

WELCOME TO WHATCOM



Academic Calendar	iv
President’s Welcome	1
Notice of Non-Discrimination	5
Section divider	11
Section: Admissions, Enrollment and Student Records.....	11
Admissions	13
Enrollment	16
Student Records.....	17
Section divider	21
Section: Grades, Graduation Requirements & Credit for Prior Learning.....	21
Grading.....	23
Graduation Requirements	26
Credit for Prior Learning	28
Section divider	33
Section: Educational Options.....	33
Educational Options.....	35
Section divider	41
[Section: Student Services]	41
Student Services.....	43
Veteran Services	45
Testing Services.....	46
Campus Life.....	48
Section divider	53
Section: College Costs and Funding Options	53
Tuition, Fees and Other Costs.....	55
Paying for College	59
Types of Degrees and Certificates Offered at WCC	69
Bachelor’s degrees.....	69
Associate Transfer Degrees.....	69
Liberal Studies Degree	71
Professional-Technical Degrees and Certificates.....	71
High School Diploma / GED.....	72
Degree and Certificate Requirements	73
Course description	149
College Policies	281
Faculty and Administration.....	295
Appendix A.....	313
Appendix B.....	319

Academic Calendar

Academic Calendar 2022-2023

Summer Term 2022

June 27 Term Begins
July 2-4 Independence Day Weekend-Closed
August 19 Term Ends

Fall Term 2022

Sep 3-5 Labor Day Weekend - Closed
Sep 14 All College Day - Closed
Sep 20 Term Begins
Oct 14 No Classes - College Open
Nov 11 Veterans Day - Closed
Nov 23 No Classes - College Open
Nov 24-27 Thanksgiving Weekend - Closed
Nov 25 Native Amer Heritage Day - Closed
Dec 9 Term Ends
Dec 24-26 Christmas Holiday - Closed

Winter Term 2023

Dec 31-Jan2 New Year's Holiday - Closed
Jan 4 Term Begins
Jan 14-16 MLK Jr. Weekend - Closed
Feb 18-20 President's Day Weekend - Closed
Feb 21 Prof. Development Day - Closed
Mar 24 Term Ends

Spring Term 2023

April 4 Term Begins
May 27-29 Memorial Day Weekend - Closed
June 16 Term Ends
June 16 Commencement Ceremony
June 19 Juneteenth Holiday – Closed

Academic Calendar 2023-2024

Summer Term 2023

June 26 Term Begins
July 4 Independence Day - Closed
August 18 Term Ends

Fall Term 2023

Sep 2-4 Labor Day Weekend - Closed
Sep 13 All College Day - Closed
Sep 19 Term Begins
Oct 13 No Classes - College Open
Nov 10 Veterans Day Holiday - Closed
Nov 22 No Classes - College Open
Nov 23-26 Thanksgiving Weekend - Closed
Nov 24 Native Amer Heritage Day - Closed
Dec 8 Term Ends
Dec 23-25 Christmas Holiday - Closed

Winter Term 2024

Dec 30-Jan1 New Year's Holiday - Closed
Jan 3 Term Begins
Jan 13-15 MLK Jr. Weekend - Closed
Feb 17-19 President's Day Weekend - Closed
Feb 20 Prof. Development Day - Closed
Mar 22 Term Ends

Spring Term 2024

April 2 Term Begins
May 25-27 Memorial Day Weekend - Closed
June 14 Term Ends
June 14 Commencement Ceremony
June 19 Juneteenth Holiday - Closed

President's Welcome

At Whatcom Community College, we are focused on student success. We help our students discover their strengths, explore their academic options, and meet their educational goals. Whether you need a short-term certificate, personal enrichment class, career preparation, transfer degree, or a Bachelor of Applied Science degree, Whatcom is here to serve you.

The College's grant awards are an excellent reflection of our commitment to students. Recently, WCC was approved for more than \$7 million in grant funding. Over the multi-year span of the grants, the total comes to more than \$15 million in funding to improve important initiatives in healthcare, aerospace, STEM, cybersecurity, and student success. Whatcom students graduate at rates higher than their peers at other community and technical colleges. We work directly with local industry, civic, and business leaders so graduates' skills and strengths are aligned with what employers need.

Supporting today's students requires us to think differently. It requires campus-wide collaboration and commitment from our talented faculty and staff. But that's the spirit of college, and especially WCC. We meet our students where they are and put them on the path to a better future.

All of us at Whatcom Community College look forward to helping you achieve a rich and fulfilling educational experience that will last you a lifetime. I hope to see you on campus soon.

Dr. Kathi Hiyane-Brown, College President

History & Philosophy of the College

Whatcom Community College (WCC) has been serving the community since 1967 with its first programs being offered in 1970 (Farm Management and Transportation of the Sick and Injured). WCC was one of the original community colleges in the country to offer classes without a centralized campus. As a result of that commitment, early faculty and staff became experts in developing alternative modes of instruction to reach students with varying interests. Another early commitment was individual attention to the educational goals and learning styles of each student. WCC became known throughout the country for its unique approach and as a result grew to such an extent that centralized facilities and a campus became the preferred solution to reaching the thousands of students seeking access each year.

By the mid-1980s, the commitment to serving as many students as possible led the Board of Trustees to begin developing a central campus in the Cordata neighborhood. As the campus developed, younger students sought access in increasing numbers. Though WCC has grown rapidly, it has retained a commitment to personalized instruction and promotion of success for students of all ages.

The original philosophy of considering what was best for students was necessary for our early development and continues to guide the actions of all who serve Whatcom Community College.

WCC Foundation

The Whatcom Community College Foundation, a non-profit 501(c)(3), enhances educational opportunities by providing student scholarships, supporting faculty development, and assisting with key college initiatives. The WCC Foundation provides \$350,000 in student scholarships, funds teaching and program innovations, supports our growing Orca Alumni Association, hosts community events on campus, and works in partnership with financial aid to deploy both private community donations and federal support. Over the last five years, with generous gifts from the community members, businesses, and charitable organizations, the Foundation has distributed over \$3 million for student scholarships and college programs at WCC.

All WCC students are encouraged to apply for WCC Foundation scholarships – 50% of applicants are awarded a scholarship. The application for WCC Foundation scholarships is available in January and September at www.whatcom.edu/WCCFScholarships for awards in the following academic year. For more information or to invest in our students by making a contribution, contact the WCC Foundation at Foundation@whatcom.edu.

Strategic Plan (2017-2023)

Whatcom's strategic plan includes a mission statement, vision statement, promise statement, core themes and guiding themes and objectives.

Mission Statement

Whatcom Community College contributes to the vitality of its communities by providing quality education in academic transfer, professional-technical, and lifelong learning, preparing students for active citizenship in a global society.

Vision Statement

Whatcom will be an innovative college, engaged with our diverse and changing communities.

Promise Statement

We transform lives through education. We accomplish this by supporting student growth, respecting student investment, embracing diversity, promoting excellence, and creating opportunities

Core Themes

WCC's core themes are...

1. Achieving Success
2. Building Community
3. Advancing Equity
4. Enhancing Effectiveness

Core Theme 1 | Achieving success

Whatcom engages students in their learning, leadership development, educational achievement, and workplace preparation. To help students achieve success, we will...

- 1.1 Improve student success in retention, completion, transfer, and employment.
- 1.2 Foster student learning through student-centered teaching and learning practices.
- 1.3 Promote student access through quality services and resources.
- 1.4 Provide students with mentors, internships, and career preparation.

Core Theme 2 | Building community

Whatcom cultivates connections for the enrichment of the college, local communities, and beyond. To build community, we will...

- 2.1 Increase collaboration and communication to serve collective needs across the College.
- 2.2 Create teaching and learning communities.
- 2.3 Strengthen partnerships with K-12 and higher education institutions.
- 2.4 Foster learning, service, and leadership opportunities through community partnerships.
- 2.5 Cultivate community awareness and support for the college.
- 2.6 Engage with business and industry to strengthen regional economic development.

Core Theme 3 | Advancing equity

Whatcom integrates principles of diversity, access, and inclusion throughout policy, practice, services, and curriculum to close equity gaps in student outcomes and create an equitable work environment. To advance equity, we will...

- 3.1 Ensure all students have access to campus resources that support educational success.
- 3.2 Apply culturally responsive pedagogy in all teaching and learning environments.
- 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes.
- 3.4 Revise policies, practices, services, and curricula from an equity-based lens.
- 3.5 Improve recruitment and retention of diverse students, faculty, staff, and administrators.
- 3.6 Increase campus engagement in social justice education and leadership opportunities.

Core Theme 4 | Enhancing effectiveness

Whatcom is fiscally responsible, supports faculty and staff, fosters a safe and sustainable environment for teaching and learning, and uses data-driven decision making to enhance institutional effectiveness. To enhance institutional effectiveness, we will...

- 4.1 Offer programs, services, and facilities that support college needs and market demands.
- 4.2 Increase college enrollment and secure resources for the continued viability of the college.
- 4.3 Provide ongoing opportunities for faculty and staff professional growth.
- 4.4 Enhance the safety of the college environment.
- 4.5 Model leadership in environmental protection, economic viability, and social equity, the three pillars of sustainability.
- 4.6 Apply assessment and evaluation data to inform decisions.

Strategic plan adopted by the Board of Trustees on September 20, 2017.

Accreditation

Whatcom Community College (WCC) is accredited by the Northwest Commission on Colleges and Universities, an institution accrediting body recognized by the Council for Higher Education Accreditation and/or the Secretary of the U.S. Department of Education.

WCC's programs of study are approved by the Washington State Board for Community and Technical Colleges. WCC's physical therapist assistant program is accredited by the Commission on Accreditation in Physical Therapy Education, and the medical assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs. WCC's nursing program is accredited by the Accreditation Commission for Education in Nursing.

WCC is recognized by the American Council on Education and is a member of the American Association of Community Colleges, the Northwest Athletic Conference, and the Washington Association of Community and Technical Colleges.

Statement of Educational Values

WCC is committed to providing an educational experience that is transformative. WCC's promise statement outlines five values, which guide that work: (1) supporting student growth, (2) respecting student investment, (3) embracing diversity, (4) promoting excellence, and (5) creating opportunities. These values provide focus for WCC's collective efforts and context for measuring its effectiveness.

Program and Course Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program. They are measurable statements that define the skills the college expects its students to develop by the end of a certificate or degree at WCC. Course outcomes are the most important skills the college expects its students to develop by the end of a course and are unique to each course. Program and course outcomes are listed on syllabi and more information about them can be found on WCC's assessment and institutional research website.

Core Learning Abilities

Core learning abilities (CLAs) are overarching skills that are emphasized in all degrees, student services support and interactions, and co-curricular activities at WCC. CLAs define the skills the college expects its students to develop by the time they graduate. WCC's CLAs are communicating, information literacy, quantitative literacy, social justice, and thinking. CLAs are listed on syllabi and the most up-to-date information about the CLAs can be found on WCC's CLA webpage.

Affirmation of Inclusion

Whatcom Community College is committed to maintaining an environment in which every member of the college community feels welcome to participate in the life of the college, free from harassment and discrimination. We welcome people of all races, ethnicity, national origins, religions, ages, genders, sexual orientations, marital status, veteran status, abilities and disabilities. Toward that end, faculty, students and staff will...

1. Treat one another with respect and dignity.
2. Promote a learning and working community that ensures social justice, understanding, civility and non-violence in a safe and supportive climate.
3. Influence curriculum, teaching strategies, student services and personnel practices that facilitate sensitivity and openness to diverse ideas, peoples and cultures in a creative, safe and collegial environment.

Notice of Non-Discrimination

Whatcom Community College recognizes its responsibility for investigation, resolution, implementation of corrective measures, and monitoring the educational environment and workplace to stop, remediate, and prevent discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, or honorably discharged veteran or military status, or the use of trained guide dog or service animal, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. Employees are also protected from discrimination for filing a whistleblower complaint with the Washington State Auditor.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Executive Director for Human Resources, 237 W. Kellogg Road, Bellingham, WA 98226, 360.383.3400. For Title IX compliance, contact: Title IX Coordinator, 237 W. Kellogg Road, Bellingham, WA 98226, 360.383.3400. WCC publications are available in alternate formats upon request by contacting the Access and Disability Support Services Office at 360.383.3080 or VP 360.255.7182.

Accommodations for completing the application process are available to persons with disabilities by contacting the human resources office. The college employs only lawfully authorized alien workers or US citizens. Verification of employment eligibility as specified by US Immigration and Customs Enforcement (ICE), the investigative branch of the Department of Homeland Security (DHS), is required of all new employees. In accordance with RCW 10.97.050, a criminal and educational background check will only be initiated when an applicant becomes a semi-finalist. Whatcom Community College maintains a smoke-free environment. Information related to campus safety may be obtained from the WCC website at whatcom.edu.

Aviso de No Discriminación

El Colegio Comunitario Whatcom cumple con las leyes federales y estatales que específicamente exigen que el Colegio no discrimine por motivos de raza, color, nacionalidad de origen, edad, discapacidad física o mental percibida o real, embarazo, información genética, sexo, orientación sexual, identidad del género, estado civil, credo, religión, o estado de veterano o militar con baja honorable, o el uso de un perro de guía entrenado o un animal de servicio en sus programas o actividades. La siguiente persona ha sido designada para manejar las consultas con respecto a las políticas de no discriminación: Director ejecutivo de Recursos Humanos, 237 W. Kellogg Road, Bellingham, WA 98226, 360.383.3400. Para consultar sobre el cumplimiento del Título IX, comuníquese con: Coordinador del Título IX, 237 W. Kellogg Road, Bellingham, WA 98226, 360.383.3400. Las publicaciones del Colegio Comunitario Whatcom están disponibles en formatos alternativos por solicitud. Para ello, puede comunicarse con la Oficina de Servicios de Asistencia para Discapacidades al 360.383.3080; VP 360.255.7182.

Personas con discapacidades pueden contactar y solicitar a la oficina de recursos humanos acomodaciones razonables para completar el proceso de aplicación. Whatcom Community College emplea sólo a trabajadores extranjeros legalmente autorizados o a ciudadanos estadounidenses. Verificación de elegibilidad laboral, tal como lo especifica el Servicio de Inmigración y Control de Aduanas de Estados Unidos (ICE, por sus siglas en inglés), la subdivisión de investigaciones del Departamento de Seguridad Interior (DHS, por sus siglas en inglés), es requerida para todos los empleados nuevos. De conformidad con RCW 10.97.050, un chequeo de antecedentes penales y formación educativa será iniciado sólo si un solicitante se convierte en un semifinalista. Whatcom Community College mantiene un ambiente libre de humo. Información relacionada a la seguridad del campus puede obtenerse por medio del sitio Web de WCC en whatcom.edu.

ਗੈਰ-ਭੇਦਭਾਵ ਦਾ ਨੋਟਿਸ

ਵੱਟਕੋਮ ਕਮਿਊਨਿਟੀ ਕਾਲਜ (Whatcom Community College) ਫੈਡਰਲ ਅਤੇ ਰਾਜ ਦੇ ਕਨੂੰਨ ਜੋ ਕਿ ਖਾਸ ਤੌਰ ਤੇ ਨਸਲ, ਰੰਗ, ਰਾਸ਼ਟਰੀ ਮੂਲ, ਉਮਰ, ਅਸਲ ਜਾਂ ਕਥਿਤ ਸ਼ਰੀਰਿਕ ਜਾਂ ਮਾਨਸਿਕ ਅਪਾਹਜਤਾ, ਗਰਭ, ਜੈਨੇਟਿਕ ਜਾਣਕਾਰੀ, ਸੈਕਸ, ਜਿਨਸੀ ਝੁਕਾਅ, ਲਿੰਗ ਪਛਾਣ, ਵਿਆਹੁਤਾ ਸਥਿਤੀ, ਨਸਲ, ਧਰਮ, ਜਾਂ ਸਤਿਕਾਰ ਸਹਿਤ ਡਿਸਚਾਰਜ ਕੀਤਾ ਸਾਬਕਾ ਫੌਜੀ ਜਾਂ ਫੌਜ ਦੀ ਹੈਸੀਅਤ, ਜਾਂ ਸਿਖਲਾਈ ਦਿੱਤੇ ਗਾਇਬ ਕੁੱਤੇ ਜਾਂ ਸੇਵਾ ਜਾਨਵਰ ਜਿਸ ਦੀ ਇਸ ਪ੍ਰੋਗਰਾਮ ਜਾਂ ਗਤਿਵਿੱਧੀ ਦੇ ਤਹਿਤ ਲੋੜ ਹੈ, ਦੇ ਆਧਾਰ ਤੇ ਵਿਤਕਰਾ ਕਰਨ ਤੋਂ ਰੋਕਦੇ ਹਨ, ਨੂੰ ਲਾਗੂ ਕਰਦਾ ਹੈ। ਹੇਠ ਦੱਸੇ ਵਿਅਕਤੀ ਨੂੰ ਗੈਰ-ਭੇਦਭਾਵ ਦੀ ਨੀਤੀ ਬਾਰੇ ਪੁੱਛਗਿੱਛ ਨੂੰ ਸੰਭਾਲਣ ਲਈ ਨਾਮਜ਼ਦ ਕੀਤਾ ਗਿਆ ਹੈ। Executive Director for Human Resources, 237 W. Kellogg Road, Bellingham, WA 98226, 360.383.3400. (ਮਨੁੱਖੀ ਸਰੋਤਾਂ ਦਾ ਕਾਰਜਕਾਰੀ ਡਾਇਰੈਕਟਰ, 237 ਡਬਲਯੂ, ਕੈਲੋਗ ਰੋਡ, ਬੈਲਿੰਗਮ, ਵਾਸ਼ਿੰਗਟਨ 98226, 360.383.3400. ਟਾਈਟਲ IX ਦੀ ਪਾਲਣਾ ਲਈ, ਸੰਪਰਕ ਕਰੋ: ਟਾਈਟਲ IX ਕੋਆਰਡੀਨੇਟਰ 237 W. Kellogg Road, Bellingham, WA 98226, 360.383.3400. ਵਿਕਲਪਕ ਫਾਰਮੈਟ ਵਿੱਚ ਉਪਲੱਬਧ ਡਬਲਯੂ ਸੀ ਸੀ ਪ੍ਰਕਾਸ਼ਨ Disability Support Services Office (ਡਿਸਏਬਿਲਿਟੀ ਸਪੋਰਟ ਸੇਵਾਵਾਂ ਦਫਤਰ) ਨਾਲ 360.383.3080; VP 360.255.7182 ਤੇ ਸੰਪਰਕ ਕਰਕੇ ਮੰਗੇ ਜਾ ਸਕਦੇ ਹਨ।

ਹਿਊਮਨ ਰਿਸੋਰਸਿਜ਼ ਆਫਿਸ ਨਾਲ ਸੰਪਰਕ ਕਰਕੇ ਅਸਮਰਥਤਾਵਾਂ ਵਾਲੇ ਵਿਅਕਤੀ ਲਈ ਦਰਖਾਸਤ ਪ੍ਰਕਿਰਿਆ ਨੂੰ ਪੂਰਾ ਕਰਨ ਲਈ ਅਨੁਕੂਲਤਾਵਾਂ ਉਪਲੱਬਧ ਹਨ। ਕਾਲਜ ਸਿਰਫ ਕਾਨੂੰਨੀ ਤੌਰ 'ਤੇ ਅਧਿਕ੍ਰਿਤ ਵਿਦੇਸ਼ੀ ਕਾਮਿਆਂ ਜਾਂ ਅਮਰੀਕੀ ਨਾਗਰਿਕਾਂ ਨੂੰ ਕੰਮ 'ਤੇ ਰੱਖਦਾ ਹੈ। ਡਿਪਾਰਟਮੈਂਟ ਆਫ ਹੋਮਲੈਂਡ ਸਿਕਿਉਰਿਟੀ (DHS) ਦੀ ਜਾਂਚ-ਪੜਤਾਲ ਕਰਨ ਵਾਲੀ ਬ੍ਰਾਂਚ, ਯੂਐਸ ਇਮੀਗ੍ਰੇਸ਼ਨ ਐਂਡ ਕਸਟਮਸ ਏਨਫੋਰਸਮੈਂਟ (ICE) ਦੁਆਰਾ ਨਿਸ਼ਚਿਤ ਕੀਤਾ ਗਿਆ ਰੁਜ਼ਗਾਰ ਦੀ ਯੋਗਤਾ ਦਾ ਪੁਸ਼ਟੀਕਰਣ, ਸਾਰੇ ਨਵੇਂ ਕਰਮਚਾਰੀਆਂ ਲਈ ਲੋੜੀਂਦਾ ਹੈ। RCW 10.97.050 ਦੇ ਅਨੁਸਾਰ, ਅਪਰਾਧਿਕ ਅਤੇ ਵਿੱਦਿਅਕ ਪਿਛੋਕੜ ਦੀ ਜਾਂਚ ਸਿਰਫ ਤਾਂ ਹੀ ਸ਼ੁਰੂ ਕੀਤੀ ਜਾਵੇਗੀ ਜਦੋਂ ਬਿਨੈਕਾਰ ਅਰਧ-ਅੰਤਿਮ (ਸੈਮੀ-ਫਾਈਨਲਿਸਟ) ਬਣ ਜਾਂਦਾ ਹੈ। ਵੱਟਕੋਮ ਕਮਿਊਨਿਟੀ ਕਾਲਜ ਇੱਕ ਯੂਆਂ ਮੁਕਤ ਵਾਤਾਵਰਣ ਬਣਾ ਕੇ ਰੱਖਦਾ ਹੈ। ਕੈਂਪਸ ਦੀ ਸੁਰੱਖਿਆ ਨਾਲ ਸਬੰਧਤ ਜਾਣਕਾਰੀ WCC ਦੀ ਵੈਬਸਾਈਟ whatcom.edu ਤੋਂ ਮਿਲ ਸਕਦੀ ਹੈ।

Уведомление о недопущении дискриминации

Муниципальный колледж Уотком отвечает федеральным и государственным законам, в частности, требующим, чтобы в колледже не было дискриминации по признаку расы, цвета кожи, национального происхождения, возраста, предполагаемой или фактической физической или умственной неполноценности, беременности, генетической информации, половой принадлежности, сексуальной ориентации, гендерной идентичности, семейного положения, вероисповедания, религии, в отношении статуса почетно уволенного ветерана или военного статуса, использования обученной собаки-поводыря или служебного животного в своих программах и мероприятиях. Следующий сотрудник был назначен для обработки запросов относительно политики недискриминации: Исполнительный директор отдела кадров, 237 W. Kellogg Road, Bellingham, WA 98226, 360-383-3400. По вопросам соответствия требованиям раздела IX обращайтесь: Координатор по разделу IX, 237 W. Kellogg Road, Bellingham, WA 98226, 360-383-3400. Публикации Муниципального колледжа Уотком можно получить в альтернативных форматах по запросу, обратившись в офис службы поддержки лиц с ограниченными возможностями по телефону 360-383-3080; вице-президент 360-255-7182.

Абитуриенты с инвалидностью могут получить помощь при заполнении заявления, обратившись в отдел кадров (human resources office). Колледж принимает на работу только законно оформленных иностранных рабочих, либо граждан США. Все новые работники должны пройти проверку права на трудоустройство, в соответствии с требованиями Иммиграционной и таможенной полиции США (ICE), следственной службой Министерства национальной безопасности (DHS). В соответствии со сводом пересмотренных законов 10.97.050, проверка образования и наличия правонарушений производится только когда кандидат становится полуфиналистом. Двухгодичный Колледж Уотком (Whatcom Community College) является зоной, свободной от курения. Вы можете получить информацию о безопасности на кампусе, посетив вебсайт колледжа WCC по адресу whatcom.edu.

Public Disclosure & Consumer Information

As a student or potential student, you have the right to know information regarding Whatcom Community College. Public disclosure and consumer information required by state and federal regulations can be found on the Whatcom Community College website at whatcom.edu/publicdisclosure.

Consumer Information

As a student or potential student, you have the right to know information regarding Whatcom Community College. The following is a list of available consumer information required by State and Federal regulations and where to find it:

Affirmative action, non-discrimination & Title IX

Gender equality - RCW 28B.110.070
Harassment - Policy 615 and 620
Director for Human Resources
Laidlaw Center 235
brawlings@whatcom.edu
360.383.3400

Accreditation

faculty.whatcom.ctc.edu/InstResearch/
Assessment and Institutional Research
360.383.3302

Athlete completion report & transfer rates

Athletics and Recreation
WCC Pavilion
360.383.3112

Athletics

Equity in Athletics Report
Athletics and Recreation
WCC Pavilion
360.383.3112

Campus security & safety report

whatcom.edu/safety
Facilities & Operations
Auxiliary Services Building 115
360.383.3390

Complaint's information

whatcom.edu/complaintprocess

Disability support

whatcom.edu/access
Access and Disability Services
LDC 134
360.383.3084

Drug & alcohol prevention

whatcom.edu/policies
Counseling Services
Laidlaw Center 134
360.383.3080

Environmental

Facilities & Operations
Auxiliary Services Building 115
360.383.3390

Family Education Rights & Privacy Act

Policy 3030
Entry and Enrollment Services Office
Laidlaw Center 102
360.383.3030

Financial statements (audited)

Business Office
Laidlaw Center 141
360.383.3360

Graduation, retention & transfer rates

whatcom.ctc.edu/InstResearch/
Entry and Enrollment Services Office
Laidlaw Center 102
360.383.3030

Whistleblowers

Complete information and procedures for the disclosure and investigation of improper governmental action can be found on the State Auditor's website Washington State Whistleblower Program.

Incident reporting

whatcom.edu/incident
Please call 911 if an immediate emergency situation exists

Institutional Master Plan

whatcom.edu/IMP

IT Accessibility Coordinator

Ward Naf
360.383.3430
Non-accessible technology plan per WA OCIO Policy 188

Judicial affairs

whatcom.edu/studentconduct
Office of Community Standards
tthayer@whatcom.edu
360.383.3073

Privacy notice

whatcom.edu/privacynotice
Entry and Enrollment Services Office
Laidlaw Center 102
360.383.3030

Public records requests

whatcom.edu/policies
Public Records Officer
rkloke@whatcom.edu
360.383.3338

Title IV Student Disbursements

BankMobile/Consumers Bank contract
whatcom.edu/publicdisclosure

Voter registration information

Office of Student Life
Syre Student Center 208
360.383.3110


An official ballot drop box is located on campus, outside the copy center.

Legal Disclaimer

Whatcom Community College has made reasonable efforts to ensure the accuracy of the information throughout its website and publications. However, the college reserves the right to make appropriate changes in procedures, policies, calendars, requirements, programs, courses and fees. When feasible, changes will be announced prior to their effective dates, but the college assumes no responsibility for giving any particular notice of any such changes. Changes may apply to prospective and current students. Nothing contained in this catalog shall be construed to create any offer to contract or any contractual rights. We encourage users to contact the college or appropriate office to obtain current information.

Limitation of Liability

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



ADMISSIONS, ENROLLMENT AND STUDENT RECORDS



Admissions

General admissions

Whatcom Community College (WCC) welcomes future students at least 18 years of age or anyone who has completed high school or a GED certificate. We welcome younger students too. For students younger than 18, refer to the Special Admissions section below.

New students

New students can apply online at whatcom.edu/get-started/apply-now or in person at Orca Central in the Heiner building. WCC provides new students with a MyWCC student network account and a student email account, which the college uses for all formal college-related communication. Following the application process, the college sends instructions on how to activate the MyWCC student network account and access student email. For more information, contact the student help desk at studenthelpdesk@whatcom.edu.

Returning Students

Students gone for less than one year need to be re-activated. Email enrollment@whatcom.edu or call 360.383.3080.

Students who have been away for a year or more will need to complete a new online application at whatcom.edu/get-started/apply-now or in person at Orca Central in the Heiner building.

Transfer in students

Transfer in students can apply online at whatcom.edu/get-started/apply-now or in person at Orca Central in the Heiner building. WCC provides these students with a MyWCC student network account and a student email account, which the college uses for all formal college-related communication. Following the application process, the college sends instructions on how to activate the MyWCC student network account and access student email. For more information, contact the student help desk at studenthelpdesk@whatcom.edu.

Transfer in students who are seeking a degree or certificate from WCC will want to have previous transcripts evaluated for courses that will apply to the degree or certificate. The student needs to send official transcripts from all previous institutions and complete a Transfer Credit Evaluation Request form. The Transfer Credit Evaluation Request form is available on the college website, from an advisor or in Orca Central.

Until the official evaluation is completed, the student may show an unofficial transcript to an advisor to use a course from another college as a prerequisite.

Placement for Math & English Courses

Students earning a degree or certificate will need to determine placement into the right level of Math and English prior to enrolling. Students can use previous college or high school transcripts or complete an Informed Self-Placement for both English and Math. Students can contact Orca Central for guidance. More information is on the website.

Register for Classes

Students receive an enrollment appointment two to three weeks prior to the start of each enrollment period. Most students are able to enroll on or after this date and time. Students who have holds or need prerequisite overrides will need to enroll in-person in Orca Central or with their Advisor. Holds need to be cleared and prerequisite overrides need an advisor or instructor signature before the student can enroll. Contact Orca Central with questions.

Pay Tuition or Confirm Financial Aid

Before attending classes, students need to pay tuition or confirm financial aid is available. WCC encourages all students to prepare a personal budget and inventory financial resources before starting college. Students receive access to iGrad, a financial advice and guidance resource. Students may complete a free application for Federal Student Aid (FAFSA) six to eight weeks in advance. Students can enroll in a tuition payment plan after enrolling in classes.

Orientation

All new WCC students should attend new student orientation prior to their first day of class. Students will learn about resources and services available to them and will become familiar with the campus. For more information go to the college website.

Special Admissions

International Students

Whatcom Community College admits qualified international students to academic programs and intensive English courses during each of the four academic terms. Admission requirements for academic programs include:

- A completed and signed international student application form with an application fee of \$50.
- A financial statement of support demonstrating sufficient funding for one full year of study.
- High school transcripts and college/university transcripts (if applicable).
- Advanced placement on Whatcom Community College's English placement exam, or completion of the intensive English for Speakers of Other Languages program.

Admission requirements for intensive English courses include:

- A completed and signed international student application form with an application fee of \$50.
- A financial statement of support demonstrating sufficient funding for one full year of study.
- Minimum age of 16 years.

Running Start Students

To participate in Running Start, high school students must be of eleventh or twelfth grade standing, as determined by the public high school or public school district. (This includes students attending a private school or receiving home-based instruction.) Specific procedures regarding enrolling in courses under the Running Start program are available online at the college website or from the WCC Running Start office.

Transitional Learning Programs (ABE/GED, ELL)

To enroll, a student under 19 years of age must:

- Obtain and present at the orientation session, a release form signed by the school district of residency.
- Attend an orientation session and complete the assessments for admission, achieving a minimum score.

The director of transitional learning programs will determine eligibility based on a review of the above items according to the following criteria:

- Ability to benefit in an adult learning environment
- Competency in academic skills
- Availability or lack of availability of other educational options

Note: Federal grant requirements do not allow students under the age of 16 to enroll in transitional learning classes.

Special Admission for Underage Students

Students under 18 who want to attend WCC may do so under certain conditions. Students who are juniors or seniors in high school may participate in Running Start and College in the High School. WCC does not desire to replace or duplicate the functions of local public schools, so it is rare for WCC to admit students under 18 to earn college credit outside those programs. Students younger than junior standing may apply for special admission to take college courses if they demonstrate competency in academic skills, the ability to benefit in an adult learning environment, and/or a unique artistic, academic, or technical talent. Permission from the student's parents and school is required.

Applications from students under 18 to take college courses are reviewed on an individual, case-by-case basis. For students under 16, the Vice President for Student Services reviews and makes admission decisions. For more information, contact the Running Start office at 360.383.3123 or rstart@whatcom.edu.

Admission Into Professional-Technical Programs

For most of WCC's degrees and certificates, you can start in any term. However, some programs admit students only once or twice each year, and some have courses to complete or other requirements before you can apply to them. The following degree/certificate programs have special admission requirements prior to entry:

- Applied Business Management Bachelor of Applied Science degree
- IT Networking-Cybersecurity Bachelor of Applied Science degree
- Massage Therapist certificate
- Medical Assisting degree or certificate
- Nursing Assistant-Certified certificate of proficiency
- Nursing degree
- Physical Therapist Assistant degree
- Substance Use Disorder Professional Alternative Training certificate of proficiency
- Visual Communications degree

See the WCC website for full information.

Enrollment

Enrollment Deadlines and Tuition Payment Dates

Visit the enrollment and academic calendars online for current information.

Enrollment

Enrollment dates are set based on the student category and number of credits a student has earned at WCC. Veterans, service members, and eligible spouses and dependents enroll prior to current and new students. Enrollment occurs as follows: Veterans and students with documented disabilities enroll first, followed by current and former students, then new students. More information is available on the WCC website.

Schedule Changes / Withdrawal from Course / Grading System Changes

Students may add or drop classes through the third day of the term. Students have until the last day of the 8th week to withdraw from classes in the fall, winter, and spring terms and until the last day of the sixth week in the summer term (refer to the online enrollment calendar for official dates and deadlines). Students who are unable to make changes online should go to Orca Central or email Entry & Enrollment Services office.

Caution: Students receiving financial aid of any kind should check with the financial aid office before changing their schedule. Otherwise, they may owe the college additional funds or need to repay funds they received for that term.

Late Enrollment

Late enrollment begins on the fourth instructional day of each term and students will need permission from the instructor to register. Tuition is due at time of enrollment.

Credit Load

A student is full-time when taking 12-18 credits. An average of 15 credits of college-level courses per term will allow a student to earn an associate degree in two years. Students in good academic standing can enroll for 18 credits without any restriction. Students who want to enroll for more than 18 credits will need their advisor's approval.

Changing to Satisfactory/Unsatisfactory Grading

Students can change from letter grading to satisfactory/unsatisfactory (S/U) grading by submitting a request with the Entry & Enrollment Services office. Refer to the online enrollment calendar for specific dates.

Auditing a Course

Students who want to attend a course without earning the credit can choose to audit it. There are no restrictions on auditing a course, but student may still need to meet prerequisite requirements. Students can choose whether to turn in assignments, attend all or some of the classes, take exams, or participate in class discussion. These courses do not apply toward an academic credential. Choosing to audit a class does not change the tuition amount. Students can change from letter grading to audit grading by submitting a request with Entry & Enrollment Services office. Refer to the online enrollment calendar for specific dates.

Incomplete Course

Incompletes are issued by the instructor when a student has, for good reason, been delayed in completing the required work but can successfully do so without additional instruction. A signed agreement between the instructor and the student, outlining the timeframe and work to be completed, must be submitted to Entry & Enrollment Services office. Grades awarded for completed work replace “I” grades and are recorded in the initial term of enrollment. Credits are not granted until the “I” has been changed. If a student does not complete the agreement in the allotted amount of time, the Records department will change “I” to the standing grade that was assigned by the instructor on the incomplete agreement.

Hardship Withdrawals

Students who have an unforeseen hardship, extenuating circumstance, during the term may be eligible to withdraw past the published deadline and/or receive a refund. Students will need to turn in a hardship withdrawal petition with supporting documentation to the Entry & Enrollment Services office, by the last day of the term.

Student Records

Notification of Student Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), a federal law that protects the privacy of student education records, applies to all federally funded schools. FERPA provides parents with certain rights to their children’s education records. These rights transfer to the student at the age of 18 or during enrollment at a higher education institution. FERPA provides students with rights to their education records, including:

1. The right to inspect and review the student’s education records within 45 days of the day Whatcom Community College (hereinafter referred to as “the College”) receives a request for access.

Students submit a written request to the registrar, identifying the record(s) they wish to inspect. The registrar coordinates access and notifies the student with details to inspect the records. If the records are maintained by another College official, the registrar will refer the student to the correct College official.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Students interested in amending a record submit a written request to the responsible College official. The request identifies which part of the record needs to be changed and provides reasoning for the change. Once the College finalizes a decision, students are notified in writing, including the student’s right to a hearing regarding the amendment request.

3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. FERPA authorizations include:

- Disclosure to school officials with legitimate educational interest. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, third party servicers such as the National Student Clearinghouse, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- Volunteers or contractors outside of the College performing institutional services or functions under the direct control of the College with respect to the use and maintenance of PII from education records. Examples include attorneys, auditors, collection agents, or student volunteers assisting another school official in performing his or her tasks. College volunteers or contractors have a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility for the College.
- The Solomon Amendment authorizes disclosure of “student recruitment information” for military recruiting purposes without student consent. Disclosed information for currently enrolled students over the age of 16 includes name, address, telephone listing, year of birth, class level, academic major, degrees received, and most recent previous educational institution.

4. The right to prevent disclosure of directory information.

The College routinely publishes and discloses student directory information. Whatcom Community College defines directory information as:

- student’s name
- major field of study
- terms of attendance (not specific days)
- degrees and certificates earned
- Term degree or certificate awarded
- Honors
- Enrollment Status (Full time or Part time)
- participation in officially recognized sports

A College official will determine whether to disclose directory information if requestor presents a legitimate need to know.

To prevent disclosure of personally identifiable directory/student recruitment information, students sign and submit a “notice of non-disclosure” form to the Entry and Enrollment Services Office, Laidlaw Center, 102.

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

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue SW
 Washington, DC 20202-5920.

The College will publish this notice in its college catalog and on its public website, and will reference it in its class schedule publications. The College's complete FERPA policy is contained in Washington Administrative Code (WAC) 132U-280.

Student Access to Records

The College assigns students a unique student identification number (Empl ID) and a personal identification number (PIN), which gives them access to their schedule, transcript, email, and other information and services specific to the student. Students are strongly encouraged to select a new PIN every three to six months.

Final Grades

Final grades are available on the Tuesday following the last day of each term.

Transcripts

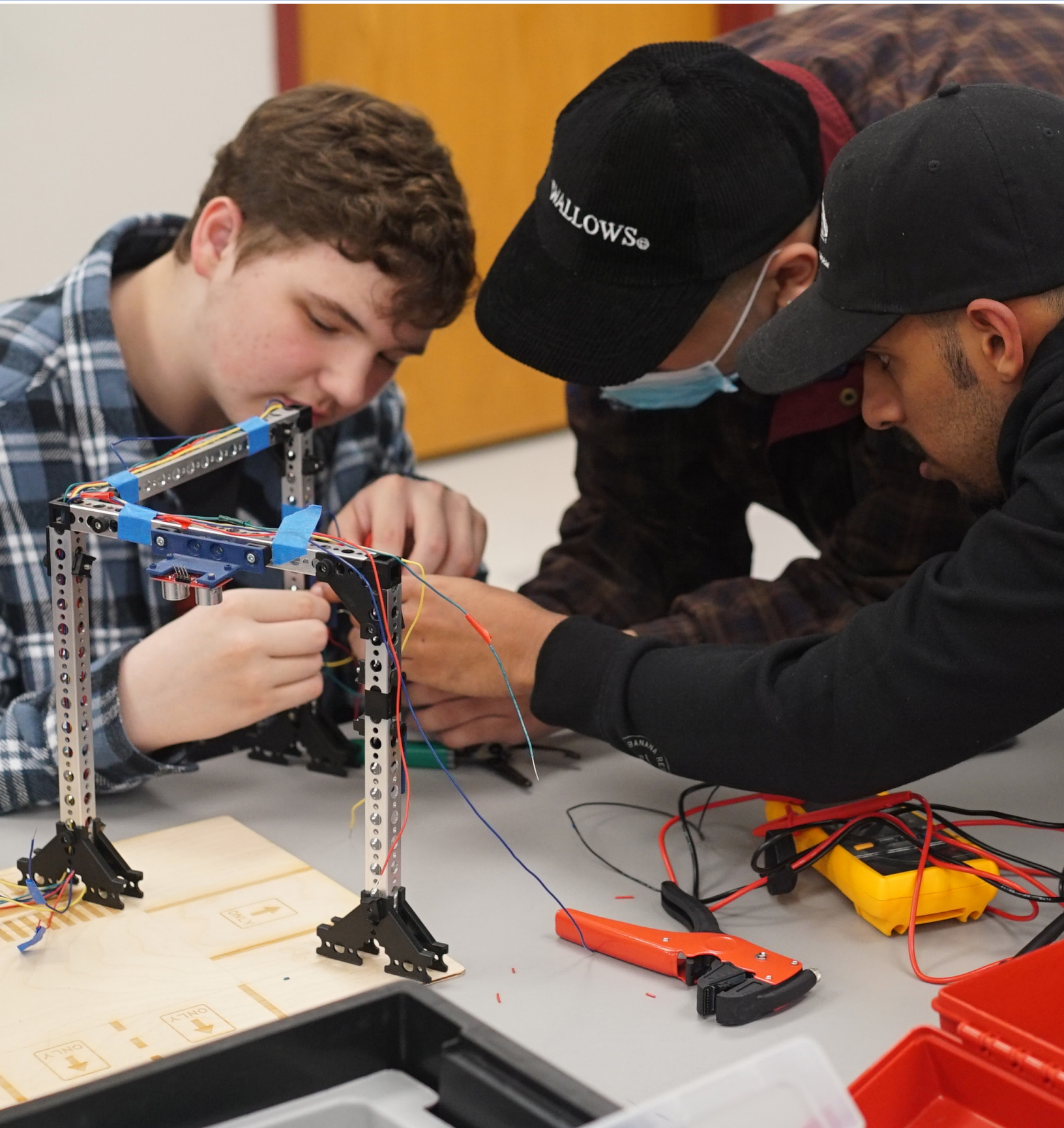
Students can request an official transcript online through Parchment or by submitting a request form in Orca Central. Students may need to clear any holds on their records before the college will process the request.

Financial Obligations of the Student

Students who receive services from the college for which a financial obligation is incurred (e.g., tuition, fees, loans, library/parking fines, etc.) are expected to exercise responsibility in meeting those obligations. Appropriate college staff are empowered to act in accordance with regularly adopted procedures, to carry out the intent of this policy, and to initiate legal action, if necessary to ensure that collection matters are brought to a timely and satisfactory conclusion.

If a student does not meet their financial obligations to the college, it may result in the college restricting admission to or enrollment with the College and withholding the conferring of degrees and issuance of grades and academic transcripts.

GRADES, GRADUATION REQUIREMENTS, TRANSFER CREDIT



Grading

Credits and Course Numbering

Credit

Credits are quarter hours. Each quarter hour represents one 50-minute class period each week for the duration of a term, or the equivalent in laboratory, fieldwork, or approved independent study.

Course Numbering System

1-99 Developmental courses intended to bring the student to a general level of knowledge equivalent to grade 12 completion or post-high school review courses.

100-199	Freshman level courses.
200-299	Sophomore level courses.
300-399	Junior level courses.
400-499	Senior level courses.

Grading System

Grades are recorded on the student's permanent record at the end of each term. The following symbols are used to indicate achievement for courses in which the student is officially registered.

A	Superior Achievement
A-	
B+	
B	High Achievement
B-	
C+	
C	Average Achievement
C-	
D+	
D	Minimum Achievement

F Less than Minimum Achievement

Indicates that a student did not demonstrate minimum achievement toward course outcomes either because the student did not complete a sufficient amount of work or because a student performed at a level below minimum achievement on work completed.

I Incomplete

Indicates that a student was given permission to complete the requirements of a class at a later date.

N Audit

Indicates that a student chose not to receive credit for a class.

S/U Satisfactory/Unsatisfactory

Certain classes are designated S/U grading only; a student may choose S/U grading for other classes.

Effective Fall 2022: For an S/U course or a student who is being given a grade on an S/U basis, an S grade can only be given if the student would otherwise have achieved a C or 2.0 grade or better. The S grade satisfies all prerequisites except those that require a higher grade. The following courses are exceptions and have prerequisites that require a grade higher than a C:

- BIOL& 222 – with prerequisite of BIOL& 221 with a minimum grade of B-
- BIOL& 223 – with prerequisite of BIOL& 222 with a B- or better
- BIOL& 241 – with prerequisite of minimum grade of B- in BIOL& 160 or BIOL& 222
- BIOL& 260 – with prerequisite of minimum grade of B- in BIOL& 160 or BIOL& 222

W Official Withdrawal

Indicates that a student officially withdrew from a class by completing a withdrawal transaction by the end of the eighth week of the term or received approval for a hardship late withdrawal after the eighth week of the term. Official withdrawals occurring after the 20th calendar day of the term are posted to the student’s permanent record. **Note:** All term deadline dates noted above are prorated for summer term to compensate for the shorter length of the term.

Y Work in Progress

Indicates that a student has work in progress for a class that begins and/or ends outside the regular starting/ending dates of the term. Such classes include Learning Contracts, Co-op Contracts, and continuous enrollment classes. Grades awarded for completed work replace “Y” grades and are recorded in the initial term of enrollment. If a student does not complete the requirements for the class by the end of the following term, the instructor may change the “Y” to the appropriate grade earned; otherwise, the “Y” will be automatically changed to an “F” grade. Credits are not granted until the “Y” has been changed.

*** No Grade Recorded or Invalid Grade or Late Finishing Class**

Grade Point Values/Average

Grade point values (GPV) are assigned to the following grades:

Grade	GPV	Grade	GPV	Grade	GPV
A	4.00	B-	2.70	D+	1.30
A-	3.70	C+	2.30	D	1.00
B+	3.30	C	2.00	F	0.00
B	3.00	C-	1.70		

Grades S, U, I, N, W, Y do not carry grade point values and are, therefore, not computed into the student’s grade point average.

Note: Credit is awarded for S.

A student’s grade point average (GPA) is computed on a quarterly and cumulative basis. The term GPA is computed by dividing the total number of term grade points by the total number of term A through F credits earned. The cumulative GPA is computed by dividing the total number of all grade points by the total number of all A through F credits earned.

Grade Changes

Once a grade has been recorded on the student's academic transcript, it is considered final. If a student believes a grading error has occurred, the student should contact the instructor as soon as possible. An instructor may initiate a grade change form only under the following circumstances:

- Instructor error in grade computation (must be submitted within one year after the end of the term in which the grade was issued).
- Additional or supplemental coursework submitted to complete "I—Incomplete" (as agreed upon in Incomplete Agreement signed by student/instructor) or "Y—Work in Progress" (by the end of the following term).

Documented data entry errors brought to the attention of the Entry and Enrollment Services Office within one year after the end of the term in which the grade was issued will be corrected immediately (no grade change form is required).

Grade disputes between a student and instructor must be resolved in accordance with the student rights & responsibilities outlined in the college policies section of this catalog. Students are encouraged to consult with the instructor and/or the appropriate department chair before initiating a formal complaint.

Repeating a Course

Some courses are designated as repeatable for additional credit up to the maximum specified. A separate grade is issued for each completion. See individual course descriptions for such courses.

For courses other than those designated as repeatable for credit, a student may only repeat a course a maximum of two times (this is defined as two repeats in addition to the original enrollment). The student must submit a course repeat card to the Entry and Enrollment Services Office at the time of enrollment. Although courses may be repeated to improve the grade earned, credit is applied only once. Each grade received will appear on the student's academic transcript, but only the credits and grade with the higher-grade point value will be used to compute grade point average. Repeated courses that are excluded from GPA are noted on the transcript.

Caution: Other colleges and universities may not accept a grade earned in a repeated course. If accepted, the grade may be treated differently in the calculation of grade point average.

Dean's List

The Dean's List is a fall, winter, and spring term roll of full-time students who have satisfactorily completed a minimum of 12 credits in which letter grades with grade point values have been assigned and who have earned a minimum 3.50 term grade point average. Official withdrawals that occur during the first 20 calendar days are disregarded. The Dean's List is not recorded on the official transcript.

Petition for Exclusion of Low Grades

Students can have prior courses from Whatcom Community College excluded from their GPA calculation. The petition benefits students who would not otherwise be able to overcome a large GPA deficit. Students are eligible when:

- Grades are at least three years old.
- There was a break in enrollment of 4 terms.

- The student has completed at least 25 college level credits with GPA of 2.0 since returning.

Petitions must request exclusion of all grades prior to a given term; a request to exclude single grades within a term will not be considered.

Note: classes and grades remain on the official transcript, and other institutions may still use them. Please see an advisor for transfer strategies.

Academic Progress Policy

The academic progress policy recognizes students in good academic standing and seeks to assist those who are struggling.

Students with a cumulative and term GPA above 2.0 are in good standing.

Students whose term GPA drops below 2.0 are on warning. Students whose term and cumulative GPA are below 2.0 are on probation and must attain a 2.0 or better term GPA in subsequent terms. They return to good standing when their cumulative and term GPA are both 2.0 or higher. Students on probation whose term GPA falls below 2.0 are suspended.

Students who are suspended can take one class at up to five (5) credits. Students wanting to take more than five credits can petition to do so. Approved petitioners follow the same rules as a student on probation. For more information and petition forms go to the Student Success page under the Student Services tab on the WCC website.

Students who are suspended return to good standing when their cumulative and term GPA are both 2.0 or higher.

Graduation Requirements

Catalog Agreement

A student becomes eligible to graduate by completing the graduation requirements outlined in the catalog. Requirements change from time to time, and a student may choose to graduate under any catalog that was in effect during their most recent period of continuous enrollment. Enrollment is considered continuous until the student has a break of four consecutive terms, including summer. A term is counted as part of the break if no coursework appears on the student's transcript. After a break, the returning student must meet the requirements of the catalog(s) in effect during their period of re-enrollment.

General Graduation Requirements for All Degrees and Certificates

To receive a degree or certificate from Whatcom Community College, students must fulfill the following general requirements:

- Complete, with a passing grade, the minimum number of credits required. All courses must be at the college level.
- Earn a minimum of 25 college-level credits (100 or above) at WCC. Exception: Earn a minimum of 15 college level credits (100 or above) at WCC to complete the Associate in Arts and Sciences (AAS-DTA), Associate in Liberal Studies (ALS) or Associate in Science – Transfer (AS-T) degree.
- Meet degree/certificate requirements according to the college's catalog agreement.
- Unless otherwise specified by the program, obtain a cumulative grade point average of 2.0 in all coursework applied to the degree or certificate. *

- Apply for graduation. A student must apply by the priority deadline published in the enrollment calendar on the website if they wish to obtain information for final term advising. Late applications will be accepted but might not be processed in time for final term advising.

Related instruction/general education requirements (except for required prerequisites) in professional-technical degrees and certificates are automatically satisfied for students who have completed a direct transfer agreement (DTA) associate degree from an accredited institution within the state of Washington or a baccalaureate degree from an accredited institution within the United States. Other degrees will be considered on a case-by-case basis.

***Note:** many receiving institutions have higher grade point average requirements for admission either to the institution or to a particular major program. Students should check the requirements at the desired receiving institutions to make sure they are meeting minimum eligibility requirements to apply and/or transfer.

Waiving a Graduation Requirement

Students can petition the academic standards committee to waive a graduation requirement. Documentation must be provided with the petition and not all petitions are eligible for review. Students are encouraged to seek advice from the graduation department or an academic advisor when considering this option. Petitions are available in and submitted to the Entry and Enrollment Services Office.

Students' Responsibilities

Students have the following responsibilities in successfully completing a degree or certificate:

- Knowledge and understanding of college policies.
- Ensuring that all necessary course requirements have been met.
- Providing official transcripts of course work to be transferred in from other accredited institutions.
- Requesting an official evaluation using the form published on the WCC website.
- Providing appropriate course descriptions and/or syllabi for transferred courses from the year the courses were taken, if requested by the evaluations department.

Graduation with Honors

Associate Degrees:

A student graduates “with honors” when they complete an associate degree and have a WCC college-level grade point average (GPA) of 3.50 or better.

Transfer credits will be included in the calculation if

- the student’s college-level GPA is below 3.50 based on WCC credits only.
- OR
- the student has completed fewer than 45 WCC college-level graded credits.

Applied Bachelor’s Degrees:

A student graduates “cum laude” when they complete an applied bachelor’s degree and have a BAS GPA of 3.50 or better. Their BAS GPA is defined as their WCC college-level GPA from the period beginning with their entry into the BAS program.

Transfer credits will be included in the calculation if

- the student's BAS GPA is below 3.50 based on WCC credits only.
OR
- the student has completed fewer than 45 WCC college-level graded credits.
Only transfer courses taken since entry into the BAS program will be included.

Graduation "with honors" or "cum laude" is based solely on the student's GPA. It is not the same thing as participation in the Honors Program. Students may do both.

Honors Program

To graduate in the honors program, a student must apply and be accepted into the honors program, maintain a 3.50 GPA and complete no fewer than two honors seminars/projects. For more information, see Honors Program in the Educational Options section of this catalog.

Credit for Prior Learning

Whatcom Community College recognizes various types of previous coursework and experience which may count toward a WCC degree. These include credit earned at other institutions, high school dual credit programs, and academic credit for other prior learning.

A student who wishes to have WCC apply non-WCC credit to a degree or certificate is responsible for providing official documentation (college transcripts, score reports, military training transcripts, etc.). The student must request an evaluation of these credits by submitting a transfer credit evaluation request form.

If the student lists more than one previous college, examination or other type of prior learning on the evaluation request form, the college will wait to begin its official evaluation until it receives documentation of all of them.

Until the official evaluation is completed, the student must provide unofficial copies of their documents to their advisor if they wish to use a non-WCC course as a prerequisite.

The college does not officially evaluate non-WCC credit for students who are not earning a WCC degree or certificate.

Note: Credit awarded by WCC for prior learning will not necessarily transfer to another college or university. Each institution evaluates prior learning credit independently.

College or University Credit

WCC reserves the right to determine which courses are acceptable for transfer from other institutions, but every attempt will be made to grant credit for equivalent courses. There are some limitations:

- Course credits must usually be earned from a regionally accredited institution. Courses from institutions with other types of accreditations (national, etc.) are rarely eligible, but may be considered on a case-by-case basis.
- Only college-level courses for which credit has been granted by the sending institution will be considered.
- Credit for sectarian religious studies cannot be accepted.
- Students with non-U.S. transcripts must first request an evaluation from a professional service for evaluating foreign credentials. See the WCC website for details.

WCC will notify the student of the results of its evaluation of their previous coursework. If the student has concerns about the evaluation, they should first discuss them with a credential evaluator in Entry and Enrollment Services. To officially request an exception or appeal the evaluation, the student should work with their advisor on submitting a course substitution or petition form depending on the issue. An evaluator, advisor, administrator, or faculty member can also act on the student's behalf.

Reciprocity Agreement for Transfer Degrees

Even though Washington's community and technical colleges (CTC's) offer many similar courses, they sometimes assign them to different categories. To make that less of an obstacle to students who transfer between CTC's, the colleges offer "reciprocity." Reciprocity means that a student who transfers a course that fell into a certain category at the CTC where they completed it – a category such as communication skills, quantitative skills, one of the distribution areas, or diversity – may have the course used in that category for a similar transfer degree at WCC. Course credit earned for prior learning is included.

If the student earned a cumulative GPA of at least 2.0 at the CTC they are transferring from, had completed the required number of that college's own credits, and had completed an entire category, they may have WCC use the entire completed category.

The student must submit a request for reciprocity and provide any necessary documentation to WCC. The student is still subject to the terms of the WCC catalog and must complete any degree-specific and WCC-specific graduation requirements, including the minimum number of WCC credits required for their degree. They may choose any catalog that was in effect during their most recent period of continuous enrollment at WCC.

Reciprocity applies to the Associate in Arts and Sciences (AAS-DTA) transfer degree, the Associate in Business, Associate in Music and Associate in Nursing (DTA/MRP) major-related programs, and the Associate in Science-Transfer (AS-T and AS-T/MRP) degrees. For complete information, students should contact an advisor in the Advising and Career Services office.

High School/Dual Credit Programs

Advanced Placement (AP)

The Advanced Placement (AP) program consists of college-level courses and exams for high school students. The college follows statewide guidelines in awarding credit for AP exams. AP exams without comparable WCC course offerings will be eligible for elective credit.

Students who apply for AP credit must request that official AP scores be sent directly from the College Board to the WCC Entry and Enrollment Services Office. AP credit is considered transferred-in credit and credit is posted on the student's academic transcript at the time of acceptance. Acceptable scores and course equivalencies are published on WCC's website.

College in the High School

High schools in Whatcom County may contract with WCC or other colleges to offer designated classes for college credit through the College in the High School (CHS) program. Students enrolling in such classes pay an administrative fee rather than full tuition. Information on classes, fees and procedures for CHS is available at individual high schools. Students who earn CHS credit from a college other than WCC must request that the other college send an official transcript to the WCC Entry and Enrollment Services Office.

International Baccalaureate (IB)

The International Baccalaureate program consists of college-level courses and exams for high school students. The college follows statewide guidelines in awarding credit for IB exams.

Students who apply for IB credit must request that official IB scores be sent directly from International Baccalaureate to the WCC Entry and Enrollment office. IB credit is considered transferred-in credit and a notation is posted on the student's academic transcript at the time of acceptance. Acceptable scores and course equivalencies are published on WCC's website.

Career and Technical Education (CTE) Dual Credit

Students who complete approved high school CTE Dual Credit courses with a grade of "B" or better may request college credit by completing and submitting a Whatcom County CTE Dual Credit Consortium application form. It is not necessary for the student to also submit a transfer credit evaluation request for these credits. All CTE Dual Credit courses accepted for credit at WCC will be transcribed with the grade earned in the student's high school course. Courses are only transcribed within the academic year the student completes the course work.

Note: WCC credit is awarded for CTE Dual Credit courses based on agreements between the college and local high schools to assist students in earning WCC degrees and certificates. Award of the credit at WCC does not guarantee or imply that other institutions will accept it as transfer credit.

Other Types of Prior Learning Credit

WCC provides students with an opportunity to earn college credit for the knowledge and skills gained from previous education or training, military experience, volunteer, life and work experiences. Prior learning must be aligned with a corresponding WCC course to be considered for credit. Students who believe that their professional experience, self-study or industry certifications meet the specific outcomes of a WCC course may demonstrate their prior learning in the following ways:

Certification Crosswalks

Credit may be awarded for certain industry licensures or certifications that have crosswalks to WCC courses. For a current list of recognized certification crosswalks, please contact the credential evaluators in Entry and Enrollment Services.

Course Challenge

Enrolled students may earn college credits when they demonstrate by examination or evaluation that their professional experience, substantial prior learning, or industry certification meets specific outcomes of a WCC course. Each department determines the evaluation method required for students to demonstrate mastery of the course content. Not all courses are appropriate for course challenge. Contact Orca Central for information on procedures and fees and to make an appointment with the prior learning coordinator.

Cambridge International (CI)

Whatcom Community College grants credit for Cambridge International A level tests based on statewide guidelines. CI credit is considered transferred-in credit and a notation is posted on the student's academic transcript at the time of acceptance. Acceptable scores and course equivalencies are published on WCC's website.

CLEP

WCC awards credits for College Level Examination Program (CLEP) exams that meet the subject and score criteria agreed upon by the college departments that oversee each appropriate discipline. Acceptable scores and course equivalencies are published on WCC's website. Students who apply for CLEP credit must request that official CLEP scores be sent directly from the College Board to the WCC Entry and Enrollment Office. CLEP is considered transferred-in credit and is posted on the student's academic record at the time of graduation. CLEP credits may not transfer to other colleges and universities. It is the student's responsibility to contact transfer institutions regarding the acceptance of these credits.

Military Training

Whatcom Community College values the training, knowledge, and experience provided to our military servicepersons. Anyone who has served in a branch of the United States armed services and who is enrolled at WCC is eligible to have military training evaluated for college credit (RCW 28B.10.057).

Whatcom Community College (WCC) will make every effort to award credit for military training where possible. The following procedure is intended to clarify requirements, processes, and timelines for awarding credit.

Students receiving veteran education benefits, active-duty tuition assistance or who desire evaluation of military training are required to complete the following:

- Declare intent to complete a program of study offered at WCC.
- Provide an official Joint Services Transcript (JST), from the Community College of the Air Force (CCAF), or from any other college/university attended.
- Submit all transcripts for evaluation within three terms of admission to the program or be decertified for benefits.
- Submit a request to evaluate military training to the credential evaluators in Entry and Enrollment Services. Students receiving VA benefits or active-duty tuition assistance cannot opt out of prior credit evaluation.

The college, upon receipt of all the official transcript(s) and the student's credit evaluation request, will:

- Review military training transcripts received within 3 weeks for reading, English and mathematics placement (academic advising staff).
- Evaluate and record military training or experience that is substantially equivalent to any academic or program course offered at WCC no more than 8 weeks (credential evaluation staff & program faculty).
 - Credential evaluation staff will evaluate all training and courses that are academic in nature towards the general education required for the program of study.
 - Program coordinators, directors and/or appropriate faculty will evaluate all training and courses applicable to the program of study. Transcripts, course descriptions, previously determined credential equivalencies and ACE (American Council on Education) course recommendation are used to determine equivalent credit recommendations.

- With final approval from the registrar, credentials evaluation staff will post all applicable credit to the student record and notify the student of the courses and credits awarded.

WCC will establish standard equivalencies to military credentials where possible. In the event the student changes their program of study, transfer credit will be re-evaluated at the student's request and applied to the student record as applicable.

An exception will be made when criteria from an outside agency must be met prior to acceptance into the program.

EDUCATIONAL OPTIONS



Educational Options

Programs and Courses for College Credit

See the Degrees and Certificates section and the Course Descriptions section of the catalog.

Customizing Your Education

Learning is a lifelong experience that takes place in many forms and settings. At Whatcom Community College, various modes are available for learning:

Face-to-Face Courses

Students attend regularly scheduled class sessions where instruction consists of classroom discussion, presentations, lecture, laboratory, and/or group work. The course may be supplemented with a variety of other learning methods, including online discussion groups, assignments, or testing. Face-to-face course sections may require the use of an online course platform or other technological resources. Students with limited access to a computer or the Internet may use the computers available in the Learning Commons on campus or may discuss alternatives with their instructor.

Online and Hybrid Courses

WCC provides a convenient alternative to traditional face-to-face classroom instruction for busy, self-motivated students. Online courses use a variety of technologies, materials, and methods to achieve the same learning outcomes as traditional courses. These courses are conducted solely through an online platform, but a few may require in-person exams.

Hybrid courses are conducted partially through an online course platform, and partially face-to-face. To learn more about eLearning, visit WCC's website.

Self-Paced Labs/Mediated Learning

This learning mode allows students to progress at an individual pace with assistance from an instructor.

Contract Learning

A learning contract is a mode of learning where a student can earn credit for independent, individualized, college-level experiences outside the classroom. Students can design their own course or use the learning contract as a way to take a course from the WCC catalog. A faculty mentor, an individual with expertise in the subject area, is recruited to facilitate and evaluate the student's learning. The learning contract coordinator helps students to develop ideas and put all the elements of the learning experience together. Call Orca Central at 360.383.3080 to make an appointment with the learning contract coordinator.

Cooperative Education/Internships

Academic internships provide opportunities for students to earn credit for work-based learning across disciplines. Students can utilize internships to explore a career field of interest or apply new skills from the classroom to gain deeper learning within a structured, career-related business or organization. Internships help students develop skills and qualities for success in the workplace, such as work ethic, critical thinking, and problem solving. Measurable learning outcomes are collaboratively developed by the student, faculty mentor, and employer through an internship learning contract. In addition to their work-based learning, students complete reflections throughout the term, with an evaluation process at the end of the term. Students interested in internships are strongly encouraged to plan ahead to secure a placement in their field of study prior to beginning the course. For more information about internships, visit WCC website.

Honors Program

The honors program provides outstanding students with challenging and stimulating two-credit seminars. The seminars, usually taken simultaneously with a course in the regular curriculum, allow students to pursue a subject in depth and to experience a high degree of student-faculty interaction. Once a student has taken an honors seminar the first term after admission to the program, the student may elect to complete a special performance, exhibit or research project during a subsequent term instead of participating in a second seminar. To graduate in the honors program, a student must complete no fewer than two seminars/projects. The Honors Program is documented on the official transcript at the time a degree awarded.

