,287.90	\$2,441.70	\$6,397.70	\$1,715.96
13	\$1,332.88	\$1,487.48	\$3,185.96	\$999.70	\$2,299.20	\$2,453.80	\$6,409.80	\$1,724.44
14	\$1,390.34	\$1,545.74	\$3,250.88	\$1,042.80	\$2,310.50	\$2,465.90	\$6,421.90	\$1,732.92
15	\$1,447.80	\$1,604.00	\$3,315.80	\$1,085.90	\$2,321.80	\$2,478.00	\$6,434.00	\$1,741.40
16	\$1,505.26	\$1,662.26	\$3,380.72	\$1,129.00	\$2,333.10	\$2,490.10	\$6,446.10	\$1,749.88
17	\$1,562.72	\$1,720.52	\$3,445.64	\$1,172.10	\$2,344.40	\$2,502.20	\$6,458.20	\$1,758.36
18	\$1,620.18	\$1,778.78	\$3,510.56	\$1,215.20	\$2,355.70	\$2,514.30	\$6,470.30	\$1,766.84
19	\$1,724.30	\$1,882.90	\$3,797.75	\$1,293.29	\$2,570.30	\$2,728.90	\$7,095.72	\$1,927.79
20	\$1,828.42	\$1,987.02	\$4,084.94	\$1,371.38	\$2,784.90	\$2,943.50	\$7,721.14	\$2,088.74
21	\$1,932.54	\$2,091.14	\$4,372.13	\$1,449.47	\$2,999.50	\$3,158.10	\$8,346.56	\$2,249.69
22	\$2,036.66	\$2,195.26	\$4,659.32	\$1,527.56	\$3,214.10	\$3,372.70	\$8,971.98	\$2,410.64
23	\$2,140.78	\$2,299.38	\$4,946.51	\$1,605.65	\$3,428.70	\$3,587.30	\$9,597.40	\$2,571.59
Tuition Cost per-Credit	Resident	Non-Resident Eligible for Operating Fee Waiver <sup>1</sup>	Non-Resident	Eligible Veteran or National Guard Member <sup>2</sup>	Resident Baccalaureate Degree	Non-Resident Eligible for Operating Fee Waiver <sup>1</sup>	Non-Resident Baccalaureate Degree	Eligible Veteran or National Guard Member <sup>2</sup>
1-10	\$116.05	\$131.27	\$299.12	\$87.04	\$226.53	\$241.75	\$637.35	\$169.90
11-18	\$57.46	\$58.26	\$64.92	\$43.10	\$11.30	\$12.10	\$12.10	\$8.48
19+	\$104.12	\$104.12	\$287.19	\$78.09	\$214.60	\$214.60	\$625.42	\$160.95

<sup>1</sup>Students who are non-residents for tuition purposes and who are US citizens or permanent residents are eligible for a waiver of the difference between the non-resident and resident Operating Fee. The waiver will be applied once eligibility has been determined. <sup>2</sup>Eligibility requirements and waiver form are available [here](#) for eligible Veterans and National Guard Members.

The chart above shows tuition per credit for Washington state residents and non-residents. To qualify for resident tuition rates, you must meet [Washington state residency requirements](#).

The following two types of fees are included in the tuition rates.

- **Service & Activities (S&A\*)**
  - Resident \$11.93 per credit (maximum \$174.74)
  - Non-Resident \$11.93 per credit (maximum \$174.74)
- **Building**
  - Resident \$12.38 per credit (maximum \$158.76)
  - Non-Resident \$27.60 per credit (maximum \$317.36)

In addition to the tuition rates listed above, all students (except for Basic Skills students) pay the following fees (not included in the tuition rates), as enacted by student government:

- **Technology Fee**  
\$4.00 per credit (minimum \$10, maximum \$40.00 per quarter)
- **Activities & Recreation Center Fee (ARC)**  
\$6.67 per credit (maximum \$100.05)

Tuition 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, Veterans Administration, Social Service, and most other outside agencies. The college reserves the right to change tuition rates and any fees without notice to comply with state or college regulations or policies.

## State Support and Student Costs for Washington State Community and Technical Colleges

The amounts in the table below represent an average for a full-time equivalent, lower division resident student attending community and technical colleges for the academic year 2020-2021.

	Resident Undergraduate	Percent
Total Instructional Support Per Student FTE	\$10,557	
Tuition Operating Fee*	\$ 3,351	32%
Net State Support per Student FTE**	\$ 7,206	68%

\* The Tuition Operating Fee is equal to the operating fee for a full-time student in lower division classes.  
 \*\* Net State Support is the amount paid by the state from various sources including taxes and other funds.

**EDUCATIONAL COST STATEMENT:**  
 The average cost to educate a resident full-time community or technical college student for the 2020-2021 academic year is \$10,557. Students pay an average of \$3,351 in tuition toward this cost. The remaining \$7,206 is an "opportunity pathway" provided by the State and is funded by state taxes and other sources. The amounts shown are averages for a full-time, resident student. The actual tuition a student pays will vary due to credit load, residency status and other factors.

**NOTE:** Data source provided by the State Board for Community and Technical Colleges.

## TUITION AND FEE WAIVERS

For state-supported classes, Cascadia currently offers tuition and fee waivers for the groups listed below: <http://www.cascadia.edu/enrollment/pay.aspx>

### General Waivers

#### Basic Education for Adults, ESL

Need-based waivers are available to cover the \$25 per quarter tuition fee.

#### Veterans' Waivers

Cascadia waives 25% of tuition to Washington State residents that are:

- Eligible veterans/National Guard members as defined by statute.
- Other military or naval veterans not qualified as "eligible." This waiver does not include National Guard.

Additional information is available [online](#) or by contacting the Kodiak Corner at 425.352.8860.

#### Child and Spouse of Totally Disabled or POW/MIA or Deceased Eligible Veterans or National Guard Members

Cascadia waives 100% of all tuition and other fees incurred as a condition of a student's full participation in coursework and related activities for children or the spouse of a totally disabled or POW/MIA or deceased eligible veteran or National Guard Member. The student and the veteran/National Guard Member must be Washington State Residents. Additional information is available [online](#) or by contacting the Kodiak Corner at 425.352.8860.

#### 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 \$11 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 College.

#### Waiver of the Non-Residential 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.

- Complete the Tuition Waiver for Senior Citizens on the Kodiak Corner Forms webpage.
- Make Kodiak Corner Forms webpage a hyperlink using this link: <https://www.cascadia.edu/current/kodiak/forms.aspx>

#### 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.

- Complete the Tuition Waiver for Senior Citizens on the Kodiak Corner Forms webpage.
- Make Kodiak Corner Forms webpage a hyperlink using this link: <https://www.cascadia.edu/current/kodiak/forms.aspx>

#### 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 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.

- Complete the Tuition Waiver for Senior Citizens on the Kodiak Corner Forms webpage.
- Make Kodiak Corner Forms webpage a hyperlink using this link: <https://www.cascadia.edu/current/kodiak/forms.aspx>

## 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 2020-21 school year. Fees for 2021-22 may change. Please check our [website](#) for up-to-date information.

**Activities and Recreation Center (ARC) Fee**  
**\$6.67 per credit (maximum \$100.05)**

The student body voted to assess this fee to fund the construction and operation of the Activities and Recreation Center.

**Basic Education for Adults, ESL, and GED Preparation**

There is a \$25.00 per quarter fee charged to students enrolled in federally funded or grant funded classes. Students who demonstrate need may have part of the fee waived.

**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.

**Diploma Replacement \$5.00 per diploma**

This fee is charged for reprinting a diploma.

**eLearning**
**Online \$15.00 per course (for courses conducted entirely online)**

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

**Hybrid \$15.00 per course (for courses conducted partially online)**

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

**Fines**
**Non-Sufficient Fund Fee \$25.00 per check**
**Parking and Traffic Citations \$30-\$250**  
 (Visit the [website](#) for current fines)

**International Admission \$50.00**

International students will be charged an admission application processing fee.

**Lab, Art \$55.00**

Students enrolled in art 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 (non-refundable)**

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 costs of consumable supplies, breakage, hazardous waste management, and special materials.

**Lab, World Languages \$11.50**

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

**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.

**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](#). Visit the [website](#) for current rates.

**Placement Assessment (Accuplacer) \$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.

**Printing, Above Standard Allocation \$10.50**

Each student receives a standard printing allocation of \$24.00 which equates to 600 black-and-white or 120 color pages. If you use up your allocation, you can buy an additional unit of 260 black-and-white or 50 color pages.

