

## CONGRATULATIONS & WELCOME to the Learning College for the 21<sup>st</sup> Century!

You hold in your hands Cascadia Community College's inaugural catalog representing only the beginning of a distinct and exciting educational path to your success!



In a learning college your success is our success. Cascadia has therefore been designed to serve you and ensure your academic success. We have accordingly created an environment where you will be able to explore, learn, discover, grow and enjoy yourself. I trust that you will build a strong and lasting relationship with your mentor and your advisor; through their guidance and assistance your academic and professional needs will be successfully met.

In this catalog you will notice that Cascadia offers an exceptional university transfer associate degree program, in addition to professional-technical degree and certificate programs in high-demand business and information technology fields. Of course, as we grow together, you will see many more degrees and certificate programs being offered.

I can confidently say this institution is one of a kind. Not only do we have the newest, most technologically advanced community college facility in the State of Washington, we also have exemplary group of faculty, staff and administrators. In collaboration with this outstanding group of individuals you will embark on a journey of discovery and growth. Through numerous learning opportunities you will experience new avenues of knowledge, enriched perspectives, new understandings and appreciations, and most importantly you will achieve higher levels of scholarship.

As you know, the University of Washington Bothell campus (UWB) is co-located with Cascadia. This co-location will provide you with unique opportunities to be and work with the UWB students, faculty and staff, since we share student services and activities, media and dining services, the bookstore, classrooms, the library (with access to the UW library and its six-million volume collection), and many other services and activities.

As you investigate Cascadia's offerings in this catalog, we hope that you will discover your future. I look forward to welcoming you as one of Cascadia's pioneering students during our first year of operation. Together we will enter the annals of history!

On behalf of the entire Cascadia team, I welcome you and congratulate you for choosing to embark upon this educational adventure with us.

A handwritten signature in cursive script, reading "Victoria Muñoz Richart".

Dr. Victoria Muñoz Richart  
President of Cascadia Community College

Welcome

欢迎

Bienvenido

歓迎する

Willkommen

E Komo Mai

Bona Vinda

Bienvenu

Hoan-nghinh



## 2000-2001 CALENDAR

### Fall Quarter 2000

September 25	Instruction Begins
November 10	Veterans Day
November 23-24	Thanksgiving Recess
December 14	Instruction Ends

### Winter Quarter 2001

January 3	Instruction Begins
January 15	Martin Luther King Jr. Birthday
February 19	Presidents Day
March 16	Instruction Ends

### Spring Quarter 2001

March 27	Instruction Begins
May 28	Memorial Day
June 8	Instruction Ends
June 9	Commencement



What is Cascadia Community College?	
Quick Look at Cascadia.....	5
Accreditation.....	5
Board of Trustees.....	5
Brief History.....	6
Vision, Mission & Institutional Core Values.....	7
Why should I choose Cascadia?	
Advantages of Becoming a Cascadia Student.....	9
The Learning Model.....	10
Learning Outcomes.....	11
How do I become a student?	
Admissions.....	13
Transcript Evaluation.....	14
Do you have programs to help finance my education?	
Student Financial Services.....	16
Eligibility Requirements.....	17
Financial Options.....	18
How can you help with my career and course choices?	
Advising.....	21
Student Orientation.....	21
What educational choices do I have?	
Degree Programs: Academic Transfer.....	23
Professional/Technical.....	23
Certificate Programs.....	23
Additional Programs & Services	
Training For Local Businesses.....	24
Learning Communities.....	24
Lifelong Learning Program.....	24
Distance Learning.....	24
International Program.....	24
Electronic Learning Portfolio ( E-Portfolio).....	24
Assistance in Completing High School.....	24
Running Start.....	24
Continuing Professional Education.....	24
How do I register and manage my classes?	
Registration.....	26
Student Records.....	26
Class Status.....	27
Residency.....	27
Tuition and Fees.....	28
What learning resources are available?	
Student Break Out Areas & Project Stations.....	31
Computer Resources.....	31
Interactive Television.....	31
Library Services.....	31
Media Services.....	31
Where can I get help with my classes?	
The Learning Center.....	33
Learning Assistance.....	33
How do I get involved in campus activities?	
Student Programs and Activities.....	35
Student Government.....	35
What else do I need to know?	
Campus Services:	
Bookstore.....	37
Cafeteria.....	37
Childcare.....	37
Disability Services.....	37
Housing.....	37
Parking & Transportation.....	37
Recycling.....	37
Security.....	37
What are the academic regulations?	
Academic Standing.....	39
Grading System.....	40
Credit Information.....	41
Examinations.....	42
Attendance.....	42
Academic Honesty.....	42
Academic Holds.....	42
Instructional Greivances.....	42
How do I graduate?	
Graduation Requirements.....	44
Degree Programs.....	45
Associate In Integrated Studies.....	45
Distribution Area Learning Outcomes.....	48
Associate In Applied Sciences - Professional/Technical Studies.....	49
Network Technology	
Software Programming Technology	
Web Technology	
Certificate Programs.....	56
Transfer of Credits.....	60
What courses are available?	
Course Descriptions.....	62
What are my rights and responsibilities?	
Student Code of Conduct.....	82
Student Rights and Responsibilities.....	82
Family Education Rights & Privacy Act.....	82
Nondiscrimination & Equal Opportunities.....	82
Who is Cascadia Community College?	
Administration, Faculty and Staff.....	84
Where is the information I need?	
Index.....	86
Where is Cascadia Community College?	
Map & Directions.....	88

**PUBLICATION DISCLAIMER** Information in this catalog has been compiled and organized to provide a comprehensive view of Cascadia Community College. Included are academic requirements and procedures necessary for admission and graduation. Because curriculum revisions and program changes may occur after the publication of the catalog, students should consult the appropriate instructional or student services office for more current and specific information. Information in the catalog is subject to change without notice and does not constitute an agreement between the college and the student.

# What is Cascadia Community College?

Quick Look at Cascadia .....	5
Accreditation .....	5
Board of Trustees.....	5
Brief History .....	6
Vision, Mission & Institutional Core Values ....	7



## Quick Look at Cascadia

- ✓ Cascadia is the newest community college in the state of Washington. It is a public institution offering two year degrees, certificate programs and a broad range of continuing education courses, professional training, and business-specific customized contract programs.
- ✓ Cascadia's new buildings sit on a 128-acre campus along Beardslee Boulevard in Bothell, just northwest of the intersection of I-405 and SR-522. Cascadia and the University of Washington Bothell are co-located in the same campus.
- ✓ Classes begin at the new Bothell campus on Monday, September 25, 2000. The college expects to have an enrollment of 800 FTE the first year of operation. By the following biennium, the college will accommodate 1200 FTE.
- ✓ Of the campus' 128 acres of land, 58 acres are currently being restored to high-functioning wetlands, similar to those found on the site 200-300 years ago. It is the largest wetlands restoration project ever accomplished in the State of Washington. When the restoration work is done in approximately four years, more than 400,000 trees, shrubs, and herbaceous plants representing more than 20 plant communities will be hand-planted throughout the wetlands area. In addition, approximately 3,200 feet of North Creek has been rerouted to its original path through the wetlands floodplain. The Sammamish trail will go through the wetlands and will be accessible to the public when the wetlands restoration project is complete.
- ✓ Cascadia's initial programs of study include: an Associate Degree in Integrated Studies for transfer to a four-year college or university; an Associate Degree in Business and Information Technology in Network Technology, Software Programming Technology, or Web Technology; and Professional Technical certificate programs in Network Specialist, Technical Support Specialist, Web Specialist, Electronic Commerce and Computer Application Specialist.
- ✓ Cascadia's service district, which is legislatively assigned, includes the cities of Bothell, Woodinville, Kirkland, Kenmore, Duvall, Carnation, Sammamish and Redmond.
- ✓ Cascadia offers non-credit, professional/technical classes as well as lifelong learning classes in a wide variety of subjects, including art, business, computers, dance and music, health and wellness, home and garden, crafts, professional development, writing, and personal growth and industry-specific certificates.
- ✓ Visit our website at <http://www.cascadia.ctc.edu> for updates on course offerings, class registration, or employment. For admissions information, call 425.352.8000 or email [admissions@cascadia.ctc.edu](mailto:admissions@cascadia.ctc.edu).

## Accreditation

Cascadia Community College is accredited by the Commission on Colleges of the Northwest Association of Schools and Colleges under the accreditation status of Shoreline Community College.



## Cascadia Community College Board of Trustees

The college is governed by a Board of Trustees, which is appointed by the Governor. Cascadia's Board of Trustees meets on a monthly basis. The Board of Trustees are (pictured, from left to right): Roger Yockey, Gloria Mitchell and Mark Wolfram, back row; Dianne Campbell and Dennis Stefani, front row.

## Brief History

1990

A study of the population and educational participation rates in the State of Washington shows the greatest projected number of underserved college students will be in the northeast King and southeast Snohomish counties, specifically the areas northeast of Lake Washington and north of Redmond.

1993

The Washington State Legislature provides \$4.5 million to Washington's Office of Financial Management for acquisition of the future campus site.

A study is conducted and the Higher Education Coordinating Board recommends the co-location of Cascadia Community College with the University of Washington, Bothell campus.

1994

The building site is chosen for the new Cascadia Community College/University of Washington, Bothell campus. The site is a 128-acre piece of land along Beardslee Boulevard in Bothell, near the intersection of I-405 and SR-522.

House Bill 2210 is signed into law, officially creating Cascadia Community College. This makes Cascadia Washington's 33<sup>rd</sup> community college. It has been 20 years since the last community college was built in the State of Washington.

The Governor appoints Cascadia's founding Board of Trustees.

1998

In May, Governor Gary Locke participates in the ground-breaking ceremony for the new campus in Bothell. He is joined by local dignitaries and officials of both Cascadia Community College and the University of Washington, as well as members of UWB.

In July, Dr. Victoria Muñoz Richart is appointed as Cascadia's President.

1999

In February, the college's Executive Team is appointed, bringing a great wealth of experience and knowledge, in addition to a strong pioneering spirit.

April, a search is completed for the four members of the Curriculum and Learning Design Team. These four faculty members, whose areas of expertise range from Developmental English and History to Math and Chemistry, begin work on the learner-centered curriculum that is the centerpiece of the college's plan for the future.

In the Spring, a community-wide contest is conducted for the selection of the college's logo. More

than 80 entries are accepted from individuals throughout the area, including local school

children. The design chosen for the college's official logo is done by Mark Plummer, a graphic designer from Carnation. From the logo contest entries, the design for the college emblem is chosen from work submitted

by Vanessa Jensen, an artist and designer from Bothell, and the design concept for the college's official seal is provided by Alissa Hays, a sixth grader at Sunrise Elementary in Woodinville.

In November, the search begins for the college's founding faculty members. A nationwide search results in more than 700 applicants for the sought-after positions. Interviews with over 150 applicants are conducted from March through June of 2000. Sixteen outstanding founding faculty members are selected to lead the learning activities on campus.

2000

The college begins accepting applications for student enrollment in February.

The Board of Trustees votes to adopt the college's official seal.

The college's planning schedule of classes is published, listing Fall quarter classes that will begin at the new campus in September. Registration for classes begins April 24.

In July, Cascadia's founding faculty members begin their service to the college.

In mid-August, the college staff makes its historic move from temporary offices in a Bothell business park to the new campus.

The campus grand opening and building dedication ceremonies are held on September 16. The Honorable Gov. Gary Locke attends and speaks at the festivities.

Classes begin on September 25, 2000.



## • *Vision* •

Cascadia Community College will be the learning college for the 21<sup>st</sup> Century.

## • *Mission* •

Cascadia Community College will be an exemplar of the 21<sup>st</sup> century community college, a learner-centered, comprehensive, culturally rich, and technologically advanced learning and teaching institution that emphasizes student achievement and educational excellence, seamlessly linked with the community, area enterprise and other educational institutions.

## • *Institutional Core Values* •

As a learning organization, Cascadia continually strives to reach the highest levels of quality in its academic, student and administrative programs and services through continual analysis, assessment and improvement. Our quality indicators are our institutional core values.

### • *Diversity* •

Diversity and affirmation of cultural differences are hallmarks of a true learning community. Pluralism, diversity and equity are therefore at the core of Cascadia's mission. Individual difference is affirmed and celebrated in our community of learning.

### • *Access* •

Cascadia serves learners with a broad range of knowledge, skills and experiences through open access to programs and services. We nurture new and expansive patterns of thinking, encourage respect for self and others, and provide a safe, healthy and barrier-free learning environment.

### • *Success* •

Cascadia places high value on the academic and personal success of all students. The Cascadia learning model approaches the learner holistically and integrates personalized support services into the academic experience to best assist the learner achieve success. Student achievement is a hallmark of our mission.

### • *Learning* •

All members of the community are learners and we strive to make learning relevant and connected. Learning is transformative and personal and is tailored to the needs and goals of our students. Learning is integrated and interconnected. Therefore our programs are interdisciplinary, offering technological fluency, global understanding, and are linked with the community, area enterprise and other educational institutions. Educational excellence characterizes our mission.

### • *Innovation* •

As a learning organization, Cascadia values creative pathways to fulfill the college vision and mission constantly encouraging collaborative learning and growth. We continually expand our capacity to create high standards of performance through the acquisition of new knowledge and our commitment for constant responsiveness to the needs of our community of learners.

### • *Environmental Stewardship* •

Cascadia is honored to protect and preserve the college's community wetlands and to develop their intellectual, academic and social value for the region and the nation. We value the conservation of natural resources and embrace environmentally sustainable practices.

# Why should I choose Cascadia?

Advantages to Becoming a Cascadia Student .....	9
The Learning Model .....	10
Learning Outcomes.....	11





## Advantages to Becoming a Cascadia Student

Cascadia Community College offers:

- Brand new, state-of-the-art buildings and equipment
- A convenient location in Bothell, just northwest of the I-405 / SR-522 interchange
- Small classes and easy access to high-tech computer labs
- Personalized advice and attention from carefully selected faculty and advisors
- Professional/technical degrees and certificates in high-demand fields
- An affordable option for completing the first two years of a four-year degree
- Co-location with the University of Washington Bothell
- A university-caliber library on campus, with full access to the UW's six million volume library collection

### DISCOVER YOUR FUTURE IN CASCADIA'S CLASSROOMS

Cascadia's programs have been designed to meet the educational needs of our 21<sup>st</sup> Century students, and to match the employment demands of area high-tech businesses. See the section "How do I graduate?" starting on page 44 for all degree and certificate programs.

### PAY A PRICE YOU CAN AFFORD

Cascadia is an affordable option for your education. Tuition is only \$54.70 per credit hour, or \$547 per quarter for a full-time student who takes 10-18 credit hours.

### FIND THE FINANCIAL HELP YOU NEED

Even though Cascadia is much more affordable than four-year colleges and universities, we know some students will need financial assistance. Cascadia provides student financial services in the form of grants, loans and work-study positions. To apply for financial aid, see our section "Do you have programs to help finance my education?" starting on page 16.

### GET TO KNOW YOUR EDUCATION

After you apply, you will be invited to

an advising session that will assist you in selecting the right classes to meet your personal and professional goals. Advisors and faculty will be on hand at these sessions—and throughout your educational experience—to give you all the support needed to be successful.

### EXPLORE YOUR HORIZONS, IN AND OUT OF THE CLASSROOM

Cascadia's 2000-2001 students will have the unique opportunity to form the colleges' very first student government, clubs, organizations, and events. As one of Cascadia's first students, you will be able to create and explore those activities that will enrich your life and contribute to your success.

### MENTORSHIP

Cascadia administrators and staff have been assigned to individual students to serve as your mentors and facilitate your college success. Your mentor will be your friend—someone who will answer general questions you may have, assist you in finding your way through the college experience, and be there for you, just as a friend would be.

Mentors are different from your academic advisors in that they will not guide you through your educational program. Your mentors are available to help you through the maze of college life, and support and assist you in reaching your goals.

Shortly after classes begin, you will receive a letter inviting you to meet your mentor and other students who share the same mentor.

Together as a team you will work toward a successful college experience.

We encourage all Cascadia students to take advantage of this unique mentorship program. If you have questions, contact the Student Success Services office.

### MAKE THE UNIVERSITY OF WASHINGTON BOTHELL CONNECTION

Cascadia's unique shared campus with the University of Washington Bothell (UWB) opens up many doors for our students. The on-campus library will be packed with resources equal to other university-caliber libraries, not to mention the advantage of being equipped with brand-new collections and equipment. In addition students will have full access to the main UW library—the second largest library system in the Western United States with more than six million volumes. Cascadia's staff is currently developing agreements with UWB so that our students may seamlessly transfer into many of the popular programs offered at the university.

## The Learning Model

### Success Is As Easy As 1, 2, 3, 4

Cascadia Community College is **committed** to your learning and preparing you for life, relationships, work—whatever **goals** you have for your education. Whether you want to earn a degree at Cascadia or only take a couple of classes, we are **dedicated** to helping you succeed!

**One** Before you start, we can help with goal clarification, financial aid, child care, career options, math and English placement, how to finish high school, or get a diploma—not to mention helping you put together a schedule of classes that meets your time, professional and personal needs.

**Two** No matter what you study at Cascadia, we have identified clear learning outcomes so you always know the focus and purpose of your learning activities. All classes at Cascadia are designed to help you meet the learning outcomes.

**Three** While you are studying at Cascadia, faculty and staff will help you on your path to success through tutoring, counseling, advising, learning centers, faculty office hours, and mentoring.

**Four** As you progress through your courses, you will keep track of your learning and growth in your on-line electronic learning portfolio—a valuable record of your achievement at Cascadia.

## Learning Outcomes

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

### Learn Actively

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

- ✓ Develop expertise, broaden perspectives and deepen understanding of the world by seeking information and engaging in meaningful practice.
- ✓ Construct meaning from expanding and conflicting information.
- ✓ Engage in learning, both individually and with others, through reading, listening, observing and doing.
- ✓ Take responsibility for learning.

### Think Critically, Creatively and Reflectively

Reason and imagination are fundamental to problem solving and the critical examination of ideas.

- ✓ Create, integrate and evaluate ideas across a range of contexts, cultures and areas of knowledge.
- ✓ Recognize and solve problems using creativity, analysis and intuition.
- ✓ Examine one's attitudes, values and assumptions and consider their consequences.

### Communicate with Clarity and Originality

The ability to exchange ideas and information is essential to personal growth, productive work and societal vitality.

- ✓ Organize and articulate ideas for a range of audiences and purposes.
- ✓ Use written, spoken and symbolic forms to convey concepts creatively.
- ✓ Use technology to gather, process and communicate information.

### Interact in Diverse and Complex Environments

Successful negotiation through our increasingly complex, interdependent and global society requires knowledge and awareness of self and others, as well as enhanced interaction skills.

- ✓ Build interpersonal skills through knowledge of diverse ideas, values and perspectives.
- ✓ Collaborate with others in complicated, dynamic and ambiguous situations.
- ✓ Practice civility, empathy, honesty and responsibility.

# How do I become a student?

Admissions .....	13
Transcript Evaluation .....	14



## Admissions

Students may begin their education at Cascadia Community College in fall, winter, spring or summer quarter. To apply, submit an application to the Enrollment Services office. Your registration date is determined by the date we receive your application. Therefore, you are encouraged to apply for admission as early as possible. Once we have received your application, you will receive a notice about your "next steps." Application forms are available at high schools, on our website [www.cascadia.ctc.edu](http://www.cascadia.ctc.edu) or by calling 425.352.8000.



All adult members of the community 18 years or older, or those with a high school diploma or GED, are welcome to enroll in courses at Cascadia Community College. (Some continuing education/lifelong learning classes accept younger learners with instructor/parental permission.) Whether you wish to pursue a degree or certificate, or simply take courses of interest without regard to a degree or certificate, we have designed easy admissions and enrollment processes.

### IF YOU ARE SEEKING A DEGREE OR CERTIFICATE:

- Complete an admissions application via the Web, mail, or in person.
- Take a placement/assessment test and/or submit official transcripts.
- Once you have completed these two steps, you are considered a *matriculated* student.
- Participate in Cascadia's Student Orientation, Advising, and Registration program (SOAR). This is your opportunity to meet with an advisor and collectively design your educational program.
- Register for classes.

### IF YOU ARE INTERESTED IN SELECTED COURSES, BUT NOT A DEGREE OR CERTIFICATE:

- Cascadia welcomes non-degree/certificate seeking students (*non-matriculated* students), and we have created an "open door pathway" to some of our classes by eliminating prerequisites and placement testing. Please refer to the current course schedule for courses without prerequisites. Interested students may enroll in up to six (6) credits of such courses per quarter.
- Submit an admissions application via the Web, mail, or in person, indicating **Non-Degree** as your intended program of study.
- Register for courses that do not require placement testing or prerequisite courses.
- You may take up to 25 credits at Cascadia as a *non-matriculated* student. After 25 credits, you will be asked to meet with a Student Success Facilitator to discuss an educational plan.
- Non-degree seeking students have access to and are encouraged to seek the assistance of Cascadia's Student Success Facilitators and faculty advisors.

### PLACEMENT/ASSESSMENT TESTS

Evidence of placement level is required before registration. Assessment test results are not used to determine whether a student will be admitted to the college, but rather to assist students with placement in appropriate levels of classes such as English composition or mathematics. Students may choose between a paper/pencil or a computerized version of the placement instrument. Once the college has received your application, instructions will be sent to you on how to take the placement test.

## Transcript Evaluation

Credits earned at colleges or universities that are recognized by a regional accreditation association are accepted by Cascadia Community College.

A student who has earned a four-year degree is not required to submit transcripts unless credits from previous colleges are to be used toward a degree at Cascadia. However, transcripts may be required to provide evidence of placement level before registration in English composition, reading or mathematics courses.

Transfer students whose transcripts show successful completion of college-level English composition and mathematics will not be required to take a placement test. Likewise, students who have taken the ACT or SAT test within the past three years, may submit their scores in lieu of taking Cascadia's placement test.

### HIGH SCHOOL TRANSCRIPTS

Students who have attended high school within five years of the date they will start attending Cascadia are required to submit final high school transcripts to Cascadia's Enrollment Services office. Running Start Program students are considered matriculated upon entry into the program, and therefore are not required to submit additional high school records.

Students who have not graduated from high school must take a placement test before registering for classes. Cascadia recommends that such students consider the High School Completion Program or the General Education Development Test as valuable starting places for an educational program.

### VETERANS

All students receiving educational benefits from the Department of Veterans' Affairs are required to submit transcripts from prior colleges including those before, during and after active duty.



# Do you have programs to help finance my education?

Student Financial Services .....	16
Eligibility Requirements .....	17
Financial Options.....	18



## Student Financial Services

Many students who want to attend college need financial assistance to meet college expenses. The Student Financial Services office at Cascadia Community College helps students apply for financial aid and find ways to meet those expenses. Financial aid is designed to assist students and/or their parents in paying basic educational costs for eligible certificate and degree programs. All of the financial aid programs at Cascadia Community College are administered in accordance with established state and federal regulations and policies. At the core of these policies is the belief that financing a student's education is the primary responsibility of the student and his/her family. However there are several options and ways that you can pay for college. Cascadia offers grants, loans and work study as some possible options. The basic formula for determining financial need for grant funds and work study is:

$$\begin{aligned} &\text{Cost of Attendance (COA)} \\ &\text{Minus- Expected Family Contribution (EFC)} \\ &\text{Equals = FINANCIAL NEED} \end{aligned}$$

However, even if you don't demonstrate financial need for grants and work study you may still qualify for loan assistance.

### HOW TO APPLY FOR FINANCIAL AID

It is easy to apply for financial aid. Students may submit the Free Application for Federal Student Aid (FAFSA) either by mail or the Internet. The FAFSA collects financial data and other information that is used to calculate the EFC that ultimately determines a student's eligibility for aid. The key to obtaining financial aid is to apply early. Students should apply at least three months prior to the time they expect to enter school. Students may begin the process at anytime. However, financial aid will not be awarded until you have been accepted to the college.

### STEPS TO APPLYING FOR FINANCIAL AID

Get a copy of the Free Application for Federal Student Aid (FAFSA) from a high school counselor, a local college or from Cascadia's Student Financial Services office. Fill it out completely, sign and mail it to the processor in the envelope provided as soon after January 1 as possible. You may also file your FAFSA using the Internet (see "FAFSA on the Web" in next paragraph). You must apply for financial aid each year with a new FAFSA, FAFSA on the Web or a renewal application.

**FAFSA on the Web** is an Internet application developed by the U.S. Department of Education that

students may use to complete an electronic FAFSA. Students may complete and submit their FAFSA information directly to the federal processor via personal computer. After transmitting an application over the Internet, students print and mail their signed signature page to the federal processor. If you use this method to apply for aid, we recommend you send in your signed signature page promptly. You may access the electronic version of FAFSA on the Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

Complete a Cascadia Community College Financial Aid Data Sheet available on our web site or from the Student Financial Services office. When you

- have completed the form, submit it to the Student Financial Services office at Cascadia Community College.

Stay in touch with the Student Financial Services office to be certain that all information needed to complete your file has been turned in. You may

- reach the Student Financial Services office by email at [finaid@cascadia.ctc.edu](mailto:finaid@cascadia.ctc.edu).