Eligibility and Application Process

Students selected for the honors program should demonstrate superior academic ability and intellectual curiosity. A cumulative GPA of at least 3.50 is required. The process for acceptance into the program includes:

- Complete an honors program application and return it to the program coordinator.
- Submit at least one faculty or staff recommendation, which addresses the student's creativity, intellectual curiosity, motivation, and commitment to go beyond the norm.
- Demonstrate college-level writing in the honors program application and by placement in ENGL& 101.
- Maintain a 3.50 cumulative college-level GPA and abide by the WCC student rights and responsibilities to continue in the honors program.

For more information and an application, contact the honors program coordinator, or visit the honors program page on the WCC website.

Service Learning

Service learning presents opportunities for experiential learning, through organized service activities that are collaboratively designed to be mutually beneficial to students and community partners. Service learning is an activity — usually an assignment, set of assignments, or capstone project — within a credit-bearing course in which students participate to address community needs. Students reflect on the experience to gain deeper understanding of course content, further recognition of the applications of disciplinary content, and enhanced understanding of ethical and inclusive community engagement. Various courses across the disciplines offer a service-learning component.

Study Abroad

Through the Washington State Community College Consortium for Study Abroad (WCCCSA), Whatcom Community College offers study abroad programs to many destinations around the world. WCCCSA, in cooperation with providers like the American Institute for Foreign Studies (AIFS), offers specially tailored programs for first-time international travelers. Support includes pre-program advising, a pre-departure orientation, as well as in-country support throughout the study abroad program.

Please see WCC's website for information about upcoming study-abroad opportunities.

High School / Dual Credit Programs

Running Start

The Running Start program is a partnership between Whatcom Community College (WCC) and the public high schools in Washington. The program allows high school juniors and seniors to enroll in WCC classes tuition free and earn college credits that also apply to high school graduation requirements. Students may enroll concurrently in high school and college classes, or solely in college classes. The cost of fees, books and supplies is paid by students.

The Running Start program offers the eligible high school student the opportunity to get a head start on earning college credits, take courses that satisfy both high school and college requirements, seek academic challenges, and take courses that are not offered in high school. Students do not need the permission of their high school to enroll in the Running Start program. This choice is made by the student and parents/guardians. Running Start students have the same rights and responsibilities as all WCC college students.

College in the High School

High schools in Whatcom County may contract with WCC to offer designated classes for college credit through the College in the High School (CHS) program. Students enrolling in such classes pay an administrative fee rather than full tuition. Information on classes, fees and procedures for CHS is available at individual high schools.

CTE Dual Credit

CTE Dual Credit (formerly Tech Prep) is a dual credit program that offers high school students an opportunity to earn college credits for approved high school courses. High school and college instructors have identified high school career and technical education courses that meet the entry level course requirements of comparable college courses. These courses are identified as CTE Dual Credit approved. Students enrolled in these high school courses may be eligible to receive WCC credit through the high school's articulation agreement with the college (see the Non-WCC Credit section of this catalog). Enrollment instructions are available in the career and counseling centers at each area high school.

College Success Studies

Many students enroll in below-100-level math and English courses to prepare for the math and composition classes required in college. They choose these courses based on guided self-placement or on the recommendation of their advisor.

College success and study skills courses are also offered to meet the unique learning needs of each individual.

Courses numbered below 100, although assigned credit for financial aid purposes, are not transferable as part of a degree or certificate program. Students are encouraged to talk with an advisor to determine which courses best meet their needs.

Transitional Learning Programs

These programs are designed to equip students with the academic skills necessary for success in a variety of educational, employment, and personal pursuits. Please visit the Transitional Learning pages of WCC's website for more information. Contact Transitional Learning staff in person in Orca Central (located in Heiner Center), by phone at 360.383.3060 or by email at TLprogram@whatcom.edu. ¡Se habla español!

Adult Basic Education/GED Prep

Adult Basic Education (ABE) classes in reading, writing, and math are designed to meet the employment and pre-college educational needs of students 19 years or older. Day, online and evening courses are offered. Students may take these classes to help them prepare for GED tests, to complete their adult high school diploma, to fulfill job re-training, to improve their employability skills, or to improve their basic academic skills. Emphasis is on skill development for educational/career pathways and job skills. Orientation and assessment are required before enrolling into classes.

English Language Learning

Whatcom Community College offers high quality programs for students whose first language is not English. ELL (English Language Learner) classes are open to immigrants and refugees 19 years or older. Classes are offered fall, winter and spring and are available day and evening. The ELL program provides instruction and practice in listening, speaking, reading, writing and vocabulary building. Emphasis is on skill development for educational/career pathways and job skills. Orientation and assessment are required before enrolling into classes.

International students 16 years or older may take ESOL (English for Speakers of Other Languages) classes for instruction and practice in listening, speaking, reading, writing and vocabulary building. ESOL courses are open to other students in some circumstances, including Running Start students (who can use RS funding for 100-level ESOL courses) or other students who are not eligible for the ELL program. Orientation and assessment are required before enrolling in classes.

Adult High School Completion (HSC/HS+)

The Adult High School Completion program provides adults 18 years and older with the opportunity to finish their high school education and earn a high school diploma from Whatcom Community College.

Students may also speak with the High School Completion advisor about other options including GED exams and the Ability to Benefit program.

I-BEST

I-BEST stands for Integrated Basic Education and Skills Training. An I-BEST program is one that pairs a college course/program with integrated English and/or math skills. Students improve their reading, writing and/or math skills simultaneously with the college course/program. Often students take an extra support class to help master course content.

Parenting Education

In the parenting education program, parents/caregivers enroll in a 3-credit WCC Parent Education class and their child is enrolled in a WCC-affiliated cooperative preschool in Bellingham or Lynden. Children attend preschool 3-4 days a week and parents/caregivers actively participate in the running of the cooperative preschool. Parents/caregivers may complete a certificate in Parenting Education after two years of enrollment. Visit the WCC website for more information.

Community & Continuing Education

Whatcom Community College offers a wide variety of quality non-credit certificates and classes designed to meet the training needs and lifelong learning interests of local citizens, businesses and organizations. Community & Continuing Education classes are affordably priced and offered at convenient times—days, evenings, weekends and online—throughout the year. There is no application for admission, and enrollment can be completed over the phone or online. Classes are listed in the Discover term schedule and on the Community & Continuing Education website. Customized training is also available to businesses and agencies to meet specific needs. For more information, visit the WCC website.

STUDENT SERVICES



Student Services

Advising

The advising program at Whatcom Community College encourages active career and academic advising participation by students. Students are responsible for decisions and choices that affect their academic success and educational goals, and the college provides multiple advising delivery methods to help students make their pathway choices. Advisors are available on a drop-in basis or by appointment in Orca Central or other advising offices to assist students with the following:

- Understanding degree requirements
- Obtaining career and transfer information
- Preparing for professional-technical programs
- Preparing an educational degree plan
- Determining prerequisite courses for specific college majors
- Adjusting to the learning environment
- Identifying career and educational goals
- Determining eligibility for specialized programs

Planning with advisors is also available prior to and during each enrollment period to help students finalize term class schedules.

Advising and Career Services also offers workshops, information sessions, and fairs throughout the year, including:

- Transfer and university major options
- Job Fairs
- Career and major planning
- Strategies for student success

Career and Transfer Center

Located in Laidlaw Center, the career and transfer center provides a wide variety of services to assist students with their career planning, job search, and transfer degree planning. Through drop-in and scheduled appointments, staff will assist students on an individual and group basis with career exploration and provide services and assistance in resume writing, interviewing, networking and other job and transfer readiness skills.

Career and transfer center services include

- Job listings, announcements, and workshops
- Computer-based skill and interest assessments
- Computers for use by students in their job search
- Correspondence and scholarship information
- Job postings
- University-specific degree information and transfer requirements

Counseling

Personal counseling is available to all enrolled Whatcom Community College students at no charge. Our professional counselors offer a safe confidential place for students to explore and receive support in addressing personal challenges that may be interfering with their academic, personal and career goals, helping them problem-solve and find solutions. Counseling at WCC is short-term, so when needed our counselors are able to help students access community resources. Many of the concerns for which students have sought counseling are:

- Problem solving and decision making
- Stress management
- Transition to college life
- Academic success strategies
- Grief
- Coping with anxiety and depression
- Crisis management
- Career planning
- Relationship issues
- Support for problems resulting from chemical dependency
- Referrals to community support services

Access & Disability Services

Whatcom Community College recognizes disability as a valued aspect of diversity and is committed to ensuring access to programs, activities and facilities for students with disabilities. Students with a permanent or temporary disability are encouraged to contact the access and disability services office. To receive services, students must self-disclose to the office of access and disability services and engage in the interactive process to qualify for disability accommodations.

Academic Adjustments

Reasonable accommodations and appropriate academic adjustments are determined on a case-by-case basis and include, but not limited to: note takers, readers, scribes, accommodated testing, sign language interpreters, speech-to-text transcribing, texts in alternate format, and adaptive equipment. Students must renew accommodations on a term basis. For more information, visit the Access & Disability Services webpage at www.whatcom.edu/access or email ADS@whatcom.edu.

Graduation / Commencement

Application for Graduation

Students need to apply for graduation to receive a degree or certificate from Whatcom Community College. For detail on applying for a degree/certificate, see the Graduation Requirements section of this catalog or the WCC website.

Commencement Ceremony

WCC celebrates commencement with ceremonies and activities held once a year at the end of the spring term. All degree and certificate graduates from the preceding summer, fall and winter terms, as well as applicants for the current spring term, are eligible to participate in the commencement ceremony. Students planning to graduate at the end of the summer term immediately following may also participate, if they have applied for summer term graduation.

Veteran Services

We welcome you to Whatcom Community College, where your service is recognized and appreciated. Whatcom Veteran Services provides a supportive environment for veterans, current military, and eligible dependents to assist with the services needed to receive VA education benefits and accomplish educational goals. Our office is an informational center to assist military connected students with questions about activating VA educational benefits, College policies and processes, and veteran support in the community. Veterans Services offers a dedicated career and academic advisor, computer lab, study space, couches, and community with other student veterans. We are in Laidlaw Center, room 133. You can also reach us at veterans@whatcom.edu and 360.383.3015. We look forward to working with you.

International Student Services

The staff of Whatcom Community College's international programs provides a variety of services to support international students throughout their studies at the college, from the point of applying for admission through graduation.

Services for international students include:

- Admission advising
- Homestay placement and housing coordination
- Airport pick-up
- New student orientation including English language assessment and enrollment advising
- Immigration, academic, and cultural adjustment advising
- Educational planning and university transfer advising
- Student Life and Development events and activities
- Recreational activities program

Learning Center

WCC's learning center, located in the Learning Commons, is the place to go for academic support. Open to all registered WCC students, the learning center offers skills development and tutoring. Drop-in tutoring is available in writing and math at the writing center and the math center located in the learning center. Tutoring in other subjects is also available by arrangement. Every effort is made to locate tutors for students in a wide variety of subjects, including ESOL.

The math center offers students drop-in and reservation-based assistance with math problems in a supportive environment. Tutors assist students with math concepts, alternative math texts, math software, calculators, and the online math center webpages. Students may download programs to their calculators and interface their calculators with the computers for class assignments. Peer tutors, under the direction and supervision of the math center coordinator, staff the math center.

The writing center provides assistance to students at all stages of their writing processes: assignment analysis, prewriting, revising and editing. The writing center promotes the exchange and discussion of ideas in order for students to enhance their writing abilities and become independent writers. Peer tutors, under the direction and supervision of the writing center coordinator, staff the writing center.

The tutoring program offers opportunities for students to receive free tutoring. Information and forms for requesting tutoring or becoming a tutor are available in the learning center. Qualified students may be hired and paid as tutors. The tutoring program is funded in part by student services and activities fees.

English speaking students are also available to help students in ESOL classes understand the content and the cultural context of their class reading assignments. This service is funded in part by the international program. Tutoring programs are under the supervision of the learning center director. Contact the learning center for more information.

Testing Services

The Norma Stevens Testing Center provides a quiet environment for accommodated course exams, faculty make-up exams, GED testing and CASAS placement. Proctored exams for community members are offered on a space available basis. Photo ID is required for all tests.

Accommodated course exams

The testing center works closely with Access and Disability Services to ensure that all learners are able to demonstrate their learning. We provide a quiet space for sign language interpreters, adaptive equipment and software, increased test-taking time, or distraction-free settings.

Make-up exams

Current Whatcom students who have missed a course exam may be able to make up their exam in the Testing Center at their instructor's discretion and request. Students must make advance arrangements with their instructors and arrive with enough time to complete their test(s). Computer-based tests require reservations.

Community proctored exams

Test proctoring services for non-Whatcom course, licensure, or program entrance exams may be available on a limited basis. Contact the Testing Center for availability and fees.

Testing information

- Photo ID is required for all exams.
- If possible, please bring only photo ID to the Testing Center. All personal belongings, including cell phones, brought to the testing center must be placed on the bookshelf or in a locker prior to testing.
- Certain accommodations require an appointment to ensure we have resources available. Please contact us if you have questions about your accommodations.
- Please be aware that we monitor the testing center via recorded video cameras.
- Proctoring test fee will be paid at the cashier in Laidlaw Center 141 prior to testing. Testing Center staff will give you your fee payment form before paying at the cashier's window.

Library

The library, located in the Learning Commons, provides a space for students to collaborate on projects, study, perform research and obtain assistance from librarians. The library houses books, journals, videos, music CDs, DVDs, maps, etc. There are silent and group study rooms, along with computers and printers for student use. Photocopiers and miscellaneous supplies (stapler, paper cutter, 3-hole punch, etc.) are also available.

Librarians at the reference desk work with students on a one-to-one basis for help with research. Students can chat via "ask-a-librarian" 24/7 through a link on the library's website. Librarians teach information literacy and provide customized instruction sessions to classes from disciplines across the curriculum.

The WCC's library website provides access to music and video streams, periodical databases, local library catalogs, tutorials and subject guides. Textbooks and other course materials placed on reserve by faculty members may be checked out at the reserves/circulation desk. WCC students with library cards from the local Bellingham Public or Whatcom County library systems may place holds from either catalog and designate WCC as the delivery location. Students needing resources unavailable on campus may request them through interlibrary loan using a form on the library website or use their student ID to access any one of six area libraries in the Whatcom Libraries Collaborate.

Campus Store

The WCC Campus Store carries all required and recommended course materials designated by instructors, as well as a large selection of supplies, study aids, gifts, snacks, academically priced computer software, WCC sportswear and logo merchandise. Items are available for purchase either on campus or online via the campus store website. All instructor-submitted course material information and pricing details are posted term on the store's website. For added savings, the campus store carries a wide selection of discounted used books for purchase or rent, as well as discounted WTA bus passes and Regal Cinema Theater passes. The store accepts cash, personal checks, Whatcom's Orca Card, MasterCard, Visa and American Express. The campus store, located on the first floor of the Syre Student Center, is open extended hours at the beginning of each term to assist students with locating their course materials. Textbook buybacks are held the final week of each term.

Student Computer Use

Computers for student use are available in the Learning Commons. Student can access the student help desk on the first floor.

WCC is a Windows/Office-based PC environment providing open access for student use, including Office, internet, web-based email, and specific curriculum-based software (check with your instructor). Visit WCC's website for open hours.

All computer access requires students to use a personalized network account. This is required for computer access in all labs, classrooms, etc. With the network accounts, students will have:

- Personalized username and password
- "My Documents" network storage 5 GB and web storage 25GB
- Wireless access
- Whatcom email address

- Web-based Microsoft Office
- Remote access to campus desktops and applications

The college also supports several computer classrooms used in computer-aided instruction (CAI). Access to these computers will be limited to those students enrolled in CAI classes for the term. Instructors will inform students who are scheduled in a computer-based lab. Visit the college website- student services, computer access & tech help for more detailed information.

Campus Life

Student Life and Development

The Office of Student Life and Development (OSLD) serves as a hub on campus for students to engage with each other outside of the classroom and to make connections with faculty and staff on campus. OSLD staff work with student leaders on campus on leadership development initiatives, to maintain student governance initiatives, student clubs, and events and activities for all WCC students.

The Associated Students of Whatcom Community College (ASWCC) aims to enhance every student's experience at Whatcom Community College by providing students a means to be represented in College decision making.

ASWCC Mission: To serve students by providing diverse opportunities for campus involvement, to build campus community and represent student concerns in college decision-making.

ASWCC Vision: ASWCC aims to achieve a dynamic campus environment in which all students are represented and have an opportunity to participate.

ASWCC Student Government is made up of the ASWCC Executive Board and Senate, and the ASWCC Programming and Diversity Board.

The ASWCC Executive Board and Senate represent students in many important ways including promoting civic engagement on campus, advocacy for solving student problems, review of college policies affecting students, facilitation of issue forums, meeting with local legislators, and survey implementation to determine student needs. The ASWCC Student Government significantly contributes to College decision making. With other students around the state, ASWCC representatives take student concerns to Washington state legislature and to state officials. The Executive Board manages the Services & Activities (S&A) budget, sets the annual work plan for ASWCC goals and priorities, and develops a proposed budget for approval by the WCC Board of Trustees.

The S&A budget is derived from fees that each student pays as part of tuition. With these funds the ASWCC Student Government supports services such as the Office of Student Life and Development, The Horizon student media, intercollegiate and intramural sports, student clubs, and co-curricular programs on campus.

The ASWCC Programming and Diversity Board (PDB) is a group of student leaders who work to enhance student life by offering a wide spectrum of social and educational programs. The board provides programming around topics of diversity, equity, and social justice issues with the intent to increase conversations across campus that promote inclusivity and cultural competency.

Students on the PDB are members of a high-functioning leadership team and receive training and real-life experience in leadership, budgeting, marketing, program planning, and some graphic design. All students are welcome and encouraged to apply for a position on the board. This unique employment opportunity begins in fall term.

Participating in student governance offers an opportunity for students to gain valuable leadership experience which can be applied to future endeavors such as business, community activities, or government service. Upon completion of the program, student leaders will have tangible evidence of their experience and achievements which will support their academic transfer and/or transition into employment. To become a member, a student must obtain signatures of WCC students on a constituent form, be enrolled in at least 8 credits, and maintain a 2.50 GPA. Applications are made available during winter term for the following academic year.

ASWCC Clubs offer an excellent opportunity for Whatcom students to get involved, meet new people who share similar interests and make friends. They also provide the opportunity for students to engage with the campus in new ways that enhance their college experience. Through co-curricular programming, clubs create an excellent way for students to connect and network with faculty and staff and develop life and leadership skills. For more information about the ASWCC Clubs on campus, please visit the college website.

Horizon Student Newspaper

The Horizon is Whatcom Community College's student media where news and information are published online and in print during the school year. Any student interested in news writing, graphic design, photography, digital media, marketing or advertising is welcome to participate. Staff positions include editor, production manager, web editor, social media editor, news producer, photo editor, and business manager. These positions receive term stipends or commission. Students who work on The Horizon gain journalism experience and may earn college credit. Contact The Horizon at Horizon@whatcom.edu or visit whatcomhorizon.com for more information about student media and applications for staff positions. The Horizon office is located in Cascade Hall room 129.

Orca Athletics and Campus Recreation

Orca Athletics at Whatcom Community College engages in intercollegiate sports competition for both men and women. The athletics program provides opportunities for students to develop teamwork, self-discipline, and leadership skills. The WCC Pavilion provides a home for the Orca men's basketball, women's basketball, and women's volleyball teams. Orca Field, a lighted, state-of-the-art synthetic turf facility, is home for the men's soccer and women's soccer teams.

The college is a member of the Northwest Athletic Conference (NWAC) and is governed by the rules and regulations of this organization, in addition to those of the college. To maintain athletic eligibility at Whatcom Community College, students must pass at least 12 quarter-credit hours each term with a grade point average of 2.00 or better. Academic advisors, counselors, and coaches work together to promote the academic success of athletes.

Athletic grants in aid are available in all sports and are based on talent and need. Persons interested in intercollegiate sports programs, including information about athletic grants, should contact the director for athletics and recreation or the head coach for the sport of their interest.

The Intramural Sports program provides competitive and recreational opportunities in sports, such as basketball, volleyball, tennis, and soccer. The Student Recreation Center staff plans and schedules an intramural program meeting student need. Any student may join the ASWCC Health and Wellness committee to become involved in planning Health and Wellness focused activities. All students are welcome to participate.

WCC Pavilion and Student Recreation Center is open to students, faculty, and staff. This has been a very exciting student-led project, cumulating after several years of planning, design, and construction. The facility includes more than 24,000 square feet of new construction and 6,700 square feet of renovated space.

Amenities include:

- Fitness and strength training equipment, including cardio machines (with live TV and video capabilities)
- Free weights
- Indoor running track
- Balcony-level fitness and stretching areas
- Updated gym for basketball and volleyball
- Two studio spaces equipped with specialized flooring (e.g., wood-sprung floor in second level studio)
- Towel service and upgraded locker room facilities

Students, faculty and staff must complete an online waiver in order to access the facility's amenities.

Residence Life in Cedar Hall

Cedar Hall offers Whatcom students the opportunity to live and connect on campus. The Cedar Hall community provides housing for 230 students in a variety of suites, fully furnished with kitchenettes. There is plenty of community space for studying, meeting and socializing. We are committed to creating a safe and inclusive living and learning environments for all students and employees. Our Housing and Residence Life Education Program aims to cultivate a dynamic living experience for students to engage with peers. We strive to create a community of sustainable practices, inclusive understanding of each individual's unique identity and experiences as well as an attitude of accountability to each other. More information about residence life is available on the college website.

WCC Orca Card (Student ID)

The WCC student ID card (Orca Card) is issued to all currently enrolled students. To obtain an Orca Card, you must provide your student ID number and a photo ID (driver's license, passport, or military).

WCC student ID cards can be used to access:

- Computer classrooms and business computer lab
- Items from the WCC library
- Fitness center, Pavilion gym and tennis courts
- Local bus services through the WTA

The college deposits \$15 for printing and copying on your card each term. In addition, you may deposit funds into your account to make purchases for the following:

- On-campus food service locations
- WCC campus store
- Campus vending machines

Students may deposit funds onto their Orca Card through MyWCC or by depositing cash into a point of deposit (POD) located in the Heiner and Syre buildings.

Family and friends of Whatcom Community College students can support a student's education by depositing funds to help pay for books and meals. Go to whatcom.edu/orcacard. Under "stuff you should know," click on "deposits" and then "guest deposit." The information you will need includes:

- The student's 9-digit ID number (located on the back of the card)
- Their first and last name as it appears on the Orca Card

Note: WCC students must log in at least once on the student portal before guests can make a deposit.

Your first Orca Card is free; replacement cards are \$15.00. To learn more, please stop by Orca Central.

Additional Student Support Services

WorkFirst provides parents currently receiving TANF access to training to improve skills and increase opportunities for employment with stronger earning potential. A referral from a DSHS case manager is required to participate. Eligible pathways include pursuit of a professional-technical certificate, prerequisite courses for a professional-technical program, and basic education. Students can take courses in pre-college level English and math or prepare to take the GED exam. WCC also offers classes for adult high school completion. For more information, please contact the WorkFirst office in the Cascade building, room 167 or call 360.383.3180.

Worker Retraining provides educational access, follow-along support, financial assistance, and re-employment activities to eligible individuals seeking retraining in one of Whatcom Community College's professional-technical programs. Worker retraining serves individuals with unemployment claims within the last 48 months, displaced homemakers, the formerly self-employed, eligible veterans, and vulnerable workers at risk of losing their income without proper training. Worker retraining coordinates services with WorkSource partners and the Employment Security Department. For more information, contact worker retraining in the office of Advising and Career Services.

Passport to College Promise scholarship program helps students from foster care prepare for and succeed in college. Eligible students receive a scholarship that assists with the cost of attending college (tuition, fees, books, housing, transportation, and some personal expenses), specialized support services from College staff, and priority consideration for the state need grant and state work study programs. For more information, or to schedule an appointment with the passport program advisor, visit Orca Central office in Heiner Building or visit the college website.

Basic Food Employment and Training (BFET) Program provides eligible students access to basic food benefits, Working Connections Child Care subsidies and limited funding for educational access. Eligible pathways include professional-technical programs, pre-college level English and math, English Language courses, High School 21+, or preparation to take the GED exam. For more information, please contact the BFET staff, via email at BFET@whatcom.edu or call 360.383.3080 to schedule an appointment.

Upward Bound

Whatcom Community College's Upward Bound program is a federal TRIO program funded by the U.S. Department of Education and designed to encourage and support 60 students in Whatcom County to complete high school and prepare them to enter and complete a postsecondary education program. The program serves students who are potential first-generation college students and students from low-income backgrounds.

The program serves students at Ferndale, Nooksack, and Mount Baker high schools and offers the following services and experiences.

Academic Year Services (September – June)

- Trained Upward Bound advisors coach students in the development of a personalized college experience, including (but not limited to) a college success plan, based upon student's individual strengths in accordance with admissions requirements.
- Monthly workshops help students prepare for college, pay for college, and manage their time and money.
- Academic advising and tutoring support academic success.
- Upward Bound staff connect students to resources to ensure they complete college and financial aid/scholarship applications.
- Visits to colleges, museums, cultural centers and events, and participation in student life and development activities.

Summer Programs (June – August)

- A six-week summer program on Whatcom's campus designed to have students experience a college campus and prepare them academically for the upcoming school year.
- A six-week summer bridge program on Whatcom's campus the summer after students graduate from high school, designed to support them with the transition to college, and learn more about the skills necessary to succeed in college.

For more information, visit the college website.

COLLEGE COSTS AND FUNDING OPTIONS



Tuition, Fees and Other Costs

Tuition is the basic amount a student pays to attend classes. It is made up of charges for a variety of purposes: operations, buildings, services and activities. Students also pay **fees** that go toward items like technology and recreation facilities on campus. Some of the fees are set by the college, and others are initiated and approved by Whatcom students. And finally, there are fees for specific circumstances, such as program applications and lab classes.

WCC offers a few courses on a self-support (rather than tuition) basis. The massage therapist program is one example. Its courses are charged at a fixed, non-standard rate set by the college. Please refer to WCC's website for more information.

Students are required to pay their term tuition and fees in full or to enroll in WCC's tuition payment plan before attending classes.

Tuition Rates

Tuition rates are set by the Washington State Legislature. Rates are lower for residents of Washington state because the state subsidizes their tuition.

Certain classes or programs such as adult basic education (ABE), adult high school completion (HSC), English language learner (ELL) courses, and parent education (PARED) have a reduced tuition rate established by the State Board for Community and Technical Colleges. Students in these courses do not pay fees. Please refer to WCC's website for more information.

The college also participates in a number of state-authorized tuition waiver programs (e.g., for senior citizens, state employees, refugees, etc.).

Table of Tuition Rates – Lower Division Courses (299 and below)

Credits	Tuition for Washington State Residents	Non-Resident Tuition
1 to 10	\$119.13 per credit	\$306.92 per credit
11 to 18	\$1,191.30 for first 10 credits, plus \$58.94 per credit 11 to 18	\$3,069.20 for first 10 credits, plus \$66.61 per credit 11 to 18
19 or more	\$106.88 per additional credit beyond 18	\$294.67 per additional credit beyond 18

Table of Tuition Rates – Upper Division Courses (300 and above)

Credits	Tuition for Washington State Residents	Non-Resident Tuition
1 to 10	\$232.26 per credit	\$653.27 per credit
11 to 18	\$2,322.60 for first 10 credits, plus \$11.67 per credit 11 to 18	\$6,532.70 for first 10 credits, plus \$12.52 per credit 11 to 18
19 or more	\$214.60 per additional credit beyond 18	\$641.02 per additional credit beyond 18

Fees

In addition to tuition, most students will have other fees included on their accounts, which include mandatory college fees (listed below) and course fees if applicable.

Mandatory fees per credit (approved by ASWCC):

- Comprehensive fee to support educational services for students - \$2.50 (up to 10 credits, or \$25)
- Technology fee to support technology access for students- \$3.50 (up to 10 credits, or \$35)
- Recreation Center fee for repayment of student approved remodel of Student Recreation Center- \$6.32 (up to 15 credits, or \$94.80)
- Term bus pass fee for unlimited pre-paid access to WTA bus service- \$20.00

Running Start students do not pay tuition, but they do pay fees.

International students should visit the International Programs section of WCC's website for additional information on costs and payment.

Other Commonly Charged Fees

The college charges fees for a variety of purposes. Some examples are program applications, program materials, community test proctoring, and late enrollment. Fees range from \$5 to \$250 and may be one-time, per-term, or per-credit fees.

Fee amounts are subject to change. Fees may be waived in certain circumstances.

Other Costs

Students must generally provide their own textbooks, calculators and school supplies. Some programs require students to purchase equipment and clothing to use during their training. This is especially the case for healthcare programs. See the descriptions of specific programs on the WCC website.

Students are responsible for their own living expenses while in college.

Residency Requirements for Tuition Purposes

Note: Residency refers to whether a student is eligible for Washington state support for their tuition. It is not related to whether they live in an on-campus residence hall.

Students are classified as "resident" or "non-resident" based on their responses to the residency questions on the admissions application. Non-resident students will pay a substantially higher tuition amount, but there are many ways to qualify for a waiver or, in some cases, qualify for the resident tuition rate. Students should read this section carefully to see if they might be eligible for a waiver or resident tuition. In all cases, non-resident students should consult with the college residency office to learn more about their options. As a Washington state public institution, Whatcom Community College complies with all applicable state laws regarding residency classification (references: RCW 28B.15.011 through RCW 28B.15.015 and WAC 250.18).

In general, a student is a "resident" for tuition and fee purposes under the following conditions:

- The student is a U.S. citizen, or has permanent or temporary resident status, or holds "Refugee-Parolee" or "Conditional Entrant" status with the United States Immigration and Naturalization Service, or is otherwise permanently residing in the United States under color of law, or has a qualifying visa (A, E, G, H1, K or L); and

- The student is financially independent for the current calendar year and the calendar year prior to which application is made (if the student is not financially independent, then residency is based on whether one or both parents have met all residency requirements); and
- The student (or, if financially dependent, at least one of the student's parents) is in Washington primarily for reasons other than educational and has officially established Washington as his or her true, fixed and permanent home and place of habitation for a period of at least one year prior to the start of the term of enrollment.

Note: Washington state laws require that new residents of Washington change out-of-state driver's licenses and out-of-state motor vehicle registrations within 30 days of arrival in this state (references: RCW 46.16.028 and RCW 46.20.021). New residents should also change out-of-state voter registrations.

Students are eligible to change to resident status after they have met Washington State's residency requirements for students and submitted a residence questionnaire with supporting documentation to the Entry and Enrollment Services Office. Residency questionnaires must be completed and submitted on or before the 30th calendar day of the term for which the change is being made.

Other conditions that might qualify a student for resident status are:

- Members/dependents of the U.S. military or Washington National Guard; or
- Students who spent 75% of their junior/senior years at a Washington state high school, graduated and immediately enrolled in a Washington state college, and whose parents were residents of Washington during that time; or
- Students who are not U.S. citizens and do not have permanent resident immigration status, but attended a Washington state high school for at least three years and graduated (reference: HB 1079); or
- Members of certain American Indian Tribes (reference RCW 28B.15.0131).

The following residency forms are available on WCC's website:

- Residence questionnaire
- Residence checklist/application for non-resident waiver
- Washington higher education residency affidavit

For more information visit WCC's website or contact the Entry and Enrollment Services Office.

Non-Resident Tuition Waiver

Students who do not qualify for resident tuition under any of the conditions listed above may qualify for a waiver of the non-resident tuition differential amount.

Non-resident tuition waiver applications must be received in the Entry and Enrollment Office on or before the 30th calendar day of the term for which the waiver applies. Students who are U.S. citizens or have permanent resident immigration status can request a waiver of non-resident tuition (operating fees only) when one of the following conditions apply:

- Students who have completed three terms of full-time enrollment at Whatcom Community College, occurring during or after fall term 1999; or
- Washington state high school graduates; or
- U.S. military veterans; or

- Students with permanent resident immigration status who came directly to Washington state from their country of origin

Students eligible for any of the above waivers can visit Orca Central for an application.

Students who participate in a co-curricular program (student government, student clubs/activities, athletics, student publications), could be eligible for a non-resident tuition waiver. Students need to contact the office of student life and development in the Syre Student Center for eligibility requirements and an application.

Other Tuition Waivers

Partial tuition waivers are available for qualified student categories.

Qualified student categories:

- Seniors 60+ years of age (space available only). Eligibility is determined at time of enrollment (1st day of term).
- Washington state employees (space available only). Eligibility must be verified by the student's employer in advance using a state employee tuition waiver form. The student must submit the form to register (3rd day of term).
- Certain children/spouses of eligible veterans/national guard members who, while engaged in active federal military/naval service, became disabled, deceased, or were declared POW/MIA by the federal government. WCC's veteran office has eligibility information and application forms. Tuition waiver applications must be received prior to the 30th calendar day of the term for which the waiver is applied.

For more information visit WCC's website or contact the Entry and Enrollment Services Office.

Refunds

A student who stops attending one or more classes without officially withdrawing will forfeit all claim to credits in those classes or refunds of tuition and fees for those classes.

Refunds are made for official withdrawals from classes according to the following schedule for fall, winter, and spring terms:

- For the first five instructional days, 100% of the tuition and refundable fees will be refunded.
- After the fifth day of instruction and through the 20th calendar day of the term, 40% of the tuition and refundable fees will be refunded.
- After the 20th calendar day of the term, no refund will be granted.
- Specific refund dates are on WCC's website.

Summer term dates are prorated and are on WCC's website.

Note: Instructional days are counted from the official start date of each term regardless of the course start date or the date the student first attended the class. Weekends and holidays do not count.

The refund for a student whose withdrawal results in reduced credits is based on the difference between the tuition and fees for the higher credit load and the tuition and fees that would have been charged if the reduced load had been their original level of credits.

Special refund situations:

- Refunds for classes that begin and/or end on a schedule other than a normal term schedule will be prorated accordingly.

- Cancellation of classes by the college or failure to admit the student will result in no loss of tuition or fees by the student.
- Students withdrawing from reduced tuition programs are subject to the refund schedule outlined above.
- *Hardship Withdrawal Petition*: Students qualify for a full refund if they have experienced a medical emergency that caused them to miss a substantial portion of classes or were called to active duty by the military. Students need to submit a petition with documentation by the last day of the term for which the hardship applies. More information and petitions are available in Orca Central or on the WCC website.

Paying for College

Tuition Payment Plan

Whatcom Community College offers students the option of paying their tuition and fees in multiple payments by enrolling in a tuition payment plan. This plan offers students the opportunity to make a down payment upon enrollment for each term, and then pay the balance of their tuition in several equal payments. Students must sign up online for this option. The plan is administered and serviced by Nelnet Business Solutions and requires a non-refundable fee for each term enrolled. Please refer to WCC's website for more information.

Financial Aid

Financial Aid Eligibility

Students attending Whatcom Community College for the purpose of receiving a unique degree or unique certificate may be eligible for financial assistance through federal, state, or local funding programs. Federal and state regulations limit the amount of time a student can receive financial aid to attend school. Students who plan carefully with the assistance of an academic advisor have the best chance of graduating in a timely fashion and accomplishing their academic goals without exhausting their financial aid eligibility before completing their program. It is especially important for students who are planning to transfer to a four-year program to meet with an advisor to ensure that WCC degree requirements and the four-year program entry requirements are met without exhausting their financial aid eligibility.

For financial aid eligibility purposes, WCC students may take a maximum combined total of two unique degrees or certificates. See the satisfactory academic progress policy, receiving aid for more than one program of study, on the financial aid section of the WCC website for detailed information.

Financial aid students are required to enroll only in courses that meet remaining requirements for their selected program of study. For example, a physical therapist assistant student would not be eligible for financial aid funding to take a physical education class, since a PE class does not apply to the PTA degree. Students who enroll in courses that do not apply to degree requirements may lose financial aid eligibility.

Information about establishing financial aid eligibility, maintaining financial aid eligibility, and about various financial aid benefit programs is available in the financial aid section of the WCC website and is also available by visiting Orca Central.

Changing Your Program of Study

For financial aid eligibility purposes, students are allowed to make program changes. All previously attempted credits that are degree or elective requirements will count toward the maximum credits allowed for the new program. Students who have made multiple program changes may be required to meet with a WCC academic advisor to secure an approved program completion plan including only classes needed to complete the degree or certificate. Students who do not follow the approved program completion plan may lose their financial aid eligibility. Students within 15 credits of completing their program of study will not normally be permitted to change programs of study and be eligible to receive financial aid funding.

Application Process

Whatcom Community College has implemented a secure portal for financial aid that provides applicants with 24/7 access to the status of their financial aid requirements for each award year. Once the financial aid office receives the student's FAFSA or WASFA, students can access the information via the ctclink Financial Aid tile.

The Whatcom Community College financial aid office communicates to students and prospective students who have completed their FAFSA or WASFA via the email address that the student provided.

Apply early! The WCC financial aid process takes approximately 6-10 weeks. Awarding for a new school year (fall term through summer term) starts approximately May 1.

Step 1 - Student completes FAFSA at www.fafsa.ed.gov or WASFA at <https://wsac.wa.gov/wasfa>

- WCC school code: 010364
- Need help completing the FAFSA/WASFA? Contact WCC staff at Orca Central or finaid@whatcom.edu
- It takes WCC approximately one week to receive the student's FAFSA information.

Step 2 - WCC receives student's FAFSA or WASFA information

- Student is sent an email alert verifying application received and sending students to the ctclink Financial Aid tile to see the list of any To Do items.
- Processing will not continue until all requested elements are met.

Step 3 - Apply for WCC admission, visit whatcom.edu/ctclink-resources to activate your ctclink account.

- Student must apply for admission to WCC and enroll in an aid-eligible program.

Step 4 - Review

- After all elements are met and worksheets completed and returned, WCC is ready to review a student's application.
- Review process may take 3- 6 weeks.

Step 5 - Initial Awarding Process

- The initial awarding process takes approximately 2-3 weeks.
- Student awarded maximum amounts for grants, work-study, and scholarships.
- Once awarded, student receives a communication notifying student of their awards and how to view their award information in ctclink.

- If student is not eligible for grants, work-study and/or scholarships, student is sent an email alert informing them and notifying them of their student loan eligibility and the WCC student loan process.

Step 6 - Student Loan Awarding Process

- Students who are not eligible for grants or scholarships or whose awards do not meet their education funding needs may request a student loan award after the student has been notified of their potential student loan eligibility.
- To request a student loan, go to the federal student loan section of the financial aid section of the WCC website.

Step 7 - Awards Released

- Financial aid awards are applied directly to tuition and fees due; remaining credit balances are provided via WCC's third party disbursement servicer.
- Student credit balance availability and amounts may be viewed by using the ctcLink Financial Account tile.

If the student is expecting a determination of eligibility and financial aid awards by the time the student will be starting classes, the student must complete the financial aid process as early as possible, as applications are reviewed, and aid is awarded, in the order in which the student has completed all their financial aid requirements.

Application Deadlines

WCC has established a "priority deadline" of March 15 for completing the financial aid process for the next award year. Students may apply for aid throughout the year; however, if the student is expecting a determination of eligibility and financial aid awards by the time the student will be starting classes, the student must complete the financial aid process by the "priority processing deadline" that applies to the term for which they will be starting to attend. WCC has established a priority processing deadline for new students for each term. These dates are listed in the "important dates" area in the financial aid section of the WCC website. Students are always encouraged to complete their FAFSA and the WCC financial aid process as early as possible, as applications are reviewed, and aid is awarded in the order in which the student has completed all of their financial aid requirements.

Students who have not been awarded aid prior to published tuition due dates for the term that they will be starting should plan to pay their own tuition by the published tuition due dates to prevent being dropped for non-payment from the classes for which they registered.

Satisfactory Academic Progress Requirements for Financial Aid Recipients

See the financial aid section of the WCC website for detailed Satisfactory Academic Progress Policies.

Federal and state regulations and funding is subject to change.

Scholarships

A scholarship web tool has been developed by the state of Washington and supporting private industry to assist higher education students in Washington to locate and apply for scholarships. This web tool can be accessed at theWashBoard.org.

Whatcom Community College, the Whatcom Community College Foundation and numerous friends of the college have cooperated to develop and offer scholarships for WCC students. Awards typically range from \$500 to full tuition. Scholarships are available to students who demonstrate outstanding academic achievement, financial need, athletic skills, personal growth, or contributions to fellow students or the college. More information is available on the WCC website, at the financial aid office or by contacting the Foundation.

Other Funding Sources

Other sources of funding may be available, depending on the student's circumstances and their academic program. Please visit WCC's website for details.

Veteran Services

Whatcom Community College offers selected degree and certificate programs approved by the Washington Student Achievement Council (WSAC) and Work Force Training and Education Coordinating Board (WTECB) for enrollment of students eligible to receive education benefits under Title 38 and Title 10, U.S. Code. Veterans, Service Members, Reservists, and eligible dependents are encouraged to contact Whatcom's Veteran Services Office (veterans@whatcom.edu 360.383.3015) to activate education benefits, provide eligibility information, receive information about funding opportunities, degree planning, and complete required paperwork.

Students using federal education benefits are required to declare an approved degree or certificate program and authorized to enroll in, only, the courses necessary to satisfy declared degree or certificate requirements. All prior credits, earned from military service and prior institutions, must be evaluated and applied to the declared degree or certificate. Whatcom Community College will provide students using federal education benefits with a degree plan or program of study that will outline the requirements to graduate and a timeline for completion of requirements. Veteran Services can provide military connected students with referrals to career and academic advising, academic counseling, financial aid and financial information, and disability services counseling.

It is the responsibility of the student to enroll in courses that satisfy declared degree or certificate requirements and stay in contact with the Veteran Services Office to ensure continuation of benefits on a quarterly basis. This includes changes to the student's enrollment status, such as adding or dropping classes, changes to tuition and fees, changes to residency or in-state tuition, and contact information. Veteran benefit recipients are required to maintain satisfactory academic progress according to the College's policies. Federal education benefit recipients are required to request the use of VA education and Department of Defense education benefits each quarter and must approve of their course enrollment before certificate to VA. Whatcom's Veteran Services Office is not authorized to enroll students in classes or certify a student for VA education benefits without their consent and quarterly request for use of federal education benefits. Failure to comply with Veterans Administration and Department of Defense regulations and College policies may result in termination or delay of benefits.

Whatcom Community College and the Veteran Services Office will inform students using federal education benefits about the availability of federal student aid, not administered by VA, before packaging or arranging student loans or alternative funding.

Gold Star WA State Tuition Waiver

Whatcom Community College offers waivers to a child (biological, step, or foster), spouse, domestic partner, surviving spouse, or surviving domestic partner of an eligible veteran, service member, or national guard member who became totally and permanently disabled as a result of serving in active federal military or naval service, or who is determined by the federal government to be a prisoner of war or missing in action; and Whatcom Community College offers waivers to a child (biological, step or foster), spouse, the surviving spouse, surviving domestic partner of an eligible veteran or national guard member who lost his or her life as a result of serving in active federal military or naval service. More information about this waiver and its application at Whatcom Community College can be found by contacting Veteran Services veterans@whatcom.edu 360.383.3015.

Military Connected Students In-State Tuition

There are numerous ways for service members, veterans, and eligible dependents to access in-state tuition while attending Whatcom Community College. Military connected in-state tuition eligibility and application can be found on Whatcom Community College's Veteran Services homepage <https://www.whatcom.edu/student-services/veteran-services>

Completed Military Connected in-state tuition applications and required documentation can be provided to Whatcom Community College's Residency Officer Records@whatcom.edu 360.383.3030. For assistance completing the military connected in-state tuition application, or if you have questions about the required documentation, please contact Whatcom Community College's Veteran Services Office veterans@whatcom.edu 360.383.3015. Veteran Services is not involved in the military connected in-state tuition decision process. In-state tuition decisions are the sole responsibility of the Office of the Registrar.

Military Connected Students Called to Service

An active duty, Washington National Guard or any other military reserve or guard component service member who is a student at Whatcom Community College and who is ordered for a period of thirty days or less to training, active or inactive, duty, state or federal service and as a result of that service or follow-up medical treatment for injury incurred during that service misses any class, test, examination, laboratory, or class day on which a written or oral assignment is due, or other event upon which a course grade or evaluation is based, is entitled to make up the class, test, examination, laboratory, presentation, or event without prejudice to the final course grade or evaluation. The makeup must be scheduled after the service member's return from service and after a reasonable time for the student to prepare for the test, examination, laboratory, presentation, or event. Class sessions a student misses due to performance of state or federal active or inactive military service must be counted as excused absences and may not be used in any way to adversely impact the student's grade or standing in class. If the faculty member teaching the course determines that the student has completed sufficient work and has demonstrated sufficient progress toward meeting course requirements to justify the grade without making up the class, test, examination, presentation, or other event, the grade may be awarded without the makeup, but the missed class, test, examination, laboratory, class day, presentation, or other event must not be used in any way to adversely impact the student's grade or standing in the class.

An active duty, Washington National Guard or any other military reserve or guard component service member who is a student at Whatcom Community College and who is ordered for a period exceeding thirty days to either active state service, or to federal active military service

has the right to withdraw from one or more courses and have their paid tuition and fees credited to their account, be given a grade of incomplete and allowed to complete the course upon release from active duty, or continue and complete the course for full credit. Class sessions the student misses due to performance of state or federal active military service must be counted as excused absences and must not be used in any way to adversely impact the student's grade or standing in the class. Any student who selects this option is not, however, automatically excused from completing assignments due during the period the student is performing state or federal active military service. A letter grade or a grade of pass must only be awarded if, in the opinion of the faculty member teaching the course, the student has completed sufficient work and has demonstrated sufficient progress toward meeting course requirements to justify the grade. If the student chooses to withdraw, the student has the right to be readmitted and enrolled as a student at the institution, without penalty or redetermination of admission eligibility, following release from the state or federal active military service. Service members are expected to provide official orders detailing the required training, duty, and/or activity with the expected date range of service. Service members will be admitted back to the college and their academic program as soon as they have returned from their required duty, training, and/or service. Students may need to reactivate their student account if they have not been enrolled for less than one year or reapply for admission to the College if they have not been enrolled at Whatcom Community College for more than one year.

Tuition Assistance

When looking to take advantage of military tuition assistance (TA) the first step is to speak with your education service office (ESO) from your branch of service. Approval, from your command, is required to use TA. Military TA is an education benefit paid to eligible members of the Army, Marine Corps, Navy, Air Force, and Coast Guard. Each service has its own criteria for eligibility, obligated service, application processes, access requirements, and restrictions. Each military branch has its own TA application form, procedures, and online portal. To find out how to get started, visit your local installation education center, visit your online virtual education center, visit your service branch online TA portal, or speak with your chain of command. Whatcom's Veteran Services Office will provide students with a TA approved degree plan, academic and financial aid advising, and referrals to campus and community support resources.

Covered Individuals

A "covered individual" is classified as a veteran who lives in the state in which the institution of higher learning is located (regardless of their formal state of residence) and enrolls in the college within three years of discharge from a period of active-duty service of 90 days or more. Or a spouse or child using transferred federal education benefits who lives in the state in which the institution of higher learning is located (regardless of their formal state of residence) and enrolls in the school within 3 years of the transferor's discharge from a period of active-duty service of 90 days or more. Or a spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the institution of higher learning is located (regardless of their formal state of residence) and enrolls in the school within three years of the service member's death in the line of duty following a period of active-duty service of 90 days or more.

Individuals who meet the “covered individual” requirements will maintain “covered individual” status as long as they remain continuously enrolled at the institution of higher learning, even if they are outside the 3-year separation window or enroll in multiple programs. Continuity of enrollment is not broken by regularly scheduled breaks between quarters. Individuals enrolled in fall, winter, and/or spring do not have to enroll in summer quarter to maintain continuous enrollment.

In accordance with Title 38 USC 3679, Whatcom Community College adopts the following additional provisions for any students using Chapter 33 Post 9/11 or Chapter 31 Veteran Readiness and Employment, while payment to Whatcom Community College is pending from VA. Whatcom Community College will not:

- Prevent the student’s enrollment.
- Assess a late penalty fee.
- Require student to secure alternative or additional funding.
- Deny student’s access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students will be required to:

- Produce a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 by the first day of class (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veteran Affairs (VA) website-eBenefits, a VAF 28-1905 form from chapter 31 authorization purposes, or Tungsten Invoicing System Authorization for VA Veteran Readiness and Employment).
- Provide additional information needed to properly certify the enrollment as described in other institutional policies and procedures.

Whatcom Community College will refrain from providing any commission, bonus, or other incentive payment based directly or indirectly on securing enrollments or federal financial aid (including Tuition Assistance funds) to any persons or entities in any student recruiting, admission activities, or making decision regarding the award of student financial assistance.

Whatcom Community College will refrain from high-pressure recruitment tactics such as making multiple unsolicited contacts (3 or more), including contacts by phone, email, or in-person, and engaging in same-day recruitment and enrollment for the purpose of securing Service member enrollments.

Selected programs of study at Whatcom Community College are approved by the Workforce Training and Education Coordinating Board’s State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

The information contained in this catalog is true and correct for content and policy and I am aware that Whatcom Community College must comply with applicable statutes and regulations and that failure to comply may lead to suspension or withdrawal of programs by the Washington Student Achievement Council’s State Approving Agency (WSAC/SAA) and/or Department of Veteran Affairs (DVA).

Catalog is certified as true and correct for content and policy.

DEGREE AND CERTIFICATE INFORMATION



Types of Degrees and Certificates Offered at WCC

Bachelor's degrees

Bachelor of Applied Science – Applied Business Management

The Business Management BAS degree prepares students with the comprehensive skills and knowledge to oversee and manage business systems and operations. Students focus on areas of management including marketing, finance, strategic planning, human resource management, project management, leadership, and professional and organizational communications. With an emphasis on practical skills and knowledge the BAS degree incorporates opportunities for students to directly apply concepts in business settings.

Bachelor of Applied Science - IT Networking - Cybersecurity

The Computer Information Systems BAS degree prepares students for common networking administration challenges as well as those that occur in key industry sectors that require specific focused expertise. Graduates will be prepared to enter the workforce as network administrators and related job categories, such as computer and information systems manager or computer network architect.

Bachelor of Applied Science – Social Work (effective Fall 2023, pending final approval)

The Social Work BAS degree prepares students with the competencies and knowledge for generalist practice in social work. Students focus on engagement, assessment, intervention, and evaluation in practice. With an emphasis on an ecological systems model, social justice, and evidence-based practice, graduates will be prepared to promote the well-being of individuals, families, groups, organizations, and communities in a social work setting and to pursue further education in social work. More information for this degree is listed in the next section of this catalog.

Associate Transfer Degrees

Associate in Arts and Sciences - Direct Transfer Agreement (AAS-DTA)

The associate in arts and sciences-direct transfer agreement (AAS-DTA) is designed primarily for students who plan to transfer to a four-year college or university with junior status.

The AAS-DTA degree requires completion of 90 credits within specified distribution areas and is accepted as fulfillment of the general university requirements by Washington state four-year institutions. Students should discuss transfer plans with an advisor to plan appropriately for variations in requirements at different universities.

Whatcom Community College's AAS-DTA degree ensures that our students receive the liberal arts and sciences education that employers, baccalaureate institutions, and accrediting associations believe are necessary for success in our rapidly changing world. Earning an AAS-DTA at Whatcom means that a student has successfully completed courses in writing and oral communications, a course in symbolic or quantitative reasoning, courses across three distribution areas (humanities, social sciences, and sciences), and courses that foster a greater understanding and awareness of global, diversity, and sustainability issues. The content, goals, and learning outcomes of the transfer degree reflect Whatcom's core learning and educational values.

Associate Degrees - Direct Transfer Agreement/Major Related Program (DTA/MRP)

Major related programs follow the requirements of the AAS-DTA and include specifically defined coursework to prepare students for upper-division classes in the major area after transferring to a four-year college or university. WCC currently offers the following DTA/MRP degrees:

- Associate in Business DTA/MRP
- Associate in Music DTA/MRP
- Associate in Nursing DTA/MRP (this degree includes two years of professional-technical coursework in nursing.)

Associate in Science - Transfer (AS-T) Degrees

The associate in science-transfer (AS-T) degree is based upon an agreement between Whatcom Community College and many colleges/universities in Washington State. This degree is an efficient, pre-designed educational path for students who wish to complete a baccalaureate program in science or engineering fields. The AS-T degree will not substitute for all general university requirements but will allow WCC students to enter a participating four-year college/university with 90 credits, junior standing, and the majority of major prerequisites completed. Students pursuing this degree must be prepared to complete any remaining general university requirements along with remaining major program and graduation requirements during their junior and senior years of academic study.

The AS-T majors designed to transfer within this option include:

- Atmospheric Sciences
- Biology
- Chemistry
- Earth Sciences
- Engineering
- Environmental Science
- General Engineering
- Geology
- Physics

Associate in Science-Transfer/Major Related Program (AS-T/MRP) Degrees

These engineering major related programs follow the requirements of the AS-T and include extensive preparation to prepare students for completion of the bachelor's degree in engineering within two years of transferring. WCC currently offers the following AS-T/MRP degrees:

- Bioengineering and Chemical Engineering
- Civil and Mechanical Engineering
- Computer and Electrical Engineering
- Materials Science and Manufacturing Engineering

Associate in Applied Science - Transfer (AAS-T) Degree

The associate in applied science-transfer (AAS-T) degree requires completion of a minimum of 90 college-level credits with emphasis in certain professional-technical fields and including a minimum of 20 general education credits. The AAS-T degree is designed to prepare a student for direct entry into the workforce or to transfer to a participating four-year institution.

WCC currently offers associate in applied science – transfer degrees in the following fields:

- Cybersecurity
- Early Childhood Education

Liberal Studies Degree

Associate in Liberal Studies (ALS) Degree

The associate in liberal studies degree is designed primarily for students who do not plan to pursue a specific technical or academic emphasis or transfer to a four-year institution but who wish to receive recognition for completion of 90 credits of general arts and sciences college-level learning.

Coursework must be completed within specific distribution areas.

Professional-Technical Degrees and Certificates

Associate degrees

WCC professional-technical degrees prepare students for immediate employment in the field of study. Some professional-technical degrees also transfer to 4-year colleges and universities. WCC offers four types of professional-technical degrees: associate of applied science (AAS); associate of technical arts (ATA); associate in applied science - transfer (AAS-T); and the nursing degree, a professional-technical transfer degree. All degrees require the completion of at least 90 credits with specific coursework in the field of study. WCC offers professional-technical associate degrees in the following areas:

- Accounting (AAS)
- Business Administration (AAS)
- Computer Information Systems (AAS)
- Criminal Justice (AAS)
- Cybersecurity (AAS-T)
- Early Childhood Education (AAS and AAS-T)
- Finance (AAS)
- Hospitality and Tourism Business Management (AAS)
- Medical Assisting (AAS)
- Nursing (DTA/MRP)
- Paralegal Studies (AAS)
- Physical Therapist Assistant (AAS)
- Software Development (AAS)
- Substance Use Disorder Professional (AAS)
- Visual Communications (ATA)

Certificates

A certificate is an organized, narrowly focused program that provides training in a specific occupational field. Certificate programs typically require completion of a minimum of 45 credits containing related instruction components. Certificate programs of 45 credits or greater currently offered by the college are:

- Accounting

- CIS Network Administration
- CIS Technical Support
- Criminal Justice
- Early Childhood Education (State Certificate)
- Hospitality and Tourism Business Management
- Massage Therapist
- Medical Assisting
- Office Administration
- Office Administration - Logistics
- Paralegal Studies
- Retail Business Management
- Substance Use Disorder Professional

Certificates of Proficiency (COP)

Certificates of proficiency are short certificates of specialization awarded to students after completing a group of courses specific to their field of study. See the Degree and Certificate Information section for requirements.

High School Diploma / GED

High School Diploma

Whatcom Community College awards high school diplomas to eligible students as outlined by RCW 28B.50.535. To be eligible, students must meet one of the following criteria:

- Students 18 years or older who successfully complete all of the requirements for the adult high school completion program through the office of Transitional Learning.
- Students 21 year or older who satisfactorily complete any associate degree may submit a written request to be awarded a state high school diploma from the college.
- Students enrolled through Running Start who satisfactorily complete an associate degree may submit a written request to be awarded a state high school diploma.
- Students who are younger than 21 years old, who have enrolled in Running Start at any time, may request a high school diploma from the college upon completion of an associate degree.

Eligible students must submit a written request by completing the high school diploma section of the application for degree or certificate and submitting the form to the Entry and Enrollment Office.

GED Certificate

The GED is a series of four tests endorsed by Washington State as an alternative credential for adults without a high school diploma. Students must demonstrate high school level competencies in math, science, social studies and reasoning through language arts to earn a GED credential. A GED can lead to opportunities for better jobs and to potential access to financial aid resources for more advanced education and training.

Arrangements for taking the GED tests are made online at GED.com. Students may request accommodations for taking the GED tests online at GED.com. There is a charge for taking each test.

Students are welcome to enroll in Adult Basic Education (ABE) courses to prepare for GED tests. Visit the Transitional Learning pages of WCC's website for more information.

Degree and Certificate Requirements

Bachelor of Applied Science degrees

See the professional-technical degrees and certificates section below for full program information and degree requirements.

- **Bachelor of Applied Science (BAS) – Applied Business Management**
- **Bachelor of Applied Science (BAS) – IT Networking - Cybersecurity**
- **Bachelor of Applied Science (BAS) – Social Work (effective Fall 2023, pending final approval)**

Direct transfer degrees

Associate in Arts and Sciences (AAS - DTA) (90 credits)

The associate in arts and sciences - direct transfer agreement (AAS-DTA) is designed primarily for students who plan to transfer to a four-year college or university with junior status. The AAS-DTA degree requires completion of 90 credits within specified distribution areas and is accepted as fulfillment of the general university requirements by Washington state four-year institutions. Students should discuss transfer plans with an advisor to plan appropriately for variations in requirements at different universities and for different majors.

Core requirements

Note: Core courses cannot be used to meet distribution, w, d, g or s requirements.

Core requirements: Communication Skills

Course #	Course title	Credits
ENGL& 101	English composition I	5
English Composition (course designated CC)		
Communication Studies (course designated OC)		
3 courses - one from EACH category		
Minimum 6 credits of English Composition		
# of credits		10 - 13

Core requirements: Quantitative/Symbolic Reasoning

Course #	Course title	Credits
Any course designated QSR, specifically:		
MATH& 107	Math in society	5
or MATH& 141	Pre-calculus I	5
or higher-level MATH course		5
or PHIL& 117	Traditional logic	5
# of credits		5

General education requirements / related instruction

Course #	Course title	Credits
	Humanities - courses designated H/Hp (see below)	15
	2 disciplines (i.e. ART, MUSC, PHIL) with no more than 10 credits from one discipline	
	HUM and IDS courses of 6 credits count as two disciplines and 10 credit maximum does not apply	
	No more than 5 credits performance (p)	
	All foreign languages are considered one discipline. No more than 5 credits of 100-level foreign language.	
	No more than 5 credits in independent study (courses numbered 189, 199, 289, 299 - designated H/Hp)	
	# of credits	15

General education requirements / related instruction

Course #	Course title	Credits
	Social/Behavioral Science - courses designated SS (see below)	15
	2 disciplines (i.e. ANTH, PSYC, SOC) with no more than 10 credits from one discipline	
	No more than 5 credits in independent study (courses numbered 189, 199, 289, 299 - designated SS)	
	# of credits	15

General education requirements / related instruction

Course #	Course title	Credits
	Math/Science - courses designated MS/MSI (see below)	15
	2 disciplines (i.e. BIOL, CHEM, GEOL) with no more than 10 credits from one discipline	
	At least one laboratory course (designated I)	
	10 credits in physical or biological sciences	
	No more than 5 credits in independent study (courses numbered 189, 199, 289, 299 - designated MS/MSI)	
	# of credits	15

Electives / cooperative work experience

Course #	Course title	Credits
	Listed Electives Courses designated H/Hp, SS, MS/MSI, CC, OC, Q/SR, LE	12 to 30
	Unlisted Electives Any courses numbered 100 and above designated UE	0 to 15
	Listed/Unlisted Electives:	
	Minimum of 12 credits must be from AAS Distribution (designated H/Hp,SS,MS/MSI) and/or Listed Electives (designated LE)	
	Excess credits from courses used in Core (designated OC,CC,Q/SR) or Distribution (H/Hp,SS,MS/MSI) can count in listed elective category	
	No more than 15 credits of independent study (courses numbered 189, 199, 289, 299)	
	No more than 15 credits of unlisted electives numbered 100 or above (designated UE)	
	Maximum of 3 PE activity credits can be applied as Electives	
	# of credits	27 - 30

Specialty requirements: Writing Intensive (courses designated "w")

The writing intensive requirement must come from Distribution, Listed and Unlisted Electives, 3 or more credits, numbered 100 and above.

Writing Intensive (courses designated "w") These courses are designed to provide students the opportunity to extensively explore topics through writing. In order to meet the requirements of a writing intensive course, the course must meet the following criteria:

(1) A minimum of 2000 words (approximately 8 typed, double-spaced pages) of graded writing.

(2) The 2000 words should be distributed among at least three different papers. Writing must be evaluated on both form and content by the instructor.

(3) Writing activities (both graded and ungraded) should count for 50% of the course grade. Writing skills should count for a significant portion of the grade on writing activities.

(4) Writing could be done in and/or out of class.

Specialty requirements: Diversity Studies (courses designated "d")

The diversity requirement must come from Distribution, Listed and Unlisted Electives, 3 or more credits, numbered 100 and above.

These courses are designed to give students the ability to describe or analyze issues in socioeconomic status, ethnicity, gender, race, religion and/or other differences in the United States. At least one credit of course content or time must be devoted to these topics.

Specialty requirements: Global Studies (courses designated "g")

The global studies requirements must come from Distribution, Listed and Unlisted Electives, 3 or more credits, numbered 100 and above.

These courses are designed to give students the ability to describe or analyze (1) the global interrelationships among societies, cultures, or peoples or (2) a single society, culture, or people other than those from within the United States. At least one credit of the course content or time must be devoted to these topics.

Specialty requirements: Sustainability (courses designated "s")

The sustainability requirement must come from Distribution, Listed and Unlisted Electives, 3 or more credits, numbered 100 and above.

These courses are designed to give students the ability to examine the interrelationships between human activity and the natural environment and how humans deal with these issues. In addition, the viability of social and economic systems may be studied. At least one credit of course content or time must be devoted to these topics.

Specialty requirements

Note: a course with multiple designations can satisfy more than one requirement in this area. For example, ENGL& 111 (Hwg) will meet both writing intensive and global requirements.

Specialty requirements: Restrictions

A minimum of 15-degree credits (college-level) must be earned at Whatcom Community College.

A maximum of 25 credits of courses graded S (Satisfactory) may be applied to this degree.

A maximum of 15 credits of approved CLEP subject exams, military, life/work experience or other non-traditional credits may be applied to this degree but only in the Unlisted Elective area. (**Note:** Students should contact the transfer institution regarding transferability of these credits.)

A cumulative grade point average of 2.00 in all college-level work applied to the degree.

Associate in Business – (DTA/MRP) (90 credits)

The associate in business (DTA/MRP) degree is a statewide articulated 90 credit transfer degree agreement for business majors between the community colleges and most four-year institutions. Students will enter the four-year institution's business department at the junior level. However, admission is not guaranteed. To earn this degree, students must complete a minimum of 90 credits numbered 100 or above as specified in the degree and earn a minimum of 2.0 grade point average.