**Prior learning: Assessment of Portfolio \$257.60 per assessment**

A non-refundable fee is charged for the assessment of prior learning portfolios requesting up to ten credits.

**Prior learning: Credit by Exam \$154.56 per assessment**

A non-refundable fee is charged for assessment challenged three-to-five-credit courses.

**Prior learning: Industry Recognized Certification \$35.00 per 5 credit course**

Cascadia's Professional Technical Programs may award program credit for specific industry recognized certifications. Networking Infrastructure is the only program that has pre-approved certain certificates for the awarding of credit. Interested students should speak with their programs advisor or faculty member to initiate the process.

**Supply Fee, Miscellaneous Intensive \$22.00**

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

**Student Identification Card Replacement \$11.00**

This fee is charged for replacing a lost or stolen Student Identification Card.

**Technology Fee \$4.00 per credit (minimum \$10, maximum \$40 per quarter)**

The student body voted to assess this fee to provide email accounts, discounted Microsoft software, network storage, and regularly updated hardware and software.

**Transcript \$5.00 (plus processing \$2.25)**

This fee is for [official student transcripts](#). An official request takes at least 2 business days to process. **All parking fines, library fines, and outstanding balances must be cleared before official transcripts can be released.**

## FINANCING YOUR EDUCATION

## Student Financial Services

The Student Financial Services Office at Cascadia 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 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 their 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:

$$\text{COA} - \text{EFC} = \text{Financial Need}$$

Cost of Attendance (COA) **Minus (-)** Expected Family Contribution (EFC) **Equals (=)** Financial Need

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

### Estimated Costs of College for Calculating Financial Aid

The following estimated average costs are used for full-time, in-state residents attending three quarters in the 2021-2022 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.

### How to Apply for Financial Aid

The U.S. Department of Education governs eligibility, conditions, and terms for federal grants, student loans, and federal work study. The State of Washington governs eligibility, conditions, and terms for state grants and state work study.

#### Here are the steps to get started in the application process for grants, student loans or work study:

1. Fill out a financial aid application (FAFSA or WASFA). The application is the first step in determining your aid eligibility.

If you are a US Citizen or eligible non-citizen, complete the [Free Application for Federal Student Aid \(FAFSA\)](#). If you are a Washington state resident, and ineligible for federal aid because of immigration status, complete the (free) [Washington Application for State Financial Aid \(WASFA\)](#). If you are unsure about which application to complete, view this [questionnaire](#) and you will be directed to the appropriate application for you.

#### SCHOOL CODE

Cascadia College's Title IV school code is 034835. Use this code when completing your FAFSA.

2. Once you have completed and the school receives your FAFSA/WASFA record and you have applied for and been admitted to the college, additional documents and information may be requested before the financial aid office will determine your eligibility for aid.

Check the [ctcLink Student Self Service Portal](#) (accessible from the financial aid section of the Cascadia website) for outstanding items.

You may also check your financial aid file status online through the [ctcLink Student Self Service Portal](#), or contact the Student Financial Services Office by email at [finaid@cascadia.edu](mailto:finaid@cascadia.edu).

If it is determined that you are not eligible for grants, or if you receive a grant but it does not cover your estimated college costs, you can then [apply for a student loan](#). The loan amount that you are eligible for may be reduced by the amount of any additional funds you receive.

### 2021-22 Costs

#### ASSOCIATE DEGREES & CERTIFICATES

	Full-Time Living with Parents	Full-Time Not Living with Parents
Tuition and Fees*	\$ 4,623	\$ 4,623
Books and Supplies	\$ 942	\$ 942
Room and Board	\$ 3,729	\$ 11,274
Transportation	\$ 1,260	\$ 1,260
Misc.	\$ 2,214	\$ 2,514
<b>TOTAL:</b>	<b>\$12,768</b>	<b>\$20,613</b>

\* *There may be additional fees associated with individual classes.*

#### BACHELOR DEGREE

	Full-Time Living with Parents	Full-Time Not Living with Parents
Tuition and Fees*	\$ 7,377	\$ 7,377
Books and Supplies	\$ 942	\$ 942
Room and Board	\$ 3,729	\$ 11,274
Transportation	\$ 1,260	\$ 1,260
Misc.	\$ 2,214	\$ 2,514
<b>TOTAL:</b>	<b>\$15,159</b>	<b>\$23,367</b>

\* *There may be additional fees associated with individual classes.*

## Eligibility Requirements

All federal 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 and are 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).

## 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 they 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 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 their 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. However, once it has been determined that a student cannot complete their degree within the maximum time frame, financial aid will be denied per federal regulations and this is not appealable. A complete copy of the policy is available in the Student Financial Services Office or on the [website](#).

## Types of Aid

Cascadia 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. Loan requests require additional paperwork be submitted for a loan to be processed.

**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 College awards the Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG), Washington College Grant (formerly Washington State Need Grant), College Bound Scholarship and Cascadia Grant to eligible students. Cascadia Grants 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 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 (attending at least half-time status).
- 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 enrollment in 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. Borrowers must also complete loan exit counseling upon leaving Cascadia College or graduating.

## Student Scholarships

Thanks to donations from businesses, individuals, families, professional organizations, and friends of Cascadia College, the Cascadia College Foundation offers many scholarships for Cascadia students. All Cascadia students and prospective students – domestic, international, and undocumented - are encouraged to apply. Minimum requirements include 2.0 GPA and enrollment in ten (10) credits each quarter. Award levels average \$1500. Simply complete one application to be considered for all available scholarships.

Applications for next year's scholarships, available via Cascadia's scholarships webpage or at the Foundation, may be submitted from January through early March. Applications should be submitted to the Foundation at [scholarships@cascadia.edu](mailto:scholarships@cascadia.edu). For more information on how to receive financial assistance through scholarships and a current listing of available scholarships, please visit [Cascadia's Scholarship webpage](#) or call 425.352.8000.

## Workforce Education

Workforce Education provides a variety of support services for students pursuing professional/technical programs, such as tuition assistance, books and transportation, educational and career advising, as well as internship opportunities. Financial support is provided through the Worker Retraining, Opportunity and Basic Food Employment Training (BFET) Grants. Prospective students should call 425.352.8256 or visit the Workforce Programs webpage to get started!

## Worker Retraining

The Worker Retraining program can provide tuition, books, and transportation for students who are out of work or in danger of losing their jobs without additional training. Students must be enrolled in professional/technical certificate or degree programs.

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 Innovation and Opportunity Act/ Dislocated Worker Program and Trade Act/NAFTA applications and processes.

To be eligible, students need to:

- Be receiving or be eligible to receive unemployment benefits.

**OR**

- Have exhausted their unemployment benefits within the last four years.

**OR**

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

**OR**

- Be a displaced homemaker.

**OR**

- Be a vulnerable worker.

**OR**

- Be a veteran discharged from the US Armed Services in the last four years.

## Opportunity Grant

The Opportunity Grant provides funding for low-income Washington resident students enrolled in professional technical programs. It can provide tuition and fees for up to 45 credits, books, and transportation assistance. To apply for this grant, please contact the [Workforce Education Office](#).

## Basic Food Employment and Training (BFET) Grant

The BFET Grant provides funding for Washington resident students who are receiving Basic Food Assistance (SNAP) and enrolled in professional technical programs, transfer degrees or who are exclusively Basic Education. The grant can provide assistance with tuition, fees, books, and transportation. Prospective students should call 425.352.8256 or visit the [Workforce Programs webpage](#) to get started.

## Professional/Technical Programs

Financial support from the [Workforce Education Office](#) can be used to support students pursuing the following technical degree and certificate awards:

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### Degrees:

- Bachelor of Applied Science (BAS)
  - Mobile Application Development
  - Sustainable Practices
- Associate in Applied Science-Transfer (AAS-T)
  - Environmental Technologies and Sustainable Practices
  - Homeland Security Emergency Management
  - Networking Infrastructure Technology
  - Web Application Programming Technology – Programming Emphasis
  - Web Application Programming Technology – Web Emphasis

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### Certificates (20-26 credits):

- ETSP- Energy Data Analyst
- HSEM – Homeland Security Emergency Management
- MOBILE - Android Application Development
- MOBILE - iOS Application Development
- MOBILE - Mobile Backend Development
- NIT – Desktop Support Technician
- NIT – Network Engineer
- NIT – Security Support Technician
- NIT – Server Administrator
- NIT – Virtualization Specialist
- WEB – Computer Programming Foundations
- WEB – JavaScript Programming
- WEB – User Interface Developer
- WEB – Web Applications
- WEB – Web Foundations

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### Certificates (20-30 credits): Requires Admissions to the BAS Mobile Application Program

- MOBILE - Android Application Development
- MOBILE - iOS Application Development
- MOBILE - Mobile Backend Development

## Veterans and Dependents Benefits

To apply for Veteran Educational benefits, first submit an application on the [VA vets.gov website](http://VA.vets.gov) or via [eBenefits](#).