## Eligibility Requirements

Students receiving financial aid must meet the



following requirements:

- Be a U.S. citizen, permanent resident or eligible non-citizen
- Have a high school diploma, GED or pass an ability to benefit test.
- Provide a valid Social Security Number
- Be accepted into an eligible degree or certificate program
- Not be in default on a student loan or owe a repayment on a grant
- Not be disqualified based on a conviction for a drug-related offense
- Be registered with the Selective Service (if required)
- Be making satisfactory academic progress
- Provide financial information  
(including parents' information, where required)

### SATISFACTORY ACADEMIC PROGRESS

Satisfactory academic progress must be maintained to be eligible for financial

aid. Students must meet the academic standards of the college and the requirements of the financial aid policy for progress. A complete copy of the policy is available in the Student Financial Services office and is mailed with each initial notification of financial aid.

Academic performance is evaluated each quarter and on an annual basis. Each quarter, full-time students are expected to register for and complete a minimum of 12 credits with at least a 1.75 grade average (GPA). After enrolling for 36 credits or by the end of the second year of study at Cascadia, students must achieve and maintain at least a 2.0 cumulative GPA. Students are expected to complete at least 67 percent of all credits for which they enroll.

At the end of each quarter, full-time students who complete less than 12 credits, but more than 6 credits are placed on financial aid probation. On

probation, students must complete all credits for which they enroll (at least 6) with a GPA of 2.0 or higher. Financial aid may be adjusted according to the amount of credits for which a student enrolls.

If a student fails to make progress during a probationary quarter, financial aid is canceled until he/she has reinstated eligibility. Students may reinstate eligibility by completing, without the use of financial aid, at least six credits with a minimum 2.0 GPA. If unusual circumstances prevent a student from making progress, students may submit a written petition to request possible reinstatement of their eligibility for aid. Students must attach supporting documentation to their petition.

### MAXIMUM TIME FRAME

Aid is normally available for 150 percent of the number of credits required for completion of the



program or degree. Again, if unusual circumstances prevent a student from making progress, students may submit a written petition to request possible reinstatement of their aid for additional quarters. Students must attach supporting documentation to their petition.

## Financial Options

Cascadia Community College offers financial assistance to eligible students in the form of grants, work study and loans. Generally, a student must be taking 12 or more credits to qualify for financial aid. A student may qualify for part-time financial aid in some cases.

Financial aid awards may consist of one or more of the following programs:

### GRANTS

Grants are gift aid and do not require repayment unless a student fails to maintain satisfactory progress and remain enrolled in class. Cascadia Community College awards the Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG) and Washington State Need Grant.

### WORK STUDY PROGRAMS

Work Study programs provide part-time employment to eligible students on and off campus. The maximum a student can earn is determined by financial need and funds available. Students can work up to 19 hours per week while school is in session. Every effort is made to place students in jobs that relate to their training. Cascadia Community College participates in both the federal and state work study programs.

### LOANS

The Federal Family Loan Program offers long term loans that allow students to postpone paying for a portion of their school expenses until after they graduate or leave school. Repayment begins six months after completion of your degree or withdrawal from the college. Cascadia Community College participates in the Stafford Loan Program (subsidized and unsubsidized) and the Parent

Loan to Undergraduate Students (PLUS).

- Subsidized Stafford Loans are need-based. A student's eligibility to borrow is based on financial need as determined by the federal government, which pays interest on the loan while the student is in school.
- Unsubsidized Stafford Loans do not require a student to show financial need; however, the cost of the student's education must exceed any other financial aid offered. 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 to pay the education expenses of each child who is a dependent undergraduate student enrolled at least half time.

If a loan recipient's enrollment drops below six credits during a quarter, the college is required by the U.S. Department of Education to cancel the student's loan. The student is no longer eligible to receive any further funds from the original loan application. The student must be re-approved for the receipt of further loan aid and must submit a new student loan application form.

The college is required to hold loan checks 30 days into the quarter for first-time, first-year student borrowers to be sure the student is making satisfactory academic progress before releasing the loan check to the borrower. Also, students are required to go through loan entrance

counseling before applying for the Federal Stafford loan, and loan exit counseling when they are close to their graduation date.

### SCHOLARSHIPS

Several scholarships have been made available by donations from business and professional organizations, as well as private citizens in the community. Scholarships are awarded on the basis of academic achievement, financial need and involvement in community. Scholarship announcements and applications are available in the Student Financial Office throughout the school year.

### WORKER RETRAINING

If you are unemployed and receiving unemployment benefits, or if you are eligible to receive benefits, you may be entitled to special assistance to retrain.

### WORKFIRST

Low income working parents or students who are collecting Temporary Assistance for Needy Families (TANF) benefits may qualify for special assistance for job training.

### VETERANS PROGRAM

At the time of this printing, Cascadia Community College is in the process of applying to be an eligible institution to allow veteran benefits to be used for all certificate and degree programs. Students who plan to use their veterans benefits are required to contact the Student Financial Services office. All veterans must conform to the attendance and academic standards of satisfactory progress to remain eligible for benefits.

### FINANCIAL AID REFUND POLICY

A fair and equitable refund policy

**ESTIMATED COST OF ATTENDANCE FOR CALCULATING FINANCIAL AID**

The following estimated average costs will be used for a **full-time, in-state resident** attending three quarters (nine months) in the 2000-2001 school year. To be considered full-time for financial aid, veterans administration, social services and most other outside agencies, students must take at least 12 credits per quarter.

<b>Full-Time</b>	<b>Living with Parents</b>	<b>Not Living with Parents</b>
*Tuition and Fees	\$1,641.00	\$ 1,641.00
Books and Supplies	672.00	672.00
Room and Board	2,046.00	5,244.00
Transportation	1,188.00	1,188.00
Misc.	<u>1,788.00</u>	<u>1,908.00</u>
<b>TOTAL</b>	<b>\$7,335.00</b>	<b>\$10,653.00</b>

\* There may be additional fees associated with individual classes.

is applied to all financial aid students at Cascadia Community College. Students who withdraw, drop out or otherwise fail to complete the period of enrollment for which they have been charged tuition and received financial aid may have to repay a portion of the grants they received. All tuition refunds are applied to Title IV programs and are not returned directly to students.

Return of financial aid funds is based on a percentage of days that a student attended classes divided by the number of days in the payment period, multiplied by the amount of aid that was disbursed and could have been disbursed. The student must return 50% of any grant aid considered unearned (based on the above formula) less the amount that school has returned. Loan amounts are returned in accordance with the terms of the promissory note.

The order that funds are to be returned are as follows:

1. Unsubsidized Stafford Loan
2. Subsidized Stafford Loan
3. PLUS (Parent loan)
4. Pell Grant
5. Supplemental Grant (SEOG)
6. Other grants and loans

**Please note that the financial aid refund policy and the college's registration refund policy are different.** The financial aid refund policy has been established by


the Department of Education and must be followed for all aid recipients. Contact the Student Financial Services office for more information regarding financial aid refunds.

**RIGHTS**

All financial aid recipients have the right to inspect their financial aid files for the accuracy of the information contained therein, and to submit corrections. Confidential information covered under the Privacy Act may not be reviewed by anyone else without prior written approval of the individual concerned.

**RESPONSIBILITIES**

The student is responsible for signing and returning each financial aid award letter offer received, for notifying the Student Financial Services office upon receipt of additional outside income and/or 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.



# How can you help with my career and course choices?

Advising .....	21
Student Orientation .....	21

## Advising

Advising provides students with the necessary information to make sound academic decisions and educational plans. Advisors assist students with information about admission and graduation requirements, course placement and selection, and transcript evaluation and registration. Through advising, students make the connection between academic interests, degree requirements and career opportunities.

Student Success Facilitators and full-time faculty assume responsibility for advising students. During the initial registration process, students are assigned a faculty advisor based upon their academic or career goals. As students progress into subsequent quarters, Student Success Facilitators will be available to assist with long term educational planning and the transfer process. Inquire at the Enrollment Services office for a schedule of workshops and/or to make an individual appointment with a Student Success Facilitator. Students may request a change of advisor at any time by contacting Enrollment Services.

Many resources and student services are listed on our web page, including programs of study, degree requirements, planning guides and transfer links to universities across the country.



## Student Orientation, Advising and Registration (SOAR)

Cascadia Community College offers Student Orientation, Advising and Registration sessions for new and returning students. Each student receives a packet of orientation materials, views a multi-media presentation, participates in small group discussions and individual advising assistance prior to registration.

At these sessions students are provided with an introduction to Cascadia's programs, services and degrees. Students are given assistance in selecting courses, building schedules and registering for classes all with a single trip to campus.

During the session, advisors help students understand and interpret placement test scores in order to select courses to promote academic success. Copies of placement test scores and preliminary transcript evaluations will be made available to students, provided official transcripts are on file before the orientation appointment. Otherwise, students are **strongly** encouraged to bring copies of their transcripts (for placement purposes only). Transfer-in students who need transcript evaluation after the initial registration should file a Transfer Evaluation Request form with the Enrollment Services office.

Appointments for Student Orientation, Advising and Registration are given in the order the admissions applications are received at the college. Students who have already earned a bachelor's degree and do not need advisement may register directly.

# What educational choices do I have?

Degree Programs: Academic Transfer .....	23
Professional/Technical .....	23
Certificate Programs .....	23
Additional Programs & Services .....	24
Training For Local Businesses	
Learning Communities	
Lifelong Learning Program	
Distance Learning	
International Program	
Electronic Learning Portfolio (E-Portfolio)	
Assistance in Completing High School	
Running Start	
Continuing Professional Education	

## Degree Programs

### ACADEMIC TRANSFER

#### ASSOCIATE IN INTEGRATED STUDIES

The Associate In Integrated Studies (AIS) is a two-year degree that is equivalent to the first two years of a four-year baccalaureate degree. The AIS degree is designed to satisfy most (if not all) of the General Education Requirements of most public colleges and universities in the Washington State.

### PROFESSIONAL TECHNICAL

#### ASSOCIATE IN APPLIED SCIENCE

Professional Technical Programs are designed to prepare graduates for immediate employment. College staff have worked closely with business representatives in the selection of programs and design of curriculum to make sure that program graduates will possess skills that are in high demand in the workplace.

Cascadia offers professional technical programs in Business and Information Technology. Students may work towards an Associate in Applied Sciences Degree that will typically require two years of study. Alternatively, students may choose to work towards a certificate that may be completed in just a few quarters. Degree programs include:

- ✓ Network Technology
- ✓ Software Programming Technology
- ✓ Web Technology



## Certificate Programs

### PROFESSIONAL TECHNICAL CERTIFICATES

Short-term Professional Technical Certification programs are available for:

- ✓ Network Specialist
- ✓ Technical Support Specialist
- ✓ Web Specialist
- ✓ E-Commerce Specialist
- ✓ Software Testing Specialist
- ✓ Computer Applications Specialist



## Additional Programs & Services

### TRAINING FOR LOCAL BUSINESSES

Cascadia will offer a wide range of programs specifically for local businesses. Customized curriculum will be designed to meet the needs of individual employers. Training will be available at the college campus or at the employer worksites with flexible, employer-driven schedules.

### LEARNING COMMUNITIES

Two or more instructors team-teach these courses that integrate several subjects. The purposes are for students to learn about an issue or topic from several subject perspectives—and to think, talk and write about their learning with others in the class. Research shows students learn more in learning communities—and enjoy it more.

### LIFELONG LEARNING PROGRAM

Cascadia offers a wide range of non-credit classes through its Lifelong Learning program. Whether you are looking to learn a new skill or polish an existing one, pursue a particular interest, expand your horizons, or try something “just for fun,” you will find a variety of classes from which to choose. A typical quarterly schedule includes offerings in art, computing, crafts, dance & music, financial fitness, food & wine, health & wellness, home & garden, personal growth and writing.

### DISTANCE LEARNING

On-line courses are available at Cascadia.

### INTERNATIONAL PROGRAM

Cascadia welcomes international students. We are pleased to support international students’ educational goals and, at the same time, promote international exchange and understanding among all students and staff.

For international student application materials, contact the Enrollment Services office at [admissions@cascadia.ctc.edu](mailto:admissions@cascadia.ctc.edu). Students should allow sufficient time (at least 3 months) to complete the application process.

### ELECTRONIC LEARNING PORTFOLIO (E-PORTFOLIO)

A learning portfolio is a systematic and organized collection of student work that documents a student’s efforts, progress or achievement of an intended outcome.

As part of your studies at Cascadia, students will develop an electronic, web-based learning portfolio, or e-portfolio, from selected coursework to demonstrate and showcase their learning.

Instructors will review the students e-portfolio to better assess their achievement of learning outcomes for a course, your program of study, and their contribution to the college. Students will then have an opportunity to share their e-portfolio with the faculty and staff at a university they will be transferring to, or with potential employers, who will review the e-portfolio to better assess the students knowledge, skills, and abilities.

### ASSISTANCE IN COMPLETING HIGH SCHOOL

GED test preparation courses are available to students. General Education Development (GED) courses are intended to prepare students without a high school diploma to pass the high school equivalency examination.

Cascadia’s high school completion program enables adults (18 years & older) to complete course work for a high school diploma. Student Success facilitators can assist in selecting appropriate classes.

### RUNNING START

Eligible high school juniors and seniors may enroll in Cascadia’s college-level courses and receive both college and high school credit, tuition-free. Students must take an assessment test prior to applying for the program to demonstrate that they are prepared academically for college-level work. Cascadia recommends that students discuss the Running Start program with their parents or guardians and high school counselors. For more information, contact the Enrollment Services office.

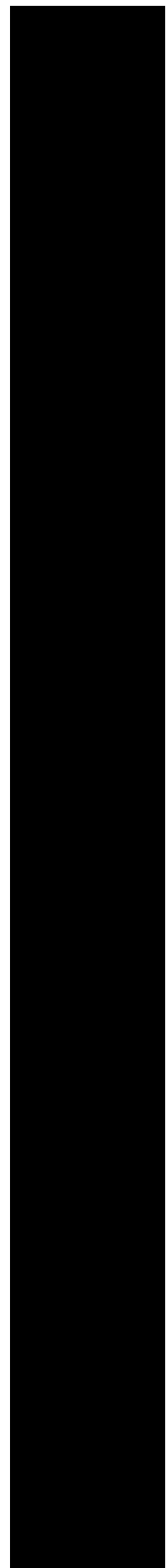
### CONTINUING PROFESSIONAL EDUCATION

The college will offer credit and non-credit training opportunities specifically designed for professionals. Certificate programs, classes and workshops will be available in a wide variety of areas to upgrade skills, maintain professional certificates and for personal development.



# How do I register and manage my classes?

Registration.....	26
Student Records.....	26
Class Status.....	27
Residency .....	27
Tuition and Fees .....	28



## Registration

Students who are new to Cascadia must register in person. Returning students may register in person, through touch-tone telephone or via the Web. Please refer to the quarterly schedule for instructions.

Appointment dates for registration will be assigned to new students after they complete a few simple pre-registration steps. This includes filing an application for admission, submitting high school and/or college transcripts, and placement testing when necessary. Registration sessions for new students will include an orientation to Cascadia, and advising for placement and class scheduling purposes. This is an important opportunity to meet Cascadia faculty and facilitators.

Continuing students will receive registration information by mail for each quarter. Those students with the largest number of accumulated credits at Cascadia register first. This permits students to move up in the order each quarter they are in attendance.

## Student Records

### CONFIDENTIALITY

In response to inquiries about students, the policy of Cascadia Community College is to confirm **only** dates of enrollment, area of study, and degrees or certificates earned unless the student provides a signed release permitting disclosure of additional information. The Vice President for Student Success can provide this special service.

### SOCIAL SECURITY NUMBER

The college prefers to use social security numbers as a unique identifier for each student. Under Public Law 93-579, Sec. 7(a)(1) disclosure of a Social Security number is voluntary. If you object to the use of the Social Security number, an alternative identification number will be provided.

### RELEASE OF INFORMATION

To protect student privacy, picture identification is required to view and/or receive copies of educational records.

### NAME CHANGES

Continuing or returning students are required to submit legal documentation to change the name shown on Cascadia records.

Acceptable proof would be a marriage certificate or court order. Picture identification is required.

### 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 program changes until these have been cleared. Likewise, transcripts will not be released until debts are cleared. Please allow up to 48 hours to process the release of a student record hold.

### OFFICIAL TRANSCRIPT

An official transcript is a copy of a student's academic record; it shows courses taken, credits earned, grades received, transfer credits accepted, and degrees or certificates earned at Cascadia. An official transcript carries the college's seal.

An "official" transcript for students who have attended other colleges must: 1) be mailed by the former college directly to Cascadia's Enrollment Services office or 2) be delivered by the student, (unopened in an envelope which has been officially

sealed by the former institution) to the Enrollment Services office.

### TRANSCRIPT REQUESTS

An official transcript of academic achievement at Cascadia is available for a fee. The request may be made in person, by mail or by fax. Please include name, student identification number, approximate dates of enrollment and student signature.

### LEAVE OF ABSENCE

A student who is absent from the college for less than one calendar year may retain the right to register in the same order of priority as a continuing student. However, this right does not guarantee reentry into any specific course or instructional program.

Students should:

1. Alert Enrollment Services office of intention to re-enroll.
2. Update biographical information at the Enrollment Services office.
3. Reapply for admissions if absence is no longer than one calendar year.

A registration appointment will then be mailed for the quarter the student wishes to attend.

### CLASS AUDITS

## Class Status

Students must be registered and have paid tuition and fees for a course but may participate in class work only at the instructor's discretion. No credit is earned. A student cannot change to or from audit status after the fourth week of the quarter.

### SCHEDULE CHANGES (ADD/DROP)

Classes can be added through the second week of the quarter at the Enrollment Services office. It is the student's responsibility to confirm with the Enrollment Services office any schedule changes involving adding or dropping classes.

#### TO ADD A CLASS

Prior to the first day of the quarter,

students may add classes either in person or by using Web-based registration.

**Beginning the first day** of the quarter, students may add classes at the Enrollment Services office.

NOTE: Instructor signature is required.

#### TO DROP A CLASS

**Prior to the first day** of the quarter, students can drop classes either in person or through Web-based registration.

**Beginning the first day** of the quarter through the second week, students can drop classes without a "W" appearing on the transcript.

NOTE: Instructor signature is *not* required during this time.

#### TO OFFICIALLY WITHDRAW

#### FROM A CLASS

Beginning the third week of the quarter through the sixth week of the instruction (dates will vary for summer quarter), students can withdraw from a class by completing an Add/Drop form, obtaining the instructor's signature, and going to the Enrollment Services office for processing. Students who fail to follow the procedures for officially withdrawing will receive a grade in accordance with the instructor's grading policy.

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

## Residency

Non-resident tuition is required of students whose legal residence is outside of Washington State. However, Cascadia waives most of the difference between resident and non-resident tuition for students who are U.S. citizens or permanent INS residents. Thus, such students pay only slightly higher tuition than do Washington State residents.

For tuition purposes, a Washington State resident is a U.S. citizen or one who has permanent INS resident status **and**

1. who, for at least one year immediately prior to the first day of the quarter, has been financially independent from parents/legal guardians and has established/maintained residency in the State of Washington for purposes other than education; or
2. is a financially dependent student, one or both of whose parents or legal guardian have maintained residency in the State of Washington for at least one year immediately prior to the first day of the quarter.

NOTE: 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 licence or identification card, 2. had their vehicle registered in the Washington State, and 3. have been registered to vote in Washington.

There are some exceptions to these general rules (e.g. for active military personnel, for some employees of public institutions of higher education, etc.) For further information, students are encouraged to check with the Enrollment Services office.

## Tuition and Fees

### Tuition Chart for 2000-2001

	Resident	Non-Resident
<b>Part-time</b>		
1 credit	54.70	215.30
2 credits	109.40	430.60
3 credits	164.10	645.90
4 credits	218.80	861.20
5 credits	273.50	1076.50
6 credits	328.20	1291.80
7 credits	382.90	1507.10
8 credits	437.60	1722.40
9 credits	492.30	1937.70
<b>Full-time</b>		
10-18 credits	547.00	2153.00
19 credits	596.20	2362.80
20 credits	645.40	2572.60
21 credits	694.60	2782.40
22 credits	743.80	2992.20

**Rates include operating, building and student activities fees. The college reserves the right to change any fees without notice to comply with state or college regulations or policies. For purposes of being considered full-time, for funding from federal and state financial aid programs, Veterans Administration, Social Service, and most other outside agencies, a student must carry at least 12 credits.**

Cascadia waives the non-resident differential portion of the operating fee for United States citizens.

### FEES

The amount assessed for each of these fees is published in the schedule of classes for each quarter.

#### ASSESSMENT, BEYOND MINIMUM

The fee will be charged to students who voluntarily choose assessment beyond basic skills assessment (e.g. career interest inventories, learning style inventories, etc).

#### ASSESSMENT OF PRIOR LEARNING/ COURSE CHALLENGE

A non-refundable fee is charged for challenged courses. Successful completion of the assessment preparation course is a pre-requisite to assessment of prior learning/course challenge.

#### COMPUTER ACCOUNT

The fee defers the cost of providing individual e-mail accounts, file storage and network access from campus for students who desire it.

#### DIPLOMA/CERTIFICATE

The fee will be charged for diplomas and certificates to help defray costs.

#### DISTANCE EDUCATION, ITV \$30 PER CLASS

Students who enroll in classes conducted entirely or predominantly by Interactive Television are charged the fee to help defray the costs of course licensing fees, technology and technical support.

#### DISTANCE EDUCATION, ONLINE

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

#### DISTANCE EDUCATION, TELECOURSE

Students who enroll in classes conducted entirely or predominantly as telecourses are charged the fee to help defray the costs of course licensing fees, technology and technical support.

#### GED, INITIAL TEST

Students who take the General Education Development (GED) for the first time are

charged the non-refundable fee to help defray the costs of testing licenses and testing support materials.

#### GED, RETAKE TEST

Once a student has taken the initial General Education Development (GED) test battery, students may retake the test for the non-refundable fee per retake to help defray the costs of testing licenses and testing support materials.

#### GRADUATION

The graduation fee will be charged to help defray the cost of graduation activities.

#### INTERNATIONAL STUDENT APPLICATION DEPOSIT & ORIENTATION

The fee will be utilized to process an international student's application for admission and help to offset the costs of orientation.

#### INTERNATIONAL STUDENT INSURANCE

International students are required to provide evidence of medical insurance. For international students without insurance, medical insurance is available.

#### INTERNATIONAL STUDENT TUITION... NON-RESIDENT TUITION RATE

International students pay non-resident tuition rates.

#### LAB, ART

Students enrolled in Art lab classes are charged the materials fee to help defray the costs of consumable supplies and special materials.

#### LAB, COMPUTER AND TECHNOLOGY

The computer and technology lab fee will be charged for classes that place a high demand on computer and/or technology resources.

#### LAB, INTENSIVE COMPUTER AND TECHNOLOGY

The intensive computer and technology lab fee will be charged for classes that utilize advanced technology or require extraordinary technical support.

## LAB, SCIENCE

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

## NON SUFFICIENT FUND CHECKS

Students will be charged this fee when they submit a check for payment and there are insufficient funds in their account to cover the check.

## PRINTING, ABOVE STANDARD ALLOCATION

The printing fee is a consumable-based fee to partially recover the costs of computer printing. These costs vary greatly, depending upon the type and size of media, and color of ink used. Students will receive a standard print allocation of "print units" as part of their normal tuition and fee payment. This amount has been established as the cost of printing a certain number of pages on 8.5" x 11" plain paper with black ink. Print usage in excess of the standard allocation, or for different types of media and colored ink, will require additional print units. These print units may be purchased in varying amounts.

## STUDENT IDENTIFICATION CARD, REPLACEMENT

This fee will help defray the cost of replacing Student Identification Cards.

## TRANSCRIPT

The fee will be charged for official student transcripts.

## TUITION AND FEE WAIVERS

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

### GENERAL WAIVERS

#### VIETNAM/SOUTHEAST ASIAN VETERANS

Cascadia waives the difference between current regular tuition and S&A fees and the frozen base rate (fall 1970) for resident students who were on active

military duty in Southeast Asia between August 5, 1964, and May 7, 1975.

#### PERSIAN GULF VETERANS

Cascadia waives the difference between current regular tuition and S&A fees, and the frozen base rate (1990-91) for resident students who were on active military duty in a Persian Gulf combat zone in the calendar year 1991 and who qualified as a resident in August 1990.

#### CHILDREN OF DECEASED OR DISABLED LAW ENFORCEMENT OFFICERS OR FIREFIGHTERS

Cascadia waives tuition and S&A fees for children whose parent has died or become totally disabled in the line of duty while employed by a public law enforcement agency, or a full-time or volunteer fire department. Students must begin their course of study within ten years of high school graduation. Eligible students pay a fee of \$10 per credit.

#### CHILDREN OF POWS OR MIAS

Cascadia waives tuition and S&A fees for the children of Washington residents who have been classified by the federal government as POW/MIA in SE Asia or Korea. Eligible students pay a fee of \$10 per credit.

#### HIGH SCHOOL COMPLETION

Cascadia waives tuition for residents who are 19 years of age or older who are enrolled in a high school completion program at Cascadia. Eligible students pay a fee of \$10 per credit. For non-Washington residents who are U.S. citizens, the non-resident differential portion of the operating fee will be waived.

#### SENIOR CITIZEN - CREDIT

Cascadia waives tuition and S&A fees for residents 60 years old or older. Students will pay \$10 per credit with a limit of two courses.