Core requirements

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
ENGL 201 or ENGL& 235	Advanced composition (CM) Technical writing (CM)	5 5
MATH& 141 or MATH 145 or any math course with pre-calculus as a prerequisite (CP)	Pre-calculus I Algebra applications for economics and business (CP)	5 5 5
MATH& 148 or MATH& 151 or any other math course with calculus as a prerequisite. (CP)	Business calculus (CP) Calculus I	5 5 5
Any courses designated "H" or "Hp". -Selected from at least two disciplines -No more than 5 credits in performance/skills courses are allowed, and no more than 5 credits allowed in foreign language at the 100 level		15
Note: Students intending the international business major should consult their potential transfer institutions regarding the level of world language required for admission to the major. Five (5) credits in world languages may apply to the Humanities requirement		
BUS& 101	Introduction to business	5
ECON& 201	Micro economics	5
ECON& 202	Macro economics	5
MATH& 146	Introduction to statistics	5
10 credits physical, biological and/or earth science, including at least one lab course		10
# of credits		65

Electives / cooperative work experience

Course #	Course title	Credits
ACCT& 201	Principles of accounting I	5
ACCT& 202	Principles of accounting II	5
ACCT& 203	Principles of accounting III	5
BUS& 201	Business law	5
Any general elective numbered 100 level or above.		5
Note: Four institutions have requirements for admission that go beyond those specified above. Students can meet these requirements by selection of the elective University Course Equivalent to:		
-WSU (all campuses): Management Information Systems MIS250		
-Gonzaga: Management Information Systems BMIS 235		
-PLU: Computer Applications CSCE 120, either an equivalent course or skills test		
-WWU: Introduction to Business Computing Systems MIS 220.		
# of credits		25

Associate in Music – (DTA/MRP) (104 credits)

WCC's associate in music (DTA/MRP) is a statewide-articulated transfer degree designed for students planning to transfer to a four-year college or university music program. WCC's curriculum prepares students with coursework in music theory and aural skills, keyboard skills, performance and applied instruction, as well as core college requirements. At WCC, students develop strong traditional foundational skills while exploring contemporary performance and leadership skills necessary for today's musician. To earn this degree, students must complete a minimum of 104 credits, as specified in the program, with a cumulative grade point average of at least 2.0.

Completion of the associate in music does not guarantee admission or junior-level status. Audition requirements, minimum grade-point average requirements, as well as theory, keyboard and aural skills placement requirements are established by each institution. Music programs are competitive and may require a higher GPA overall, a higher GPA in a selected subset of courses, or a specific minimum grade in one or more courses. It is strongly recommended that students work closely with an academic advisor in preparation for transfer.

Core requirements: Communication Skills

Course #	Course title	Credits
ENGL& 101	English composition I	5
ENGL 201	Advanced composition	5
or ENGL 202	Writing about literature	5
or ENGL& 235	Technical writing	5
or CMST 245	Introduction to organizational communication	5
or CMST& 101	Introduction to communication	5
or CMST& 102	Introduction to mass media	5
or CMST& 210	Interpersonal communication	5
or CMST& 230	Small group communication	5
# of credits		10

Core requirements: Quantitative/Symbolic Reasoning

Course #	Course title	Credits
MATH& 107	Math in society	5
or higher-level math course designated as "QSR,MS".		5
or PHIL& 117	Traditional logic	5
# of credits		5

Core requirements: Distribution-Humanities

Course #	Course title	Credits
MUSC& 141	Music theory I	5
MUSC& 142	Music theory II	5
Any course designated "H" or "Hp" selected from a second discipline (not MUSC).		5
# of credits		15

Core requirements: Distribution-Social Sciences

Course #	Course title	Credits
Any courses designated as "SS" from at least two disciplines.		15
# of credits		15

Core requirements: Distribution-Math/Science

Course #	Course title	Credits
10 credits physical, biological and/or earth science, including at least one lab course		10
and Any course designated as "MS/MSI"		5
Courses must be selected from at least two separate disciplines.		
# of credits		15

Specialty requirements: Music Major Course Electives

Course #	Course title	Credits
MUSC 160	Class piano I	2
MUSC 161	Class piano II	2
MUSC 162	Class piano III	2
MUSC& 143	Music theory III	5
MUSC& 241	Music theory IV	5
MUSC& 242	Music theory V	5
MUSC& 243	Music theory VI	5
# of credits		26

Specialty requirements: Applied Music Instruction

Course #	Course title	Credits
6 quarters of applied music instruction in the below two courses:		6
MUSC 150	Applied music Instruction I	1
MUSC 250	Applied music instruction II	1
# of credits		6

Specialty requirements: Performance Ensemble Instruction

Course #	Course title	Credits
6 quarters of performance ensemble instruction in any of the below courses:		12
MUSC 165	Collegiate choir	2
and/or MUSC 174	Chamber music ensemble	2
and/or MUSC 175	Jazz band	2
and/or MUSC 184	Ensemble performance	2
and/or MUSC 186	Contemporary music ensemble	2
# of credits		12

Associate in Nursing – (DTA/MRP) (135 credits)

The Associate in Nursing degree is a professional technical- major related program degree that prepares a student for both transfer and licensing. A student who completes it will have finished all the requirements of a transfer degree and will also have completed the hands-on training and studies required to pass the licensing exam to become a registered nurse.

See the professional-technical degrees and certificates section below for program information and degree requirements.

Transfer degrees for science majors**Associate in Science - Transfer (AS-T) – Atmospheric Sciences (90 credits)**

The following list of courses is appropriate for students studying atmospheric sciences and satisfies the requirements for the AS-T track 2 degree.

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I	5
Any course designated as humanities (H)		5
Any course designated as social sciences (SS)		5
Any additional course designated as humanities (H) or social sciences (SS)		5
MATH& 151	Calculus I	5
and MATH& 152	Calculus II	5
or higher-level math with approval of advisor		10
# of credits		30

Core requirements: Pre-major program courses

Course #	Course title	Credits
CHEM& 161	General chemistry with lab I	5
CHEM& 162	General chemistry with lab II	5
CHEM& 163	General chemistry with lab III	5
MATH& 163	Calculus III	5
PHYS& 221	Engineering physics I	5
PHYS& 222	Engineering physics II	5
PHYS& 223	Engineering physics III	5
# of credits		35

Core requirements: Remaining courses / elective courses

Course #	Course title	Credits
Student must complete 25 additional credits to reach a total of 90 credits. Computer science, MATH 204, and MATH 238 are strongly recommended.		25
A maximum of 5 unlisted elective (UE) credits are allowed.		
# of credits		25

Associate in Science - Transfer (AS-T) – Biology (90 credits)

The following list of courses is appropriate for students studying biology and satisfies the requirements for the AS-T track 1 degree.

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I	5
Any course designated as humanities (H)		5
Any course designated as social sciences (SS)		5
Any additional course designated as humanities (H) or social sciences (SS)		5
MATH& 151	Calculus I	5
and MATH& 152	Calculus II	5
or higher-level math with approval of advisor		10
# of credits		30

Core requirements: Pre-major program courses

Course #	Course title	Credits
BIOL& 221	Majors ecology/evolution	5
BIOL& 222	Majors cell biology/molecular	5
BIOL& 223	Majors organismal physiology	5
CHEM& 161	General chemistry with lab I	5
CHEM& 162	General chemistry with lab II	5
CHEM& 163	General chemistry with lab III	5
MATH& 163	Calculus III	5
or MATH& 146	Introduction to statistics	5
10 additional math/science credits		10
# of credits		45

Core requirements: Remaining courses / elective courses

Course #	Course title	Credits
Student must complete 15 additional credits to reach a total of 90 credits.		15
CHEM& 261, 262, 263 are strongly recommended.		
A maximum of 5 unlisted elective (UE) credits are allowed.		
# of credits		15

Associate in Science - Transfer (AS-T) – Chemistry (90 credits)

The following list of courses is appropriate for students studying chemistry and satisfies the requirements for the AS-T track 1 degree.

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I	5
Any course designated as humanities (H)		5
Any course designated as social sciences (SS)		5
Any additional course designated as humanities (H) or social sciences (SS)		5
MATH& 151	Calculus I	5
and MATH& 152	Calculus II	5
or higher-level math with approval of advisor		10
# of credits		30

Core requirements: Pre-major program courses

Course #	Course title	Credits
CHEM& 161	General chemistry with lab I	5
CHEM& 162	General chemistry with lab II	5
CHEM& 163	General chemistry with lab III	5
CHEM& 261	Organic chemistry with lab I	5
CHEM& 262	Organic chemistry with lab II	5
CHEM& 263	Organic chemistry with lab III	5
MATH& 163	Calculus III	5
BIOL& 221	Majors ecology/evolution	5
and BIOL& 222	Majors cell biology/molecular	5
and BIOL& 223	Majors organismal physiology	5
or PHYS& 221	Engineering physics I	5
and PHYS& 222	Engineering physics II	5
and PHYS& 223	Engineering physics III	5
# of credits		50

Core requirements: Remaining courses / elective courses

Course #	Course title	Credits
Student must complete 10 additional credits to reach a total of 90 credits. MATH 204, and MATH 238 are strongly recommended.		10
A maximum of 5 unlisted elective (UE) credits are allowed.		
# of credits		10

Associate in Science - Transfer (AS-T) – Earth Sciences (90 credits)

The following list of courses is appropriate for students studying earth sciences and satisfies the requirements for the AS-T track 1 degree.

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I	5
Any course designated as humanities (H)		5
Any course designated as social sciences (SS)		5
Any additional course designated as humanities (H) or social sciences (SS)		5
MATH& 151	Calculus I	5
and MATH& 152	Calculus II	5
or higher-level math with approval of advisor		10
# of credits		30

Core requirements: Pre-major program courses

Course #	Course title	Credits
CHEM& 161	General chemistry with lab I	5
CHEM& 162	General chemistry with lab II	5
CHEM& 163	General chemistry with lab III	5
GEOL& 101	Introduction to physical geology	5
MATH& 163	Calculus III	5
or MATH& 146	Introduction to statistics	5
BIOL& 221	Majors ecology/evolution	5
and BIOL& 222	Majors cell biology/molecular	5
and BIOL& 223	Majors organismal physiology	5
or PHYS& 221	Engineering physics I	5
and PHYS& 222	Engineering physics II	5
and PHYS& 223	Engineering physics III	5
5 additional math/science credits		5
# of credits		45

Core requirements: Remaining courses / elective courses

Course #	Course title	Credits
Student must complete 15 additional credits to reach a total of 90 credits.		15
ASTR& 100 and/or OCEA& 101 are recommended.		
A maximum of 5 unlisted elective (UE) credits are allowed.		
# of credits		15

Associate in Science - Transfer (AS-T) – Environmental Science (90 credits)

The following list of courses is appropriate for students studying environmental science and satisfies the requirements for the AS-T track 1 degree.

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I	5
Any course designated as humanities (H)		5
Any course designated as social sciences (SS)		5
Any additional course designated as humanities (H) or social sciences (SS)		5
MATH& 151	Calculus I	5
and MATH& 152	Calculus II	5
or higher-level math with approval of advisor		10
# of credits		30

Core requirements: Pre-major program courses

Course #	Course title	Credits
CHEM& 161	General chemistry with lab I	5
CHEM& 162	General chemistry with lab II	5
CHEM& 163	General chemistry with lab III	5
BIOL& 221	Majors ecology/evolution	5
and BIOL& 222	Majors cell biology/molecular	5
and BIOL& 223	Majors organismal physiology	5
or PHYS& 221	Engineering physics I	5
and PHYS& 222	Engineering physics II	5
and PHYS& 223	Engineering physics III	5
MATH& 163	Calculus III	5
or MATH& 146	Introduction to statistics	5
10 additional math/science credits		10
# of credits		45

Core requirements: Remaining courses / elective courses

Course #	Course title	Credits
Student must complete 15 additional credits to reach a total of 90 credits.		15
Political science, economics and geology are strongly recommended.		
A maximum of 5 unlisted elective (UE) credits are allowed.		
# of credits		15

Associate in Science - Transfer (AS-T) – Geology (90 credits)

The following list of courses is appropriate for students studying geology and satisfies requirements for the AS-T track 1 degree.

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I	5
Any course designated as humanities (H)		5
Any course designated as social sciences (SS)		5
Any additional course designated as humanities (H) or social sciences (SS)		5
MATH& 151	Calculus I	5
and MATH& 152	Calculus II	5
or higher-level math with approval of advisor		10
# of credits		30

Core requirements: Pre-major program courses

Course #	Course title	Credits
CHEM& 161	General chemistry with lab I	5
CHEM& 162	General chemistry with lab II	5
CHEM& 163	General chemistry with lab III	5
GEOL 211	Physical geology	5
GEOL 212	Historical geology	5
MATH& 163	Calculus III	5
or MATH& 146	Introduction to statistics	5
BIOL& 221	Majors ecology/evolution	5
and BIOL& 222	Majors cell biology/molecular	5
and BIOL& 223	Majors organismal physiology	5
or PHYS& 221	Engineering physics I	5
and PHYS& 223	Engineering physics III	5
and PHYS& 223	Engineering physics III	5
# of credits		45

Core requirements: Remaining courses / elective courses

Course #	Course title	Credits
Student must complete 15 additional credits to reach a total of 90 credits.		15
A computer science course is strongly recommended.		
A maximum of 5 unlisted elective (UE) credits are allowed.		
# of credits		15

Associate in Science - Transfer (AS-T) – Physics (90 credits)

The following list of courses is appropriate for students studying Physics and satisfies requirements for the AS-T track 2 degree.

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I	5
Any course designated as humanities (H)		5
Any course designated as social sciences (SS)		5
Any additional course designated as humanities (H) or social sciences (SS)		5
MATH& 151	Calculus I	5
and MATH& 152	Calculus II	5
or higher-level math with approval of advisor		10
# of credits		30

Core requirements: Pre-major program courses

Course #	Course title	Credits
CHEM& 161	General chemistry with lab I	5
CHEM& 162	General chemistry with lab II	5
CHEM& 163	General chemistry with lab III	5
MATH& 163	Calculus III	5
MATH 204	Introduction to linear algebra	5
MATH 238	Introduction to differential equations	5
PHYS& 221	Engineering physics I	5
PHYS& 222	Engineering physics II	5
PHYS& 223	Engineering physics III	5
# of credits		45

Core requirements: Remaining courses / elective courses

Course #	Course title	Credits
Student must complete 15 additional credits to reach a total of 90 credits.		15
MATH& 264 and a computer science course are strongly recommended.		
A maximum of 5 unlisted elective (UE) credits are allowed.		
# of credits		15

Transfer degrees for engineering majors

Graduates of WCC's engineering program may transfer with junior-level status to nearly any engineering major at universities in Washington and elsewhere. In addition to offering prerequisite coursework in science, math, and engineering fundamentals, WCC's robust and innovative engineering curriculum uses proven strategies to support student success in a challenging curriculum. For a list of courses by distribution, see appendix.

Whatcom offers five associates in science - transfer (AS-T) degree pathways for engineering. The requirements for each of the following degrees are customized based on transfer goals and ensure preparation for junior-ready transfer in a specific engineering major.

1. AS-T/MRP in Bioengineering and Chemical Engineering (94 - 104 credits)
2. AS-T/MRP in Civil and Mechanical Engineering (104 - 114 credits)
3. AS-T/MRP in Computer and Electrical Engineering (100 - 109 credits)
4. AS-T/MRP in Materials Science and Manufacturing Engineering (99 - 108 credits)

5. AS-T in general transfer engineering (min 90 credits) suitable for transfer preparation for a university engineering program that does not align well with one of the above four major-ready pathways (MRPs).

WCC's project-based learning experience helps students connect theoretical knowledge and engineering application. This hands-on approach begins immediately with first-year curriculum that teaches technical skills in computer programming, microcontrollers, engineering graphics, and design processes while exploring the roles of math, science, and teamwork in engineering. Students refine their skills with design projects integrated in traditional sophomore-level coursework focused on engineering theory. Active student clubs and research opportunities allow students to apply their learning outside of the classroom and further build qualifications for scholarships, internships, and transfer to a university.

Students can enter the engineering transfer program during any quarter and can complete courses on a full-time or part-time basis.

In order to enroll in ENGR 101 (introduction to engineering), students must have enrolled prior or concurrently in MATH& 141 and have placed in ENGL& 101.

Associate in Science - Transfer (AS-T) – General Engineering (90 credits)

Engineering programs at four-year colleges and universities require extensive preparatory coursework in order to be eligible for direct admission into a selective entry program. WCC offers several pathways to provide students with the preparation required for a variety of engineering majors at transfer institutions. Students are strongly advised to consult with an advisor about specific engineering pathways and transfer institutions in order to select the most appropriate degree pathways.

The following list of courses is appropriate for students studying engineering and satisfies the requirements for the AS-T track 2 degree. This degree is more general in scope than the other Engineering degrees offered. Students should decide which degree to use based on the requirements of their major and transfer institution.

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I	5
Any course designated as humanities (H)		5
Any course designated as social sciences (SS)		5
Any additional course designated as humanities (H) or social sciences (SS)		5

Note: See an advisor for help choosing appropriate courses in this area. Depending on the major and the transfer institution, certain courses are preferred.

# of credits	20
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Core requirements: Math

Course #	Course title	Credits
MATH& 151	Calculus I	5
MATH& 152	Calculus II	5
MATH& 163	Calculus III	5

# of credits	15
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Core requirements: Science and Engineering

Course #	Course title	Credits
ENGR 101	Introduction to engineering	5
Note: ENGR 101 may be waived for students entering the pathway with advanced standing (MATH& 152 or higher)		
CHEM& 161	General chemistry with lab I	5
PHYS& 221	Engineering physics I	5
PHYS& 222	Engineering physics II	5
PHYS& 223	Engineering physics III	5
# of credits		20 - 25

Specialty requirements: Program Specific Requirements

Course #	Course title	Credits
Students must complete a minimum of 30 credits from the following list to meet the total 90 credits for this degree option. The appropriate selection depends on the intended engineering major and transfer institution.		
BIOL& 221	Majors ecology/evolution	5
and/or BIOL& 222	Majors cell biology/molecular	5
and/or BIOL& 223	Majors organismal physiology	5
and/or CHEM& 162	General chemistry with lab II	5
and/or CHEM& 163	General chemistry with lab III	5
and/or CHEM& 261	Organic chemistry with lab I	5
and/or CHEM& 262	Organic chemistry with lab II	5
and/or CHEM& 263	Organic chemistry with lab III	5
and/or CS& 141	Computer Science I Java	5
and/or CS 145	Computer Science II	5
and/or CS 240	Data structure and algorithm fundamentals	5
and/or ENGL& 230	Technical writing	3
or ENGL& 235	Technical writing	5
Note: Credit from both ENGL& 230 and ENGL& 235 cannot be applied to this requirement.		
ENGR& 114	Engineering graphics	5
and/or ENGR 151	Introductory design and computing	5
and/or ENGR 201	Fundamentals of materials science	5
and/or ENGR& 204	Electrical circuits	6
and/or ENGR& 214	Statics	5
and/or ENGR& 215	Dynamics	5
and/or ENGR& 224	Thermodynamics	5
and/or ENGR& 225	Mechanics of materials	5
and/or ENGR 240	Applied numerical methods	5
and/or MATH 204	Introduction to linear algebra	5
and/or MATH 207	Taylor series	1
or MATH 208	Sequences and series	3
Note: Credit from both MATH 207 and MATH 208 cannot be applied to this requirement.		
MATH 238	Introduction to differential equations	5
and/or MATH 246	Statistics for engineering	5
and/or MATH& 264	Calculus 4	5
and/or other courses designated as H/Hp, SS, MS/MSI, CC, OC, Q/SR, LE.		0 to 5
# of credits		30 - 35

Associate in Science - Transfer (AS-T/MRP) – Bioengineering and Chemical Engineering (94 - 104 credits)

Engineering programs at four-year colleges and universities require extensive preparatory coursework in order to be eligible for direct admission into a selective entry program. WCC offers several pathways to provide students with the preparation required for a variety of engineering majors at transfer institutions. Students are strongly advised to consult with an advisor about specific engineering pathways and transfer institutions in order to select the most appropriate degree pathways.

The following list of courses satisfies the requirements for the AS-T track 2 degree. Choose specialization courses appropriately to prepare for one or more of the following majors: bioengineering; chemical engineering; bio resource science and engineering.

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I	5
	Any course designated as humanities (H)	5
	Any course designated as social sciences (SS)	5
	Any additional course designated as humanities (H) or social sciences (SS)	5
	Note: See an advisor for help choosing appropriate courses in this area. Depending on the major and the transfer institution, certain courses are preferred. An economics course is generally recommended.	0
	# of credits	20

Core requirements: Math

Course #	Course title	Credits
MATH& 151	Calculus I	5
MATH& 152	Calculus II	5
MATH& 163	Calculus III	5
MATH 207	Taylor series	1
or MATH 208	Sequences and series	3
MATH 238	Introduction to differential equations	5
	# of credits	21 - 23

Core requirements: Science and Engineering

Course #	Course title	Credits
CHEM& 161	General chemistry with lab I	5
CHEM& 162	General chemistry with lab II	5
CHEM& 163	General chemistry with lab III	5
CHEM& 261	Organic chemistry with lab I	5
CHEM& 262	Organic chemistry with lab II	5
or BIOL& 221	Majors ecology/evolution	5
ENGR 101	Introduction to engineering	5
	or Note: ENGR 101 may be waived for students entering the pathway with advanced standing (MATH& 152 or higher)	0
PHYS& 221	Engineering physics I	5
PHYS& 222	Engineering physics II	5
PHYS& 223	Engineering physics III	5
	# of credits	40 - 45

Specialty requirements: Program Specific Requirements

Course #	Course title	Credits
Students must complete a minimum of three additional courses selected from the following list according to intended major and transfer university requirements:		0
BIOL& 221	Majors ecology/evolution	5
and/or BIOL& 222	Majors cell biology/molecular	5
and/or BIOL& 223	Majors organismal physiology	5
and/or CHEM& 262	Organic chemistry with lab II	5
and/or CHEM& 263	Organic chemistry with lab III	5
and/or CS& 141	Computer Science I Java	5
or ENGR 240	Applied numerical methods	5
and/or Note: Credit from both CS& 141 and ENGR 240 cannot be applied to this requirement.		0
ENGL& 230	Technical writing	3
or ENGL& 235	Technical writing	5
and/or Note: Credit from both ENGL& 230 and ENGL& 235 cannot be applied to this requirement.		0
ENGR 151	Introductory design and computing	5
and/or ENGR 201	Fundamentals of materials science	5
and/or ENGR& 204	Electrical circuits	6
and/or ENGR& 214	Statics	5
and/or ENGR& 224	Thermodynamics	5
and/or MATH 204	Introduction to linear algebra	5
and/or MATH& 264	Calculus 4	5
# of credits		13 - 16

Associate in Science - Transfer (AS-T/MRP) – Civil and Mechanical Engineering (104 - 114 credits)

Engineering programs at four-year colleges and universities require extensive preparatory coursework in order to be eligible for direct admission into a selective entry program. WCC offers several pathways to provide students with the preparation required for a variety of engineering majors at transfer institutions. Students are strongly advised to consult with an advisor about specific engineering pathways and transfer institutions in order to select the most appropriate degree pathways.

The following list of courses satisfies the requirements for the AS-T track 2 degree. Choose specialization courses appropriately to prepare for one or more of the following majors: aeronautical engineering; civil engineering; environmental engineering; industrial engineering; mechanical engineering.

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I	5
Any course designated as humanities (H)		5
Any course designated as social sciences (SS)		5
Any additional course designated as humanities (H) or social sciences (SS)		5

Note: See an advisor for help choosing appropriate courses in this area. Depending on the major and the transfer institution, certain courses are preferred. An economics course is generally recommended. 0

of credits 20

Core requirements: Math

Course #	Course title	Credits
MATH& 151	Calculus I	5
MATH& 152	Calculus II	5
MATH& 163	Calculus III	5
MATH 204	Introduction to linear algebra	5
MATH 207	Taylor series	1
or MATH 208	Sequences and series	3
MATH 238	Introduction to differential equations	5

of credits 26 - 28

Core requirements: Science and Engineering

Course #	Course title	Credits
CHEM& 161	General chemistry with lab I	5
CHEM& 162	General chemistry with lab II	5
ENGR 101	Introduction to engineering	5
or Note: ENGR 101 may be waived for students entering the pathway with advanced standing (MATH& 152 or higher)		0
ENGR& 214	Statics	5
ENGR& 215	Dynamics	5
ENGR& 225	Mechanics of materials	5
PHYS& 221	Engineering physics I	5
PHYS& 222	Engineering physics II	5
PHYS& 223	Engineering physics III	5

of credits 40 - 45

Specialty requirements: Program Specific Requirements

Course #	Course title	Credits
Students must complete a minimum of four additional courses selected from the following list according to intended major and transfer university requirements:		0
BIOL& 221	Majors ecology/evolution	5
and/or CHEM& 163	General chemistry with lab III	5
and/or CS& 141	Computer Science I Java	5
or ENGR 240	Applied numerical methods	5
and/or Note: Credit from both CS& 141 and ENGR 240 cannot be applied to this requirement.		0
ENGL& 230	Technical writing	3
or ENGL& 235	Technical writing	5
and/or Note: Credit from both ENGL& 230 and ENGL& 235 cannot be applied to this requirement.		0
ENGR& 114	Engineering graphics	5
and/or ENGR 151	Introductory design and computing	5
and/or ENGR 201	Fundamentals of materials science	5
and/or ENGR& 204	Electrical circuits	6

and/or ENGR& 224	Thermodynamics	5
and/or MATH& 264	Calculus 4	5
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# of credits		18 - 21

Associate in Science - Transfer (AS-T/MRP) – Computer and Electrical Engineering (100 - 109 credits)

Engineering programs at four-year colleges and universities require extensive preparatory coursework in order to be eligible for direct admission into a selective entry program. WCC offers several pathways to provide students with the preparation required for a variety of engineering majors at transfer institutions. Students are strongly advised to consult with an advisor about specific engineering pathways and transfer institutions in order to select the most appropriate degree pathways.

The following list of courses satisfies the requirements for the AS-T track 2 degree. Choose specialization courses appropriately to prepare for one or more of the following majors: computer engineering; electrical engineering.

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I	5
Any course designated as humanities (H)		5
Any course designated as social sciences (SS)		5
Any additional course designated as humanities (H) or social sciences (SS)		5
Note: See an advisor for help choosing appropriate courses in this area.		0
Depending on the major and the transfer institution, certain courses are preferred. An economics course is generally recommended.		
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# of credits		20

Core requirements: Math

Course #	Course title	Credits
MATH& 151	Calculus I	5
MATH& 152	Calculus II	5
MATH& 163	Calculus III	5
MATH 204	Introduction to linear algebra	5
MATH 207	Taylor series	1
or MATH 208	Sequences and series	3
MATH 238	Introduction to differential equations	5
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# of credits		26 - 28

Core requirements: Science and Engineering

Course #	Course title	Credits
ENGR 101	Introduction to engineering	5
or Note: ENGR 101 may be waived for students entering the pathway with advanced standing (MATH& 152 or higher)		0
ENGR& 204	Electrical circuits	6
CHEM& 161	General chemistry with lab I	5
CS& 141	Computer Science I Java	5
PHYS& 221	Engineering physics I	5
PHYS& 222	Engineering physics II	5

PHYS& 223	Engineering physics III	5
# of credits		31 - 36
Specialty requirements: Program Specific Requirements		
Course #	Course title	Credits
Students must complete a minimum of five additional courses selected from the following list according to intended major and transfer university requirements:		0
BIOL& 221	Majors ecology/evolution	5
and/or CHEM& 162	General chemistry with lab II	5
and/or CS 145	Computer Science II	5
and/or CS 240	Data structure and algorithm fundamentals	5
and/or ENGL& 230	Technical writing	3
or ENGL& 235	Technical writing	5
and/or Note: Credit from both ENGL& 230 and ENGL& 235 cannot be applied to this requirement.		0
ENGR 151	Introductory design and computing	5
and/or ENGR 202	Logic circuits	6
and/or ENGR& 214	Statics	5
and/or ENGR& 215	Dynamics	5
and/or ENGR& 224	Thermodynamics	5
and/or ENGR 240	Applied numerical methods	5
and/or MATH& 264	Calculus 4	5
# of credits		23 - 25

Associate in Science - Transfer (AS-T/MRP) – Materials Science and Manufacturing Engineering (99 - 108 credits)

Engineering programs at four-year colleges and universities require extensive preparatory coursework in order to be eligible for direct admission into a selective entry program. WCC offers several pathways to provide students with the preparation required for a variety of engineering majors at transfer institutions. Students are strongly advised to consult with an advisor about specific engineering pathways and transfer institutions in order to select the most appropriate degree pathways.

The following list of courses satisfies the requirements for the AS-T track 2 degree. Choose specialization courses appropriately to prepare for one or more of the following majors: materials science and engineering; manufacturing engineering; plastics and composites engineering.

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I	5
Any course designated as humanities (H)		5
Any course designated as social sciences (SS)		5
Any additional course designated as humanities (H) or social sciences (SS)		5
Note: See an advisor for help choosing appropriate courses in this area.		0
Depending on the major and the transfer institution, certain courses are preferred. An economics course is generally recommended.		
# of credits		20

Core requirements: Math

Course #	Course title	Credits
MATH& 151	Calculus I	5
MATH& 152	Calculus II	5
MATH& 163	Calculus III	5
MATH 204	Introduction to linear algebra	5
MATH 207	Taylor series	1
or MATH 208	Sequences and series	3
# of credits		21 - 23

Core requirements: Science and Engineering

Course #	Course title	Credits
CHEM& 161	General chemistry with lab I	5
ENGR 101	Introduction to engineering	5
or Note: ENGR 101 may be waived for students entering the pathway with advanced standing (MATH& 152 or higher)		0
ENGR 201	Fundamentals of materials science	5
ENGR& 214	Statics	5
ENGR& 225	Mechanics of materials	5
PHYS& 221	Engineering physics I	5
PHYS& 222	Engineering physics II	5
PHYS& 223	Engineering physics III	5
# of credits		35 - 40

Specialty requirements: Program specific requirements

Course #	Course title	Credits
Students must complete a minimum of five additional courses selected from the following list according to intended major and transfer university requirements:		0
BIOL& 221	Majors ecology/evolution	5
and/or CHEM& 162	General chemistry with lab II	5
and/or CHEM& 163	General chemistry with lab III	5
and/or CHEM& 261	Organic chemistry with lab I	5
and/or CS& 141	Computer Science I Java	5
and/or ENGR 240	Applied numerical methods	5
and/or Note: Credit from both CS& 141 and ENGR 240 cannot be applied to this requirement.		0
ENGL& 230	Technical writing	3 to 5
or ENGL& 235	Technical writing	5
and/or Note: Credit from both ENGL& 230 and ENGL& 235 cannot be applied to this requirement.		0
ENGR& 114	Engineering graphics	5
and/or ENGR 151	Introductory design and computing	5
and/or ENGR& 215	Dynamics	5
and/or ENGR& 224	Thermodynamics	5
and/or MATH 238	Introduction to differential equations	5
and/or MATH 246	Statistics for engineering	5
and/or MATH& 264	Calculus 4	5
# of credits		23 - 25

Non-transfer degree

Associate in Liberal Studies (ALS) (90 credits)

The associate in liberal studies degree is designed primarily for students who do not plan to pursue a specific technical or academic emphasis or transfer to a four-year institution but who wish to receive recognition for completion of 90 credits of general arts and sciences college-level learning.

Core requirements

Course #	Course title	Credits
ENGL& 101	English composition I	5
Any Quantitative/Symbolic Reasoning course designated Q/SR		5
or Any course designated as Computation on the Related Instruction List.		5
# of credits		10

General education requirements / related instruction

Course #	Course title	Credits
Humanities (H)		
Any 2 courses designated H (must be from different disciplines)		10
Social/Behavioral Science (SS)		
Any 2 courses designated SS (must be from different disciplines)		10
Math/Science (MS/MSL)		
Any 2 courses designated MS/MSL (must be from different disciplines)		10
# of credits		30

Electives / cooperative work experience

Course #	Course title	Credits
Any courses numbered 100 or above, from at least two different disciplines.		50
# of credits		50

Specialty requirements: Restrictions

A minimum of 15-degree (college-level) credits must be earned at Whatcom Community College.

Professional-technical degrees and certificates

Accounting Program

The accounting program is designed to prepare students for a variety of entry-level accounting positions in private industry, state and local government, public accounting firms, banking, and investment services. The program offers an associate of applied science degree in accounting; a certificate in accounting; plus, multiple short-term certificates of proficiency in various accounting specialties.

Certificate of Proficiency – Accounting for A/P, A/R and Inventory (20 credits)

This short-term certificate provides additional specialized knowledge in the area of accounting for A/P, A/R, and inventory methods for the skilled worker. It is unlikely that employers will hire students who have only completed this certificate of proficiency; coursework may be applied towards a one-year certificate in accounting or a two-year AS degree in accounting.

Core requirements

Course #	Course title	Credits
A minimum "C" grade or better required for all core requirements.		
ACCT 110	Accounting for A/P, A/R, and inventory	5
ACCT& 201	Principles of accounting I	5
ACCT& 202	Principles of accounting II	5
ACCT& 203	Principles of accounting III	5
# of credits		20

Certificate of Proficiency – Governmental/Not-for-Profit Accounting (20 credits)

This short-term certificate provides additional specialized knowledge in the area of governmental and not-for-profit accounting methods for the skilled worker. It is unlikely that employers will hire students who have only completed this certificate of proficiency; coursework may be applied towards a one-year certificate in accounting or a two-year AS degree in accounting.

Core requirements

Course #	Course title	Credits
A minimum "C" grade or better required for all core requirements.		
ACCT& 201	Principles of accounting I	5
ACCT& 202	Principles of accounting II	5
ACCT& 203	Principles of accounting III	5
ACCT 250	Governmental/not-for-profit accounting	5
# of credits		20

Certificate of Proficiency – Individual Income Tax (20 credits)

This short-term certificate provides additional specialized knowledge in the area of individual income tax methods for the skilled worker. It is unlikely that employers will hire students who have only completed this certificate of proficiency; coursework may be applied towards a one-year certificate in accounting or a two-year AS degree in accounting.

Core requirements

Course #	Course title	Credits
A minimum "C" grade or better required for all core requirements.		
ACCT& 201	Principles of accounting I	5
ACCT& 202	Principles of accounting II	5
ACCT& 203	Principles of accounting III	5
ACCT 260	Individual income tax	5
# of credits		20

Certificate of Proficiency – Payroll Accounting (20 credits)

This short-term certificate provides additional specialized knowledge in the area of payroll accounting methods for the skilled worker. It is unlikely that employers will hire students who have only completed this certificate of proficiency; coursework may be applied towards a one-year certificate in accounting or a two-year AS degree in accounting.

Core requirements

Course #	Course title	Credits
A minimum "C" grade or better required for all core requirements.		
ACCT& 201	Principles of accounting I	5
ACCT& 202	Principles of accounting II	5

ACCT& 203	Principles of accounting III	5
ACCT 270	Payroll accounting	5
# of credits		20

Certificate of Proficiency – QuickBooks (18 credits)

This short-term certificate provides additional specialized knowledge in the area of QuickBooks accounting methods for the skilled worker. It is unlikely that employers will hire students who have only completed this certificate of proficiency; coursework may be applied towards a one-year certificate in accounting or a two-year AS degree in accounting.

Core requirements

Course #	Course title	Credits
A minimum "C" grade or better required for all core requirements.		
ACCT 130	QuickBooks	3
ACCT& 201	Principles of accounting I	5
ACCT& 202	Principles of accounting II	5
ACCT& 203	Principles of accounting III	5
# of credits		18

Certificate – Accounting (62 - 66 credits)

This certificate offers the range of clerical and accounting skills needed to perform full-charge bookkeeping tasks for a small business accurately and efficiently. Employees in this position will use both manual and computerized systems, and will work under the supervision of an accountant.

Core requirements

Course #	Course title	Credits
ACCT 130	QuickBooks	3
ACCT& 201	Principles of accounting I	5
ACCT& 202	Principles of accounting II	5
ACCT& 203	Principles of accounting III	5
ACCT 270	Payroll accounting	5
BTEC 101	Introduction to business computing	5
BTEC 142	Spreadsheets II	5
BUS& 101	Introduction to business	5
BUS& 201	Business law	5
# of credits		43

General education requirements / related instruction

Course #	Course title	Credits
BUS 100	Business math (CP)	5
	or Any course designated as Computation on the Related Instruction list. (CP)	5
ENGL& 101	English composition I (CM)	5
CMST 245	Introduction to organizational communication (HR)	5
or CMST& 220	Public speaking (HR)	5
or CMST& 230	Small group communication (HR)	5
# of credits		15

Electives / cooperative work experience

Course #	Course title	Credits
CO-OP 180	Preparing for career work experience	1 to 2
or ACCT 190	Accounting internship	1 to 3
or FIN 190	Finance internship	1 to 3
ACCT 250	Governmental/not-for-profit accounting	5
or ACCT 260	Individual income tax	5
or Any course numbered 100 or above in ACCT, BTEC, BUS, CIS, ECON, FIN, HTBM, OFFAD, PSYC, SOC		3 to 5
# of credits		4 - 8

Associate of Applied Science (AAS) – Accounting (90 credits)

The accounting AAS degree provides students with basic skills to compete for entry-level accounting positions in private industry, state and local government, and public accounting firms. Students who successfully complete the program should be able to (1) perform basic bookkeeping and accounting tasks both manually and using a computer; (2) demonstrate the relationships among the various business functions such as accounting, finance, marketing, purchasing, operations, and human resources; and (3) demonstrate computer proficiency.

Core requirements

Course #	Course title	Credits
ACCT 110	Accounting for A/P, A/R, and inventory	5
ACCT 130	QuickBooks	3
ACCT 250	Governmental/not-for-profit accounting	5
ACCT 260	Individual income tax	5
ACCT 270	Payroll accounting	5
ACCT& 201	Principles of accounting I	5
ACCT& 202	Principles of accounting II	5
ACCT& 203	Principles of accounting III	5
BTEC 101	Introduction to business computing	5
BTEC 142	Spreadsheets II	5
BUS& 101	Introduction to business	5
BUS& 201	Business law	5
ECON 100	Survey of economic principles	5
or ECON& 201	Micro economics	5
or ECON& 202	Macro economics	5
ECON 210	Economic ethics	5
# of credits		68

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
ENGL& 230	Technical writing (CM)	3
or ENGL& 235	Technical writing (CM)	5
CMST 245	Introduction to organizational communication (HR)	5
or CMST& 220	Public speaking (HR)	5
or CMST& 230	Small group communication (HR)	5

BUS 100	Business math (CP)	5
	or Any MATH course numbered 107 or above (CP)	5
	or Any course designated as computation on Related Instruction List (CP)	5
<hr/>		
# of credits		18 - 20
Electives / cooperative work experience		
Course #	Course title	Credits
CO-OP 180	Preparing for career work experience	1 to 2
and/or ACCT 190	Accounting internship	1 to 4
or FIN 190	Finance internship	1 to 4
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# of credits		2 - 4

Business Administration Program

The business administration program is designed to prepare students for a variety of positions critical to the successful functioning of all organizations – large and small businesses, government agencies and non-profit entities. The program offers: a Bachelor of Applied Science (BAS) in applied business management (more below); an associate of applied science (AAS) degree in business administration; an associate in business (DTA/MRP) degree for students intending to study business at a university; and a selection of certificates and certificates of proficiency.

Speak with an advisor or the program coordinator for guidance on building an elective pathway that focuses on a particular field of study that aligns with current labor demands and opportunities, including business technology, office administration/management, human resources, marketing, and general business administration.

Bachelor's degree

Whatcom Community College's BASABM degree provides bachelor's degree level education for students working in small- to medium-sized businesses in Whatcom County, as well as those preparing to start their own businesses. Designed with the working adult in mind, courses are online, augmented with robust on-campus support and resources. Graduates will leave the program with skills in all areas of business including human resources, marketing, management and leadership, finance, operations, and technology.

Special application process:

The lower division business administration program can be entered at the start of any quarter. There is no special application.

Admission to the BAS degree in applied business management is by selective entry application. To be eligible, students need to have an associate degree (business-related preferred), a minimum 2.0 cumulative GPA, and a minimum 2.3 GPA in business-related coursework.

Students who are starting or currently working on their associate degree with the intention of applying to the BAS degree should speak with the BAS advising and outreach specialist or the program coordinator for guidance on selecting lower division courses that will best prepare them for completion of the BAS program.

Visit whatcom.edu/businessBAS for more details about the prerequisites, the application process, application materials, and deadlines.

Certificate of Proficiency – Sustainable Business Leadership (9 credits)

This three-class series will provide a practical introduction to sustainability in business and leadership practices. The Sustainable Business Leadership Certificate is designed for individuals who wish to become change agents for sustainability within their respective organizations, and series assumes students are business professionals or students who have a sound business foundation. This certificate will provide graduates with the skills that managers, leaders, entrepreneurs, and employees need to implement a customized sustainability program. The topics covered will include: energy efficiency, transportation, water, zero waste, responsible purchasing, renewable energy, sustainable food, sustainable building and development, alternate sources of revenue and savings, triple bottom line accounting, leadership skills for change agents, corporate social responsibility, employee ownership, and marketing.

Core requirements

Course #	Course title	Credits
OFFAD 280	Sustainable business practices I	3
OFFAD 281	Sustainable business practices II	3
OFFAD 282	Sustainable business practices III	3
# of credits		9

Certificate of Proficiency – Retail Management (38 credits)

The retail industry is constantly changing; leaders who can think creatively, evaluate competing options, and bring balance to their stores are essential. WCC's Retail Management certificate of proficiency was approved by and aligns directly with WAFC's requirements. This program prepares retail workers with the knowledge, skills, abilities, and confidence needed to advance in their careers.

Core requirements

Course #	Course title	Credits
ACCT& 201	Principles of accounting I (CP)	5
BTEC 101	Introduction to business computing	5
BUS 108	Principles of marketing	5
BUS 111	Retail management	5
BUS 222	Human relations in business	3
BUS 223	Principles of management	5
BUS 230	Human resource management (HR)	5
CMST 245	Introduction to organizational communication (CM)	5
# of credits		38

Certificate – Retail Business Management (45 credits)

The retail industry is constantly changing; leaders who can think creatively, evaluate competing options, and bring balance to their stores are essential. WCC's Retail Business Management certificate prepares industry professionals with the skills needed to advance in their careers. The coursework provides relevant education for all retail sectors as well as non-retail management career paths.

Core requirements

Course #	Course title	Credits
ACCT& 201	Principles of accounting I (CP)	5
BTEC 101	Introduction to business computing	5

BUS 108	Principles of marketing	5
BUS 111	Retail management	5
BUS 222	Human relations in business	3
BUS 223	Principles of management	5
BUS 230	Human resource management (HR)	5
CMST 245	Introduction to organizational communication (CM)	5
# of credits		38
General education requirements / related instruction		
Course #	Course title	Credits
ENGL& 101	English composition I	5
# of credits		5
Electives / cooperative work experience		
Course #	Course title	Credits
CO-OP 180	Preparing for career work experience	1 to 2
and/or BUS 190	Business internship	1 to 2
# of credits		2

Associate of Applied Science (AAS) – Business Administration (90 credits)

The business administration AAS degree provides a core of fundamental business courses combined with ample flexibility in elective choices to allow students to concentrate study in their business area of choice. It prepares students in entrepreneurship to start their own business, and/or to gain the technical and professional skills needed for office management, marketing, retail and other business professions, including various supervisory/entry level management positions in these fields.

Core requirements

Course #	Course title	Credits
ACCT& 201	Principles of accounting I	5
or ACCT 100	Introduction to accounting	3
BTEC 101	Introduction to business computing	5
BUS& 101	Introduction to business	5
BUS& 201	Business law	5
BUS 100	Business math (CP)	5
BUS 108	Principles of marketing	5
BUS 223	Principles of management	5
BUS 230	Human resource management	5
CMST 245	Introduction to organizational communication (HR)	5
or CMST OC	Any CMST or CMST& course designated OC	5
ECON 100	Survey of economic principles	5
or ECON& 201	Micro economics	5
ECON 210	Economic ethics	5
ENGL& 101	English composition I	5
ENGL& 230	Technical writing (CM)	3
or ENGL& 235	Technical writing (CM)	5
or BUS 140	Business research and communication (CM)	3
# of credits		61 - 65

Electives / cooperative work experience

Course #	Course title	Credits
Any selection of courses numbered 100 or above. Recommend review by program coordinator to meet the needs of the individual student.		25 to 29
# of credits		25 - 29

Associate in Business – (DTA/MRP) (90 credits)

The associate in business (DTA/MRP) degree is a statewide articulated 90 credit transfer degree agreement for business majors between the community colleges and most four-year institutions. Students will enter the four-year institution's business department at the junior level. However, admission is not guaranteed. To earn this degree, students must complete a minimum of 90 credits numbered 100 or above as specified in the degree and earn a minimum of 2.0 grade point average.

Core requirements

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
ENGL 201	Advanced composition (CM)	5
or ENGL& 235	Technical writing (CM)	5
MATH& 141	Precalculus I	5
or MATH 145	Algebra applications for economics and business (CP)	5
or any math course with precalculus as a prerequisite (CP)		5
MATH& 148	Business calculus (CP)	5
or MATH& 151	Calculus I	5
or any other math course with calculus as a prerequisite. (CP)		5
Any courses designated "H" or "Hp". -Selected from at least two disciplines -No more than 5 credits in performance/skills courses are allowed, and no more than 5 credits allowed in foreign language at the 100 level		15
Note: Students intending the international business major should consult their potential transfer institutions regarding the level of world language required for admission to the major. Five (5) credits in world languages may apply to the Humanities requirement		
BUS& 101	Introduction to business	5
ECON& 201	Micro economics	5
ECON& 202	Macro economics	5
MATH& 146	Introduction to statistics	5
10 credits physical, biological and/or earth science, including at least one lab course		10
# of credits		65

Electives / cooperative work experience

Course #	Course title	Credits
ACCT& 201	Principles of accounting I	5
ACCT& 202	Principles of accounting II	5
ACCT& 203	Principles of accounting III	5
BUS& 201	Business law	5

Any general elective numbered 100 level or above.	5
Note: Four institutions have requirements for admission that go beyond those specified above. Students can meet these requirements by selection of the elective University Course Equivalent to: -WSU (all campuses): Management Information Systems MIS250 -Gonzaga: Management Information Systems BMIS 235 -PLU: Computer Applications CSCE 120, either an equivalent course or skills test -WWU: Introduction to Business Computing Systems MIS 220.	
# of credits	25

Bachelor of Applied Science (BAS) – Applied Business Management (180 - 225 credits)

The business management BAS degree prepares students with the comprehensive skills and knowledge to oversee and manage business systems and operations. Students focus on areas of management including marketing, finance, strategic planning, human resource management, project management, leadership, and professional and organizational communications. With an emphasis on practical skills and knowledge the BAS degree incorporates opportunities for students to directly apply concepts in business settings.

Prerequisites (for special admissions programs)

Course #	Course title	Credits
	Washington State community or technical college associates degree.	90
# of credits		90

Core requirements

Course #	Course title	Credits
BUS 301	Professional readiness & communication	5
BUS 302	Project management	5
BUS 310	Foundations of management	5
BUS 330	Human resources for managers	5
BUS 340	Marketing for managers	5
BUS 370	Management information systems	5
BUS 380	Operations management	5
BUS 400	Private enterprise, profit and social justice	5
BUS 420	Business strategy and sustainability	5
BUS 450	Financial management	5
BUS 460	Organizational leadership & teamwork	5
BUS 495	Business capstone	5
# of credits		60

General education requirements / related instruction

Course #	Course title	Credits
ACCT& 201	Principles of accounting I	0 to 5
ACCT& 202	Principles of accounting II	0 to 5
ACCT& 203	Principles of accounting III	0 to 5
BUS& 201	Business law	0 to 5
CMST 245	Introduction to organizational communication	0 to 5
ECON& 201	Micro economics	0 to 5
ECON& 202	Macro economics	0 to 5
ENGL& 101	English composition I	0 to 5

ENGL& 235	Technical writing	0 to 5
MATH& 141 or MATH 145	Pre-calculus I Algebra applications for economics and business	0 to 5
MATH& 146	Introduction to statistics	0 to 5
PHIL 301	Professional ethics	5
Natural Sciences, courses designated as "MS" or "MSI". At least 10 credits in physical, biological and/or earth sciences, shall include at least one laboratory course.		0 to 10
Humanities Courses designated as "H" or "Hp"		0 to 5
# of credits		5 - 75
Electives / cooperative work experience		
Course #	Course title	Credits
Students may need to apply up to 25 elective credits to meet the minimum of 180 credits for graduation. Please see an advisor for planning.		0 to 25
# of credits		0 - 25

Care Navigation and Coordination Program

Broaden your horizons and opportunities in client and patient care. Whatcom offers a certificate of proficiency in care navigation and coordination that prepares students to guide clients/patients through complex health care systems. Students attain skills in health coaching and accessing resources to improve the client/patient experience and health outcomes. Upon completion of the program, students will be prepared to work within interdisciplinary teams and integrated care models.

Certificate of Proficiency – Care Navigation and Coordination (15 credits)

Designed to prepare incumbent healthcare workers and community stakeholders interested in care navigation (CNAV). To prepare for roles in the health and community services systems providing advocacy and navigation services.

Core requirements

Course #	Course title	Credits
HLTH 144	Essentials of care navigation	5
HLTH 145	Advanced care navigation 1	5
HLTH 146	Advanced care navigation 2	5
# of credits		15

Computer Information Systems Program

WCC's nationally acclaimed computer information systems (CIS) program is designed to prepare students for careers in technical support, network administration, or information security, needed within virtually all industries. The program has been developed in alignment with national industry standards and certifications. The program prepares students for the Cisco Certified Network Associate (CCNA) certification and several other certifications, including Comp Tia A+ and Security+. The CIS program offers an associate of applied science degree in CIS, as well as an associate in applied science - transfer degree in cybersecurity. Certificate programs in technical support and network administration are available, as well as several short-term certificates of proficiency.

Bachelor's degree

The CIS program also offers a Bachelor of Applied Science (BAS) degree in IT networking - cybersecurity. The BAS degree includes courses infused with security topics and embedded certificates of proficiency in cloud computing, industrial control systems (SCADA), mobile technologies, and web development. The curriculum aligns with specific focus areas defined by the National Security Agency and Department of Homeland Security as part of their Center of Academic Excellence (CAE) program. Additionally, curriculum builds on the National Initiative for Cybersecurity Education's (NICE) Cybersecurity Workforce Framework and the Department of Labor's (DOL) Cybersecurity Competency Model. As such, the program will help meet the national shortage of cybersecurity professionals.

Statewide and national leadership and impact: Through its leadership of a number of federally funded grant awards from the National Science Foundation (NSF) and the National Security Agency (NSA), WCC has made a statewide and national impact on cybersecurity education, workforce, and economic development. Currently, WCC holds positions as an NSF Advanced Technological Education (ATE) national resource center, known as NCyTE - the National Cybersecurity Training and Education center (one of three in the nation) - and as an NSA Center of Academic Excellence (CAE) National Resource Center (CNRC) (one of four in the nation). Since WCC became the lead institution for NCyTE (formerly CyberWatch West) in 2013, NCyTE membership (primarily community colleges across the nation) has grown from 33 to 215. WCC has also assisted approximately 120 colleges and universities across the nation toward earning the CAE designation from the NSA. In these roles, WCC is helping the nation to more rapidly enhance and foster cybersecurity education programs, resulting in a more plentiful and better-prepared cybersecurity workforce.

These designations also help WCC students as they enter the workforce or transfer to four-year schools, conveying they graduated from a program nationally recognized for its excellence and alignment to the highest information security standards.

Prerequisite courses: The CIS program strongly recommends placement into Math 94 and English 92 or above prior to beginning CIS courses. Additionally, the cybersecurity AAS-T degree requires completion of CIS 105 with a C (2.0) grade or better.

To be eligible for the BAS degree in IT networking - cybersecurity, applicants must meet the following requirements:

- a. An associate degree in an information technology related field from a regionally accredited community or technical college granted within the past five years, or any prior degree plus relevant industry experience, personal statement, and current resume.
- b. Cumulative minimum 2.0 GPA in associate degree and minimum 2.0 GPA in all IT-related coursework.

Special application process: The lower division CIS program can be entered at the start of any quarter. There is no special application.

Admission to the BAS degree in IT networking - cybersecurity is by selective entry application. For details about prerequisites, the application process, application materials, and deadlines, visit whatcom.edu/CyberBAS or contact the Advising and Career Services office or the CIS recruitment and retention specialist.

Additional requirements during/after course of study: In order to remain in the program, students must maintain at least a C (2.0) grade in all CIS courses and demonstrate professional work behavior exhibited through class attendance, punctuality, and timely completion of class assignments. While not a requirement for the CIS program, students should be aware there are special employment conditions in this career field that may include criminal background checks.

Transfer options: As noted above, WCC offers a BAS degree in IT networking - cybersecurity. Alternatively, students may plan their CIS course selection to maximize transferability of their credits through articulation agreements with some Washington four-year colleges and universities. Advising assistance is strongly recommended.

Students who earn the AAS-T degree in cybersecurity may apply to Western Washington University's bachelor's degree program in cybersecurity and transfer up to 91 credits; the AAS-T degree may also transfer into other Washington 4-year colleges and universities with which WCC has a direct articulation agreement for this program. Additional minimum academic requirements apply. Advising assistance is strongly recommended.

Certificate of Proficiency – Cloud Computing (10 credits)

This short-term certificate provides specialized knowledge in the area of cloud computing. Students will learn to design and implement a cloud infrastructure and manage storage services. Topics covered include cloud based storage, virtualization, service oriented architecture (SOA), high availability, scaling, mobile devices, the role of open source cloud software such as Hadoop, OpenStack, and others.

Core requirements

Course #	Course title	Credits
CIS 305	Cloud computing I	5
CIS 405	Cloud computing II	5
# of credits		10

Certificate of Proficiency – Industrial Controls Systems - SCADA (10 credits)

Students will learn how to evaluate and configure cyber physical systems including embedded system architectures, design, plan, and implement an Industrial Control Systems network and analyze and mitigate security issues in an ICS network.

Core requirements

Course #	Course title	Credits
CIS 316	Embedded systems	5
CIS 416	ICS architecture	5
# of credits		10

Certificate of Proficiency – Mobile Technologies (10 credits)

Students will learn to evaluate the hardware, communications, management, and programming environments associated with mobile technologies and to design a supply chain including all of the components. Students will learn about security issues unique to these types of networks and how to mitigate risk.

Core requirements

Course #	Course title	Credits
CIS 308	Mobile and wireless technologies	5
CIS 406	Supply chain	5
# of credits		10

Certificate of Proficiency – UAS Fleet Management (7 credits)

Prepares students to support, operate, maintain and manage a fleet of Unmanned Aircraft Systems (UAS). Equips students with the required FAA flight and safety regulations when operating a UAS.

Core requirements

Course #	Course title	Credits
CIS 104	Unmanned aircraft systems (UAS) piloting	3
CIS 204	Unmanned aircraft systems (UAS) fleet management	4
# of credits		7

Certificate of Proficiency – Web Development (15 credits)

Prepares students to develop and maintain a web site, incorporate e-commerce and database components into a web site and employ appropriate security measures.

Core requirements

Course #	Course title	Credits
CIS 106	Open source operating systems	5
CIS 301	Database management systems	5
CIS 320	Web development	5
# of credits		15

Certificate – Computer Information Systems - Network Administration (56 - 58 credits)

This CIS certificate prepares students to work as network administrators, performing network support.

Core requirements

Course #	Course title	Credits
CIS 105	Computer operating systems I	4
CIS 106	Open source operating systems	5
CIS 110	Introduction to computer security	3
CIS 205	Computer operating systems II	5
CIS 206	Computer support I	4
CIS 214	Network security I	5
CIS 236	Cisco networking I	5
CIS 237	Cisco networking II	6
CIS 238	Cisco networking III	6
# of credits		43

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
Any course designated as Computation on the Related Instruction List (CP)		5
BUS 170	Customer service for professionals (HR)	3
or CMST OC	Any CMST or CMST& course designated OC	5
# of credits		13 - 15

Certificate – Computer Information Systems - Technical Support (46 - 48 credits)

This CIS certificate prepares students to work as technical support specialists, performing hardware and software support and basic network support.

Core requirements

Course #	Course title	Credits
CIS 105	Computer operating systems I	4
CIS 110	Introduction to computer security	3
CIS 116	Virtualization	3
CIS 205	Computer operating systems II	5
CIS 206	Computer support I	4
CIS 236	Cisco networking I	5
# of credits		24

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
Any course designated as Computation on the Related Instruction List (CP)		5
BUS 170	Customer service for professionals (HR)	3
or CMST OC	Any CMST or CMST& course designated OC	5
# of credits		13 - 15

Electives / cooperative work experience

Course #	Course title	Credits
CIS 190	Technical internship	1 to 5
and/or Any college level course numbered 100 or above. Recommended disciplines: ACCT, BTEC, BUS, CIS, CJ, CS, ECON, FIN, HTBM, MATH, OFFAD or VISCM.		1 to 7
# of credits		7 - 9

Associate of Applied Science (AAS) – Computer Information Systems (90 credits)

The computer information systems degree prepares students for employment in a variety of fields, including technical support/help desk positions, network administration, network technician, and information security specialist. Students with prior experience are encouraged to meet with the program coordinator for placement in the program.

Core requirements

Course #	Course title	Credits
CIS 104	Unmanned aircraft systems (UAS) piloting	3
CIS 105	Computer operating systems I	4
CIS 106	Open source operating systems	5
CIS 110	Introduction to computer security	3
CIS 116	Virtualization	3
CIS 180	Technical internship and career preparation	2
CIS 205	Computer operating systems II	5
CIS 206	Computer support I	4

CIS 214	Network security I	5
CIS 215	Network security II	5
CIS 216	Industrial control systems security	5
CIS 225	Computer forensics	5
CIS 236	Cisco networking I	5
CIS 237	Cisco networking II	5
CIS 238	Cisco networking III	5
# of credits		66

Specialty requirements Networking

Course #	Course title	Credits
CIS 237	Cisco networking II	6
CIS 238	Cisco networking III	6
# of credits		12

Specialty requirements Cloud Computing

Course #	Course title	Credits
CIS 115	Introduction to internet of things (IoT)	3
CIS 220	Cloud foundations	5
CIS 221	Cloud security	4
# of credits		12

Specialty requirements Data Utilization

Course #	Course title	Credits
CIS 201	Introduction to database design	5
CIS 240	Introduction to data analytics	4
CIS 245	Machine learning foundations	3
# of credits		12

Specialty requirements Unmanned Aircraft Systems

Course #	Course title	Credits
CIS 204	Unmanned aircraft systems (UAS) fleet management	4
CIS 224	Unmanned aircraft systems (UAS) mapping/imaging	5
CIS 245	Machine learning foundations	3
# of credits		12

General education requirements / related instruction

Course #	Course title	Credits
BUS 170	Customer service for professionals (HR)	3
or CMST OC	Any CMST or CMST& course designated OC	5
ENGL& 101	English composition I (CM)	5
	Any course designated as Computation on the Related Instruction List (CP)	5
# of credits		13 - 15

Electives / cooperative work experience

Course #	Course title	Credits
CIS 190	Technical internship	5
Any college level course numbered 100 or above. Recommended disciplines: ACCT, BTEC, BUS, CIS, CJ, CS, ECON, FIN, HTBM, MATH, OFFAD, VISCM.		3-6
or PSYC 105	Career search process	3
# of credits		9 - 11

Associate in Applied Science - Transfer (AAS-T) – Cybersecurity (91 credits)

WCC's cybersecurity AAS-T program prepares students to transfer to four-year degree programs at certain colleges and universities in a variety of high-demand security-related fields including cybersecurity, computer information systems security, computer forensics, information assurance, information security engineering, and information security analysis. Students with prior experience are encouraged to meet with the program coordinator for placement in the program.

Core requirements

Course #	Course title	Credits
Note: completion of CIS 105 with a "C" grade or better is required prior to enrolling in the CIS core courses.		0
CS& 141	Computer Science I Java	5
CS 145	Computer Science II	5
CIS 104	Unmanned aircraft systems (UAS) piloting	3
CIS 106	Open source operating systems	5
CIS 110	Introduction to computer security	3
CIS 116	Virtualization	3
CIS 205	Computer operating systems II	5
CIS 214	Network security I	5
CIS 215	Network security II	5
CIS 216	Industrial control systems security	5
CIS 236	Cisco networking I	5
CIS 237	Cisco networking II	6
CIS 238	Cisco networking III	6
# of credits		61

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
MATH& 141	Precalculus I (CP)	5
MATH& 142	Precalculus II	5
MATH& 151	Calculus I	5
Choose two classes from:		0
BIOL& 221	Majors ecology/evolution	5
and/or BUS& 201	Business law	5
and/or CHEM& 161	General chemistry with lab I	5

and/or PHIL 130	Introduction to ethics	5
and/or PHYS& 221	Engineering physics I	5
and/or POLS& 202	American government	5
# of credits		30

Associate of Applied Science (AAS) – Software Development (90 credits)

The software development degree is designed to prepare individuals to work as entry-level applications or web programmers within an organization. Students will acquire the core skills to design, code, implement, and maintain programs and database systems that provide programming solutions for industry.

Core requirements

Course #	Course title	Credits
CIS 105	Computer operating systems I	4
CIS 201	Introduction to database design	5
CIS 220	Cloud foundations	5
CIS 236	Cisco networking I	5
CS 120	HTML fundamentals	5
CS& 141	Computer Science I Java	5
CS 145	Computer Science II	5
CS 240	Data structure and algorithm fundamentals	5
SD 130	Systems analysis and design	5
SD 180	Technical internship and career preparation	2
SD 230	Web Programming	5
SD 235	Programming for Mobile Devices	5
SD 247	Applied computer architecture	5
SD 250	Software security principles	3
SD 299	Software development capstone	5
and/or SD 290	Software development internship	6 or 11
# of credits		75

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
MATH& 141	Precalculus I (CP)	5
Any CMST or CMST& course designated "OC" (HR)		5
# of credits		15

Bachelor of Applied Science (BAS) – IT Networking - Cybersecurity (180 - 200 credits)

The computer information systems BAS degree prepares students for common networking administration challenges as well as those that occur in key industry sectors that require specific focused expertise. Graduates will be prepared to enter the workforce as network administrators and related job categories, such as computer and information systems manager or computer network architect.

Prerequisites (for special admissions programs)

Course #	Course title	Credits
	Washington State community or technical college IT-related associate degree.	90
	# of credits	90

Core requirements

Course #	Course title	Credits
CIS 301	Database management systems	5
CIS 305	Cloud computing I	5
CIS 308	Mobile and wireless technologies	5
CIS 306	Enterprise Linux	5
CIS 316	Embedded systems	5
CIS 320	Web development	5
CIS 405	Cloud computing II	5
CIS 406	Supply chain	5
CIS 416	ICS architecture	5
CIS 499	Capstone	5
	# of credits	50

General education requirements / related instruction

Course #	Course title	Credits
BUS 302	Project management	5
BUS 303	Compliance and auditing	5
PHIL 301	Professional ethics	5
CMST 245	Introduction to organizational communication	0 to 5
CS& 141	Computer Science I Java	0 to 5
ENGL& 101	English composition I	0 to 5
ENGL& 230	Technical writing	0 to 3
or ENGL& 235	Technical writing	0 to 5
MATH& 146	Introduction to statistics	0 to 5
	Humanities	0 to 5
	Natural Sciences - At least 5 credits in physical, biological and/or earth sciences. Shall include at least one laboratory course.	0 to 10
	Social Sciences	0 to 5
	# of credits	15 - 60

Electives / cooperative work experience

Course #	Course title	Credits
	Students may need to apply up to 45 elective credits to meet the minimum of 180 credits for graduation. Please see an advisor for planning.	0 to 45
	# of credits	0 - 45

Criminal Justice Program

The criminal justice (CJ) program provides students with the knowledge and skills required for entry level employment within each of the three components of the criminal justice field - law enforcement, the courts, and corrections - as well as the private security sector. The program also offers opportunities for current criminal justice employees to enhance their knowledge and

skills. The program offers an associate of applied science (AAS) degree with two options for focused study as well as a certificate option.