To access Veteran Educational Benefits at Cascadia, all students must attend an orientation. To schedule an appointment with the Veterans Academic Advisor/School Certifying Official, email [veterans@cascadia.edu](mailto:veterans@cascadia.edu). Veterans are asked to contact Kodiak Corner at least four weeks before they wish to begin classes. The veteran orientation is an opportunity to submit funding paperwork, to learn more about educational benefit policies and to select classes for the first quarter. Veterans are asked to bring a member 4 copy of their DD-214 and their Certificate of Eligibility to the orientation. Additional paperwork may be required, depending on the student's Chapter of benefits.

Veterans Educational Benefits may be used to complete an eligible college degree or certificate program. Courses must follow VA guidelines and all courses must meet degree requirements.

The VA requires Cascadia to perform an official review of all prior education. This includes a veteran's military transcript and transcripts from all schools attended before, during and after active duty. Applicable credits will be transferred to the veteran's chosen Cascadia degree requirements. Veterans should submit all official transcripts no later than the end of the first quarter of benefits.

Selected programs of study at Cascadia College are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive VA benefits under Title 38 and Title 10, USC.

Cascadia College does not and will not provide any commission, bonus, or other incentive payments based directly or indirectly on success in securing enrollment of financial aid to veterans or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance.

**PLEASE NOTE:** *Students will not be allowed to use any VA education benefits, including Post 9/11 benefits to repeat classes in which they previously received a passing grade, of 2.0 or higher, regardless of whether or not veterans' benefits were used.*

### Higher Education Relief Opportunities for Students Act of 2003/ Active Service for Period Exceeding 30 Days

The Higher Education Relief Opportunities for Students (HEROES) Act of 2003 (Public Law 108-76 section: 5) is intended to ensure that service members who are receiving Federal student aid are not adversely affected because of their military status and to minimize the administrative burden placed on individuals. And according to a 2004 Washington State law, a member of the Washington National Guard or any other military reserve component who is ordered to active federal service for a period exceeding 30 days, has the right to:

- **Withdraw from one or more courses and receive a refund of tuition.**
  - **What to do:** Submit Call to Service documentation from military to the Kodiak Corner to withdraw and receive refund.

- **Receive an incomplete and be allowed to complete the course upon release from duty.**
  - **What to do:** Submit Call to Service documentation from military to the Kodiak Corner. Then contact the instructor to do an Incomplete Contract with the instructor. The instructor gets the form from Student Learning.
- **Continue the course and be given full credit.** Any missed class sessions will be excused absences. Upon return to campus, students will be allowed a reasonable period of time to submit missed work. At the discretion of the instructor, there may be cases in which the student has already completed sufficient class work to justify an earned grade. The student called to duty is required to submit written notice of call to service.
  - **What to do:** Submit Call to Service documentation from military to the Kodiak Corner. Then contact the instructor to make arrangements for course work plan and timeline.

If any questions or concerns arise, the student and/or the instructor will contact Veterans Academic Advising at: [veterans@cascadia.edu](mailto:veterans@cascadia.edu) or call 425-352-8860. We will gladly assist the student and/or the instructor in resolving any issues to deployment. For more information, please refer to RCW 28B.10.270 and Senate Bill 5343.

## Financial Aid Refund Policy

A fair and equitable refund policy is applied to all financial aid students at Cascadia 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 College Grant (WCG) or College Bound Scholarship (CBS) are subject to the Washington College Grant Repayment Policy, as defined by the Washington Student Achievement Council. Students who receive only a Cascadia 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 the “conditions of award”, and 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 Tax Credit (previously the HOPE tax credit) provides up to \$2,500 per student on qualified tuition and related expenses for the first four 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.

To qualify for the American Opportunity Credit Tax Credit, students must be enrolled at least half-time in a degree or certificate program, has not completed the first four years of post-secondary education as of the beginning of the taxable year, and has not been convicted of a felony drug offense. The Lifetime Learning tax credit does not require half-time enrollment.

Visit [www.irs.gov/](http://www.irs.gov/) for more information.

## Qualified Tuition and Related Expenses

In general, qualified expenses for the education tax credits include tuition and required fees for the enrollment or attendance at eligible post-secondary educational institutions. The expenses paid during the tax year must be for: an academic period that begins in the same tax year or an academic period that begins in the first three months of the following tax year.

The following expenses do not qualify:

- Room and board
- Transportation
- Insurance
- Medical expenses
- Student fees unless required as a condition of enrollment or attendance
- Education expenses paid with tax-free educational assistance
- Education expenses used for any other tax deduction, credit or educational benefit

## Four Things to Remember

1. Students must provide their Taxpayer Identification 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.

#### Library Services

The Library has 80+ PC computers, which provide access to online resources, email and productivity software such as Microsoft Office. Students, faculty, and staff can access research databases, full-text journal articles, class guides and e-books from any device with internet access. Wireless access to the campus network is available throughout the Library. Over twenty group study rooms are available and can be reserved online by students. The third floor is a quiet study area, and includes the Library's Reading Room, which overlooks the wetlands.

Librarians offer drop-in assistance at the Research Help Desk and are also available by appointment for more extended consultations; research assistance is available online 24 hours per day. Librarians also teach in-person and online classroom workshops, collaborating with faculty to help students develop their abilities to access and evaluate information. The Library can be reached [online](#) and at 425.352.5340.

### Facilities

Cascadia College shares the campus with University of Washington Bothell. Cascadia has a combined CC1-CC2 classroom/office building which opened in Fall 2000 and CC3, the first LEED Platinum (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, parking enforcement, and the physical plant. Student break-out areas with computer access are located throughout CC1-CC2 and CC3 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

The Bock Learning provides a space where students can work independently or in small groups, receive assistance from peer tutors in a range of subject areas, and access computer and printing resources.

## LEARNING ASSISTANCE

### The Bock Learning Center

#### Writing Tutoring

Students in all disciplines can receive assistance from trained peer tutors with writing projects and assignments ranging from paragraphs to essays, research papers and personal statements. Group Project Coaching is also available on a limited basis. Students can make an appointment with a tutor or drop in for assistance. Writing tutoring is located in CC2-080.

#### Math and Science Tutoring

Students can receive assistance from trained peer tutors in most math coursework, chemistry, physics, and programming courses. Math and science tutoring is located in CC2-060. While most of this tutoring occurs on a drop-in basis, appointments are available for some subjects.

#### Online Tutoring

Online tutoring in a range of disciplines is available through the [Western eTutoring Consortium](#). Information about this service is available on our [eTutoring page](#).

#### Computer Literacy Support

Trained staff and tutors are able to assist students with a range of computer programs including Canvas and the Microsoft Office Suite.

#### Access to Computers and Printers

The Bock Learning Center provides technology for student use including PCs, 1 Mac, printing services, and scanners. The Learning Center also has graphing calculators available for long- and short-term checkout. These services are available in CC2-060.

#### ID Cards

Students, faculty, and staff can have ID cards made in the Bock Learning Center. See the Learning Center [webpage](#) to learn the days and times this service is available each quarter.

With the exception of long-term calculator rentals, all Learning Center services, including tutoring, are free and available to currently enrolled students.

## 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.

### Counseling Services

Counseling services are available to any student who is struggling with issues including family conflict, divorce, substance abuse, depression, grief and loss, and anxiety about academic achievement. Counseling is confidential, professional, and free.

Cascadia College offers counseling services to Cascadia students through a partnership with the UWB Counseling Center. Cascadia College students who are enrolled for the current quarter in session may receive up to 6 free counseling sessions of individual counseling per academic year. Cascadia College students are also eligible to participate in Counseling Center groups which lasts 4-10 weeks, as well as use the same day appointment service for urgent or pressing needs. Enrollment in Counseling Center classes, groups, and same day appointment do not count toward the 6 session yearly limit. Check the [website](#) for 24/7 counseling services, phone apps regarding emotional health, as well as group sessions. To schedule an initial intake appointment at the UWB Counseling Center, call 425.352.3183 or go to UW1-080.