#### ADULT BASIC EDUCATION, ESL AND GED PREPARATION

There will be no charge to students enrolled in these courses.

#### VOCATIONAL STUDENT RESIDENTS

Cascadia waives all tuition and S&A fees attributable to excess credits for Washington residents.

## WAIVERS OF NONRESIDENT DIFFERENTIAL

### NON-RESIDENT

Cascadia waives the operating fees portion of the nonresident differential for US citizens and INS Permanent Residents.

### REFUGEE

Cascadia waives the operating fees portion of the nonresident 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 nonresident differential for dependents of members of the US Congress who are representing Washington State.

### HIGHER EDUCATION EMPLOYEES

Cascadia waives the operating fees portion of the nonresident differential for employees who work half-time or more for a public higher education institution and their spouses and dependents.

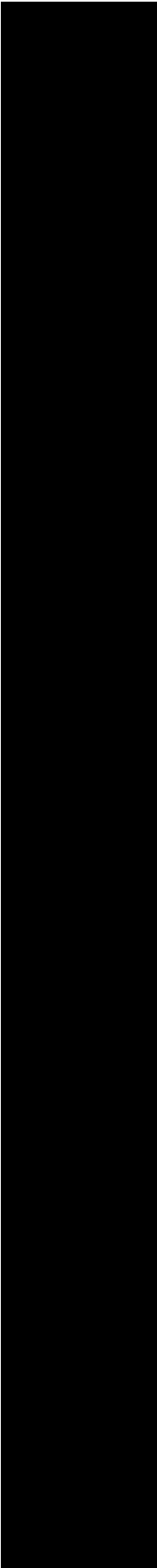
### SPACE AVAILABLE WAIVERS

#### SENIOR CITIZENS - AUDIT

Cascadia waives tuition and S&A fees for residents 60 years or older. Students will pay \$5 per quarter with a limit of two courses per quarter.

#### STATE EMPLOYEES AND NATIONAL GUARD

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



# What learning resources are available?

Student Break Out Areas & Project Stations ...	31
Computer Resources .....	31
Interactive Television .....	31
Library Services.....	31
Media Services .....	31

## Student Breakout Areas and Project Stations

Throughout both of Cascadia's buildings, you will find student Breakout Areas and Project Stations. Breakout Areas are small groups of desks, tables, and comfortable chairs for individual and group study. Network access is available in these areas.

Project Stations are clusters of computer workstations and printers for student use.

## Computer Resources

Cascadia has four computer classrooms and five computer laboratories, including two open computer labs. Additionally, every Cascadia classroom is equipped with an instructor's workstation with Internet access, and a projection system.

The student project stations are also equipped with computers and printers for student use any time.



## Interactive Television

Cascadia has four classrooms equipped with Interactive Television capabilities.

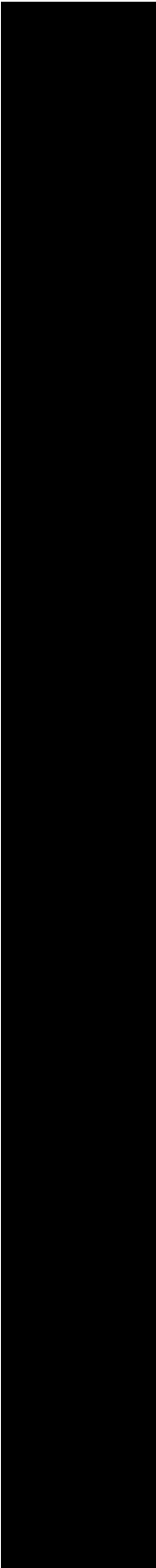
## Library Services

Cascadia students are served by the University of Washington libraries which contain course-related journals, books, microfilm and audiovisual materials. Cascadia students will have access to the six million volume collection on the Seattle campus through a courier service. The library features electronic resources, including a computerized catalog, electronic reserve, on-line databases and multimedia resources. Off-campus dial-in access is available. Librarians are available to facilitate access to library resources and help library users develop effective research strategies. Additionally, the Reference department offers quarterly one-on-one instruction and course-related in-class instruction.

## Media Services

Cascadia will also offer media services to the campus community with resources and assistance for classroom projects, research papers and curriculum activities. In addition to Cascadia's collection, staff members are available to assist students, staff, and faculty in accessing the UW Tacoma, UW Seattle and UW Bothell media collections. Media services also offers a Multimedia Lab, where Cascadia students can view interactive software or create their own presentations.





# Where can I get help with my classes?

The Open Learning Center ..... 33

Learning Assistance ..... 33

The Writing Center

The Math Center



## The Open Learning Center

The Open Learning Center helps students with assignments. If students want or need help with math homework, writing a lab report, or creating a presentation for their e-portfolio, they can get help at the Open Learning Center. Any student at any level is encouraged to take advantage of the Center's services.

The Open Learning Center is staffed by trained assistants who help students individually or in small groups. Students can drop in during open hours or make appointments for tutoring in most subjects.

Students can receive writing or math assistance, or help with study strategies and presentations. The Center has computers and software to help students gain and practice skills in many areas.

The Center also offers short workshops on common issues that students identify as important to their success such as managing time, improving memory and connecting knowledge across subjects. The Center will also help set up study groups.

The purpose of the Learning Center is to help every student achieve his or her academic goals.

## Learning Assistance

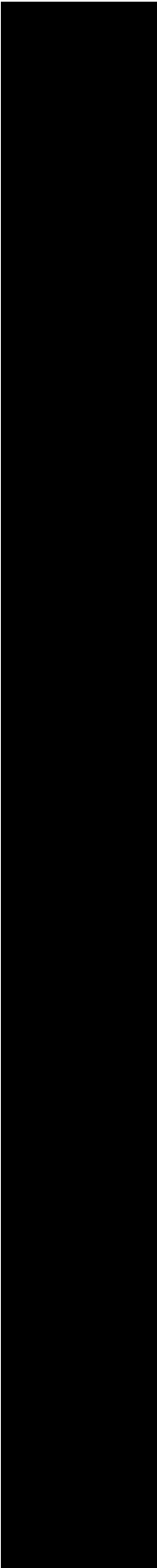
### THE WRITING CENTER

The Writing Center provides opportunities for students to learn study techniques and improve reading and/or writing skills in a lab environment. Students learn through a variety of media including computer programs, audio/video lessons and traditional text materials. A lab manager develops an individualized program of study and provides feedback to students. Tutors are available for one-on-one instruction. Students may also receive tutorial assistance on a walk-in basis with assignments from other classes in which they are enrolled.

The Math Center serves students in math courses from arithmetic through calculus. The Math Center provides individual assistance and the opportunity for students to work in groups. Equipped with computers, video and printed materials, the Math Center provides a supportive environment for students studying math.

### THE MATH CENTER





# How do I get involved in campus activities?

Student Programs and Activities .....	35
Student Government.....	35

## Student Programs & Activities

Cascadia Community College will offer a variety of student activities and programs, including a student government organization, student clubs and organizations. These programs develop opportunities to participate in social, cultural, recreational and educational experiences outside the classroom. Students are encouraged to join campus organizations to build lasting friendships, provide unique educational opportunities and establish support systems of peers, faculty and staff advisors. Students are encouraged to share their interests by creating new clubs and organizations within the student activities organization. For more information, contact the Student Activities office.

## Student Government

In its first year of operation, Cascadia staff will assist students in the formation of a student body association to serve as the recognized representative of Cascadia Community College students. Students are encouraged to actively participate in certain governance committees, faculty tenure review and assisting in the development of Cascadia plans and priorities. Student leaders will have the opportunity to work with the Cascadia administration, faculty, staff members and governance teams. Student government will also recognize and support student clubs and organizations.



# What else do I need to know?

Campus Services	
Bookstore.....	37
Cafeteria.....	37
Childcare .....	37
Disability Services .....	37
Housing .....	37
Parking and Transportation.....	37
Recycling.....	37
Security .....	37

## Campus Services

### BOOKSTORE

The University Bookstore will serve students from both Cascadia Community College and the University of Washington-Bothell. The bookstore will be located at a temporary location on the south end of the campus until its grand opening in early 2001.

### CAFETERIA

Limited food services will be available fall quarter. A full cafeteria will be available in the future.

### CHILDCARE

Although Cascadia will not offer on site childcare, we are partnering with Child Care Resources to provide information about available licensed childcare in the King County area. Child Care Resources is a private, non-profit agency working to ensure that all families find safe, affordable, quality childcare. This partnership will allow students of Cascadia access to a web site that will assist them in finding a local childcare provider that meets their needs.



### DISABILITY SERVICES

Many individuals who are disabled may begin school or return to the college environment to acquire new skills that will allow them to adapt to a new disability. Cascadia Community College provides services to help students with disabilities successfully adapt to college life. Students who meet specific criteria may qualify for academic accommodations.

### HOUSING

Cascadia Community College serves students who live within commuting distance of the campus. The college maintains no dormitories or other housing and assumes no responsibility for independent housing facilities used by students.

### PARKING AND TRANSPORTATION

A daily permit can be purchased for on-campus parking. Quarterly permits will also be available. A discounted transit pass will be available. Both Metro Transit and Community Transit will be servicing the campus.

### RECYCLING

Recycling will be on a voluntary basis and is strongly encouraged.

### SECURITY

Full time security personnel will provide support to the campus community and to help provide a safe environment for learning.

# What are the academic regulations?

Academic Standing.....	39
Grading System .....	40
Credit Information.....	41
Examinations.....	42
Attendance.....	42
Academic Honesty.....	42
Academic Holds .....	42
Instructional Grievances .....	42

## Academic Standing

### ACADEMIC STANDARDS POLICY

This policy is applicable to students enrolled for six or more credits in courses or programs after the 10<sup>th</sup> instructional day of any quarter during the regular academic year. This includes "V" and "Z" graded courses.

### GOOD STANDING

Students are considered to be in good standing if they are making satisfactory progress towards their educational goals in their program of study and maintaining a 2.0 grade point average or better.

### PROBATION

1. A student carrying six or more credits who has a grade point average below 2.0 for one quarter shall be placed on probation and referred by the enrollment services office to a student success facilitator.
2. Any student placed on probation shall be removed from such status at the conclusion of any quarter during which he/she has achieved a grade point average of 2.0 or higher while enrolled for and completing seven or more credits.

### LOW SCHOLARSHIP DISMISSAL

A student carrying six or more credits while on probation who receives a grade point average below 2.0 in the subsequent quarter of his/her enrollment at the college, shall be dropped from classes.

### READMISSION

1. A student who has been dismissed for academic reasons set forth in this policy may petition the enrollment services office for readmission. Students on financial aid probation or dropped status must contact Student Financial Services in addition to the Enrollment Services office.
2. If the Enrollment Services office denies a petition for readmission, the student shall be notified in writing of his/her right to appeal the decision to the vice president for Student Success.
3. The vice president for Student Success may deny an appeal, readmit the student conditionally, or readmit the student.

### HIGH SCHOLARSHIP

#### PRESIDENT'S LIST

Full-time students (enrolled for at least 12 credits) who have earned at least 30 hours of credit, all of which are used in the computation of the grade-point average, and earned a grade-point average of 3.9 or higher will have their name placed on the President's List.

Students who maintain a grade point average of 3.9 or higher shall be designated President's Scholars at graduation.

#### VICE PRESIDENT'S LIST

Students who are enrolled for at least 12 credits and achieve quarterly grade-point average of 3.9 or higher have their name placed on the Vice President's List.

### HONORS LIST

Full-time students (enrolled for at least 12 credits) who have earned at least 30 hours of credit, all of which are used in the computation of the grade-point average, and have earned a grade-point average of 3.6 to 3.89 are named to the Honors List.

Thereafter, students who complete at least 12 hours of credit per quarter, at least 10 hours of which are used in computation of the grade-point average, shall remain on the President's List, the Vice President's List or the Honors List as determined by cumulative grade point average.

Students who maintain a grade point average of 3.6 to 3.89 shall be designated as Honors Graduates at graduation.

### FRESH START

Students who have not been in attendance at Cascadia Community College or any institution of higher learning for a period of 18 months may request the elimination of their previous Cascadia credits and GPA. The student's academic record and transcript will continue to show the previous courses taken and grades received, but the grades for previous courses will not be used in the calculation of the student's GPA at Cascadia, and credits earned may not be used to satisfy graduation requirements. If a student transfers to another college or university, the receiving institution will receive transcripts containing all courses taken. The receiving institution may accept credits and recalculate the GPA according to its own policies.

A student may request a fresh start only once.

## Grading System

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

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

### GRADE DESIGNATIONS

**H: Course in progress** - With the approval of the vice president for Student Learning or the vice president of Business and Enterprise, instructors teaching courses that extend beyond the end of a quarter will award an **H** grade to all students at the time when grades are normally due. Upon the completion of the course, the instructor will award the final grades which will replace the **H** grade.

**I: Incomplete** - At a student's request, a grade of incomplete (**I**) may be given when the instructor determines that the student is unable to complete the requirements of the course during the quarter but can successfully complete the course work with no additional instruction.

The instructor and student must sign an incomplete contract form that specifies what requirements the student must fulfill in order to convert the incomplete grade to an appropriate grade. Incomplete contract forms are available from the associate deans' office.

To obtain credit for the course, the student must convert an incomplete into an appropriate grade by completing the requirements specified in the incomplete contract within the time limits specified therein, not to exceed one quarter from the quarter enrolled, not including summer quarter.

**N: Audit** - The student must be registered for the course but only participates in class work at the instructor's discretion. No credit is earned and the **N** is not used in GPA calculation. Students may initiate, without instructor's permission, a change to or from audit status up to the end of the second week of the quarter (adjusted for summer quarter). A change may be made, with instructor's permission, in weeks three through six of the quarter. After the sixth week, no change in status may be made.

**P/NC: Pass/No Credit** - Students may elect, in courses offering such an option, to be graded **P/NC**. Credit is awarded when a 2.0 performance level is attained, but the grade is not included in the GPA calculation. Students must obtain instructor permission for the **P/NC** option. This option is not available after the sixth week of the quarter. Dates are adjusted for summer quarter. If performance is below

2.0, no credit will be issued, no GPA calculation will be made, and a **NC** grade will be issued.

**V: Unofficial Withdrawal** - To be awarded when a student attends briefly, rarely or not at all and does not withdraw with a **W** grade. This grade will not be considered in GPA calculations.

**W: Official Withdrawal** - Students may drop a class without instructor's permission up to the end of the second week of the quarter (dates adjusted for summer quarter). A class dropped during this time frame does not appear on the student's transcript. Students may withdraw from a class with instructor permission in weeks three through six of the quarter. After the sixth week no official withdrawals may be made. **W** grades will be placed on the transcript but are not part of the GPA calculation.

A student may not withdraw to avoid consequences of cheating, plagiarism or other intellectual dishonesty or disciplinary procedures.

**Z: No credit** - To be awarded, after the time limit for a **W** grade, for hardship withdrawal at the instructor's discretion, when a student does not successfully complete a course offering a **P/NC** option. This grade will not be considered in GPA calculations.

### REPEATING A COURSE



Students may repeat any course. The student is to inform the enrollment services office at the time of registration that a course is a repeat. The most recent grade will be used in computing the grade point average. The transcript will show that a course has been repeated, except in certain designated courses where the student may, by reregistering, obtain additional credits and grade points.

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

### GRADE POINT AVERAGE (GPA)

Student's grade point averages are calculated as follows:

1. Multiply the number of credits for a course 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 courses awarding numerical grades. The result is the student GPA for a particular quarter. I, N, P/NC, V, W, and Z grades are not used in computing grade point average.

### GRADE CHANGES

Grade changes are submitted on the grade change form by the instructor to the Enrollment Services office.

1. Grade changes will not be made after one quarter, (not including summer quarter) unless documentation is provided by the instructor that the grade was awarded in error.

2. Grade changes will be made at any time if due to 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.

### Credit Information

Cascadia accepts a variety of ways student may demonstrate their knowledge, skills, and the achievement of student learning outcomes. Credits may be given, after appropriate evaluation in the following ways:

1. National standardized tests, such as the College Level Education Program (CLEP) and DANTES
2. Credit by examination
3. Advanced Placement (AP) examination
4. Advanced placement in professional-technical programs for prior experience in military work or schools, relevant employment in industry which can be documented, or courses completed through the Professional-Technical Continuing Education Program.

A maximum of 30 credits of this work may be applied to degree or certificate requirements. Credits awarded for these modes of learning will not be part of the 25 credit residence requirement for Cascadia degrees.

### TRANSFER CREDITS

Course work from other colleges will be evaluated upon request.

Only course work from nationally or regionally accredited institutions will be accepted.

### EARNING CREDITS

The regular college year is divided into three quarters of approximately 11 weeks each plus a summer session. Credits may be earned from several modes of learning: class lectures and lab sessions, independent study and practicums, and distance learning such as telecourses and on-line courses. Approximately one credit is allowed for each lecture period or two to three hours of laboratory per week. For each period of lecture or discussion, the student should allow two hours of outside preparation.

A carefully planned program of 15 or more credits per quarter will give sufficient credits to graduate in two years. A program of 10 or more credits per quarter will allow for graduation in three years. Students should develop their program of study with a student success facilitator or faculty advisor.

The following course credit loads require the following approvals:

1. Up to 20 credits (academic courses) - Student Success facilitator or faculty adviser only.
2. More than 20 credits - Student Success facilitator or faculty adviser and appropriate Associate Dean or designee.

### Examinations

All students are required to take

regularly scheduled examinations as outlined in the course syllabus. If a student misses an examination, it is the his/her responsibility to contact the instructor and, if permitted by the course syllabus, schedule a makeup exam as soon as possible. In any case, students must communicate directly with the instructor about makeup exams. Final examinations are held at the end of each quarter and are listed in the final examination schedule.

## 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 Honesty

The college regards acts of academic dishonesty, including such activities as plagiarism, cheating and/or violations of integrity in information technology, as very serious offenses. In the event that cheating, plagiarism or other forms of academic dishonesty are discovered, each incident will be handled as deemed appropriate. Care will be taken that students' rights are not violated and that disciplinary procedures are instituted only in cases where documentation or other evidence of the offense(s) exists. A description of all such incidents shall be forwarded to the vice president for Student Learning or vice president of Business and Enterprise, as appropriate, where a file of such occurrences will be maintained. The appropriate vice president may institute action against a student according to college's disciplinary policies and procedures as described in the student handbook.

## 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 transcripts of permanent records;
2. Refuse to re-enroll a student as the enrollment services office deems necessary. The student may request an informal hearing on the refusal of services. For more information, see the enrollment services office.

## Instructional Grievances

Students may file grievances as specified in the code of Students Rights and Responsibilities which is found in the student handbook. The code provides processes in which students may file instructional grievances, including formal appeal of grades. Copies of the handbook are available from the Enrollment Services office.

# How do I graduate?

Graduation Requirements .....	44
Degree Programs .....	45
Associate in Integrated Studies .....	45
Distribution Area Learning Outcomes.....	48
Associate in Applied Sciences .....	49
Network Technology	
Software Programming Technology	
Web Technology	
Certificate Programs.....	56
Transfer of Credits.....	60

## Graduation Requirements

To receive a degree or certificate from Cascadia Community College, a student must:

1. Be enrolled in a Cascadia degree or certificate program.
2. Satisfy all specific program and general college requirements as stated in the college catalog that was printed for the academic year that the student began that specific degree/certificate program at Cascadia.
3. Achieve at least a minimum 2.0 grade point average for all Cascadia Community College course work and all courses accepted in transfer from other colleges which are used to satisfy degree requirements. The grades from these transfer credits will not be averaged with the Cascadia Community College GPA and therefore transfer credits must also average 2.0.
4. Earn from Cascadia at least 25 of the credits being applied toward the degree or certificate.
5. For a degree, earn at least 60 credits with decimal grades other than "P" (Pass) grades.
6. Fulfill all financial obligations to the college.
7. File an application for a degree or certificate in the enrollment services office. (See list of deadlines).

Students who are eligible for a degree may submit a graduation application during their last quarter or the quarter preceding their last quarter. Degrees are awarded on a quarterly basis.

### GRADUATION APPLICATION DEADLINES

For Fall Quarter Graduation:  
Third week of Fall Quarter (October)

For Winter Quarter Graduation:  
Third week of Winter Quarter (January)

For Spring Graduation: Third week of Spring Quarter (April)

For Summer Quarter Graduation:  
Second Week of Summer Quarter (June)

Students who have graduated during the previous fall and winter quarters may participate in the annual spring graduation ceremony which will be held in mid-June, along with all applicants for spring and summer quarters. In order to be included in the graduation ceremony, applications for spring and summer must be received by April. (See the Schedule of Classes for appropriate dates.)



## Degree Programs

### ASSOCIATE IN INTEGRATED STUDIES

This degree is designed for those students who are interested in earning a general two-year academic degree. This 90-credit degree is most often an appropriate goal for students who intend to transfer to four year colleges and universities.

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.

This degree may also be a goal for the student planning to transfer to the University of Washington even though this institution has additional requirements beyond those of the Associate in Integrated Studies degree (see a faculty advisor for full details).

The Associate in Integrated Studies degree is also the degree of choice for students who intend to transfer but who are undecided about which baccalaureate institution they will attend. The degree provides strong academic study and may in itself provide excellent employment preparation for many careers.

Planning guides are available in the Enrollment Services office.

### AIS DEGREE REQUIREMENTS

Students must complete a minimum of 23 credits distributed as follows:

23+CREDITS

#### College Success

COLL 101	College Strategies	3
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OR

COLL 103	Study at Cascadia	2
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COLL 110	E-Portfolio	1
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OR

COLL 100	Study Strategies	5
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#### Communication Skills

ENG 101	College Composition	5
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ENG 102	Writing from Research	5
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COLL 150	Multicultural Communication	5
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#### Quantitative Reasoning

MATH 110	Integrated Math 3 core and module (or higher)	5
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Courses that fulfill this 5 credit requirement are identified with an asterisk(\*). The courses that satisfy this requirement also count towards the distribution areas below.

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

American Sign Language:

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

Art:

ART 130 The Experience of Art

Cinema:

CINEM 201 The American Cinema

Communication:

\*CMU 203 Media in U.S. Society  
CMU 211-213 Applied News Writing  
CMU 230 Visual News Design  
 CMU 250 Media Ethics and Law

Drama:

DRAMA 101 Intro to Drama  
DRAMA 151 Acting  
DRAMA 152 Acting  
DRAMA 153 Acting

English:

ENG 201 Experience of Literature

ENG 211 World Literature Survey  
 ENG 212 World Literature Themes  
 ENG 251 U.S. Literature Survey  
 ENG 252 U.S. Literature Themes  
 ENG 259 Introduction to Drama  
ENG 270 Technical Writing  
ENG 271 Intermediate Composition  
ENG 274 Writing Poetry  
ENG 277 Writing Short Stories

#### Humanities:

\*HUMAN 111 World Culture and Heritage  
 \*HUMAN 112 World Culture and Heritage  
 \*HUMAN 113 World Culture and Heritage

#### Japanese:

JAPAN 101 Elementary Japanese  
JAPAN 102 Elementary Japanese  
 JAPAN 103 Elementary Japanese

#### Music:

MUSIC 250 Music of the World

#### Philosophy:

PHIL 100 Philosophical Questions  
 PHIL 115 Critical Thinking  
 PHIL 150 Ethics & Social Problems

#### Spanish:

SPAN 101 Elementary Spanish  
SPAN 102 Elementary Spanish  
 SPAN 103 Elementary Spanish  
 SPAN 201 Intermediate Spanish  
 SPAN 202 Intermediate Spanish  
 SPAN 203 Intermediate Spanish

#### Speech Communication:

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

Students must complete a minimum of 15 credits, chosen from the following list. Courses must be chosen from at least two disciplines and include at least one lab course (underlined).

#### Anthropology:

ANTH 201 Physical Anthropology

#### Astronomy:

ASTR 101 Survey of Astronomy

#### Biology:

BIOL 110 Survey of Biology  
BIOL 120 Survey of the Kingdoms  
BIOL 201 General Cell Biology  
BIOL 202 General Zoology  
BIOL 203 General Botany

#### Chemistry:

CHEM 120 Intro to General Chemistry  
CHEM 142 General Chemistry I  
CHEM 152 General Chemistry II  
CHEM 162 General Chemistry III  
CHEM 220 Intro to Organic/Biochemistry  
 CHEM 237 Organic Chemistry I  
 CHEM 238 Organic Chemistry II  
 CHEM 239 Organic Chemistry III  
CHEM 241 Organic Chemistry Lab  
CHEM 242 Organic Chemistry Lab

#### Environmental Science:

ENVS 110 Our Changing Planet  
ENVS 210 Ecology of Puget Sound

#### Math:

MATH 120 Precalculus  
 (Core & Module)  
 MATH 121 Sci/Math Module  
 MATH 122 Business Module  
 MATH 123 Info Tech Module  
 MATH 124 Calculus 1 (Core & Module)  
 MATH 128 IT/ Math/Sci Module  
 MATH 157 Business Module  
 MATH 125 Calculus 2  
 MATH 126 Calculus 3  
 MATH 209 Discrete Math  
 MATH 220 Statistics (Core & Module)  
 MATH 221 Science Module  
 MATH 222 Business Module

#### Natural Science:

NSCI 101 Mission to Planet Earth

#### Nutrition:

NUTR 110 Human Nutrition

#### Physics:

PHYS 114 General Physics I  
PHYS 115 General Physics II  
PHYS 116 General Physics III  
PHYS 121 Classical Mechanics  
PHYS 122 Waves, Sound And Light  
PHYS 123 Electromag & Oscil Motion

Students must complete a minimum of 15 credits from the following list. Courses must be chosen from at least two different disciplines.