Prerequisite courses: All 200-level CJ courses require successful completion of CJ& 101 and placement into ENGL& 101.

Additional requirements during/after course of study: While not a requirement for CJ courses, students should be aware there are special employment conditions in this career field that may include criminal background checks, polygraph tests, physical fitness standards, and/or psychological testing.

Transfer option: Students may plan their criminal justice course selection to maximize transferability of their credits and earn both the associate of applied science (AAS) in criminal justice and the associate in arts and sciences (AAS-DTA) degrees. Advising assistance is strongly recommended.

More information is at whatcom.edu/criminaljustice.

Certificate – Criminal Justice (45 - 46 credits)

The criminal justice certificate is designed to provide students with knowledge and skills for entry level positions in the criminal justice field. The program also offers opportunities for current criminal justice employees to enhance their knowledge and skills.

Core requirements

Course #	Course title	Credits
CJ& 101	Introduction to criminal justice	5
CJ 109	Community relations	3
CJ& 110	Criminal law	3
CJ& 240	Introduction to forensic science	5
CJ 250	Criminal investigation/interviewing techniques	3
CJ 245	Laws of arrest, search & seizure	3
CJ 275	Patrol procedures	3
# of credits		25

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
IDS 113	Quantitative methods in the social sciences (CP)	5
or Any course designated	Computation on the Related Instruction List (CP)	5
PSYC& 100	General psychology (HR)	5
or SOC& 101	Introduction to sociology (HR)	5
or CMST& 101	Introduction to communication (HR)	5
or CMST& 230	Small group communication (HR)	5
or CMST& 220	Public speaking (HR)	5
or CMST 245	Introduction to organizational communication (HR)	5
# of credits		15

Electives / cooperative work experience

Course #	Course title	Credits
BTEC 101	Introduction to business computing	5
or ENGL& 230	Technical writing	3
or ENGL& 235	Technical writing	5
or POLS& 202	American government	5
or SPAN& 121	Spanish I	5
or other world language		5
or proficiency in a world language as demonstrated by an approved exam.		5
or SOC 250	Multicultural issues	5
or CJ 190	Criminal justice internship	1 to 5
or Any college level courses numbered 100 or above		5 to 6
# of credits		5 - 6

Associate of Applied Science (AAS) – Criminal Justice (90 credits)

The criminal justice program is designed to provide students with knowledge and skills for entry level positions in the criminal justice field. The program also offers opportunities for current criminal justice employees to enhance their knowledge and skills.

Core requirements

Course #	Course title	Credits
CJ& 101	Introduction to criminal justice	5
CJ 109	Community relations	3
CJ& 110	Criminal law	3
CJ& 240	Introduction to forensic science	5
CJ 250	Criminal investigation/interviewing techniques	3
CJ 245	Laws of arrest, search & seizure	3
CJ 275	Patrol procedures	3
ENGL& 230	Technical writing	3
PHIL 130	Introduction to ethics	5
PSYC& 100	General psychology (HR)	5
SOC 250	Multicultural issues	5
SPAN& 121	Spanish I	5
or other world language		5
or proficiency in a world language as demonstrated by an approved exam.		5
Additional credits may be required in electives to meet the 90 credit degree requirement.		
# of credits		48

Specialty requirements

Course #	Course title	Credits
BTEC 101	Introduction to business computing	5
POLS& 202	American government	5
PSYC 211	Social psychology	5
PSYC& 220	Abnormal psychology	5
Any course designated as a physical or biological science (ANTH, ASTR, BIOL, CHEM, ENVS, GEOL, IDS, NUTR, OCEA, PHYS or PHYSC)		5
SOC& 101	Introduction to sociology (HR)	5
SOC& 201	Social problems	5

SOC 220	Contemporary social issues	5
SPAN& 122	Spanish II	5
or Other world language		5
SPAN& 123	Spanish III	5
or Other world language		5
CMST 225	Intercultural communication	3 to 5
# of credits		20 - 25

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
IDS 113	Quantitative methods in the social sciences (CP)	5
or Any course designated	Computation on the Related Instruction List (CP)	5
CMST& 101	Introduction to communication (CM)	5
or CMST& 230	Small group communication (CM)	5
or CMST& 220	Public speaking (CM)	5
or CMST 245	Introduction to organizational communication (CM)	5
# of credits		15

Electives / cooperative work experience

Course #	Course title	Credits
CJ 190	Criminal justice internship	1 to 5
and/or Any course numbered 100 and above		1 to 6
# of credits		2 - 7

Associate of Applied Science (AAS) – Criminal Justice-Computer Forensics (90 credits)

The criminal justice program is designed to provide students with knowledge and skills for entry level positions in the criminal justice field. The program also offers opportunities for current criminal justice employees to enhance their knowledge and skills.

Core requirements

Course #	Course title	Credits
CJ& 101	Introduction to criminal justice	5
CJ 109	Community relations	3
CJ& 110	Criminal law	3
CJ& 240	Introduction to forensic science	5
CJ 250	Criminal investigation/interviewing techniques	3
CJ 245	Laws of arrest, search & seizure	3
CJ 275	Patrol procedures	3
ENGL& 230	Technical writing	3
PHIL 130	Introduction to ethics	5
PSYC& 100	General psychology (HR)	5
SOC 250	Multicultural issues	5
SPAN& 121	Spanish I	5
or other world language		5
or proficiency in a world language as demonstrated by an approved exam.		5
Additional credits may be required in electives to meet the 90-credit degree requirement.		
# of credits		48

Specialty requirements

Course #	Course title	Credits
CIS 100	Computer literacy	3 or 5
CIS 105	Computer operating systems I	4
CIS 110	Introduction to computer security	3
CIS 206	Computer support I	4
CIS 225	Computer forensics	5
# of credits		19 - 21

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
IDS 113	Quantitative methods in the social sciences (CP)	5
	or Any course designated Computation on the Related Instruction List (CP)	5
CMST& 101	Introduction to communication (CM)	5
or CMST& 230	Small group communication (CM)	5
or CMST& 220	Public speaking (CM)	5
or CMST 245	Introduction to organizational communication (CM)	5
# of credits		15

Electives / cooperative work experience

Course #	Course title	Credits
CJ 190	Criminal justice internship	1 to 5
	and/or Any course numbered 100 and above	1 to 5
# of credits		6 - 8

Early Childhood Education Program

The early childhood education (ECE) program prepares students for careers working with children in early care and education programs, including Head Start, preschools, childcare centers, and family childcare homes. The program offers three certificates, an initial certificate, a short certificate of specialization, and a state certificate. These lead to an associate of applied science (AAS) degree or to an associate in applied science - transfer (AAS-T) degree. Certificate graduates may work in family childcare homes or in centers under the supervision of a program supervisor or director. The AAS degree prepares students for lead teacher or administrator positions in early learning programs. The AAS-T degree enables students to transfer in as juniors to Bachelor of Arts (BA) ECE programs for which articulation agreements are in place. More information is at whatcom.edu/ece.

Certificate of Proficiency – State Initial Early Childhood Education Certificate (12 credits)

The first of three stackable certificates, aligned with step 5 of Washington State's career lattice for early care and education professionals. Level 2 core competencies are taught and assessed, enabling assistant teachers to move to lead teacher positions in licensed childcare centers.

Core requirements

Course #	Course title	Credits
A grade of C or better in each class is required to earn this Certificate of Proficiency.		
ECED& 105	Introduction to early childhood education	5

ECED& 107	Health/safety/nutrition	5
ECED& 120	Practicum-nurturing relationships	2
# of credits		12

Certificate of Proficiency – State Short Early Childhood Education Certificate of Specialization -Administration (20 credits)

The second of two stackable certificates of proficiency aligned with Washington state core competencies for early care and education professionals. Level 2 competencies are taught and assessed, enabling individuals to hold lead teacher positions with a specialty in administration.

Core requirements

Course #	Course title	Credits
A grade of C or better in each class is required to earn this certificate of proficiency.		
ECED& 105	Introduction to early childhood education	5
ECED& 107	Health/safety/nutrition	5
ECED& 120	Practicum-nurturing relationships	2
EDUC& 115	Child development	5
# of credits		17

Specialty requirements: Administration

Course #	Course title	Credits
ECED& 139	Administration of early learning programs	3
# of credits		3

Certificate of Proficiency – State Short Early Childhood Education Certificate of Specialization - Family Child Care (20 credits)

The second of two stackable certificates of proficiency aligned with Washington state core competencies for early care and education professionals. Level 2 competencies are taught and assessed, enabling individuals to hold lead teacher positions with a specialty in family childcare.

Core requirements

Course #	Course title	Credits
A grade of C or better in each class is required to earn this Certificate of Proficiency.		
ECED& 105	Introduction to early childhood education	5
ECED& 107	Health/safety/nutrition	5
ECED& 120	Practicum-nurturing relationships	2
EDUC& 115	Child development	5
# of credits		17

Specialty requirements: Family Child Care

Course #	Course title	Credits
ECED& 134	Family childcare	3
# of credits		3

Certificate of Proficiency – State Short Early Childhood Education Certificate of Specialization - General (20 credits)

The second of two stackable certificates of proficiency aligned with Washington state core competencies for early care and education professionals. Level 2 competencies are taught and assessed, enabling individuals to hold lead teacher positions.

Core requirements

Course #	Course title	Credits
A grade of C or better in each class is required to earn this Certificate of Proficiency.		
ECED& 105	Introduction to early childhood education	5
ECED& 107	Health/safety/nutrition	5
ECED& 120	Practicum-nurturing relationships	2
EDUC& 115	Child development	5
# of credits		17

Specialty requirements: General

Course #	Course title	Credits
EDUC& 130	Guiding behavior	3
# of credits		3

Certificate of Proficiency – State Short Early Childhood Education Certificate - Home Visitor/Family (20 credits)

The second of two stackable certificates of proficiency aligned with Washington state core competencies for early care and education professionals. Level 2 competencies are taught and assessed, enabling individuals to hold lead teacher positions with a specialty in home visiting.

Core requirements

Course #	Course title	Credits
A grade of C or better in each class is required to earn this Certificate of Proficiency.		
ECED& 105	Introduction to early childhood education	5
ECED& 107	Health/safety/nutrition	5
ECED& 120	Practicum - Nurturing relationships	2
EDUC& 115	Child development	5
# of credits		17

Specialty requirements: Early Childhood Education

Course #	Course title	Credits
ECED& 138	Home visiting and family engagement	3
# of credits		3

Certificate of Proficiency – State Short Early Childhood Education Certificate of Specialization - School Age Care (20 credits)

The second of two stackable certificates of proficiency aligned with Washington state core competencies for early care and education professionals. Level 2 competencies are taught and assessed, enabling individuals to hold lead teacher positions with a specialty in school age care.

Core requirements

Course #	Course title	Credits
A grade of C or better in each class is required to earn this Certificate of Proficiency.		
ECED& 105	Introduction to early childhood education	5
ECED& 107	Health/safety/nutrition	5
ECED& 120	Practicum-nurturing relationships	2
EDUC& 115	Child development	5

of credits 17

Specialty requirements: School-Age Care

Course #	Course title	Credits
EDUC& 136	School age care	3

of credits 3

Certificate of Proficiency – State Short Early Childhood Education Certificate of Specialization - Infants and Toddlers (20 credits)

The second of two stackable certificates of proficiency aligned with Washington state core competencies for early care and education professionals. Level 2 competencies are taught and assessed, enabling individuals to hold lead teacher positions with a specialty in infant/toddler care.

Core requirements

Course #	Course title	Credits
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A grade of C or better in each class is required to earn this Certificate of Proficiency.

ECED& 105	Introduction to early childhood education	5
ECED& 107	Health/safety/nutrition	5
ECED& 120	Practicum-nurturing relationships	2
EDUC& 115	Child development	5

of credits 17

Specialty requirements: Infant-Toddler Care

Course #	Course title	Credits
ECED& 132	Infants/toddlers care	3

of credits 3

Certificate – State Early Childhood Education (52 credits)

The third of three stackable certificates. The early childhood education program prepares students for careers in working with children in early learning and care programs, Head Start, preschools, childcare centers & homes. Competencies are developed for assistant teacher positions Step 7 on the Washington state career lattice for early care and education professionals.

Core requirements

Course #	Course title	Credits
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ECED& 105	Introduction to early childhood education (HR)	5
ECED& 107	Health/safety/nutrition	5
ECED& 160	Curriculum development	5
ECED& 180	Language/literacy development	3
ECED& 190	Observation, assessment & record keeping	3
EDUC& 115	Child development	5
EDUC& 130	Guiding behavior	3
EDUC& 150	Child/family/community	3

of credits 32

Specialty requirements: Choose One

Course #	Course title	Credits
ECED& 132	Infants/toddlers care	3
or ECED& 134	Family child care	3
or ECED& 139	Administration of early learning programs	3
or ECED& 170	Learning environments for young children	3

or EDUC& 136	School age care	3
or Any ECED or EDUC Class.		3
# of credits		3

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
CMST& 101	Introduction to communication (HR)	5
or CMST& 210	Interpersonal communication (HR)	5
Any course designated as Computation on the Related Instruction list (CP)		5
# of credits		15

Electives / cooperative work experience

Course #	Course title	Credits
ECED& 120	Practicum-nurturing relationships	2
# of credits		2

Associate of Applied Science (AAS) – Early Childhood Education (92 credits)

The early childhood education associate in arts degree prepares students for immediate employment working with children as family home child care providers or assistant teachers. This is not intended to articulate directly to baccalaureate programs. This degree aligns with Washington state core competencies for early care and education professionals Level 3.

Core requirements

Course #	Course title	Credits
ART 155	Art for children	3
ECED& 105	Introduction to early childhood education (HR)	5
ECED& 107	Health/safety/nutrition	5
ECED& 120	Practicum - Nurturing relationships	2
ECED& 132	Infants/toddlers care	3
ECED& 160	Curriculum development	5
ECED& 170	Learning environments for young children	3
ECED& 180	Language/literacy development	3
ECED& 190	Observation, assessment & record keeping	3
ECED 220	Music & movement	3
ECED 236	Math and science	3
EDUC& 115	Child development	5
EDUC& 130	Guiding behavior (HR)	3
EDUC& 150	Child/family/community (HR)	3
EDUC& 204	Exceptional child	5
EDUC 250	Professionalism in the workplace (HR)	2
# of credits		56

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I	5
Any course designated as Computation on the Related Instruction list (CP)		5
CMST OC	Any CMST or CMST& course designated OC	5
# of credits		15

Electives / cooperative work experience

Course #	Course title	Credits
ECED 290	Early childhood education internship	5
Elective credits as approved by program coordinator to form an ECE specialization		16
# of credits		21

Associate in Applied Science - Transfer (AAS-T) – Early Childhood Education (92 - 93 credits)

The early childhood education degree prepares students for careers in early learning, caring for and teaching children birth through age 8 in childcare programs, preschools, and publicly supported programs such as Head Start. Graduates meet Washington's Level 3 state competencies for early care and education professionals and NAEYC ECE associate degree standards.

Core requirements: ECED

Course #	Course title	Credits
ECED& 105	Introduction to early childhood education	5
ECED& 107	Health/safety/nutrition	5
ECED& 120	Practicum-nurturing relationships	2
ECED& 160	Curriculum development	5
ECED& 170	Learning environments for young children	3
ECED& 180	Language/literacy development	3
ECED& 190	Observation, assessment & record keeping	3
ECED 220	Music & movement	3
ECED 236	Math and science	3
EDUC& 115	Child development	5
EDUC& 130	Guiding behavior	3
EDUC& 150	Child/family/community	3
EDUC& 204	Exceptional child	5
EDUC 250	Professionalism in the workplace	2
# of credits		50

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
Any ENGL course above 101 designated as a "CC"		5
Any courses from at least 2 disciplines designated "H"		10
PSYC& 100	General psychology (HR)	5
CMST OC	Any CMST or CMST& course designated OC	5
Any course designated "MSI"		5
Any course designated "Q/SR"		5
# of credits		40

Electives / cooperative work experience

Course #	Course title	Credits
ECED 290	Early childhood education internship	2 to 3
# of credits		2 - 3

Finance Program

The finance program is designed to prepare students for a variety of entry-level financial services positions in private industry, state and local government, banking, and investment services. The program offers an associate of applied science degree in finance and multiple short-term certificates of proficiency in various finance specialties. More information is at whatcom.edu/acctfin.

Certificate of Proficiency – Investments (25 credits)

This short-term certificate provides additional specialized knowledge in the area of investments for the skilled worker. It is unlikely that employers will hire students who have only completed this certificate of proficiency; coursework may be applied towards a two-year AAS degree in finance.

Core requirements

Course #	Course title	Credits
A minimum "C" grade or better required for all core requirements.		
ACCT& 201	Principles of accounting I	5
ACCT& 202	Principles of accounting II	5
ACCT& 203	Principles of accounting III	5
ACCT 260	Individual income tax	5
FIN 235	Investments	5
# of credits		25

Certificate of Proficiency – Money and Banking (25 credits)

This short-term certificate provides additional specialized knowledge in the area of money and banking for the skilled worker. It is unlikely that employers will hire students who have only completed this certificate of proficiency; coursework may be applied towards a two-year AAS degree in finance.

Core requirements

Course #	Course title	Credits
A minimum "C" grade or better required for all core requirements.		
ACCT& 201	Principles of accounting I	5
ACCT& 202	Principles of accounting II	5
ACCT& 203	Principles of accounting III	5
ACCT 260	Individual income tax	5
ECON 225	Money and banking	5
# of credits		25

Certificate of Proficiency – Principles of Finance (25 credits)

This short-term certificate provides additional specialized knowledge in the area of finance for the skilled worker. It is unlikely that employers will hire students who have only completed this certificate of proficiency; coursework may be applied towards a two-year AAS degree in finance.

Core requirements

Course #	Course title	Credits
A minimum "C" grade or better required for all core requirements.		
ACCT& 201	Principles of accounting I	5
ACCT& 202	Principles of accounting II	5
ACCT& 203	Principles of accounting III	5

ACCT 260	Individual income tax	5
FIN 215	Principles of finance	5
# of credits		25

Associate of Applied Science (AAS) – Finance (90 credits)

The finance AAS degree prepares students for careers in finance and the financial services industry. The degree is designed for individuals who want training in income taxation, finance, money and banking, and investments. Students who successfully complete the program should be able to: 1) perform basic financial and accounting tasks both manually and using a computer; and 2) demonstrate the relationships among the various business functions such as accounting, finance, marketing, purchasing, operations, and human resources.

Core requirements

Course #	Course title	Credits
ACCT 130	QuickBooks	3
ACCT 260	Individual income tax	5
ACCT& 201	Principles of accounting I	5
ACCT& 202	Principles of accounting II	5
ACCT& 203	Principles of accounting III	5
BTEC 101	Introduction to business computing	5
BTEC 142	Spreadsheets II	5
FIN 215	Principles of finance	5
FIN 235	Investments	5
BUS& 101	Introduction to business	5
BUS& 201	Business law	5
ECON 100	Survey of economic principles	5
or ECON& 201	Micro economics	5
or ECON& 202	Macro economics	5
ECON 210	Economic ethics	5
ECON 225	Money and banking	5
# of credits		68

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
ENGL& 230	Technical writing (CM)	3
or ENGL& 235	Technical writing (CM)	5
CMST 245	Introduction to organizational communication (HR)	5
or CMST& 220	Public speaking (HR)	5
or CMST& 230	Small group communication (HR)	5
BUS 100	Business math (CP)	5
or Any MATH course numbered 107 or above (CP)		5
or Any course designated as Computation on the Related Instruction list (CP)		5
# of credits		18 - 20

Electives / cooperative work experience

Course #	Course title	Credits
CO-OP 180	Preparing for career work experience	1 to 2
and/or ACCT 190	Accounting internship	2 to 4
or FIN 190	Finance internship	2 to 4
# of credits		2 - 4

Hospitality and Tourism Business Management Program

WCC's hospitality and tourism business management program prepares students to work in this continually expanding, multi-billion-dollar global industry. The program includes a strong business core curriculum combined with specialized topics in hospitality and tourism. Whether you are interested in pursuing a career in hotel operations, meeting and event planning, food and beverage management, sales and marketing, or any number of other hospitality careers, WCC's hospitality and tourism business management program will get you the technical skills and industry knowledge to excel in this growing and exciting industry. The program offers an associate in science degree (AS) in hospitality and tourism business management and a certificate in hospitality and tourism business management.

Students may plan their hospitality and tourism business management course selection to maximize transferability of credits to a variety of Bachelor of Arts programs around the region. Students should work with an academic advisor or the program coordinator to choose the most appropriate pathway to achieve their long-term career goals. More information is at whatcom.edu/hospitality.

Certificate – Hospitality and Tourism Business Management (45 - 52 credits)

This certificate prepares students with the skills and knowledge to enter the hospitality industry and increase opportunities for advancement to mid-management positions.

Core requirements

Course #	Course title	Credits
BTEC 101	Introduction to business computing	5
BUS 108	Principles of marketing	5
BUS 170	Customer service for professionals (HR)	3
HTBM 175	Travel, tourism, business and society	4
HTBM 176	Food and beverage operations management	4
HTBM 177	Meeting and event planning	4
HTBM 179	Introduction to hospitality management	5
HTBM 205	Hotel operations management	5
# of credits		35

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
ACCT 100	Introduction to accounting (CP)	3
or ACCT& 201	Principles of accounting I (CP)	5
# of credits		8 - 10

Electives / cooperative work experience

Course #	Course title	Credits
CO-OP 180	Preparing for career work experience	1 to 2
and/or HTBM 190	Hospitality & tourism business mgt internship	1 to 7
and/or BUS 190	Business internship	1 to 7
# of credits		1 - 7

Associate of Applied Science (AAS) – Hospitality and Tourism Business Management (90 credits)

The hospitality and tourism business management associate in science degree provides a core of common business courses combined with specialized topics in hospitality and tourism. This degree prepares students to enter the hospitality industry with the skills and knowledge to grow in the field and increase opportunities for advancement to mid-management positions.

Core requirements

Course #	Course title	Credits
ACCT& 201	Principles of accounting I	5
BTEC 101	Introduction to business computing	5
BUS& 201	Business law	5
BUS 108	Principles of marketing	5
HTBM 175	Travel, tourism, business and society	4
HTBM 176	Food and beverage operations management	4
HTBM 177	Meeting and event planning	4
HTBM 179	Introduction to hospitality management	5
HTBM 205	Hotel operations management	5
BUS 170	Customer service for professionals	3
BUS 230	Human resource management	5
ECON 100	Survey of economic principles	5
or ECON& 201	Micro economics	5
BUS& 101	Introduction to business	5
or ECON& 201	Micro economics	5
or ECON& 202	Macro economics	5

Note: Students planning to pursue a Bachelor's degree should plan to take ECON& 201 and ECON& 202.

ECON 210	Economic ethics	5
# of credits		65

General education requirements / related instruction

Course #	Course title	Credits
BUS 100	Business math (CP)	5
or Any MATH course numbered 107 or above (CP)		5
or Any college level course designated as Computation on Related Instruction List (CP)		3 to 5
ENGL& 101	English composition I (CM)	5
ENGL& 230	Technical writing (CM)	3
or ENGL& 235	Technical writing (CM)	5
CMST 245	Introduction to organizational communication (HR)	5
or CMST OC	Any CMST or CMST& course designated OC	5
# of credits		16 - 20

Electives / cooperative work experience

Course #	Course title	Credits
HTBM 190 or BUS 190	Hospitality & tourism business mgt internship Business internship	1 to 5 1 to 5
Electives - Any courses numbered 100 or above in the following disciplines in order to reach 90 credits for degree: ACCT, BUS, BTEC, CIS, CO-OP, CS, FIN, HTBM, OFFAD, PSYC, SOC, VISCM.		4 to 8
# of credits		5 - 9

Massage Therapist Program

The massage therapist program prepares students to work as licensed massage therapists (LMTs). As members of the healthcare community, they work in a variety of settings including hospitals, sports medicine clinics, medical and physical therapy offices and clinics, health clubs, spas, alternative medicine clinics, counseling and rehabilitative centers, and private massage clinics. Program graduates are eligible to sit for the national licensure exam.

WCC offers a massage therapist certificate for aspiring LMTs. A number of program courses are provided in a hybrid format, which means some assignments, quizzes, tests and other course material will be done online. Some courses may be offered in a fully online format.

Core curriculum massage classes must be taken in sequence, are only offered to students accepted into the massage program, and run for three consecutive quarters, beginning in fall quarter.

The curriculum qualifies graduates to sit for the national licensure exam, of which successful completion is one requirement to become a licensed massage therapist in Washington State. This curriculum is approved by the Washington State Massage Board, a subsidiary of the Washington State Department of Health.

Special application process: Admission to the massage therapist program is by special application, and is done on a first come first served basis. In order for an application to be considered, it must be complete. For details about the program, the application process, application materials and deadlines, visit whatcom.edu/massage or contact the program coordinator. For questions about the certificate requirements contact Advising and Career Services to speak with a program advisor.

Additional requirements during/after course of study: In order to progress through the massage therapist program, students must take all MT courses in sequence and maintain a final grade of C (2.0) or better in all graded courses and an S in all clinical courses (note, a C in MT courses is 74 %). In order to pass lab practical exams, students must earn at least 80%. One re-take is allowed. Safety errors may be cause for failure of a practical exam.

Program dismissal/reentry policies: Students will be dismissed from the program if...

- The student fails to complete the requirements of a program probation contract.
- The student misses more than 20% of class sessions in a course.
- The student earns a final grade of less than a C in any MT course.
- The student fails to pass a lab practical exam with at least 80% on the second try.
- The student receives a suspension by the college for violations of the student rights and responsibilities policy.
- For a second time during the program, the student fails to meet any standard that would require probation.

Students dismissed from the program will be sent a certified letter indicating the reason(s) for

the dismissal. A student dismissed from the program may apply to reenter the program by completing and submitting an "application for readmission" form to the program coordinator at least one quarter prior to the quarter he/she intends to re-enroll. The program coordinator will review the application and inform the student of the outcome of the review no more than ten days after receiving the application. Readmission is dependent on space availability and whether the student has demonstrated the problems that led to dismissal have been corrected. The program coordinator may request additional documentation from the student to support the application for readmission. If the student is readmitted to the program, he/she must complete the requirements that led to the dismissal before continuing the program sequence. Any subsequent failure to meet the standards of academic progress will result in automatic dismissal. A student wishing to re-enroll after a second dismissal must apply as a new student to the program and repeat all MT massage courses if they are readmitted to the program.

Certificate – Massage Therapist (60 credits)

The massage therapist certificate prepares students to work as licensed massage therapists (LMTs). As members of the health care community, they work in a variety of settings including hospitals, sports medicine clinics, medical and physical therapy offices/clinics, health clubs, spas, alternative medicine clinics, counseling and rehabilitative centers, and private massage clinics. Program graduates are eligible to sit for state and national licensure exams.

Core requirements

Course #	Course title	Credits
MT 105	Ethical & legal issues for massage therapists	3
MT 110	Massage therapy I	7
MT 111	Massage therapy II	7
MT 112	Massage therapy III	7
MT 202	Kinesiology I for massage therapists	4
MT 203	Kinesiology II for massage therapists	2
MT 204	Kinesiology III for massage therapists	2
MT 205	Business applications for massage therapists	3
MT 240	Massage license preparation/career development	2
MT 250	Student clinic	2
MT 271	Anatomy & pathophysiology I - Massage therapists	3
MT 272	Anatomy & pathophysiology II -Massage therapists	3
# of credits		45

General education requirements / related instruction

Course #	Course title	Credits
BUS 100	Business math (CP)	5
	or Any college level course designated as Computation on the Related Instruction List (CP).	5
ENGL& 101	English composition I (CM)	5
CMST& 101	Introduction to communication	5
or CMST& 210	Interpersonal communication (HR)	5
or CMST& 230	Small group communication	5
or CMST 245	Introduction to organizational communication	5
# of credits		15

Medical Assisting Program

The medical assisting (MA) degree/certificate program is designed to train students to work as a member of an ambulatory health care team, performing a broad range of clinical and administrative tasks under the supervision of a physician, physician's assistant, or nurse practitioner in a doctor's office or other medical setting.

WCC offers an on-campus face-to-face program starting each fall quarter and a hybrid (combination online and on-campus) program starting each winter quarter. Program space is limited and a special application process is required (see below).

Students accepted into the MA degree and certificate programs take the same clinical training and administrative skill coursework. The degree requires additional general education / related instruction courses. Upon graduating from the MA degree or certificate program, students are eligible to take a national certification exam to become certified medical assistants with the CMA (AAMA) credential. Additionally, the MA degree and certificate programs are aligned with Washington state laws for MA credentials and scope of practice.

WCC's medical assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP, 25400 US Highway 19 N, Suite 158, Clearwater, FL 33763, (727) 210-2350, caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB).

Special application process: Admission to the medical assisting program is by special application and is on a first come first served, complete application basis. For details about the application process, application materials and deadlines, visit whatcom.edu/medicalassisting or contact the Advising and Career Services office or the medical assisting program coordinator.

Additional requirements during/after course of study: Courses must be taken in sequence as assigned in the program schedule. Any deviation from the program schedule must have the written approval of the program coordinator.

All program courses must be passed with a C (2.0) grade or better. If courses are not passed with a C or better, students will be dismissed from the program and advised to reapply the following academic year if they so choose.

Occupational exposures: The medical assistant may be exposed to various chemicals used in disinfection and sterilization, laboratory testing reagents, bio-hazard wastes, blood borne pathogens, and communicable diseases. While in the medical assisting program students have similar occupational exposures. Program students should refer to the "informed consent for coursework requiring human subjects" document in the medical assisting student handbook for specific information (available to students accepted into the MA program). Safety issues and concerns when dealing with occupational exposures are a major focus within the medical assisting program curriculum.

Students accepted into the medical assisting degree or certificate programs will need to show documentation indicating they have begun the required immunization series. Immunizations and tuberculosis screening are required in accordance with CDC recommendations and OSHA requirements for health care workers. Program students should refer to the immunization policy in the medical assisting student handbook for details.

Prior to practicum, medical assisting students are required to obtain and maintain provider level CPR certification and the 7-hour HIV/AIDS education certificate.

Dismissal/reentry regulations: Students will be dismissed from the medical assisting program for the following reasons:

- a. Earning an unsatisfactory grade in any medical assisting course.
- b. Failing to satisfactorily complete any probationary contract in the allotted time.

c. Being placed on suspension by the college for violations of the student rights and responsibilities policy.

d. Being dismissed from practicum.

Students who are dismissed from the program will be sent a certified letter indicating the reason for the dismissal. If the student wishes to appeal this action, he/she may do so by following the appropriate student grievance procedure as stated in the college catalog.

A student dismissed from the program may apply to re-enter the program by completing and submitting an "application for readmission" form to the program coordinator at least two quarters prior to the quarter he/she intends to re-enroll. The program coordinator will review the application and inform the student of the outcome of the review no more than ten days after receiving the application. Readmission is dependent on space availability and whether the student has demonstrated the problems that led to dismissal have been corrected. The program coordinator may request additional documentation from the student to support the application for readmission. If the student is readmitted to the program, he/she must complete the requirements that led to the dismissal before continuing the program sequence.

Any subsequent failure to meet the standards of academic progress will result in automatic dismissal. A student wishing to re-enroll after a second dismissal must apply as a new student to the program and repeat all MA courses.

Certificate – Medical Assisting (66 credits)

The medical assisting certificate prepares students to perform a broad range of administrative and clinical tasks under the supervision of a physician/provider in a doctor's office or other medical setting.

Core requirements

Course #	Course title	Credits
Placement into MATH 87 or higher, or completion of MATH 94 or higher; and placement into ENGL& 101.		
ENGL& 101	English composition I (CM)	5
HLTH 144	Essentials of care navigation	5
MA 108	Medical law and ethics	2
MA 113	Introduction to medical computing	3
MA 129	Concepts in effective communication	2
MA 141	Medical office & electronic records	3
MA 143	Intro to practice management and basic finance	4
MA 145	Insurance-based medical billing and coding (CP)	4
MA 146	Medical terminology for the medical assistant (CP)	4
MA 147	The human body In health and disease I	4
MA 148	The human body in health and disease II	4
MA 151	Protective practices (CP)	2
MA 152	Clinical procedures I (CP)	4
MA 153	Clinical procedures II (CP)	4
MA 154	Clinical procedures III (CP)	4
MA 156	Pharmacology (CP)	4
MA 200	Practicum with seminar	8
# of credits		66

Associate of Applied Science (AAS) – Medical Assisting (90 credits)

The medical assisting degree prepares students to perform a broad range of administrative and clinical tasks under the supervision of a physician/provider in a doctor's office or other medical setting.

General education requirements / related instruction

Course #	Course title	Credits
Placement into MATH 87 or higher or completion of MATH 94 or higher; and placement into ENGL& 101		
ENGL& 101	English composition I (CM)	5
CMST 245	Introduction to organizational communication	5
or CMST& 210	Interpersonal communication	5
PSYC& 100	General psychology (HR)	5
Any MATH course numbered 100 or above (CP)		
or BUS 100	Business math (CP)	5
or Any college level course designated as Computation on the Related Instruction List. (CP)		
# of credits		20

Core requirements: General Core

Course #	Course title	Credits
HLTH 144	Essentials of care navigation	5
MA 108	Medical law and ethics	2
MA 113	Introduction to medical computing	3
MA 129	Concepts in effective communication	2
MA 146	Medical terminology for the medical assistant	4
# of credits		16

Core requirements: Clinical Core

Course #	Course title	Credits
MA 147	The human body In health and disease I	4
MA 148	The human body in health and disease II	4
MA 151	Protective practices	2
MA 152	Clinical procedures I	4
MA 153	Clinical procedures II	4
MA 154	Clinical procedures III	4
MA 156	Pharmacology	4
# of credits		26

Core requirements: Administrative Core

Course #	Course title	Credits
MA 141	Medical office & electronic records	3
MA 143	Intro to practice management and basic finance	4
MA 145	Insurance-based medical billing and coding	4
# of credits		11

Core requirements: Practicum

Course #	Course title	Credits
MA 200	Practicum with seminar	8
# of credits		8

Electives / cooperative work experience

Course #	Course title	Credits
Any college level course numbered 100 or above, from the following disciplines: BIOL, BTEC, CHEM, CMST, CS, EDPL, HLTH, MA, MATH, NUTR, OFFAD or PSYC. Must have two different disciplines.		9
# of credits		9

Nursing Program

The purpose of the nursing program is to educate students to practice registered nursing within varied health care settings in collaboration with other members of the healthcare team, and to assist individuals who are experiencing healthcare problems to progress toward optimal health and wellness. The program prepares students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Successful program completers will earn an associate in nursing DTA/MRP degree. The degree allows the student to complete a bachelor's degree in nursing in one year from accepting colleges and universities.

Prerequisite courses - These prerequisites must be completed with a minimum grade of B (3.0): ENGL& 101 or higher, MATH& 146, PSYC& 200, BIOL& 241, BIOL& 242, BIOL& 260, and CHEM& 121 or higher. BIOL& 241 and 242 must have been completed within five years of the program application deadline. In addition, these prerequisites must be completed: PSYC& 100, BIOL& 160, 5 credits in oral communications, and 10 credits in humanities.

Special application process: Admission to the nursing program is by selective entry application. For details about course and program prerequisites, the application process, application materials, and deadlines, visit whatcom.edu/nursing or contact the Advising and Career Services office or the nursing program assistant.

Short-term training opportunity: In addition to the degree offered, two nursing assistant short-term certificates of proficiency are also available at WCC.

Additional requirements during/after course of study: Students must take NURS courses in sequence and maintain a final grade of C in all courses in order to progress to the next nursing course (note, a C in nursing courses is 78 %.)

Dismissal/re-entry regulations: Students will be dismissed from the nursing program for the following reasons:

- Earning an unsatisfactory grade in any nursing course due to unsatisfactory academic or clinical performance.
- Failing to satisfactorily complete any probationary contract in the allotted time.
- Being placed on suspension by the college for violations of the student rights and responsibilities policy.

Students who are dismissed from the program will be sent a certified letter indicating the reason for the dismissal. If the student wishes to appeal this action, s/he may do so by following the appropriate student grievance procedure as stated in the college catalog.

A student dismissed from the program may apply to re-enter the program by completing and submitting an "application for readmission" form to the program director at least one quarter prior to the quarter in which s/he intends to re-enroll. The program director will review the application and inform the student of the outcome of the review no more than ten days after receiving the application. Readmission is dependent on space availability and whether the student has demonstrated the problems that led to dismissal have been corrected. The program director may request additional documentation from the student to support the application for readmission. If the student is readmitted to the program, s/he must complete the requirements

that led to the dismissal before continuing the program sequence. Students will not be allowed to enter the nursing program more than twice.

Certificate of Proficiency – Nursing Assistant (8 credits)

This comprehensive training course prepares students to take the state Nursing Assistant Certification exam and provides awareness of the role of the nursing assistant in nursing care.

Core requirements

Course #	Course title	Credits
NURS 100	Nursing assistant	8
# of credits		8

Associate in Nursing - (DTA/MRP) (135 credits)

The purpose of the nursing degree is to educate students to practice professional nursing within varied health care settings in collaboration with other members of the health care team, and to assist individuals who are experiencing health care problems to progress toward optimal health and wellness. The program prepares students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Prerequisites (for special admissions programs)

Course #	Course title	Credits
Must have a grade of B or better in ENGL& 101, MATH& 146, CHEM& 121, BIOL& 260, BIOL& 241, BIOL& 242 and PSYC& 200.		
ENGL& 101	English composition I	5
MATH& 146	Introduction to statistics	5
CHEM& 121	Introduction to chemistry	5
or CHEM& 161	General chemistry with lab I	5
BIOL& 160	General biology with lab	5
or BIOL& 222	Majors cell biology/molecular	5
BIOL& 260	Microbiology	5
BIOL& 241	Human anatomy and physiology 1	5
BIOL& 242	Human anatomy and physiology 2	5
PSYC& 100	General psychology	5
PSYC& 200	Lifespan psychology	5
CMST OC	Any CMST or CMST& course designated OC	5
Humanities - courses designated "H/HP"		10
# of credits		60

Core requirements

Course #	Course title	Credits
NURS 170	Introduction to pharmacology concepts	2
NUTR 114	Nutrition In healthcare I	1
NURS 171	Introduction to nursing concepts with practicum	9
PHIL 118	Ethics and policy In healthcare I	1
PSYC 114	Psychosocial issues In healthcare I	1
NUTR 115	Nutrition in healthcare II	1
NURS 172	Nursing concepts with practicum I	10
PSYC 115	Psychosocial issues in healthcare II	1
NUTR 116	Nutrition in healthcare III	1

NURS 173	Nursing concepts with practicum II	9
PHIL 119	Ethics and policy in healthcare II	1
PSYC 116	Psychosocial issues in healthcare III	1
NUTR 117	Nutrition in healthcare IV	1
NURS 271	Nursing concepts with practicum III	9
PHIL 214	Ethics and policy in healthcare III	1
PSYC 214	Psychosocial issues in healthcare IV	1
NUTR 214	Nutrition in healthcare V	1
NURS 272	Nursing concepts with practicum IV	10
PHIL 215	Ethics and policy in healthcare IV	1
PSYC 215	Psychosocial issues in healthcare V	1
NURS 273	Nursing concepts with practicum V	11
PHIL 216	Ethics and policy in healthcare V	1
# of credits		75

Office Administration Program

The successful functioning of any business or organization is enhanced by the professionalism and competency of the front office manager. This is a go-to person with strong communication, collaborative, and problem-solving abilities, and who excels in use of office technology. The office administration program prepares the student for employment positions such as a front office manager for a small business, an executive assistant for a corporate manager, or a department coordinator for a government agency or organization. More information is at whatcom.edu/offad.

Certificate of Proficiency – Clerical Assistant (31 credits)

This training endorsement provides office skills appropriate to entry-level positions requiring specialized knowledge of payroll and benefits record keeping methods. Coursework may be applied towards a one-year certificate in office administration or an AAS in business administration.

Core requirements

Course #	Course title	Credits
ACCT 100	Introduction to accounting	3
ACCT 130	QuickBooks	3
BTEC 101	Introduction to business computing	5
BTEC 104	Advanced keyboarding & Microsoft Outlook	3
BTEC 121	Word processing I	3
BTEC 161	Database management I	3
or BTEC 181	Introduction to presentation software	3
BUS 170	Customer service for professionals	3
OFFAD 105	Records management	3
OFFAD 150	Office procedures	5
# of credits		31

Certificate – Office Administration (45 - 57 credits)

This certificate prepares the student to be skilled in the job duties relating to the front office professional. Interpersonal, organizational, and technical skills are addressed to meet the demands for both small and large businesses, as well as government agencies. Graduates may find employment in the following occupations: office clerks, administrative assistants, information and records clerks, executive secretaries, and front office managers.

Core requirements

Course #	Course title	Credits
ACCT& 201 or ACCT 100	Principles of accounting I Introduction to accounting	5 3
ACCT 130	QuickBooks	3
BTEC 101	Introduction to business computing	5
BTEC 104	Advanced keyboarding & Microsoft Outlook	3
BTEC 121	Word processing I	3
BTEC 122 or BTEC 161 or BTEC 181	Business document design Database management I Introduction to presentation software	5 3 3
OFFAD 105	Records management	3
OFFAD 150	Office procedures	5
OFFAD 160	Office management	5
# of credits		33 - 37

General education requirements / related instruction

Course #	Course title	Credits
BUS 100 or Any course designated as Computation on the Related Instruction List (CP)	Business math (CP)	5 5
ENGL& 101 or BUS 140	English composition I (CM) Business research and communication (CM)	5 3
CMST& 230 or CMST 245 or BUS 170	Small group communication (HR) Introduction to organizational communication (HR) Customer service for professionals (HR)	5 5 3
# of credits		11 - 15

Electives / cooperative work experience

Course #	Course title	Credits
CO-OP 180 or OFFAD 190	Preparing for career work experience Office administration internship	1 to 2 1 to 5
# of credits		1 - 5

Certificate – Office Administration - Logistics (46 - 56 credits)

The office administration - logistics certificate provides students with the knowledge and skills required to assist in the daily tasks associated with import/export processes, logistics, customer relations, and records management, all within the framework of international business, global trade, and inter-cultural issues. Specific topics include: the functions and characteristics of transportation companies; import/export documentation; laws and regulations pertaining to logistics; methods of payment; country of importation requirements.

Core requirements

Course #	Course title	Credits
ACCT& 201	Principles of accounting I	5
or ACCT 100	Introduction to accounting	3
BTEC 101	Introduction to business computing	5
BTEC 121	Word processing I	3
BTEC 122	Business document design	5
or BTEC 142	Spreadsheets II	5
ECON 260	Introduction to international trade	5
OFFAD 105	Records management	3
OFFAD 154	Introduction to logistics	5
OFFAD 150	Office procedures	5
or OFFAD 160	Office management	5
# of credits		34 - 36

General education requirements / related instruction

Course #	Course title	Credits
BUS 100	Business math (CP)	5
or Any course designated as Computation on the Related Instruction list (CP)		5
ENGL& 101	English composition I (CM)	5
or BUS 140	Business research and communication	3
CMST& 230	Small group communication (HR)	5
or CMST 245	Introduction to organizational communication (HR)	5
or BUS 170	Customer service for professionals (HR)	3
# of credits		11 - 15

Electives / cooperative work experience

Course #	Course title	Credits
CO-OP 180	Preparing for career work experience	1 to 2
or OFFAD 190	Office administration internship	1 to 5
# of credits		1 - 5

Paralegal Studies Program

The paralegal studies program provides students with the knowledge and skills for entry into paralegal and legal service related careers in a variety of professional settings. WCC offers an associate of applied science (AAS) degree in paralegal studies and a certificate option. Both prepare students for challenging career opportunities. The certificate is designed for baccalaureate degree holders and can be completed in one year. It will be awarded to students upon completion of all certificate requirements and evidence of having earned a bachelor's degree.

Prerequisite courses: ESLA 117 or placement into ENGL& 101. Completion of PLS 127, PLS 111, and BTEC 121 or BTEC 122 with a minimum grade of C is required for all PLS program courses. Student success in the PLS program and in the profession requires interest in the legal system, critical thinking and ethical decision making skills, college level reading and writing skills, proficiency in word processing and office skills, an ability to work independently and with diverse populations, and adaptability and flexibility when working with people. More information is at whatcom.edu/paralegal.

Certificate – Limited License Legal Technician Core Curriculum (45 credits)

The limited license legal technician (LLLT) 45 credit core curriculum meets one component of the requirements to become a LLLT. Students can complete the LLLT core curriculum certificate through the completion of the specified paralegal studies courses.

General education requirements / related instruction

Evidence of earned associate's or higher level degree

A minimum "C" grade or higher is required for all PLS courses.

LLLTs must possess, at minimum, an Associate Level Degree. Refer to Washington State Bar Association website for specific requirements.

Core requirements

Course #	Course title	Credits
PLS 111	Introduction to law and the legal process	5
PLS 112	Law office technology	3
PLS 120	Civil procedure and litigation	5
PLS 127	Legal terminology	3
PLS 130	Legal interview and investigation techniques	3
PLS 151	Law office procedures and legal ethics	5
PLS 152	Intro to legal research, writing and analysis	5
PLS 175	Contracts, consumer law and access to justice	3
# of credits		32

Electives / cooperative work experience

Course #	Course title	Credits
Choose 13 credits from the courses below to complete the required 45 credits for the core LLLT curriculum		
PLS 210	Legal documents, admin processes, probate, wills	3
PLS 220	Real estate legal procedures	3
PLS 240	The practice of family law I	5
PLS 241	The practice of family law II	5
PLS 242	The practice of family law III	5
PLS 245	U.S. immigration applications and processes	3
# of credits		13

Certificate – Paralegal Studies (48 - 55 credits)

The program provides students with the knowledge and skills for entry into paralegal careers in public or private law offices and law-related agencies. WCC's paralegal studies program offers an associate in science degree and a certificate for students with prior bachelor degree level achievement.

General education requirements / related instruction

Evidence of earned bachelor's degree

A minimum "C" grade or higher is required for all PLS courses.

Core requirements

Course #	Course title	Credits
PLS 127	Legal terminology	3
BTEC 121 or BTEC 122	Word processing I Business document design	3 5

PLS 111	Introduction to law and the legal process	5
PLS 112	Law office technology	3
PLS 120	Civil procedure and litigation	5
PLS 130	Legal interview and investigation techniques	3
PLS 151	Law office procedures and legal ethics	5
PLS 152	Intro to legal research, writing and analysis	5
PLS 175	Contracts, consumer law and access to justice	3
# of credits		35 - 37

Electives / cooperative work experience

Course #	Course title	Credits
It is highly recommended to select the following PLS courses as electives:		
PLS 210	Legal documents, admin processes, probate, wills	3
and/or PLS 220	Real estate legal procedures	3
and/or PLS 240	The practice of family law I	5
and/or PLS 241	The practice of family law II	5
and/or PLS 242	The practice of family law III	5
and/or PLS 190	Paralegal studies internship	1 to 5
and/or It is recommended to select the following BUS course as an elective if interested in business law:		
BUS& 201	Business law	5
and/or BTEC 122 or any PLS courses not counted as core requirements.		13 to 18
# of credits		13 - 18

Associate of Applied Science (AAS) – Paralegal Studies (90 - 94 credits)

The program provides students with the knowledge and skills for entry into paralegal careers in public or private law offices and law-related agencies. WCC's paralegal studies program offers an associate in science degree and a certificate for students with prior bachelor degree level achievement.

Core requirements

Course #	Course title	Credits
A minimum "C" grade or higher is required for all PLS courses.		
BTEC 121	Word processing I	3
or BTEC 122	Business document design	5
PLS 127	Legal terminology	3
PLS 111	Introduction to law and the legal process	5
PLS 112	Law office technology	3
PLS 120	Civil procedure and litigation	5
PLS 130	Legal interview and investigation techniques	3
PLS 151	Law office procedures and legal ethics	5
PLS 152	Intro to legal research, writing and analysis	5
PLS 175	Contracts, consumer law and access to justice	3
# of credits		35 - 37

General education requirements / related instruction

Course #	Course title	Credits
BUS 100	Business math (CP)	5
or Any course designated Computation on Related Instruction List. (CP)		5
ENGL& 101	English composition I (CM)	5
CMST& 101	Introduction to communication (HR)	5
or CMST& 210	Interpersonal communication (HR)	5
or CMST OC	Any CMST or CMST& course designated OC (HR)	5
Enrollment in at least one course from each of the following areas: Humanities "H", Social/Behavioral Science "SS", Math/Science "MS" or "MSI"		15
# of credits		30

Electives / cooperative work experience

Course #	Course title	Credits
It is highly recommended to select the following PLS courses as electives:		
PLS 210	Legal documents, admin processes, probate, wills	3
and/or PLS 220	Real estate legal procedures	3
and/or PLS 240	The practice of family law I	5
and/or PLS 241	The practice of family law II	5
and/or PLS 242	The practice of family law III	5
and/or Select the following BUS course as an elective if interested in business law:		
BUS& 201	Business law	5
and/or PLS 190	Paralegal studies internship	1 to 5
or approved equivalent, by permission of program coordinator.		
and/or BTEC 122 or any PLS courses not counted as core requirements.		23 to 27
# of credits		25 - 27

Parent Education Program

WCC offers parenting skills classes, parent-cooperative preschool classes, and specialized programs to meet the changing needs of families. Parents/students can earn college credit, with a short-term certificate in parenting education.

WCC is affiliated with preschool programs in Bellingham and throughout Whatcom County. Based on the belief that parents are the first and most important teachers of their children, cooperative preschools offer an educational experience for both parents and children.

Parents/guardians are enrolled in a WCC parenting education class when they place their children in a preschool. More information is at whatcom.edu/parentinged.

Certificate of Proficiency – Parenting Education (18 credits)

The parenting education program is designed to give students skills and knowledge for entry level positions working with young children. The program will also increase opportunities for advancement for students working with children, families and family systems.

Core requirements

Course #	Course title	Credits
PARED 101	Communication and child development	3
PARED 102	Learning environments and development	3
PARED 103	Behavior and diversity	3

PARED 104	Safety and developmentally appropriate practices	3
PARED 105	Childhood development and diversity	3
PARED 106	Guidance techniques and family resources	3
# of credits		18

Physical Therapist Assistant Program

The physical therapist assistant (PTA) program prepares students to work with adult, geriatric and/or pediatric populations in general hospitals, rehabilitation hospitals, outpatient clinics, long-term care facilities, and school districts. Program graduates are eligible for licensure in any state as a physical therapist assistant.

The program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

Prerequisite courses: ENGL& 101 (or an advanced composition course); BUS 100 or MATH& 107 or any course designated "CP" on the related instruction list; PSYC& 100 or SOC& 101; a BIOL, CHEM, or PHYS lab course; MA 101 (2 credits); and BIOL& 241.

All prerequisites must be completed with a minimum grade of C+ (2.3). BIOL& 241 must have been completed within 10 years of program application.

Note: With the exception of MA 101 and BIOL& 241, other program prerequisites may be waived with an associate/bachelor level degree. Refer to WCC's website or obtain the special application materials referred to below for complete details.

Special application process: Admission to the PTA program is by special application. For details about course and program prerequisites, the application process, application materials, and deadlines, visit whatcom.edu/pta or contact the Advising and Career Services office or the PTA program coordinator for program-specific questions.

Additional requirements during/after course of study: In order to progress through the PTA program, students must take all PTA courses in sequence and maintain a final grade of C (2.0) or better in all graded courses and an S in all clinical courses (note, a C in PTA courses is 74%).

In order to pass lab practical exams, students must earn at least a B (3.0) (note, a B in PTA courses is 80%). One re-take will be allowed. Safety errors during a lab practical exam will be cause for failure.

Students admitted into the PTA program are required to maintain current CPR and first aid certifications, complete a 7-hour HIV/AIDS training course, and have up-to-date immunizations. They are also required to travel to and from clinical sites, which may be more than one hour away from the college or from the student's home.

Dismissal/re-entry regulations: Students will be dismissed from the PTA program for the following reasons:

- Earning an unsatisfactory U grade in any clinical course after being placed on probation due to unsatisfactory clinical performance.
- Failing to satisfactorily complete any probationary contract in the allotted time.
- Earning a C- (1.7) or below in any PTA course after being placed on probation.
- Failing to meet a standard that would require probation for a second time in the program.
- Being placed on suspension by the college for violations of the student rights and responsibilities policy.

Students who are dismissed from the program will be sent a certified letter indicating the reason for the dismissal. If the student wishes to appeal this action, he/she may do so by following the appropriate student grievance procedure as stated in the college catalog.

A student dismissed from the program may apply to re-enter the program by completing and submitting an "application for readmission" form to the program coordinator at least two quarters prior to the quarter he/she intends to re-enroll. The program coordinator will review the application and inform the student of the outcome of the review no more than ten days after receiving the application. Readmission is dependent on space availability and whether the student has demonstrated the problems that led to dismissal have been corrected. The program coordinator may request additional documentation from the student to support the application for readmission. If the student is readmitted to the program, he/she must complete the requirements that led to the dismissal before continuing the program sequence. Any subsequent failure to meet the standards of academic progress will result in automatic dismissal. A student wishing to re-enroll after a second dismissal must apply as a new student to the program and repeat all PTA courses.

Associate of Applied Science (AAS)-Physical Therapist Assistant (111 credits)

The physical therapist assistant degree prepares students to work with adult, geriatric and/or pediatric populations in general hospitals, rehabilitation hospitals, outpatient clinics, long-term care facilities and school districts. Graduates are eligible for licensure or certification in any state as a physical therapist assistant. The program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

General education requirements / related instruction

Course #	Course title	Credits
Completion of general education courses is required for admission to core program requirements.		
ENGL& 101	English composition I (CM)	5
BUS 100	Business math (CP)	5
or MATH& 107	Math in society (CP)	5
or Any course designated as Computation on the Related Instruction List (CP)		5
PSYC& 100	General psychology (HR)	5
or SOC& 101	Introduction to sociology (HR)	5
Any BIOL, CHEM or PHYS Lab Course		5
MA 101	Medical terminology I	2
BIOL& 241	Human anatomy and physiology 1	5
BIOL& 242; and CMST& 101, 210, 220 or 230 highly recommended, but not required		
# of credits		27

Core requirements

Course #	Course title	Credits
PTA 101	Introduction to physical therapy	3
PTA 105	Tests and measurements	2
PTA 110	PTA procedures I	5
PTA 111	PTA procedures II	7
PTA 113	PTA procedures III	4
PTA 160	Service learning for the PTA	3
PTA 201	Ethical issues in physical therapy	3
PTA 202	Applied anatomy and clinical kinesiology	5
PTA 204	Clinical neurology	3
PTA 225	PTA procedures IV	5

PTA 226	PTA procedures V	4
PTA 227	PTA procedures VI	7
PTA 251	Clinical experience II	5
PTA 254	Clinical affiliation I	9
PTA 255	Clinical affiliation II	9
PTA 273	Anatomy and pathophysiology for the PTA I	3
PTA 274	Anatomy and pathophysiology for the PTA II	4
PTA 280	Special topics in physical therapy	2
PTA 285	Manual therapy techniques for physical therapist assistants	1
# of credits		84

Substance Use Disorder Professional (Behavioral Health) Program

The behavioral health program provides training opportunities that are designed to meet the educational requirements for certification as a Substance Use Disorder Professional (SUDP) in Washington State. Behavioral health refers to the prevention, treatment of, and recovery from substance use and mental health disorders. The alternative training certificate of proficiency trains eligible licensed professionals who have previous education in the mental health field to treat co-occurring disorders as SUDPs. The Substance Use Disorder Professional certificate and associate of applied science degree prepare students to counsel, assess, and treat individuals, groups, and families with substance use disorders in a variety of treatment settings.

The behavioral health program prepares students to take the National Association of Alcoholism and Drug Abuse Counselor (NAADAC) national certification examination for addiction counselors.

Special application process: The SUDP (behavioral health) degree or certificate program can be entered at the start of any quarter. There is no special application. For details about the application process for the **alternative training** certificate of proficiency, visit the SUDP page on WCC's website or contact Advising and Career Services or the SUDP program coordinator.

Additional requirements during/after course of study: In order to progress through the behavioral health program, students must maintain a final grade of "C" (2.0) or better in all HLTH designed core requirement courses (**Note:** A "C" in Behavioral Health courses is 74%).

Students may also be required to travel to and from practicum sites, which may be more than one hour away from the College or from the student's home.

Certificate of Proficiency – Substance Use Disorder Professional - Alternative Training (15 credits)

An alternative training program as a substance use disorder professional for those currently holding licensure in Washington State as an Advanced Practice Nurse Practitioner, a marriage and family therapist, mental health counselor, advanced social worker, independent clinical social worker, Psychologist, Osteopathic Physician, Osteopathic Physician Assistant, Physician, or Physician Assistant.

Core requirements

Course #	Course title	Credits
HLTH 280	Survey of addiction-alternative training	3
HLTH 281	Law & ethics for addiction counseling alt	2
HLTH 282	Pharmacological & physiological drug actions	3

HLTH 283	Family systems/adolescent treatment addiction	2
HLTH 284	American society of addiction medicine alt	3
HLTH 285	Addiction treatment: Individual & group alt	2
# of credits		15

Certificate – Substance Use Disorder Professional (65 credits)

This program prepares students to counsel individuals and families with substance use disorders as a substance use disorder professional in Washington State. Courses are designed to meet the topics specific to alcohol and drug addicted individuals required by the Washington administrative code (246-811-030). This certificate is for students with a prior degree (associates, bachelors, masters).

General education requirements / related instruction

Evidence of earned associates, bachelor's or master's degree from college or university accredited by a national or regional accrediting body

Core requirements

Course #	Course title	Credits
PSYC& 200	Lifespan psychology	5
PSYC& 220	Abnormal psychology	5
HLTH 129	Physiology & pharmacology of psychoactive drugs	5
HLTH 131	Survey of addiction	4
HLTH 132	Law, ethics & professional development	3
HLTH 133	Family systems/adolescent treatment	4
HLTH 134	Counseling techniques	5
HLTH 140	Counseling diverse populations	4
HLTH 232	Treatment theories	4
HLTH 234	Group facilitation	5
HLTH 235	Case management I	5
HLTH 236	Case management II	5
HLTH 237	Co-occurring behavioral health disorders	4
HLTH 238	Substance use disorder professional practicum	4
HLTH 239	SUDP pre-practicum	2
HLTH 240	SUDP practicum seminar	1
# of credits		65

Associate of Applied Science (AAS) – Substance Use Disorder Professional (90 credits)

This program prepares students to counsel individuals and families with substance use disorders as a substance use disorder professional in Washington State. Courses are designed to meet the topics specific to alcohol and drug addicted individuals required by the Washington administrative code (246-811-030).

General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
MATH& 146	Introduction to statistics (CP)	5

or IDS 113	Quantitative methods in the social sciences (CP)	5
PSYC& 100	General psychology (HR)	5
Any college level courses numbered 100 or above. (Recommend PSYC, SOC, CMST, HLTH, HUMDV)		10
# of credits		25

Core requirements

Course #	Course title	Credits
HLTH 129	Physiology & pharmacology of psychoactive drugs	5
HLTH 131	Survey of addiction	4
HLTH 132	Law, ethics & professional development	3
HLTH 133	Family systems/adolescent treatment	4
HLTH 134	Counseling techniques	5
HLTH 140	Counseling diverse populations	4
HLTH 232	Treatment theories	4
HLTH 234	Group facilitation	5
HLTH 235	Case management I	5
HLTH 236	Case management II	5
HLTH 237	Co-occurring behavioral health disorders	4
HLTH 238	Substance use disorder professional practicum	4
HLTH 239	SUDP pre-practicum	2
HLTH 240	SUDP practicum seminar	1
PSYC& 200	Lifespan psychology	5
PSYC& 220	Abnormal psychology	5
# of credits		65

Bachelor of Applied Science (BAS) – Social Work (180-220 credits) - effective Fall 2023, Pending Final Approval

This degree prepares students with the competencies and knowledge for generalist practice in social work. Students focus on engagement, assessment, intervention, and evaluation in practice. With an emphasis on an ecological systems model, social justice, and evidence-based practice, graduates will be prepared to promote the well-being of individuals, families, groups, organizations, and communities in a social work setting and to pursue further education in social work.

Prerequisites (for special admissions programs)

Course #	Course title	Credits
Washington State community or technical college associate in applied science degree in behavioral health, human services, social services, or substance use disorder professional (SUDP), or related field with Dean's approval. (Minimum GPA 2.0)		90
# of credits		90

Prerequisites (for special admissions programs)

Course #	Course title	Credits
Prerequisite courses must be completed with a 2.0 or higher prior to program admission.		
CMST& 101	Introduction to communication	0-5
or CMST& 210	Interpersonal communication	0-5

or CMST& 220	Public speaking	0-5
or CMST& 230	Small group communication	0-5
ENGL& 101	English composition I	0-5
MATH& 146	Introduction to statistics	0-5
PSYC& 100	General psychology	0-5
PSYC& 200	Lifespan psychology	0-5
PSYC& 200	Abnormal psychology	0-5
Additional general education courses in Social Sciences (SS), Humanities (H), or Communications Skills (CC or OC).		0-10
# of credits		0-40
General education requirements / related instruction		
Course #	Course title	Credits
BIOL& 160	General biology with lab	0-5
or BIOL& 175	Human biology with lab	0-5
Additional 5 credits in physical, biological, and/or earth sciences (MS or MSI).		0-5
CMST 225	Intercultural communication	0-5
Additional 5 credits in Humanities (H).		0-5
# of credits		0-20
Core requirements		
Course #	Course title	Credits
SW 217	Introduction to social work	5
SW 300	Generalist practice in social work	5
SW 301	Social work practice I: individuals and families	5
SW 302	Social work practice II: groups	5
SW 303	Social work practice III: macro level	5
SW 304	Social work policy and advocacy	5
SW 309	Professional behavior and ethics	5
SW 400	Social justice in social work	5
SW 401	Engaging diverse and marginalized populations	5
SW 405	Research and evaluation in social work practice	5
SW 406	Engagement and assessment of clients in context	5
SW 491	Social work practicum: field experience I	5
SW 492	Social work practicum: seminar I	1
SW 493	Social work practicum: field experience II	4
SW 494	Social work practicum: seminar II	1
SW 495	Social work practicum: field experience III	4
SW 496	Social work practicum: seminar III	1
# of credits		71

Specialty requirements program specific requirements

Course #	Course title	Credits
Students may need to apply up to 20 elective credits from the following disciplines to meet the minimum of 180 credits for graduation: anthropology, communication studies, health services, humanities, human development, interdisciplinary studies, philosophy, psychology, sociology, world languages, or other social sciences. Please see an advisor for planning.		0-19
# of credits		0-19

Visual Communications Program

The visual communications program prepares students for careers in the print, web, and digital media design fields. The curriculum balances study of conceptual and visual problem-solving skills with the development of technical skills and knowledge of current industry practices. The visual communications associate of technical arts degree offers content in graphic design and web/interactive media, including digital publishing for mobile devices and content management systems.