### Disability Support Services

Cascadia College maintains [Disability Support Services](#) (DSS) to provide reasonable accommodations and support services to students with documented disabilities. In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990 & Amendments of 2008, and Washington State Law (Core Services Act), our mission is to provide equal opportunities throughout all educational programs, college services, and campus activities while promoting self-determination. For more information or to request accommodations, please visit DSS in the Kodiak Corner and by contacting us at [disabilities@cascadia.edu](mailto:disabilities@cascadia.edu) or 425.352.8128.

### Food Services

Coffee, pastries, and snacks are available at Stopwatch Espresso 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 through food trucks on campus most weekdays in front of the ARC building.

### Housing

Cascadia 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.

### Kodiak Cave

The Kodiak Cave is a student-led initiative that opened November 2018. It is 100% funded by student fees and focuses on food access and healthy eating. We are a choice pantry providing various fresh, frozen, and canned foods that are nutritious and appealing for those looking for healthy alternatives to what is seen as a normal college diet.

In addition to food access, programs created through the Cave include basket raffles, a snack program, and a program that teaches students to cook as well as try new foods. Through the Cave, students also have access to quality hygiene products and other information on maintaining a sustainably healthy lifestyle while going through college. This program is accessible to all Cascadia students and it is completely free to use. All you need is a photo ID and a copy of your current quarter schedule to access the Kodiak Cave.

### 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 are asked to park on campus rather than the surrounding neighborhood streets (violators are subject to tickets or towing by the Bothell Police). Over 2,100 parking spaces are available on campus, in the north south, and west garages, and in the upper surface parking lots. Parking spaces on Campus Way are either for 15 minute parking, ADA visitor parking, or motor pool parking for UWB. 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. Pay by license plate day permits can be purchased at the campus pay stations and through [www.paybyphone.com](http://www.paybyphone.com). Economical quarterly passes may be purchased [online](#). 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 in Husky Hall. 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 bus passes can be purchased at a significant discount for students in Kodiak Corner and bus schedules are available. For parking and transportation updates please visit: <http://www.cascadia.edu/discover/visitors/parking.aspx>

## Recycling

Environmental stewardship is a Cascadia value. Voluntary waste sorting and recycling is strongly encouraged. Triple stations with clear signs for waste, recycling, and compost are provided in all campus buildings, located in hallways rather than in the classrooms. Specialty item recycling is also available in some building lobbies (ex: CC1, Library)..

## Security

Full-time security personnel will provide support to the campus community and help provide a safe environment for learning. To reach campus security call 425.352.5359. For emergencies, call 911.

## Student ID Cards

Student photo ID cards are required on campus and provide access to the campus library. Student photo ID cards are issued in the Bock Learning Center (while classes are in session) and the Kodiak Corner (during breaks and the first week of each quarter).

## Veterans Resource Center (VRC)

Cascadia College supports its military affiliated students from all branches of the service. The Veterans Resource Center (VRC) offers fellowship and activities, a calm environment to study or take a break and network with other students. Veterans, active-duty military and their families are welcome to the VRC located on the street level, CC1-004. For more information, contact the VRC at 425.352.8025.

## EMERGENCY COLLEGE CLOSURES 425.352.8000

Cascadia 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 sign up to receive instant alerts. If UW Bothell/Cascadia is not mentioned in radio or TV announcements, students and staff can assume that the college is open and classes are being held as usual.

There will be notification of Cascadia's closure on [www.cascadia.edu/emergencyalerts](http://www.cascadia.edu/emergencyalerts), Facebook, Twitter and a message on the main phone line at 425.352.8000. Sign up for alerts: [www.cascadia.edu/emergencyalerts](http://www.cascadia.edu/emergencyalerts)

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 advocacy, student clubs, and event planning.

For more information, students are encouraged to email us at [studentprograms@cascadia.edu](mailto:studentprograms@cascadia.edu) or visit our [website](#).

## Activities & Recreation Center (ARC)

The Activities & Recreation Center (ARC) is the hub of student life on campus; a place for students to gather, socialize, dine, and exercise. Featuring three floors of student resources and amenities:

- Lower Level: Fitness Center, Group Exercise Room, Lockers, Vending Machines
- First Floor: Food Trucks, Information Desk, Video Game Alcove, Gaming Tables, Student Leader Offices, Meeting Rooms
- Second Floor: Multipurpose Event and Gathering Space, Meeting Room, Student Alcoves

The Activities & Recreation Center (ARC) is a joint facility paid for by the students of Cascadia College and University of Washington Bothell. Access to the Fitness Center is included in the ARC fee paid by most Cascadia students. For more information, they can be contacted at [arcinfo@uw.edu](mailto:arcinfo@uw.edu).

## 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 events, family programs, live performances, dances, study breaks during finals weeks, and more!

## Events & Advocacy Board

The [Cascadia Events & Advocacy Board](#) (EAB) is a group of student leaders who plan events and advocate for Cascadia College students and community. EAB is committed to social justice, sustainability, and creating inclusive events for all Cascadia students. Coordinators on EAB work together to provide social, cultural, educational, and advocacy work through campus programming and outreach to Cascadia students. EAB is also the group of students who represent the entire student body (Associated Students of Cascadia College or "ASCC") in matters of college governance and legislation.

If you would like to follow what EAB is working on, you can view their information on the Cascadia Student Life webpage under the [Events & Advocacy Board link](#). You can also contact them anytime at [EAB@Cascadia.edu](mailto:EAB@Cascadia.edu).

## Student Clubs and Organizations

Getting involved outside of class is an important part of student learning in college, and joining a club is an easy and fun way to get started. Students are encouraged to join campus organizations to build lasting friendships, provide unique educational opportunities, and establish support systems among peers, faculty, and staff. Students are also encouraged to create new clubs and organizations. If you have any questions about clubs or activities, please contact Student Life at [studentprograms@cascadia.edu](mailto:studentprograms@cascadia.edu) or visit the list of current [clubs](#).

Current clubs include:

- Bridges International Club
- Cascadia WE Engineers Club
- Health & Sciences Club
- LGBTQ+ Club
- Phi Theta Kappa (PTK)
- Sustainability Club
- Visual Arts Club

Interested in a club not listed here? You can start a new one! Contact the Student Life office at [studentprograms@cascadia.edu](mailto:studentprograms@cascadia.edu).

## 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 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.
3. Achieve a minimum 2.0 cumulative grade point average (GPA) for courses taken at Cascadia. The 2.0 cumulative GPA is required for transfer courses used to satisfy degree requirements. Transfer courses are not averaged with Cascadia's GPA.
4. At least 25 credits must be taken at Cascadia that apply to the degree or certificate.
5. Earn at least 60 degree credits with decimal grades. The decimal grades must be no lower than 1.0 (D). 30 credits with a 'P' Pass grades which are generally credits from AP (Advanced Placement), IB (International Baccalaureate), and CI (Cambridge International) may be applicable.
6. Fulfill all financial obligations to the college.
7. Meet with an Academic Advisor to complete the Graduation Application and ensure all requirements will have been met after the applicant's final quarter. Students can complete a Graduation Application with an Academic Advisor during drop-in advising. See Cascadia's [Academic Advising webpage](#) for drop-in advising times.

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.

### Graduation Honors

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

### President's Honors

Graduating students who have earned a cumulative college-level grade point average of 3.9 or higher will be awarded President's Honors.

### Faculty Honors

Graduating students who have earned a cumulative college-level grade point average between 3.6 to a 3.89 will be awarded Faculty Honors.

## 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 425.352.8860.

### 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& 10; 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, ENV&S& 100, ENV&S& 101, PHYS& 114, 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.*

## TRANSFER OF CREDITS

### Start Your Bachelor's Degree at Cascadia

Cascadia does offer a [Bachelor of Applied Science in Sustainable Practices](#) and one in [Bachelor of Applied Science in Mobile Application Development](#). Students interested in remaining at Cascadia to complete the applied bachelor track should speak with an advisor to determine which associates degree pathway is best suited for them.

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.

### Transfer of Credits to Other Schools

Cascadia 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 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 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.

### Transfer of Credits to Other Schools (cont'd)

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 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 College is co-located with the University of Washington Bothell. Students are encouraged to visit [www.uwb.edu/admissions/visit/transfer](http://www.uwb.edu/admissions/visit/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 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 a Student Success Plan 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 the Director of Student Advising and Support Services 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.