#### Anthropology:

ANTH 202 Cultural Anthropology

#### Economics:

ECON 201 Principles of Microeconomics  
 ECON 202 Principles of Macroeconomics

#### History:

\*HIST 111 World Culture and Heritage  
 \*HIST 112 World Culture and Heritage  
 \*HIST 113 World Culture and Heritage  
 HIST 121 U.S. History to 1865  
 HIST 122 U.S. History since 1865  
 \*HIST 150 Multicultural U.S. History

#### Political Science:

POLI 101 Introduction to Politics  
 POLI 200 Introduction to Law  
 POLI 202 U.S. Politics and Government  
 POLI 204 Comparative Political Systems

#### Psychology:

PSYCH 101 Principles of Psychology  
 PSYCH 205 Psychological Disorders  
 PSYCH 206 Developmental Psychology

#### Sociology:

SOC 101 Principles of Sociology  
 \*SOC 131 Perspectives on Sex & Gender  
 \*SOC 151 American Ethnic Cultures & Communities  
 SOC 251 Organizational Behavior

In addition to the distribution requirements in all disciplines, students

must complete 22 elective credits. These credits must be college level (100 or above) and may be selected from any combination of the distribution courses or the following:

ACCTG 210 Financial Accounting I  
 ACCTG 220 Financial Accounting II  
 ACCTG 230 Managerial Accounting  
 BIT 108 Survey of Computers and Applications  
 BIT 115 Intro To Programming  
 BIT 116 Scripting  
 BIT 120 Introduction to Business  
 BIT 142 Basic Programming in C++  
 BIT 143 Programming Data Structures  
 BIT 255 Object Oriented Design  
 BIT 260 Desktop Applications  
 BIT 261 Distributed Application  
 BIT 265 Structures and Algorithms  
 BIT 275 Database Design  
 BIT 276 Database Integration  
 BIT 285 Web Application Programming  
 COLL 105 Resource Access  
 COLL 115 Internet Learning Strategies  
 HUMAN 196/296 Individualized Project  
 HUMAN 197/297 Internship  
 HUMAN 198/298 Special Topics Course  
 HUMAN 199/299 Service Learning  
 MATH 196/296 Individual Project  
 MATH 197/297 Internship  
 MATH 198/298 Special Topics Course  
 MATH 199/299 Service Learning  
 NSCI 196/296 Individualized Project  
 NSCI 197/297 Internship  
 NSCI 198/298 Special Topics Course  
 NSCI 199/299 Service Learning  
 PHIL 120 Introduction to Logic  
 SOSCI 196/296 Individualized Project  
 SOSCI 197/297 Internship  
 SOSCI 198/298 Special Topics Course  
 SOSCI 199/299 Service Learning

These courses may be taken to satisfy elective credits for Cascadia Community College but may not be accepted for transfer by some institutions. No more

than 15 credits may be included from courses designated as BIT.

BIT 100 Computer Basics 1  
 BIT 101 Computer Basics 2  
 BIT 102 Network Design Concepts  
 BIT 105 Careers in Information Technology  
 BIT 111 Office Applications in the Workplace  
 BIT 112 Web Authoring 1  
 BIT 113 User Interface Development  
 BIT 122 Applications Certification Prep.  
 BIT 126 Network Client Systems  
 BIT 150 Introduction to Keyboarding  
 BIT 151 Introduction To Computer Hardware  
 BIT 152 Windows Basic  
 BIT 153 Using The Internet  
 BIT 154 Beginning Word Processing  
 BIT 155 Advanced Word Processing  
 BIT 156 Beginning Spreadsheet  
 BIT 157 Advanced Spreadsheet  
 BIT 158 Beginning Database|  
 BIT 159 Advanced Database  
 BIT 166 Basics of Software Testing  
 BIT 175 Web Authoring 3  
 BIT 180 Fundamentals of E-Commerce  
 BIT 181 Managing E-Commerce Solutions  
 BIT 182 Building E-Commerce Solutions  
 BIT 197 Work-based Learning in BIT  
 BIT 198 Special Topics in BIT  
 BIT 199 Service Learning for BIT  
 BIT 225 Server Operating Systems  
 BIT 231 Cisco 2

BIT 232 Cisco 3  
 BIT 233 Cisco 4  
 BIT 240 IP Services  
 BIT 242 Enterprise Administration  
 BIT 244 IIS Web Servers  
 BIT 250 Information Systems Security  
 BIT 266 Advanced Software Testing  
 BIT 270 Software Engineering  
 BIT 280 Web Server 1  
 BIT 281 Web Server 2  
 BIT 297 Work-based Learning in BIT  
 BIT 298 Special Topics in BIT  
 BIT 299 Service Learning for BIT  
 COLL 100 Study Strategies  
 COLL 120 Assessment of Prior Learning  
 ENG 100 College Reading/Writing  
 MATH 150 Budget/Resource Planning

**TOTAL CREDITS required for Applied Integrated Studies Degree is 90 CREDITS.**



## ASSOCIATE IN INTEGRATED STUDIES DISTRIBUTION AREA LEARNING OUTCOMES

Foundations contains the critical skills that enable learners to access, process, construct and express knowledge across cultures. These cross-curricular forms and abilities include argument, problem solving, analysis and synthesis.

**Content Analysis and Evaluation:** Learners will listen to, locate, choose, evaluate context, comprehend, paraphrase, summarize, analyze, synthesize and evaluate texts – oral, written and electronic.

**Development of Evidence:** Learners will use supporting evidence to create, develop, and present arguments and reasoning.

**Creative Expression:** Learners will create communications that reflect audience, cultural awareness of self and others, disciplinary awareness, and historical and political setting.

**Representation:** Learners will use standardized symbol systems (language, visuals and graphics, number, etc.) to interpret, evaluate, create and express knowledge.

**Nature and Practice of Logic:** Learners will articulate and make conscious the problem solving process, honoring both logic and intuitive leaps.

**Recognition of Pattern:** Learners will identify and make use of repeatable events in developing understanding and expression.

**Evaluate Quantifiable Events:** Learners will use and evaluate descriptive statistics, quantify data, use probability and other mathematical tools to assist in understanding and communication.

**Expression of Concepts:** Learners will understand and apply a variety of quantitative perspectives using abstraction and modeling.

**Evaluation of Effects:** Learners will understand the impact of different technologies on individuals and society.

**Willingness to Change:** Learners will demonstrate an open attitude to relevant

and significant technologies and their appropriate uses.

**Knowledge:** Demonstrate interdisciplinary knowledge of the experiences of American communities of color, women's diverse conditions and global systems.

**Perspective:** Recognize the cultural lens through which individuals see and experience the world.

**Application:** Interpret and apply basic concepts and theories on multicultural studies.

**Stratification:** Recognize and evaluate structures or power and inequality.

**Diversity:** Recognize and articulate complex differences between and among cultures.

Languages, literature, the arts and philosophy are the essential cultural expressions of being human. Underlying these subjects are central ideas such as aesthetics, ethics, symbolism and creativity that vary across times and cultures, core concepts, and perspectives used to analyze and understand creative expression. Through the Humanities, learners participate in others' subjective experience of reality and convey to others their own.

**Content Analysis:** Learners will gain knowledge of the core content of at least two Humanities disciplines and apply that knowledge through analysis, synthesis and evaluation.

**Personalization:** Learners will investigate the context and language of the human experience to examine and explore their everyday worlds and to expand their experience and understanding of other cultures and times.

**Creative Expression:** Learners will discover and use a creative process for self-expression to communicate an understanding and/or interpretation of human experience through visual, musical, dramatic, oral or written products.

To enhance social responsibility, learners in the Social Sciences expand their understanding of the nature and behavior of individuals as well as their interaction and organization in multiple cultural contexts.

**Individual and Societal Levels of Analysis:** Learners will analyze interrelationships between individual and sociohistorical forces.

**Diversity:** Learners will evaluate how social structures impact diversity, inequality and social change.

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

**Theory and Method:** Learners will demonstrate facility to move between frameworks, to use varieties of evidence, and to arrive at multiple conclusions.

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 consequences of human activity within it.

**Nature of Science:** Learners will comprehend and describe science as a process of generating knowledge that relies on testable hypotheses, verifiable data and evolving theories that explain natural phenomena.

**Practice of Science:** Learners will conduct scientific investigations, i.e. design and modify experiments, make accurate observations, and apply quantitative and qualitative strategies to interpret numerical and graphical data.

**Communication of Science:** Learners will read technical information with understanding and express technical information in written, verbal and graphical forms for a variety of audiences, both within and outside science.

**Application of Science:** Learners will know and apply fundamental concepts in the biological, chemical and physical sciences to make informed decisions and engage meaningfully in ethical issues that involve science and technology.



## ASSOCIATE IN APPLIED SCIENCE – Business and Information Technology

Candidates for this degree must complete a minimum of 108-114 credit hours in an approved Networking Technology, Web Technology or Software Programming Technology degree program. The course of study includes general education and related instruction programs. Any variance from the published degree requirements or requests for additional degrees in Applied Science programs must be approved by the appropriate Associate Dean (or designee).

The curricula for Business and Information Technology at Cascadia Community College were designed to include the best elements of current research into professional and technical education. Among these elements are:

### Core Curriculum

Approximately half of the courses that students in Business and Information Technology take are common core courses. This allows students considerable flexibility. Not only do they get a good, hands-on overview of information technology as a whole, but also they can easily change direction within the Business and Information Technology programs as they get more experience with the different programs.

### Skill Standards

The standards for information technology were developed by industry at the Northwest Center for Emerging Technologies. Skill Standards describe the knowledge, skills and abilities identified by industry as necessary to succeed in a particular job cluster. They might be viewed as a set of competencies that must be utilized together to accomplish a given task or activity. We have used these statements of industry needs, to build a curriculum that encompasses the necessary learning in all of the activities within the job cluster.

### Work-based Learning

While most colleges include internships or co-operative education courses in their professional and technical programs, we have included a higher than typical proportion of work-based learning because of its efficacy in reinforcing work-place as well as technical skills. In addition, classroom curriculum is project oriented and work-focused. The work-based experiences will assist students with practicing the work-place skills that are embedded in the skill standards as well as the more routine technical skills.

### Threads of Learning

In the Threads of Learning, we are articulating the elements of learning that we expect to find in every class. The Threads of Learning are:

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

### Articulation Between Certificates and Degree Programs

Our two quarter Certificate programs are designed to articulate to our three and four quarter Certificate programs and to our AAS programs to the extent possible. So for example, our two quarter Certificate "Technical Support Specialist Program" fully articulates to our four quarter "Network Specialist Certificate" that in turn articulates to our AAS degree in "Network Technology." Our two quarter Certificate "Computer Applications Specialist" program articulates to our "Web Specialist Certificate" that articulates to our AAS in Web Technology.

*What do Network Technicians do?*

Network technicians design, implement and maintain a network of hardware and software that provides a company with the communication it needs to function in today's world. Network technicians set-up and configure computers and servers, cable and connect users to the server and provide connectivity to other networks within and without the company. They maintain the system including providing good documentation; implement security measures and plan for future technology needs. In addition, they troubleshoot problems using a systematic process of analyzing, implementing and evaluating problem resolution.

**Examples of titles for Network Technology graduates:**

*Network Technician*  
*Network Administrator*  
*Network Specialist*  
*Network Manager*  
*Technical Support Specialist*  
*Information System Specialist*  
*Information Systems Support*

**NETWORK TECHNOLOGY REQUIREMENTS For AAS Degree****General Education Requirements****Credits**

ENG 101	College Composition	5
MATH 110	Integrated Math 3	5
BIT 150-159	Selected Instructional Modules	4
SOC 251	Organizational Behavior (Human Relations)	5

**Program Requirements**

BIT 100	Computer Basics 1	4
BIT 101	Computer Basics 2	4
BIT 102	Network Design Concepts (with Cisco 1)	6
BIT 105	Careers in Information Technology	2
BIT 112	Basics of Web Authoring	5
BIT 113	User Interface Development	5
BIT 115	Introduction To Programming	5
BIT 116	Scripting	5
BIT 120	Introduction to Business	5
BIT 126	Network Client Systems	5
BIT 225	Server Operating Systems and Client Integration	6
BIT 231	Cisco 2	3
BIT 232	Cisco 3	3
BIT 233	Cisco 4	3
BIT 240	Internet Protocol Services	5
BIT 242	Enterprise Administration	5
BIT 244	Internet Server Systems	5
BIT 250	Information Systems Security	5

Eight credits must be completed from the following:

## SUGGESTED SEQUENCE OF COURSES FOR NETWORK TECHNOLOGY

BIT 197/297	BIT Work-based Learning	
BIT 199/299	Service Learning in Information Technology	8
<b>Credits</b>	<b>108</b>	<b>Total</b>

Students are encouraged to take certification exams at appropriate times throughout the program. The above coursework can assist students in preparing for the A+, the MCSE and the CCNA exams.

Quarter One		Credits
BIT 100	Computer Basics I	4
BIT 115	Introduction to Programming	5
BIT 112	Basics of Web Authoring	5
ENG 101	College Composition	5
Quarter Total		19

Quarter Two		Credits
BIT 101	Computer Basics II	4
BIT 116	Scripting	5
BIT 113	User Interface Development	5
BIT 150-159	Selected Instructional Courses (Modular Applications)	2
BIT 105	Careers in Information Technology	2
Quarter Total		18

Quarter Three		Credits
BIT 102	Network Design Concepts with Cisco I	6
BIT 231	Cisco 2	3
BIT 126	Network Client Systems	5
BIT 150-159	Selected Instructional Courses (Modular Applications)	2
BIT 197	BIT Work-based Learning	2
Quarter Total		18

Quarter Four		Credits
BIT 225	Server Operating Systems and Client Integration	6
SOC 251	Organizational Behavior	5
BIT 297	BIT Work-based Learning	2
MATH 110	Integrated Math 3	5
Quarter Total		18

Quarter Five		Credits
BIT 240	Internet Protocol Services	5
BIT 242	Enterprise Administration	5
BIT 232	Cisco 3	3
BIT 233	Cisco 4	3
BIT 297	BIT Work-based Learning	2



**What do Software Programmers do?** Software programmers design, create, and test new software, either individually or in teams depending upon the size of the project. Project management is an important part of programming as is documentation. Many programmers focus on analyzing customer or project requirements. Others combine attention to detail, problem solving skills and logical thinking with development tools and programming languages to produce code. Other programmers concentrate on testing software to make sure it is both functional and usable. Programmers work in all kinds of companies including consulting and contracting companies, for small start-up companies and large businesses in every type of industry.

**Examples of titles for Software Programming graduates:**

*Programmer/Analyst*  
*Software Application Specialist*  
*Software Development Specialist*  
*Software Developer*  
*Software Engineer*  
*Programmer Applications Analyst*  
*Test Specialist*

**SOFTWARE PROGRAMMING REQUIREMENTS for AAS Degree**

**General Education Requirements**

**Credits**

ENG 101	College Composition	5
MATH 110	Integrated Math 3	5
BIT 150-159	Selected Instructional Modules	4
SOC. 251	Organizational Behavior (Human Relations)	5

**Program Requirements**

BIT 100	Computer Basics 1	4
BIT 101	Computer Basics 2	4
BIT 102	Network Design Concepts (with Cisco 1)	6
BIT 105	Careers in Information Tech	2
BIT 112	Basics of Web Authoring	5
BIT 113	User Interface Development	5
BIT 115	Introduction To Programming	5
BIT 116	Scripting	5
BIT 120	Introduction to Business	5
BIT 142	Basic Programming in C++	5
BIT 143	Programming Data Structures	5
BIT 255	Object Oriented Design	5
BIT 260	Desktop Applications	5
BIT 261	Distributed Applications	5
BIT 265	Structure and Algorithms	5
BIT 270	Software Engineering	6
BIT 275	Database Design	5
BIT 276	Database Integration	5

Eight credits must be completed from the following:

BIT 197/297	BIT Work-based Learning	
BIT 199/299	Service Learning BIT	8

		Total Credits	114	SUGGESTED	
<b>SEQUENCE OF COURSES FOR SOFTWARE PROGRAMMING TECHNOLOGY</b>					
			BIT 143	Programming -Data Structures (C++)	5
			Quarter Total 19		
<b>Quarter One</b>		<b>Credits</b>	<b>Quarter Four</b>		<b>Credits</b>
BIT 100	Computer Basics I	4	BIT 102	Network Design Concepts with Cisco I	6
BIT 115	Introduction to Programming	5	BIT 276	Database Integration	5
BIT 112	Basics of Web Authoring	5	BIT 197	Work-based Learning for Inform. Tech.	2
ENG 101	College Composition	5	BIT 143	Programming -Data Structures (C++)	5
		Quarter Total 19	Quarter Total 18		
<b>Quarter Two</b>			<b>Quarter Five</b>		
BIT 101	Computer Basics II	4	SOC 251	Organizational Behavior	5
BIT 116	Scripting	5	BIT 255	Object Oriented Design	5
BIT 113	User Interface Development	5	BIT 265	Structure and Algorithms	5
BIT 150-159	Selected Instructional Courses (Modular Applications)	2	BIT 297	Work-based Learning for Inform. Tech.	2
BIT105	Careers in Information Technology	2	BIT 260	Desktop Applications	5
		Quarter Total 18	Quarter Total 22		
<b>Quarter Three</b>			<b>Quarter Six</b>		
Math 110	College Algebra	5	BIT 120	Survey of Business	5
BIT 142	Basic Programming in C++	5	BIT 270	Software Engineering (Capstone)	6
BIT 270	Database Design	5	BIT 297	Work-based Learning for Inform. Tech.	2
BIT 150-159	Selected Instructional Courses (Modular Applications)	2	BIT 261	Distributed Applications	5
BIT 197	Work-based Learning for Inform. Tech.	2			
		Quarter Total 19			
<b>Quarter Four</b>					
BIT 102	Network Design Concepts with Cisco I	6			
BIT 276	Database Integration	5			
BIT 197	Work-based Learning for Inform. Tech.	2			



**What do Web Technicians do?**

Web technicians develop and maintain web sites, including the web server. They may use a web programming language or development software to create web pages. They work with content experts to insure that the web content meets the needs of the company. Many web sites, particularly commercial sites, utilize databases and other major applications to provide necessary content. Web technicians must understand both the applications and how they will affect the server. Internet technology is changing quickly. Bandwidth and user access capabilities greatly affect how content can be delivered. This fast moving career requires students who love continuous learning.

**Examples of titles for Web graduates:**

*Web Technician*  
*Web Designer*  
*Web Specialist*  
*Web Manager*  
*Webmaster*  
*Web Developer*

**WEB TECHNOLOGY REQUIREMENTS for AAS Degrees****General Education Requirements****Credits**

ENG 101	College Composition	5
MATH 110	Integrated Math 3	5
BIT 150-159	Selected Instructional Modules	4
SOC 251	Organizational Behavior (Human Relations5	

**Program Requirements**

BIT 100	Computer Basics 1	4
BIT 101	Computer Basics 2	4
BIT 102	Network Design Concepts (with Cisco 1)	6
BIT 105	Careers in Information Tech	2
BIT 112	Basics of Web Authoring	5
BIT 113	User Interface Development	5
BIT 115	Introduction To Programming	5
BIT 116	Scripting	5
BIT 120	Introduction to Business	5
BIT 142	Basic Programming in C++ <u>or</u> BIT 255 Object Oriented Design	5
BIT 175	Multimedia for the WWW	5
BIT 250	Information Systems Security	5
BIT 275	Database Design	5
BIT 276	Database Integration	5
BIT 280	Web Server 1 – Server Administration	5
BIT 281	Web Server 2: E-Business Solutions	5
BIT 285	Web Application Programming	5

Eight credits must be completed from the following:

BIT 197/297	BIT Work-based Learning	
BIT 199/299	Service Learning BIT	8

**Total Credits 108**

## SUGGESTED SEQUENCE OF COURSES WEB TECHNOLOGY

			Quarter Total 19
Quarter One		Credits	Quarter Four
BIT 100	Computer Basics I	4	Credits
BIT 115	Introduction to Programming	5	BIT 275 Database Design 5
BIT 112	Basics of Web Authoring	5	BIT 285 Web Application Programming 5
ENG 101	College Composition	5	BIT 280 Web Server 1 – Server Administration 5
	Quarter Total 19		BIT 197 BIT Work-based Learning 2
Quarter Two			Quarter Total 17
BIT 101	Computer Basics II	4	Quarter Five
BIT 116	Scripting	5	BIT 276 Database Integration 5
BIT 113	User Interface Development	5	BIT 120 Introduction to Business 5
BIT 150-159	Selected Instructional Courses (Modular Applications)	2	BIT 281 E Commerce Solutions 5
BIT105	Careers in Information Technology	2	BIT 297 BIT Work-based Learning 2
	Quarter Total 18		Quarter Total 17
Quarter Three			Quarter Six
MATH 110	Integrated Math 3	5	SOC 251 Organizational Behavior 5
BIT 142	Basic Programming in C++	5	BIT 250 Information Systems Security 5
BIT 175	Multi-Media for the WWW	5	BIT 102 Network Design Concepts with Cisco I 6
BIT 150-159	Selected Instructional Courses (Modular Applications)	2	BIT 297 BIT Work-based Learning 2
BIT 197	Work-based Learning for Inform. Tech.	2	Quarter Total 18



## Certificate Programs

### BUSINESS AND INFORMATION TECHNOLOGY CERTIFICATE PROGRAMS

A Certificate of Proficiency is awarded for the following programs to students who complete the requirements: Technical Support Specialist, Computer Applications Specialist, Network Specialist, Web Specialist, Software Testing Specialist, and Electronic Commerce Specialist.

Other programs may offer certificates, please check with faculty advisors.

Network Specialist graduates will be able to analyze customers' network requirements and constraints to design and implement appropriate systems. Program outcomes will include the ability to test, configure and maintain the system including providing good documentation; implement security measures and plan for future resource needs. In addition, they will be able to troubleshoot problems using a systematic process of analyzing, implementing and evaluating problem resolution.

Network Specialist students take the following classes:

General Education Requirements		Credits
ENG 100	College Reading/ Writing <u>or</u>	
ENG 101	College Composition	5
BIT 150-159	Selected Instructional Modules	5
MATH 150	Budget/Resource Planning <u>or</u>	
	Math 110 Integrated Math 3	3-5
SOC 251	Organizational Behavior <u>or</u>	
	Soc 171 Human Relations	2-5
Technical Class Requirements		Credits

BIT 100	Computer Basics 1	4
BIT 101	Computer Basics 2	4
BIT 102	Network Design Concepts (with Cisco 1)	6
BIT 105	Careers in Information Technology	2
BIT 112	Basics of Web Authoring <u>or</u>	
BIT 115	Introduction To Programming	5
BIT 126	Network Client Systems	5
BIT 225	Server Operating Systems and Client Integration	6
BIT 231	Cisco 2	3
BIT 232	Cisco 3	3
BIT 233	Cisco 4	3
BIT 240	Internet Protocol Services	5
BIT 242	Enterprise Administration	5
BIT 250	Information Systems Security	5
BIT 197/297	BIT Work-based Learning	2
<b>Total Credits</b>		<b>73-78</b>

Students are encouraged to take the A+ and N+ certification exams at appropriate times during the program. This certificate articulates to an AAS degree in Network Technology.



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

	Credits
BIT 100 Computer Basics 1	4
BIT 101 Computer Basics 2	4
BIT 102 Network Design Concepts (with Cisco 1)	6
BIT 105 Careers in Information Technology	2
BIT 150-159 Selected Instructional Modules	6
BIT 112 Basics of Web Authoring	5
BIT 126 Network Clients Systems	5
<b>Total Credits</b>	<b>32</b>

This program is designed to enable students get into the workforce quickly. The classes in the Technical Support Certificate also provide students a solid basis for continuing their education to get a Network Specialist Certificate or an AAS degree in Network Technology.

Web Specialists will be able to design and maintain Internet, Intranet and Extranet sites in a variety of business and organizational environments. Specific outcomes will include the ability to analyze business and organizational needs and apply sound business, design and usability principles using Web programming languages.

<b>General Education Requirements</b>		<b>Credits</b>
ENG 100	College Reading/ Writing <u>or</u>	
ENG 101	College Composition	5
BIT 150-159	Selected Instructional Modules	5
MATH 150	Budget/Resource Planning <u>or</u>	
MATH 110	Integrated Math 3	3-5
SOC 251	Organizational Behavior <u>or</u>	
SOC 171	Human Relations	2-5
<b>Technical Class Requirements</b>		
BIT 100	Computer Basics 1	4
BIT 101	Computer Basics 2	4
BIT 105	Careers in Information Technology	2
BIT 112	Basics of Web Authoring	5
BIT 113	User Interface Development	5
BIT 115	Introduction To Programming	5
BIT 116	Scripting	5
BIT 175	Multimedia for the WWW	5
BIT 275	Database Design	5
BIT 285	Web Application Programming	5
BIT 197/297	BIT Work-based Learning	2
<b>Total Credits</b>		<b>62-67</b>



This certificate program is designed to train students to assist small and medium sized businesses develop a commercial presence on the Internet. Students are expected to have a general knowledge of basic business principles prior to entering the program since courses will emphasize those aspects of business that are unique to electronic commerce. Graduates will understand the scope and limitations of e-commerce and be able to describe e-commerce and its unique laws; understand the implications of choices regarding system security and architecture; and understand the need for globalization and localization of business practices. Graduates will develop and implement Web advertising and marketing plans from both a strategic and implementation perspective. Students will also be able to problem solve the technical issues that are integral to developing or maintaining an e-commerce endeavor.