Prerequisite courses: ART 112; ART 115 or 116; ART 185; ART& 100 or ART 114 or 205 or 215; and placement into ENGL& 101.

Special application process: Admission to the visual communications program is by special application. For more information about course and program prerequisites, the application process, application materials, and deadlines, visit the visual communications program page on WCC's website or contact Advising and Career Services or the visual communications program coordinator.

Additional requirements during/after course of study: To be eligible for placement in a cooperative work experience internship, students must maintain a minimum GPA of 2.50 in program courses and demonstrate professional work behavior exhibited through class attendance, punctuality, and timely completion of class assignments.

Dismissal/re-entry regulations: Students must meet the WCC academic standards of progress policy. To re-enter the program, a student must reapply to the visual communications program, following the special application process. A student who is readmitted may be required to repeat certain program courses to update skills to current industry standards. More information is at whatcom.edu/viscom.

Associate of Technical Arts (ATA) – Visual Communications (90 credits)

The visual communications program prepares students for careers in the print, web, and digital media design fields.

Prerequisites (for special admissions programs)

Course #	Course title	Credits
ART 112	Drawing I	3 or 5
ART 115 or ART 116	2D design 3D design	3 or 5 3 or 5
ART 185	Introduction to visual communications	5

ART& 100	Art appreciation	3 or 5
or ART 114	History of graphic design	5
or ART 205	Western art from 18th to mid 20th Century	3 or 5
or ART 215	Western art from World War II to the present	3 or 5

Placement into ENGL& 101

# of credits		14 - 20
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Core requirements

Course #	Course title	Credits
VISCM 240	Typography	3
VISCM 250	Layout and publication design I	5
VISCM 251	Layout and publication design II	5
VISCM 260	Vector illustration	5
VISCM 262	Advanced digital imaging	5
VISCM 270	Print production and prepress	5
VISCM 280	Web design and authoring I	5
VISCM 282	Web design and authoring II	5
VISCM 284	Web content management systems	5
VISCM 286	Video production for the web	5
VISCM 292	Portfolio/professional practices	2
VISCM 192	Design lab	2
or VISCM 190	Visual communications internship	2

# of credits		52
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General education requirements / related instruction

Course #	Course title	Credits
ENGL& 101	English composition I (CM)	5
BUS 100	Business math (CP)	5
or CS 140	Computer programming fundamentals I (CP)	5
or IDS 112	Ethno mathematics (CP)	5
or IDS 113	Quantitative methods in the social sciences (CP)	5
or PHIL& 117	Traditional logic (CP)	5
or Any course designated as Computation on the Related Instruction List (CP)		5
ANTH& 206	Cultural anthropology (HR)	5
or PSYC& 100	General psychology (HR)	5
or SOC& 101	Introduction to sociology (HR)	5
or CMST OC	Any CMST or CMST& course designated OC	5

# of credits		15
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Electives / cooperative work experience

Course #	Course title	Credits
ART& 100	Art appreciation	3 or 5
and/or ART 114	History of graphic design	5
and/or ART 118	Mixed media/collage	5
and/or ART 123	Water based media	3 or 5
and/or ART 134	The art of color	3 or 5
and/or ART 175	Printmaking: Relief and monotype	3 or 5
and/or ART 179	2D animation	5
and/or ART 187	Computer art	3 or 5
and/or ART 200	Figure drawing I	3 or 5

and/or ART 205	Western art from 18th to mid-20th Century	3 or 5
and/or ART 215	Western art from World War II to the present	3 or 5
and/or ART 221	Painting	3 or 5
and/or BTEC 101	Introduction to business computing	5
and/or BTEC 121	Word processing I	3
and/or BTEC 122	Business document design	5
and/or BTEC 161	Database management I	3
and/or BTEC 181	Introduction to presentation software	3
and/or BUS 108	Principles of marketing	5
and/or CIS 105	Computer operating systems I	4
and/or CIS 205	Computer operating systems II	5
and/or CS 120	HTML fundamentals	5
and/or VISCM 190	Visual communications internship	3 to 5
or BUS 190	Business internship	3 to 5
and/or FILM 101	Introduction to film	3 to 5
and/or IDS 170	Introduction to sustainability	5
and/or IDS 180	Visual media and culture	5
and/or PHIL& 115	Critical thinking	3 to 5
# of credits		3 - 9

COURSE DESCRIPTIONS



Course description

Accounting (ACCT)

ACCT 100 Introduction to accounting (3)

This course is designed to help students learn the fundamentals of accounting as applied to bookkeeping systems of small businesses and professional organizations. (UE)

ACCT 110 Accounting for A/P, A/R, and inventory (5)

A comprehensive course that includes the skills, procedures, and concepts necessary to accurately perform manual and computerized accounts receivable, accounts payable, and inventory bookkeeping tasks. Prerequisite: ACCT 100 or ACCT& 201 with a minimum grade of C. (UE)

ACCT 130 Quickbooks (3)

This course is designed to present accounting concepts and their relationship to QuickBooks by completing transactions for a business. This will be accomplished by recording transactions, preparing a multitude of financial reports, closing an accounting period, compiling charts and graphs, and preparing payroll. Recommended preparation: ACCT100 or ACCT& 201 with a minimum grade of C. (UE)

ACCT 190 Accounting internship (1-5)

The student will complete an academic accounting internship that offers experience-based learning, in a structured, supervised, and career-related setting. Measurable internship learning outcomes are collaboratively created by the student, internship supervisor, and faculty mentor. The student will develop professional readiness skills needed for the accounting field. Repeatable with program permission. (UE)

ACCT& 201 Principles of accounting I (5)

Introduction to the theory and principles of the accounting cycle and accounting concepts. Covers typical general journal transactions, posting transactions to the ledgers, principles of adjusting and closing entries, the process of completing the appropriate financial statements, various inventory valuation methods, and cash policies using both manual forms and computerized methods. Prerequisite: MATH 97 or higher. Recommended preparation: basic proficiency in Excel. (LE)

ACCT& 202 Principles of accounting II (5)

This course introduces generally accepted accounting principles used in preparing financial statements for a corporation. These principles are learned through various in-class and online exercises, problems, tests and through various Excel for accounting projects. Prerequisite: ACCT& 201 with a minimum grade of C. (LE)

ACCT& 203 Principles of accounting III (5)

This course introduces decision tools that managers use in evaluating business plans, controls, and performances along with basic manufacturing accounting concepts and reports. These tools are learned through various in-class and online exercises, problems, and tests. Prerequisite: ACCT& 202 with a minimum grade of C. (LE)

ACCT 250 Governmental/not-for-profit accounting (5)

This course provides a fundamental knowledge of the distinguishing characteristics of not-for-profit and governmental accounting. It covers basic accounting terminology and financial statements, an overview of current FASB and GASB requirements, in addition to discussions of grant management, fund accounting, net asset classifications, and donations. Prerequisite: ACCT& 201 with a minimum grade of C. (UE)

ACCT 260 Individual income tax (5)

This course is designed to provide students with a basic understanding of the Internal Revenue Code as it relates to the taxation of individuals. Course focuses on taxation methods, principles, and procedures used to assist students in preparing individual income tax returns. Prerequisite: ACCT& 201 with a minimum grade of C. (UE)

ACCT 270 Payroll accounting (5)

A comprehensive course that includes the skills, procedures, and conceptual knowledge necessary to accurately perform manual and computerized payroll processing tasks. Prerequisite: ACCT&201 with a minimum grade of C. (UE)

Adult basic education (ABE)

ABE 010 Basic skills math level I (1-10)

Designed for adults who wish to improve their math skills in basic whole numbers. Required preparation: assessment and orientation by ABE staff. (N)

ABE 011 Basic reading and writing level I (1-10)

This course is for adults with little to no reading or writing skills. It will assist them in learning basic words and writing simple sentences. Required preparation: assessment and orientation by ABE staff. (N)

ABE 020 Basic skills math level II (1-10)

Designed for adults who wish to improve their math skills in whole number operations. Required preparation: assessment and orientation by ABE staff. (N)

ABE 021 Basic reading and writing level II (1-10)

This course is for adults with beginning reading or writing skills. It will assist them in learning basic decoding strategies and simple writing. Required preparation: assessment and orientation by ABE staff. (N)

ABE 030 Basic skills math level III (1-10)

Designed for adults who wish to improve their math skills in problem solving involving decimals and fractions. Required preparation: assessment and orientation by ABE staff. (N)

ABE 031 Basic reading and writing level III (1-10)

This course is for adults with low intermediate reading or writing skills. It will assist them using reading strategies and paragraph and letter writing. Required preparation: assessment and orientation by ABE staff. (N)

ABE 036 Educational and career planning for ABE students (1-5)

This course will guide Transitional Learning Programs students in assessing their skills and interests, in setting goals, and in identifying and accessing resources for a successful transition into college and further training as well as improve their employability and job seeking skills. S/P/U grading. Required preparation: assessment and orientation by ABE staff. (N)

ABE 037 Prior learning portfolio support (1-5)

This course supports students in the assessment and documentation of prior learning experiences for high school credit. Students will reflect on their prior learning experiences and produce essays, work samples, and other evidence to document competency in high school subject areas. S/P/U grading. Required preparation: assessment and orientation by ABE staff and ABE 41 with a minimum C grade. (N)

ABE 040 Basic skills math level IV (1-10)

Designed for adults who wish to improve their math skills and carry out tasks involving percent, ratio and proportion, simple formulas, measurement, and graphs in real life situations. Required preparation: assessment and orientation by ABE staff. (N)

ABE 041 Basic reading and writing level IV (1-10)

This course is for adults with high intermediate reading or writing skills. It will assist students in improving reading strategies and essay writing. Required preparation: assessment and orientation by ABE staff. (N)

ABE 050 Basic skills math level V - GED (1-10)

This course is for students who have assessed into grade equivalents 9-10 and who need a review of basic math, whole number operations through beginning algebra and geometry, in order to pass the GED test. Content emphasizes math problem solving for application to daily life. Required preparation: assessment and orientation by ABE staff. (N)

ABE 051 Basic reading and writing level V - GED (1-10)

This basic GED prep course is for adults with basic adult secondary reading or writing skills. It will assist students in improving reading strategies and essay writing. Required preparation: assessment and orientation by ABE staff. (N)

ABE 056 Introduction to health careers for ABE students (1-5)

Introduction to Career Pathways for ABE students interested in further study and to enhance job skills. Required preparation: CASAS test and enrollment in ABE course. (N)

ABE 058 Health career special topics for ABE students (1-4)

Introduction to Health Careers for ABE Students interested in further study and to enhance job skills. Required preparation: CASAS test and enrollment in ABE course. (N)

ABE 060 Basic skills math-level VI-GED (1-10)

This course is for students who have assessed into grade equivalents 11-12 and who need a review of fractions, percents, decimals, ration proportions, basic algebra and geometry in order to pass the GED test. Content emphasizes development of advanced algebra and geometry problem solving skills. Required preparation: assessment and orientation by ABE staff. (N)

ABE 061 Basic reading and writing level VI - GED (1-10)

This advanced GED prep course is for adults with high adult secondary reading or writing skills. It will assist students in improving reading strategies and essay writing. Required preparation: assessment and orientation by ABE staff. (N)

ABE 066 Basic skills in business computing for ABE (1-3)

Course designed to enhance student employment skills and technology skills. It will familiarize them with basic skills for word processing and spreadsheets and the vocabulary and reading that are used in college level computing and business courses. Required preparation: CASAS placement test. (N)

ABE 076 Introduction to health careers II -ABE students (1-4)

This course will develop literacy skills and enhance employment skills in the Health field through study of the various aspects of health careers. Required Preparation: CASAS test and current enrollment in the ABE Program. (N)

ABE 096 Workplace basics: equipped for work (1-15)

This course provides reading, writing, and/or employment skills preparation for Transitional Learning Programs students. Specific eligibility requirements may apply and program permission is required to register. S/P/U grading. Required preparation: program approval from Transitional Learning Programs required. (N)

American Sign Language (ASL)

ASL& 121 American Sign Language I (5)

Introduction to ASL, a visual/gestural language. Emphasis on vocabulary, grammar and Deaf culture/history. (Hd)

ASL& 122 American Sign Language II (5)

A continuation of the study of ASL, a visual/gestural language. Emphasis on increasing vocabulary and grammar as well as a more in-depth look at Deaf culture and history. Prerequisite: ASL& 121. (Hd)

ASL& 123 American Sign Language III (5)

Continuation of study of ASL, a visual/gestural language. Emphasis on grammatical structure and syntax as well as a more in-depth look at Deaf culture and Deaf issues. Prerequisite: ASL& 122. (Hd)

Anthropology (ANTH)

ANTH& 100 Survey of anthropology (5)

Introduction to anthropology stressing human origins, cultural diversity, and bio-cultural-ecological adaptations. Topics include human inheritance, evolution, human fossils, prehistoric cultures, and a comparison of resource consumption and economics, human impact on the natural environment, family, politics, values, communication, expressive arts, religion, culture change and globalization. (SSgs)

ANTH& 104 World prehistory (5)

An archaeological course which is a global overview of human history, from our origins to the development of writing and civilization. This world-wide approach compares the dates and the distinctive character of regional progress and how human technology and imagination adapted with various environments. (SSg)

ANTH 140 The ancient near east (5)

An examination of ancient writings and archaeological excavations to reconstruct the historical and cultural development of the Near East (Mesopotamia, Egypt, Palestine, Anatolia). Topics include: the ancient environments, the first farmers and herders, ancient sites and artifacts, the invention of writing and warfare, the origins and expansion of civilizations and empires. (SSg)

ANTH 150 Northwest coast ethnobotany (5)

Study of native plants in Northwest Coast Indian cultures. Includes sessions on plant biology, plant identification, and traditional Indian uses of plants for food, medicine, and materials. Field trips included. (SSd)

ANTH& 200 Introduction to language (5)

Overview of the study of language. Includes the nature of human language, its social aspects, the psychology of language, and the grammatical aspects of language; phonetics, morphology, syntax, semantics, dialects, language diversity, and the biological basis of language. Prerequisite: placement in ENGL& 101. (SSw)

ANTH& 204 Archaeology (5)

Between the history of archaeology and the problems faced today, this course examines the theories and methods used to interpret what's left of the world's lost cultures. Topics include: how artifacts are dated, how people used technology to survive in different environments, how they organized their societies, and developed their ideologies. (SS s)

ANTH& 205 Biological anthropology (5)

A basic understanding of the evolution of the human species from a biological perspective. Human adaptation through the interaction of biology and culture is a primary focus for this course. Students will gain an understanding of the principles of genetics, primate behavior, primate and human fossils, early prehistoric cultures, and human variation and adaptation. Either ANTH& 205 or 215 may be taken for credit, not both. (MS s)

ANTH& 206 Cultural anthropology (5)

Study of culture and society with a cross-cultural perspective of human adaptation to the bio-cultural environment. Topics include technology, resource consumption and economics, medicine, family, social groups, political systems, religion, expressive arts, language, values, culture change, human impact on the environment, and globalization. Prerequisite: placement in ENGL&101. (SSwdgs)

ANTH& 210 Indians of North America (5)

A survey of North American Indigenous peoples emphasizing cultural-ecological adaptations from prehistoric times to the present; survival of traditional cultures through analyses of prehistory, languages, traditional land use, sustaining natural resources, social organization, religions, values, arts, and culture change. Special consideration given to Northwest Coast and Northwest Plateau peoples. (SSds)

ANTH& 215 Bioanthropology with lab (5)

An exploration of the evolution of the human species from a biological perspective, considering interrelationships of biology and culture, principles of genetics, primate behavior, primate and human fossils, early prehistoric cultures, and human variation/adaptation. Lab work included. Either ANTH& 205 or 215 may be taken for credit, not both. (MSIs)

ANTH& 216 Northwest coast Indians (5)

An anthropological overview of the unique cultural-ecological adaptations of coastal peoples from Oregon to southern Alaska. Topics include cultural-ecological adaptations, languages, traditional land use, sustaining natural resources, social organization, religious beliefs and values, art, historic changes and adaptations, and modern issues. Particular emphasis on Salish people of Northwest Washington. (SSds)

ANTH 225 Psychological anthropology (5)

The study of the relationship between mind and culture. Topics include the evolution of human behavior, a cross-cultural analysis of ritual, gender, emotion, belief systems, and of perception and treatment of mental health issues including depression, schizophrenia, and "culture-bound syndromes". Examines the impact of mental health's global importance in Western and non-Western health industries. Prerequisite: placement in ENGL& 101. Recommended preparation: ANTH& 100 or 205 or 206. (SSwdg)

ANTH& 235 Cross cultural medicine (5)

Introduction to medical anthropology. Explores the occurrence of disease, illness concepts and approaches to healing in other cultures, and considers health care options in the United States including ethnic traditions and newer alternatives. (SSg)

ANTH 250 Applied anthropology (5)

This course uses anthropological research methods to understand social challenges and to contribute to structural solutions. The course is based around a case study of a specific social issue, which may include (but not be limited to) homelessness, veteran's issues, repatriation, immigration, etc. Class incorporates historical, political and economic factors into a comprehensive view of local and national social issues. The course is writing intensive and demands critical thinking. Class includes a fieldwork component in which students will use anthropological research methods and write an ethnographic study. Prerequisite: placement in ENGL& 101. (SSwd)

ANTH 295M Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Anthropology. Required preparation: acceptance into the Honors Program. (MS)

ANTH 295S Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Anthropology. Required preparation: acceptance into the Honors Program. (SS)

Art (ART)

ART& 100 Art appreciation (3 or 5)

Approach to art appreciation designed to develop an understanding of visual art forms, and to develop the vocabulary necessary to discuss them. Content will focus on issues and concepts in contemporary art. Topics include the purpose and function of art, creative process, visual and design elements that go into the making of art. Prerequisite: placement in ENGL& 101. (Hw)

ART 106 Art of the Pacific Northwest Native Americans (3)

The art of the seven major language groups between Puget Sound and Alaska, considered from the standpoints of original use, meaning, style, and construction method. Slide lectures, discussion, outside readings, films and a field trip are integral parts of the class. (Hd)

ART 107 Art in world cultures (3 or 5)

Non-historical investigation of art forms and aesthetics in both western and non-western cultures as a means of gaining insight into the motivations for and the meaning of art in various parts of the world. Prerequisite: placement in ENGL& 101. (Hwdg)

ART 112 Drawing I (3 or 5)

Theory and practice of drawing in various mediums with a range of subject and of aesthetic approaches. Emphasis on studio work integrated with slides, lecture, discussion and out-of-class work. (Hp)

ART 114 History of graphic design (5)

History of graphic design and illustration from ancient culture through the present with an emphasis on early twentieth century to current concepts and trends. Prerequisite: placement in ENGL& 101. (Hwg)

ART 115 2D design (3 or 5)

Introduction to the elements of two-dimensional design and the application of those elements in visual projects. (Hp)

ART 116 3D design (3 or 5)

Introduction to the elements of three-dimensional design and the application of those elements in visual projects. (Hp)

ART 118 Mixed media/collage (5)

Introduction to collage methods and materials through the use of traditional and non-traditional media. Emphasis on the elements of design and composition as applied to various studio projects. Explores the history and use of collage by 20th Century artists. Recommended preparation: prior drawing or painting experience. (Hp)

ART 123 Water based media (3 or 5)

Introduction to water based media and materials through the use of traditional and non-traditional techniques. Media will include watercolor, gouache and acrylic painting. Emphasis on techniques, color theory and application; and the elements of color, light, and composition, as applied to various studio and possibly on-site (outdoors) projects. Explores the history and use of water-based media by traditional and contemporary artists. (LE)

ART 130 Ceramics I (3 or 5)

Theory, history, aesthetics, and practice of ceramics using various hand building methods and the wheel. Emphasis on studio work integrated with slides, films, lecture, critiques, discussion and out-of-class work. (Hp)

ART 131 Beginning throwing (3 or 5)

Students will learn throwing techniques and use these skills to create both vessels and sculpture. There will be opportunities to do hand building work, but this will not be the emphasis of this class. There will be both group and individual critiques of the work. (Hp)

ART 134 The art of color (3 or 5)

Principles of color theory and application, with an emphasis placed on objective color principles and individual subjective responses towards color. Includes studio work, lecture, historical research, critiques, and out-of-class work. (Hp)

ART 150 History of photography: 1839 to the present (5)

This course surveys the history and evolving properties of photography as a cultural language and as an art-making tool. It will focus on each of the present and past uses of the medium including illustration, documentation, portraiture, landscape, advertising, journalism, reportage, fine art and digital imagery. Prerequisite: placement in ENGL& 101. (Hwg)

ART 155 Art for children (3)

Explore the development of creativity and stages of artistic growth in children. Plan integrated curriculum, carry out lesson plans, identify resources, and observe guidance techniques. (LE)

ART 160 Sculpture (5)

Studio work in principles of sculpture and their application via various materials, art forms and spatial concepts. Emphasis on individual projects. (Hp)

ART 175 Printmaking: Relief and monotype (3 or 5)

Introduction to printmaking concepts and methods. Covers relief print processes (woodcut and linocut) and monotype prints. Emphasis on studio work supplemented with slides, lectures, and group discussions. (Hp)

ART 176 Printmaking: Etching I (5)

Introductory methods of incising and etching copper plates to create printable images, using an etching press. Techniques covered include drypoint, line etching, and tonal etching. For beginning and experienced artists. Recommended preparation: ART 112. (Hp)

ART 179 2D animation (5)

Introduction to principles and practice of animation using 2D animation software. Course covers concept and story development, storyboarding, and animation concepts and techniques based on observation, timing, motion, and transformation. Recommended preparation: prior drawing or computer art experience. (Hp)

ART 185 Introduction to visual communications (5)

This course examines the principles and practice of visual communications. Includes the design process, layout, basic web design, and preparation of art and copy for reproduction. It introduces the basics of graphics software (page layout, illustration, web design, and image editing) as tools of the design process. (Hp)

ART 186 Introduction to digital video (5)

Introduction to concepts and techniques of digital video filmmaking. Course covers story development, basic equipment operation, lighting and audio, video composition and aesthetics, visual storytelling, non-linear video editing, and media law and ethics. (Hp)

ART 187 Computer art (3 or 5)

Exploration of the use of computer technology for creating fine art and illustrations. The software used simulates traditional drawing and painting media. Emphasis will be on the technical use of software tools as well as the content and aesthetics of image making. Recommended preparation: prior basic drawing course. (Hp)

ART 200 Figure drawing I (3 or 5)

Study in drawing the human figure from live models as well as other sources, using various media. Preferable to have had some experience in general drawing. Prerequisite: ART 112. (LE)

ART 201 Figure drawing II (3 or 5)

Study in drawing the human figure from live models as well as other sources, using various media. Preferable to have had some experience in general drawing. Prerequisite: ART 200. (LE)

ART 202 Figure drawing III (3 or 5)

Study in drawing the human figure from live models as well as other sources, using various media. Preferable to have had some experience in general drawing. Prerequisite: ART 201. (LE)

ART 203 History of western art: Ancient and medieval (3 or 5)

Historical development of painting, sculpture, and architecture from prehistory through the medieval period. Focus on Europe, the Near East and North Africa. Prerequisite: placement in ENGL& 101. (Hwg)

ART 204 History of western art: 15th through 18th century (3 or 5)

Historical development of painting, sculpture, and architecture from prehistory through the medieval period. Focus on Europe, the Near East and North Africa. Prerequisite: placement in ENGL& 101. (Hwg)

ART 205 Western art from 18th to mid-20th century (3 or 5)

Historical developments in Western art from 18th century to the mid-20th century. Focus on European and American art. Prerequisite: placement in ENGL& 101. (Hwg)

ART 206 Far eastern art history (3 or 5)

Historical study of the art and architecture of Asia from prehistory to the 18th century with an emphasis on China and Japan. (Hg)

ART 212 Drawing II (3 or 5)

Theory and practice of drawing in various mediums with a range of subject and of aesthetic approaches. Emphasis on studio work integrated with slides, lecture, discussion and out-of-class work. Prerequisite: ART 112. (LE)

ART 215 Western art from World War II to the present (3 or 5)

Historical developments in Western art From World War II to the present. Focus on European and American art. Prerequisite: placement in ENGL& 101. (Hwg)

ART 221 Painting (3 or 5)

Fundamentals of painting in oils or acrylics, stressing color usage, familiarity with the medium, various painting processes and methods. Prerequisite: ART 112. (Hp)

ART 222 Intermediate painting (3 or 5)

Studio work in painting using oils or acrylics exploring various subject matter and creative processes. Studio work integrated with slides lecture and discussion of both theory and practice. Out of class time required. Prerequisite: ART 221. (LE)

ART 223 Advanced painting (3 or 5)

Advanced studio work in painting using oils and acrylics. Studio work integrated with slides, lecture and discussion of both theory and practice. Out of class time required. Prerequisite: ART 222. (LE)

ART 230 Ceramics II (3 or 5)

Advanced theory, history, aesthetics and practice of ceramics using various hand building methods and the wheel. Emphasis on studio work integrated with slides, films, lecture, critiques, discussion and out-of-class work. Prerequisite: ART 130 or ART 131. (LE)

ART 231 Ceramics III (3 or 5)

Advanced theory, history, aesthetics, and practice of ceramics using various hand building methods and the wheel. Emphasis on studio work integrated with slides, films, lecture, critiques, discussion and out-of-class work. Prerequisite: ART 230. (LE)

ART 276 Printmaking: Etching II (5)

Having been introduced to basic methods of etching in Art 176, students can design images with specific techniques in mind, and expand upon their knowledge by learning more complex etching methods. Techniques covered include mezzotint, sugar lift, soft ground, spit bite, and white ground etching. Prerequisite: ART 176. (Hp)

ART 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in art. Required preparation: acceptance into the Honors Program. (H)

Astronomy (ASTR)

ASTR& 100 Survey of astronomy (5)

Introduction to Astronomy includes background physics essentials; measuring properties of stars; star formation; stellar evolution; stellar explosions and remnants; normal and active galaxies and galactic evolution; big bang and evolution of the universe. (MS)

ASTR 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in astronomy. Required preparation: acceptance into the Honors Program. (MS)

Biology (BIOL)

BIOL& 100 Survey of Biology (5)

Fundamental concepts of biology including biodiversity, process and application of science, intersections of science and society, ecological principles, and genetics. For non-science majors. Lab work included. Prerequisite: placement in ENGL& 101. (MSwl)

BIOL 104 Finding things out: Biology (5)

Part of a three quarter set of courses using extensive hands-on and inquiry-based activities to help students understand a few central ideas in biology regarding the flow of energy and matter. Students will develop critical thinking skills required to pursue scientific understanding of important ideas in biological systems. Preferred sequence is PHYSC 104, GEOL 104, and BIOL 104. Lab work included. Recommended preparation: PHYSC 104 and GEOL 104. (MSI)

BIOL 133 Natural science of Australia and New Zealand (5)

Focuses on the ecology of Australia and New Zealand, including ecosystems and human impact on ecosystems. The biodiversity, characteristics, and interactions of Australian flora and fauna will also be investigated within various habitats and ecosystems. A significant portion of the course will involve field observations and experiences. This course is offered only to students participating in the Australia/New Zealand study abroad program and does not meet the lab requirement. (MSg)

BIOL 159 Marine biology (5)

Studies basic biological principles applied to the marine environment. Topics include: organic molecules, the behavior of water, cellular functions, the diversity in structure, function and ecology of marine organisms, and human impact on the oceans. Lab work and local field trips included. Prerequisite: placement in ENGL& 101. (MS sl)

BIOL& 160 General biology w/lab (5)

This is an introductory laboratory course in biology emphasizing the structural and functional analysis of cellular biology. Includes cell structure and function, energy production and utilization, reproduction, growth and development, genetics, and cell signaling and regulation. Lab work included. Prerequisite: prior or concurrent enrollment in CHEM& 121 or CHEM& 161; and placement in ENGL& 101. (MSwl)

BIOL& 175 Human biology w/lab (5)

An introductory exploration of the human body stressing structure and function of body systems along with unifying principles of homeostasis, nutrition, genetics, and disease. This course may be helpful as an exploratory course for students who are considering a career in the health sciences. Lab work included. Prerequisite: placement in ENGL& 101. (MSI)

BIOL& 221 Majors ecology/evolution (5)

This course is designed to prepare the student for further studies in the field of biology or related fields. Basic information about evolution, genetics, biodiversity of life forms, and ecology will be taught and assessed. This is the first in a three-quarter sequence for biology majors. Prerequisite: prior or concurrent enrollment in CHEM& 161; placement in ENGL& 101. (MSwl)

BIOL& 222 Majors cell biology/molecular (5)

This course is designed to prepare the student for further studies in the field of biology or related fields. It covers basic information about cell metabolism, biological molecules, structure and function of cells, gene regulation, and development in plants and animals. Prerequisite: CHEM& 161 with a minimum grade of C-, BIOL& 221 with a minimum grade of B- and placement in ENGL& 101. (MSwl)

BIOL& 223 Majors organismal physiology (5)

This course is designed to prepare the student for further studies in the field of biology or related fields. Basic information about the structure and functions of living organisms will be taught and assessed. This is the third in a three-quarter sequence for biology majors. Prerequisite: BIOL& 222 with a B- or better; placement in ENGL& 101. (MSwl)

BIOL& 241 Human anatomy and physiology 1 (5)

In-depth study focusing on the structure and function of the various components of the human body systems from the cellular level up to the organ system level. Abnormal or pathological conditions of these systems also covered. Laboratory exercises focus on the structures as well as the physiology of the systems covered in the lecture portion of the course. Prerequisite: minimum grade of B- in BIOL& 160 or BIOL& 222; and a minimum grade of C in either CHEM& 121 or CHEM& 161. (MSI)

BIOL& 242 Human anatomy and physiology 2 (5)

Continuation of the structure and function of the human body systems with laboratory exercises designed to enhance the knowledge acquired in the lecture. Prerequisite: BIOL& 241 with a minimum grade of C. (MSI)

BIOL& 260 Microbiology (5)

This course is designed for health science and biological science majors. Topics include: cellular structure and function, nutrition, growth, metabolism, genetics, systematics, defenses against microbes, and pathogenicity, as well as laboratory exercises involving culture techniques, identification, environmental influences, and mechanisms of microbial control. Prerequisite: BIOL& 160 or BIOL& 222 with a minimum grade of B-; and CHEM& 121 or CHEM& 161 with a minimum grade of C; and placement in ENGL& 101. (MSI)

BIOL 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in biology. Required preparation: acceptance into the Honors Program. (MS)

Business (BUS)

BUS 100 Business math (5)

Formerly BUSAD 100. Mathematical applications in business involving word problems. Recommended preparation: MATH 097. (UE)

BUS& 101 Introduction to business (5)

Covers the role of business in modern economy and topics related to internal operations of a business and opportunities in business. Recommended preparation: BUS 100 and placement into ENGL& 101. (SS)

BUS 102 Business ethics (3)

Formerly BUSAD 102. Introductory course exploring factors which influence ethical or unethical behavior. Required elements include written articles/case studies, oral presentations and quizzes. Prerequisite: BUS& 101 and placement in ENGL& 101, or permission of program coordinator. (UE)

BUS 108 Principles of marketing (5)

Formerly BUSAD 108. Introductory course covering marketing strategy, current ethical issues, market research, segmentation, buyer behavior, product development, pricing decisions, distribution, and integrated marketing communications. Prerequisite: BUS& 101 or concurrent enrollment or permission of program coordinator. (UE)

BUS 109 Digital marketing (5)

Provides an overview of digital marketing concepts and tools. Working with community businesses and/or nonprofit agencies students will apply what they are learning by developing digital marketing materials that fit in with existing integrated marketing campaigns. (UE)

BUS 110 Social media marketing (5)

Explore how social media impacts business practices and marketing strategy. The course explores best practices for using social media platforms to build customer relationships and generate business. Develop strategies for establishing an effective social media presence for your organization while also learning the rules of engagement. (UE)

BUS 111 Retail management (5)

Formerly BUSAD 111. Introductory course examining the role of retailing in today's economy. Topics include consumer targeting and behavior, effective operations, integrated marketing communications. Merchandising, store layout, design, and image. Recommended preparation: BUS& 101 or permission of instructor. (UE)

BUS 113 Sales and promotion (3)

Formerly BUSAD 113. Introductory course covering personal and telephone selling, sales management and training, and product promotion/advertising. Recommended preparation: BUS 108. (UE)

BUS 125 Leadership and relationship building (3-5)

This course is designed for students to deepen their understanding of their own leadership abilities. Learning how they can interact in the work setting, with groups they serve and their community. Developing a deeper professional sense and taking ownership of what they bring to their work and those they serve. (UE)

BUS 140 Business research and communication (3)

Formerly BUSAD 140. Application of research and writing activities to enhance knowledge of the business profession and environment using APA writing style and completing both oral and written communication projects using PowerPoint, Word, Excel, and other formats that would be useful in a professional arena. Prerequisite: placement in ENGL& 101. Recommended preparation: BUS& 101 or general business knowledge. (UEw)

BUS 170 Customer service for professionals (3)

Formerly BUSAD 170. Designed to help students understand the needs and requirements for superior customer service. Customer service forms the basis for how we do our jobs with the objective of exceeding the expectations of our customers. Topics covered include defining customer service, basic communication techniques, customer relations, problem solving, conflict resolution, and anger and stress management. Prerequisite: placement in ENGL& 101 or permission of program coordinator. (UE)

BUS 190 Business internship (1-5)

The student will complete an academic internship that offers experience-based learning, in a structured, supervised, and career-related setting. Measurable internship learning outcomes are collaboratively created by the student, internship supervisor, and faculty mentor. The student will develop professional readiness by fostering skills necessary to work in the business field. Repeatable with program permission. Co-op courses above 5 credits may be arranged with permission from the co-op coordinator. (UE)

BUS& 201 Business law (5)

Principles of law as they apply to business, including history, contracts, law of agencies, rights and duties of employer and employee, negotiable instruments, insurance, personal property, bailments, conditional sales, partnerships, corporations, real property and security relations. Recommended preparation: BUS& 101. (SS)

BUS 212 Marketing Research (5)

This course provides a detailed study of the role and process of marketing research. This course covers the ethics of marketing research, designing research studies, measurement, sampling and statistical theory including basic data analytics. Students learn the methods of gathering data to make marketing decisions, using various tools to develop questionnaires, set up focus groups, and analyze data for marketing decision-making. (UE)

BUS 222 Human relations in business (3)

Formerly BUSAD 222. An introduction to Human Relations in the workplace. Communication skills, conflict resolution, power, politics, ethics, and team dynamics are presented and analyzed. Current research and theories of behavioral sciences and communications are applied to workplace situations. (UE)

BUS 223 Principles of management (5)

Formerly BUSAD 223. Fundamental principles of management as applied to business enterprise. Actual business cases are studied and discussed amongst students by applying business management principles. Recommended preparation: BUS& 101. (UE)

BUS 230 Human resource management (5)

Formerly BUSAD 230. Introductory human resource management course covering activities and issues confronted by management when planning and forecasting personnel needs of organizations. Examines equal employment opportunity, affirmative action, diversity issues, staffing, training and development, compensation and benefits, labor/management relations, and health/safety. Recommended preparation: placement into ENGL& 101. (UEd)

BUS 231 Human relations in human resources (5)

This class will cover human relations, improving personal and organizational communication, team building, work related stress, workforce diversity & inclusion, motivation, and personal strategies for improving human relations. Recommended preparation: BUS 230 with a minimum grade of C-. Prerequisite: placement into ENGL& 101. (UEd)

BUS 250 Introduction to business analytics (5)

Introduction to Business Analytics provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. Students will learn to identify, evaluate, and capture business analytic opportunities that create value and use those opportunities to make better business decisions. Prerequisite: MATH& 146 with a minimum grad of C and placement into ENGL& 101. (UE)

BUS 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in business administration. Required preparation: acceptance into the Honors Program. (SS)

BUS 301 Professional readiness & communication (5)

This course focuses on several self-evaluation tools, academic preparation and skills for success in program coursework and career readiness. This course includes strategies for ethically and socially responsible decision making, applying organizational behavior principles in different business contexts and uses leadership and teamwork skills to resolve interpersonal and organizational challenges. Prerequisite: Program admittance or permission of BAS program coordinator. (N)

BUS 302 Project management (5)

This course examines the role of project management in a business or corporate environment. Students learn how to achieve project goals and objectives within set constraints, such as time and budget. Topics include: project management frameworks and processes and their application to a project. Students learn to apply knowledge and skills to effectively initiate, plan, execute, and complete projects. Prerequisite: Program admittance or permission of BAS program coordinator. (N)

BUS 303 Compliance and auditing (5)

This course covers the standard rules, regulations, and issues related to business management compliance with applicable laws and regulations. Topics include the role of the auditor, the legal environment for the auditor, compliance requirements and standards, and strategies for achieving and maintaining compliance with applicable laws and regulations. Prerequisite: Program admittance or permission of BAS program coordinator. (N)

BUS 310 Foundations of management (5)

This course will focus on the management functions of Planning, Organizing, Leading, and Monitoring. Topics include: decision making of leaders; the role of communication in motivation and teamwork; formal and informal leadership and sources of power; strategic management and planning, organizational mission and vision; and strategies for measuring results.

Prerequisite: Program admittance or permission of BAS program coordinator. (N)

BUS 330 Human resources for managers (5)

This course examines the major trends and best practices in human resource management, including challenges faced by organizations and individuals in times of change. HR management is more than just accepting employment applications and keeping records; it is a central and strategic organizational activity of increasing complexity and importance. Prerequisite: Program admittance or permission of BAS program coordinator. (N)

BUS 340 Marketing for managers (5)

Through a look at the history of marketing and advertising, this course will explore past and present ethics in the industry. Students will use market research techniques to analyze and evaluate trends in a simulated environment, understand the marketing mix, develop and implement marketing concepts and plans, and evaluate results. Prerequisite: Program admittance or permission of BAS program coordinator. (N)

BUS 370 Management information systems (5)

Explores the role of technology in management, including current professional practices and methodologies. Topics include: technology innovation and strategy for managers and entrepreneurs including understanding technological change, innovations, and strategy. The lab portion of the course covers queries, reports, filters in database systems, and spreadsheet applications. Prerequisite: Program admittance or permission of BAS program coordinator. (N)

BUS 380 Operations management (5)

This course examines the concepts for designing, planning and improving service and other organizations through optimization of supply chain. Topics include enterprise resource planning, forecasting, queuing models, inventory management, lean manufacturing and total quality control. Prerequisite: Program admittance or permission of BAS program coordinator and MATH& 146 with a minimum grade of C- or equivalent (N)

BUS 400 Private enterprise, profit and social justice (5)

Study private enterprise in the broader context of institutions and processes in society and consider issues of social justice that fall within the scope of business management. Exploring the benefits and costs to society of businesses. As well as how implicit bias shape management practice and contribute to opportunity? Prerequisite: Program admittance or permission of BAS program coordinator. (N)

BUS 420 Business strategy and sustainability (5)

After defining and identifying sustainable strategies in business through simulations and/or case studies, students will consider what drives sustained performance and examine organizational competence. Students will also explore how legal and contractual elements relate to business sustainability, the role of strategic planning, and how organizational systems can influence finances. Prerequisite: Program admittance or permission of BAS program coordinator. (N)

BUS 450 Financial management (5)

Students learn to develop insight and provide experience in the application of financial theory and practice. Topics include: financial statement analysis, the time value of money, the cost of capital, dividend policies, and working capital. Prerequisite: Program admittance or permission of BAS program coordinator and ACCT& 202 with a minimum grade of C. (N)

BUS 460 Organizational leadership & teamwork (5)

Explore work groups and teams, dynamics involved in collaboration and development of effective teams. Students will discuss and develop tools used to hold team members accountable and effective. Listening, giving and receiving feedback, communication, inclusion and acceptance, and how organizational structure and culture influence these areas will also be explored. Prerequisite: Program admittance or permission of BAS program coordinator. (N)

BUS 495 Business capstone (5)

Incorporate what you've learned, through project-based learning. This will include: business research and identifying opportunities; project planning and management; human resource management; communication and teamwork; business technology and its role in management; ethics, inclusion, and social justice; financial and operations management; and an exploration of management and leadership. Prerequisite: Program admittance or permission of BAS program coordinator. (N)

Business technology (BTEC)

BTEC 101 Introduction to business computing (5)

Formerly BIS 101. This course is an introduction to Microsoft PowerPoint, Word and Excel programs used in the business environment. Prerequisite: MATH 87 or MATH 097 or concurrent enrollment or permission of instructor. (UE)

BTEC 103 Beginning keyboarding & computer skills (3)

Formerly OFFAD 100. An introductory class in computer technology: beginning keyboarding (minimum 20 words per minute), and entry level skills in computer software, hardware, file management, and the internet. Recommended preparation: ESLA 115. (UE)

BTEC 104 Advanced keyboarding & Microsoft outlook (3)

Formerly OFFAD 104. Advanced skill building in keyboarding and 10-key. In-depth study of PIM (personal information manager) software using Microsoft Outlook: e-mail, calendar, contact manager, and note taking. Prerequisite: BTEC 103 with and C grade or ability to type at minimum 20 words per minute with good keyboarding technique. (UE)

BTEC 121 Word processing I (3)

Formerly BIS 121. Introductory course in word processing. Covers basics of document creation, formatting, and editing; introduces "styles", graphics, various types of standard formats. Recommended preparation: BTEC 101. (UE)

BTEC 122 Business document design (5)

Formerly BIS 122. Advanced word processing and business document design techniques. Prerequisite: BTEC 121. (UE)

BTEC 141 Spreadsheets I (3)

Formerly BIS 141. Introductory course in spreadsheets. Covers basics of spreadsheet creation, formatting, and editing; introduces numeric data analysis tools (functions), graphs, tables and arrays. Prerequisite: BTEC 101. (UE)

BTEC 142 Spreadsheets II (5)

Formerly BIS 142. In-depth examination of the spreadsheet tools. Introduces advanced techniques and provides hands-on practice to solve spreadsheet problems. Prerequisite: BTEC 141; MATH 99 or BUS 100. (UE)

BTEC 161 Database management I (3)

Formerly BIS 161. Introductory course in databases. Covers basics of database creation including tables, forms, queries, and reports; introduces database management tools such as sorting, querying, and calculating. Prerequisite: BTEC 101. (UE)

BTEC 181 Introduction to presentation software (3)

Formerly BIS 181. Introductory course in presentation software. Covers basics of presentation creation, revision, enhancement and delivery. Includes tips and tricks for ease in public speaking. Prerequisite: BTEC 101. (UE)

Chemistry (CHEM)

CHEM 104 Finding things out: Chemistry (5)

Part of a 3-quarter set of courses using extensive hands-on and inquiry-based activities to help students understand a few central ideas in chemistry regarding the flow of energy and matter. Students will develop critical thinking skills required to pursue scientific understanding of important ideas in chemical systems. (MSI)

CHEM& 110 Chemical concepts with lab (5)

Intended for non-science majors. General survey of chemistry covering a broad outline of certain pertinent concepts and the impact of chemistry in our daily lives and the world around us. Lab work included. Prerequisite: MATH 97. (MSI)

CHEM& 121 Introduction to chemistry (5)

Introductory course open to students without previous background in chemistry. Introduction to the nature of atoms and molecules, chemical notation, scientific reasoning and problem solving in the study of the theory and applications of inorganic chemistry. Lab work included.

Prerequisite: MATH 99 with a minimum grade of C-. (MSI)

CHEM& 131 Introduction to organic/biochemistry (5)

Survey of organic and introduction to biochemistry satisfying allied health program requirements. Study of structure, nomenclature and reactions of organic and biological compounds with applications to living systems. Lab work included. Prerequisite: CHEM& 121 or CHEM& 161; prior biology course. (MSI)

CHEM& 161 General chemistry with lab I (5)

First of a three-course sequence designed for science, engineering, and other majors needing a full year general chemistry sequence. Covers basic principles of modern chemistry, structure of atoms, chemical reactions, stoichiometry, bonding, and molecular geometry. Lab work included. Prerequisite: MATH& 141 with a minimum grade of C. Recommended preparation CHEM& 121 or one year of High School Chemistry. (MSI)

CHEM& 162 General chemistry with lab II (5)

Second of a three-course sequence designed for science, engineering, and other majors needing a full year general chemistry sequence. Covers gases, thermochemistry, states of matter, solution chemistry, kinetics, and chemical equilibrium. Lab work included. Prerequisite: CHEM& 161 with a minimum grade of C. (MSI)

CHEM& 163 General chemistry with lab III (5)

Third of a three-course sequence designed for science, engineering, and other majors needing a full-year general chemistry sequence. Covers acids, bases, acid-base equilibria, solubility and complex-ion equilibria, thermodynamics and equilibrium, electrochemistry, and special topics. Lab work included. Prerequisite: CHEM& 162 with a minimum grade of C. (MSI)

CHEM& 261 Organic chemistry with lab I (5)

First course for students planning to take three quarters of organic chemistry. Material covered includes: structures and shapes, nomenclature, reactions, physical properties of organic compounds, and synthesis. Lab work included. Prerequisite: CHEM& 163. (MSI)

CHEM& 262 Organic chemistry with lab II (5)

Second course for students planning to take three quarters of organic chemistry. Further discussion of physical properties, identification by spectroscopic techniques, transformations of organic molecules including aromatic and carbonyl compounds. Lab work included. Prerequisite: CHEM& 261. (MSI)

CHEM& 263 Organic chemistry with lab III (5)

Third course for students planning to take three quarters of organic chemistry. Further discussion on carbonyl compounds and their reactions, polyfunctional compounds, natural products including carbohydrates, lipids, amino acids, proteins, and nucleic acids. Lab work included. Prerequisite: CHEM& 262. (MSI)

CHEM 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in chemistry. Prerequisite: acceptance into the Honors Program. (MS)

Chinese (CHIN)

CHIN& 121 Chinese I: Mandarin (5)

Introduction to pronunciation, basic structure, and writing system of Mandarin Chinese; emphasis on developing elementary skills in speaking, listening, reading and writing; introduces elements of Chinese culture, and prepares students for Chinese 122. (Hg)

CHIN& 122 Chinese II: Mandarin (5)

Continuation from CHIN& 121. Continues to develop basic skills in speaking, listening, reading and writing in Mandarin Chinese through communication-oriented activities; provides a broader introduction to Chinese culture, and prepares students for Chinese 123. Prerequisite: CHIN& 121 with a minimum grade of C-. (Hg)

CHIN& 123 Chinese III: Mandarin (5)

Continuation from CHIN& 122. Completes the basic foundation skills in speaking, listening, reading and writing in Mandarin Chinese through everyday social topics and vocabulary; continues to build a deeper understanding of Chinese culture, and prepares students for second-year Chinese. Prerequisite: CHIN& 122 with a minimum grade of C-. (Hg)

Communication studies (CMST)

CMST& 101 Introduction to communication (5)

Fundamental course in communication theory. Students will apply knowledge in variety of settings including interpersonal, public speaking, and small group communication. Recommended preparation: placement in ENGL& 101. (OC)

CMST& 102 Introduction to mass media (5)

This course explores the history, institutions, and social impact of mass communication media. The course is taught from a perspective of theories of persuasion, the symbolic power of images, and the relationship between information and knowledge. Special attention is given to the impact of these media on how we live and believe as individuals and as a society. Oral and written communication skills are acquired through class presentations, discussion, observation, and written assignments. Prerequisite: placement in ENGL& 101. (OC)

CMST 205 Gender communication (5)

This course examines the various influences from physiology to culture to media that affect communication between men and women. Students are challenged to learn about their own attitudes, gender-role identity, and communication ability in their relationships. Prerequisite: placement in ENGL& 101 and an oral basic skills or speech humanities course. (SSwd)

CMST& 210 Interpersonal communication (5)

Designed to introduce students to basic interpersonal communication theory. Emphasis on topics such as functions of communication, self-concept, perception, conversation skills, relationship development and maintenance, self-disclosure, assertiveness, and conflict management strategies. Prerequisite: placement in ENGL& 101. (OC)

CMST& 220 Public speaking (5)

Introduction to communication theory and public speaking emphasizing organization, audience analysis, oral styles, and use of visual aids. Includes presentation of various types of public speeches and analyses of contemporary speeches. Recommended preparation: placement in ENGL& 101. (OC)

CMST 225 Intercultural communication (3 or 5)

The course introduces the student to practices and principles in the field of communication as they apply to face to face interaction with peoples of diverse cultures both within the U.S. and out. The course is designed to provide students with the knowledge and opportunity to apply skills learned in class to their everyday encounters. Topics covered include intercultural barriers, cultural values, worldview, and the interrelation between the environment and social systems that underpin culture. Prerequisite: placement in ENGL& 101 and one of the following CMST& 101, 210, 220, or 230. (SS,Hwgs)

CMST& 230 Small group communication (5)

Introduces students to the theory and practice of small group communication. Course covers interpersonal relationships in groups, leadership, decision-making, problem solving, and presentations speaking in a variety of settings. Recommended preparation: placement in ENGL& 101. (OC)

CMST 245 Introduction to organizational communication (5)

Formerly CMST 145. This course is designed to introduce students to the field of organizational communication. Students will examine a range of perspectives, theories, and issues exploring the ways communication affects and is affected by the organizational context. Topics will include technology, diversity, and ethics in organizations; sexual harassment, negotiating/conflict management. The course involves theory application with a primary focus on the development of effective communication skills (e.g., interviewing, professional presentations, teamwork, responding non-defensively to criticism, leadership). Recommended preparation: placement in ENGL& 101. (OC)

CMST 250 Survey of communication theory (5)

This course is a survey of human communication principles and concepts, including interpersonal, intrapersonal, organizational, rhetorical, ethical, intercultural, and mass communication theory. Prerequisite: ENGL& 101 and any CMST course. (H,SSwd)

CMST 295C Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in communication studies. Required preparation: acceptance into the Honors Program. (OC)

CMST 295H Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in communication studies. Required preparation: acceptance into the Honors Program. (H)

Compass to campus (CTWOC)

CTWOC 201 Compass to campus youth mentoring I (3)

In this course students learn best practices in mentoring and are placed as mentors in outreach to students in grades 5-12 from varied cultural, social and economic backgrounds. Students experience community service, reflective practice and cultural awareness while gaining critical transferrable skills useful for a range of career pathways. Recommended preparation: It is recommended that students have strong English reading comprehension, writing and oral skills. (UEd)

Computer information systems (CIS)

CIS 100 Computer literacy (3 or 5)

Introduction to the practical application of computers and communication technology. Includes the major components of computer systems, user interfaces, applications, networking, and societal issues surrounding computing, including ethics, privacy, security, and sustainability. (UEs)

CIS 104 Unmanned aircraft systems (UAS) piloting (3)

This course will teach students about how to pilot an Unmanned Aircraft System (UAS) and proper safety guidelines. Students will learn applicable regulations relating to small UAS rating privileges, limitations, flight operation and more. Prerequisite: A minimum grade of C in ENGL& 101 or permission of program coordinator. MATH 098 recommended. (UE)

CIS 105 Computer operating systems I (4)

Introduces the fundamentals of computer operating systems including history, evolution and design, as well as support, maintenance and troubleshooting. Lab work included. Recommended preparation: CIS 100 or equivalent. (UE)

CIS 106 Open source operating systems (5)

Fundamental management of open source systems from the command line, user administration, file permissions, software configuration and management of clients. Prerequisite: CIS 105 with a minimum grade of C or permission of program coordinator. (UE)

CIS 110 Introduction to computer security (3)

Basics of Computer Security, including identifying threats, planning for business continuity, and preparing for various security attacks. Prerequisite: CIS 105 with a minimum grade of C or permission of program coordinator. (UE)

CIS 115 Introduction to internet of things (IoT) (3)

This course will introduce students to IoT (Internet of Things) components and systems. Students will utilize hands on activities to model securely connecting sensors to cloud services over IP networks and collecting data in an IoT system. Recommended preparation: MATH 98. (UE)

CIS 116 Virtualization (3)

Implementing virtualization techniques and technologies. Prerequisite: CIS 105 with a minimum grade of C or permission of program coordinator. (UE)

CIS 180 Technical internship and career preparation (2)

This course is designed for computer information systems students preparing to obtain an internship/job, while fostering career readiness skills. They will highlight their strengths and skills within a professional application, including resume, cover letter, and technical interview. Common strategies for successful interviews will be discussed while practicing solving interview problems. Prerequisite: CIS 105 with a minimum grade of C. (UE)

CIS 190 Technical internship (1-5)

Students develop practical skills by applying what is learned in the classroom with planned, supervised, on the job experience. Students explore technical and career issues related to the profession, including ethic, responsibility, critical thinking, and problem solving skills. Repeatable with program permission. Prerequisite: permission of CIS program coordinator. (UE)

CIS 201 Introduction to database design (5)

Students will learn how to use Structured Query Language (SQL) to retrieve and organize information from a relational database, filter, modify, group and summarize data, and retrieve joint information from multiple tables in a database. Recommended preparation: CS& 141 with a minimum grade of C. (UE)

CIS 204 Unmanned aircraft systems (UAS) fleet management (4)

This course will introduce students to the components of fleet management such as assigning missions, creating workflows, monitoring the activity of operators, craft flight time, checklists, and location insights. Students will also learn about some of the vulnerabilities and will be taught how to secure against such tampering. Prerequisite: CIS 104 with a minimum grade of C or permission of program coordinator. (UE)

CIS 205 Computer operating systems II (5)

Advanced study of computer operating systems and platforms. Prerequisite: CIS 105 with a minimum grade of C or permission of program coordinator. (UE)

CIS 206 Computer support I (4)

In-depth study of computer components and their interrelationships. Lab period with hands-on experience in installation, upgrading, removal, configuration, and troubleshooting of software and hardware. Prerequisite: CIS 105 with a minimum grade of C or permission of program coordinator. (UE)

CIS 207 Computer support II (5)

In-depth study of computer components and their interrelationships. Lab period with hands-on experience in installation, upgrading, removal, configuration, and troubleshooting of hardware and software on various platforms. Prerequisite: CIS 206 with a minimum grade of C or permission of program coordinator. (UE)

CIS 214 Network security I (5)

Network security fundamentals including defining a security policy, attack methods, intrusion detection, firewalls, identifying risks, and securing networks. Prerequisite: CIS 106, CIS 110, CIS 116 and CIS 226 or CIS 236 with a minimum grade of C; or permission of program coordinator. (UE)

CIS 215 Network security II (5)

This course is a continuation of Network Security I, with added emphasis on defense in depth. Prerequisite: CIS 214 with a minimum grade of C or permission of program coordinator. (UE)

CIS 216 Industrial control systems security (5)

Securing Industrial Control Systems including identifying risks, configuring devices and protocols, attack methods, and security ICS networks. Prerequisite: CIS 215 with a minimum grade of C or permission of program coordinator. (UE)

CIS 220 Cloud foundations (5)

This course introduces foundational cloud computing concepts and best practices. Students will examine the benefits and cost of operating cloud architecture. They will discuss the financial impact of cloud migration and the general impact of migrating to a cloud-based architecture. Prerequisite: CIS 105 with a minimum grade of C or permission of program coordinator. (UE)

CIS 221 Cloud security (4)

This course will introduce cloud security issues and security controls for cloud computing environments. Students will practice baseline security practices and configure technical security controls. Prerequisite: CIS 105 with a minimum grade of C or permission of program coordinator. (UE)

CIS 224 Unmanned aircraft systems (UAS) mapping/imaging (5)

This course will teach students about how an Unmanned Aircraft System (UAS) can be used to perform image captures and different methods of applications for imaging. Students will learn applicable regulations relating to small UAS rating privileges, limitations, flight operation and more. Advisory: MATH 98 with a grade of C recommended. Prerequisite: CIS 204 with a minimum grade of C or permission of program coordinator. (UE)

CIS 225 Computer forensics (5)

This is an introductory course to computer forensics and investigations. Topics include: forensic tools, computer forensic analysis, investigations, and preparing written reports. Prerequisite: CIS 105 and 206 with a minimum grade of C or permission of program coordinator. (UE)

CIS 226 Cisco networking I (5)

First in the four quarter networking sequence. This course introduces the fundamentals of networking, including introduction to the OSI and TCP/IP network models, and IP addressing and sub-netting. Other topics include: network design, topologies, protocols, wiring, and network devices. Prerequisite: CIS 105 with minimum grade of C or permission of program coordinator. (UE)

CIS 227 Cisco networking II (5)

Continuation of four quarter networking sequence. Topics include routing protocols and concepts including static and dynamic routing. Students will gain hands on experience in the lab configuring and troubleshooting multiple routing protocols, including OSPF. Prerequisite: CIS 226 with a minimum grade of C or permission of program coordinator. (UE)

CIS 228 Cisco networking III (5)

Topics include LAN Switching and wireless communication, configuring, verifying, and troubleshooting VLANs, inter-VLAN routing, VTP, and trunking on Cisco switches. Students will learn to configure wireless networks and common implementation issues. Students will gain hands on experience in the lab. Prerequisite: CIS 227 with a minimum grade of C or permission of program coordinator. (UE)

CIS 229 Cisco networking IV (5)

Topics include voice and video over IP and WAN technologies including PPP, Frame Relay, and broadband links. WAN security concepts are discussed in detail, including types of threats, how to analyze network vulnerabilities, and general methods for mitigating common security threats. Prerequisite: CIS 228 with a minimum grade of C or permission of program coordinator. (UE)

CIS 236 Cisco networking I (5)

First in the three quarter networking sequence. This course introduces the fundamentals of networking, including introduction to the OSI and TCP/IP network models, and IP addressing and sub-netting. Other topics include: network design, topologies, protocols, wiring, network devices, and network security fundamentals. Prerequisite: CIS 105 with minimum grade of C or permission of program coordinator. (UE)

CIS 237 Cisco networking II (6)

Topics include: LAN Switching, Routing and wireless communication, configuring, verifying, troubleshooting VLANs, inter-VLAN routing, DHCP, routing and switching redundancy, STP, and trunking on Cisco devices. Students will learn to configure wireless networks and common implementation issues. Students will gain hands on experience in the lab. Prerequisite: CIS 236 with minimum grade of C or permission of program coordinator. (UE)

CIS 238 Cisco networking III (6)

Topics include: WAN technologies, Quality of Service, Network security, Network management and automation. WAN security concepts are discussed in detail, including types of threats, how to analyze network vulnerabilities, and general methods for mitigating common security threats. Prerequisite: CIS 237 with minimum grade of C or permission of program coordinator. (UE)

CIS 240 Introduction to data analytics (4)

This course will teach students foundational data analysis skills. Students will learn how to analyze data sets, and to create visual representations of that data. Advisory: MATH 98 with a grade of C recommended. Prerequisite: CIS 105 with minimum grade of C or permission of program coordinator. (UE)

CIS 245 Machine learning foundations (3)

This course will teach students introductory concepts and terminology in machine learning. Students will learn about artificial intelligence and machine learning. Students will select and apply machine learning services to resolve business problems. Advisory: MATH 98 with a grade of C recommended. Prerequisite: CIS 105 with minimum grade of C or permission of program coordinator. (UE)

CIS 301 Database management systems (5)

Students will learn about database management systems (DBMS) and how to utilize them to solve specific problems. Prerequisite: program admittance or permission of BAS program coordinator; CIS 205 with a minimum grade of C or Server+ certification or equivalent. (N)

CIS 305 Cloud computing I (5)

Analyze and apply the various technologies and services that enable cloud computing, interpret different types of cloud computing models, and analyze the security and legal issues associated with cloud computing. Compare each type of service/model of cloud computing, local resource requirements, local controls, networking requirements, and security. Prerequisite: program admittance or permission of BAS program coordinator. (N)

CIS 306 Enterprise Linux (5)

Students will be able to install, administer, configure, and upgrade a Linux system in enterprise environments. Students will be able to analyze the tools and explain the concepts needed to build and manage a production Linux infrastructure, including integrating the infrastructure into a Windows environment. Prerequisite: program admittance; CIS 106 with a minimum grade of C. (N)

CIS 308 Mobile and wireless technologies (5)

Students will learn about the hardware, communications, management, and programming environments associated with mobile technologies. Students will be able to interpret and explain coordination, energy efficiency, self-organization, and security within a wireless sensor network and be able to identify methods for isolating and/or obfuscating RF transmissions. Prerequisite: program admittance or permission of BAS program coordinator; and CIS 229 with a minimum grade of C or; Network+ certification or equivalent. (N)

CIS 316 Embedded systems (5)

Students will learn to evaluate and configure cyber physical systems including embedded system architectures, analyze real time OS issues including concurrency and synchronization, and apply real time resource management. Prerequisite: program admittance or permission of BAS program coordinator. (N)

CIS 317 Embedded systems deployment (5)

The development of projects for a connected business, city, or implementing assistive technologies means providing data and services from anywhere, on any network, and in various environmental conditions. Students will develop a deployment strategy for an IoT/Embedded System and conduct a risk assessment to develop and provide mitigation strategies. Prerequisite: CIS 316 with a minimum grade of C; program admittance or permission of BAS program coordinator. (N)

CIS 318 IoT networking and data analysis (5)

Students will learn to evaluate and implement strategies for the storage and analysis of big data that is generated by IoT devices including sensors and input data. Students will use data that is generated by IoT systems to practice techniques for storing and analyzing data. Prerequisite: CIS 317 with a minimum grade of C; program admittance or permission of BAS program coordinator. (N)

CIS 320 Web development (5)

Students will develop and maintain a web site, incorporate e-commerce and database components into a web site, and employ appropriate security measures. They will create scripts/programs to automate and perform operations and implement basic security practices in developing scripts/programs (e.g., bounds checking, input validation). Prerequisite: program admittance or permission of BAS program coordinator; CIS 301 and CS&141 with a minimum grade of C. (N)

CIS 405 Cloud computing II (5)

Topics covered include: cloud based storage, virtualization, service-oriented architecture (SOA), high availability, scaling, mobile devices, the role of open source cloud software such as Hadoop, OpenStack, and others. Prerequisite: program admittance or permission of BAS program coordinator and; CIS 305 with a minimum grade of C. (N)

CIS 406 Supply chain (5)

Designing a supply chain including all of the components and the associated security issues. Students will learn about issues related to outsourcing supply chain components, apply mitigation methods, analyze transport and logistics of components, and evaluate third party development practices. Prerequisite: program admittance and; CIS 308 with a minimum grade of C. (N)

CIS 416 ICS architecture (5)

Students will learn about local area networks in the master station and in the field; reliability, redundancy and safety issues; features of the RTU; PLCs and industrial computers; instrument and equipment interfaces; features of the MTU/HMI; security; data historian/back end systems; and planning and managing SCADA projects. Prerequisite: program admittance or permission of BAS program. (N)

CIS 499 Capstone (5)

Students will be able to apply a concept taught in the IT networking BAS program, and develop additional expertise and knowledge through an approved industry focused project. Prerequisite: program admittance and; 50 upper division credits in BAS program. (N)

Computer science (CS)

CS 101 Computers and software (5)

Covers the organization and operations of a computer and computer networks, information representation, the primary tasks of operating systems, application and system software, and the fundamentals of computer programming. Includes logical reasoning, and managing complexity. Recommended for students who haven't had previous programming. (LE)

CS 120 HTML fundamentals (5)

Teaches the fundamentals of web page design and implementation. Emphasizes text formatting, web page layout, links, lists, tables, frames and forms using HTML, scripting, and database connectivity. Recommended preparation: windows file management and keyboarding skills. (UE)

CS& 141 Computer science I Java (5)

This course provides an introduction to computer programming with Java. It covers computer architecture, machine instruction processing, basic data types, program control structures, functional decomposition, classes, and fundamental data structures. Recommended for math, science, engineering, computer science, and software development majors. Prerequisite: MATH 99. CS 101 recommended. (MS)