The student must arrange for an appointment with the Director of Student Advising and Support Services 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 Director of Student Advising and Support Services will adjust the plan with the student and outline specific conditions that the student must meet for reinstatement. If approved, the student will continue on probationary status Level II 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 1.0 in 0.1 increments, as well as the grade of 0.0. Grades in the range of 0.9 to 0.1 are not assigned. Decimal grades are equivalent to letter grades as follows:

Under specific circumstances, non-decimal grades of “H,” “I,” “P,” and “NP” may be awarded.

4.0-3.9	A	2.4-2.2	C+
3.8-3.5	A-	2.1-1.9	C
3.4-3.2	B+	1.8-1.5	C-
3.1-2.9	B	1.4-1.2	D+
2.8-2.5	B-	1.1-1.0	D
		0.0	F

The table above outlines the basic relationship between grades on a 4.0 scale and the letter grades used at other institutions.

### Repeating a Course

Students may repeat any course a maximum of two times (enroll in the class up to three times). An “R” will be placed next to the lower grade, removing it from 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

#### Course Grade Appeals

Cascadia 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 following quarter (with exception for summer quarter). Once the Dean for Student Learning has received the completed form, they have 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 their 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 the grade appeal and convene the Hearing Committee.

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

## Appeal of the Dean for Student Learning's Decision to Deny the Grade Change

If the student wishes to appeal the Dean for Student Learning's decision to deny the grade change, it should be done within five (5) 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 Grade Appeal 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 the college's pool of tenured faculty with Senior I status or higher. From the pool, 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 college credit for prior learning when a student demonstrates they have achieved the student learning outcomes, knowledge, and skills found in the Course Outcomes Guide for that specific course. Prior learning experience can be gained through formal and informal education, work and life experience, as well as military training and experience. These credits will not fulfill Cascadia's 25-credit residence requirement that students must complete at Cascadia in order to graduate.

Interested students should first complete a Cascadia College application and determine a specific degree or certificate as their goal. Credit for Prior Learning can be awarded by Transcript Evaluation or a Course Challenge. Course challenge may be achieved through an Industry Recognized Certification, a Credit by Exam, or by Documented Experience.

**Transcript Evaluation** – This includes any transcripts from previous regionally accredited colleges and military training as well as credit earned through National Standardized tests such as the Advanced Placement (AP), International Baccalaureate (IB) or Cambridge International Examination tests. Transcript evaluation is coordinated through the Enrollment Services Office; see Transcript Evaluation for more information.

**A maximum of 15 credits of the following experiences may be applied to degree or certificate requirements.**

**Industry Recognized Certification** – Cascadia’s Professional Technical Programs may award program credit for specific industry recognized certifications. Networking Infrastructure is the only program that has pre-approved certain certificates for the awarding of credit. Interested students should speak with their programs advisor or faculty member to initiate the process.

**Credit by Exam** – This is possible for a limited number of classes for which faculty have developed an examination or other means of demonstration of college-level learning outcomes. This process is appropriate for those students whose work or life experience has provided them with learning that closely matches a particular course at Cascadia. The Student Learning Office will maintain a list of all courses which may be challenged and the instructor(s) who can administer and assess the demonstration of learning. If a student wishes to challenge a course not listed, the appropriate Dean will contact the faculty to see if a challenge will be allowed.

**Process for Credit by Exam:**

1. Any student who wishes to seek credit by exam should contact the Student Learning Office to meet with the appropriate Dean for Student Learning.
2. The Dean will assign an instructor to meet with the student to determine if a challenge exam is appropriate.
3. The instructor assigned to the specific course completes the shaded side of the “Course Challenge” box on the “Credit for Prior Learning Documentation Form.” The instructor will not sign the form until after the assessment.
4. The student goes to the Kodiak Corner and pays the Credit by Exam Fee.
5. The student gives the form to the instructor, receives instructions for the demonstration of learning, and completes all activities, which the instructor assesses.
6. After the exam, the instructor completes the un-shaded side of the “Course Challenge” box by indicating the results of the assessment and signing the form.
7. If the student qualifies for credit, the instructor signs the form and submits it to the Dean.
8. The Dean sends the original to Enrollment Services for transcription 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.

**Process for Documented Experience:**

1. Any student who wishes to seek credit by Documented Experience should contact the appropriate Dean for Student Learning.
2. The Dean for Student Learning reviews the student’s request for credit and demonstration of learning and refers the student to the appropriate instructor.
3. The student provides the instructor the materials (e.g., portfolio, written essay, sample work, etc.) to be used to assess the student’s prior learning experience.
4. 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.
5. If the documentation indicates that credit or placement is likely to be awarded, the instructor completes the left half of the “Documented Experience” box on the “Credit for Prior Learning Documentation Form.”
6. The student then takes the form to the Kodiak Corner, pays the Documented Experience Fee, and returns the form to the instructor.
7. After the student has paid the fee, the instructor completes a thorough review of the submitted materials. 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.
8. The Dean for Student Learning sends the original to Enrollment Services for transcription and maintains a copy in his or her files.

**PLEASE NOTE: Cascadia offers a course entitled COLLEGE 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.*

**Current Fees:**

- Industry Recognized Certification - \$35 per 5 credit course
- Credit by Exam - \$154.56 per assessment
- Documented Experience (Assessment of Portfolio) \$257.60 up to 10 credits.
- College 120 – 3 credits, tuition rates and fees apply

## 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 the Transcript Evaluation section under Admission and Registration.

## Learning 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: Theory (lecture) Guided Practice (lab), and Field Based Experiences (internships/service learning). For each hour of faculty instruction, the student should allow an average of two hours of out-of-class student work. A carefully planned program of 15 or more college-level credits per quarter will allow for graduation in two years. A carefully planned program of 10 or more college-level credits per quarter will allow for graduation in three years. Students should develop their program of study with an academic advisor.

To enroll in more than 24 credits students must have academic 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 their 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-115-0025

Admission to Cascadia 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, plagiarism and fabrication.

- Cheating includes any attempt to give or obtain unauthorized assistance relating to the completion of an academic assignment, including collaboration without authority.
- Plagiarism includes taking and using as one's own, without proper attribution, the ideas, writings, or work of another person in completing an academic assignment. Prohibited conduct may also include the unauthorized submission for credit of academic work that has been submitted for credit in another course.
- Fabrication includes falsifying data, information, or citations in completing an academic assignment and also includes providing false or deceptive information to an instructor concerning the completion of an academic assignment.

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 Student Conduct Officer, 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.

## LETTER GRADE DESIGNATIONS

Cascadia College will use the following letter grades for credit classes, as appropriate. These letter grades are not subject to the Grade Appeal Process.

GRADE	POLICY	OUTCOMES	PROCESS
H	<p><b>Course in Progress</b> - this grade is assigned when instructors teach courses that extend beyond the end of the quarter or for courses which are continuous.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>At the time when grades are due, an H will be awarded.</li> <li>Upon the completion of the course, the instructor will award the final grade, which will replace the H grade.</li> </ul>
I	<p><b>Incomplete</b> - 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.</p> <p><b>PLEASE NOTE: Student must complete work in the quarter following the quarter in which the I is given (not including the summer quarter); a one quarter extension may be granted in certain unusual circumstances, at the instructor's discretion.</b></p>	<ul style="list-style-type: none"> <li>Student receives grade based on previously completed coursework and contracted work if that work is submitted by contract date.</li> <li>Student receives the grade designated on the contract if contracted work is not completed by contract date.</li> <li>This grade may adversely affect student's ability to register in subsequent quarters.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The instructor submits grade change form after contracted work is submitted and graded.</li> <li>Extenuating circumstances that change the contract deadline will require a revised Incomplete Contract to be signed.</li> </ul>
N	<p><b>Audit</b> - The student participates in coursework at the instructor's discretion, but no credit is earned.</p>	<ul style="list-style-type: none"> <li>Grade is not calculated in GPA by Cascadia and no credit is awarded for the course.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>From weeks three through six of the quarter, instructor permission is required.</li> <li>After the sixth week, no change in status may be made.</li> </ul> <p><b>PLEASE NOTE: This timeline is adjusted for summer quarter. Please see the Summer Quarterly Registration and Information document for dates.</b></p>
W	<p><b>Official Withdrawal</b> - 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.</p> <p><b>PLEASE NOTE: This timeline is adjusted for summer quarter. Please see the Summer Quarterly Registration and Information document for dates.</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>Grade is not calculated in GPA by Cascadia, and no credit is awarded for the course.</li> <li>This grade may adversely affect student's ability to register in subsequent quarters.</li> </ul>	<ul style="list-style-type: none"> <li>Student brings withdrawal form to Enrollment Services.</li> <li>Students may not withdraw from a course to avoid penalty for violation of academic honesty.</li> </ul>