<b>General Education Requirements</b>		<b>Credits</b>
ENG 101	College Composition	5
BIT 150-159	Selected Instructional Modules	5
MATH 150	Budget/Resource Planning <u>or</u>	
MATH 110	Integrated Math 3	3-5
SOC 251	Organizational Behavior <u>or</u>	
SOC 171	Human Relations	2-5
<b>Technical Class Requirements</b>		
BIT 105	Careers in Information Technology	2
BIT 112	Basics of Web Authoring	5
BIT 113	User Interface Development	5
BIT 115	Introduction To Programming	5
BIT 116	Scripting	5
BIT 120	Introduction to Business	5
BIT 175	Multimedia for the WWW	5
BIT 180	Fundamentals E-Commerce	5
BIT 181	Managing E-Commerce Solutions	5
BIT 182	Building E-Commerce Solutions	5
BIT 275	Database Design	5
BIT 197/297	BIT Work-based Learning	2
<b>Total Credits</b>		<b>69-74</b>

Graduates will be able to follow prescribed software tests. Specific outcomes will include the ability to develop and implement test plans to uncover bugs in software programs; validate application function; document and effectively communicate test results; and understand the life cycles of software products.

<b>General Education Requirements</b>		<b>Credits</b>
ENG 100	College Reading/ Writing <u>or</u>	
ENG 101	College Composition	5
BIT 150-159	Selected Instructional Modules	5
MATH150	Budget/Resource Planning <u>or</u>	
MATH 110	Integrated Math 3	3-5
SOC 251	Organizational Behavior <u>or</u>	
SOC 171	Human Relations	2-5
<b>Technical Class Requirements</b>		
BIT 100	Computer Basics 1	4
BIT 101	Computer Basics 2	4
BIT 105	Careers in Information Technology	2
BIT 112	Basics of Web Authoring	5
BIT 113	User Interface Development	5
BIT 115	Introduction to Programming	5
BIT 116	Scripting	5
BIT 142	Basic Programming in C++	5
BIT 197	BIT Work-based Learning	2
BIT 166	Basics of Software Testing	5
BIT 266	Advanced Software Testing	4
<b>Total Credits</b>		<b>61-66</b>

Computer Application graduates will have thorough knowledge of many different software including database, desktop publishing, spreadsheet and word processing applications. Additional outcomes will involve the ability to find technical information and resources, problem identification and trouble shooting. Computer Applications Specialists take the following classes:

		Credits
ENG 100	College Reading/ Writing <u>or</u>	5
ENG 101	College Composition	
MATH 150	Budget/Resource Planning <u>or</u>	5
MATH 110	Integrated Math 3	
BIT 105	Careers in Information Technology	2
BIT 111	Office Applications in the Workplace	5
BIT 112	Basics of Web Authoring	5
BIT 120	Introduction to Business	
5		
BIT 122	Application Certification Preparation	
2		



## Transfer of Credits

Cascadia Community College endorses the Policy on InterCollege Transfer among Washington colleges and universities approved by the Higher Education Coordinating Board in February 1986. Copies of this document are available through all public postsecondary institutions in the state of Washington and in the enrollment services office at Cascadia.

Transfer students encountering difficulties are encouraged to contact the enrollment services office.

Students who plan to transfer from Cascadia Community College to a baccalaureate college or university are advised to study the following information:

Transferring students will be expected to meet the admission requirements of the baccalaureate institution at the time they transfer. Transferability of courses taken at Cascadia Community College is determined by the institution to which the student transfers. Most Cascadia courses are designed for transfer and do in fact transfer without problems. However, certain institutions may limit the number of credits earned in a Pass system (courses receiving grades listed as P/), or may have limits on certain classes.

In general, those course whose titles contain the words "technical" or "technology" are not transferable to all institutions, but they may transfer to some selected four-year schools. Students should work closely with student success facilitators and faculty advisors before attempting to transfer courses that are specialized components of a two-year professional/technical program.

Students may earn a total of more than 90 academic hours of credit at Cascadia Community College, but the total number of hours accepted for transfer is determined by the institution to which they transfer. Usually a minimum of 90 additional credits is required at the senior institution to earn a baccalaureate degree.

An institution to which an official transcript is sent may re-compute the grade point average of the student in accordance with its own requirements and policies.

A student should follow the procedures described below

to transfer satisfactorily to a baccalaureate institution.

1. Obtain a current catalog of the institution to which the student wishes to transfer and study its admission requirements and its suggested freshman and sophomore level courses in the major field of interest. Institutions differ in treatment of credits received.
2. Confer with a Cascadia Community College student success facilitator or faculty advisor about transfer needs. Many curriculum planning guides for transfer to baccalaureate institutions are supplied by the college.
3. Confer, by letter or personal interview, with an admissions officer at the baccalaureate institution for further information about curriculum and transfer regulations.
4. Check carefully a quarter or two before transfer to be sure that all requirements will be met and all regulations 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 course will not transfer to any four-year college:

1. Courses numbered below 100.
2. Certain courses numbered 100 or above, such as parent education, continuing education and English as a second language. (These are not normally transferable; consult with a student success facilitator for more information.)
3. Courses that are listed in the restricted transfer course list beyond the 15 credit limit.

# What courses are available?

Course Descriptions ..... 62-80



## Course Descriptions

### Communication for Life 1

**ABEC 010** 1-10 credits

This course introduces basic communication concepts. Exit goals are knowledge of the alphabet, making corrections when reading aloud, sight recognition of survival words, recognition of main ideas from read text or listening. Expressional goals are forming letters and numbers from memory, capitalization of "I", copying correctly, writing own name and address and simple sentences. Life applications include applying ideas from read material to life, completing simple forms, taking phone messages. Prerequisites: Placement by testing

### Communication for Life 2

**ABEC 020** 1-10 credits

This course builds basic communication concepts. Exit goals for information intake are reading/listening for a purpose, analyzing input for meaning and using new knowledge to build on and link to existing knowledge. Expressional goals are clarity in oral communication and writing for family needs, job and community roles. Prerequisites: Placement by testing.

### Communication for Life 3

**ABEC 030** 1-10 credits

This course builds intermediate communication concepts. Exit goals for information intake are reading/listening for a purpose, reading independently on a regular basis, distinguishing between fact and opinion, analyzing multi-paragraph input for meaning, and using new knowledge to assist in goal setting. Expressional goals are continued development of clarity and appropriate form in oral communication and writing for a variety of life situations. Use of technology will be incorporated. Prerequisites: Placement by testing.

### Communication for Life 4

**ABEC 040** 1-10 credits

This course builds high intermediate communication concepts. Exit goals for information intake are determining purpose in reading/listening, analyzing by reflection on underlying meaning, and integrating new knowledge with prior knowledge. Expressional goals center around refinement of the writing process with attention to detail and the ability to write longer, connected documents. Technology will be integrated into resource location and expressional goals. Prerequisites: Placement by testing.

### Communication for Life 5 (GED)

**ABEC 050** 1-10 credits

This course begins preparation for taking the GED examination. Exit goals for learners are determining purpose across disciplines in reading, analyzing for concrete and abstract meaning, vocabulary improvement, and reading under timed circumstances. Expressional goals center around production of the essay, and recognition of grammatical and construction errors. Prerequisites: Placement by testing, Completion of ABEC 040.

### Communication for Life 6 (GED)

**ABEC 060** 1-10 credits

This course prepares learners for taking their GED examination. Exit goals for information intake are reading for understanding across the disciplines in reading, analyzing for concrete and abstract meaning, vocabulary improvement, and reading under timed circumstances. Expressional goals center around production of the essay, and recognition of grammatical and construction errors. Study and test taking strategies are also developed. Prerequisites: Placement by testing, Completion of ABEC 050.

### High School Completion Math 1

**ABEHM 050** 1-10 credits

This course introduces basic mathematical concepts. Learners begin preparation for basic skills high school math completion. Upon exit, learners will be able to apply mathematical concepts and procedures to make estimates, solve problems using provided formulas, and use percents in word problems. Typical applications involve credit and finance situations and simple geometric formula problems. Use of calculators will be integrated into the course. Prerequisites: ABEM 040 or testing placement.

### High School Completion Math 2

**ABEHM 060** 1-10 credits

This course introduces basic mathematical concepts. Learners complete preparation for high school basic skills math equivalency. Upon exit, learners will be able to apply mathematical concepts and procedures to make estimates, solve problems using provided formulas, read bar and circle graphs, and use ratio and proportion in word problems. Use of calculators will be integrated into the course. Test taking and study strategies will also be practiced. Prerequisites: ABEM 060, or testing placement.

### Math for Life 1

**ABEM 010** 1-10 credits

This course introduces basic mathematical concepts. Upon exit, learners will be able to identify, count, order, add and subtract whole numbers. Learners will apply these skills to personal scheduling, working with number in pictures and symbols, identifying coinage, and comparison shopping. Prerequisites: Placement by testing or instructor recommendation.

### Math for Life 2

**ABEM 020** 1-10 credits

This course teaches basic mathematical concepts.

Upon exit, learners will be able to identify place value, use whole number operations in addition, subtraction, and multiplication. Learners will apply these skills to a wide variety of real-life situations. Prerequisites: ABEM 010 or testing placement.

### Math for Life 3

**ABEM 030** 1-10 credits

This course introduces basic mathematical concepts. Upon exit, learners will be able to do whole number division. Learners will be able to apply these skills to activities like figuring out unit price and cost, hourly wages, and portion scaling. Prerequisites: ABEM 020 or testing placement.

### Math for Life 4

**ABEM 040** 1-10 credits

This course introduces basic mathematical concepts. Upon exit, learners will be able to use fractions and decimals. Life applications span a wide variety of situations involving American and metric measure, money, and portioning. Learners will express answers as estimations as well as exact numbers. Prerequisites: ABEM 030 or testing placement.

### Math for Life 5 (GED)

**ABEM 050** 1-10 credits

This course introduces basic mathematical concepts. Learners begin preparation for GED testing. Upon exit, learners will be able to apply mathematical concepts and procedures to make estimates, solve problems using provided formulas, and use percents in word problems. Typical applications involve credit and finance situations and simple geometric formula problems. Use of calculators will be integrated into the course. Prerequisites: ABEM 040 or testing placement.

### Math for Life 6 (GED)

**ABEM 060** 1-10 credits

This course introduces basic mathematical concepts. Learners complete preparation for GED testing. Upon exit, learners will be able to apply mathematical concepts and procedures to make estimates, solve problems using provided formulas, read bar and circle graphs, and use ratio and proportion in word problems. Use of calculators will be integrated into course. Test taking and study strategies will also be practiced. Prerequisites: ABEHM 050, or testing placement

### Financial Accounting I

**ACCTG 210** 5 credits

This course is an introduction to business accounting for the corporation. Learners will develop expertise in analyzing, classifying, measuring, recording and interpreting financial statements. Emphasis is placed on the analysis of corporate assets. Technology use will be integrated into the content of the course. See syllabus for calculator/computing requirements. Prerequisites: Placement Eligible for enrollment in MATH 120, or co-enrollment in MATH 112. Computer familiarity is required; prior experience with Excel is helpful but not required. A wide variety of collegiate-level texts are used. See syllabus for computing/technology requirements.

### Financial Accounting 2

**ACCTG 220** 5 credits

This course is a continuation of ACCTG 210. Learners will develop expertise in analyzing, classifying, measuring, recording and interpreting corporate business financial practices and gain an understanding of financial statements. Technology use will be integrated into the content of the course. See syllabus for calculator/computing requirements. Prerequisites: Completion of ACCTG 210 with a 2.0 or better. See syllabus for computing/technology requirements.

### Managerial Accounting

**ACCTG 230** 5 credits

This course builds upon the foundation established in ACCTG 210 and ACCTG 220, Financial Accounting, and lays the groundwork necessary for effective decision-making in a corporate business setting. Learners will develop expertise in analyzing, and interpreting a variety of financial information to evaluate various business practices and subdivisions. Technology use will be integrated into the content of the course. See syllabus for calculator/computing requirements. Prerequisites: Completion of ACCTG 220 with a 2.0 or better. See syllabus for computing/technology requirements.

### American Sign Language

**ASL 101** 5 credits

Students begin to communicate with others using American Sign Language. They learn basic vocabulary and sentence structure as well as behavioral aspects of communicating with the deaf, such as attention-getting devices and turn-taking. To develop their ability to understand and to express themselves in ASL, students converse in ASL during every class period. Prerequisites: Placement in ENG 100.

### American Sign Language

**ASL 102** 5 credits

Students further develop their ability to communicate with others using American Sign Language. They will add to their knowledge of ASL culture, signs and gram-

matical structures. The course is conducted in ASL. Prerequisites: Placement in ENG 100.

### American Sign Language

**ASL 103** 5 credits

Students further develop their ability to communicate with others using American Sign Language. They will add to their knowledge of ASL culture, signs and grammatical structures. The course is conducted in ASL. Prerequisites: Placement in ENG 100.

### Physical Anthropology

**ANTH 201** 5 credits

Students in this course will evaluate the origins of humankind, consider biological diversity, and assess evolution. Students will learn to critically evaluate claims about humankind, conduct anthropological research and fieldwork, recognize human variation, and develop critical thinking skills through the application of essential anthropological approaches, theories and methods. Prerequisite: Placement into English 100 recommended.

### Cultural Anthropology

**ANTH 202** 5 credits

Students in this course will examine human culture, explore behavior and beliefs, and evaluate the inter-relationships between geography, environment, and cultural forms. Students will also develop critical thinking skills through the application of essential anthropological approaches, theories and methods. Prerequisite: Placement into English 100 recommended.

### The Experience of Art

**ART 130** 5 credits

In this course, students examine their own emotional experience of art and think critically about the role and effects of art in everyday life. They look at painting, sculpture, functional art, architecture, photography, and printmaking from around the world to see differences between cultures and grasp the relationship between art and culture. Students learn about design, shape, light, color, texture, rhythm, motion and other concepts of art study. Prerequisites: Placement in ENG 100.

### Survey of Astronomy

**ASTR 101** 5 credits

In this course, students will study our nearest neigh-

bors in space - the Sun, Moon, planets and other bodies in the Solar System. Students will be able to explain how past astronomers investigated the universe and the theories they developed to explain their observations. Recent discoveries and observational techniques will be discussed, and students will apply astronomical concepts in laboratory exercises and simulations. Prerequisites: MATH 090

### Survey of Biology

**BIOL 110** 5 credits

Students will be able to recognize the process of scientific inquiry, specifically as it applies to the study of life. They will understand the process of evolution and its importance to all aspects of biology. Students will examine the processes common to all living things and integrate this knowledge into an understanding of ecological relationships.

### Survey of the Kingdoms

**BIOL 120** 5 credits

Students will gain an understanding of the vast diversity of living things and their adaptations to their environment from an evolutionary perspective. They will examine the ecological relationships among all life on the planet.

### General Cell Biology

**BIOL 201** 5 credits

This course enables students to learn and practice the scientific method as they develop an appreciation of the process of life. They will examine chemical and cellular concepts common to all living things as they pertain to life's maintenance, perpetuation and evolution. Prerequisites: CHEM 120 or CHEM 142 or concurrent enrollment

### General Zoology

**BIOL 202** 5 credits

Students will examine the major taxa of animals relative to their structure and function. They will be able to recognize the phylogenetic relationships among animals as well as the ecological relationships within the kingdom. Prerequisites: BIOL 201

### General Botany

**BIOL 203** 5 credits

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. Prerequisites: BIOL 201

### Computer Basics I

**BIT 100** 4 credits

A summary of basic PC hardware design, components

and concepts. Students will have considerable lab time during which they will assemble/disassemble computers, and install and configure various types of components. The basics of currently relevant operating systems will be examined. The relationships among hardware, operating systems and applications software will also be explored. Prerequisite: None.

## Computer Basics 2

### *BIT 101* 4 credits

A continuation of Computer Basics 1. Hardware components will be examined in depth. The focus will be current hardware components, design, configuration and their relevance to systems and networks. Currently relevant operating systems will be examined in depth. Installation, configuration and troubleshooting will be explored at the system technician level. Peer LAN capabilities will be introduced. Prerequisite: Placement by testing or completion of BIT 100 with a grade of 2.0 or evidence of work at or above that level.

## Network Design Concepts (With Cisco I)

### *BIT 102* 6 credits

An introduction to networking for information technology majors. Students will study the OSI model and the functions of the various layers. They will learn to identify the components of local area networks (LANs), and wide area networks (WANs) and to determine the type of network design most appropriate for a given site, as well as the different media used in network communications. Students will also learn how to connect servers and workstations in a network. Prerequisite: Placement by testing or completion of BIT 101 with a grade of 2.0 or evidence of work at or above that level.

## Careers in Information Technology

### *BIT 105* 2 credits

This course is an exploration of career possibilities in a field where opportunities are growing faster than the workforce. The course will tour the vast "computer" field through lectures by faculty and staff, as well as industry experts, job recruiters and recent graduates. Site visits will include both large and small IT operations, ISP's and software development firms. Students will update their interactive portfolio to include a preliminary analysis of their career objectives with a timetable and the steps they must undertake to achieve those objectives. Prerequisite: None

## Survey of Computers & Application

### *BIT 108* 5 credits

This survey class introduces students to personal computers and applications. The course will include basic theory, the relationships and dependencies between hardware, software, and operating systems, how to work in a windows environment, and basic word processing, spreadsheet and database operations. Prerequisite: Keyboarding

## Office Applications in the Workplace

### *BIT 111* 5 credits

This course provides an overview of the knowledge that is necessary to provide administrative support in a business office. Topics will include written, verbal and on-line communications, workplace expectations, organization of time and materials, and how to function in a high performance team. Prerequisites: Placement by testing or completion of ANY COMBINATION OF BIT 150-159 with a grade of 2.0 or evidence of work at or above that level.

## Basics of Web Authoring

### *BIT 112* 5 credits

Development of web pages. Students will learn the basics of Web Authoring and Internet publishing including HTML, image manipulation, page layout, file transfer, and Internet protocols. Students will create HTML pages by hand and post files on a working web server. Special emphasis will be placed on managing projects and working with clients. This course is required for students in Information Technology but is also useful for students who are developing electronic portfolios. Prerequisite: This course is designed to be taken concurrently with English 101. Placement in ENG 100 and above or permission of instructor.

## User Interface Development

### *BIT 113* 5 credits

Developing successful interfaces. Students will explore the design and implementation of effective user interfaces for web pages and computer applications. Advanced HTML and web authoring topics will be covered as students gain first-hand experience in creating computer graphics for a variety of interactive user interfaces. Emphasis will be placed on usability, aesthetics and incorporating client feedback into the revision process. Prerequisite: Placement by testing or completion of BIT 112 with a grade of 2.00 or evidence of work at or above that level.

## Introduction to Programming

### *BIT 115* 5 credits

This is an introductory course in the fundamentals of computer programming. Topics will include variable typing and assignment, basic control structures loops, branches, functions, subprograms and arrays. This course will emphasize problem solving. Students will also explore how culture affects program users. Prerequisite: Placement by testing or completion of MATH 099 with a grade of 2.0 or evidence of work at or above that level.

## Scripting

### *BIT 116* 5 credits

This course introduces students to using JavaScript to help develop web pages. The course will cover loops, conditionals, arrays, and functions. Students will be introduced to the JavaScript object model, user-defined objects, event handlers, forms, and cascading style sheets. The course will emphasize the use of programming techniques in web pages. Prerequisite: Placement by testing or completion of BIT 112 and BIT 115 with a grade of 2.0 or evidence of work at or above that level.

## Introduction to Business

### *BIT 120* 5 credits

This course will introduce fundamental concepts and functions of business. Students will explore various positions and roles within an enterprise, articulate the interconnected nature of businesses, and recognize the way the Internet has changed the nature of commerce. The course is meant to be an overview that provides a framework for additional courses in business or to provide workplace context. It can be taught as a 5 credit class or as a 4 credit class that is combined with one credit modules that emphasize business within particular industries. Prerequisite: Placement in English 101.

## Application Certification Preparation

### *BIT 122* 2 credits

This course is intended to assist students to pass certification exams in computer office applications. Students will be expected to have advanced knowledge of a particular application prior to entering this class since the class is intended only to address any skill gaps and to give students practice taking the relevant certification test. Prerequisite: Placement by testing or completion of appropriate advanced modules in ANY COMBINATION OF BIT 150-159 with a grade of 2.0 or evidence of work at or above that level.

## Network Client Systems

### *BIT 126* 5 credits

Exploration of major network client systems. Operating systems such as MS-windows, Apple and UNIX will be explored in relation to networked systems. Each of these operating systems will be networked in a peer environment. Students will develop the ability to implement, administer, and troubleshoot information systems that utilize diverse equipment. Prerequisites: Placement by testing or completion of BIT 101 with a grade of 2.0 or evidence of work at or above that level and Co-enrollment in BIT 102.



**Basic Programming in C++****BIT 142**      **5 credits**

A first course in computer science using C++. This course covers variable types, control structures, functions, modular programming, pointers, arrays, structures and an introduction to recursion. The course will introduce basic sorting and searching algorithms. The emphasis of this course will be program design, algorithmics (variables, expressions, statements), and abstraction (data types, functions). Prerequisite: Placement by testing or completion of MATH 110 and BIT 116 with a grade of 2.0 or evidence of work at or above that level.

**Programming-Data Structures****BIT 143**      **5 credits**

Using C++, this course extends the fundamentals covered in Basic Programming in C++. The course will cover program specification and design, abstract data types and classes. Topics will include dynamic arrays, stacks, queues, linked lists, binary trees and recursion. Prerequisite: Placement by testing or completion of BIT 142 with a grade of 2.0 or evidence of work at or above that level.

**Introduction to Keyboarding****BIT 150**      **1 credit**

This one-credit course will prepare students to use computer applications in the classroom and in workplace activities by developing speed and accuracy through touch keyboarding. Students will also develop familiarity with the keyboard's ten-key system and other common keyboard and mouse functions.

**Introduction to Computer Hardware****BIT 151**      **1 credit**

This one-credit course will prepare students to use computer applications in the classroom and in workplace activities by introducing them to how computers work and relationships and dependencies between hardware, software, and operating systems. This is an excellent course for students who are not Business and Information Technology majors but who realize the importance of computers in today's world. Prerequisites: BIT 150 or evidence of work at or above that level.

**Windows Basic****BIT 152**      **1 credit**

This one-credit course will prepare students to use computer applications in the classroom and in workplace activities by introducing them to the Windows operating system that is the most common operating system in both the home and business environment. Effective use of Windows assists students in using all Windows-based applications. Prerequisites: BIT 150 or evidence of work at or above that level.

**Using the Internet****BIT 153**      **1 credit**

This one-credit course will prepare students to use the Internet as a tool for communication and as an infor-

mation resource. Students will learn how to effectively use and organize e-mail, how to research topics using the web and how to create simple web sites using editor software. Prerequisites: BIT 150 or evidence of work at or above that level.

**Beginning Word Processing****BIT 154**      **1 credit**

This one-credit course will prepare students to word process documents for the classroom and in the workplace. Students will learn how to effectively create, format and edit documents using toolbars, menus and commands. Prerequisites: BIT 150 or evidence of work at or above that level.

**Advanced Word Processing****BIT 155**      **1 credit**

This one-credit course will prepare students to utilize advanced word process tools to be more efficient and to increase the functionality of their documents. Students will learn how to incorporate macros and clip art into documents and to use management tools to create long documents. Prerequisites: BIT 154; BIT 150 or evidence of work at or above that level.

**Beginning Spreadsheet****BIT 156**      **1 credit**

This one-credit course will prepare students to use a spreadsheet application in the classroom and in workplace activities. Students will create and format worksheets and workbooks utilizing toolbars, menus and commands. Prerequisites: BIT 150 or evidence of work at or above that level.

**Advanced Spreadsheet****BIT 157**      **1 credit**

This one-credit course will prepare students to use the advanced functions of a spreadsheet application in the classroom and in workplace activities. The course includes the use of tools such as formulas, logical functions, data functions and charting to enhance the preparation and presentation of information. Prerequisites: BIT 157; BIT 150 or evidence of work at or above that level.

**Beginning Database****BIT 158**      **1 credit**

This one-credit course will prepare students to use a database application in the classroom and in workplace activities. Students will learn about the extensive uses of databases in the workplace. Using a wizard, they will learn to create and modify a database including tables, forms and reports. Prerequisites: BIT 150 or evidence of work at or above that level.

**Advanced Database****BIT 159**      **1 credit**

This one-credit course will prepare students to create and use a database application in workplace activities. Students will learn to develop macros, create menus and manage complex data. Prerequisites: BIT 158; BIT 150 or evidence of work at or above that level.