CS 145 Computer Science II (5)

This course is a continuation of CS&141. Teaches the fundamentals of computer programming. Covers searching and sorting, object oriented design, error handling, file input and output, event based programming, bitwise operators, multithreaded and network programming. Recommended for math, science, engineering, computer science, and software development majors. Prerequisite: CS& 141. (MS)

CS 240 Data structure and algorithm fundamentals (5)

Teaches software development skills that emphasize the study of abstract data types using object oriented programming techniques, Big O algorithm analysis, fundamental data structures such as lists, stacks, queues, and trees; and searching and sorting. Prerequisite: CS 145. (MS)

CS 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Computer Science. Required preparation: acceptance into the Honors Program. (MS)

Cooperative education / internships (CO-OP)

CO-OP 180 Preparing for career work experience (1-2)

This course is designed for students to prepare for obtaining an internship or job, while fostering career readiness skills. Students will research careers of interest, employing community and market data. They will highlight their own strengths and skills within a professional application, including resume, cover letter, and conducting an interview for an internship or job. Finally they will analyze job retention and career readiness skills while creating a plan for ongoing professional development. (UE)

CO-OP 190 Cooperative education/internship (1-5)

The student will complete an academic internship that offers experience-based learning in a structured, supervised, and career-related setting. Measurable internship learning outcomes are collaboratively created by the student, internship supervisor, and faculty mentor. The student will develop professional readiness by fostering critical thinking, communication skills, teamwork, leadership, professionalism, and cultural respect. Co-ops above 5 credits may be arranged with permission from co-op coordinator. Repeatable with program permission. Recommended preparation: CO-OP 180. (UE)

CO-OP 290 Cooperative education/internship (1-10)

Experience-based learning courses for variable credit across disciplines. Students deepen learning, enrich resumes by applying knowledge and skills in a structured, career-related setting within the employing community. Also developed are appropriate work ethics, attitudes, responsibility, personal qualities, critical thinking, problem solving skills necessary for the workplace. Measurable learning outcomes are written collaboratively by the student, faculty mentor and employer through a learning contract process. Co-ops above 5 credits may be arranged with permission from a Co-op Coordinator. Recommended preparation: CO-OP 180. (UE)

Criminal justice (CJ)

CJ& 101 Introduction to criminal justice (5)

Overview of the role of the police, problems they deal with, and the criminal justice system as a whole. Covers career opportunities and qualifications needed to be considered for hiring. Also covers roles of personnel working in corrections, probation, parole, community relations and the court system. Prerequisite: placement in ENGL& 101. (SSw)

CJ 109 Community relations (3)

Examination of the elements essential to building and maintaining a positive and constructive climate for police citizen contact. Topics include crime prevention, media relations and public evaluation of police agencies. (UE)

CJ& 110 Criminal law (3)

This course will cover the basic concepts of Title 9 and 9A of the Revised Code of Washington (RCW). The emphasis will be the elements of most all common and major crimes listed within selected RCW titles. Other areas covered will include differences between civil and criminal law, criminal law defenses, warrants and arrests, and the misdemeanor presence rule. (LE)

CJ 115 Law enforcement defensive tactics (2)

This course will provide students with the ability to successfully understand and demonstrate proper law enforcement use of force options consistent with federal and state law as well as regulations administered by the Washington State Criminal Justice Training Commission. Instruction will include classroom lecture as well as hands-on applications. (UE)

CJ 120 Self-defense (2)

This course will focus on the three components of self-defense: situational awareness, understanding and controlling fear and exploiting strengths/weaknesses of the body. Additional topics will include pre-attack indicators, the victim selection process, de-escalation, personal safety plans and legal considerations. Emphasis is on strategy, avoidance and survival. (UE)

CJ 190 Criminal justice internship (1-5)

The student will complete an academic internship that offers experienced-based learning in a structured, supervised, and career-related setting within the criminal justice field. The student will develop professional knowledge and skills related to criminal justice. The internship is repeatable with program permission. (UE)

CJ& 240 Introduction to forensic science (5)

A multidisciplinary approach covering the basic practices involved in forensic science, including crime scene concerns, physical evidence, proper evidence collection techniques, maintaining chain of custody, current scientific analysis of evidence and the presentation of conclusions in court. Prerequisite: CJ& 101 and placement in ENGL& 101. (LE)

CJ 245 Laws of arrest, search & seizure (3)

Concepts of how to conduct a lawful arrest, search and seizure of suspects and evidence; practicalities of conducting a search of persons, cars and houses. Class discussions on recent case law affecting search and seizure. Prerequisite: CJ& 101. (UE)

CJ 250 Criminal investigation/interviewing techniques (3)

Handling of interviews and interrogations with complainants, witnesses, and suspects. Also covers qualifications of interviewers, classifications of witnesses, psychological implications, admissions, confessions, statements and the use of scientific aids. Prerequisite: CJ& 101 and placement into ENGL& 101. (UE)

CJ 275 Patrol procedures (3)

Covers principles and skills of risk management as related to daily patrol situations. Topics include police communications, observation and perception, field interviews, crimes in progress, vehicle stops and control of occupants, handling emergencies. Prerequisite: CJ& 101. (UE)

CJ 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Criminal Justice. Required preparation: acceptance into the Honors Program. (SS)

Dance (DANCE)

DANCE 101 Modern dance I (3)

The study of basic principles of movement: space, time and effort. Emphasis on alignment and range of motion, creative movement and an appreciation of dance as an art form. No experience required. (LE)

DANCE 102 Modern dance II (3)

The continued study of the principles of movement: space, time and effort. Emphasis on alignment and range of motion, creative movement and an appreciation of dance as an art form. Prerequisite: DANCE 101. (LE)

DANCE 103 Modern dance III (3)

The continued study of basic principles of movement: space, time and effort. Emphasis on alignment and range of motion, creative movement and an appreciation of dance as an art form. Prerequisite: DANCE 102. (LE)

DANCE 111 Jazz dance I (2)

An exploration of beginning Jazz Dance. Emphasis on the basic principles of Jazz as an art form through movement, music, and contemporary and historic influences. (LE)

DANCE 112 Jazz dance II (2)

The continued study of Jazz dance. Emphasis on the basic principles of Jazz as an art form through movement, music, and contemporary and historic influences. This class welcomes all dance skill and experience levels. Prerequisites: Dance 111 or instructor permission. (LE)

DANCE 121 Global perspectives on dance (5)

An introduction to dance/movement studies through examination and analysis of global philosophies and practices. Framing dance within historical periods and cultural settings from western concert dance to African and East Asian traditions, the acts of dancing, training, and dance-making assist in understanding dance as social, political, and artistic expression. (Hg)

DANCE 130 Dance choreography and performance (3)

An introduction to the fundamentals of dance choreography and performance. Topics include choreographic theory, creative process, performance considerations, and giving and receiving feedback. Participation in final dance concert required. Prerequisite: DANCE 101 or 111 or 121 or DRMA 110 or 125. (Hp)

Drama (DRMA)

DRMA& 101 Introduction to theatre (5)

Includes the study of social justice movement, ideas and philosophies as they are present in significant works of global dramatic literature and modes of theatrical performance. Among the topics of social justice covered are the rise of the women's movement, the Civil Rights movement, race relations in America, cultural insensitivity, totalitarianism, and political satire. These movements and ideas are explored through dramatic literature and theatrical performance spanning Greek tragedies to contemporary avant-garde, and includes Beijing Opera, classical Japanese forms, classical theater, realism, musicals, and vaudeville. (Hdg)

DRMA 110 Theatre production I (1-5)

Students are involved in mounting a major theatrical production. Actors by audition. Assistant Director, Stage Manager, construction, technical and artistic support by interview, interest and need. Credits determined by level of involvement. May be repeated for credit up to 15 credits maximum. (LE)

DRMA 120 Experimental theatre project (1-5)

Students are involved in the production of non-narrative theatre or postmodern interpretations of classical drama as actors, singers, musicians, dancers, visual artists, videographers and theatre technicians. All participants learn Viewpoints and Theatre Composition as a tool for creating the production. May be repeated for credit up to 15 credits maximum. (LE)

DRMA 125 Acting I (5)

Introduction to theatrical performance in a workshop environment utilizing games, improvisations, movement, composition, and scene study. Students move from the creation and performance of short movement based improvisations, to character and textual analysis, and the performance of realistic scenes. (Hp)

DRMA 126 Acting II (5)

Formerly DRMA 201. Intensive study of theatrical realism utilizing a workshop approach. Students will become familiar with the terminology and processes used in the rehearsal and performance of psychological realism, and perform numerous scenes and monologues drawn from the diversity of realistic dramatic texts. Prerequisite: DRMA 110 or 125 and permission of instructor. (LE)

DRMA 127 Acting III (5)

Formerly DRMA 202. Advanced study of classical, realistic, and avant-garde scenes and monologues in a workshop environment. Playwrights studied include classical dramatists such as Shakespeare, Anton Chekhov and Samuel Beckett, and contemporary playwrights such as August Wilson and Suzan-Lori Parks. Prerequisite: DRMA 110, 120, 125 or 150 or instructor permission. (LEd)

DRMA 140 Creative drama (5)

Focus is on learning a system for developing personal acting skills through games and improvisation, and how to use games to teach the basic elements of theatre to children. Designed for students with an interest in personal creativity and children's theatre. (LE)

DRMA 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in drama. Required preparation: acceptance into the Honors Program. (H)

Early childhood education (ECED)

ECED& 100 Child care basics (3)

Designed to meet licensing requirements for early learning lead teachers and family home child care providers, STARS 30 hour basics course recognized in the MERIT system. Topics: child growth/development, cultural competency, community resources, guidance, health/safety/nutrition and professional practice. (UE)

ECED& 105 Introduction to early childhood education (5)

Explore the foundations of early childhood education. Examine theories defining the field, issues and trends, best practices, and program models. Observe children, professionals, and programs in action. (SS)

ECED& 107 Health/safety/nutrition (5)

Introduction to implementation of equitable health, safety and nutrition standards for the growing child in group care. Focus on federal Child Care Block Grant funding (CCDF) requirements, WA state licensing and Head Start Performance standards. Develop skills necessary to keep children healthy & safe, report abuse & neglect, and connect families to community resources. Recommended preparation: prior or concurrent enrollment in ECED& 105. (UE)

ECED& 120 Practicum – Nurturing relationships (2)

Apply best practice for engaging in nurturing relationships with children in an early learning setting. Focus on keeping children healthy and safe while promoting growth and development. (UE)

ECED& 132 Infants/toddlers care (3)

Examine the unique developmental needs of infants and toddlers. Study the role of the caregiver, relationships with families, developmentally appropriate practices, nurturing environments for infants and toddlers, and culturally relevant care. Recommended preparation: EDUC& 115. (UE)

ECED& 134 Family child care (3)

Learn the basics of home/family child care program management. Topics include: licensing requirements; business management; relationship building; health, safety, and nutrition; guiding behavior and; promoting growth and development. Recommended preparation: ECED& 105. (UE)

ECED& 138 Home visiting and family engagement (3)

Plan and provide home visits and group activities that promote secure parent-child relationships and support families to provide high-quality early learning experiences that are embedded in everyday routines and experiences. Recommended preparation: ECED& 115 with a minimum C grade. (UE)

ECED& 139 Administration of early learning programs (3)

Develop administrative skills required to develop, open, operate, manage, and assess early childhood education and care programs. Explore techniques and resources available for Washington State licensing and NAEYC standard compliance. Recommended preparation: ECED& 105. (UE)

ECED& 160 Curriculum development (5)

Investigate learning theory, program planning, and tools for curriculum development promoting language, fine/gross motor, social-emotional, cognitive and creative skills and growth in young children (birth-age 8). Prerequisite: ECED& 105 and EDUC& 115; or concurrent enrollment. (UE)

ECED& 170 Environments-young children (3)

Design, evaluate, and improve indoor and outdoor environments that ensure high quality and comprehensive learning experiences, and optimize the development of young children. (UE)

ECED& 180 Language/literacy development (3)

Develop teaching strategies for language acquisition and literacy skill development at each developmental stage (birth-age 8) through the four interrelated areas of speaking, listening, writing, and reading. (UE)

ECED& 190 Observation/assessment (3)

Collect and record observation of and assessment data in order to plan for and support the child in early childhood settings. Practice reflection techniques, summarizing conclusions, and communicating findings. (UE)

ECED 220 Music and movement (3)

Integrating music and movement into early childhood environments. A repertoire of music and movement activities will be developed that focus on social development, physical health, enhancing creativity, and supporting all areas of a child's development. (UE)

ECED 236 Math and science (3)

Teaches techniques for teaching the foundations of mathematical and scientific thought and encouraging the development of math and science concepts and skills in young children. Environmental awareness and sustainability practices introduced. (UE)

ECED 290 Early childhood education internship (1-5)

Student will complete an academic internship that offers experience-based learning, in a structured, supervised, and career-related setting. Measurable internship learning outcomes are collaboratively created by the student, internship supervisor, and faculty mentor. The student will develop professional readiness by fostering skills necessary to work in the early childhood education field. Repeatable with program permission. Recommended preparation: ECED& 120. (UE)

Economics (ECON)

ECON 100 Survey of economic principles (5)

Introductory course for those not planning a major in Business, Accounting or Economics. Fundamental concepts of economic analysis with application to contemporary problems, including consumer demand and supply decisions in market economies, national income, unemployment, inflation, money and banking. (SS)

ECON 110 Principles of environmental economics (5)

Designed for non-business majors who would like to know the cost of environmental issues in an economic context. Provides the student with a strong background on the theory of environmental economics and recent policy issues. Covers current methods of making implied costs including global warming, ozone depletion, and pollution of air and water. Covers concepts rather than mathematical proofs and justification. Includes research strategies. (SSgs)

ECON& 201 Micro economics (5)

Introduction to microeconomics. Presents supply and demand models, consumers and producers choice in the competitive and non-competitive market. Examines the various economic decisions made by firms relating to price, demand, factors of production, and costs. Prerequisite: MATH 99. (SS)

ECON& 202 Macro economics (5)

Introduction to macroeconomics; elementary analysis of the determination of income through national income accounting. Covers macroeconomic issues including inflation, unemployment, economic growth, recessions, monetary/fiscal policy, and international trade and finance. Prerequisite: ECON& 201. (SSg)

ECON 203 Economic problems in historical perspective (5)

Examination of major contemporary economic problems from the standpoint of the interacting technological, institutional, and economic processes which produced them. Course focuses on the historically relevant origins of a number of contemporary issues such as growth, stagnation, depression, inflation, breakdown of international monetary systems, and deregulation of industries. (SS)

ECON 205 Alternative economic systems (5)

Introduction to the operation of three fundamentally different economic systems: the free enterprise system as practiced in the U.S.; the free enterprise system as practiced in Western European democracies; and command economic systems as practiced in China. Mercantilism and laissez faire also discussed. Prerequisite: placement in ENGL& 101. (SSwg)

ECON 210 Economic ethics (5)

This course is an integrated study of the role of law, ethics, morality, and social responsibility in an entrepreneurial environment. Using case analysis to study and solve: ethical dilemmas in the Market Place, the ethics of the Economic Actor, and ethics/social responsibility of organizations. Prerequisite: placement in ENGL& 101. (SSw)

ECON 225 Money and banking (5)

Course is designed to provide students with an introduction to the core principles of money and banking. Topics include, but are not limited to, the following: supply and demand, interest rates, financial instruments, financial markets, financial institutions, central banks, risk, derivatives, futures, options, and swaps, banks and bank management, monetary policy, fiscal policy, financial stability, and financial system regulation. (SS)

ECON 260 Introduction to international trade (5)

This course deals with impacts of globalization, an overview of key issues facing international trade. It covers conceptual foundations for international trade. It addresses environmental, cultural, political, and legal concerns on a global scale. It integrates with managerial concerns of strategy, tactics, and operations in doing business in international markets. (SSgs)

ECON 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Economics. Required preparation: acceptance into the Honors Program. (SS)

Education (EDUC)

EDUC& 115 Child development (5)

Basic concepts and theory of development from birth through early adolescence. Techniques for observing, assessing, and recording growth and development. (LEd)

EDUC& 130 Guiding behavior (3)

Examine principles and theories promoting social competence in young people through adolescence. Includes the creation of safe learning environments. Develop skills promoting effective interactions, providing positive individual guidance, and enhancing group experiences. (UE)

EDUC& 136 School age care (3)

Develop skills to provide developmentally appropriate and culturally relevant activities and care, specifically: preparing the environment, implementing curriculum, building relationships, guiding academic /social skill development, and community outreach. Recommended preparation: prior or concurrent enrollment in ECED& 105. (UE)

EDUC& 150 Child/family/community (3)

Integrate the family and community contexts in which a child develops. Explore cultures and demographics of families in society, community resources, strategies for involving families in the education of their child, and tools for effective communication. (UEd)

EDUC 190 Cooperative education/internship (1-5)

Students deepen learning, enrich resumes by applying knowledge and skills in a structured, career-related setting within the employing community. Also developed are appropriate work ethics, attitudes, responsibility, personal qualities, critical thinking, problem solving skills necessary for the workplace. Measurable learning outcomes are written collaboratively with student, faculty mentor and employer. Repeatable with program permission. Recommended preparation: CO-OP 180. (LE)

EDUC& 202 Introduction to education (5)

Survey course in history, philosophy and principles, issues, and trends in American Education. Includes opportunities for observations of educational models and exploration of career paths. (SS)

EDUC& 204 Exceptional child (5)

Introductory course in recognition and identification of exceptionality in children from birth through high school. Includes state and federal regulations and provisions for special education and related services, as well as adaptations for serving special needs students in general education classrooms. (LE)

EDUC 250 Professionalism in the workplace (2)

Students will develop problem-solving skills and learn to resolve dilemmas using the NAEYC Code of Ethical Conduct. Professional portfolios will be developed. (UE)

Educational planning (EDPL)

EDPL 050 Academic transitions (1-5)

Designed for ABE and High School Completion and Re-engagement students new to the college environment. Introduction to the college environment; program and college services; academic literacy; study skills and time management; and skills necessary to become a successful student. Lectures, small group discussion, virtual lessons, and experiential exercises. S/U grading. Prerequisite: program admittance required. (N)

EDPL 100 College success: An orientation for new students (2)

This orientation is a launching pad for your college career and your long-term goal for success as a learner and a professional. You will increase your skills in note taking, test taking, time management, stress management, and more. You will explore career and educational pathways, seek out and apply strategies for critical and metacognitive thinking, and boldly share in a community of ideas that needs your knowledge and perspective. (UE)

EDPL 104 SEECRS scholars: An introduction to stem (2)

Designed for students intending to pursue STEM degrees and careers, this class will serve as a survey of the disciplines in science, technology, engineering, and mathematics. This survey will include an exploration of the work associated with disciplines, the sub-disciplines present, and an introduction to the culture within STEM. This course will incorporate general academic skills development, STEM specific academic skill development, and opportunities for career exploration. Class will include lectures, small group discussion, and experiential exercises. (UE)

Engineering (ENGR)

ENGR 101 Introduction to engineering (5)

Project based introduction to engineering analysis and modeling exploring the engineering field. Topics include career opportunities, academic success strategies, analytical problem solving, and applications of mathematics, physics, and chemistry in engineering. Projects introduce engineering software and skills such as computer-aided design (CAD), 3D printing, laser cutting, communication, and spreadsheets. Prerequisite: prior or concurrent enrollment in MATH& 141 and placement in ENGL& 101. Course counts as Physical/Biological Science lab course for DTA. (MSI)

ENGR& 114 Engineering graphics (5)

Methods of modeling and depicting three-dimensional objects and communicating design information. Introduction to parametric solid modeling software as a design and analysis tool. Freehand sketching for spatial visualization skill development and design conceptualization. Topics include part and assembly modeling, orthographic projection, engineering drawings, and 3-D printing. Prerequisite: prior or concurrent enrollment in MATH& 141. Recommended preparation: ENGR 101. (MS)

ENGR 120 Introduction to scientific computing (2)

The course introduces MATLAB as a programming tool for mathematical analysis, visualization, simulation, and modeling, specifically pertaining to solving engineering design and analysis problems. Prerequisite: MATH& 142 with a minimum grade of C. (UE)

ENGR 151 Introductory design and computing (5)

Project based experience with the engineering design process and technical computing. Explores the role of creativity, teamwork, and communication in promoting innovative design. Includes an introduction to computer programming, data analysis, sensors, and microcontrollers.

Prerequisite: MATH& 152 with a minimum grade of C or both MATH& 142 and ENGR 101 with minimum grades of C; and placement in ENGL& 101. Course counts as Physical/Biological Science lab course for DTA. (MSI)

ENGR 201 Fundamentals of materials science (5)

Atomic, molecular, and crystalline structures of solid materials and the relation to electrical, mechanical, thermal, and chemical properties. Introduction to materials processing and fabrication techniques. Prerequisite: a minimum grade of C in CHEM& 161 and PHYS& 221; and placement in ENGL& 101. Course counts as Physical/Biological Science lab course for DTA. (MSI)

ENGR 202 Logic circuits (6)

Introduction to the basic components of logic circuits. Design and analysis of combinational and sequential logic circuits using relevant theorems, mathematical models, and hardware description language. Includes exposure to modern methods and design tools. Prerequisite: a minimum grade of C in MATH& 151; and minimum grade of C in ENGR 151 or CS& 141. (MS)

ENGR& 204 Electrical circuits (6)

Analysis of mathematical models of electric components and circuits. Topics include sources, resistors, capacitors, inductors, operational amplifiers, transient response, sinusoidal steady-state response, and three-phase circuits. Laboratory introduces electrical instrumentation and design applications of electrical circuit concepts. Prerequisite: PHYS& 223 with a minimum grade of C and prior or concurrent enrollment in MATH 238. Recommended preparation: ENGR 151 and MATH 204. Course counts as Physical/Biological Science lab course for DTA. (MSI)

ENGR& 214 Statics (5)

Introduction to analysis and design of force systems in equilibrium. Topics include vector analysis, types of forces, moments, equilibrium analysis, structures, centroids, moments of inertia, friction, and internal forces. Prerequisite: MATH& 152 and PHYS& 221 with a minimum grade of C; and placement in ENGL& 101. (MS)

ENGR& 215 Dynamics (5)

Introduction to analysis and design of mechanical systems in motion. Kinematics and kinetics of particles and rigid bodies analyzed using Newton's Second Law, work-energy, and impulse-momentum. Scalar and vector methods in multiple coordinate systems. Prerequisite: PHYS& 221, ENGR& 214, MATH& 163 with a minimum grade of C. (MS)

ENGR& 224 Thermodynamics (5)

Introduction to thermodynamics from a macroscopic point of view. First and second law analysis of engineering systems such as engines, power plants and heat pumps. Topics include thermodynamic states, property tables, equations of state, energy interactions, entropy, efficiency, and power cycles. The majority of course topics emphasize efficiency analysis and how technology choices and development can contribute to more sustainable energy generation and use. Prerequisite: CHEM& 162, MATH& 152, PHYS& 222 with a minimum grade of C; and placement in ENGL& 101. Course counts as Physical/Biological Science lab course for DTA. (MS s)

ENGR& 225 Mechanics of materials (5)

Introduction to mechanics of solids. Development of basic relationships among loads, stresses and deformations of structures and machine elements subject to axial, shear, torsion, bending and combined loadings. Applications to engineering design. Prerequisite: ENGR& 214 with a minimum grade of C; and placement in ENGL& 101. (MS)

ENGR 240 Applied numeric methods (5)

Numerical solutions to problems in engineering and science using modern scientific computing tools. Application of mathematical judgment in selecting computational algorithms and communicating results. Introduction to MATLAB programming for numerical computation. Prerequisite: MATH& 163 and MATH 207 with minimum grade of C; and ENGR 151 or CS& 141 with minimum grade of C. Recommended preparation: MATH 204 or concurrent enrollment. (MS)

ENGR 251 Research and development experience (2)

A student led and project-based research, development and design experience. Continue engaging with the engineering design process, teamwork principles, project management, tools, and technologies that are introduced in 100-level engineering. Prerequisite: ENGR& 114 with a minimum grade of C or ENGR 151 with a minimum grade of C. (LE)

English (ENGL)

ENGL 081 College skills development for the professions I (1-5)

This course is designed to link with I-BEST courses. Students will develop their college level reading, writing, and study skills to support learning in linked I-BEST courses. S/U grading. Program admittance required. (N)

ENGL 082 College skills development for the professions II (1-5)

This course is designed to link with I-BEST courses. Students will further develop their college level reading, writing, and study skills to support learning in linked I-BEST courses. S/U grading. Program admittance required. (N)

ENGL 083 College skills development for the professions III (1-5)

This course is designed to link with I-BEST courses. Students will develop their college level reading, writing, and study skills to support learning in linked I-BEST courses and to facilitate transition into ENGL& 101. S/U grading. Program admittance required. (N)

ENGL 084 College skills development for the professions IV (1-5)

This course is designed to be taught with ENGL& 101. Students will develop their college-level reading, writing and study skills to support successful completion of ENGL& 101. S/U grading. Program admittance required. (N)

ENGL 086 Spelling (1-5)

Development of spelling skills, strategies, and ability through examining word elements (prefixes, roots, and suffixes), rules, spelling patterns and processes, and dictionary work. Repeatable to a maximum of 5 credits. S/U grading. (N)

ENGL 087 Vocabulary building (2-3)

Designed to develop and strengthen vocabulary through examining word elements (prefixes, roots, and suffixes) and context clues. S/U grading. (N)

ENGL 090 Spelling and vocabulary (3-5)

Designed to develop and strengthen spelling ability and vocabulary by examining word elements (prefixes, roots, and suffixes), spelling patterns and processes, using the dictionary, and context clues. S/U grading. (N)

ENGL 092 Critical analysis (5)

Designed to encourage and strengthen reading comprehension and analysis strategies for college textbooks, news articles, essays and literature, to focus on expanding vocabulary, to practice writing skills, and to increase reading rate. S/U grading. Prerequisite: reading placement test. (N)

ENGL 094 Fundamentals of written communication (5)

Focuses on the interconnected aspects of reading, composition, and how to organize information in writing. Examines summary writing, response writing, focusing on developing a main point, and various sentence structures as a way of clarifying information. Prerequisite: placement test and writing sample. (N)

ENGL 095 Basic composition and form (5)

A basic writing course with readings. Reviews summary, paragraph, and essay writing, various rhetorical structures, as well as basic grammar, punctuation, and sentence structures. Prerequisite: ENGL 094 or placement test and/or writing sample. (N)

ENGL 098 Constructing paragraphs and essays (3-5)

Refinement of essay and paragraph writing skills. Focuses on the structure, development, and strengthening of paragraphs and essays and examines various rhetorical structures. S/U grading. Prerequisite: instructor permission. (N)

ENGL& 101 English composition I (5)

This course helps students become more effective writers in academic and professional settings. Students learn to enter ongoing academic conversations, analyze and use secondary sources to formulate, develop, revise, and communicate ideas in writing, and shape their message to different purposes, audiences, and media. Prerequisite: ENGL 095 or placement into ENGL& 101. (CC)

ENGL& 111 Introduction to literature (5)

This course introduces students to fiction, nonfiction, poetry, and plays, with an emphasis on critical understanding of the form, content and cultural contexts of literature. (Hwg)

ENGL& 113 Introduction to poetry (3 or 5)

This course introduces students to the elements of poetry through close reading and analysis. (Hwdg)

ENGL 124 Environmental literature (5)

This course introduces students to literature as a vehicle for international environmental awareness emphasizing the relationship between a writer, the environment, and sense of place. (Hwdgs)

ENGL 136 Science fiction and fantasy (3 or 5)

This course introduces students to the genres of science-fiction and fantasy, focusing upon major themes and how speculative fiction addresses contemporary human concerns. (Hw)

ENGL 141 Introduction to fiction: The short story (3 or 5)

This course introduces students to an international selection of short fiction through close reading and analysis of the elements of the genre. (Hwg)

ENGL 142 Introduction to fiction: The novel (3 or 5)

This course introduces students to an international selection of novels through close reading and analysis of the elements of the genre. (Hwg)

ENGL 150 Introduction to British literature (5)

This course introduces students to English, Scottish, Irish and/or Welsh fiction, nonfiction, poetry, and plays, with an emphasis on critical understanding of the form, content and cultural contexts. (Hwg)

ENGL 161 Introduction to American literature (5)

This course introduces students to diverse works of American fiction, nonfiction, poetry, and plays, with an emphasis on critical understanding of the form, the content, and the cultural and historical contexts. (Hwd)

ENGL 169 Modern American poetry (5)

This course is an introduction to American poetry from the Modernists (early 20th century) to the present day with an emphasis on major movements and themes. (Hwd)

ENGL 174 Academic skills: Gaining knowledge and power (3 or 5)

This course examines identity and the ways in which society intersects with race, class and gender. We will critically examine larger cultural ideologies reinforced by the media. We will also look at personal identity as participants in higher education. Students will hone academic skills, including writing, note-taking, test-taking, active learning, and time and stress management. (UEwd)

ENGL 177 College study skills for IBEST 1 (2)

A course designed to enhance effectiveness in time management, organization, textbook reading and academic research. Required preparation: participation in Developmental Education IBEST. (UE)

ENGL 178 College study skills for IBEST 2 (3)

A course designed to enhance knowledge and effectiveness in learning theories, test taking, memory, note making, vocabulary and reading rates. Prerequisite: completion of ENGL 170A with a minimum grade of C. (UE)

ENGL 188 Special topics in literature (2 or 3)

This course focuses on the development of academic writing skills and awareness of those skills as a reflective writer. Emphasis on the use of sources, development of ideas, and rhetorical awareness in academic discourse in support of ENGL& 101. S/U grading. Prerequisite: placement in ENGL& 101. (UE)

ENGL 194 Special topics in literature (3 or 5)

An in-depth examination of a particular topic within literature. Possible topics include, but are not limited to, a particular literary genre, a particular literary movement or period, the work of a particular author, particular literary techniques or structures, or a particular theoretical construct or lens. (Hw)

ENGL 201 Advanced composition (5)

This course helps students become more effective communicators through the production of various forms and mediums of writing. Students develop effective rhetorical strategies through analysis of texts and contexts, as well as engaging in independent research as part of meaningful and ethical scholarship. Prerequisite: ENGL& 101 with a minimum grade of C-. (CC)

ENGL 202 Writing about literature (5)

This course helps students develop skills in reading and writing about literature. Students analyze literature based on elements of genres, including fiction, poetry, and/or drama, and develop essays using strategies of literary analysis. Prerequisite: ENGL& 101 with a minimum grade of C-. (CC)

ENGL 225 Children's literature (5)

This course introduces students to the field of children's literature, spanning classic to contemporary works. The emphasis is on exploring various genres, styles, trends, and cultural traditions—through works for the very young to young adults. Prerequisite: ENGL& 101. (Hwd)

ENGL 226 Children's literature II (5)

This course introduces students to further reading and analysis in the field of children's literature, spanning classic to contemporary works. The emphasis is on exploring various genres, styles, trends, and cultural traditions—through works for the very young to young adults. Prerequisite: ENGL 225. (Hwd)

ENGL& 230 Technical writing (3)

This course helps students develop effective methods of research, organization and presentation of findings typical of professional, technical, and scientific writing. Students develop problem-solving and researching skills, including data collection, the critical analysis of sources, documentation, and document design. Prerequisite: ENGL& 101 with a minimum grade of C-. (CC)

ENGL& 235 Technical writing (5)

This course helps students develop effective methods of research, organization and presentation of findings typical of professional, technical, and scientific writing. Students develop problem-solving and researching skills, including data collection, the critical analysis of sources, documentation, and document design. Prerequisite: ENGL& 101 with a minimum grade of C-. (CC)

ENGL& 236 Creative writing I (5)

This course introduces students to the craft of writing fiction and poetry. Students study the characteristics of fiction and poetry and analyze works by published authors. Students read and think critically about their own and others' imaginative writing and improve their own writing through careful revision. Prerequisite: placement in ENGL& 101. (Hw)

ENGL& 237 Creative writing II (5)

This course helps students develop their craft of writing fiction and poetry. Students study advanced techniques of fiction and poetry by analyzing the works of published authors. Students read and think critically about their own and others' imaginative writing and improve their own writing through careful revision and self-assessment. Prerequisite: ENGL& 236. (Hw)

ENGL 238 Gender and literature (5)

This course introduces students to the field of gender studies as it applies to literature. The emphasis is on critical analysis of literary elements, and the understanding and appreciation the role gender plays in the history, theory, and art of literary production. Prerequisite: ENGL& 101. (Hwd)

ENGL 258 Studies in major British authors (3 or 5)

This course introduces students to the works of a selected author from England, Scotland, Ireland, or Wales. The emphasis is on critical analysis of the literary contributions as well as the historical and cultural contexts of the author. Prerequisite: ENGL& 101. (Hwg)

ENGL 267 Native American literature (5)

This course focuses on selected works of Native American literature from a range of cultures and historical periods. The readings may include poetry, fiction, essays, and drama as well as indigenous literary forms. The emphasis is on historical contexts, cultural traditions, and analysis of literary elements. Prerequisite: ENGL& 101. (Hwd)

ENGL 268 Studies in major American authors (3 or 5)

This course introduces students to the works of a selected American author. The emphasis is on critical analysis of the literary contributions as well as the historical and cultural contexts of the author. Prerequisite: ENGL& 101. (Hw)

ENGL 282 Introduction to world literature (5)

This course introduces students to works of ancient to contemporary literature from non-English speaking cultures, including oral and written genres, from Europe, Russia, the Middle East, Africa, Asia, Latin America and the Pacific. The emphasis is on critical analysis of literary elements, diverse histories, worldviews and traditions. Prerequisite: ENGL& 101. (Hwg)

ENGL 286 Mythology (5)

This course will explore mythology from two or more cultures, including, but not limited to those from Europe, Asia, the Americas, Africa, Australia, and the South Pacific. The emphasis is on the historical context, cultural functions, worldviews, and literary elements of the mythology. Prerequisite: ENGL& 101. (Hwg)

ENGL 295C Honors program special topics seminar (2)

Cross-curricular readings and small group discussions/presentations provide the basis for writing which builds on the student's rhetorical knowledge developed in ENGL& 101 and any 200-level composition courses. Prerequisite: acceptance into the Honors Program and eligibility for course it is paired with. (CC)

ENGL 295H Honors program special topics seminar (2)

Cross-curricular readings and small group discussions/presentations provide the basis for writing assignments which further develop the student's command of the rhetorical modes taught in English literature. Prerequisite: acceptance into the Honors Program and eligibility for course it is paired with. (H)

English as a second language-academic (ESLA)

ESLA 10A English oral communication IA (2)

Development of listening comprehension and oral production of functional tasks in the classroom and in the community. Emphasis on listening skills. Designed for beginning level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 10B English oral communication IB (2)

Development of listening comprehension and oral production of functional tasks in the classroom and in the community. Emphasis on listening skills. Designed for high-beginning level ESL students. S/U grading. Required preparation: admission to the ESLA program. (N)

ESLA 11A English grammar IA (2)

This course is a review of basic English grammar for low-beginning level ESL students. Focus is on statements, and yes/no question forms in the simple present and simple past tenses. S/U grading. Required preparation: admission into ESLA Program. (N)

ESLA 11B English grammar IB (2)

This course is a review of basic English grammar for low-beginning level ESL students. Focus is on the singular and plural noun forms, pronoun forms, adjective placement, and prepositions. S/U grading. Required preparation: admission into ESLA Program. (N)

ESLA 12A English reading & vocabulary IA (2)

This course focuses on the development of vocabulary and reading skills, including identification of sight words and application of sound-symbol relationships, comprehension of simple sentences, and acquisition of basic English vocabulary. Designed for low beginning level ESL students. S/U grading. Required preparation: admission to ESLA Program. (N)

ESLA 12B English reading & vocabulary IB (2)

This course focuses on the development of vocabulary and reading skills, including comprehension of phrases and sentences, identification of main ideas in paragraphs, and acquisition of level-specific vocabulary. Designed for low-beginning level ESL students. S/U grading. Required preparation: admission to Intensive English Language Program. (N)

ESLA 13A English composition IA (2)

This course is an introduction to English sentence structure. The focus is on simple sentences and punctuation. Designed for low-beginning level ESL students. S/U grading. Required preparation: admission to ESLA Program. (N)

ESLA 13B English composition IB (2)

This course is an introduction to English sentence structure. The focus is on simple sentences and punctuation. Designed for low-beginning level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 20A English oral communication IIA (2)

Development of listening comprehension and oral production of functional tasks in the classroom and in the community. Emphasis on listening skills. Designed for low-intermediate ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 20B English oral communication IIB (2)

Development of listening comprehension and oral production of functional tasks in the classroom and in the community. Emphasis on listening skills and appropriate response to questions. Designed for low-intermediate ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 21A English grammar IIA (2)

This course is a review of basic English grammar for beginning-level ESL students. Focus is on the simple present verb tense, present progressive verb tense, simple past verb tenses, and “Wh”-questions. S/U grading. Required preparation: admission into the ESLA Program. (N)

ESLA 21B English grammar IIB (2)

This course is a review of basic English grammar for beginning-level ESL students. Focus is on present tense modals, future tense with “will”, quantifiers and articles. S/U grading. Required preparation: admission into the ESLA Program. (N)

ESLA 22A English reading & vocabulary IIA (2)

This course focuses on the development of vocabulary and reading skills, including identification of main ideas and reading strategies. Designed for beginning level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 22B English reading & vocabulary IIB (2)

This course focuses on the continued development of vocabulary and reading skills, including identification of main ideas, supporting details, and reading strategies. Designed for beginning level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 23A English composition IIA (2)

This course is an introduction to English sentence structure. The focus on simple sentences, compounds sentences, and fragments. Designed for beginning level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 23B English composition IIB (2)

This course is an introduction to English sentence structure. The focus is on simple sentences, compound sentences and fragments. Designed for beginning level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 30A English oral communication IIIA (2)

Development of listening comprehension and oral production of functional tasks in the classroom and in the community. Emphasis on understanding main ideas and important details of messages and basic strategies for initiating conversations and discussions. Designed for intermediate level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 30B English oral communication IIIB (2)

Development of listening comprehension and oral production of functional tasks in the classroom and in the community. Emphasis on comprehension of main ideas and important details, the use of questions for clarification and extension, and strategies for concluding conversations. Designed for intermediate level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 31A English grammar IIIA (2)

This course is a review of basic English grammar for high-beginning level ESL students. Focus is on comparative structures, the simple past and past progressive verb tenses, and irregular verb forms. S/U grading. Required preparation: admission into the ESLA Program. (N)

ESLA 31B English grammar IIIB (2)

This course is a review of basic English grammar for high-beginning level ESL students. Focus is on the future tense with "be going to", modals expressing preferences, necessity, and expectations, gerunds and infinitives (introduction to), and irregular verb forms. S/U grading. Required preparation: admission into the ESLA Program. (N)

ESLA 32A English reading & vocabulary IIIA (2)

This course focuses on the development of vocabulary and reading skills, including usage of context clues to identify meaning, recognizing main ideas and supporting details. Designed for high-beginning level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 32B English reading & vocabulary IIIB (2)

This course focuses on the continued development of vocabulary and reading skills, including identifying main ideas and distinguishing main ideas from supporting details. Designed for high-beginning level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 33A English composition IIIA (2)

This course is an introduction to English paragraph structure: including the topic sentence, support, and the concluding sentence. The focus is on unity and development of details for support in the production of a paragraph. Designed for high-beginning level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 33B English composition IIIB (2)

This course is an introduction to English paragraph structure: including the topic sentence, support, and the concluding sentence. The focus is on coherence, sentence variety, and the development of details for support in a paragraph. Designed for high-beginning level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 40A English oral communication IVA (2)

Development of listening comprehension and oral production related to everyday conversation and participation in group discussions on academic topics. Designed for intermediate-level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 40B English oral communication IVB (2)

Development of listening comprehension and oral production related to everyday conversation and participation in group discussions on academic topics. Designed for intermediate-level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 41A English grammar IVA (2)

This course is a review of basic English grammar for low-intermediate level ESL students. Focus is on the present perfect and present perfect progressive tenses, the past perfect and past perfect progressive tenses, the passive voice, and phrasal verbs. S/U grading. Required preparation: admission into the ESLA Program. (N)

ESLA 41B English grammar IVB (2)

This course is a review of basic English grammar for low-intermediate level ESL students. Focus is on causatives, gerunds and infinitives, adjective clauses, modals expressing polite questions, logical conclusions, and suggestions as well phrasal verbs. S/U grading. Required preparation: admission into the ESLA Program. (N)

ESLA 42A English reading & vocabulary IVA (2)

This course focuses on the development of vocabulary and reading skills, including identifying main ideas and supporting details, and an introduction to summarizing as well as inferring meaning from implicit information in a text. Designed for low intermediate level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 42B English reading & vocabulary IVB (2)

This course focuses on the continued development of vocabulary and reading skills, including identifying main ideas and supporting details, and an introduction to summarizing as well as inferring meaning from implicit information in a text. Designed for low Intermediate level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 43A English composition IVA (2)

This course focuses on paragraph structure including: the topic sentence, support, and the concluding sentence, as well as paragraph unity and further development of details for support. Designed for low-intermediate level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 43B English composition IVB (2)

This course focuses on paragraph structure including: the topic sentence, developed, supporting details, and the concluding sentence, as well as paragraph unity. Designed for low-intermediate level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 50A English oral communication V A (2)

Development of listening comprehension and oral production related to everyday conversation. Emphasis on comprehension of academic topics at natural speed and both leading and participating in group discussions on academic topics. Designed for high-intermediate level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 50B English oral communication V B (2)

Development of listening comprehension and oral production related to everyday conversation. Emphasis on comprehension of main ideas and important details in academic lectures, lecture note-taking, and delivering oral presentations. Designed for high-intermediate level ESL students. S/P/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 51A English grammar V A (2)

This course is a review of basic English grammar for intermediate level ESL students. Focus is on, modals in the present, modals in the past, and the passive voice. S/U grading. Required preparation: admission into Intensive English Language Program. (N)

ESLA 51B English grammar V B (2)

This course is a review of basic English grammar for intermediate level ESL students. Focus is on conditionals and noun clauses (quoted and reported speech). S/U grading. Required preparation: admission into the ESLA Program. (N)

ESLA 52A English reading & vocabulary V A (2)

This course focuses on the development of vocabulary and reading skills, including main ideas and supporting details, the development of inferencing and prediction skills, and summarizing texts. Designed for intermediate level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 52B English reading & vocabulary V B (2)

This course focuses on the continued development of vocabulary and reading skills, including main ideas and supporting details, the development of inferencing and prediction skills, and summarizing and paraphrasing texts. Designed for high-intermediate level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 53A English composition V A (2)

Focus on the development of cause and effect paragraphs and sentence variety. Editing skills for various grammar errors developed. Designed for high intermediate level ESL students. S/P/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 53B English composition V B (2)

Focus on the development of argumentation paragraphs, paraphrasing and summarizing. Editing skills for various grammar errors developed. Designed for high intermediate level ESL students. S/P/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 54A English composition and grammar 5A (4)

This course focuses on five part paragraph structure: the topic sentence, three supporting points, and the concluding sentence. It also helps students increase their understanding of passive voice and past modals. Designed for intermediate level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 54B English composition and grammar 5B (4)

This course focuses on five part paragraph structure: the topic sentence, three supporting points, and the concluding sentence. It also helps students develop summarizing skills and increase grammatical accuracy, complexity, and fluency. Designed for intermediate level ESL students. S/U grading. Required preparation: admission to the ESLA Program. (N)

ESLA 84A American culture through film I (1)

This course will improve listening comprehension and discussion skills and enhance understanding of American culture through the study of a film. Designed for intermediate-level ESL students. Prerequisite: permission of instructor. (N)

ESLA 84B American culture through film II (1)

This course will improve listening comprehension and discussion skills and enhance understanding of American culture through the study of a film. Designed for intermediate to high-intermediate level ESL students. Prerequisite: permission of instructor. (N)

ESLA 85A English in the community I (1)

This course will give ESL students the opportunity to communicate orally with native English speakers in a community service situation. Students will broaden their understanding of social justice, social issues, and the impact of volunteerism while using English in a real communicative setting. (N)

ESLA 85B English in the community II (1)

This course will give ESL students the opportunity to examine their beliefs about civic responsibility. Students will communicate orally in real communicative settings with native English speakers in a community service situation. (N)

ESLA 86A Digital storytelling I (1)

This course helps students develop written and oral competency as well as computer skills by producing a multimedia work using a written script, oral narration, visual images, and musical background. Recommended preparation: experience using a computer. (N)

ESLA 86B Digital storytelling II (1)

This course helps students develop written and oral competency as well as computer skills by producing a multimedia work using a written script, oral narration, visual images, and musical background. Recommended preparation: experience using a computer. (N)

ESLA 093 Advanced listening and speaking for ESL students (2)

This course is designed to teach ESL students the interpersonal communication skills necessary for active participation in college-level course group discussions, including techniques for leading group discussions. In addition, listening skills required to succeed in college lecture courses will be taught. Prerequisite: ESLA 50A and 050B or permission of instructor. (N)

ESLA 116 English communication for the professions (5)

Communication practice for the professions, designed for non-native speakers of English. Assignments include business letters, memos, summaries, reports, oral presentations, and small group discussions. S/U grading. Prerequisite: ESLA 113 or permission of instructor. Recommended preparation: ESLA 115. (UE)

ESLA 140 ESL special topics seminar (2)

This course will provide academic support to ESL students who are concurrently enrolled in a college lecture course. Students will review videotaped lectures, analyze and take notes on required reading assignments, and study vocabulary presented in the linked course. The course is designed for high-intermediate to advanced ESL students. Required preparation: permission of instructor. (UE)

ESLA 160 TEFL/TESL in the Pacific Northwest (7)

This course informs instructors of EFL about current TEFL/TESL methodology and teaching techniques in the US and about American culture and history within the Pacific Northwest context. Required preparation: permission of instructor. S/U grading. (UE)

English for speakers of other languages (ESOL)

ESOL 11 Integrated ESOL level 1A (1-10)

This course is designed for low beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level One ESOL students. Program permission required. S/U grading. (N)

ESOL 12 Integrated ESOL level 1B (1-10)

This course is designed for low beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level One ESOL students. Program permission required. S/U grading. (N)

ESOL 13 Integrated ESOL level 1C (1-10)

This course is designed for low beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level One ESOL students. Program permission required. S/U grading. (N)

ESOL 014A Integrated ESOL level 1D (1-5)

This course is designed for low beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level One ESOL students. Program permission required. S/U grading. (N)

ESOL 014B Integrated ESOL level 1D (1-5)

This course is designed for low beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level One ESOL students. Program permission required. S/U grading. (N)

ESOL 15 English Composition I (4)

This course is an introduction to English sentence structure. The focus is on simple sentences and punctuation. Designed for low-beginning level ESL students. S/U grading. (N)

ESOL 21 Integrated ESOL level 2A (1-10)

This course is designed for beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Two ESOL students. Program permission required. S/U grading. (N)

ESOL 22 Integrated ESOL level 2B (1-10)

This course is designed for beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Two ESOL students. Program permission required. S/U grading. (N)

ESOL 23 Integrated ESOL level 2C (1-10)

This course is designed for beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Two ESOL students. Program permission required. S/U grading. (N)

ESOL 24A Integrated ESOL level 2D (1-5)

This course is designed for beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Two ESOL students. Program permission required. S/U grading. (N)

ESOL 24B Integrated ESOL level 2D (1-5)

This course is designed for beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Two ESOL students. Program permission required. S/U grading. (N)

ESOL 25 English Composition II (4)

This course is an introduction to English sentence structure. The focus on simple sentences, compounds sentences, and fragments. Designed for beginning level ESL students. S/U grading. (N)

ESOL 31 Integrated ESOL level 3A (1-10)

This course is designed for high beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Three ESOL students. Program permission required. S/U grading. (N)

ESOL 32 Integrated ESOL level 3B (1-10)

This course is designed for high beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Three ESOL students. Program permission required. S/U grading. (N)

ESOL 33 Integrated ESOL level 3C (1-10)

This course is designed for high-beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Three ESOL students. Program permission required. S/U grading. (N)

ESOL 34A Integrated ESOL level 3D (1-5)

This course is designed for high-beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Three ESOL students. Program permission required. S/U grading. (N)

ESOL 34B Integrated ESOL level 3D (1-5)

This course is designed for high beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Three ESOL students. Program permission required. S/U grading. (N)

ESOL 35 English Composition III (4)

This course is an introduction to English paragraph structure: including the topic sentence, support, and the concluding sentence. The focus is on unity and development of details for support in the production of a paragraph. Designed for high-beginning level ESL students. S/U grading. (N)

ESOL 41 Integrated ESOL level 4A (1-10)

This course is designed for low intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Four ESOL students. Program permission required. S/U grading. (N)

ESOL 42 Integrated ESOL level 4B (1-10)

This course is designed for low intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Four ESOL students. Program permission required. S/U grading. (N)

ESOL 43 Integrated ESOL level 4C (1-10)

This course is designed for low intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Four ESOL students. Program permission required. S/U grading. (N)

ESOL 44A Integrated ESOL level 4D (1-5)

This course is designed for low intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Four ESOL students. Program permission required. S/U grading. (N)

ESOL 44B Integrated ESOL level 4D (1-5)

This course is designed for low intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Four ESOL students. Program permission required. S/U grading. (N)

ESOL 45 English Composition IV (4)

This course focuses on paragraph structure including: the topic sentence, support, and the concluding sentence, as well as paragraph unity and further development of details for support. Designed for low-intermediate level ESL students. S/U grading. (N)

ESOL 51 Integrated ESOL level 5A (1-10)

This course is designed for high intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Five ESOL students. Program permission required. S/U grading. (N)

ESOL 52 Integrated ESOL level 5B (1-10)

This course is designed for high intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Five ESOL students. Program permission required. S/U grading. (N)

ESOL 53 Integrated ESOL level 5C (1-10)

This course is designed for high intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Five ESOL students. Program permission required. S/U grading. (N)

ESOL 54A Integrated ESOL level 5D (1-5)

This course is designed for high intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Five ESOL students. Program permission required. S/U grading. (N)

ESOL 54B Integrated ESOL level 5D (1-5)

This course is designed for high intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Five ESOL students. Program permission required. S/U grading. (N)

ESOL 55 English Composition V (4)

This course focuses on the development of sentence variety and paragraph structure including: the topic sentence, supporting details, and the concluding sentence, as well as paragraph unity. Editing skills for various grammar errors are developed. Designed for low-to-high intermediate level ESL students. S/U grading (N)

ESOL 61 Integrated ESOL level 6A (1-10)

This course is designed for advanced English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Six ESOL students. Program permission required. S/U grading. (N)

ESOL 62 Integrated ESOL level 6B (1-10)

This course is designed for advanced English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Six ESOL students. Program permission required. S/U grading. (N)

ESOL 63 Integrated ELL level 6C (1-10)

This course is designed for advanced English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Six ESOL students. Program permission required. S/U grading. (N)

ESOL 64A Integrated ESOL level 6D (1-5)

This course is designed for advanced English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Six ESOL students. Program permission required. S/U grading. (N)

ESOL 64B Integrated ESOL level 6D (1-5)

This course is designed for advanced English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Six ESOL students. Program permission required. S/U grading. (N)

ESOL 85 English in the community (2)

This course will give ESL students the opportunity to communicate orally with native English speakers in a community service situation. Students will broaden their understanding of Americans and American society while using English in a real communicative setting. S/U grading. (N)

ESOL 87 English pronunciation (2)

In this course, non-native speakers of English identify and produce English pronunciation in areas that are especially problematic for them given their language backgrounds. (N)

ESOL 87A English pronunciation I (1)

In this course, non-native speakers of English identify and produce English pronunciation in areas that are especially problematic for them given their language backgrounds. (N)

ESOL 87B English pronunciation II (1)

In this course, non-native speakers of English identify and produce English pronunciation in areas that are especially problematic for them given their language backgrounds. (N)

ESOL 88 International Student Life (2)

This course is designed to extend support of international students in the development of academic and social skills expected of college students in the US. S/U grading. (N)

ESOL 88A International Student Life A (1)

This course is designed to extend support of international students in the development of academic and social skills expected of college students in the US. S/U grading. (N)

ESOL 88B International Student Life B (1)

This course is designed to extend support of international students in the development of academic and social skills expected of college students in the US. S/U grading. (N)

ESOL 090 English language topics (2-3)

Under instructor's guidance, ESL students will identify specific problems with English grammar, reading, vocabulary, and/or spelling and use computer software to improve weak areas. Number of credits will be determined by number of instructional hours necessary to address weaknesses. S/U grading. Required preparation: permission of instructor. (N)

ESOL 091 ESOL grammar topics (1-3)

This course is designed for students who need help with basic grammar in their writing. The instructor will focus on specific aspects of grammar according to the needs of individual students. Number of credits will reflect number of instructional hours necessary to address the student's grammar issues. S/P/U grading. Required preparation: permission of instructor. (N)

ESOL 092 Academic reading and writing about reading (2)

Designed for ESL students who would benefit from instructional support in reading college-level texts. Focus is on developing strategies for improving comprehension, speed and tolerance for ambiguity, and for increasing academic vocabulary comprehension. Writing about reading passages and paraphrasing skills are also included. Prerequisite: permission of instructor. (N)

ESOL 113 Academic ESOL composition and reading skills I (6)

Low-Advanced ESOL. Designed to develop student's ability to write basic essays. Emphasis is on controlling grammar at sentence level and organizing ideas into well-constructed essays with adequate support. Course includes reading academic text and summary writing. S/U grading. Prerequisite: placement through ESOL assessment process. (UE)

ESOL 115 Academic ESOL composition and reading skills II (6)

Advanced ESOL. This course is designed to introduce students to a variety of features of essay writing, including the role of thesis statements, introductions, conclusions, and various means of organization. Emphasizes controlling grammar and developing the ability to use complex sentences. S/U Grading. Prerequisite: completion of ESOL 113 with an S grade or placement through ESOL assessment process. (UE)

ESOL 117 Academic ESOL composition and reading skills III (6)

High-advanced ESOL. Learning a variety of modes including Argumentation. Focuses on developing details and logical organization. Emphasizes controlling grammar and developing an academic writing style. Includes critical analysis of college-level texts, summary/reflection writing and citation. S/U grading. Prerequisite: completion of ESOL 115 with an S grade or placement through ESOL assessment process. (UE)

English language learner (ELL)

ELL 011 Integrated ELL level 1A (1-10)

This course is designed for low beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level One ELL students. Program permission required. S/U grading. (N)

ELL 012 Integrated ELL level 1B (1-10)

This course is designed for low beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level One ELL students. Program permission required. S/U grading. (N)

ELL 013 Integrated ELL level 1C (1-10)

This course is designed for low beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level One ELL students. Program permission required. S/U grading. (N)

ELL 014A Integrated ELL level 1D (1-5)

This course is designed for low beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level One ELL students. Program permission required. S/U grading. (N)

ELL 014B Integrated ELL level 1D (1-5)

This course is designed for low beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level One ELL students. Program permission required. S/U grading. (N)

ELL 021 Integrated ELL level 2A (1-10)

This course is designed for beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Two ELL students. Program permission required. S/U grading. (N)

ELL 022 Integrated ELL level 2B (1-10)

This course is designed for beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Two ELL students. Program permission required. S/U grading. (N)

ELL 023 Integrated ELL level 2C (1-10)

This course is designed for beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Two ELL students. Program permission required. S/U grading. (N)

ELL 024A Integrated ELL level 2D (1-5)

This course is designed for beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Two ELL students. Program permission required. S/U grading. (N)

ELL 024B Integrated ELL level 2D (1-5)

This course is designed for beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Two ELL students. Program permission required. S/U grading. (N)

ELL 031 Integrated ELL level 3A (1-10)

This course is designed for high beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Three ELL students. Program permission required. S/U grading. (N)

ELL 032 Integrated ELL level 3B (1-10)

This course is designed for high beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Three ELL students. Program permission required. S/U grading. (N)

ELL 033 Integrated ELL level 3C (1-10)

This course is designed for high beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Three ELL students. Program permission required. S/U grading. (N)

ELL 034A Integrated ELL level 3D (1-5)

This course is designed for high-beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Three ELL students. Program permission required. S/U grading. (N)

ELL 034B Integrated ELL level 3D (1-5)

This course is designed for high beginning English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Three ELL students. Program permission required. S/U grading. (N)

ELL 035 ELL writing level 3A (1-10)

This course is designed for high beginning English Language Learners. Focus is on grammar and writing. Part of a non-sequential series for Writing Level Three ELL students. Program permission required. S/U grading. (N)

ELL 036 ELL writing level 3B (1-10)

This course is designed for high beginning English Language Learners. Focus is on grammar and writing. Part of a non-sequential series for Writing Level Three ELL students. Program permission required. S/U grading. (N)

ELL 037 ELL writing level 3C (1-10)

This course is designed for high beginning English Language Learners. Focus is on grammar and writing. Part of a non-sequential series for Writing Level Three ELL students. Program permission required. S/U grading. (N)

ELL 041 Integrated ELL level 4A (1-10)

This course is designed for low intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Four ELL students. Program permission required. S/U grading. (N)

ELL 042 Integrated ELL level 4B (1-10)

This course is designed for low intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Four ELL students. Program permission required. S/U grading. (N)

ELL 043 Integrated ELL level 4C (1-10)

This course is designed for low intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Four ELL students. Program permission required. S/U grading. (N)

ELL 044A Integrated ELL level 4D (1-5)

This course is designed for low intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Four ELL students. Program permission required. S/U grading. (N)

ELL 044B Integrated ELL level 4D (1-5)

This course is designed for low intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Four ELL students. Program permission required. S/U grading. (N)

ELL 045 ELL writing level 4A (1-10)

This course is designed for low intermediate English Language Learners. Focus is on grammar and writing. Part of a non-sequential series for Writing Level Four ELL students. Program permission required. S/U grading. (N)

ELL 046 ELL writing level 4B (1-10)

This course is designed for low intermediate English Language Learners. Focus is on grammar and writing. Part of a non-sequential series for Writing Level Four ELL students. Program permission required. S/U grading. (N)

ELL 047 ELL writing level 4C (1-10)

This course is designed for low intermediate English Language Learners. Focus is on grammar and writing. Part of a non-sequential series for Writing Level Four ELL students. Program permission required. S/U grading. (N)

ELL 051 Integrated ELL level 5A (1-10)

This course is designed for high intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Five ELL students. Program permission required. S/U grading. (N)

ELL 052 Integrated ELL level 5B (1-10)

This course is designed for high intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Five ELL students. Program permission required. S/U grading. (N)

ELL 053 Integrated ELL level 5C (1-10)

This course is designed for high intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Five ELL students. Program permission required. S/U grading. (N)

ELL 054A Integrated ELL level 5D (1-5)

This course is designed for high intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Five ELL students. Program permission required. S/U grading. (N)

ELL 054B Integrated ELL level 5D (1-5)

This course is designed for high intermediate English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Five ELL students. Program permission required. S/U grading. (N)

ELL 055 ELL writing level 5A (1-10)

This course is designed for high intermediate English Language Learners. Focus is on grammar and writing. Part of a non-sequential series for Writing Level Five ELL students. Program permission required. S/U grading. (N)

ELL 056 ELL writing level 5B (1-10)

This course is designed for high intermediate English Language Learners. Focus is on grammar and writing. Part of a non-sequential series for Writing Level Five ELL students. Program permission required. S/U grading. (N)

ELL 057 ELL writing level 5C (1-10)

This course is designed for high intermediate English Language Learners. Focus is on grammar and writing. Part of a non-sequential series for Writing Level Five ELL students. Program permission required. S/U grading. (N)

ELL 061 Integrated ELL level 6A (1-10)

This course is designed for advanced English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Six ELL students. Program permission required. S/U grading. (N)

ELL 062 Integrated ELL level 6B (1-10)

This course is designed for advanced English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Six ELL students. Program permission required. S/U grading. (N)

ELL 063 Integrated ELL level 6C (1-10)

This course is designed for advanced English Language Learners. Integrates the instruction of listening, speaking, reading, writing with embedded technology skills. Part of a non-sequential series for Level Six ELL students. Program permission required. S/U grading. (N)

ELL 064A Integrated ELL level 6D (1-5)

This course is designed for advanced English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Six ELL students. Program permission required. S/U grading. (N)

ELL 064B Integrated ELL level 6D (1-5)

This course is designed for advanced English Language Learners. Integrates the instruction of listening, speaking, reading, writing and technology skills. Part of a non-sequential series for Level Six ELL students. Program permission required. S/U grading. (N)

ELL 065 ELL writing level 6A (1-10)

This course is designed for advanced English Language Learners. Focus is on grammar and writing. Part of a non-sequential series for Writing Level Six ELL students. Program permission required. S/U grading. (N)

ELL 066 ELL writing level 6B (1-10)

This course is designed for advanced English Language Learners. Focus is on grammar and writing. Part of a non-sequential series for Writing Level Six ELL students. Program permission required. S/U grading. (N)

ELL 067 ELL writing level 6C (1-10)

This course is designed for advanced English Language Learners. Focus is on grammar and writing. Part of a non-sequential series for Writing Level Six ELL students. Program permission required. S/U grading. (N)

Environmental science (ENVS)

ENVS& 100 Survey of environmental science (5)

Introductory non-laboratory course in biology emphasizing the environment and its living organisms. Includes discussion of early evolution, energy, ecosystems, and populations, and the balance between man and his environment. Either ENVS&100 or ENVS&101 may be taken for credit, not both. Prerequisite: placement in ENGL& 101. (MSws)

ENVS& 101 Introduction to environmental science (5)

Introductory lab science course emphasizing a scientific approach toward understanding nature and real-world environmental problems. Includes an examination of how living systems are interconnected, the impact humans have on ecosystems, and societal issues that arise. An at-home lab kit is utilized to examine course concepts and practice the scientific process. Either ENVS&100 or ENVS&101 may be taken for credit, not both. Prerequisite: placement in ENGL& 101. (MSIs)

ENVS 190 Cooperative education/internship (3 or 5)

Designed for working students or those students who wish to enrich their education with a short-term career related work experience. Credit is awarded for completion of a co-op learning contract in which educational goals are set within the work environment. Recommended preparation: CO-OP 180. (UEs)

ENVS 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in environmental science. Required preparation: acceptance into the Honors Program. (MS)

Film (FILM)

FILM 101 Introduction to film (3 or 5)

Introduction to the art of cinema through exposition and examination of basic components of film. (Hw)

FILM 130 Introduction to film history (5)

This course examines the history of film as an international artistic medium from its inception to the contemporary era. Topics to be discussed may include invention and early expansion, the silent era, the classical Hollywood studio cinema, postwar cinema, international movements, and contemporary. (Hg)

FILM 210 Film genres (5)

Formerly FILM 110. This course is an introduction to the study of selected major film genres. Includes analyzing and discussing representative genre films to determine their formulae, conventions, and iconography. Also covers the historical, sociological, and mythological dimensions of genre. Recommended preparation: placement in ENGL& 101. (Hw)

FILM 220 Film adaptations (5)

Formerly FILM 120. An introduction and investigation into the art of adaptation, examining the relationships between films and their source material and the times which produced them, looking especially close at remakes and the generational shifts they mirror. Recommended preparation: placement in ENGL& 101. (Hw)

FILM 240 Documentary film (5)

Formerly FILM 140. This course will examine the wide range of motives and styles, from Nazi propaganda to ethnographic films to the evening news. We will discuss the relationship of documentary film to conscience, knowledge, art, and ideology. Course will explore such aspects of documentary filmmaking as director personality, funding, and ethical considerations in producing documentary films. Recommended preparation: placement in ENGL& 101. (Hw)

FILM 260 American women filmmakers (5)