## LETTER GRADE DESIGNATIONS (CONT'D)

GRADE	POLICY	OUTCOMES	PROCESS
<b>P</b> Non-graded	<p><b>Passed the Course</b> -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.</p> <p>Once a grade of P has been awarded, it cannot be changed to a numeric grade.</p>	<ul style="list-style-type: none"> <li>Grade is not calculated in GPA by Cascadia.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>From weeks three through six of the quarter, instructor permission is required.</li> <li>After the sixth week, no change in status may be made.</li> </ul> <p><b>PLEASE NOTE: Students are strongly encouraged to meet with an Advisor prior to enrolling in a P/NP course. This timeline is adjusted for summer quarter. Please see the Summer Quarterly Registration and General Information document for dates.</b></p>
<b>NP</b> Non-graded	<p><b>No Credit for the Course</b> - 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.</p>	<ul style="list-style-type: none"> <li>Grade is not calculated in GPA by Cascadia.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>From weeks three through six of the quarter, instructor permission is required.</li> <li>After the sixth week, no change in status may be made.</li> </ul> <p><b>PLEASE NOTE: Students are strongly encouraged to meet with an Advisor prior to enrolling in a P/NP course. This timeline is adjusted for summer quarter. Please see the Summer Quarterly Registration and General Information document for dates</b></p>

## Advanced Placement Transfer Agreement

Cascadia College will award unrestricted elective credit for an Advanced Placement 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 are listed below. Credit for exams not listed below with a score of 3 or higher will be awarded as elective credit. A maximum of 30 alternative credits (AP, IB, or CI) may be used toward any degree.

### ADVANCED PLACEMENT (AP) CREDITS CHART

Subject	AP Score	Cascadia Credit
<b>Art: History</b>	3, 4, 5	ART&100 (5 credits)
<b>Art: Drawing</b>	3, 4, 5	ART 121 (5 credits)
<b>Art: 2-D or 3-D Design</b>	3, 4, 5	ART 110 (5 credits)
<b>Biology</b>	3, 4, 5	BIOL 120 (5 credits)
<b>Calculus AB</b>	3, 4, 5	MATH& 151 (5 credits)
<b>Calculus BC</b>	3, 4, 5	MATH& 151 and MATH&152 (10 credits)
<b>Chemistry</b>	5 4, 3	CHEM& 121 (5 credits) or CHEM& 161 and &162 (10 credits) CHEM& 121 (5 credits) or CHEM& 161 (5 credits)
<b>Computer Science A</b>	4, 5 3	BIT 142 (5 credits) BIT 115 (5 credits)
<b>Computer Science AB</b>	3, 4, 5	Elective (5 credits)
<b>Economics: Micro</b>	3, 4, 5	ECON& 201
<b>Economics: Macro</b>	3, 4, 5	ECON& 202
<b>English Language &amp; Composition</b>	4, 5 3	ENGL& 101 (5 credits) ENGL& XXX (5 credits)
<b>English Literature &amp; Composition</b>	4, 5 3	ENGL& XXX (5 credits) ENGL& XXX (5 credits)
<b>Environmental Science</b>	4, 5 3	ENVS& 101 (5 credits) ENVS 150 (5 credits)
<b>French</b>	5 4 3	FRCH& 121, FRCH& 122, FRCH& 123 (15 credits) FRCH& 121, FRCH& 122 (10 credits) FRCH& 121 (5 credits)
<b>Geography: Human</b>	3, 4, 5	GEOG 900 (5 credits)
<b>Government and Politics: U.S.</b>	4, 5 3	POLS& 202 POLS XXX (5 credits)
<b>Government and Politics: Comparative</b>	4, 5 3	POLS& 101 POLS XXX (5 credits)
<b>History: European</b>	3, 4, 5	Humanities or Social Science HIST XXX (5 credits)
<b>History: US History</b>	5 4 3	HIST& 146 and HIST& 147 or HIST& 148 (10 credits) HIST& 146 or HIST& 147 (5 credits) HIST& 146 (5 credits)
<b>History: World</b>	5 4 3	HIST& 126 and HIST& 127 or HIST& 128 (10 credits) HIST& 126 or HIST& 127 (5 credits) HIST& 126 (5 credits)
<b>Japanese Language</b>	5 4 3	JAPN& 121, JAPN& 122, JAPN& 123 (15 credits) JAPN& 121, JAPN& 122 (10 credits) JAPN& 121 (5 credits)
<b>Mathematics: Statistics</b>	3, 4, 5	MATH& 146 (5 credits)
<b>Music Listening/Literature</b>	3, 4, 5	MUSC& 105 (5 credits)
<b>Physics 1</b>	4, 5 3	PHYS& 114 (5 credits) Science Distribution (5 credits)

## ADVANCED PLACEMENT (AP) CREDITS CHART (CONT'D)

Subject	AP Score	Cascadia Credit
Physics 2	4, 5	PHYS& 115 (5 credits)
	3	Science Distribution (5 credits)
Physics B	3, 4, 5	Science Distribution (5 credits)
Physics C: Mechanics	4, 5	PHYS& 221 (5 credits)
	3	Science Distribution (5 credits)
Physics C: Electricity and Magnetism	4, 5	PHYS& 223 (5 credits)
	3	Science Distribution (5 credits)
Psychology	4, 5	PSYC& 100 (5 credits)
	3	PSYC XXX (5 credits)
Spanish Language	5	SPAN& 121, SPAN& 122, SPAN& 123 (15 credits)
	4	SPAN& 121, SPAN& 122 (10 credits)
	3	SPAN& 121 (5 credits)

## International Baccalaureate (IB) Credit

## Student Process

- Student submits IB Transcript to Enrollment Services (Kodiak Corner Front Counter):
  - Student names Cascadia as a recipient when they register for IB program exam(s) OR
  - Student may contact the [IB Organization](#) to request that an official IB transcript be sent directly to Cascadia College.
- Academic advisors use the IB Transcript for placement.
- Student requests official evaluation of IB Transcript.

## Policy for Awarding IB Credit

Cascadia College will award credit within the distribution area of the subject matter for an International Baccalaureate (IB) Standard Level (SL) or Higher Level (HL) exam score of 4 or higher. Credit will be awarded on the basis of official IB results, not transcript notation. A maximum of 30 alternative credits (AP, IB, or CI) may be used toward any degree.

## INTERNATIONAL BACCALAUREATE (IB) CREDIT CHART

Subject	IB Score	CC Credit/Placement Awarded
African History	4, 5, 6, 7	HIST 900 (5credits)
American History	4	HIST 900 (5 credits)
	5, 6, 7	HIST&146 or HIST&147 or HIST&148 (5 credits)
Language A	4	C/T 900 (5 credits)
Arabic A, Chinese A, French A, Japanese A, Russian A, Spanish A	5, 6, 7	HUMAN 900 (5 credits)
Language B	4	C/T 900 (5 credits)
Arabic B, Chinese B, French B, Japanese B, Russian B, Spanish B	5, 6	LANG 900 (5 credits)
	7	LANG 900 and LANG 901 (10 credits)
Art/Design	4, 5, 6, 7	ART 900 (5 credit)
Biology	4, 5, 6, 7	BIOL 950 (5 credits)
Business and Management	4, 5, 6, 7	V/T 900 (5 credits)
Chemistry	4	CHEM 950 (5 credits)
	5	CHEM& 121 or CHEM&161 (5 credits)
	6, 7	CHEM& 121, CHEM& 161, or CHEM& 162 (5 credits)