**Basics of Software Testing****BIT 166**      **5 credits**

An introduction to the principles and methods of modern software testing. Topics covered will include functionality testing, performance testing, stress testing, user interface testing, API testing, white box vs. black box testing, client vs. server testing, advantages and limitations of manual and automated testing, regression testing, verifying and logging bug reports, writing test plan specifications, test case combinatorics, and competitive analysis. Prerequisites: BIT 116; BIT 142 or co-enrollment.

**Multimedia for the WWW****BIT 175**      **5 credits**

Developing web-based multimedia. Students will explore the use of high-bandwidth data types such as digital video, animation, and audio on the Internet. Students will gain hands on experience in advanced web-based multimedia (e.g. streaming media web sites). An emphasis will be placed on working in teams and in creating effective media within any given technological limitations. Prerequisite: Placement by testing or completion of BIT 113 with a grade of 2.00 or evidence of work at or above that level.

**Fundamentals of E-Commerce****BIT 180**      **5 credits**

This course covers the fundamental concepts of E-Commerce including business, marketing, and Internet technology. Students study actual case histories of E-Commerce companies, examining their successes, failures, growth, and underlying technologies. An emphasis will be placed on understanding the key components of E-Commerce and how they may be combined to form a successful solution. Prerequisite: Instructor permission.

**Managing E-Commerce Solutions****BIT 181**      **5 credits**

Students will learn the practical ins and outs of managing an E-Commerce solution as they work on the maintenance and modification of an established web site. Students will be provided with a simple E-Commerce web server and will be asked to manage and expand the site, over the course of a quarter, in response to the needs of an outside client. Topics of study will include project planning, business management, E-Commerce technology, client relations and team-work. Prerequisite: Placement by testing or completion of BIT 180 with a grade of 2.00 or evidence of work at or above that level.

**Building E-Commerce Solutions****BIT 182**      **5 credits**

Students will cooperate with outside technology-related classes in the ground-up design and implementation of an E-Commerce web solution. A series of role playing exercises will provide the background for a

quarter-long project that simulates the progression of an actual E-Commerce site. From initial concept to fully functional presence, the students will work on coordinating the efforts of all involved. An emphasis will be placed on the design and planning of the site and on working with technical contacts on creating effective solutions. Prerequisite: Placement by testing or completion of BIT 181 with a grade of 2.0 or evidence of work at or above that level.

### BIT Work-Based Learning

#### BIT 197 1-5 credits

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

### Special Topics in BIT

#### BIT 198 1-5 credits

The course will permit an individual student or a class of students to investigate current and relevant topics in Business and Information Technology. The content, format and delivery will vary depending upon the topics and the quarter. Prerequisite: To be determined by the instructor.

### Service Learning in BIT

#### BIT 199 1-5 credits

Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students will 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: To be determined by the instructor.

### Server Operating Systems and Client Integration

#### BIT 225 6 credits

Network implementation, administration, and troubleshooting. Currently relevant information system server software and hardware will be introduced in simple computing environments, such as a homogeneous LAN with one or more servers in a single location, including configuring file-sharing and print-sharing capabilities. Topics will include resource management. Prerequisite: Placement by testing or completion of BIT 102 with a grade of 2.0 or evidence of work at or above that level.

### Cisco 2

#### BIT 231 3 credits

This course is an introduction to WAN. Students will study the elements of routers and routing concepts. They will practice router configuration and software based router management. Both "user" and "privileged" mode operations will be explored. Students will learn to troubleshoot routing problems resulting from topology changes and network growth. They will also learn to install and configure routing protocols.

This course is the starting point for a case study that is treaded through the balance of the Cisco curriculum. Prerequisite: Placement by testing or completion of BIT 102 with a grade of 2.0 or evidence of work at or above that level.

### Cisco 3

#### BIT 232 3 credits

This course introduces the routing of major protocols other than TCP/IP. Monitoring of protocol operations on a router will be examined. Alternative methods for LAN segmentation bridges, routers and switches will be analyzed and examined in depth. The benefits of various LAN segmentation approaches will be reviewed in the context of WAN design. Prerequisite: Placement by testing or completion of BIT 231 with a grade of 2.0 or evidence of work at or above that level.

### Cisco 4

#### BIT 233 3 credits

Students will examine and review the major WAN service choices: LAPB, Frame relay, ISDN, PPP and others. Frame relay, PPP and ISDN networking will be presented in detail. This course completes the threaded case study presented in the last three quarters of the Cisco curriculum. It will conclude with a comprehensive practical examination during which the students must draw on knowledge gained in the previous courses to establish and troubleshoot the equivalent of a world wide WAN operation. Placement by testing or completion of BIT 232 with a grade of 2.0 or evidence of work at or above that level.

### Internet Protocol Services

#### BIT 240 5 credits

This course provides a review of TCP/IP. It will examine the more popular and common TCP/IP applications and services and will provide a framework for IP based solutions. Students will demonstrate an understanding of the entire architecture of IP and study aspects of the protocol including its components, configuration, applications and troubleshooting. Prerequisites: Placement by testing or completion of BIT 225 and BIT 231 with a grade of 2.0 or evidence of work at or above that level BIT 225; BIT 231.

### Enterprise Administration

#### BIT 242 5 credits

Networking in an enterprise environment. Implementation, administration, and troubleshooting of currently relevant information system server software and hardware will be explored in an enterprise computing environment, such as a typical enterprise WAN with many servers in widely dispersed geographic locations, running a variety of dissimilar sophisticated server applications. Prerequisite: Placement by testing or completion of BIT 225 with a grade of 2.0 or evidence of work at or above that level.

### Internet Server Systems

#### BIT 244 5 credits

Networking in an Internet environment. Students will examine the implementation, administration, and troubleshooting of internet server software and hardware on popular platforms focusing on the needs of customers, executives, content builders, security analysts, and administrators. Prerequisite: Placement by testing or completion of BIT 242 with a grade of 2.0 or evidence of work at or above that level.

### Information Systems Security

#### BIT 250 5 credits

This course is designed to provide a foundation in applied Information Systems Security for students who will be acting in a system or network administration capacity or as Information Systems security administrators. The course will also add value to system software developers by providing a security consciousness that can be incorporated into the application development process to provide for more secure and stable applications. Prerequisite: Placement by testing or completion of BIT 102 with a grade of 2.0 or evidence of work at or above that level.

### Object Oriented Design

#### BIT 255 4 credits

This course teaches students about object oriented design and analysis. Topics will include encapsulation, inheritance, polymorphism, threads, exceptions, and applets. Prerequisites: Placement by testing or completion of BIT 143 with a grade of 2.0 or evidence of work at or above that level.

### Desktop Applications

#### BIT 260 5 credits

Students learn how to write applications for Windows using Visual Basic. Students will learn how to design applications, to access data from databases, to create and use COM components and ActiveX controls and documents. Prerequisite: Placement by testing or completion of BIT 276 and 142 with a grade of 2.0 or evidence of work at or above that level.

### Distributed Applications

#### BIT 261 5 credits

This course covers the fundamentals of client-server programming using a language such as Java or Visual Basic for the front end and C++ or the equivalent for the backend. Students will create COM and DLL components and ActiveX controls. Students will use transactions, disconnected record sets, and stored procedures to access and modify data in databases. Students will be exposed to Microsoft Transaction Server. In addition, they will learn the basics of implementing security in distributed applications. Prerequisites: Placement by testing or completion of BIT 260 with a grade of 2.0 or evidence of work at or above that level.

### Structures and Algorithms

#### BIT 265 4 credits

This course teaches the students about the design and analysis of algorithms. Students will learn about big O notation, trees, tables, graphs, hashing, and methods of sorting and searching. Prerequisites: Placement by

testing or completion of BIT 143 and MATH 110 with a grade of 2.0 or evidence of work at or above that level.

### Advanced Software Testing

**BIT 266** 1-7 credits

This is a modular course consisting of seven one-credit units that are intended to enhance the skills of software testers who have work experience. Any number of modules can be taken in any order. Students in the Software Testing program must take five modules to complete their certificate. Modules include: (A) Software Test Automation and Tools, (B) User Interface Testing, (C) Performance Testing, (D) Stress and Stability Testing, (E) Client-Server Testing, (F) Application Programming Interface Testing, and (G) Testing in an Object Oriented Environment. Prerequisites: Placement by testing, work experience in software testing or completion of BIT 166 with a grade of 2.0 or evidence of work at or above that level.

### Software Engineering

**BIT 270** 6 credits

This is a capstone class that will test students skills in context. Students will be expected to apply the full life-cycle of a program. Working in groups, students will determine system specifications and perform requirement analysis for a large program. They will then code, debug, test, and deploy that program. Prerequisites: Placement by testing or completion of BIT 255; BIT 265; and BIT 261 with a grade of 2.0 or evidence of work at or above that level. (Can be taken concurrently).

### Database Design

**BIT 275** 5 credits

Students will learn the basics of the planning and design of relational databases and the use of the Structured Query Language (SQL). Students will gain hands-on experience in implementing database solutions based on criteria obtained during client-programmer role-playing exercises. Topics of study will include information design, data tables and the forming of complex queries as well as implementation planning. Prerequisite: BIT 159

### Database Integration

**BIT 276** 5 credits

Advanced topics of database design and web authoring will be covered as students learn to integrate relational databases with the World Wide Web. Practical experience will be gained as students work with outside sources to create effective E Commerce web sites. An emphasis will be placed on working in teams and on safeguarding database information from unauthorized access. Prerequisite: Placement by testing or comple-

tion of BIT 275 with a grade of 2.0 or evidence of work at or above that level.

### Web Server 1 - Server

#### Administration

**BIT 280** 5 credits

Students will learn the set-up and administration of World Wide Web Servers. Practical experience will be gained in building web servers, setting-up Internet connections, and managing user accounts. Students in this course will manage web servers that are actively used by student clients in other courses and will be graded, in part, on providing good customer service to these individuals. Prerequisite: Placement by testing or completion of BIT 175 with a grade of 2.0 or evidence of work at or above that level.

### Web Server 2

#### E-Business Solutions

**BIT 281** 5 credits

Students will gain practical experience in designing and managing E Business web servers as they work in teams to create database-driven web sites. Topics of study will include advanced database design, SQL, stored procedures, server-side scripting, and server security. Special attention will also be paid to managing commercial transaction in a secure manner. Students will work in teams and with outside sources to implement their final E-Business solutions. Prerequisite: BIT 280.

### Web Application Programming

**BIT 285** 5 credits

Students learn to create applications that augment the functionality of web-serving environments. Topics of object-oriented program design and code reusability are examined. Practical, hands-on experience is gained as the students work with other web master classes to create useful scripts such as Java and ASP. Prerequisite: Placement by testing or completion of BIT 142 or BIT 255; and BIT 175 with a grade of 2.0 or evidence of work at or above that level.

### BIT Work-Based Learning

**BIT 297** 1-5 credits

The student will identify a paid internship or related employment opportunity that matches both the outcomes of his program and the student's interests. This course will normally taken in the final year of a program and should give the student experience that will assist him to find appropriate employment. Together with an instructor, the student will complete a written contract that specifies the learning outcomes as well as

defines the duration of the course and the credits to be granted upon successful completion. Prerequisite: To be determined by the instructor.

### Special Topics in BIT

**BIT 298** 1-5 credits

This course will permit an individual student or a class of students to investigate current and relevant topics in Business and Information Technology. The content, format and delivery will vary depending upon the topics and the quarter. Prerequisite: To be determined by the instructor.

### Service Learning in BIT

**BIT 299** 1-5 credits

Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students will 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: To be determined by the instructor.

### Introduction to General Chemistry

**CHEM 120** 5 credits

From consumer products to space age technologies, chemistry affects our daily lives. In this course, students will learn the structure of matter and how it behaves under various conditions in order to better understand the chemical world. Designed for students with little or no chemistry background, this course can stand alone or be followed by CHEM 142 or CHEM 220. Laboratory activities extend lecture concepts and introduce the student to the experimental process. Prerequisites: MATH 090 or concurrent enrollment

### General Chemistry I

**CHEM 142** 5 credits

This is the first course in a three-quarter sequence designed for science and engineering majors. Students will explore the structure and behavior of matter, describe chemical and physical properties and processes, examine gas law relationships and study historical approaches in chemistry to understand the scientific method. Laboratory activities extend lecture concepts and emphasize standard procedures and safety considerations. Prerequisites: MATH 110 or concurrent enrollment; HS chemistry, CHEM 120 or instructor permission

### General Chemistry II

**CHEM 152** 5 credits

This is the second course in a three-quarter sequence designed for science and engineering majors. Students apply concepts of atomic structure to understand and explain chemical bonding, shapes of molecules and intermolecular forces' effect on chemical properties. Students will compare and contrast behavior of gases and liquids, especially solutions, and refine their understanding of the periodic table. Labora-

tory activities extend lecture concepts and emphasize correct methods, measurement accuracy and safety. Prerequisites: CHEM 142

### General Chemistry III

**CHEM 162** 6 credits

This is the third course in a three-quarter sequence designed for science and engineering majors. Students learn and use the concepts of equilibrium, kinetics and thermodynamics to explain the extent, rate and direction of chemical reactions. Students will also explore a reaction's ability to do work in an electrochemical cell. Fundamental concepts in organic chemistry are introduced. Laboratory activities extend lecture concepts and emphasize experimental design, analysis and communication of results, and safety. Prerequisites: CHEM 152

### Introduction to Organic and Biochemistry

**CHEM 220** 5 credits

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, and proteins. Laboratory activities extend lecture concepts and introduce the student to analysis and separation techniques. Prerequisites: CHEM 120 or recent high school chemistry; MATH 090

### Organic Chemistry I

**CHEM 237** 4 credits

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. Concurrent enrollment in the lab component is required. Prerequisites: CHEM 162; concurrent enrollment in CHEM 241

### Organic Chemistry II

**CHEM 238** 4 credits

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. Prerequisites: CHEM 237; concurrent enrollment in CHEM 242

### Organic Chemistry III

**CHEM 239** 3 credits

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. Prerequisites: CHEM 238

### Organic Chemistry Lab

**CHEM 241** 3 credits

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 237. Prerequisites: concurrent enrollment in CHEM 237

### Organic Chemistry Lab

**CHEM 242** 3 credits

This course is a continuation of CHEM 241 in which students perform advanced organic reactions and identify unknown compounds. Laboratory activities illustrate lecture concepts and must be taken concurrently with CHEM 238. Prerequisites: CHEM 237 and CHEM 241; concurrent enrollment in CHEM 238

### The American Cinema

**CINEM 201** 5 credits

Students learn about American cinema by watching and analyzing films. Students use knowledge of production from historical, commercial, scientific, cultural and artistic perspectives to interpret and analyze movies. Students will write informal and formal papers about their experiences and analyses of films viewed in and outside the class. Prerequisites: Placement in ENG 101 or concurrent enrollment in ENG 090.

### Study Strategies

**COLL 100** 5 credits

Success in college is the theme and content of this course. This is a focused course that introduces learners to the study skills, attitudes and coping strategies that lead to success in college. This course can be taken independently, or as part of a linked community. Prerequisites: Eligible for placement in ENGL 90; Basic word processing skills are assumed; other technical content will be taught. Students who do not keyboard are advised to co-enroll in any combination of BIT 150-159, Word Processing. Students who have taken COLL 110 cannot gain credit for this course and should see an advisor.

### College Strategies

**COLL 101** 3 credits

Success in college is the theme and content of this

course. This course connects learners to Cascadia and sets them up for academic success in college! New freshman or returning adults participation will sharpen their study skills, enhance their active learning strategies, and engage them in the variety of resources they will need at Cascadia. This course can be taken independently, or as part of a linked community with other typical first quarter courses. Prerequisites: Placement in ENG 100; Basic word processing skills are assumed; other technical content will be taught. Students who do not keyboard are advised to co-enroll in any combination of BIT 150-159, Word Processing. Students who have taken COLL 110 cannot gain credit for this course and should see an advisor.

### Study at Cascadia

**COLL 103** 2 credits

Building skills to succeed at Cascadia is the theme and content of this course. This course connects learners to the resources they need for academic and career decision making, and the skills necessary for college success to enable them to reach their goals. Participation will sharpen your study skills, enhance your active learning strategies, and engage you in the variety of resources they will need at Cascadia. Prerequisites: Placement in ENG 101 or concurrent enrollment in ENG 100. Students who have taken COLL 101 cannot gain credit for this course. When taken with COLL 110 or BIT 112, the combination of courses will fulfill the foundations requirement for college strategies.

### Resource Access

**COLL 105** 1 credit

Effective use of library and research resources is the content of this course. Learners will develop efficient search strategies and use the library catalog, databases, and other campus resources to locate, search and cite materials to support coursework in other classes or personal interest. Prerequisites: Eligible for placement in ENGL 90; Basic word processing skills are assumed; other technical content will be taught.

### e-Portfolio

**COLL 110** 1 credit

Students at Cascadia are responsible for developing a personal learning plan. Achievement of college-wide goals necessary for graduation is documented in an e-portfolio. This course will engage students on both of these essentials. Prerequisites: Basic word processing skills are assumed; other technical content will be taught. Students who do not keyboard are advised to co-enroll in any combination of BIT 150-159, Word Processing. Students who have taken College Strategies, College Access, or Prior Learning Assessment cannot gain credit for this course.

### Internet Learning Strategies

**COLL 115** 1 credit

Learn the access skills for participation in an on-line learning environment. Learners will assess available tech-

nology for adequacy for on-line participation, develop access strategies to the course syllabus, establish communication with the professor and other participants, develop familiarity with the shell being used, post to the discussion sites, attach papers and import files. Learners will engage in basic internet search strategies and connect to on-line resources such as the library. May be individualized to the particular course a student wishes to enroll in. Prerequisites: Eligible for placement in ENGL 90; Basic word processing skills are assumed; other technical content will be taught.

### Assessment of Prior Learning

#### **COLL 120** 3 credits

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 outside learning and will be able to identify significant experiences, demonstrate this learning, and compose self-reflective narratives documenting learning, knowledge and skills. Learners then meet for subject specific consultation with discipline experts who evaluate course equivalencies. Credits are variable and cannot compose more than 1 5 credits of the Associate degree.

### Multicultural Communication

#### **COLL 150** 5 credits

This course introduces students to the dynamics of cultural difference in the United States. Students learn the histories of various U.S. cultures; examine race, class and gender inequality; and articulate personal views of self and others. Students deepen their abilities to see the world from diverse points of view and to evaluate how cultures develop and change. By exploring the cultural variables involved in intercultural communication, they will be able to communicate effectively within and between cultures in all areas of their lives.

### Media in United States Society

#### **CMU 203** 5 credits

In this course, students become better consumers of information through an understanding of the media's history and cultural, economic social impacts. Students will learn how the Internet, television, radio, film and print media affect private and public life. They will be able to critically analyze the news and information flowing around them. Students will explore the legal, ethical, economic and commercial dimensions of mass communications, including First Amendment issues and career possibilities. Prerequisites: Placement in Eng101 or concurrent enrollment in ENG 100.

### Applied News Writing

#### **CMU 211** 1-5 credits

This series of applied news writing courses guides stu-

dents in the various stages of news writing: working as part of a team; gathering information on and off campus; interviewing; writing for a variety of audiences and purposes; and understanding and applying the conventions of style. Revising, editing and proofreading are emphasized with a focus on Associated Press standards. Students will also analyze media messages and consider issues of ethics. Student work will be expected to show improvement through the three-course sequence. Prerequisites: English 101.

### Applied News Writing

#### **CMU 212** 1-5 credits

This series of applied news writing courses guides students in the various stages of news writing: working as part of a team; gathering information on and off campus; interviewing; writing for a variety of audiences and purposes; and understanding and applying the conventions of style. Revising, editing and proofreading are emphasized with a focus on Associated Press standards. Students will also analyze media messages and consider issues of ethics. Student work will be expected to show improvement through the three-course sequence. Prerequisites: English 101.

### Applied News Writing

#### **CMU 213** 1-5 credits

This series of applied news writing courses guides students in the various stages of news writing: working as part of a team; gathering information on and off campus; interviewing; writing for a variety of audiences and purposes; and understanding and applying the conventions of style. Revising, editing and proofreading are emphasized with a focus on Associated Press standards. Students will also analyze media messages and consider issues of ethics. Student work will be expected to show improvement through the three-course sequence. Prerequisites: English 101.

### Visual News Design

#### **CMU 230** 5 credits

In this course, students formulate a visual sensibility as a way of telling stories and communicating news and ideas, particularly on the Internet. They will understand the importance of graphics and visuals in mass communications, and learn to use the basic concepts of layout and visual literacy: color, balance, font, page design, and graphics/digitized photo manipulation. This course will also cover web publishing and the basics of web design for electronic journals. Students will learn how to communicate with an audience whose orientation is increasingly visual. Prerequisites: Placement in ENG 101 or concurrent enrollment in ENG 100.

### Media Law and Ethics

#### **CMU 250** 5 credits

The Internet raises difficult ethical and legal questions about privacy, freedom of speech, access to information, rights and responsibilities of users, and so on. In this course, students will learn to examine and analyze complex legal and ethical situations on the Internet and in other mass media in order to be better consum-

ers of media information. To do so, they will study models for ethical decision-making and the history and process of media law. Prerequisites: Placement in ENG 101 or concurrent enrollment in ENG 100.

### Introduction To Drama

#### **DRAMA 101** 5 credits

Students learn about the Western dramatic traditions throughout history by reading plays from ancient to contemporary times. Students will be able to analyze works of drama using the historical, political, cultural and social context as well as the elements of dramatic literature and presentation. Students write informal and formal papers that reflect their understanding and experience of dramatic literature. This course is dual listed with ENG 259. Prerequisites: Placement in ENG 101 or concurrent enrollment in English 100.

### Acting

#### **DRAMA 151** 5 credits

Students learn the theory and practice of acting fundamentals and improve their abilities to concentrate, relax, listen, observe, and practice empathy. They particularly develop a deep understanding of the elements of characterization in relation to cultural, historical and economic background through observing others and developing their own characters in writing and improvisation. Prerequisites: Placement in ENG 100.

### Acting

#### **DRAMA 152** 5 credits

Students may take this class without having taken DRAMA 151. Students practice acting, learn its theory, and improve their abilities to concentrate, relax, listen, observe, imagine, and practice empathy. Students improve character and story development abilities through observing, improvising, writing, and script reading. Students also read, analyze and write about plays using an understanding of the elements and structure of dramatic literature. Prerequisites: Placement in ENG 100

### Acting

#### **DRAMA 153** 5 credits

Students may take this class without having taken DRAMA 151 or 152. Students continue to practice acting, learn its theory, and improve their abilities to concentrate, relax, listen, observe, imagine, and practice empathy. Students work on character, theme, plot and development abilities through observing, improvising, writing, and reading and performing from scripts. Students also read, analyze and write about plays and performances. Prerequisites: Placement in ENG 100.

### Principles Of Microeconomics

#### **ECON 201** 5 credits

This course examines the market system and the role of government in the economy. Students learn to analyze resource and income distribution, assess consumer and business behavior, and evaluate price determination and production cost. They will also be able to identify the economic forces that impact consumer demand, business production, and exchange. Prerequisites: Placement into MATH 110 or co-enrollment in MATH 099. Must be placed in ENG 100.

### Principles of Macroeconomics

**ECON 202** 5 credits

This course examines the entire national economy as a complex system of constituent parts. Students will apply economic theory and acquire the tools to evaluate current economic issues as well as the causes and consequences of macroeconomic variables such as GDP, unemployment, business cycles, inflation, income distribution, economic growth and development. Prerequisites: Placement into MATH 099 or co-enrollment in MATH 090. Must be placed in ENG 100.

### College Problem Solving

**ENG 080** 10 credits

After taking this class, learners will be able to solve problems they encounter in reading, studying, thinking, speaking and writing for college courses—as well as in their lives outside of college. By reading and writing about college-level stories, articles and books, students will improve their communication abilities. They will also be able to use a variety of strategies to help them achieve their college goals. Prerequisites: Placement recommendation.

### College Culture and Thought

**ENG 090** 5 credits

Students in this class will learn how areas of knowledge are organized in college and how the thinking and language in each is unique. Learners improve their abilities to read, write, ask questions, gather and evaluate information, think and solve problems at a college level. As a result of taking this course, students will be able to use an understanding of their learning strengths and interests to make good decisions in their college career. Prerequisites: Placement recommendation or successful completion of Eng.

### College Reading and Writing

**ENG 100** 5 credits

This course prepares students for successful college study. In the course, students will learn to read, comprehend and remember many types of material

Students will also be able to write essays and other assignments that reflect academic standards of organization, correctness and sophistication. In addition, they will learn to find, interpret and analyze information to use in their writing. Prerequisites: Placement recommendation.

### College Composition

**ENG 101** 5 credits

This course helps students learn how to make judgments and decisions about their own and others' communication, especially in college writing. They will be able to read a wide array of texts for understanding and use in their writing. They also learn to use a personalized process to write expository essays and other products that follow accepted standards of organization and correctness, based on their own purposes and the nature of their audiences. Prerequisites: Placement recommendation.

### Writing from Research

**ENG 102** 5 credits

Students learn how to develop ideas to guide research, to gather information from the library, Internet, experts and other sources, and to judge the quality of the information. They also learn to use ideas from a large number of sources as evidence in essays and longer research papers. Students continue ENG 101's emphasis on well-organized, thoughtful expository writing and focus on argumentation. This class is organized around a theme chosen by the instructor. Prerequisites: ENG 101.