Formerly Film 160. This course introduces students to the work of selected American women filmmakers. Students will learn about significant films and filmmakers, study the historical and cultural conditions under which American women filmmakers worked, and develop methods of understanding and appreciating film art. Recommended preparation: placement in ENGL& 101. (Hwd)

FILM 265 American LGBTQ+ cinema (5)

This course explores representative American films about LGBTQ+ experience, mostly made by lesbian, gay, bisexual, and transgender directors, writers, and performers. Students will examine films for their cinematic elements, as well as their themes and their relationships to the lives of their creators and to LGBTQ+ culture. Recommended preparation: placement in ENGL& 101. (Hwd)

FILM 280 International film (3 or 5)

Formerly Film 180. This course will introduce students to the cinematic traditions, development, aesthetics, and selected works of countries and cultures outside of the United States and Canada. Particular works, artists, and traditions may be emphasized at the instructor's discretion, but students will be offered an opportunity to study and more deeply appreciate films from the "Other Hollywood". Recommended preparation: placement in ENGL& 101. (Hwg)

FILM 294 Special topics in film studies (3 or 5)

Formerly Film 194. An in-depth examination of a particular area of Film Studies. Possible topics include, but are not limited to, a particular film genre, a particular film technique, a particular medium of filmmaking, the work of a particular director, a particular period in film history, a particular stylistic school, or a particular theoretical construct. Recommended preparation: placement in ENGL& 101. (Hw)

FILM 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Film. Required preparation: acceptance into the Honors Program. (H)

Finance (FIN)

FIN 100 Personal finance (5)

This course is designed to introduce students to basic concepts as they relate to personal finance. The course will explore many areas of personal finance, including income, savings, and spending patterns, techniques for planning and budgeting, various types of insurance products, investing fundamentals, and retirement and estate planning issues. (UE)

FIN 190 FINANCE INTERNSHIP (1-5)

The student will complete an academic finance internship that offers experience-based learning, in a structured, supervised, and career-related setting. Measurable internship learning outcomes are collaboratively created by the student, internship supervisor, and faculty mentor. The student will develop professional readiness skills needed for the accounting field. Repeatable with program permission. (UE)

FIN 215 Principles of finance (5)

Formerly BUSAD 228. Course is designed to introduce students to basic financial concepts and theories. The course will explore many areas of finance, including, but not limited to: the time value of money, financial institutions, breakeven analysis, working capital management, mergers, acquisitions, and divestitures, investments, and debt and equity. Recommended preparation: ACCT& 201. (UE)

FIN 235 Investments (5)

Formerly BUSAD 238. Course is designed to provide students with an introduction to the theory of investments. Topics include, but are not limited to, the following: interest rates, mutual funds, bond prices and yields, diversification, futures contracts, stock options, and risk and the rate of return. Recommended preparation: ACCT& 201. (UE)

French (FRCH)

FRCH 105 Introduction to French phonetics (3)

In this course, students will be introduced to general principles of French phonetics and improve their pronunciation and understanding of spoken French through audio exercises, poems, short readings and dialogues. Prerequisite: FRCH& 121. Recommended preparation: FRCH& 122. (LE)

FRCH& 121 French I (5)

Introduction to the essentials of pronunciation, basic grammar and vocabulary, and aspects of francophone culture. Emphasis on developing proficiency in oral and written communication. Intended for students who have no prior experience in French. (Hg)

FRCH& 122 French II (5)

Introduces new verb tenses and further develops skills in speaking, reading, writing and understanding the language. Continued emphasis on use of language for communication and exposure to aspects of francophone culture. Prerequisite: FRCH& 121. (Hg)

FRCH& 123 French III (5)

Continuation of FRCH& 122. Introduces additional verb tenses and more advanced grammar constructions and vocabulary to further develop skills in speaking, reading, writing and understanding the language. Continued emphasis on use of language for communication and exposure to aspects of francophone culture. Prerequisite: FRCH& 122. (Hg)

FRCH& 221 French IV (5)

A second-year course building upon the foundation of the first year sequence, while introducing and practicing more advanced grammatical structures and vocabulary in culturally relevant situational and functional contexts. Taught in French. Prerequisite: FRCH& 123. (Hg)

FRCH& 222 French V (5)

Continuation of French 221 with continued emphasis on language for communication while increasingly stressing reading comprehension strategies and effective writing. Further exposure to aspects of francophone culture. Taught in French. Prerequisite: FRCH& 221. (Hg)

FRCH& 223 French VI (5)

Continuation of French 222 with continued emphasis on language for communication and formal writing techniques while studying more advanced structures and registers. Further exposure to aspects of francophone culture through literature and film. Taught in French. Prerequisite: FRCH& 222. (Hg)

FRCH 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in French. Required preparation: acceptance into the Honors Program. (H)

Geography (GEOG)

GEOG& 100 Introduction to geography (5)

Introduction to basic principles of physical and human geography. Covers patterns of settlement, population, resource and economic development, climates, and landforms. (SSgs)

GEOG& 102 World regional geography (5)

Formerly GEOG 105. This course is a study of the world in terms of its physical, historical, cultural, economic, and environmental factors. Focus is on each region of the world and how its residents create their own cultural landscape. (SSgs)

GEOG 110 Introduction to physical geography (5)

This course is presented from a social science perspective toward the physical processes on the surface of the earth, including landforms, weather, river systems, earthquakes and volcanoes; and how these processes affect humans and their societies and environments. This class will include investigative activities, field trips and outdoor experiments. (SSgs)

GEOG& 200 Human geography (5)

An introduction to the cultural, economic, and environmental factors that influence the spatial distribution of people on local and global scales. Emphasis will be placed on problems of population growth and sustainable resource use as well as studies of populations in disaster-prone areas. (SSgs)

GEOG 243 Urban geography (5)

An introduction to the physical, cultural, and political forces that influence the location and development of urban areas and cities. Emphasis on the relationship between physical geography, technology, and transportation and their impact on urban landscapes. (SSg)

GEOG& 250 Geography of Pacific NW (5)

Formerly GEOG 115. This course explores the cultural and physical geography of Washington, Oregon, Idaho, Alaska, and Lower British Columbia. During this course students will examine physical geography concepts and their relationship to settlement, population, and economic patterns. Prerequisite: placement in ENGL& 101. (SSwds)

GEOG 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Geography. Required preparation: acceptance into the Honors Program. (SS)

Geology (GEOL)

GEOL 100 Introduction to earth science (5)

Introduction to geology, oceanography, and meteorology. Interaction of physical processes on earth with human affairs. Lab work included. (MSI)

GEOL& 101 Introduction to physical geology (5)

Intended for non-science majors. Survey of geologic structures, processes and materials that are important on earth; emphasis on interactions between human affairs and geologic environment. Not open for credit to students who have taken GEOL 211. Lab work and field trips included. (MSI)

GEOL 104 Finding things out: Earth (5)

Part of a three quarter set of courses using extensive hands-on and inquiry-based activities to help students understand a few central ideas in earth science regarding the flow of energy and matter. Students will develop critical thinking skills required to pursue scientific understanding of important ideas in geological systems. Preferred sequence is PHYS 104, GEOL 104, and BIOL 104. Lab work included. Recommended preparation: PHYS 104. (MSI)

GEOL 110 Environmental geology (5)

Study of geological processes and materials and the effects of human interaction with the geological environment: emphasis on global aspects of many geological conditions. Includes geological hazards, energy and mineral sources. May include field trips. (MSGs)

GEOL 140 Natural disasters (5)

Formerly GEOL 120. A study of the nature, causes, impacts, and methods of coping with natural disasters, including earthquakes, volcanic eruptions, landslides, floods, tsunamis, tornadoes, hurricanes, drought, blizzards, fires, and other topics. Lab work and field trips included. (MSgsl)

GEOL 150 Introduction to weather (5)

Study of the earth's weather; composition and structure of the atmosphere; physical processes involved in weather phenomena such as pressure systems, fronts, clouds, precipitation, wind, storms, violent weather, weather observations, forecasting and Koeppen climate classification. Lab work included. Recommended preparation: MATH 98. (MSI)

GEOL 211 Physical geology (5)

Intended for science majors. Composition and structure of earth, identification of common rocks and minerals, formation of surface features of continents and ocean floor, and interpretation of land forms from maps. Lab work and field trips included. (MSI)

GEOL 212 Historical geology (5)

History of the earth and of the plants and animals that have left their records in the rocks. Application of physical geologic principles to unravel the sequence of dynamic events that have shaped the earth as we know it today. Lab work and field trips included. Prerequisite: GEOL& 101 or GEOL 211; and placement in ENGL& 101. (MSwl)

GEOL 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Geology. Required preparation: acceptance into the Honors Program. (MS)

German (GERM)

GERM 104 Accelerated elementary German (5)

A comprehensive, intensive review of elementary German through both traditional grammar/vocabulary study and active communication. For those who at some time have completed the equivalent or near equivalent of college-level, first year German (or two years high school level German) but need a thorough review before undertaking further study. Prerequisite: college level first year German or the equivalent. (Hg)

GERM& 121 German I (5)

Introduction to the essentials of pronunciation, basic grammar and vocabulary, and of aspects of German-speaking cultures. Emphasis on developing proficiency in oral and written communication, as well as in aural comprehension and reading. Intended for students who have no prior experience in German. (Hg)

GERM& 122 German II (5)

Continuation of GERM& 121. Introduces new verb tenses and further develops skills in speaking, reading, writing and understanding the language. Continued emphasis on use of language for communication and exposure to aspects of German-speaking cultures. Prerequisite: GERM& 121. (Hg)

GERM& 123 German III (5)

Continuation of GERM& 122. Introduces additional verb tenses and more advanced grammar constructions and vocabulary to further develop skills in speaking, reading, writing and understanding the language. Emphasis on active communication skills. Exposure to aspects of German speaking culture. Prerequisite: GERM& 122. (Hg)

GERM 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in German. Required preparation: acceptance into the Honors Program. (H)

Health services (HLTH)

HLTH 118 Fundamentals of patient navigation and care coordination (7)

Introduction of the health and community services systems. Factors affecting patients such as chronic disease, behavioral health, wellness, patient activation, communication are explored. The diverse patient experience, decision support, and advocacy will be covered. (UEd)

HLTH 119 Advanced patient navigation & care coordination (8)

This course builds on content and practices examined in Fundamentals of Patient Navigation and Care Coordination. The course will enable students to develop advanced level knowledge, skills, strategies and practice to navigate the complex health and community services systems and influence patient outcomes. Prerequisite: HLTH 118. (UEd)

HLTH 124 Behavioral health navigation (2)

This course explores care coordination and navigation for populations with behavioral health needs. An overview of behavioral health systems, eligibility, and access issues are presented. Topics include; individual and family centered service coordination, response to acute behavioral health situations, work with interdisciplinary team, access to behavioral health resources, interventions and referral. (UE)

HLTH 126 Care navigation and coordination: Older adults (2)

This course will explore care coordination and navigation with older adults. An overview of the aging process will be discussed. Topics will focus on individual and family centered care issues, communication and health literacy, working with interdisciplinary teams, chronic conditions, prevention, transitions, and resource referral. (UE)

HLTH 129 Physiology & pharmacology of psychoactive drugs (5)

Information on the physical impact and the response of the human body to alcohol and other drugs of abuse. The fundamentals of pharmacology, pharmacokinetics, neurological functions and current research supporting effective prevention, intervention, and treatment included. Concepts and terminology for working on a professional multi-disciplinary treatment team explored. Advisory: HLTH 131 Survey of addiction recommended. (UE)

HLTH 131 Survey of addiction (4)

The nature and scope of alcohol/drug use, abuse, and addiction as well as problems with compulsive behaviors. Basic drug categories and effects are studied. The evolution of social policy, culture, and impacts upon vulnerable populations including prevention, intervention and treatment are discussed. (UE)

HLTH 132 Law, ethics & professional development (3)

Course is designed to meet the Substance Use Disorder Professional educational requirements for legal, ethical, and professional development. Will examine federal and Washington State rules and regulations pertinent to Substance Use Disorder Professionals, including federal confidentiality laws. (UE)

HLTH 133 Family systems/adolescent treatment (4)

Examines family and adolescent treatment issues in the context of family systems and the dynamics of addiction. An overview of structural, functional, and system approaches will be explored. Family roles and the relationship between diverse family dynamics and structure, multi-generational transmission, and developmental information will be applied to the treatment of addictions. Advisory: HLTH 131 Survey of addiction recommended. (UE)

HLTH 134 Counseling techniques (5)

Course focuses on interviewing principles, counseling techniques, theory, and core counseling competencies of a Substance Use Disorder Professional. The course will include a combination of didactic and experiential learning related to assessment, relationship building and engaging with individuals and families. Students improve basic counseling and crisis management skills for vulnerable populations seeking professional help. Advisory: HLTH 131 Survey of addiction recommended. (UE)

HLTH 140 Counseling diverse populations (4)

Provides foundational information about multicultural perspectives as well as culturally sensitive counseling dynamics. Emphasis on the development of knowledge and skills regarding addiction and health concerns, and appropriate intervention and treatment methodologies for working in a diverse society. Prevention of infectious diseases and supporting individuals with infectious diseases, particularly HIV. Advisory: HLTH 131 Survey of addiction recommended. (UEd)

HLTH 144 Essentials of care navigation (5)

An introduction to the knowledge, skills, and attitudes necessary to apply care navigation for the client, first of three courses for a certificate in care navigation. Focus is on the human and healthcare services systems, client profiles, communication basics, chronic illness, and health coaching. Serves as foundational to advanced courses. (UE)

HLTH 145 Advanced care navigation 1 (5)

The second in a three part series for a Certificate in Care Navigation. In this course, select topics from the Essentials course are revisited in greater depth. Topics include: care coordination and navigation, client characteristics, an overview of Behavioral Health, strategies to influence outcomes, and advanced communications. Prerequisite: HLTH 144 or equivalent experience. (UE)

HLTH 146 Advanced care navigation 2 (5)

This course is the third in a three part series for a Certificate in Care Navigation. Selected topics from the Essentials course are revisited in greater depth. Topics include: care transitions, preventive healthcare, continued discussion of chronic illness, end of life care, and challenges particular to care navigation. Prerequisite: HLTH 145 or equivalent experience. (UE)

HLTH 155 Fundamentals of medical interpreting (3)

This course explores the professional practice of medical interpretation in healthcare settings. A framework of the roles, responsibilities and skills of an interpreter will be explored. Topics focus on ethics and standards; qualities and skills; healthcare systems; cultural competency; and skills practice on a range of interpreting tasks. Recommended preparation: ENGL 94 or higher and equivalent proficiency in a second language. (UE)

HLTH 169 Motivational interviewing (5)

Provides introductory information about Motivational Interviewing and the Trans-theoretical Model of the Stages of Change for behavioral health practitioners. Emphasis on the development of knowledge and skills needed to effectively engage individuals struggling with behavioral health disorders to make a positive change. (UE)

HLTH 193 Care of the older adult (3)

This course will explore the care of the older adult in the health care setting. An overview of the aging process and effects will be discussed. Topics will focus on reducing functional decline, physical care, safety, dementia issues, and common health conditions of the geriatric individual. (UE)

HLTH 194 Introduction to behavioral health (3)

The course explores the care of patients with behavioral health needs in primary healthcare and behavioral health treatment settings. Overview of mental health and substance use disorders are presented. Topics include adverse childhood experiences, trauma informed care, healing centered engagement, legal and ethical issues, cultural considerations, and techniques of de-escalation. (UE)

HLTH 232 Treatment theories (4)

This course addresses the constructs, underlying principles, theories, practices and desired outcomes of the major models and theories of addiction counseling and treatment. Overview of classical theoretical approaches with emphasis on scientifically supported and evidence-based models and theories in the field of addiction treatment. Advisory: HLTH 131 Survey of addiction recommended. (UE)

HLTH 234 Group facilitation (5)

This course is designed to offer students the basic knowledge and practice to facilitate group counseling within the addiction treatment population in a variety of settings. A variety of group methods and research will be explored with an emphasis on evidenced based practices. Advisory: HLTH 131 Survey of addiction recommended. (UE)

HLTH 235 Case management I (5)

Introduces the role, skills, and competencies of case managers in the field of addictions. Introduces screening and assessment techniques, including American Society of Addiction Medicine criteria, needed for treatment planning. Students will practice screening, documentation and diagnosis of patients through the applications of case studies. Prerequisite: HLTH 129, HLTH 131 and HLTH 132 with a minimum grade of C. (UE)

HLTH 236 Case management II (5)

Students continue to develop skills in clinical assessments and treatment planning that can be used in a variety of treatment settings. Strategies for working within the continuum of care, relapse prevention, and discharge planning will be covered. Students will develop skills in referring clients to resources, engaging social supports, and service coordination. Prerequisite: HLTH 129, HLTH 131, HLTH 132 and 235 with a minimum grade of C. (UE)

HLTH 237 Co-occurring behavioral health disorders (4)

Course will focus on clients who have one or more disorders related to the use of drugs or destructive compulsive behaviors and one or more mental health disorders. An overview of diagnostic criteria, assessment, medication, specific mental disorders, and need for linkage between mental health services and substance abuse treatment. Advisory: HLTH 131 Survey of addiction recommended. (UE)

HLTH 238 Substance use disorder professional practicum (4)

The practicum provides counselor trainee experiences. Students will observe and experience organizational dynamics of treatment and community agencies. The course consists of one lecture hour weekly and a total of 132 clinical hours on-site. S/U grading. Prerequisite: HLTH 129, HLTH 131, HLTH 132 and 235 with a minimum grade of C. (UE)

HLTH 239 SUDP pre-practicum (2)

This course prepares students for practicum through preparing resumes, goals, selecting and scheduling interviews at behavioral health clinics. Students will be able to identify professional behavior and attitudes for working in behavioral health clinics. Prerequisite: HLTH 129, HLTH 131, HLTH 132 and 235 with a minimum grade of C. (UE)

HLTH 240 SUDP practicum seminar (1)

This is the concurrent course to HLTH 238 Substance Use Disorder Professional Practicum. Students will meet together to discuss their practicum experience and apply knowledge of substance use disorder treatment to clinical case studies. Prerequisite: concurrent enrollment in HLTH 238. (UE)

HLTH 280 Survey of addiction – alternative training (3)

This course explores the nature and scope of alcohol/drug use, abuse, and addiction as well as problems with compulsive behaviors. Basic drug categories, symptoms of addiction, disease models, and cross-cultural aspects of substance use disorders are studied. Prevention, intervention and treatment are discussed. Required preparation: program admittance. (UE)

HLTH 281 Law & ethics for addiction counseling alt (2)

This course provides an overview of industry standards and competencies and provides a framework of laws and regulations for addiction services. Ethics and guidelines for practice will be covered. Students will explore values and beliefs, and apply practice to ethical decision making. Required preparation: program admittance. (UE)

HLTH 282 Pharmacological & physiological drug actions (3)

This class covers information on the physical impact and the response of the human body to alcohol and other drugs of abuse. The fundamentals of pharmacokinetics, neurological functions and current research on prevention, and treatment will be studied with special focus on effective intervention strategies for each class of drug. Required preparation: program admittance. (UE)

HLTH 283 Family systems/adolescent treatment addiction (2)

This course provides an overview of family history, genograms, boundaries, and rules in addiction counseling. Adolescent development, genetics, environment, and diagnosis and treatment are covered. Evidence based programs and recovery and support are explored. Required preparation: program admittance. (UE)

HLTH 284 American society of addiction medicine alt (3)

This course introduces the American Society of Addiction Medicine (ASAM) criteria. It provides a clinical overview of case management, intake and assessment, withdrawal and intoxication management, service planning and placement, risk ratings, level of care placement. Required preparation: program admittance. (UE)

HLTH 285 Addiction treatment: Individual & group alt (2)

This course covers evidenced based approaches and systems of care in individual and group addiction treatment. Systems of care, historical models, healthy system recovery, and new peer supports are explored. Required preparation: program admittance. (UE)

High school completion (HSC)

HSC 010 English essentials (1-5)

Survey of Language Arts skills needed for college and careers including reading strategies. Provides a practical focus on the applied use of grammar, punctuation, and usage skills in sentence and paragraph development. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 011 Basic composition (1-5)

Focuses on organization in writing. Includes an introduction to the analysis of the writing of others, synthesis of personal knowledge and opinion with evidence, and use of citation. Repeatable with program Permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 022 US history I (1-5)

Surveys United States history from pre-colonial times to the Civil War. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 024 Washington state history (3)

History of the exploration and settlement of the Northwest including Native American history. Survey of the growth of political, economic, and social institutions in the state. Includes study of state and local government structures. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 027 United States government (1-5)

Surveys the United States system of government including the constitution and the three branches of the federal government and the shared powers of federal, state, and local governments. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 028 Contemporary world issues (1-5)

Survey of a variety of contemporary issues affecting our world. May include discussions on current events, government, and economy of the world. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 037 Physical science (1-5)

Survey of two or more topics from the following list: structure of the Earth, plate tectonics, geological cycles and processes, renewable and nonrenewable natural resources, weather and climate, the solar system, the universe, atoms and molecules, properties and states of matter, chemical reactions, energy and work, motion and forces, waves, electricity, and magnetism. Repeatable for credit with different topics. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 038 Life science (1-5)

Introductory survey of Anatomy and Physiology. The course will focus on basic cell structure and three body systems per quarter. Repeatable for credit with different body systems. Lab work included. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 050 Academic transitions (1-5)

Designed for ABE and High School Completion and Re-engagement students new to the college environment. Introduction to the college environment; program and college services; academic literacy; study skills and time management; and skills necessary to become a successful student. Lectures, small group discussion, virtual lessons, and experiential exercises. S/U grading. Prerequisite: program admittance required. (N)

HSC 060 Occupational education/experience (1-5)

This course is designed to assist students in determining their personal, education, and occupational goals by identifying marketable skills and exploring the current labor market. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 062 Physical education and wellness (1-5)

Development of physical health and fitness skills. Areas of focus will vary by quarter but may include: walking, dancing, cardio work, weight lifting, individual and/or team sports. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 063 Personal health topics (1-5)

Survey of personal health related topics including: wellness, food and nutrition choices, exercise, and disease prevention. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 065 Art (1-5)

Introduces and explores various forms of art, including visual works, and performance art such as dance, music, and theater. Topics will vary each quarter. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 071 Mathematical concepts (1-5)

Provides a review of arithmetic operations on whole numbers, fractions, and decimals. Covers applications of percent, proportions, and ratios in order to solve multi-step problems using the fundamentals of algebra. Prepares the student for future math courses while introducing critical thinking, problem-solving, and collaborative work in math-related real world situations. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 072 Introduction to algebra (1-5)

A beginning algebra course that develops proficiency in fraction and signed number arithmetic, evaluation of expressions, and solving linear equations in one variable. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 073 Geometry (5)

This course reinforces the study of algebraic concepts with an exploration of the following geometric relationships: points, lines, planes, polygons, circles, 3D figures, and the concepts of proportion, similarity, and congruence, area, and volume. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSC 074 Introduction to algebra II (5)

This course is the second in a two-course algebra sequence. Students are expected to be proficient in the first half of an Introductory Algebra course sequence. Includes dimensional analysis, exponent rules (including negative and rational exponents), simplifying radical expressions and solving radical equations, solving and graphing quadratic equations. Prerequisite: program admittance required. Placement in HSC 074 or MATH 097 with a minimum C grade or HSC 072 with a minimum C grade. (N)

HSC 075 Financial literacy (1-5)

The purpose of financial education instruction is to provide students with the knowledge and skills they need to make sound decisions as students, consumers, workers, entrepreneurs, savers, and investors. This course covers student debt management, budget building, credit establishment, insurance, bank account maintenance, and savings goal establishment.

Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

High school diploma (HSD)

HSD 010 English essentials (1-5)

Survey of Language Arts skills needed for college and careers including reading strategies. Provides a practical focus on the applied use of grammar, punctuation, and usage skills in sentence and paragraph development. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 011 Basic composition (1-5)

Focuses on organization in writing. Includes an introduction to the analysis of the writing of others, synthesis of personal knowledge and opinion with evidence, and use of citation. Repeatable with program Permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 022 US History I (1-5)

Surveys United States history from pre-colonial times to the Civil War. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 024 Washington state history (3)

History of the exploration and settlement of the Northwest including Native American history. Survey of the growth of political, economic, and social institutions in the state. Includes study of state and local government structures. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 027 United States government (1-5)

Surveys the United States system of government including the constitution and the three branches of the federal government and the shared powers of federal, state, and local governments. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 028 Contemporary world issues (1-5)

Survey of a variety of contemporary issues affecting our world. May include discussions on current events, government, and economy of the world. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 036 Educational and career planning (1-5)

This course will guide Open Doors students in assessing their skills and interests, in setting goals, and in identifying and accessing resources for a successful transition into college and further training as well as improve their employability and job seeking skills. S/P/U grading. Required preparation: assessment and orientation by ABE staff. (N)

HSD 037 Physical science (1-5)

Survey of two or more topics from the following list: structure of the Earth, plate tectonics, geological cycles and processes, renewable and nonrenewable natural resources, weather and climate, the solar system, the universe, atoms and molecules, properties and states of matter, chemical reactions, energy and work, motion and forces, waves, electricity, and magnetism. Repeatable for credit with different topics. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 038 Life science (1-5)

Introductory survey of Anatomy and Physiology. The course will focus on basic cell structure and three body systems per quarter. Repeatable for credit with different body systems. Lab work included. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 060 Occupational education/experience (1-5)

This course is designed to assist students in determining their personal, education, and occupational goals by identifying marketable skills and exploring the current labor market. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 062 Physical education and wellness (1-5)

Development of physical health and fitness skills. Areas of focus will vary by quarter but may include: walking, dancing, cardio work, weight lifting, individual and/or team sports. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 063 Personal health topics (1-5)

Survey of personal health related topics including: wellness, food and nutrition choices, exercise, and disease prevention. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 065 Art (1-5)

Introduces and explores various forms of art, including visual works, and performance art such as dance, music, and theater. Topics will vary each quarter. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 071 Mathematical concepts (1-5)

Provides a review of arithmetic operations on whole numbers, fractions, and decimals. Covers applications of percent, proportions, and ratios in order to solve multi-step problems using the fundamentals of algebra. Prepares the student for future math courses while introducing critical thinking, problem-solving, and collaborative work in math-related real world situations.

Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 072 Introduction to algebra (1-5)

A beginning algebra course that develops proficiency in fraction and signed number arithmetic, evaluation of expressions, and solving linear equations in one variable. Repeatable with program permission. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 073 Geometry (5)

This course reinforces the study of algebraic concepts with an exploration of the following geometric relationships: points, lines, planes, polygons, circles, 3D figures, and the concepts of proportion, similarity, and congruence, area, and volume. Prerequisite: completion of CASAS assessment and permission from Transitional Learning Programs. (N)

HSD 089 Learning contracts (1-12)

Opportunity to earn high school completion credit for independent, individualized learning experiences outside the classroom. Individual contracts developed in high school or GED content areas with a faculty or community resource person. Transitional Learning Program permission required. (N)

History (HIST)

HIST& 116 Western civilization I (5)

Early civilized man to the early Middle Ages of Europe, with emphasis on Greece, Rome, Egypt, and other Mediterranean peoples. (SSg)

HIST& 117 Western civilization II (5)

Europe during the High Middle Ages, later Middle Ages, Renaissance and Reformation, Early Modern Europe and ending at the French Revolution. (SSg)

HIST& 118 Western civilization III (5)

Western Europe from the French Revolution to the present, examining modern nations, their ideologies, growth, and conflicts. (SSg)

HIST 120 US Foreign policy from 1945 to the present (3)

This course investigates the dominant themes of American diplomatic tradition and traces the evolution of U. S. foreign policy from World War II to the present. Primary focus will be on the Cold War and how it influenced diplomatic and military policy around the globe, along with an analysis of post-Cold War and "single super-power" diplomacy including the war on terror, the war on drugs, and US intervention in various countries. Prerequisite: placement in ENGL& 101. (SSwg)

HIST 124 Environmental history of the United States (5)

History of the relationship between humans and the natural world within the present boundaries of the United States, with an emphasis on the period since 1600. Explorations of the role of social and cultural factors like class, race, and gender on humans' interactions with and impact on the environment. Prerequisite: placement in ENGL& 101. (SSws)

HIST& 126 World civilizations I (5)

Examines major events and processes in world history from 3500 BCE to 1300 CE, including the agricultural revolution, urbanization, and growth of major civilizations within the Mediterranean Basin/Near East, Asia, Africa, the Americas, and Europe. Themes include: origins of dominant religious traditions; trade, conquest, and empire; and human-environment interactions. (SSg)

HIST& 127 World civilizations II (5)

This course examines the major events and themes in world history between 1300 and 1815. It will include analysis of the important achievements, ideologies, and conflicts in Asia, Europe, the Americas, and Africa. (SSg)

HIST& 128 World civilizations III (5)

This course examines the major events and developments in world history since 1815. Major themes will include industrialization; imperialism, resistance, and decolonization; nationalism, revolution, and state building; the growth of dominant political ideologies and mass movements; global conflict and genocide; neocolonialism; the Cold War; and human-environment interactions. (SSg)

HIST& 146 US history I (5)

Survey of Native American societies, European explorers, and the lifestyles on the new continent, the independence movement, and the problems of a new nation before 1815. (SSd)

HIST& 147 US history II (5)

Survey course covering the rise of nationalism, evolution of American lifestyles, Civil War, westward movement, and the American industrial revolution from 1815 to World War I. (SSd)

HIST& 148 US history III (5)

Survey course exploring the social, political, and economic history of the United States since World War I. (SSd)

HIST 158 Religions of the Far East (5)

Survey of the religious traditions of India, South Asia, China, and Japan. Emphasis on Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Discussion of the impact of these religions on contemporary society. (SSg)

HIST 204 History of Mexico (5)

This course introduces students to the rich history of Mexico. Students will be expected to develop and demonstrate an understanding of the events, characteristics, and basic institutions, which have shaped Mexican society. Course will focus particularly on the impact of historic events as they affect Mexico's three major social groups: indigena, mestizo, and privilegiado. (SSg)

HIST 205 Latin America 1900 to present (3)

This course explores historical development of Latin American nations since 1900. Coverage includes modern issues such as consolidation of democracy, revolutionary movements, imperialism, and globalization. On completion, students will be expected to demonstrate knowledge of the historical events and institutions of several Latin American nations. (SSg)

HIST 208 History of Africa from 1800 to present (5)

This course focuses on the pre- and post-colonial cultures and institutions in Africa from 1800 to the present time. The history of change in African societies will be viewed from anthropological, political, and economic perspectives. Societies studied include a range from foraging types to industrialized nations. The changing relationship between traditional African cultures and global development will also be considered. (SSg)

HIST 210 The American frontier west (3)

History of the American Western frontier, westward movement, native and immigrant settlement, social and economic development. (SS)

HIST 212 History of China (5)

This course will introduce Chinese society in its cultural and historical form from its earliest form to the emerging China nation of the 21st century. Emphasis will be placed upon the continuing influence of traditional cultural values upon the current nation state, their effect upon neighboring societies, and the impact of earlier conflicts with other societies and cultures upon today's China. (SSg)

HIST 213 History of Japan (5)

Introduction to the history and culture of Japan with an emphasis on how the cultural value system of Japan impacts both its people and foreign interests. Includes discussion of Japan's practice of borrowing selectively from other cultures as a means to reach its goals. (SSg)

HIST& 214 Pacific NW history (5)

Evolution of Pacific Northwest lifestyles, growth, and development from pre-white times to the modern age. The class will focus on regional Indian cultures, white exploration, settlement, economic and social history, and local topics. (SSd)

HIST& 215 Women in US history (5)

This course explores women's place in American history, including historical attitudes about women's place in society; the struggles of women's rights movements; and the realities of life and work for women of a variety of backgrounds in American History from pre-colonial times to the present. Prerequisite: placement in ENGL& 101. (SSwd)

HIST& 219 Native American history (5)

This course covers Native American history in North America (especially United States' regions) 1400's to present. Topics include: Native cultures before European contact, impacts of Europeans (trade, diseases, Christianity, settlements and warfare), treaty making, wars, reservation life, boarding schools, changing federal policies and the resurgence of Indian culture and rights. (SSd)

HIST 220 Modern Asia (5)

Survey of selected periods of the nineteenth and twentieth century history of South Asia, Southeast Asia, and East Asia. Social and cultural roots of countries examined in the context of increased contact with the West and related changes of the economy and government. (SSg)

HIST 225 History of the modern Middle East (5)

Survey of cultural, religious, and political dimensions of the Middle East from the rise of Zionism around 1900 to the early 21st century. This includes the decline of colonialism and the formation of independent nation states in the area, the Arab-Israeli conflict, the effects of oil, the Iranian revolution, conflicts in the Persian Gulf, and terrorism. (SSg)

HIST 230 Survey of Russian history (5)

Overview of Russian history and culture with special emphasis on the last three centuries. (SSg)

HIST 233 History of Australia and New Zealand (5)

This course surveys the development of Australia and New Zealand from the beginning of human habitation, through the exploration and colonization by Europeans, to the establishment of national governments, and the emergence of truly multicultural societies at the end of the 20th Century. This course is offered only to students participating in the Australia/New Zealand study abroad program. (SSg)

HIST 240 The holocaust (5)

The history of the Holocaust in the World War II era. Explores the role of the Nazi state and non-German collaborators in committing genocide across Europe. The course also focuses on historical and literary interpretations of the Holocaust since 1945, with an emphasis on collective memory. Prerequisite: placement in ENGL& 101. (SSwg)

HIST 250 American military history (5)

This course surveys the history of the American military and the relationship between the military and American society from the early-1600s to the present. (SSd)

HIST 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in History. Required preparation: acceptance into the Honors Program. (SS)

Honors program (HONOR)

HONOR 299 Honors program special project (1-3)

An opportunity to explore beyond usual course boundaries and produce an original product. Individual work will be mentored by a faculty member in a specific discipline. Prerequisite: prior completion of one Honors Program seminar and permission of Honors Program Coordinator.

Hospitality and tourism business management (HTBM)

HTBM 120 Consumer relations and service excellence (5)

Course enables students to develop skills in order to prepare them for successful employment in the consumer relations and service field. Students will identify and explore consumer relations, company cultures, service recovery, and communication skills. (UE)

HTBM 175 Travel, tourism, business and society (4)

Overview of the major components of travel and tourism industry. Students will learn about top travel destinations, reservation and ticketing systems, tour planning and operators, sales and marketing, trends, economic impact, the cruise market, and transportation modes. Simulation exercises and internship assignments provide practical application. Recommended preparation: MATH 94, ENGL 95, ESLA 115 and BTEC 101. (UE)

HTBM 176 Food and beverage operations management (4)

This course is designed as an overview of the basic principles and theories of catering and food service operations. Students will identify types of catered events both on and off premises. Special emphasis is placed on types of food and beverage functions, marketing, production and event planning, financial controls and contracts, room arrangements and personnel. Recommended preparation: ESLA 115, MATH 94, ENGL 95 and BTEC 101. (UE)

HTBM 177 Meeting and event planning (4)

This course is designed to survey the basic concepts and details in planning and coordinating meetings and events. This course will help students with the logistics of the planning process, evaluating meeting sites and set-up, budget preparation, promotion, developing contracts, coordination of staff, audio-visual requirements, and event design. Recommended preparation: ESLA 115, MATH 94, ENGL 95 and BTEC 101. (UE)

HTBM 179 Introduction to hospitality management (5)

The course will introduce students to the exciting world of hospitality concepts and practices. The course covers the scope and forms of the hospitality industry, lodging, food and beverage, transportation, retail outlets, and special events. The management practices of hotels, resorts, convention centers, restaurants, and casinos are introduced. History, leadership, organizational structure, franchising are presented. Recommended preparation: ENGL 95/ESLA 115 or placement into ENGL& 101. (UE)

HTBM 190 HOSPITALITY & TOURISM BUSINESS MANAGEMENT INTERNSHIP (5)

Students will complete an academic internship that offers experience-based learning, in a structured, supervised, and career-related setting. Measurable internship learning outcomes are collaboratively created by the student, internship supervisor, and faculty mentor. Students will develop professional skills necessary for work in the hospitality management field. Repeatable with permission. Recommended preparation: CO-OP 180. (UE)

HTBM 205 Hotel operations management (5)

An in-depth view of management operations within the lodging industry. Areas emphasized include: front office operations, revenue management, check in and settlement procedures, reservations, handling guest relations, management concerns of various departments. Students will survey lodging systems, operations, hospitality terminology, and interdepartmental communication. Recommended preparation: HTBM 179, BTEC 101 and placement in ENGL 95, ESLA 115 and MATH 94. (UE)

Human development (HUMDV)

HUMDV 105 Leadership development I (2)

Designed for students who are involved in leadership positions or who want to develop their individual leadership skills. This course focuses on understanding the concepts of leadership, personal qualities of effective leaders, communication skills for leaders, and developing vision and mission for a group. Various methods of instruction are used including film case study, readings, class discussion, guest speakers, and small group projects. (UE)

HUMDV 106 Leadership development II (2)

Designed for students who are involved in leadership positions or who want to develop their leadership skills. This course focuses on better understanding of people in group interactions, team building, qualities of effective leadership, and project planning and execution for small groups. The course will help students establish a foundation for a personal philosophy of leadership, and set of skills for practical application in leadership. Various methods of instruction are used including film case study, readings, class discussion, guest speakers, and small group projects. Prerequisite: HUMDV 105. (UE)

HUMDV 107 Leadership applications (2)

This is a project-based class, designed to allow students to gain practical experience in leadership by planning and executing a project. Students refine their leadership skills and abilities and contribute to the college through completion of their selected project. Methods of instruction may include film case study, readings, small group discussion, and guest speakers as appropriate for their project. Prerequisite: HUMDV 105 and 106. (UE)

HUMDV 115 Topics in stress and anxiety management (2)

Selected topics in understanding stress and anxiety in our lives: its causes, the symptoms, and reduction techniques. Emphasis on skills enhancement in management of anxiety and stress through relaxation, rational thinking, visualization and other strategies. (UE)

HUMDV 117 Career/life planning for those in transition (5)

Designed for people in transition to help create a plan of action to acquire training and/or to enter the work force. Includes identifying transferable skills, personal strengths and values, implementing goals, exploring current labor market information, bolstering self-esteem, writing resumes, building interviewing skills, and developing communication skills. S/U grading. Required preparation: instructor permission. (UE)

HUMDV 122 Focus on assertive behavior (2)

Development of assertive behavior as it relates to effective communication and expression, personality, conflict resolution, anger management, problem solving, risk taking, and personal values and rights. S/U grading. (UE)

HUMDV 125 Psychology of self-esteem (2)

Discusses psychological and sociological theories for the basis of an individual's self-esteem. Explores the concepts and processes that affect self-esteem and discusses constructive ways to increase one's own self-esteem and foster positive self-esteem in others. S/U grading. (UE)

HUMDV 135 Mentorship in higher education (2)

We will think broadly about how students learn - and specifically, how one learns to learn. Students will serve as mentors for peers who are interested in improving their academic performance and the transition to life at a college. Prerequisite: Instructor permission. (UEd)

Humanities (HUM)

HUM& 101 Introduction to the humanities (6)

Interdisciplinary introduction to global humanities (literature, philosophy, architecture/ design, visual and performing arts, etc.), emphasizing experience and participation. Individual instructors determine a central theme or issue to establish focus and comparative structure. Seventh credit may be earned by enrolling in HUM& 106 concurrently. Fulfills two Humanities distribution subject areas. Prerequisite: placement in ENGL& 101. (Hwdg)

HUM 106 Humanities here and now (1)

Enrollment can only be concurrent and in conjunction with HUM& 101. This additional credit option requires students to attend or experience events in the arts and generate written critical responses, extending and applying HUM& 101 curriculum. Prerequisite: placement in ENGL& 101 and concurrent enrollment in HUM& 101. (Hwdg)

HUM 130 British life and culture (5)

The British Life and Culture course is designed to give students a broad background to the meaning of British culture and civilization. Taking a social, historical, and cultural approach to contemporary British society examines this course the traditions and institutions to help understand the British way of life in the 21st century. Prerequisite: admittance to Study Abroad program. (Hg)

HUM 131 Italian life and culture (5)

The Italian Life and Culture course is designed to give students a broad background to the meaning of Italian culture and civilization. A social, historical, and cultural approach to contemporary Italian society is taken. Prerequisite: admittance to Study Abroad program. (Hg)

HUM 132 South African life and culture (5)

South African Life and Culture (SALC) is a required core course and is designed to help students gain optimum benefit from their study abroad experience by providing an introduction to life in South Africa, its people, and culture. This course is made up of weekly lectures by local faculty covering aspects of South African history, culture, and modern day life. The weekly lectures and visits aim to give an overview of life and culture in this host country. Prerequisite: admittance to Study Abroad program. (Hg)

HUM 133 Australian/New Zealand life and culture (5)

Humanities course designed to give students a broad background to the meaning of Australian and New Zealand culture and civilization. A social historical and cultural approach to contemporary society in Australia and New Zealand is taken. This course is offered only to students participating in the Australia/New Zealand study abroad program. (Hg)

HUM 134 Czech life and culture (5)

This course is designed to give students a broad background to the meaning of Czech culture which includes influences from many European cultures. By examining literature, music, art, architecture, film, religion, and politics, students are introduced to the ideas, myths, symbols and attitudes of this culture. Prerequisite: admittance to Study Abroad program. (Hg)

HUM 135 German life and culture (5)

This course is designed to give students a broad background to the meaning of German culture which includes influences from many European cultures. By examining literature, music, art, architecture, film, religion, and politics, students are introduced to the ideas, myths, symbols, and attitudes of this culture. Prerequisite: admittance to Study Abroad program. (Hg)

HUM 137 Japanese life and culture (5)

This course is designed to give students a broad background to the meaning of Japanese culture and civilization. A social, historical and cultural approach to contemporary society in Japan is taken. This course is offered only to students participating in the Japan study abroad program. (LEg)

HUM 170 Cultural history and practices (5-8)

Readings on and discussion of the cultural history and practices of a particular country or region via its arts, literature, philosophy, and history. Maximum credit earned through a study abroad experience. 5-credit core is open to all students. Prerequisite: placement in ENGL& 101. (Hwg)

HUM 220 The western cultural tradition (5)

Formerly IDS 220. Interdisciplinary study of a significant period, theme, or region relevant to the Western cultural tradition via the humanities: literature, philosophy, architecture/design, visual and performing arts. Repeatable for credit with different eras, regions, or themes. Fulfills two Humanities distribution subject areas. Prerequisite: ENGL& 101. (Hwg)

HUM 260 American cultural studies (6)

Formerly IDS 260. Interdisciplinary study of significant themes/periods in American culture history through the humanities: literature, philosophy, architecture/design, visual and performing arts. Examines culture as a living, breathing, vital thing, not just a collection of artifacts. Repeatable with different periods or themes. Fulfills two Humanities discipline areas. Prerequisite: ENGL& 101. (Hwd)

HUM 270 Studies in global culture (5)

Formerly IDS 270. Interdisciplinary study of regional and ethnic cultural heritage via the humanities: literature, philosophy, architecture/design, visual and performing arts. Course focus may be discrete or comparative; emphasis on cultural arena outside of Western tradition. Repeatable for credit with different eras or themes. Fulfills two Humanities distribution subject areas. Prerequisite: ENGL& 101. (Hwg)

HUM 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Humanities. Required preparation: acceptance into the Honors Program. (H)

Interdisciplinary studies (IDS)

IDS 112 Ethnomathematics (5)

An interdisciplinary quantitative skills course; investigates the interactions between logico-mathematical thinking and cultural perspective. Prerequisite: placement in ENGL& 101. (SSwdg)

IDS 113 Quantitative methods in the social sciences (5)

An interdisciplinary quantitative methods course from a social science perspective; includes problem-solving, research design, sampling and ethical parameters for working with human subjects. Recommended preparation: one course in Anthropology, Sociology or Psychology. (SS)

IDS 123 Art business and community (3)

Interdisciplinary approach to respective roles of the arts and business culture in the community, and how they interact. Students will create projects which demonstrate an understanding of the role of the arts in business and community. Prerequisite: placement in ENGL& 101. (H)

IDS 140 Making musical instruments (5)

Students will learn ceramic techniques as they create several musical instrument forms. This course will combine hands on studio work with lecture and discussion to explore ceramic form and key concepts in sound production and tuning systems. Experimental and world traditions of folk instrument-making will inspire student work and exploration. (Hgp)

IDS 150 Japanese culture and society (5)

This course will provide students with a broad understanding of modern Japanese culture and society. Emphasis is placed on Japanese cultural values and human relations. Students are expected to be able to increase their understanding of Japanese culture and their knowledge of social norms. (LEg)

IDS 152 Religion, society and self-concept (5)

Interdisciplinary course that examines various relationships between religion in American culture as well as from a cross cultural perspective and how this affects social constructs and influences the psyche. Students gain elucidation of both their own beliefs and those around them, both locally and globally. Prerequisite: placement in ENGL& 101. (H,SSwdg)

IDS 161 Literature, science and gender (5)

Interdisciplinary course that draws from literary theory, the social history of ideas and women's studies in considering science learning as it has been associated with daily life. Non-traditional consideration of the first-person voice in science. Emphasis is on a wide range of narrative forms and rhetorical strategies used to translate scientific theories into the vernacular. Prerequisite: placement in ENGL& 101, and any 100 level CMST or CMST& course. (H,SS,MSwd)

IDS 170 Introduction to sustainability (5)

An interdisciplinary, introductory course designed to expose students to the history, concepts, and practices of sustainability in three general areas: environmental (ecology), economic (business), and social (community). Includes a practical application of the concepts learned in the class as well as an exploratory section on environmental careers. Prerequisite: placement in ENGL& 101. (SSwgs)

IDS 180 Visual media and culture (5)

Interdisciplinary exploration of cultural identity and values in relation to visual media. Draws on humanities anthropology, communications studies, symbolic reasoning. Examines forms of visual expression in global and historical comparison as well as the use of visual media as source material for cultural study. Prerequisite: placement in ENGL& 101. (H,SSwg)

IDS 210 Science/economics/politics-sustainable resources (5)

Use interdisciplinary methods to evaluate and compare the uses of different key resources, using methodologies from science, economics and politics. Students will learn about resources, such as energy or water, in the context of scarcity, depletion, climate change and impact on the environment. Students will learn why these three disciplines must be considered by voters and decision makers as they try to formulate policies and make choices regarding sustainable resource use that are scientifically feasible as well as economically and politically acceptable. Recommended preparation: Math 98. Prerequisite: placement in ENGL& 101. (SS,MSwgs)

IDS 295H Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in IDS. Required preparation: acceptance into the Honors Program. (H)

IDS 295S Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in IDS. Required preparation: acceptance into the Honors Program. (SS)

Japanese (JAPN)

JAPN 104 Reading and writing elementary Japanese (5)

This course is designed primarily for students with one year of elementary Japanese to prepare them for the intermediate level through a thorough review of elementary Japanese grammar, vocabulary, and kanji. Emphasis is on reading and writing. Prerequisite: JAPN& 123. (Hg)

JAPN& 121 Japanese I (5)

Introduction to Japanese grammar, pronunciation, vocabulary, and basic writing (hiragana, katakana, and kanji) through the functional use of Japanese in realistic situations. Attention given to social appropriateness of speech and cultural values. Intended for students who have no prior experience in Japanese. (Hg)

JAPN& 122 Japanese II (5)

Continued development of oral fluency and aural comprehension through the practice of Japanese in functional situations. Systematic introduction to the plain and polite forms of speech and their use in various expressions. Continued basic acquisition of reading and writing. Prerequisite: JAPN& 121. (Hg)

JAPN& 123 Japanese III (5)

Development of fluency and accuracy in oral and written communication. Attention given to appropriateness within the Japanese culture context. Introduction to informal forms of speech and further development of plain and polite forms and their use in various expressions. Prerequisite: JAPN& 122. (Hg)

JAPN 151 Reading and writing kanji (2)

This course provides students with basic reading and writing skills by helping develop the knowledge and usage of kanji in a systematic way. Prerequisite: JAPN& 121. (LEg)

JAPN 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Japanese. Required preparation: acceptance into the Honors Program. (H)

Journalism (JOURN)

JOURN 120 Horizon staff (1-5)

Participation in production of the student newspaper including writing news articles, editorials and reviews, assisting in layout, editing or photography. Course repeatable for up to 15 credits. Recommended preparation: placement in ENGL& 101; prior or concurrent enrollment in JOURN 210. (UE)

JOURN 210 Writing for the mass media (5)

Fundamentals of news gathering and writing; structure of a news story; the news business as it has evolved in the United States; and the role of the free press in the American political system. Prerequisite: placement in ENGL& 101. (LEw)

JOURN 211 Advanced reporting and editing (3-5)

Development of news gathering and reporting techniques. Advanced techniques of feature writing, with an emphasis on balanced original reporting, effective structure, awareness of audience, precise language usage and journalistic style. Application of media ethical principles. Course repeatable for up to 15 credits. Prerequisite: JOURN 210, JOURN 120 or Instructor Permission. (LEw)

JOURN 212 Advanced editing and production (1-2)

Advanced work on the editorial staff of the student newspaper, including story assignments, editing, mentoring, writing and reporting, layout, photography, copyediting and production. For editors or by instructor permission. May be repeated for credit 3 times. Recommended preparation: JOURN 211. (UE)

Learning contracts (LC)

LC 089 Learning contracts (1-12)

Opportunity to earn credit for independent, individualized learning experiences outside the classroom. Individual contracts developed in specific disciplines with a faculty or community resource person. Learning contract program coordinator signature required for enrollment.

LC 189 Learning contracts (1-12)

Opportunity to earn credit for independent, individualized learning experiences outside the classroom. Individual contracts developed in specific disciplines with a faculty or community resource person. Learning contract program coordinator signature required for enrollment.

LC 289 Learning contracts (1-12)

Opportunity to earn credit for independent, individualized learning experiences outside the classroom. Individual contracts developed in specific disciplines with a faculty or community resource person. Learning contract program coordinator signature required for enrollment.

Library and information science (LIBR)

LIBR 194 Special topics in research (1)

This one-credit course is designed to support any academic course which requires research or a research paper. Students learn research methods in a discipline by using print materials, databases, websites and sources from WCC and other academic institutions which can be incorporated into an academic paper or oral presentation. (UE)

LIBR 201 Foundations of research (3)

Introduction to the iterative nature of information while emphasizing information literacy and critical thinking skills. This course explores the relationship between information, data, technology and people, focusing on how research and finding evidence impact ourselves and the world around us. (LE)

Massage therapy (MT)

MT 105 Ethical & legal issues for massage therapists (3)

Introduction to legal and ethical issues within the healthcare system; ethical problem-solving methods for use within the massage profession specifically. Required preparation: program admittance. (UE)

MT 110 Massage therapy I (7)

Introduction to history, theory and technique of Swedish massage. Students will learn to provide full and partial body massages; including proper draping techniques, body mechanics, beginning documentation skills, as well as adaptations for geriatric massage. Development of fundamental qualities of touch. Required preparation: program admittance. (UE)

MT 111 Massage therapy II (7)

Continued development of Swedish massage techniques. Introduces Deep Tissue, Swedish gymnastics, Manual Lymph Drainage, and Myofascial release techniques for common musculoskeletal conditions. Introduction of chair massage techniques and Pregnancy massage. Continued practice of documentation skills. Required preparation: program admittance; MT 110. (UE)

MT 112 Massage therapy III (7)

Continued application of Swedish, deep tissue, and hydrotherapy treatment techniques. Introduction to alternate massage therapy techniques, and Eastern Medicine philosophies. Further development of documentation skills. Orientation to a variety of healthcare professionals and roles within the healthcare setting. Required preparation: program admittance; MT 111. (UE)

MT 202 Kinesiology I for massage therapists (4)

Introduction to kinesiology with emphasis on the functional application and analysis of the musculoskeletal system, including palpation techniques. Required preparation: program admittance. (UE)

MT 203 Kinesiology II for massage therapists (2)

Application of kinesiological principles of the musculoskeletal system to massage practice. Includes palpation and Swedish gymnastics as applicable to the upper extremity, head and neck. Required preparation: program admittance; MT 202. (UE)

MT 204 Kinesiology III for massage therapists (2)

Application of kinesiological principles of the musculoskeletal system to massage practice. Includes palpation and Swedish gymnastics as applicable to the lower extremity and lumbar spine. Required preparation: program admittance; MT 203. (UE)

MT 205 Business applications for massage therapists (3)

Introduction to basic business applications for massage therapists. Includes billing, marketing, business plans and financial considerations. Student will develop a business plan as part of the course requirements. Required preparation: program admittance. (UE)

MT 230 Massage applications: Orthopedic treatment (8)

Advanced training in the theories and techniques of treating orthopedic soft tissue conditions with massage. Emphasis on accurate assessment of conditions and the most effective massage treatments to provide client relief. Required preparation: program admittance; MT 112 and permission of instructor. (UE)

MT 235 Massage applications: Wellness treatment (8)

Advanced training in the theories and techniques of massage as used in a Spa, or Wellness center. Emphasis on spa treatments that can be performed in a dry-room setting, including Aromatherapy, Hot Stone Massage, Scrubs, and Wraps. Required preparation: program admittance; MT 112 and permission of instructor. (UE)

MT 240 Massage license preparation/career development (2)

Overview of content needed to prepare for Washington State licensing and national certification for massage therapists. Site placement for externship hours. Required preparation: program admittance. (UE)

MT 250 Student clinic (2)

Supervised practice of all massage techniques on clients within the student clinic setting. Student will work with the college instructor to set up an appropriate schedule to complete hours in the on-campus student clinic. Experience in documentation and other aspects of the massage practice will be given. Required preparation: program admittance. (UE)

MT 260 Clinical externship (1)

Supervised practice of all massage techniques on clients within the clinical setting. Student will work with the college instructor to setup an appropriate placement in an off-site setting. Experience in documentation and other aspects of the massage practice will be given. Students must pass all competencies in order to graduate from the massage therapy program. S/U grading. Required preparation: program admittance; MT 112 and concurrent enrollment in MT 202. (UE)

MT 271 Anatomy & pathophysiology I – Massage therapists (3)

Basic overview of systems of human anatomy, and the disturbance of normal mechanical, physical, and biochemical functions of those systems. Special emphasis will be placed on the role of the massage therapist in the treatment and recovery of these conditions, as well as indications and contraindications. Part one of a two-part course. Required preparation: program admittance. (UE)

MT 272 Anatomy & pathophysiology II – Massage therapists (3)

Basic overview of systems of human anatomy, and the disturbance of normal mechanical, physical, and biochemical functions of those systems. Special emphasis will be placed on the role of the massage therapist in the treatment and recovery of these conditions, as well as indications and contraindications. Part two of a two part course. Required preparation: program admittance; MT 271. (UE)

Mathematics (MATH)

MATH 060 Medical math support (2)

This is a course for students who are enrolled in Math 96, (Medical Math) who need supplemental instruction or review in fractions, percents, decimals, ratio and proportion, solving basic algebraic equations and word problems. Recommended preparation: MATH 094. (N)

MATH 087 Mathematical literacy I (5)

First course in a two-course sequence preparing non-STEM students for college-level math coursework (either Math& 107 or Math& 146). Topics include creating and interpreting charts and graphs, order of operations, linear versus exponential growth, basic probability and statistics, dimensional analysis, rates of change, and critical reasoning. Graphing calculators are required. Prerequisite: ABE 50 or MATH 94 with a minimum grade of C. Students can also place into this course via the math placement test. (N)

MATH 088 Mathematical literacy II (5)

Second course in a two-course sequence preparing non-STEM students for college-level math coursework (either Math& 107 or Math& 146). Topics include linear relationships and problem-solving, standard deviation, nonlinear equations, variation, scientific notation, function notation, the quadratic formula, and right triangle trigonometry. Graphing calculator required. Prerequisite MATH 087 with a minimum grade of C. Students can only enter this course with Math 87 with a minimum grade of C from WCC. Students cannot place into this course using an equivalent course from another institution, or via the math placement test. (N)

MATH 094 Basic mathematics (5)

Review of addition, subtraction, multiplication and division of fractions. Course also includes order of operations, percentages, rates and proportions, perimeter, area and volume of geometric figures, application problems, introduction to positive and negative numbers, and solving basic algebraic equations. Prerequisite: Placement into MATH 94 or ABE 50 or HSC 71. (N)

MATH 096 Medical math (5)

This course is intended to be an introductory algebra course for students entering healthcare professions with the course content contextualized for the medical field. Topics will include an overview of algebra skills used in the medical field, measurement systems, conversion procedures, dosages, intravenous calculations, charts, tables and graphs, variation, and linear equations and their graphs. Students are expected to have mastered basic arithmetic concepts. Recommended preparation: ABE 050 or basic arithmetic concepts equivalent to ABE 050. (N)

MATH 097 Elementary algebra I (5)

The first in a two course elementary algebra sequence. The course will include solving one variable equations and applications, graphing linear equations, properties of exponents, systems of linear equations and applications, and polynomial operations. Graphing calculators are required. Prerequisite: MATH 94 including a unit of Basic Algebra with a minimum grade of C or placement into ABE 60 or placement into HSC 72. (N)

MATH 098 Elementary algebra II (5)

This course is the second in a two course elementary algebra sequence. Students are expected to be proficient in the first half of an Elementary Algebra course sequence (Math 97 or equivalent). Topics include dimensional analysis, exponent rules (including negative and rational exponents), simplifying radical expressions and solving radical equations, solving and graphic quadratic equations. Prerequisite: MATH 97 with a minimum grade of C or placement into HSC 74. (N)

MATH 099 Intermediate algebra (5)

A course in functions and fundamentals of algebra intended to prepare students planning to take additional courses in science, technology, engineering, and mathematics. Topics include quadratic equations, rational expressions and equations, functions and graphs, systems of equations (3-variable and non-linear), exponential and logarithmic functions. Graphing calculator required. Prerequisite: MATH 98 with a minimum grade of C. (N)

MATH& 107 Math in society (5)

Formerly MATH 125. Exploration of mathematical concepts with emphasis on observing closely, developing critical thinking, analyzing and synthesizing techniques, improving problem solving skills, and applying concepts to new situations. Core topics are probability and statistics. Additional topics may be chosen from a variety of math areas useful in our society. Graphing calculator required. Prerequisite: MATH 88 or MATH 99 with a minimum grade of C. (QSR,MS)

MATH 121 Mathematical modeling and the environment (5)

Exploration of linear, power, exponential, logistic, logarithmic, and difference equations using data analysis and regression. Students will create mathematical models from environmentally themed data sets to better understand different types of relationships between variables. Quantitative reasoning will be heavily emphasized. Graphing calculator required. Prerequisite: MATH 99 with a minimum grade of C. (MSs)

MATH& 141 Precalculus I (5)

The basic properties and graphs of functions and inverses of functions, operations on functions, compositions; various specific functions and their properties including polynomial, absolute value, rational, exponential and logarithmic functions; applications of various functions; conics. A graphing calculator is required. Prerequisite: MATH 99 with a minimum grade of C. (QSR,MS)

MATH& 142 Precalculus II (5)

Second in a two-course sequence designed to prepare students for the study of Calculus. Intended for students planning to major in math and/or science. Course to include right triangle trigonometry; trigonometric functions and their graphs; trigonometric identities and formulae; applications of trigonometry; parametric equations; and polar coordinates. A graphing calculator is required. A graphing calculator is required. Prerequisite: MATH& 141 with a minimum grade of C. (QSR,MS)

MATH 145 Algebra applications for economics and business (5)

Applications of linear, quadratic, exponential, and logarithmic equations; functions and graphs; mathematics of finance; solution of linear systems using matrices; linear programming using the simplex method. Graphing calculator required. Prerequisite: MATH 99 with a minimum grade of C. (QSR,MS)

MATH& 146 Introduction to stats (5)

Rigorous introduction to statistical methods and hypothesis testing. Includes descriptive and inferential statistics. Tabular and pictorial methods for describing data; central tendencies; mean; modes; medians; variance; standard deviation; quartiles; regression; normal distribution; confidence intervals; hypothesis testing, one and two-tailed tests. Applications to business, social sciences, and sciences. Prerequisite: MATH 088 or MATH 099 with a minimum grade of C. (QSR,MS)

MATH& 148 Business calculus (5)

Limits, derivatives, marginal analysis, optimization, antiderivatives, and definite integrals. Examples taken from management, life and social sciences. Prerequisite: MATH& 141 or MATH 145 with a minimum grade of C. (QSR,MS)

MATH& 151 Calculus I (5)

This course looks at the study of functions, limits, continuity, limits at infinity, differentiation of algebraic, exponential, logarithmic, and trigonometric functions and their inverses, and applications. Graphing calculator required. Prerequisites: MATH& 142 with a minimum grade of C. (QSR,MS)

MATH& 152 Calculus II (5)

The study of Riemann Sums, methods of integration, numerical methods, polar and rectangular forms, fundamental theorem of Calculus, areas of regions, volumes of solids, centroids, length of curves, surface area, and an introduction to differential equations. Graphing calculator required. Prerequisite: MATH& 151 with a minimum grade of C. (QSR,MS)

MATH& 163 Calculus III (5)

Multivariate integral and differential calculus. Geometry in R^3 and in the plane. The study of vectors, acceleration, curvature; functions of several variables, partial derivatives; directional derivatives and gradients; extreme values; double and triple integrals; applications. Graphing calculator required. Prerequisite: MATH& 152 with a minimum grade of C. (QSR,MS)

MATH 175 Grasp the math: Intro to 3D printing (2)

Come to a place where art and math intersect. This class provides an introduction to 3D-printing software and hardware in the context of creating objects using mathematical concepts. Students will have the opportunity to use CAD (computer aided design) programs to create 3D objects and have them printed on campus. Prerequisite: prior or concurrent enrollment in MATH& 142 or MATH& 151 or higher. (MS)

MATH 204 Introduction to linear algebra (5)

Elementary study of the fundamentals of linear algebra. Course is intended for stronger math or science students. Course to include the study of systems of linear equations; matrices; n -dimensional vector space; linear independence, bases, subspaces and dimension. Introduction to determinants and the eigenvalue problem; applications. Graphing calculator required. Prerequisite: MATH& 151 with a minimum grade of C. (QSR,MS)

MATH 207 Taylor series (1)

Introduction to the derivation and uses of Taylor Series, intended for math and science majors. The course includes a discussion of error bounds in approximating curves with polynomials, Taylor polynomials, Taylor series expansion, and intervals of convergence. Graphing calculator required. Prerequisite: MATH& 152 with a minimum grade of C. (LE)

MATH 208 Sequences and series (3)

A course in the techniques of working with infinite sequences and series, intended for math and science majors. The course includes limits of sequences, subsequences, series, alternating series, absolute and conditional convergence, power series, Taylor and Maclaurin series, Fourier series, applications. Graphing calculator is required. Prerequisite: MATH& 151 with a minimum grade of C. (QSR,MS)

MATH 238 Introduction to differential equations (5)

This is an introductory course in differential equations. Topics include: first and higher order linear equations, power series solutions, systems of first order equations, numerical methods, Laplace transforms, and applications. Graphing calculator required. Prerequisite: MATH& 152 with a minimum grade of C. (QSR,MS)

MATH 246 Statistics for engineering (5)

Rigorous introduction to probability, discrete and continuous probability distributions, descriptive and inferential statistics, and regression and correlation with an emphasis on engineering applications. Statistical inference will include one and two sample methods for hypothesis tests and confidence intervals. The use of computer statistical packages is introduced. Prerequisite: MATH& 152 with a minimum grade of C. (QSR,MS)

MATH& 264 Calculus IV (5)