## INTERNATIONAL BACCALAUREATE (IB) CREDIT CHART (CONT'D)

Subject	IB Score	CC Credit/Placement Awarded
Computer Science	4, 5, 6, 7	BIT 116 (5 credits)
Design Technology	4, 5, 6, 7	ENGR 900 (5 credits)
East/Southeast Asia and Oceania History	4, 5, 6, 7	HIST 900 (5 credits)
Economics	4	ECON 900 (5 credits)
	5	ECON& 201 (5 credits)
	6, 7	ECON& 201 and ECON& 202 (10 credits)
English A Literature	4	ENGL 900 (5 credits)
	5, 6, 7	ENGL& 111 (5 credits)
English A Language & Literature	4	ENGL 900 (5 credits)
	5, 6, 7	ENGL& 101 (5 credits)
European History	4, 5, 6, 7	HIST 900 (5 credits)
Geography	4, 5, 6, 7	GEOG 900 (5 credits)
Global Politics	4, 5, 6, 7	POLS 900 (5 credits)
Information Technology in a Global Society	4, 5, 6, 7	C/T 900 (5 credits)
Mathematics	4	MATH 900 (5 credits)
	5, 6	MATH& 142 (5 credits)
	7	MATH& 151 (5 credits)
Further Mathematics	4	MATH 900 (5 credits)
	5, 6, 7	MATH& 151 (5 credits)
Music	4	MUSC 900 (5 credits)
	5, 6, 7	MUSC& 105 (5 credits)
Philosophy	4	PHIL 900 (5 credits)
	5, 6, 7	PHIL& 101 (5 credits)
Physics	4	PHYS 900 (5 credits)
	5, 6, 7	PHYS& 114, PHYS& 115, and PHYS& 116 (15 credits)
Psychology	4	PSYC 900 (5 credits)
	5, 6, 7	PSYC& 100 (5 credits)
Social & Cultural Anthropology	4	ANTH 900 (5 credits)
	5, 6, 7	ANTH& 206 (5 credits)
Sports, Exercise & Health Science	4, 5, 6, 7	C/T 900 (5 credits)
Theater	4	DRMA 900 (5 credits)
	5, 6, 7	DRMA& 101 (5 credits)
Visual Arts	4	ART 900 (5 credits)
	5, 6, 7	ART& 100 (5 credits)

## CAMBRIDGE INTERNATIONAL EXAMINATION (CI) CREDIT CHART

Washington state community and technical colleges will award unrestricted elective credit for a Cambridge (CI) score of E on A and AS level exams. Credit will be awarded on the basis of official CI results, not transcript notation. Credits granted for general education or major requirements will be specified by the receiving institution's CI credit policies; otherwise, elective credit will be granted. Requirements of the Associate of Arts (AA) General Transfer degree allow ten (10) credits maximum from any single department for Humanities Social Sciences and Natural Sciences distribution requirements. A maximum of five (5) credits of World Language can be used for Humanities distribution.

Subject	Exam	Minimum Credit
<b>Accounting</b>	A Level	ACCT&201, ACCT&202, and ACCT&203 (15 credits)
<b>Accounting</b>	AS Level	General Electives (5 credits)
<b>Art &amp; Design</b>	A Level	Humanities Distribution in Art (10 credits) and General Electives (5 credits)
<b>Art &amp; Design</b>	AS Level	Humanities Distribution in Art (7.5 credits)
<b>Biology</b>	A Level	Natural Science Distribution in Biology, with Lab (10 credits) and General Electives (5 credits)
<b>Biology</b>	AS Level	Natural Science Distribution in Biology, with Lab (7.5 credits)
<b>Business</b>	A Level	BUS 900 (5 credits) and Business Electives (10 credits)
<b>Business</b>	AS Level	BUS 900 (5 credits) and Business Electives (2.5 credits)
<b>Chemistry</b>	A Level	CHEM&161, CHEM&162, and CHEM&163 (15 credits)
<b>Chemistry</b>	AS Level	Natural Science Distribution in Chemistry, with Lab (7.5 credits)
<b>Chinese</b>	A Level	World Language (10 credits) and Humanities Distribution (5 credits)
<b>Chinese - Language</b>	AS Level	World Language (7.5 credits)
<b>Classical Studies</b>	A Level	Humanities Distribution (10 credits) and General Electives (5 credits)
<b>Classical Studies</b>	AS Level	Humanities Distribution (7.5 credits)
<b>Computer Science</b>	A Level	Computer Science for Non-majors (5) and General Electives (10 credits)
<b>Computer Science</b>	AS Level	Computer Science for Non-majors (5) and General Electives (2.5 credits)
<b>Digital Media &amp; Design</b>	A Level	Humanities Distribution (10 credit) and General Electives (5 credits)
<b>Digital Media &amp; Design</b>	AS Level	Humanities Distribution (7.5 credit)
<b>Drama</b>	A Level	DRMA& 101 (5 credits), Humanities Distribution (5 credits), and General Electives (5 credits)
<b>Drama</b>	AS Level	DRMA& 101 (5 credits) and Humanities Distribution (2.5 credits)
<b>Economics</b>	A Level	ECON& 201 (5 credits), ECON& 202 (5 credits), and General Electives (5 credits)
<b>Economics</b>	AS Level	Social Science Distribution in Economics (7.5 credits)
<b>English - Language</b>	A Level	General Electives (15 credits)
<b>English - Language</b>	AS Level	General Electives (7.5 credits)
<b>English - Language and Literature</b>	AS Level	General Electives (7.5 credits)
<b>English - Literature</b>	A Level	Humanities Distribution (10 credits) and General Electives (5 credits)
<b>English - Literature</b>	AS Level	General Electives (7.5 credits)
<b>English General Paper</b>	AS Level	General Electives (7.5 credits)
<b>Environmental Management</b>	AS Level	Natural Science Distribution, with Lab (7.5 credits)
<b>French</b>	A Level	FRCH& 121, FRCH& 122, and FRCH& 123 (15 credits)
<b>French - Language</b>	AS Level	FRCH& 123 (5 credits) and Humanities Distribution (5 credits)
<b>Geography</b>	A Level	Social Science Distribution (10 credits) and General Electives (5 credits)
<b>Geography</b>	AS Level	Social Science Distribution (7.5 credits)
<b>German</b>	A Level	World Language (15 credits)
<b>German - Language</b>	AS Level	World Language (5 credits) and Humanities Distribution (5 credits)

CAMBRIDGE INTERNATIONAL EXAMINATION (CI) CREDIT CHART  
(CONT'D)

Subject	Exam	Minimum Credit
<b>Global Perspectives and Research</b>	A Level	General Electives (15 credits)
<b>Global Perspectives and Research</b>	AS Level	General Electives (7.5 credits)
<b>History</b>	A Level	Humanities or Social Science Distribution in History (10 credits in one or 5 credits in each) and General Electives (5 to 10 credits)
<b>History</b>	AS Level	Humanities or Social Science Distribution in History (7.5 credits)
<b>Japanese - Language</b>	AS Level	World Language (5 credits) and Humanities Distribution (2.5 credits)
<b>Marine Science</b>	A Level	Natural Science Distribution, with Lab (10 credits) and General Electives (5 credits)
<b>Marine Science</b>	AS Level	Natural Science Distribution, with Lab (7.5 credits)
<b>Mathematics</b>	A Level	MATH& 151 (5 credits), MATH& 152 (5 credits), and Mathematics Electives (5 credits)
<b>Mathematics</b>	AS Level	Mathematics Electives (7.5 credits)
<b>Mathematics - Further</b>	A Level	MATH& 146 (5 credits), MATH& 153 (5 credits), and Mathematics Electives (5 credits)
<b>Mathematics - Further</b>	AS Level	Mathematics Electives (7.5 credits)
<b>Media Studies</b>	A Level	Humanities Distribution in Communication (10 credits) and General Electives (5 credits)
<b>Media Studies</b>	AS Level	Humanities Distribution in Communication (7.5 credits)
<b>Music</b>	A Level	Humanities Distribution in Music (10 credits) and General Electives (5 credits)
<b>Music</b>	AS Level	Humanities Distribution in Music (7.5 credits)
<b>Physical Education</b>	A Level	General Electives (15 credits)
<b>Physical Education</b>	AS Level	General Electives (7.5 credits)
<b>Physics</b>	A Level	PHYS& 114, PHYS& 115, and PHYS& 116 (15 credits)
<b>Physics</b>	AS Level	Natural Science Distribution in Physics, with Lab (7.5 credits)
<b>Psychology</b>	A Level	PSYC& 100 (5 credits), Social Science Distribution in Psychology (5 credits), and General Electives (5 credits)
<b>Psychology</b>	AS Level	Social Science Distribution in Psychology (7.5 credits)
<b>Sociology</b>	A Level	SOC& 101 (5 credits), Social Science Distribution in Sociology (5 credits), and General Electives (5 credits)
<b>Sociology</b>	AS Level	Social Science Distribution in Sociology (7.5 credits)
<b>Spanish</b>	A Level	SPAN& 121, SPAN& 122, and SPAN& 123 (15 credits)
<b>Spanish - Language</b>	AS Level	General Electives (7.5 credits)
<b>Spanish - Literature</b>	AS Level	Humanities Distribution (7.5 credits)
<b>Thinking Skills</b>	A Level	Humanities or Social Science Distribution in Philosophy (10 credits in one or 5 credits in each) and General Electives (5 to 10 credits)
<b>Thinking Skills</b>	AS Level	Humanities or Social Science Distribution in Philosophy (7.5 credits)

*For Cambridge exams that are not listed here (Afrikaans, Arabic, Divinity, Hindi, Hinduism, Information Technology, Islamic Studies, Law, Portuguese, Tamil, Travel & Tourism, or Urdu), contact your transfer college or university's Office of Admissions or Enrollment Services. Students interested in transferring to a four-year university should check the requirements of their target school to determine the best way to use CI Exam credits.*

## STUDENTS' RIGHTS AND RESPONSIBILITIES

## Student Code of Conduct

Admission to Cascadia 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). A complete copy of the Student Code of Conduct is available in the [Student Handbook](#) on the Cascadia website.