### Experience of Literature

**ENG 201** 5 credits

Fiction, poetry, drama, non-fiction and film help give voice to the human experience while giving poetic shape and meaning to our lives. In this introductory literature course, students will gain skills for exploring and appreciating the meaning and beauty of literature. The course will also examine the texts' relationships to their historical, philosophical and cultural contexts. Class discussions and written essays will help students discover and express their own thoughts and learning about literature. Prerequisites: ENG 101.

### World Literature Survey

**ENG 211** 5 credits

Students explore the stories, images and meanings in literary works from a range of world cultures and times. In reading an array of world literature, students will discover both universal and diverse elements of the human experience across time and place. They also learn to analyze fiction, poetry, drama, non-fiction and/or film using literary elements and cultural-historical context. Prerequisites: ENG 101.

### World Literature Themes

**ENG 212** 5 credits

In this course, students explore literature from around the world and across history as it relates to a special theme or topic. Through fiction, poetry, drama, non-fiction and/or film related to the course's theme, students learn to read and analyze literature based on its elements and cultural-historical context. The thematic focus is chosen by the instructor; course schedules for each quarter will list themes. Prerequisites: ENG 101.

### U.S. Literature Survey

**ENG 251** 5 credits

Students explore the stories, images and meanings in literary works from a range of U.S. cultures and historical periods. In reading an array of U.S. literature, students will discover both universal and vastly different aspects of the human experience across time and place. They also learn to analyze fiction, poetry, drama, non-fiction and/or film using literary elements and cultural-historical context. Prerequisites: ENG 101.

### U.S. Literature Themes

**ENG 252** 5 credits

In this course, students explore literature from around the United States and across its history as it relates to a special theme or topic. Through fiction, poetry, drama, non-fiction and/or film related to the course's theme, students learn to read and analyze literature based on its elements and cultural-historical context. The thematic focus is chosen by the instructor; course schedules for each quarter will list themes. Prerequisites: ENG 101.

### Introduction to Drama

**ENG 259** 5 credits

Students learn about the Western dramatic traditions throughout history by reading plays from ancient to contemporary times. Students will be able to analyze works of drama using the historical, political, cultural and social context as well as the elements of dramatic literature and presentation. Students write informal and formal papers that reflect their understanding and experience of dramatic literature. Prerequisites: Placement in ENG 101 or concurrent enrollment in English 100. This course is dual listed with DRAMA 101.

### Technical Writing

**ENG 270** 3 credits

In this course, students develop the ability to write and format clearly for a variety of technical audiences. They learn how to research, organize, write and format reports, user guides, and other technical products. The course emphasizes the use of computers and formatting software for the preparation of technical materials. Prerequisites: English 101.

### Intermediate Composition

**ENG 271** 5 credits

In this class students build on writing abilities gained in English 101 by further developing various strategies to compose longer expository essays. Students will refine their individual writing processes while improv-

ing their ability to express ideas cogently and with style. This class may be organized around a theme chosen by the instructor. Prerequisites: ENG 101.

### Writing Poetry

**ENG 274** 5 credits

This course helps students learn how to make judgments and decisions about their own and others' poetry, especially as it develops their own poetry practice. They will read a wide variety of poetry and critical/ theoretical texts to gain an understanding of poetic perspectives and the role of poetry in different cultures and their own lives. Students learn about imitation, sound, the poetic line, given forms, rhythm and meter, diction, tone, and voice, imagery and metaphor, revision, and other concepts of poetry writing. Prerequisites: ENG 101.

### Writing Short Stories

**ENG 277** 5 credits

In this course, students will learn to make decisions about their own and others' short stories, especially as it develops their own writing practice. They will read a wide variety of short fiction and critical texts to increase their exposure to and knowledge about fiction, and to understand the role of short fiction in different cultures and their own lives. Students learn about literary elements, especially characterization and narrative structure, and literary devices and techniques. Prerequisites: ENG 101.

### ESL Communication 1

**ESL 010** 1-15 credits

This course introduces basic English communication concepts. Exit goals are knowledge of the alphabet and numeric symbols, copying information into simple forms, sight and hearing recognition of survival words, and responding to verbal yes/no questions. Expressional goals are forming letters and numbers from memory, copying correctly, writing own name and address and writing simple sentences. Applications include applying ideas from read and spoken material to daily life, completing simple forms, responding to warning words like "poison" "stop", etc. Prerequisites: Placement by testing.

### ESL Communication 2

**ESL 020** 1-15 credits

ESL 2 students progress from survival level to increasing flexibility in an English-speaking environment. Learners read, listen and respond to simple written requests and "w" questions. Students learn to use multiple simple sentences using present, present progressive and future tenses, and accurately write simple words, which follow regular spelling conventions of English. Practical skills include time, simple directions and schedules, signs and maps, and survival vocabulary and phrases. Prerequisites: Placement by testing.

### ESL Communication 3

**ESL 030** 1-15 credits

This course builds intermediate communication concepts. Listening, reading, writing and speaking are combined in this course. Learners continue to develop clarity and appropriate form in speaking and writing for a variety of life situations. Prerequisites: Placement by testing.

### ESL Communication 4

**ESL 040** 1-15 credits

This course builds high intermediate communication concepts. Exit goals for information intake are determining purpose in reading/listening, monitoring comprehension and adjusting strategies, analyzing by reflection on underlying meaning, and integrating new knowledge with prior knowledge. Expressional goals center around refinement of the writing process with attention to detail and the ability to write longer, connected documents. Prerequisites: Placement by testing. Open only to non-native speakers of English.

### ESL Communication 5

**ESL 050** 1-15 credits

This course builds advanced communication concepts. Listening, observing, speaking, reading and writing are combined in a holistic approach to language acquisition for everyday use on the job, at home and in the community. Learners are exposed to language in various contexts and learn through discussion, presentation, and individual and group projects. Use of computer technology is interwoven with language acquisition. Prerequisites: Placement by testing.

### ESL Communication 6

**ESL 060** 1-15 credits

This course enhances advanced communication concepts. Listening, observing, speaking, reading and writing are combined in a holistic approach to language acquisition for everyday use on the job, at home and in the community. Learners are exposed to language in various contexts and learn through discussion, presentation, and individual and group projects. Use of computer technology is interwoven with language acquisition. Prerequisites: Placement by testing.

### College Communication I

**ESL 080** 1-10 credits

This course helps students further develop their English skills for successful study in college. Listening, observing, speaking, reading and writing are combined in a holistic approach to English language improvement. Learners will begin to understand English used in college courses in various subjects. Students increase

English fluency through discussion, presentation, and individual and group projects. Use of computer technology is interwoven with language practice. Prerequisites: Placement recommendation.

### College Communication II

**ESL 090** 1-10 credits

In this course, learners will improve their ability to read, write, speak, listen, ask questions, gather and evaluate information, think, and solve problems at a college level. Students will be able to read and understand a wide array of texts, and they will write journals, essays, reports and other assignments. Students leave the course with an understanding of how the thinking and language in each college subject is unique. Prerequisites: Placement recommendation.

### Our Changing Planet

**ENVS 110** 5 credits

In this course, students look at environmental change using a global perspective. Students gain an historical perspective of the natural changes and feedback mechanisms among Earth's physical systems (lithosphere, atmosphere, hydrosphere) and biological systems (biosphere). Students then contrast these natural changes with human-induced changes to understand the magnitude of human activities on the environment. Prerequisites: Placement in ENG 100.

### Ecology of Puget Sound

**ENVS 210** 5 credits

Regional environmental change within Puget Sound is the focus of this course. Students learn the characteristics and functions of ecological systems in the region and examine current controversies surrounding urbanization, species protection and resource protection. Prerequisites: Placement in ENG 100.

### World Culture and Heritage

**HIST 111** 5 credits

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 through 1000 CE. Students will learn about early matriarchal societies, the emergence of river valley civilizations, development of world philosophies and religions, and evolution of complex political and cultural value systems. Students will acquire a global perspective through a transnational exploration of human values, cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Prerequisite: Placement into English 100 recommended.

### World Culture and Heritage

**HIST 112** 5 credits

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. Course focuses on the shaping of the modern world order and the remarkable transformations that occurred between the ninth and nineteenth centuries as a result of world exploration, global interaction, and Western colonialism. Students will acquire a global perspective through a transnational exploration of human values, cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Prerequisite: Placement into English 100 recommended.

### World Culture and Heritage

**HIST 113** 5 credits

Using a world systems approach, this course studies the social, economic, political, intellectual and artistic achievements of civilizations in Africa, the Americas, Asia and the Pacific, and Europe in the twentieth century. Course focuses on contemporary world political systems and ideologies, war and revolution, colonization and decolonization, and the rise and fall of superpowers, and how these changes have impacted art and literature. Students will acquire a global perspective through a transnational exploration of human values, cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Prerequisite: Placement into English 100 recommended.

### United States History to 1865

**HIST 121** 5 credits

This course examines the creation and evolution of the United States beginning with the histories of pre-contact native peoples and continuing through the end of the Civil War in 1865. Through the exploration of key figures, eras, and events, students will develop historical thinking skills, draw conclusions from competing and contradictory sources, and recognize the role of perspective in historical documentation. Prerequisite: Placement into English 100 recommended.

### United States History Since 1865

**HIST 122** 5 credits

Examines the history of the United States from Civil War Reconstruction to the present. Through the exploration of key figures, eras, and events, students will develop historical thinking skills, draw conclusions from competing and contradictory sources, and recognize the role of perspective in historical documentation. Prerequisite: Placement into English 100 recommended.

### Multicultural United States History

**HIST 150** 5 credits

Students in this course will learn to articulate a perspective on U.S. history that focuses on the achievements and experiences of Native Americans, African Americans, Chicanos, and Asian Pacific Americans since 1500. They will evaluate the interaction of these groups with Euro-Americans and with each other, explore the historical manifestations of power, inequality, and resistance in America, and recognize American history as a history of cultural confluence, conflict, accommodation, and cooperation. Prerequisite: Placement into English 100 recommended.

### World Culture and Heritage

**HUMAN 111** 5 credits

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 through 1000 CE. Students will learn about early matriarchal societies, the emergence of river valley civilizations, development of world philosophies and religions, and evolution of complex political and cultural value systems. Students will acquire a global perspective through a transnational exploration of human values, cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Prerequisite: Placement into English 100 recommended.

### World Culture and Heritage

**HUMAN 112** 5 credits

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. Course focuses on the shaping of the modern world order and the remarkable transformations that occurred between the ninth and nineteenth centuries as a result of world exploration, global interaction, and Western colonialism. Students will acquire a global perspective through a transnational exploration of human values, cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Prerequisite: Placement into English 100 recommended.

### World Culture and Heritage

**HUMAN 113** 5 credits

Using a world systems approach, this course studies

the social, economic, political, intellectual and artistic achievements of civilizations in Africa, the Americas, Asia and the Pacific, and Europe in the twentieth century. Course focuses on contemporary world political systems and ideologies, war and revolution, colonization and decolonization, and the rise and fall of superpowers, and how these changes have impacted art and literature. Students will acquire a global perspective through a transnational exploration of human values, cultures and institutions. Courses in the World Heritage series (111/112/113) may be taken independently and in any order. Prerequisite: Placement into English 100 recommended.

### Individualized Project

**HUMAN 196** 1-5 credits

Students will research and produce or perform a project in a Humanities subject or an interdisciplinary topic emphasizing the Humanities in some way. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisites: Permission of supervising instructor.

### Internship

**HUMAN 197** 1-5 credits

The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of the program, the student's interests, and the goals of the cooperating agency or business. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisites: To be determined.

### Special Topics Course

**HUMAN 198** 1-5 credits

The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the Humanities. Students will develop learning, thinking, communicating and interacting abilities. Prerequisites: Permission of supervising instructor.

### Service Learning

**HUMAN 199** 1-5 credits

Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply skills and expertise from the Humanities in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisites: To be determined through discussion with faculty member.

### Individualized Projects



**HUMAN 296 1-5 credits**

Students will research and produce or perform a project in a Humanities subject or an interdisciplinary topic emphasizing the Humanities in some way. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisites: Permission of supervising instructor.

**Internship****HUMAN 297 1-5 credits**

The student will identify an opportunity for an internship or volunteer prospect that matches both the outcomes of the program, the student's interests, and the goals of the cooperating agency or business. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisites: To be determined.

**Special Topics Course****HUMAN 298 1-5 credits**

The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the Humanities. Students will develop learning, thinking, communicating and interacting abilities. Prerequisites: Permission of supervising instructor.

**Service Learning****HUMAN 299 1-5 credits**

Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply skills and expertise from the Humanities in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisites: To be determined through discussion with faculty member.

**Elementary Japanese****JAPAN 101 5 credits**

Japanese 101 is designed for students who have not had any prior Japanese training. Students will learn the grammar, vocabulary and pronunciation necessary to communicate in Japanese in cultural contexts. Students also begin to read and write Japanese characters. Prerequisites: Placement in ENG 100.

**Elementary Japanese****JAPAN 102 5 credits**

Continuing from Japanese 101, in this course students will increase their knowledge of Japanese vocabulary

and grammar to improve their communication skills. They will be able to participate in conversations in a variety of social settings by learning more about Japanese people, culture, and communication behaviors. They also learn more Japanese writing systems including Chinese characters. Prerequisites: Japanese 101 or instructor permission.

**Elementary Japanese****JAPAN 103 5 credits**

This course is a continuation of Japanese 102. Students improve their ability to speak and write in Japanese by adding to vocabulary and learning more complicated sentence structures. They continue to increase their knowledge about Japanese people, culture, and communication behaviors. They begin to differentiate speech styles depending on social circumstances. They continue to learn Kanji (Chinese characters). Prerequisites: JAPAN 102 or instructor permission.

**Prealgebra****MATH 080 5 credits**

A review of basic mathematical concepts and introduction of algebraic and geometric notation, rules, and concepts form the content of this course. Learners will move from using arithmetic to abstract representations. Learning to study math successfully, gaining confidence in approach and accuracy, and using a variety of ways of thinking about a single situation are outcomes for learners who take this course. Applications to real life are emphasized. Prerequisites: Placement by testing or completion of Math for Life 5 with a grade of 2.0 and placement in ENGL 080.

**Integrated Math 1****MATH 090 5 credits**

This course introduces linear algebraic thinking and brings in related concepts from geometry and trigonometry. Learners will develop study skills and habits, team skills, and the ability to express math in many forms while working with both abstract and real world applications. Prerequisites: Placement by testing or completion of MATH 080 with a grade of 2.0 and placement in Eng 090 or evidence of work at or above that level.

**Integrated Math 2****MATH 099 5 credits**

This course builds on the knowledge developed in MATH 090. 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.

Prerequisites: Placement by testing or completion of MATH 090 with a grade point of 2.00 and placement in ENG 100.

**Integrated Math 3 Core****MATH 110 3 credits**

This 3 credit course provides an interdisciplinary shared core of concepts and applications. It is intended to be paired with one of the discipline-specific modules offered, which act together as the 5 credit course at this level. Enrollment is intended to be concurrent, but can be taken sequentially. You may not register for Precalculus until the outcomes for both the core and the module have been successfully acquired. This is the first collegiate level math course. Building on the base of Math 099, the primary content for the course is functional expression of algebraic, logarithmic, and exponential functions, but topics in geometry, trigonometry, probability, and number theory are included. Modeling techniques are introduced. Learners will continue to refine study skills and habits, team skills, logic, mathematical thinking, and the ability to express math visually, symbolically, and in written forms while working with both abstract and real world applications. See syllabus for calculator requirements. Prerequisites: Placement by testing or completion in MATH 099 with a 2.00 and placement in ENG 101 or evidence of work at or above that level.

**Math 110 Science Module****Math 111 2 credits**

This 2 credit module has a math and science emphasis. It is designed to be paired with the Math 110 core course. The two courses combine to be the 5 credit course at this level. Enrollment is intended to be concurrent, but if not taken concurrently, you must take Math 110 first. You may not register for MATH 120 until the outcomes for both the core and one of the modules have been met. Students will work in teams on applications and examples relevant to science and mathematics. Emphasis is placed on understanding math theory and abstraction as well as applications. Game theory, problem solving, and vectors distinguish the content. Prerequisites: Placement by testing or completion of MATH 099 with a grade of 2.00 and placement in ENG 101.

**Math 110 Business Module****MATH 112 2 credits**

This 2 credit module has a Business emphasis. It is designed to be paired with the Math 110 core course. The two courses combine to be the 5 credit course at this level. Enrollment is intended to be concurrent, but if not taken concurrently, you must take Math 110 first. You may not register for MATH 120 until the outcomes for both the MATH 110 core and one of the modules have been met. Students will learn to use statistics and probability to model and solve business related problems. Business applications will integrate the use of Excel or other spreadsheet data presentation/manipulation. Statistics and probability will be areas of emphasis. Prerequisites: Placement by testing or completion of MATH 099 with a grade of 2.0 and placement in ENG 101.

### Math 110 Information Technology Module

#### **MATH 113** 2 credits

This 2 credit module has an information technology emphasis. It is designed to be paired with the Math 110 core course. The two courses combine to be the 5 credit course at this level. Enrollment is intended to be concurrent, but if not taken concurrently, you must take Math 110 first. Students intending to continue in the math sequence are encouraged to take either this or the math/science module. Outcomes for both the core and the module must be met in order to earn credit. Students will work in teams on applications and examples relevant to computing. Content emphasis is on statistics and game theory. You will learn to draw comparisons and understanding about problem solving and logic from both mathematical and application viewpoints. Prerequisites: Placement by testing or completion of MATH 099 with a grade of 2.0 and placement in ENG 101.

### Math 110 Liberal Arts Module

#### **MATH 114** 2 credits

This 2 credit module has a Liberal Arts, Social Science and Education emphasis. It is designed to be paired with the Math 110 core course. The two courses combine to be the 5 credit course at this level. Enrollment is intended to be concurrent, but if not taken

concurrently, you must take Math 110 first. Students intending to continue in the math sequence are encouraged to take the math/science module instead. Outcomes for both the core and the module must be met in order to earn credit. Learners will work in teams on applications and examples relevant to the humanities, social sciences and education. Content emphasis is on problem solving, statistics and probability as applied to a variety of applications drawn from those disciplines. Prerequisites: Placement by testing or completion of MATH 099 with a grade of 2.0 and placement in ENG 101.

### Precalculus Core

#### **MATH 120** 4 credits

This 4 credit course provides an interdisciplinary shared core of concepts and applications. It must be paired with one of the discipline-specific modules offered, which acts together as the 5 credit course at this level. Three modules are available: Information Technology, Business, and Math/Science. Enrollment is intended to be concurrent, but can be taken sequentially. You may not register for Calculus I until the outcomes for both the core and the module have been successfully acquired. Primary content is functions, and their uses in algebra, geometry, probability, and number theory are included. Learners will continue to integrate logic and understanding of pattern as they refine study skills and habits, team skills, and the ability to express math visually, symbolically, and in written forms while working with both abstract and real world applications. See syllabus for calculator requirements. Prerequisites: Placement by testing or completion of MATH 110 with a grade of 2.0 and placement in ENG 101. If enrolling for the module ONLY, you must have instructor permission.

### Math 120 Science Module

#### **MATH 121** 1 credit

This 1 credit module has a Math/Science emphasis. It is designed to be paired with the Math 110 core course. The two courses combine to be the 5 credit course at this level. Enrollment is intended to be concurrent, but if not taken concurrently, you must take Math 110 first. You may not register for Calculus I until the outcomes for both the core and one of the modules have been met. Students will work in teams on applications and examples relevant to math and science. Content emphasis is on applications and will integrate the use of actual data sets. Prerequisites: Placement by testing or completion of MATH 110 with a grade of 2.0 and placement in ENG 101. If enrolling for the module ONLY, you must have instructor permission.

### Math 120 Business Module

#### **MATH 122** 1 credit

This 1 credit module has a Business emphasis. It is designed to be paired with the Math 110 core course. The two courses combine to be the 5 credit course at this level. Enrollment is intended to be concurrent, but if not taken concurrently, you must take Math 110 first. You may not register for Calculus I until the outcomes for both the core and one of the modules have been

met. Students will work in teams on applications and examples relevant to business. Learners will apply math concepts to real life business applications and will integrate the use of Excel or other spreadsheet data presentation/manipulation. Prerequisites: Placement by testing or completion of MATH 110 with a grade of 2.0 and placement in ENG 101. If enrolling for the module ONLY, you must have instructor permission.

### Math 120 Information Technology Module

#### **MATH 123** 1 credit

This 1 credit module has an Information Technology emphasis. It is designed to be paired with the Math 110 core course. The two courses combine to be the 5 credit course at this level. Enrollment is intended to be concurrent, but if not taken concurrently, you must take Math 110 first. You may not register for Calculus I until the outcomes for both the core and one of the modules have been met. Students will work in teams on applications and examples relevant to their field of study. Content emphasis is on information technology applications and math tools useful in programming and computing design. Prerequisites: Placement by testing or completion of MATH 110 with a grade of 2.0 and placement in ENG 101. If enrolling for the module ONLY, you must have instructor permission.

### Calculus 1 Core

#### **MATH 124** 4 credits

This 4 credit course provides an interdisciplinary shared core of concepts and applications. It must be paired with one of the one-credit discipline-specific modules offered - either MATH 157, the applications module for business and social science majors, or MATH 128, the scientific module for math, science and computer science majors. The core and the module act together as the 5-credit course. Enrollment is intended to be concurrent, but can be sequential. The module may be enrolled in separately with instructor permission, but does not count as the course at this level. This is the first quarter of the 3-quarter calculus sequence. The content is differential calculus with an introduction to the fundamental theorem of calculus. Learners will continue to refine independent study skills, cooperative problem solving, logically correct and mathematically precise writing and thinking, and their ability to use geometric, symbolic and analytic formats in presenting solutions to both abstract and real world applications. Prerequisites: Placement by testing or completion of MATH 120 with a grade of 2.0 and placement intent in ENG 101.

### Math 124 Science Module

#### **MATH 128** 1 credit

This applications module for mathematics, science and computer science majors must be paired with the 4-credit MATH 124, Calculus 1 core. The core and module act together as a 5 credit course. Enrollment is intended to be concurrent, but can be sequential. Primary content is applications of differential calculus to pure mathematics, the sciences and computer science. 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 their solutions. Prerequisites: Placement by testing or completion of MATH 120 with a grade of 2.0 and placement in ENG 101. Must co-enroll in or have completed MATH 124.

### Math 124 Business Module

#### MATH 157 1 credit

This Applications Module for business and social science majors must be paired with MATH 124, Calculus 1 Core. The core and module act together as the 5-credit course. Enrollment is intended to be concurrent, but can be sequential. Permission to enroll in the core only requires instructor signature. Credit for the level cannot be gained by completion of the module only. Primary content is applications of differential calculus to economics and the social sciences. 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 their solutions. Prerequisites: Placement by testing or completion of MATH 120 with a grade of 2.0 and placement in ENG 101. Must co-enroll in or have completed MATH 124.

### Calculus 2

#### MATH 125 5 credits

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. Prerequisites: Placement by testing or completion of MATH 124 with a grade of 2.0 and placement in ENG 101

### Calculus 3

#### MATH 126 5 credits

This 5 credit course is the third quarter of the three quarter calculus sequence. Content includes infinite sequences and series, differentiation and integration in polar coordinates, introduction to parametric equations, and vectors in two and three dimensions. Multiple integrals and partial derivatives with applications that include optimization, volume and the gradient are central to this course. Learners will continue to refine independent study skills, cooperative problem solving, logically correct and mathematically precise writing and thinking, and their ability to use geometric, symbolic and analytic formats in presenting solutions to both abstract and real world applications. Prerequisites: Placement by testing or completion of MATH 125 with a grade of 2.0 and placement in ENG 101

### Budget/Resource Planning

#### MATH 150 3 credits

Time, materials, and work hour costs will be used to develop project level budgets and estimates for proposals. Students will use spreadsheet and project management software in the completion of assignments. This course satisfies the mathematical reasoning requirement for students enrolled in professional/technical certificate programs. Prerequisites: BIT 156, Excel module, or instructor permission; and placement in MATH 099.

### Individualized Project

#### MATH 196 1-5 credits

Students will research and produce or perform a project in mathematical or an interdisciplinary topic emphasizing mathematics applications. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisites: Permission of supervising instructor.

### Internship

#### MATH 197 1-5 credits

The student will identify an opportunity for an internship or volunteer prospect that matches the outcomes of the program, the student's interest, and the goals of the cooperating agency or business. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisites: To be determined

### Special Topics Course

#### MATH 198 1-5 credits

The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to mathematics. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite: Permission of supervising instructor

### Service Learning

#### MATH 199 1-5 credits

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

### Discrete Math

#### MATH 209 5 credits

This course develops mathematical topics of interest to computer science. Infinite series, recursion and recursive reasoning, combinatorics, Boolean algebras, number theory, graph theory, polygons and polyhedra, finite difference methods, and algorithms are the content. Learners will develop applied mathematical thinking, team skills, and the ability to express math in many forms while working with both abstract and computing applications. Prerequisite: Placement by testing or completion of MATH 120 with a grade of 2.00 and

placement in ENG 101.

### Statistics Core

#### MATH 220 4 credits

This 4 credit course provides an interdisciplinary core of concepts. It is intended to be paired with either the MATH 221 or MATH 222 module, which act together as the 5 credit course at this level. Enrollment is intended to be concurrent, but can be taken sequentially. Learners gain understanding about various approaches and the tools to apply statistical analysis to experimentation and readings in their field of study. Material is algebra-based, and needed technology will be taught along with the subject matter. Prerequisites: Placement by testing or completion of MATH 120 with a grade of 2.0 and placement in ENG 101. See syllabus for technology requirements. Must co-enroll in Math 221 or Math 222 for credit in the course.

### Math 220 Sci/Math Module

#### MATH 221 1 credit

This 1 credit module provides an application of the core concepts of Statistics 220 to math, science and computing situations. It must be paired with Statistics 220 to earn credit, which act together as the 5 credit course at this level. Enrollment is intended to be concurrent, but can be taken sequentially. Learners gain understanding about various approaches and the tools to apply statistical analysis to experimentation and readings in their field of study. Material is algebra-based, and needed technology will be taught along with the subject matter. Prerequisites: Must be co-enrolled in Math 220. Placement by testing or completion of MATH 120 with a grade of 2.0 and placement in ENG 101. See syllabus for technology requirements.

### Math 220 Business Module

#### MATH 222 1 credit

This 1 credit module provides an application of the concepts of Statistics 220 to business situations. It must be paired with Statistics 220 to earn credit, which act together as the 5 credit course at this level. Enrollment is intended to be concurrent, but can be taken sequentially. Learners gain understanding about various approaches and the tools to apply statistical analysis to experimentation and readings in their field of study. Material is algebra-based, and needed technology will be taught along with the subject matter. Prerequisites: Must be co-enrolled in Math 220. See syllabus for Placement by testing or completion of MATH 120 with a grade of 2.0 and placement in ENG 101. technology requirements.

### Individualized Project

#### MATH 296 1-5 credits

Students will research and produce or perform a project in mathematical or an interdisciplinary topic

emphasizing mathematics applications. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisites: Permission of supervising instructor.

### Internship

**MATH 297** 1-5 credits

The student will identify an opportunity for an internship or volunteer prospect that matches the outcomes of the program, the student's interest, and the goals of the cooperating agency or business. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisites: To be determined.

### Special Topics Course

**MATH 298** 1-5 credits

The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to mathematics. Students will develop learning, thinking, communicating and interacting abilities. Prerequisite: Permission of supervising instructor

### Service Learning

**MATH 299** 1-5 credits

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

### Music of the World

**MUSIC 250** 5 credits

Students learn to more deeply appreciate their experience of music and to understand music as a reflection of the human experience across times and cultures. Students gain tools for analysis such as the historical, political and cultural influences on musical traditions and the basic elements of music. Prerequisites: Placement in ENG 100.

### Special Topics Course

**NSCI 078** 1-5 credits

The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a topical or thematic approach to the sciences or physical education. Students will develop learning, thinking, communicating and interacting abilities. Prerequisites: Permission of supervising instructor

### Mission to Planet Earth

**NSCI 101** 5 credits

This course is a multidisciplinary exploration of Earth's past, present and future. Students will examine theories

that explain the origin of the universe, solar system and Earth and will gain insight on the process of generating and challenging scientific knowledge. The potential for human-induced change is also explored. Prerequisites: Placement in ENG 100.

### Individualized Project

**NSCI 196** 1-5 credits

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). Prerequisites: Permission of supervising instructor

### Internship

**NSCI 197** 1-5 credits

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

### Special Topics Course

**NSCI 198** 1-5 credits

The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the natural sciences. Students will develop learning, thinking, communicating and interacting abilities. Prerequisites: Permission of supervising instructor

### Service Learning

**NSCI 199** 1-5 credits

Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisites: Permission of supervising instructor

### Individualized Projects

**NSCI 296** 1-5 credits

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). Prerequisites: Permission of supervising instructor

### Internship

**NSCI 297** 1-5 credits

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

### Special Topics Course

**NSCI 298** 1-5 credits

The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the natural sciences. Students will develop learning, thinking, communicating and interacting abilities. Prerequisites: Permission of supervising instructor

### Service Learning

**NSCI 299** 1-5 credits

Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisites: Permission of supervising instructor

### Human Nutrition

**NUTR 110** 5 credits

Six of the ten leading causes of death in America are diet-related. In this course students will learn the macronutrients (carbohydrates, fats, proteins) and micronutrients (vitamins, minerals and phytochemicals) that promote optimum health. Students will examine digestion and metabolism of food; energy balance and weight control; use of the scientific method to analyze dietary claims; and basic food safety and bioengineering. Designed for students with little or no biology or chemistry background. Prerequisites: Placement in ENG 100.

### Philosophical Questions

**PHIL 100** 5 credits

In this course, students will examine how philosophers through the ages have tried to answer these questions: "How do I really know that this is true?" or "Do I have a soul?" or "Does God exist?" Other issues will be examined as well, such as the nature of reality, freedom of the will, the best way to live one's life, and the best way

to organize society. At the conclusion of the course, students will have the tools necessary to continue to investigate timeless philosophical questions. This course may be organized historically or topically. Prerequisites: Placement in ENG 101 or concurrent enrollment in ENG 100.

### Critical Thinking

#### *PHIL 115* 5 credits

This course is designed help students decide for themselves what information is reliable and what is not. At the conclusion of the course, students will have the skills necessary to distinguish good reasoning from bad, and to recognize inappropriate attempts to manipulate them into accepting ideas or information. Finally, students will also be able to counter faulty reasoning with logical, well-organized argumentative thinking. Prerequisites: Placement in ENG 100.

### Introduction to Logic

#### *PHIL 120* 5 credits

This course enables students to analyze the structural basis for accepting or rejecting arguments encountered every day: in advertisements, lectures in college, or discussions at work. Using three branches of symbolic logic, students will be able to describe the structure of arguments, translate passages in ordinary language into symbolic notation, and determine whether or not arguments are reasonable. Students will be able to use the ideas of this course to evaluate reasoning encountered in work, home and college settings. Prerequisites: Math 110 and ENG 100.

### Ethics and Social Problems

#### *PHIL 150* 5 credits

In this course, students will examine and assess the most common justifications for moral judgments of what is right and wrong. Students will be encouraged to think independently and engage in dialogue about ethical actions in many settings. Social issues such as environmental ethics will be considered. Students will leave the course better equipped to understand why people differ in their moral judgments and have the tools to continue investigating ethical issues. Prerequisites: Placement in ENG 100.

### General Physics I

#### *PHYS 114* 5 credits

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, examine properties of fluids, and describe the properties of waves in the context of sound. Laboratory activities extend lecture concepts and introduce the student to the experimental process. Prerequisites: MATH 099 or concurrent enrollment

### General Physics II

#### *PHYS 115* 5 credits

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 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. Prerequisites: PHYS 114

### General Physics III

#### *PHYS 116* 5 credits

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 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. Prerequisites: PHYS 115

### Classical Mechanics

#### *PHYS 121* 5 credits

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. Prerequisites: MATH 124

### Waves, Sound and Light

#### *PHYS 122* 5 credits

This course is the second in a calculus-based sequence 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. Prerequisites: PHYS 121; MATH 125

### Electromagnetic and Oscillatory

#### Motion

#### *PHYS 123* 5 credits

This course is the third in a calculus-based sequence designed for physical science and engineering majors. Students gain an in-depth conceptual and analytical understanding of electrical and magnetic phenomena. Students also explore the properties and applications of oscillatory motion. Laboratory activities extend lecture concepts and emphasize the connection between experimental observation and construction of physics theories. Prerequisites: PHYS 121; MATH 126

### Introduction to Politics

#### *POLI 101* 5 credits

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: Placement into English 100 recommended.

### Principles of Law

#### *POLI 200* 5 credits

This course examines the historical development of legal institutions and assesses the American 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, processes, and practices. Special attention will be placed on helping students to develop legal thinking skills suitable for the business environment. Prerequisite: Placement into English 100 recommended.

### U.S. Politics and Government

#### *POLI 202* 5 credits

This course explores the strengths and weaknesses of various interpretations of American democracy and evaluates the changing nature of the American political system — its origins, institutions, and operations. Students will learn to describe and analyze the nature of politics, power and policies, analyze formal and informal institutions of government, articulate conventional and unconventional means of citizen participation, and interpret political outcomes. Prerequisite: Placement into English 100 recommended.

### Comparative World Politics

#### *POLI 204* 5 credits

This course compares the varied political systems and governance structures of the world. By focusing analysis on selected countries and indigenous governments, students will learn to assess world issues and problems in their full historical, economic, and cultural contexts. They will apply basic methods of comparative research and compare key attributes of world political systems. Prerequisite: Placement into English 100 recommended.

### Principles of Psychology

#### *PSYCH 101* 5 credits

This course examines the biological and social

processes that contribute to individual thinking and patterns of behavior. Students will develop a "psychological lens," will be able to make thoughtful observations of human behavior, and identify psychological principles in individual behavior, family practices, and social programs. Special emphasis will be placed on helping students to learn and apply methods of psychology to the study of human behavior. Prerequisites: Placement into English 100 recommended.

### Psychological Disorders

**PSYCH 205** 5 credits

This course examines theories and constructions of abnormal behavior currently used in U.S. society. Students will learn to describe the major categories of disorders, interpret their diagnosis and treatment, and acquire the psychological inquiry skills necessary to make careful observations of complex human behavior disorders. Prerequisites: Placement into English 100 recommended.

### Developmental Psychology

**PSYCH 206** 5 credits

This course examines patterns of development and theories regarding human physical, cognitive, social, and emotional development through adolescence. Students will learn to apply models of human development, apply major developmental theories and methods, and draw multiple interpretations from careful description of human behavior. Prerequisites: Placement into English 100 recommended.

### Special Topics Course

**SOSCI 078** 1-5 credits

The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the Social Sciences. Students will develop learning, thinking, communicating and interacting abilities. Prerequisites: Permission of supervising instructor

### Individualized Project

**SOSCI 196** 1-5 credits

Students will research and produce or perform a project in a Social Science subject or an interdisciplinary topic emphasizing the Social Science in some way. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisites: Permission of supervising instructor

### Internship

**SOSCI 197** 1-5 credits

The student will identify an opportunity for an internship or volunteer prospect that matches the outcomes of the program, the student's interests, and the goals of the cooperating agency or business. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisites: To be determined

### Special Topics Course

**SOSCI 198** 1-5 credits

The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the Social Sciences. Students will develop learning, thinking, communicating and interacting abilities. Prerequisites: Permission of supervising instructor

### Service Learning

**SOSCI 199** 1-5 credits

Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisites: To be determined through discussion with faculty member

### Individualized Project

**SOSCI 296** 1-5 credits

Students will research and produce or perform a project in a Social Science subject or an interdisciplinary topic emphasizing the Social Science in some way. The content, learning outcomes, and assessment methods of the project are developed by the supervising instructor and student(s). Prerequisites: Permission of supervising instructor

### Internship

**SOSCI 297** 1-5 credits

The student will identify an opportunity for an internship or volunteer prospect that matches the outcomes of the program, the student's interests, and the goals of the cooperating agency or business. Together with an instructor, the student will complete a written contract that specifies the learning outcomes and defines the duration of the course and the credits to be granted upon successful completion. Prerequisites: To be determined.

### Special Topics Course

**SOSCI 298** 1-5 credits

The instructor, possibly in collaboration with students, designs course content, activities and learning outcomes that address a new topical or thematic approach to the Social Sciences. Students will develop learning, thinking, communicating and interacting abilities. Prerequisites: Permission of supervising instructor

### Service Learning

**SOSCI 299** 1-5 credits

Service learning provides a mechanism to combine academic studies with community service. In concert with a faculty advisor and community agency representative, students develop and apply scientific skills and expertise in a community setting. The student will be involved in defining the project scope and will be required to travel off-campus to the service site. Prerequisites: To be determined through discussion with faculty member

### Sociological Imagination

**SOC 101** 5 credits

This course explores fundamental sociological principles and seeks to describe individuals in both group and societal contexts. Students will learn to use sociological thinking to develop a lens through which they are able to view and experience the world. They will apply sociological methods to articulate the nature and function of culture, socialization, interaction, inequality, deviance and dissent. Prerequisite: Placement into English 100 recommended.

### Sex and Gender

**SOC 131** 5 credits

Students in this course examine social relations, sex and gender roles across cultures, gender ideologies, and feminism. They will draw conclusions from research, fieldwork, and personal narratives about women and men in global and domestic cultural contexts in order to articulate the complexities and intersections of race, class, sexuality, and gender in historical and contemporary contexts. Prerequisite: Placement into English 100 recommended.

### American Ethnic Cultures

**SOC 151** 5 credits

This course will explore contemporary issues of race and ethnic relations in the lives of Native Americans, African Americans, Chicanos, and Asian Pacific Americans. Students will evaluate the evolution of ethnic cultures and identities, assess community-building efforts, and explore intercultural relations to develop a deeper awareness of current affairs and issues, ethnic cultures, and prospects for constructive social change. Prerequisite: Placement into English 100 recommended.

### Human Relations

**SOC 171** 2 credits

Students in this course will explore contemporary issues of human behavior and motivation, interpersonal communication, as well as leadership and management styles. Special emphasis will be placed on helping students to develop human relations skills and the ability to address and negotiate the complexities of multicultural difference. Prerequisites: Placement into ENG 100 is recommended.

### Organizational Behavior

**SOC 251** 5 credits

This course in the sociology of work explores inter-

personal behavior in the context of organizations and bureaucracies. Students will develop skills that enhance team and organizational performance, assess the nature of human group behavior, and understand and negotiate multicultural difference in the workplace and other formal settings. Special emphasis will be placed on evaluating the nature and role of cultural diversity in the workplace and business environment. Prerequisite: Placement into English 100 recommended.

## Elementary Spanish

### SPAN 101 5 credits

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. Prerequisites: Placement in ENG 100 for reading and writing.

## Elementary Spanish

### SPAN 102 5 credits

In this fast-paced course continuing the work of Spanish 101, students increase knowledge of Spanish vocabulary and grammar to improve their communication abilities. They learn to participate in conversations in a variety of social settings and learn more about social and historical aspects of Spanish-speaking cultures. Prerequisites: Completion of Spanish 101 or instructor permission.

## Elementary Spanish

### SPAN 103 5 credits

This course continues the work of Spanish 102. In it, students improve their ability to speak and write in Spanish by adding to vocabulary and grammar knowledge. Students learn more about Spanish-speaking cultures and how to communicate in them. Prerequisites: Completion of Spanish 102 or instructor permission.

## Intermediate Spanish

### SPAN 201 5 credits

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. Prerequisites: Completion of Spanish 103 or instructor permission.

## Intermediate Spanish

### SPAN 202 5 credits

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. Prerequisites: Completion of Spanish 103 or instructor permission.

## Intermediate Spanish

### SPAN 203 5 credits

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. Prerequisites: Completion of Spanish 202 or instructor permission.

## Speech Communication

### SPCMU 101 5 credits

Students will improve their ability to communicate informally at home, work and school by applying principles learned in the course. They will also learn to deliver effective short formal speeches based on individual research and personal experience. Students will practice communication abilities in small groups and in speeches videotaped for later analysis. Prerequisites: ENG 101 or concurrent enrollment in English 100.

## Public Speaking

### SPCMU 220 5 credits

In this course on formal public speaking, students learn to analyze audience and purpose in order to choose topic, organization, and methods of development and style of speeches. Students will prepare and practice speeches that are videotaped for later evaluation. Students will also gain critical listening and persuasion abilities. Prerequisites: English 101.

## Group Communication

### SPCMU 290 5 credits

*This course helps students improve their ability to communicate in a wide variety of group situations at home, work and school. Students will be able to analyze their own and others' communication effectiveness and to apply problem-solving and conflict resolution techniques. Students will work in simulated committees, project groups, research teams, fishbowls and other group settings to practice and evaluate their skills in communication. Prerequisites: English 101.*





# What are my rights and

Student Code of Conduct.....	82
Student Rights and Responsibilities.....	82
Family Education Rights.....	82
Nondiscrimination & Equal Opportunity .....	82



## Student Code of Conduct

Admission to the 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, disciplinary procedures, and procedures for resolving conflicts regarding student discipline procedures (WAC132Z-115). The student conduct system is designed to protect the rights of each individual, to support the community values, and to assist students in modifying their behavior to become responsible members of the community. A complete copy of the code of student conduct is available from the Vice President for Student Success.

## Student Rights and Responsibilities

Cascadia Community College is a learning-centered college, operated to provide knowledge and skills for the achievement of learners' academic, professional and personal goals. Inherent in the college's mission are certain rights and freedoms needed for learning and personal development. Admission to Cascadia 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. The college has adopted comprehensive policies detailing student rights and responsibilities (WAC 132Z-112). A complete copy of these policies is available from the Vice President for Student Success.

## Family Education Rights and Privacy Act (FERPA)

Cascadia Community College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 concerning the information that becomes a part of a student's permanent educational record and governing the condition of its disclosure. Under FERPA, students are protected against improper disclosure of their records. This federal law affords students certain rights with respect to their educational records. They are as follows:

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

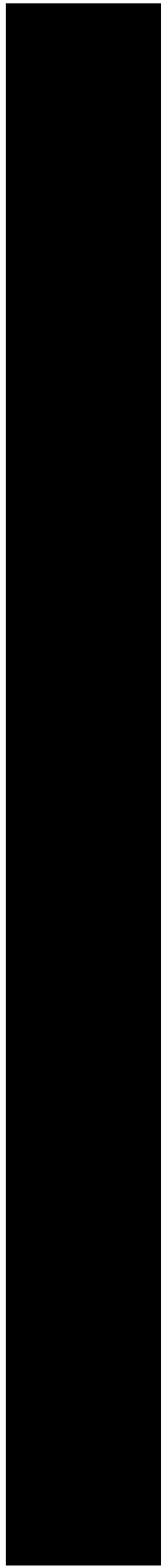
## Nondiscrimination and Equal Opportunity

Cascadia Community College affirms a commitment to freedom from discrimination for all member of the College community. Cascadia provides equal opportunity in education and employment and does not discriminate on the basis of race, color, religion, national origin, gender, age, marital status or the presence of any physical, sensory or mental disability. The responsibility for, and the protection of this commitment extends to students faculty, administration, staff, contractors and those who develop or participate in college programs. It encompasses every aspect of employment and every student and community activity.

The college complies with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Age Discrimination Employment Act Amendment of 1978, Vietnam Era Veterans Readjustment Assistance Act of 1974, Equal Pay Act of 1963, Executive Orders 11246 and 11375, and federal and state statutes and regulations.

# Who is Cascadia Community College?

Administration, Faculty and Staff..... 84



## Administration, Faculty and Staff

(as of publication date August 2000)

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Sharon Buck  
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Executive Director, Cascadia Foundation  
  
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Director of Financial Aid

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Maria Guevara-Lee  
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Administrative Assistant to the Vice President for Student Success

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Systems Administrator

Jamie Piller

Web Designer

Debbie Rice  
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Alphabetical Listing

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MA, West Chester University

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Development  
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MEd, University of Puget Sound

## Index

- A**
- Academic Holds 42
  - Academic Honesty 42
  - Academic Regulations 39
  - Academic Transfer Degree Programs 23
  - Accounting Courses 63
  - Accreditation 5
  - Add a Class 27
  - Administration 84
  - Admission 13
  - Adult Basic Education 62
  - Advanced Placement 41
  - Advising/New Student Orientation 21
  - American Sign Language Courses 63
  - Anthropology Courses 63
  - Art Courses 63
  - Assessment 13
  - ASSET Testing 13
  - Associate in Applied Science (Professional/Technical) 23,49
  - Associate in Integrated Studies (Academic Transfer) 23,45
  - Astronomy Courses 63
  - Attendance 42
  - Audit Student 27
- B**
- Biology Courses 63
  - Board of Trustees 5, 84
  - Bookstore 37
  - Business Information Technology Courses 64
- C**
- Cafeteria 37
  - Certificate Programs 56
    - Network Specialist 56
    - Web Specialist 57
    - E-Commerce Specialist 58
    - Software Testing Specialist 58
    - Technical Support Specialist 57
    - Computer Application Specialist 59
  - Challenge (Credit by Examination) 41
  - Change of Registration 27
  - Chemistry Courses 68
  - Childcare 37
  - Cinema Courses 68
  - Class Status 27
  - College Level Examination Program (CLEP) 41
  - College Overview 5
  - Communications Courses 69
  - Computer Application Specialist 23, 59
  - Computer Resources 31
  - Confidentiality 26
  - Continuing Professional Education 24
  - Cooperative Education 24
  - Core Values 7
  - Course Descriptions 62
  - Course Placement 13
  - Credit by Examination (Challenge) 41
  - Credit Information 41
- D**
- Degree Programs
    - Associate in Integrated Studies 45
    - Degree Programs: Academic Transfer 45
    - Degree Programs: Professional/Technical, Business & Information Technology 49
  - Degree Requirements
    - Elective Course List 47
    - Restricted Elective Course List 47
  - Degrees and Certificates 23
  - Disabilities, Services for Students with 37
  - Distance Learning 24
  - Distribution Requirements 45, 46
  - Drop a Class 27
- E**
- E-Commerce Specialist 23, 56, 58
  - E-Portfolio 24
  - Economics Courses 70
  - Elective Course List 47
  - Eligibility Requirements, Financial Aid 17
  - English as a Second Language Courses 71
  - English Courses 70
  - Environmental Studies Courses 72
  - Estimated Cost of College, for Financial Aid Purposes 19
  - Examinations 42
- F**
- FAFSA 16
  - FAFSA on the Web 16
  - Fees 28
  - Financial Services 16
    - Academic Standards 17
    - Data Sheet 16
    - Eligibility Requirements 17
    - Financial Aid Data Sheet 16
    - How to Apply 16
    - Rights and Responsibilities 19
    - Sample Student Budget 19
    - Work Study 18
  - Financial Options 18
    - Grants and Waivers 18
  - Loans 18
  - Short-Term/Emergency Loans 18
- G**
- GED Preparation Courses 62
  - GED Program 24
  - Government, Student 35
  - Grade Point Average (GPA) 41
  - Grading System 40
  - Graduation Requirements 44
  - Grants and Waivers 18
  - Grievances, Instructional 42
- H**
- High School Completion Program 24
  - High School Transcripts 14
  - High Scholarship 39
  - History Courses 72
  - Holds on Records/Registration 26, 42
  - Honors List 39
  - Housing 37
  - Humanities Courses 72, 73
- I**
- Interactive Television 31
  - International Studies Programs 24
  - Instructional Grievances 42
- J-K-L**
- Japanese Courses 73
  - Learning Assistance 33
  - Learning Center, Open 33
  - Learning Community Courses 24
  - Learning Model 10
  - Learning Outcomes 48
  - Leave of Absence 26
  - Library Courses 31
  - Library/Media Center 31
  - Library Services 31
  - Lifelong Learning 24
  - Loans 18
  - Low Scholarship Dismissal 39
- M**
- Workfirst 18
  - Worker Retraining 18
  - Veterans Program 18
  - Fresh Start 39

Map, Vicinity	88
Math Center	33
Mathematics Courses	74
Media Services	31
Mentorship	9
Message from the President	1
Mission Statement	7
Music Courses	76

**N**

Name Changes	26
Network Technology Specialist	23, 56
Network Technology Program	50
Nutrition Courses	77

**O-P-Q**

Official Transcripts	26
Orientation, New Students	21
Parent Loan to Undergraduate Study (PLUS)	18
Parking and Transportation Services	37
Parking Fees/Regulations	37
Pass/No Credit	40
Pell Grants	18, 19
Philosophy Courses	77
Physics Courses	77, 78
Placement Testing	21
Political Science Courses	78
President's Message	1
Probation	39
Professional/Technical Training	23
Programs of Study	23
Psychology Courses	78

**R**

Reading/Writing Center	33
Records	26
Recycling	37
Refund Policy	19
Registration Information	21, 26
Repeated Courses	41
Residency	27
Restricted Transfer Course List	47
Running Start	14, 24

**S**

Schedule Changes	27
------------------	----

Schedule of Fees	28
Scholarship (High Scholarship)	39
Scholarships (Financial Aid)	18
Scholastic Probation	39
Security	37
Social Security Number	26
Social Science Courses	78, 79
Sociology Courses	79
Software Programming Program	52
Software Testing Specialist	23, 58
Spanish Courses	79, 80
Speech Communication Courses	80
Stafford Loans	18
Student Activities	35
Student Government	35
Student Orientation	21
Student Programs & Activities	35
Student Records	26

**T-U**

Table of Contents	3
Technical Support Specialist	23, 57
Transcripts	14, 21, 26
Transfer	21, 61
Tuition and Fee Information	28
Tuition and Fee Waivers	29

**V**

Veterans	14, 18
----------	--------

**W-X-Y-Z**

Waivers, Tuition	29
Washington State Work Study Program	18
Web Specialist	57
Web Technology Program	54
Withdraw from Class	27
Work-based Learning	49
Workfirst	18
Worker Retraining	18
Work Study Programs	18



## How to Find Cascadia Community College

Cascadia's campus is located at:

18345 Campus Way NE

Bothell, Washington 98011

## Driving Directions to Our Campus

Take I-405 to the Beardslee/195<sup>th</sup> Exit (Exit #24). Go west on 112<sup>th</sup> to Beardslee. Turn left on Campus Way N.E.

Cascadia Community College and the University of Washington, Bothell are co-located and share a common campus.