## Student Rights and Responsibilities

Cascadia 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 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 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 College website.

## Drug-Free Schools and Campuses Act

Cascadia College complies with the reporting requirements of the Drug-Free Workplace Act of 1998, the Drug-Free Schools and Communities Act of Amendments of 1989, the Jeanne Clery Disclosure of Campus Security Policy, and Campus Crimes Statistics Act of 1998. This information will be found on the Cascadia 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-115-025, paragraph 2b) prohibits students from: "using, possessing, delivering, selling, or being under the influence of marijuana or the psychoactive compounds found in marijuana and intended for human consumption, regardless of form. While state law permits the recreational use of marijuana, federal law prohibits any possession or use of marijuana on college premises or in connection with college activities."
- Cascadia's Student Code of Conduct (WAC 132Z-115-025, paragraph 2c) prohibits students from: "using, possessing, delivering, selling, or being under the influence of any legend drug, including anabolic steroids, androgens, or human growth hormones as defined in chapter 69.41 RCW, or any other controlled substance under chapter 69.50 RCW, except as prescribed for a student's use by a licensed practitioner. The abuse, misuse, or unlawful sale or distribution of prescription or over-the-counter medications may also constitute a drug violation.
- Administrative procedure 6:3.110.08 prohibits employees from manufacturing, distributing, dispensing, possessing, or using a controlled substance.
- A description of the applicable legal sanctions and disciplinary actions.
- Cascadia's Student Code of Conduct (WAC 132Z-115-006(2)) states that "the student conduct code shall apply to student conduct that occurs on college premises and to conduct that occurs at or in connection with college sponsored events, programs, or activities. This code may also apply to other student conduct occurring off campus or in non-college electronic environments when the college deems such conduct to threaten safety or security or otherwise adversely impact the college community. Students shall be responsible for their conduct from the time of acceptance for admission or registration through the actual awarding of a degree or other certificate of completion. The college shall have authority to revoke a degree or other certificate of completion based on prohibited student conduct that is found to have occurred before the award of such degree or certificate. Student organizations affiliated with the college may also be sanctioned under this code for the conduct of their student members." Aside from any criminal proceedings, the college may impose sanctions ranging from a verbal warning to dismissal, as outlined in WAC 132Z-115-035, paragraph 4.

- Administrative procedure 6:3.110.08 outlines the sanctions for employees found to have violated provisions of the Drug-Free Schools and Campuses Act. The policy reads, “Violation of this policy will be reason for disciplinary action up to and including dismissal, or for mandatory evaluation treatment for substance abuse.”
  - A description of any drug or alcohol counseling, treatment, or rehabilitation/re-entry programs.
  - 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 6:3.110.08 states that “Cascadia 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.
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 “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.

### Social Security Number

To comply with federal laws, we are required to ask for your Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN). We will use your SSN/ITIN to report payments made by you that may qualify for a tax credit or a tax deduction on your income tax return. We may also use this information to administer state/federal financial aid, to verify enrollment, degree and academic transcript records, and to conduct institutional research. If you do not submit your SSN/ITIN, you will not be denied access to the college; however, you may be subject to an IRS penalty of \$100. Pursuant to state and federal law, the college will protect your SSN from unauthorized use and/or disclosure. Cascadia assigns each student an alternative identification number upon application to the school and/or class registration.

### 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 appropriate steps if you do not agree with the decision.

Release of student record information is generally not done at Cascadia 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 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 [here](#), under Student Records. Questions concerning FERPA should be referred to Enrollment Services.

### Solomon Amendment

Under Public Law 104-208 Cascadia 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 including email address. To update a mailing address, log into your [ctcLink account](#) and update your mailing address in the Profile tile.

### 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 or sent electronically via a secure service 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.

### Contents Disclaimer

Cascadia College has made reasonable efforts to provide in this catalog information that is accurate. 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.

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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. Summer quarter marks the beginning of a new Academic year.

### Asynchronous Online

An online course where learning happens independently online, on a student's own time, with professor-designed content and lessons; there are no real-time whole-class interactions. Note: In the class schedule, asynchronous classes appear with TBA listed for the days/times.

### Audit

Registration in a class for which enrollment is official; however, no grade or credit will be granted.

### The Bock Learning Center

The Bock Learning Center provides a space where students can work independently or in small groups, receive assistance from peer tutors in a range of subject areas, and access computer and printing resources.

### 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.

### Class Number

The four-digit or five-digit number that identifies each class and section in the quarterly class schedule.

### Course Component

Courses with labs (either science labs or performance labs, like Art or Drama) have both a lecture and a lab component listed in the class schedule. These are abbreviated LEC or LAB. When there is a lab, both components are mandatory.

### 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. Cascadia's DTA degree is the Associate in Integrated Studies.

### Drop

The official removal of a class from a student's schedule before the 10th business day of the quarter. Students who drop a course will not receive a grade and the course will not show up on their official transcript.

### 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 CANVAS course management system, videos, blogs, and wikis.

### Enrollment Requirement

Any placement level or coursework that must be completed prior to enrolling in a class.

### 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. (courses numbered 100 and above i.e. ENGL& 101).

### Hybrid Class (section code H)

A hybrid class replaces some, but not all, face-to-face class time with web-based classroom time. Examples of hybrid classes include those that have meeting requirements for exams or courses that meet once or twice a week, while all other class interaction is online.

### 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 (section code IL)

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.

### 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 degree and may transfer to other colleges and universities.

## GLOSSARY

**Major**

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

**Major Related Pathways (MRP)**

Most Major Related Programs (MRP) help students prepare to transfer into high demand bachelor's degree programs that require specific courses in the first two years. Business, biology, engineering and nursing are a few examples. Each MRP is based on one of the statewide transfer agreements: Direct Transfer Agreement (DTA) or the Associate in Science-Transfer (AS-T) and can reduce the time it takes to complete a specific bachelor degree pathway.

**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.

**Online Class (section code OL)**

An eLearning class that has no on-campus meetings; the class meets entirely online. The courses are not self-paced, rather students engage regularly and actively through group projects, discussions, and other activities. See also Asynchronous Online and Synchronous Online.

**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.

**Performance Lab**

The applied skills or studio component of a Humanities course, such as Drawing or Drama. No more than 5 credits of courses designated Humanities Performance (HP) can be applied to the Humanities Distribution Requirement.

**Placement**

A measure of a student's skills in Reading & Writing, Math, or Science that is used to select which course in a sequence a student may enroll in. Placement may be based on prior coursework or an assessment, such as a test or writing sample.

**Prerequisite**

Any placement level or coursework that must be completed prior to enrolling in a class.

**Synchronous Online**

An online course where learning happens in real time with the class, using a live conferencing tool such as Zoom. Students are required to log in on specific days/times as listed in the class schedule. Additional study time is expected to happen on the student's own time.

**Transcript**

The official record of courses attempted including course titles, levels, earned credit and grades. Transcripts will document quarter-by-quarter GPA, cumulative GPA, and college-level GPA.

**Web-Enhanced Class**

A web-enhanced class is a face-to-face class that meets in-person. Supplemental online tools like Canvas, WAMAP, or a publisher-based learning system are also used.

**Withdrawal**

The official removal of a student from a class roster. Students who choose to Withdraw will have a W as their grade on their official transcript. Students have until the end of the 6th week of the quarter to withdraw themselves from any courses. 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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