This is the second quarter of multivariable calculus. Topics include multiple integration in different coordinate systems, the gradient, the divergence, and the curl of a vector field. Also covered are line and surface integrals, Green's Theorem, Stoke's Theorem and Gauss' Theorem. Prerequisite: MATH& 163 with a minimum grade of C. (QSR,MS)

MATH 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced levels of knowledge of a topic in Math. Required preparation: acceptance into the Honors Program. (QSR,MS)

Medical assisting (MA)

MA 101 Medical terminology I (2)

This course provides an introduction to medical word building using root words, suffixes, prefixes, and combining forms. (UE)

MA 108 Medical law and ethics (2)

This course covers legal issues affecting the medical office with an emphasis on prevention of liability using good practices and risk management. It includes legalities of medical records, federal and state health care legislation and regulations, access to patient information, contracts, consent, special populations, confidentiality, and ethical boundaries. Required preparation: admission into the MA Program. Recommended preparation: placement into ENGL& 101; Computer Literacy. (UE)

MA 113 Introduction to medical computing (3)

This course is designed to increase competency and confidence using computers, hardware, and software. The course will also explore internet use for communication, collaboration, and research. Assignments will introduce and demonstrate medical professional writing and formatting. Students apply medical scenarios to projects demonstrating competency of software programs. Required preparation: admission into the MA Program. Recommended preparation: MATH 094, Keyboard 20 wpm. (UE)

MA 129 Concepts in effective communication (2)

This course focuses on therapeutic and professional communication in the medical office. Students will learn components of effective communication, professional language and techniques, and how to use therapeutic communications strategies working with physicians and the office team. Content includes professionalism, customer service, charting, case presentation, psychosocial theory, and special populations. Required preparation: admission into the MA Program. Recommended preparation: placement into ENGL& 101. (UE)

MA 141 Medical office & electronic records (3)

Medical Assistants provide a variety of administrative duties, including telecommunications, scheduling, referrals, patient intake, patient check-in and check-out procedures, opening and closing procedures. Students will practice using Electronic Medical Record (EMR) and office software to perform these tasks with an emphasis on professional communications, documentation, scope of practice, and confidentiality. Required preparation: admission into the MA Program. Recommended preparation: placement into ENGL& 101. (UE)

MA 143 Intro to practice management and basic finance (4)

An introduction to practice management. Course work includes daily finance practices, manual and automated systems, professional writing, office planning and procedures, office workflow and staffing, revenue cycle, insurance types, inventory, equipment maintenance, liability and incident reporting. Emphasis on written and computational accuracy, medical insurances, vendors, professionalism, problem-solving, and accounting practices. Required preparation: acceptance into the MA program. (UE)

MA 145 Insurance-based medical billing and coding (4)

This course covers medical insurance, procedural (CPT), diagnostic (ICD-10), and HCPCS coding. Coding content includes CPT E&M, anesthesia, surgery, laboratory, pathology, radiology, medicine, and modifiers; and ICD-10 coding for body systems, disease, injuries, and neoplasms. Students use software in billing and coding simulations managing patient accounts and professionalism. Required preparation: admission into the MA Program. Recommended preparation: placement into ENGL& 101. (UE)

MA 146 Medical terminology for the medical assistant (4)

This course provides an introduction to medical word building using root words, suffixes, prefixes, and combining forms. Required preparation: admission into the MA Program. Recommended preparation: placement into ENGL& 101. (UE)

MA 147 The human body in health and disease I (4)

This medically focused course is an integrated study of the structures, functions, and disease processes of the human body. This course covers anatomy, basic physiology, and pathology relating to the skeletal, muscular, cardiovascular, respiratory, lymphatic and immune systems. There will be a focus on wellness and prevention. Required preparation: admission into the MA Program. Prerequisite: MA 146 or concurrent enrollment. Recommended preparation: placement into ENGL& 101. (UE)

MA 148 The human body in health and disease II (4)

This medically focused course is an integrated study of the structures, functions, and disease processes of the human body. This course covers anatomy, basic physiology, and pathology of the endocrine, digestive, urinary, reproductive, integumentary and nervous systems. There will be a focus on wellness and prevention. Required preparation: admission into the MA Program. Prerequisite: MA 147 with a minimum grade of C. Recommended preparation: placement into ENGL& 101. (UE)

MA 151 Protective practices (2)

This hands-on course will train students to apply the appropriate protective practices to office safety and office emergencies. Protective practices training will include blood-borne pathogen training, standard precautions, infectious diseases, infection control, disinfecting and sterilization, isolation precautions, and post-exposure plans. Required preparation: admission into the MA Program, First Aid and CPR certificate and seven hour HIV training. Recommended preparation: placement into ENGL& 101. (UE)

MA 152 Clinical procedures I (4)

This is an introduction to the role and scope of practice as a clinical medical assistant. Students participate in scenarios performing clinical duties and working in an inter-professional team. There is a focus on basic rooming and vital signs collection, charting, basic patient interviewing, screening, cardiopulmonary procedures, and allergy testing. Required preparation: admission into the MA Program. Recommended preparation: placement into ENGL& 101. (UE)

MA 153 Clinical procedures II (4)

An introduction to laboratory practices, specimen collection and processing, urinalysis, venipuncture, hematology, urinary catheterization, and CLIA-waived tests. Topics include relevant pathology, normal and abnormal values, computation, charting. Students practice lab procedures in the context of assisting providers, physician orders, patient preparation and education, and protocol. Required preparation: admission into the MA Program. Prerequisite: MA 152 with a minimum grade of C. Recommended preparation: placement into ENGL& 101. (UE)

MA 154 Clinical procedures III (4)

This clinical course covers skills unique to special populations, specialty offices, minor surgery, age and culture specific care. Students practice assisting the providers with exams, procedures, and orders completion. Includes anatomy and pathophysiology of reproductive system, special senses and nutrition. Emphasis on coordination of services, patient education, time management, and critical thinking. Required preparation: admission into the MA Program. Prerequisite: MA 153 with a minimum grade of C. Recommended preparation: placement into ENGL& 101. (UE)

MA 156 Pharmacology (4)

A basic pharmacology course covering classification of medications, dosage calculation, prescriptions, references, consent, and scope of practice. Competencies include administration of oral and parenteral medications, eye and ear instillation, suppositories, vaccinations, and assisting with implanted devices. Students do critical thinking exercises to address orders coordination, complications, and patient education. Required preparation: admission into the MA Program. Recommended preparation: placement into ENGL& 101. (UE)

MA 200 Practicum with seminar (8)

Medical assistant students are provided practical experience in an ambulatory care setting under the direct supervision of a medical professional. It provides skills practice, discussion, certification exam preparation and job preparation. This course meets the requirements for certification by the State of Washington. Required preparation: completion of all MA core courses with a minimum grade of C. (UE)

MA 225 Behavioral health for medical assistants (4)

Scenario and practice based course to develop skills and apply competencies necessary for Medical Assistants to work with clients with behavioral health disorders in behavioral and integrated healthcare settings. Students will practice documentation; using screening tools; administering psychiatric and medication assisted treatment; providing effective patient education and care coordination. Advisory: HLTH 194 recommended. (UE)

Music (MUSC)

MUSC& 105 Music appreciation (5)

An introduction to the art of listening through the study of the principal genres, forms, and composers of the Western tradition. The course examines societal influences on music throughout history in addition to the current issues in music and art. Open to all students. (Hg)

MUSC 110 Introduction to world music (5)

An introduction to the traditional music of the world's peoples. Focus is on the purposes/roles of music, musical characteristics, and cross-cultural influences within each culture studied including traditions from the Middle East, Asia, Africa, Latin America, and the Pacific Islands. Open to all students. (Hg)

MUSC 115 Survey of American music (5)

An overview of musical styles in the United States from the colonial period to the present. American art, music and popular genres (jazz, Tin Pan Alley, Broadway musicals, country, rock styles) will be examined in a historical, social, and stylistic context. Native American music will also be examined. (Hd)

MUSC 120 Survey of jazz history (5)

This course examines the musical and cultural development of jazz in the United States from the late 19th century to the present day. Students are introduced to basic musical elements, concepts and terminology, stylistic periods, including New Orleans style, the swing era, bebop and modern jazz; and key historical figures. (Hd)

MUSC 125 Survey of popular music (5)

An introduction to the genres, forms and composers of popular music within a historical and cultural context. A broad overview of popular music styles from the 19th c. through 21st c. Topics include stylistic characteristics of genres, relationships between popular music styles, form, and more. (Hg)

MUSC& 141 Music theory I (5)

An introduction to the fundamentals of music through written notation and aural skills. Students will develop and apply the fundamental elements of music composition. Topics include pitch and rhythm notation, meter, intervals, major and minor scales, triads, and melody composition. Aural skills, including sight singing and transcription (dictation) are integrated in the curriculum. No prior experience with music is required. (H)

MUSC& 142 Music theory II (5)

A continuation of Music Theory I. Music Theory II builds on the fundamentals of music writing, aural skills and composition mastered in Music Theory I to include species counterpoint, contrapuntal embellishment, part writing and voice leading diatonic functional harmony in 18th century SATB-style, harmonic and contextual analysis, and composition. Aural skills, including sight singing and transcription (dictation) are integrated in the curriculum. Prerequisite: MUSC& 141. (H)

MUSC& 143 Music theory III (5)

A continuation of Music Theory II. Music Theory III builds on the writing, analysis and aural skills mastered in Music Theory II to include expanded harmonic progressions with basic chromaticism, analysis of music of the late 18th and early 19th centuries, binary, ternary and sectional variation forms. Aural skills, including sight singing and transcription (dictation) are integrated in the curriculum. Prerequisite: MUSC& 142. (H)

MUSC 150 Applied music instruction I (1)

Private lessons in instrumental or vocal music. Open to any student at any skill level, beginning through advanced. Instructor permission required. May be repeated for credit. Cost of lessons not included in tuition fee. (LE)

MUSC 156 Introduction to digital audio technology (4)

Introduction to the basic operation and techniques of digital audio software through projects involving mixing, sequencing and music production. Development of critical listening skills to better understand creative expression through recorded music. (LE)

MUSC 160 Class piano I (2)

This course introduces fundamentals of piano technique, repertoire, and musical literacy. Scales, modes and melody will be explored alongside elementary keyboard harmony. Working at digital pianos, this course is paced both for students beginning musical studies and for musicians active in other areas but new to the keyboard. (LE)

MUSC 161 Class piano II (2)

This course continues progressive study of piano technique, repertoire, and musical literacy. A balance of classical and jazz genres will be introduced with principles of fingering, interpretation of chord symbols and the experience of performance in ensembles. Prerequisite: MUSC 160. (LE)

MUSC 162 Class piano III (2)

Concepts of harmony, transposition, improvisation, and composition will be developed at the keyboard. Repertoire will be expanded with an individual portfolio of audition pieces in varied genres compiled for each student. Performance abilities will be demonstrated through interactive ensemble playing. Prerequisite: MUSC 161. (LE)

MUSC 163 Class voice (2)

This class will teach students the theory and practice which form the basic singing skills of vocal production, sight singing, and repertoire preparation. This includes vocal anatomy, breathing exercises, vocalism, tone production, vowel and consonant production and modification, resonance, vocal registers, repertoire selection, and vocally healthy speaking and singing habits. (LE)

MUSC 165 Collegiate choir (2)

Study and performance of representative compositions from the Western choral tradition, from other world cultures, and from popular genres (folk, jazz). Students will explore vocal technique and basic musicianship skills. Attendance at all performances, on and off campus, is required. Open to all students. Class is repeatable for credit up to 12 credits. (LE)

MUSC 171 Beginning guitar (2)

An introductory course in guitar intended for students with little or no background. Students will learn basic techniques, repertoire in a variety of genres, and music fundamentals. A study of guitar literature and history will also be included. The course will combine large group, small group, and individual instruction. Acoustic guitar is required and Nylon strings are preferred. (LE)

MUSC 172 Intermediate guitar (2)

This course builds on the skills acquired in MUSC 171, Beginning Guitar. Students will expand techniques and study music in a variety of styles including classical, flamenco, finger style, blues, jazz, and folk. Students will continue their study of music theory, literature, and performers. Songwriting skills will be explored. Acoustic guitar is required and nylon strings preferred. Prerequisite: MUSC 171. (LE)

MUSC 174 Chamber music ensemble (2)

Rehearsal, study and performance of classical repertoire for small ensemble. Various ensembles will be formed based on the available personnel. Class is repeatable for credit up to 12 credits. (LE)

MUSC 175 Jazz band (2)

Rehearsal, study, and performance of jazz styles from the "big band" era to the present, including Afro-Cuban and other Latin genres. Attendance at all performances, on and off campus, is required. Required preparation: auditions may be required if a section of the band is filled beyond capacity. Class is repeatable for credit up to 12 credits. (LE)

MUSC 184 Ensemble performance (2)

Rehearsal and performance of standard wind band or orchestral repertoire. Prerequisite: audition with partner organization. Class is repeatable for credit up to 12 credits. (LE)

MUSC 186 Contemporary music ensemble (2)

Musical rehearsal and performance in small instrumental groups, including strings, brass, woodwinds, keyboard and percussion. Skills developed will include the study of rehearsal and performance techniques, basic improvisation, and reading and interpreting musical scores, while exploring contemporary genres. Class is repeatable for credit up to 12 credits. (LE)

MUSC 205 Music in the Abrahamic religions (5)

Judaism, Christianity, and Islam are religions that branched from a common doctrine whose spread went in different directions globally and culturally, creating contention but also open exchanges. This course will cover the musical practices within each religion's practices and the stylistic influences of liturgical music on the surrounding culture. Prerequisite: placement in ENGL& 101. (Hwdg)

MUSC& 241 Music theory IV (5)

Study of advanced theoretical concepts of western music, including extended chromatic harmony and voice leading, advanced modulation and large-scale forms. This course integrates written topics, composition, aural skills and practical keyboard applications. Prerequisite: MUSC& 143 with a minimum grade of C. (H)

MUSC& 242 Music theory V (5)

Study of advanced theoretical concepts of western music, including chromatic modulations large-scale classical forms and diatonic modes, alternative scales, sets, and early 20th century formal principles. This course integrates written topics, composition, aural skills and practical keyboard applications. Prerequisite: MUSC& 241 with a minimum grade of C. (H)

MUSC& 243 Music theory VI (5)

Study of advanced theoretical concepts of western music including pitch class sets, matrices, serialism and late 20th century styles. This course integrates written topics, composition, aural skills and practical keyboard applications. Prerequisite: MUSC& 242 with a minimum grade of C. (H)

MUSC 250 Applied music instruction II (1)

Private lessons in instrumental or vocal music. Instructor permission required. May be repeated for credit. Cost of lessons not included in tuition fee. Prerequisite: MUSC 150 and completion of 100-level jury with a C grade or higher; or permission of instructor. (LE)

MUSC 265 Chamber choir I (2)

Upper level choral ensemble. Entrance by audition. Expand vocal technique and sight singing skill. Participation in college and community performances. Required preparation: MUSC 165, 166, or 167; auditions required. (LE)

MUSC 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Music. Required preparation: acceptance into the Honors Program. (H)

Nursing (NURS)

NURS 100 Nursing assistant (8)

This comprehensive training course prepares students to take the state Nursing Assistant Certification exam, and provides awareness of the role of the nursing assistant in nursing care. The certification exam and the exam fee are not included in this course. A background check and TST (Tuberculin Skin Test) are required for clinicals. Recommended preparation: assessment into ENGL 95 or higher. (UE)

NURS 170 Introduction to pharmacology concepts (2)

Course is a concept-based approach for the beginning nursing student. An overview of the principles of pharmacology and the major classifications of pharmaceuticals commonly used in nursing and medical practice. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 171. Recommended Preparation: ANTH& 235. (UE)

NURS 171 Introduction to nursing concepts with practicum (9)

Introduces concepts within the three domains of nursing practice: individual, nursing, and healthcare at a basic level. Course focus is basic nursing assessment and skills building. Introduces the nursing process to begin development of clinical judgment. Health across the lifespan and comprehensive physical assessment are emphasized. Required preparation: program admittance. Concurrent enrollment in NURS 170. Recommended preparation: ANTH& 235. (UE)

NURS 172 Nursing concepts with practicum I (10)

Course focus is strengthening nursing assessment and continued basic skills building. Continues building on the concepts introduced in previous course. Introduces new concepts related to the individual, nursing, and health care domains at a basic level. Prerequisite: NURS 170, NURS 171 and NUTR 114 with a minimum C grade. Co-requisite of NUTR 116 and PSYC 115. (UE)

NURS 173 Nursing concepts with practicum II (9)

Course focus is refining nursing assessment and continued basic skills building, Continues building on the concepts introduced in previous courses. Introduces new concepts related to the individual, nursing, and health care domains at an intermediate level. Prerequisite: NURS 172, NUTR 116 and PSYC 115 with a minimum C grade. Co-requisite of NUTR 117, PHIL 119 and PSYC 116. (UE)

NURS 271 Nursing concepts with practicum III (9)

Course focus is on the nursing care of individuals experiencing complex medical conditions of an acute or chronic nature. Continues building on the concepts introduced in previous courses. Introduces new concepts related to the individual, nursing, and health care domains at an intermediate level. Prerequisite: NURS 173, NUTR 117, PHIL 118 and PSYC 116 with a minimum C grade. Co-requisite of NUTR 214, PHIL 214 and PSYC 214. (UE)

NURS 272 Nursing concepts with practicum IV (10)

The course focus is on the nursing care of individuals experiencing complex medical conditions of an acute or chronic nature. Continues building on the concepts introduced in previous courses. Introduces new concepts related to the individual, nursing, and health care domains at an intermediate level. Prerequisite: NURS 271, NUTR 214, PHIL 214 and PSYC 214 with a minimum C grade. Co-requisite of PHIL 215 and PSYC 215. (UE)

NURS 273 Nursing concepts with practicum V (11)

Course focus is on the transition to nursing practice. Continues building on the concepts introduced in previous courses. Introduces new concepts related to the individual, nursing, and health care domains at an advanced level. Includes 120' preceptorship experience. Prerequisite: NURS 272, PHIL 215 and PSYC 215 with a minimum C grade. Co-requisite of PHIL 216. (UE)

Nutrition (NUTR)

NUTR& 101 Nutrition (5)

This course concentrates on both the cellular and organismal effects of human nutrition. Cellular structure, energy needs, genetic predisposition, exercise and overall organismal nutritional needs will be addressed. (MS)

NUTR 114 Nutrition in healthcare I (1)

An introduction to nutritional concepts in healthcare to establish a foundation to examine the scientific, social, economic, cultural, ethnic and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 171. (MS)

NUTR 115 Nutrition in healthcare II (1)

Examines the scientific, social, economic, cultural, ethnic, and psychological implications of nutrition in relation to selected health issues across the lifespan and in the context of healthcare professions at a beginner level. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 171. (MS)

NUTR 116 Nutrition in healthcare III (1)

Examines the scientific, social, economic, cultural, ethnic, and psychological implications of nutrition in relation to selected health issues across the lifespan and in the context of healthcare professions, expands on NUTR 115. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 172. (MS)

NUTR 117 Nutrition in healthcare IV (1)

Examines the scientific, social, economic, cultural, ethnic, and psychological implications of nutrition in relation to selected health issues across the lifespan and in the context of healthcare professions, expands on NUTR 115 and 116. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 173. (MS)

NUTR 214 Nutrition in healthcare V (1)

Examines the scientific, social, economic, cultural, ethnic, and psychological implications of nutrition in relation to selected health issues across the lifespan and in the context of healthcare professions, expands on NUTR 115, 116, and 117. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 271. (MS)

Oceanography (OCEA)

OCEA& 101 Introduction to oceanography w/lab (5)

Formerly GEOL 135. Study of plate tectonics, ocean currents, waves, tides, the coastal ocean, marine topography, marine sediment, landforms, marine life, ocean pollution, and ocean resources. Lab work and field trips included. (MSI)

Office administration (OFFAD)

OFFAD 105 Records management (3)

Introductory course stressing managerial considerations and systems thinking. Records organization, updating, processing, and retrieval are investigated. Recommended preparation: ENGL& 101. (UE)

OFFAD 150 Office procedures (5)

This course introduces a variety of practical skills, knowledge, and abilities required for effectively completing daily office tasks, including time management, filing, reception, formatting interoffice memos and correspondence, basic business research, travel and meeting planning, selecting, ordering and maintaining office supplies and equipment, understanding business terminology, processing mail, and effective use of phone, fax, and email. Recommended preparation: ENGL& 101. (UE)

OFFAD 154 Introduction to logistics (5)

This course studies the functions, characteristics, advantages and limitations of each type of transportation; major aspects of international transportation, import and export; the role of transportation companies in the US and World economy; an overview of documentation, law and regulations; sustainable and environmental issues related to transportation; and exploration of employment and career opportunities. Recommended preparation: BTEC 101. (UEs)

OFFAD 160 Office management (5)

This is a comprehensive course covering business organization and relationships; supervisory styles and responsibilities; employee/employer relations; office systems analysis, including work measurement, standards, and simplification; scheduling and managing multiple priorities; budgeting; advanced meeting planning; managing reprographics and mail services; and managing the office environment. Recommended preparation: ENGL& 101. (UE)

OFFAD 190 Office administration internship (1-5)

The student will complete an academic internship that offers experience-based learning, in a structured, supervised, and career-related setting. Measurable internship learning outcomes are collaboratively created by the student, internship supervisor, and faculty mentor. The student will develop professional readiness by fostering skills necessary to work in an office environment. Repeatable with program permission. Co-op courses above 5 credits may be arranged with permission from the co-op coordinator. (UE)

OFFAD 203 Business analysis for managers (5)

Formerly BUSAD 203. The student will learn how business managers use accounting and finance concepts to analyze the company, and how managers make informed decisions based on that information. Content includes: risk assessment methods, financial ratios, stocks and bonds to finance operations, tangible and intangible assets, and merchandising operations. Prerequisite: BUS 100 or MATH 97 with a minimum C grade; placement in ENGL& 101. (UE)

OFFAD 280 Sustainable business practices I (3)

Formerly BUSAD 280. This class is the first of a three part series. The focus of this course is measuring, tracking, and implementing sustainability in a business/institutional setting. The class will provide a practical introduction to sustainability, business and leadership practices. Topics covered will include: energy efficiency, transportation, water, and zero waste. Recommended preparation: students have professional work experience OR have completed a basic series of business, economics, political science, and/or related coursework. (UEs)

OFFAD 281 Sustainable business practices II (3)

Formerly BUSAD 281. This is the second course in a three part series. The focus of this course is the sustainable supply chain. Topics covered will include: responsible purchasing, renewable energy, sustainable food, sustainable building and development, and alternate sources of revenue and/or savings. Prerequisite: OFFAD 280 or permission of instructor. (UEs)

OFFAD 282 Sustainable business practices III (3)

Formerly BUSAD 282. This is the third course in a three part series. The focus of this course is the sustainable business model. Topics covered will include: triple bottom line accounting, leadership skills for change agents, corporate social responsibility, employee ownership, and marketing. Prerequisite: OFFAD 281 or permission of instructor. (UEs)

Paralegal studies (PLS)

PLS 111 Introduction to law and the legal process (5)

This course provides students with an overview of the American Legal System, and introduces students to various legal fields and topics. Prerequisite PLS 127 or concurrent enrollment; and BTEC 121 or concurrent enrollment or BTEC 122 or concurrent enrollment. (UE)

PLS 112 Law office technology (3)

This course will increase students' awareness of law office computer systems and software and other technological advances which are, or will be, used in law offices, and enhance the student's ability to effectively utilize these resources. The student should also gain the ability to critically analyze law office automation. Prerequisite: PLS 127 or concurrent enrollment; and BTEC 121 or concurrent enrollment or BTEC 122 or concurrent enrollment. (UE)

PLS 120 Civil procedure and litigation (5)

Principles and procedures used in the U. S. Court system with strong emphasis on Washington court rules and case law. Topics include venue, jurisdiction, pleading, discovery and trial, including the administrative process. Prerequisite: PLS 111 or concurrent enrollment; PLS 127 or concurrent enrollment; and BTEC 121 or concurrent enrollment or BTEC 122 or concurrent enrollment; and placement in ENGL& 101. (UE)

PLS 125 Indian law (3)

This course is an introduction to a variety of legal resources, the use of the law library, and computerized legal research. Focus is on effective legal writing. Designed for law office staff, legal assistants, and Limited License Legal Technicians to develop skills in the process of legal research, writing, and analysis. Prerequisite: PLS 111 or concurrent enrollment; PLS 127 or concurrent enrollment; and BTEC 121 or concurrent enrollment or BTEC 122 or concurrent enrollment; and placement in ENGL& 101. (UE)

PLS 127 Legal terminology (3)

This is an introductory course for law office personnel on the definition, use, and spelling of legal terms. Includes Latin-based words generally used in the legal profession. (UE)

PLS 130 Legal interview and investigation techniques (3)

Covers interviewing techniques and skills needed to work with clients and witnesses. Includes investigation procedures and a general understanding of the rules of evidence. Prerequisite: PLS 111 or concurrent enrollment; PLS 127 or concurrent enrollment; and BTEC 121 or concurrent enrollment or BTEC 122 or concurrent enrollment; and placement in ENGL& 101. (UE)

PLS 151 Law office procedures and ethics (5)

Designed to help students preparing for or to enhance their careers as paralegals, Limited License Legal Technicians (LLLT) and legal secretaries. Topics include law office management, non-litigation, and litigation responsibilities. Emphasis on ethics, client interactions, business practices and understanding, formatting, and preparation of legal documents. Prerequisite: PLS 111 or concurrent enrollment; PLS 127 or concurrent enrollment; and BTEC 121 or concurrent enrollment or BTEC 122 or concurrent enrollment; and placement in ENGL& 101. (UE)

PLS 152 Intro to legal research, writing and analysis (3 or 5)

This course is an introduction to a variety of legal resources, the use of the law library, and computerized legal research. Focus is on effective legal writing. Designed for law office staff, legal assistants, and Limited License Legal Technicians to develop skills in the process of legal research, writing, and analysis. Prerequisite: PLS 111 or concurrent enrollment; PLS 127 or concurrent enrollment; and BTEC 121 or concurrent enrollment or BTEC 122 or concurrent enrollment; and placement in ENGL& 101. (UE)

PLS 160 Administrative law (3)

This course covers the history of administrative agencies, administrative law procedures, use of expert witnesses, law of evidence, and constitutional limitations of judicial review. Designed for professional practice of paralegal staff and individuals working with law-related agencies. Prerequisite: PLS 111 or concurrent enrollment; PLS 127 or concurrent enrollment; and BTEC 121 or concurrent enrollment or BTEC 122 or concurrent enrollment; and placement in ENGL& 101. (UE)

PLS 175 Contracts, consumer law and access to justice (3)

This course is an introduction to the principles of contract law. In addition to discussion of the basic substantive law of contracts and consumer law, the course will provide practical information for the paralegal, legal assistant, or Limited License Legal Technician (LLLT) in providing access to justice. Prerequisite: PLS 111 or concurrent enrollment; PLS 127 or concurrent enrollment; and BTEC 121 or concurrent enrollment or BTEC 122 or concurrent enrollment; and placement in ENGL& 101. (UE)

PLS 185 Torts (3)

This course is an introduction to the principles of tort law, which is the law of personal injuries. In addition to discussion of the basic substantive law of torts, the course will provide practical information for the paralegal in such areas as the discovery process in tort cases, obtaining medical records, medical releases, and a general overview of the legal assistant's role during a tort case. Prerequisite: PLS 111 or concurrent enrollment; PLS 127 or concurrent enrollment; and BTEC 121 or concurrent enrollment or BTEC 122 or concurrent enrollment; and recommended preparation: placement in ENGL 101. (UE)

PLS 190 Paralegal studies internship (1-5)

This course is designed for PLS students to work in a law office or agency in an internship capacity in order to gain experience in paralegal practice and to learn the daily operations of the office. Course may be repeated for credit. Recommended preparation: completion of core and paralegal field requirements for paralegal studies degree. (UE)

PLS 191 Cooperative work experience seminar (2)

Designed for advanced PLS students to explore the practical, ethical and career issues relevant to the legal profession; to also gain experience in paralegal practice and learn the operations of a legal office. Recommended preparation: completion of PLS degree core requirements. (UE)

PLS 210 Legal documents, admin processes, probate, wills (3)

This course will explore and apply Washington state and federal law necessary to prepare legal documents; examine the processes for probate, wills, power of attorney, guardianship, name change, health care legal issues; administrative advocacy for legal financial obligations, medical coverage; and advocacy for clients involved with administrative agencies. Prerequisite: PLS 127 with a minimum grade of C or concurrent enrollment; and BTEC 121 with a minimum grade of C or concurrent enrollment or BTEC 122 with a minimum grade of C or concurrent enrollment; and recommended preparation: PLS 111 and placement in ENGL& 101. (UE)

PLS 220 Real estate legal procedures (3)

This course examines the application of legal procedures and requirements in real estate transactions and litigation. Includes drafting of documents and pleadings with emphasis on contracts, closings, deeds, leases, liens, and foreclosures. Prerequisite: PLS 127 with a minimum grade of C or concurrent enrollment; and BTEC 121 with a minimum grade of C or concurrent enrollment or BTEC 122 with a minimum grade of C or concurrent enrollment; and placement in ENGL& 101; and recommended preparation: PLS 111. (UE)

PLS 230 Criminal trial procedure (3)

This course covers the steps of the criminal trial process from first court appearance through pre-trial procedures. Includes plea bargaining, ethical considerations, initial appearance, probable cause, discovery, and pre-trial motions. Prerequisite: PLS 127 with a minimum grade of C or concurrent enrollment; and BTEC 121 with a minimum grade of C or concurrent enrollment or BTEC 122 with a minimum grade of C or concurrent enrollment ;and placement in ENGL& 101; and recommended preparation: PLS 111. (UE)

PLS 240 Practice family law I (5)

Covers the fundamental issues of family law and providing services to family law clients under attorney supervision or as a Limited License Legal Technician (LLLT) or other non-lawyer practitioner. Prerequisite: PLS 111 or concurrent enrollment; PLS 127 or concurrent enrollment; and BTEC 121 or concurrent enrollment or BTEC 122 or concurrent enrollment; and placement in ENGL& 101. (UE)

PLS 241 Practice family law II (5)

This course focuses on economic and child custody family law issues and providing services to family law clients supervised by an attorney and as a Limited License Legal Technician (LLLT) or other non-lawyer practitioner. Prerequisite: PLS 240 with a minimum grade of C. (UE)

PLS 242 Practice family law III (5)

This course focuses on ethics, social and economic family law issues and providing services while supervised by an attorney or as a Limited License Legal Technician (LLLT) or other non-lawyer practitioner. Prerequisite: PLS 240 with a minimum grade of C. (UE)

PLS 245 U.S. immigration applications and processes (3)

This course is an introduction to current immigration application processes including non-immigrant, immigrant, and citizenship. Topics will cover family and employment visas and green cards, labor certification, overview of refugee/asylee status, and immigration court.

Prerequisite: PLS 127 or concurrent enrollment; and BTEC 121 or concurrent enrollment or BTEC 122 or concurrent enrollment; and recommended preparation: PLS 111. (UE)

Parent education (PARED)

PARED 101 Communication and child development (1 or 3)

This course is for parents with a child attending a WCC affiliated cooperative preschool. Parents do lab work in the classroom regularly and attend parent education lectures on health and safety, communication and child development. Students are also provided with training on leadership skills, organizational development and small business practices. (UE)

PARED 102 Learning environments and development (1 or 3)

Parents attend parent education lectures on learning environments and physical, social, emotional and cognitive development. (UE)

PARED 103 Behavior and diversity (1 or 3)

Students are introduced to guidance techniques in parenting, diversity and contemporary issues involving families. (UEd)

PARED 104 Safety and developmentally appropriate practices (1 or 3)

This course is for parents/caregivers. Parents attend parenting education lectures that help them apply safety and developmentally appropriate practices. (UE)

PARED 105 Childhood development and diversity (1 or 3)

Parents examine social and cultural influences on parenting practices and explore childhood development. (UE)

PARED 106 Guidance techniques and family resources (1 or 3)

Parents assess resources for family support and practice positive and effective guidance techniques. (UE)

PARED 110 Parenting preschoolers (2)

This online course covers child development in 3-5 year olds, including emotional, social, physical, cognitive, and language. The following parenting topics will be covered; positive communication, guidance, temperament, identity, health and safety, learning environments, routines, difficult topics, and stress. (UE)

Philosophy (PHIL)

PHIL& 101 Introduction to philosophy (5)

This course is an introduction to the problems, history, and nature of philosophy, with a focus on traditional Western philosophical issues. Students will be exposed to the major areas of philosophy, with emphasis given to theories of knowledge and reality. Possible topics include: the nature and possibility of knowledge, free will and responsibility, the existence of God, personal identity, and the meaning of life. (Hg)

PHIL& 115 Critical thinking (3 or 5)

Critical thinking ability is highly valued among employers. This course introduces you to sound reasoning principles used in daily life. Covers informal, non-symbolic introduction to logic with emphasis on real-life examples. Students learn how to critically evaluate their own reasoning and how to construct arguments. (H)

PHIL& 117 Traditional logic (5)

Investigation of systems of formal logic with emphasis on symbolic reasoning. Prerequisite: MATH 99 with a minimum grade of C. (QSR)

PHIL 118 Ethics and policy in healthcare I (1)

An introduction to the exploration of values, ethics, and legal decision-making frameworks and policies used to support the well-being of people and groups within the context of healthcare professions. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 171. (H)

PHIL 119 Ethics and policy in healthcare II (1)

Explores values, ethics, and legal decision-making frameworks and selected policies used to support the well-being of people and groups within the context of healthcare professions at a beginner level. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 173. (H)

PHIL 130 Introduction to ethics (5)

An ethical examination of contemporary controversial issues such as the nature of liberty, the death penalty, capitalism and communism, abortion, animal rights and environmental ethics. (H)

PHIL 132 Environmental ethics (5)

How humanity conceives of its environment is central to an understanding of how humans should act and think of themselves as part of planet Earth. Topics to be covered include: the fundamentals of ethical reasoning, the moral status of non-human animals, land use dilemmas, and anthropocentrism and ecocentrism in the context of current environmental problems. (Hdgs)

PHIL 140 Introduction to world religions (5)

An investigation of Western and Non-Western religious traditions including the histories and practices of specific traditions and of their differing world views. A general consideration of the role that religion plays in human existence including what has been called the "spiritual dimension", or "transcendence" of personal needs and desires. Prerequisite: placement in ENGL& 101. (Hwdg)

PHIL 200 Philosophy of religion (5)

Philosophy of religion is the branch of philosophy concerned with the nature and existence of God. This course will provide a critical examination of traditional and contemporary arguments for theism (especially classical Western theism), atheism, and agnosticism, as well as questions related to religious belief and inclusivity, the afterlife, and prayer. Prerequisite: placement in ENGL& 101. (H)

PHIL 214 Ethics and policy in healthcare III (1)

Explores values, ethics, and legal decision-making frameworks and policies used to support the well-being of people and groups within the context of healthcare professions, expands on PHIL 119. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 271. (H)

PHIL 215 Ethics and policy in healthcare IV (1)

Explores values, ethics, and legal decision-making frameworks and policies used to support the well-being of people and groups within the context of healthcare professions, expands on PHIL 214. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 272. (H)

PHIL 216 Ethics and policy in healthcare V (1)

Explores values, ethics, and legal decision-making frameworks and policies used to support the well-being of people and groups within the context of healthcare professions, expands on PHIL 215. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 273. (H)

PHIL 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Philosophy. Required preparation: acceptance into the Honors Program. (H)

PHIL 301 Professional ethics (5)

This course examines ethical principles and moral or ethical problems that arise in a business environment. Upon successful completion of the course, students will be able to apply the codes of practice, standards of conduct, professional responsibilities and regulatory aspects associated with common professional business. Prerequisite: program admittance or permission of BAS program coordinator. (N)

Physical education (PE)

PE 102 Strength training (2)

Activity and theory based course introducing the concept and benefits of strength exercise. (LE)

PE 103 Cardiovascular conditioning I (2)

Designed to enlist lecture, written and active learning modes to explore and enhance both aerobic and flexibility fitness. Relationship of aerobic and flexibility fitness to overall health and fitness level will be explored. Recommended preparation: ability to engage in vigorous exercise. (LE)

PE 104 Introduction to trail running (1)

This course is designed to introduce students to basic trail running skills. Map reading, proper equipment, workout progressions and backwoods safety will be emphasized. Required preparation: you must have run and completed a 5k in the past 60 days and have no chronic physical injuries, such as lower back or knee pain. (LE)

PE 105 Functional fitness (2)

Through lecture, demonstration, and participation this course introduces students to the application of high intensity functional fitness and to basic muscle anatomy and physiology. Students learn and practice proper execution of functional movements over a range of intensities and improve joint range of motion through active mobilization techniques. Students with existing injuries should consult their doctor prior to enrollment. (LE)

PE 106 Basketball skills and rules (2)

Analysis of the skills needed for intercollegiate basketball. Current officiating rules covered. Required preparation: permission of instructor. (LE)

PE 108 Yoga (1)

Instruction, practice and exploration of yoga incorporating several influences including the lyengar method. Includes introduction to yoga postures, vinyasa (uninterrupted flow of yoga postures), breathing/relaxation techniques and home practice. Emphasis on postural alignment for safe yoga practice that promotes whole body awareness of balance, strength, flexibility, relaxation and breath awareness. (LE)

PE 109 Introduction to Pilates (1)

This course will explore basic Pilates exercises in order to gain better posture, core stability, joint mobility and overall muscular strength. (LE)

PE 123 Volleyball skills and rules (2)

This course is designed to complement the practice, game and conditioning elements of intercollegiate volleyball. Requires the students to observe, participate and implement strategies surrounding the philosophy and rules of the game. Required preparation: permission of instructor. (LE)

PE 126 Introduction to hiking (1)

This course is intended to serve as an introduction to day hiking. Course will cover basic concepts and will apply these concepts in the field. Required preparation: must have ability to engage in strenuous exercise. (LE)

PE 133 Introduction to athletic training (3)

An introduction to the profession of Athletic Training with concentration on the role/function of an Athletic Therapist/Trainer, human anatomy, human physiology, injury description and injury recognition. (LE)

PE 135 Ultimate frisbee techniques (1)

The course is designed to expose students to the many aspects of ultimate frisbee. Techniques, strategies and rules will make up the curriculum. Cleats are highly recommended. (LE)

PE 136 Introduction to soccer techniques (1)

The course is designed to expose students to the many aspects of basic soccer. Techniques, strategies and rules will comprise the curriculum. Cleats and/or turf shoes are highly recommended. (LE)

PE 138 Introduction to flag football (1)

Individual and team aspects of flag football. Students will learn the concepts of offensive and defensive team play and strategy. Students will learn rules and various drills specific to the sport, and demonstrate appropriate sportsmanship. (LE)

PE 139 Zumba (1)

This fitness class provides a Latin-inspired aerobic-dance workout which incorporates upbeat music with choreographed footwork and arm movement. This is a fun way to workout, burn calories, and relieve stress. No dance experience required. (LE)

PE 141 Introduction to tai chi (1)

This course is an introduction to Tai Chi. It is designed to expose students to the basic principles of proper body mechanics, balance, flexibility, fluidity, strength and relaxation during movement. (LE)

PE 146 Soccer skills and rules (2)

Analysis of the skills needed for intercollegiate soccer. Current officiating rules covered. Required Preparation: Permission of instructor. (LE)

PE 153 Introduction to personal fitness (2)

A comprehensive course designed for the student actively participating in a fitness program. Students will determine individual goals to be reached by the end of the quarter. Topics include strength, fitness, health, and body composition. Class format is both lecture and active participation. Prerequisite: PE 102 or PE 103 or currently participating in an exercise program. (LE)

PE 157 Yoga II (1)

This course expands on the fundamentals of yoga. Course includes intermediate poses, the Yoga Sutras, the 5 sheath model, Chakra energy system, Sanskrit terminology, and breathing techniques. Recommended preparation: PE 108 or concurrent enrollment in PE 108 or previous yoga experience. (LE)

PE 158 Racquet sports (1)

This course is designed to introduce and improve participation in racquet sports as lifetime activities. This course requires students to participate and implement strategies and rules of various racquet sports. (LE)

PE 161 Cross country skills and rules (2)

Analysis and acquisition of the skills required for intercollegiate cross country. Requires the students to observe, participate, and implement strategies surrounding the philosophy and rules of the sport. Required preparation: permission of instructor. (LE)

PE 170 Basketball techniques (1)

Introduces techniques and strategies of basketball. Topics include offensive and defensive play as well as personal skill development. (LE)

PE 181 Health and wellness (5)

Health and wellness explores physical and emotional health and wellness topics, such as stress reduction, proper nutrition, and physical fitness. Students will examine major health and lifestyle issues of contemporary society and will participate in personal assessments and develop a wellness plan. (LE)

PE 202 Advanced strength training (2)

A class in which students will gain greater proficiency and capability in strength training. Exercise theory will include the concept of relative intensity and periodization in obtaining high levels of strength adaptation. Prerequisite: PE 102 or permission of instructor. (LE)

PE 203 Advanced cardiovascular conditioning (2)

Students will experience five metabolic pathways that will assess and challenge them from anaerobic to aerobic capabilities. Each student's work capacity will be evaluated and programs will be determined for enhanced capacity. Students will evaluate exercise methodologies as they relate to anaerobic and aerobic metabolism. Prerequisite: PE 103 or permission of instructor. (LE)

PE 206 Advanced basketball skills and rules (2)

In depth analysis of the skills needed for intercollegiate basketball. Officiating rules covered at the NCAA level. Required preparation: permission of instructor. (LE)

PE 223 Advanced volleyball skills and rules (2)

In-depth analysis of the practice, game and conditioning elements of intercollegiate volleyball. Requires the students to observe, participate and implement strategies surrounding the philosophy and rules of the game. Required preparation: permission of instructor. (LE)

PE 241 Intermediate tai chi (1)

This course expands on the fundamentals of Tai Chi. It is designed to continue the study of proper body mechanics, balance, flexibility, fluidity, strength and relaxation during movement. The first set of Tai Chi will be reviewed and the second set of long form Tai Chi will be introduced. Prerequisite: PE 141. (LE)

PE 246 Soccer skills and rules II (2)

In depth analysis and application of the skills necessary for intercollegiate soccer. Required preparation: permission of instructor. (LE)

PE 261 Advanced cross country skills and rules (2)

Advanced analysis and acquisition of the skills required for intercollegiate cross country. Requires the students to observe, participate, discuss, and implement strategies surrounding the philosophy and rules of the sport. Required preparation: permission of instructor. (LE)

PE 269 Sports performance (2)

Correlates all aspects of intercollegiate team sports, including conditioning, nutrition, and application of team sports concepts and techniques. Includes observation, participation, and implementation of strategies surrounding the rules and techniques of various team sports. Also, includes strength training/conditioning specific to team sports. Required preparation: permission of instructor. (LE)

PE 270 Advanced conditioning for athletes I (2)

Advanced skill acquisition and conditioning for intercollegiate competition. Combines aspects of advanced skill training with specific conditioning exercises required for advanced level of play. Prerequisite: permission of instructor. (LE)

PE 271 Advanced conditioning for athletes II (2)

Designed to prepare students through advanced skill acquisition and conditioning for higher levels of competition. Combines the aspects of advanced skill training with specific conditioning exercises required for advanced levels of play. Prerequisite: PE 270 and permission of instructor. (LE)

Physical science (PHYSC)

PHYSC104 Finding things out: Energy (5)

First of a three quarter set of courses using extensive hands-on and inquiry-based activities that allow students to develop a solid understanding of the nature of interactions and energy exchange. Students will develop critical thinking skills required to pursue scientific understanding of important ideas in physical systems. Not intended for students with prior physical science coursework. Preferred sequence is PHYSC 104, GEOL 104, and BIOL 104. Lab work included. (MSI)

PHYSC295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Physical Science. Required preparation: acceptance into the Honors Program. (MS)

Physical therapist assistant (PTA)

PTA 101 Introduction to physical therapy (3)

Introduction to the practice of physical therapy with emphasis on the PTA as a member of the health care team. Examination of the therapist-patient relationship. Introduction to documentation standards, SOAP note writing and other documentation formats related to physical therapy. Introduction to legal and ethical issues in physical therapy including HIPPA legislation. Required preparation: admission to PTA Program. (UE)

PTA 105 Tests and measurements (2)

This course provides instruction in various types of physical therapy tests and measurements including goniometry, manual muscle testing, sensory testing and posture examination. In addition, this course examines the application of these tests to the patient plan of care. Required preparation: program admittance required. (UE)

PTA 110 PTA procedures I (5)

Basic patient care skills focused in the acute care setting including aseptic techniques, vital signs, bandaging, bed mobility and patient transfers and preparation and maintenance of treatment environment. Theory and application of selected physical therapy equipment. Required preparation: program admittance. (UE)

PTA 111 PTA procedures II (7)

Theory and application of cold and heat modalities. Basic principles and application of selected massage techniques. Introduction to fundamentals and use of electrotherapy and traction modalities. Basic edema management including lymphedema. Required preparation: program admittance. (UE)

PTA 113 PTA procedures III (4)

Principles of normal and abnormal ambulation, use of assisted devices, postural analysis and selected functional rehabilitation activities. Required preparation: program admittance required. (UE)

PTA 160 Service learning for the PTA (3)

In this class students will collaborate with the instructor and community service partner(s) to design a service learning project to build communication and professional skills that serve the health and wellness needs of the community. S/U grading. Required preparation: program admittance. (UE)

PTA 201 Ethical issues in physical therapy (3)

Survey of medical, legal, ethical and psychosocial issues relating to physical therapy and the delivery of health care in the United States. Covers concepts and strategies regarding ethical decision-making, humanizing health care, confidentiality, information disclosure, informed consent, allocation of health care resources and the health care provider as a citizen. Required preparation: program admittance. (UE)

PTA 202 Applied anatomy and clinical kinesiology (5)

Formerly HLTH 202. Introduction to kinesiology with emphasis on the functional application and analysis of the musculoskeletal system, including clinical assessment tools of goniometry. Required preparation: program admittance required. (UE)

PTA 204 Clinical neurology (3)

Formerly HLTH 201. Introduction to clinical neurology and the effects of neurological dysfunction on the rehabilitation process. Includes basic anatomy and physiology of the nervous system, evaluation of normal neurological function, and fundamentals of disease processes and neurological impairment. Required preparation: program admittance required. (UE)

PTA 225 PTA procedures IV (5)

Introduction to orthopedics and the effects of orthopedic dysfunction on the rehabilitation process. Includes fundamentals of orthopedic terminology, survey of surgical repair and fundamentals of disease processes, orthopedic injuries and impairment. Therapeutic exercise techniques and testing procedures with selected kinesiological principles of therapeutic exercise. Emphasis on lower extremity and lumbosacral spine. Required preparation: program admittance required. (UE)

PTA 226 PTA procedures V (4)

Continued study of orthopedics and the effects of orthopedic dysfunction on the rehabilitation process. Includes fundamentals of orthopedic terminology, survey of surgical repair and fundamentals of disease processes, orthopedic injuries and impairment. Continued study of therapeutic exercise techniques and testing procedures. Focus on upper extremity and cervical/thoracic spine. Required preparation: program admittance required. (UE)

PTA 227 PTA procedures VI (7)

Principles of physical therapy treatment programs applied to specific disabilities, emphasis on neurological dysfunctions, normal and abnormal development, and common pediatric neurological dysfunctions. Instruction in selected advanced procedures for treating dysfunctions. Required preparation: program admittance required. (UE)

PTA 251 Clinical experience II (5)

Supervised practical experience in the application of physical therapy procedures in the treatment of patients in health care facilities affiliated with the college. Lectures comprised of clinical discussion and presentation of pertinent clinical issues. S/U grading. Required preparation: program admittance; PTA 111, 113, 274. (UE)

PTA 253 Clinical affiliation (18)

Internships of practical performance and application of physical therapy procedures and techniques under supervision in selected clinical settings. S/U grading. Required preparation: program admittance required. (UE)

PTA 254 Clinical affiliation I (9)

Internships of practical performance and application of physical therapy procedures and techniques under supervision in selected clinical settings. S/U grading. Required preparation: program admittance required. (UE)

PTA 255 Clinical affiliation II (9)

Internships of practical performance and application of physical therapy procedures and techniques under supervision in a different clinical setting than was selected in 254. S/U grading. Required preparation: program admittance required. (UE)

PTA 273 Anatomy and pathophysiology for the PTA I (3)

Basic overview of structure and function of various components of the human body systems from cellular level up to the organ system level and of general pathology, the disease process and its effect on rehabilitation. Orientation to common pharmacologic interventions, effects and side effects. Required preparation: program admittance. (UE)

PTA 274 Anatomy and pathophysiology for the PTA II (4)

Continued overview of structure and function of various components of the human body systems from cellular level up to the organ system level and of general pathology, the disease process and its effect on rehabilitation. Orientation to common pharmacologic interventions, effects and side effects. Required preparation: program admittance. (UE)

PTA 280 Special topics in physical therapy (2)

Overview of specialized topics in physical therapy including aquatic therapy, cardiac rehabilitation, women's health, wound care and chest physical therapy. Integration of physical therapy techniques and communication skills learned throughout the program. Required preparation: program admittance required. (UE)

PTA 285 Manual therapy techniques-physical therapist assistant (1)

Beginning practice in selected manual therapy techniques including peripheral joint mobilization, myofascial release, muscle energy techniques and strain/counter-strain techniques. S/U grading. Required preparation: program admittance required. (UE)

Physics (PHYS)

PHYS 109 Energy: Use and consequences (5)

Conceptual introduction to physics principles relative to energy conversion including oil, hydroelectric, electricity generation, nuclear, fossil fuel, and alternative fuel sources. Elementary mechanics, thermodynamics and environmental impacts will be considered. Recommended preparation: MATH 098. (MSIs)

PHYS& 110 Physics for non-science majors (5)

An introductory, comprehensive survey of the dominant concepts in physics. Emphasis is on conceptual and historical development, rather than quantitative. Topics include Newton's laws of motion and gravity; energy; theory of electromagnetic waves (light); Einstein's theories of relativity; model of the atom and quantum physics; nuclear physics and nuclear power. Lab work included. Recommended preparation: MATH 098. (MSI)

PHYS 112 Environmental physics (5)

Introduction to the physical aspects of environmental science. Topics include energy and matter transfers between water, earth and atmospheric systems. Current environmental problems will provide the common themes. Lab work included. Recommended preparation: MATH 098. (MSIgs)

PHYS& 114 General physics I (5)

Introduction to mechanics and physical reasoning strategies and investigation methods for students majoring in technically oriented fields not requiring a calculus based physics course. Newton's laws, work and energy, kinematics conservation principles. Computer interfaced laboratory investigations, technical writing, problem solving, mathematical reasoning and scientific method of inquiry skills will be emphasized. Prerequisite: MATH& 142 with a minimum grade of C. (MSI)

PHYS& 115 General physics II (5)

Second course in algebra-trigonometry physics sequence, solids and fluids, introduction to thermodynamics, simple harmonic motion, mechanical waves. Computer interfaced laboratory, technical writing, problem solving, mathematical reasoning, critical thinking skill will be emphasized. Prerequisite: PHYS& 121 or PHYS& 114 with a minimum grade of C-. (MSI)

PHYS& 116 General physics III (5)

Third course in algebra-trig physics sequence. Electricity and magnetism, simple circuits, light and introduction to modern physics. Weekly laboratory work. Prerequisite: PHYS& 122 or PHYS& 115 with a minimum grade of C-. (MSI)

PHYS& 221 Engineering physics I (5)

Basic principles of mechanics. Emphasis on critical analysis, interpretation, and problem solving, energy and momentum conservation, rotational motion, static equilibrium. Prerequisite: MATH& 151 with a minimum grade of C; placement in ENGL& 101; and one college level physics course or a high school physics course. (MSI)

PHYS& 222 Engineering physics II (5)

Basic principles of thermodynamics, mechanics of fluids and oscillatory motion, and mechanical waves. Prerequisite: PHYS& 221 and MATH& 152 with a minimum grade of C; placement in ENGL& 101. (MSI)

PHYS& 223 Engineering physics III (5)

Basic principles of electricity and magnetism, waves, optics and atomic structure. Prerequisite: PHYS& 222 with a minimum grade of C. (MSI)

PHYS 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Physics. Required preparation: acceptance into the Honors Program. (MS)

Political science (POLS)

POLS& 101 Introduction to political science (5)

Introduction to political concepts, public opinion, pressure groups, and government systems. (SS)

POLS& 201 Introduction to political theory (5)

Evaluation of major political concepts in regard to government, property, religion and man's place in society. (SSg)

POLS& 202 American government (5)

Outlines the main structure and function of American government. Also deals with politics in theory and in practice emphasizing political concepts, protest and reform movements. (SS)

POLS& 203 International relations (5)

Examines the history of international relations and theories of how such relations work, possible trends in globalization or interdependence, problems of authority, concepts and reality of conflict and security, and economics. Studies key international actors such as nation-states, international organizations and others including multinational corporations, and terrorist groups. Also addressed: diplomacy, human rights and international law. (SSg)

POLS& 204 Comparative government (5)

Advanced study of major foreign powers including France, Great Britain, West Germany, Russia, China, India and others as time permits. Recommended preparation: POLS& 101 or 202. (SSg)

POLS 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Political Science. Required preparation: acceptance into the Honors Program. (SS)

Psychology (PSYC/PSYCH)

PSYC& 100 General psychology (5)

Surveys the knowledge and methods of the discipline of psychology. Emphasis include an overview of current knowledge in major areas of psychology, accessing and assessing information about behavior, skills in scientific reasoning and critical thinking. (SS)

PSYC 105 Career search process (3)

Designed for students to assess their own interests, aptitudes, values, and motivators through various self-assessment instruments, informational interviews, lectures, guest speakers, and group discussions. Students will explore decision making, life transitions, building positive attitudes, time and stress management, and networking. Includes brief discussions of resume writing, interviewing, and job retention. (UE)

PSYC 106 Job finding skills (2)

Develops an in-depth understanding of transferable skills, effective resume writing, employment letters, and the application process. Students will develop successful and creative job search techniques and in-depth interviewing skills and job market analysis. (UE)

PSYC 114 Psychosocial issues in healthcare I (1)

An introduction to the examination of some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of healthcare. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 171. (SS)

PSYC 115 Psychosocial issues in healthcare II (1)

Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of healthcare at a beginner level. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 172. (SS)

PSYC 116 Psychosocial issues in healthcare III (1)

Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of healthcare, expands on PSYC 115. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 173. (SS)

PSYC 165 Psychology of adjustment (5)

The Psychology of Adjustment teaches the principles of psychology as they relate to adaptations of life's challenges. Topics include the nature and management of stress, coping strategies, interpersonal communication, relationship dynamics, self-concept, lifelong learning, and career development. (SSg)

PSYC& 180 Human sexuality (5)

Study of the factors influencing the development and expression of individual sexuality, human sexual behavior, attraction and love, gender identity, sexual orientation, sexual aggression, sexual dysfunction and disorders, characteristics of and factors influencing the use of contraceptives, characteristics and risk factors of sexually transmitted diseases. Prerequisite: placement in ENGL& 101. Recommended preparation: PSYC& 100, SOC& 101, or ANTH& 206. (SSwd)

PSYC& 200 Lifespan psychology (5)

Growth and development through the life span including physical, social, cognitive and neurological development. Topics covered included daycare, education, disabilities, parenting, types of families, gender identity and roles, career decisions, illnesses and treatments, aging, retirement, generativity, and dying. Prerequisite: placement in ENGL& 101; and PSYC& 100. (SSw)

PSYC 209 Fundamentals of Psychological Research (5)

This course will increase critical thinking and scientific reasoning skills and promote information literacy by providing an introduction to the fundamentals of psychological research. Topics include ethical issues in psychological research, research strategies and techniques, search and evaluation of research literature in psychology, and the fundamentals of scientific writing. Advisory: MATH& 146 with a minimum C grade recommended. (SS)

PSYC 210 Child development (5)

Psychological growth and development from conception through adolescence including biological, social and cognitive development. Recommended preparation: PSYC& 100. (SS)

PSYC 211 Social psychology (5)

The scientific study of the influence of people upon each other's behavior. Topics include social perception, attraction, pro-social behavior, aggression, attitude formation and change, group processes, applied topics, e.g. legal system, health, organizations. Prerequisite: placement in ENGL& 101; recommended preparation: PSYC& 100. (SSw)

PSYC 214 Psychosocial issues in healthcare IV (1)

Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of healthcare, expands on PSYC 116. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 271. (SS)

PSYC 215 Psychosocial issues in healthcare V (1)

Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of healthcare, expands on PSYC 214. Prerequisite: admission into the Nursing program; concurrent enrollment in NURS 272. (SS)

PSYC& 220 Abnormal psychology (5)

Introduction to the characteristics, origins, diagnosis, treatment, and management of psychological disorders and related controversies. Major perspectives include Biological, socio-cultural, cognitive behavioral, and psychodynamic. Includes acute and chronic disorders in major categories of DSM IV such as autism, ADHD, PTSD, mood disorders, schizophrenia, personality disorders, anxiety disorders, and Alzheimer's disease. Civil commitments an insanity plea issues included. Recommended preparation: PSYC& 100. (SSd)

PSYC 225 Cognitive psychology (5)

Examines the historical development of cognitive psychology. Cognitive theories and research methods are related to practical applications in daily life as well as in classroom settings. Areas of focus include acquisition, storage, and retrieval of information, the role of imagery in cognition, and the development of cognitive processes. Prerequisite: placement in ENGL& 101; PSYC& 100. (SSw)

PSYC 240 Environmental issues and human behavior (5)

Investigates the influence of human behavior in creating environmental problems. Applies behavioral and social science knowledge to changing behaviors and systems to reduce the problems. Includes the role of cognitive processes, learned behavior, reinforcement, cultural norms, education, religion, economics, government, political processes, environmental organizations, and ecological science in shaping the behaviors that contribute to the problems. Local, national, and global issues considered such as global warming, recycling, energy use, biodiversity, pollution and population. (SSgs)

PSYC 250 Introduction to organizational behavior (5)

Applies psychological knowledge to understanding and changing behavior in the workplace. Includes individual, group, and organizational components. Topics include perception, learning, personality, attitudes, motivation, group dynamics, communication, decision-making, conflict resolution, power, leadership, culture, structure, change. (SS)

PSYC 265 Cross cultural psychology (5)

Cross-Cultural Psychology examines psychological theories and research from a cross-cultural perspective. Primary goals of the class include the study of the effects of culture on human thought and behavior, of cross-cultural interactions, and of the similarities and differences in behavior across cultures. Students will also discuss the impact of culture on cognition, development, emotion, motivation, sex roles, disorders, group behavior, conflict, stereotyping, and prejudice. (SSg)

PSYC 270 Psychology of death and dying (5)

This course is an introduction to the study of death and dying and is designed for a general audience. Students will also learn of the services available in communities for those who are dying or grieving. (SS)

PSYC 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Psychology. Required preparation: acceptance into the Honors Program. (SS)

Salish Sea studies (SALI)

SALI 201 Introduction to the Salish Sea (5)

An introduction to the complex ecologies and human experiences of the Salish Sea region. This interdisciplinary course introduces students to content in the natural and social sciences, and integrates experiential learning through local regional field trips, including cross-border experiences. (SSdgs)

Science (SCI)

SCI 189 The role of literature in stem fields (2)

Recipients of SEECRS scholarship will continue their exploration of STEM through the reading of academic journals and attendance at presentations by distinguished scientists. Instruction will focus on how to read and understand scientific research in a field of interest for each student. S/U Grading. Required preparation: program admittance. (UE)

Sociology (SOC)

SOC& 101 Introduction to sociology (5)

Study of human group life emphasizing socialization, social structure, and social interaction patterns. Class work augmented by individual study experience situations. (SSd)

SOC 120 Marriage and family (5)

Scientific study of the social institution of marriage and family. Family related issues and types; relationships, socialization, mate selection, alternative enduring relationships, and divorce. Varieties and functions of contemporary American and cross cultural marriages and families. (SSd)

SOC& 201 Social problems (5)

Study of the phenomenon of deviance with implications for society at large. Specific problems covered include crime, delinquency and family dissolution. (SSd)

SOC 210 Urban sociology (5)

Analyzes the transition and development of urban environments and the impact on human behavior and activities. Includes theory, origins, problems and resources associated with cities. Sources of change examined along with cross cultural variations in urbanization, modernization and industrialization. (SSg)

SOC 220 Contemporary social issues (5)

Examination of current social issues. Includes in-depth study of an issue of student's choice. (SSd)

SOC 250 Multicultural issues (5)

Focuses on learning about the local ethnic populations in terms of community issues identified by representatives from these populations. Students will also look at how ethnic values, culture and heritage affect these issues. (SSd)

SOC 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Sociology. Required preparation: acceptance into the Honors Program. (SS)

Software development (SD)

SD 130 Systems analysis and design (5)

This course examines the system-development cycle in depth. Topics include problem identification, problem solving, and information-gathering techniques. Current structured tools are used to describe business rules and objects, data flow, data structures, and process flow and documentation. Creative problem solving and working in a team environment are stressed. (UE)

SD 180 Technical internship and career preparation (2)

This course is designed for software development students preparing to obtain an internship/job, while fostering career readiness skills. They will highlight their strengths and skills within a professional application, including resume, cover letter, and technical interview. Common strategies for successful interviews will be discussed while practicing solving interview problems. Prerequisite: CS 145 with minimum grade of C. (UE)

SD 230 Web programming (5)

Utilizing various scripting languages, students will learn to create interactive and dynamic web pages and applications. Topics include client and server side scripting, basic web security, and writing code on the web that interacts with a database. Prerequisite: CS 120 and CS 145 with minimum grade of C. (UE)

SD 235 Programming for mobile devices (5)

This course teaches the principles of mobile application design and development. Students will learn application development for major mobile platform(s). Topics will include user interface design, memory management, user interface building, input methods, data handling, and network techniques. Prerequisite: CIS 105 and CS 145 with minimum grade of C. (UE)

SD 247 Applied computer architecture (5)

This course is an overview of basic computer architecture where concepts are applied to course labs and projects. Topics include introduction to assembly, introduction to C programming language, data representation, and memory organization and management. Prerequisite: CIS 105 and CS 145 with minimum grade of C. (UE)

SD 250 Software security principles (3)

Students will explore fundamentals of software security, and learn how to write more secure code. Topics include common software and website vulnerabilities, proactive coding practices, and basics of cryptography. Prerequisite: CS 240 and CIS 201 with minimum grade of C. (UE)

SD 290 Software development internship (1-12)

Students will complete an academic internship that offers experience-based learning in a structured, supervised, and career-related setting. Measurable learning outcomes are collaboratively created by students, internship supervisor, and faculty mentor. Students will develop professional readiness by fostering skills necessary to work in the software development field. Repeatable with program permission. Prerequisite: SD 180 with minimum grade of C and permission of program coordinator. (UE)

SD 299 SOFTWARE DEVELOPMENT CAPSTONE (5)

Students will work in teams to develop a real world software application, applying concepts taught in the Software Development program. In developing their application, students will complete the entire application development lifecycle, including analysis, design, specification, implementation, testing, debugging, and deployment. Prerequisite: SD 247 with minimum grade of C and permission of program coordinator. (UE)

Spanish (SPAN)

SPAN& 121 Spanish I (5)

An introductory course, which facilitates elementary ability in comprehension, speaking, reading, and writing in Spanish, provides some understanding of Hispanic cultures, and prepares students for Spanish II. Intended for students who have no prior experience in Spanish. (Hg)

SPAN& 122 Spanish II (5)

Builds upon the foundation of Spanish I. Facilitates ability in comprehension, speaking, reading, and writing in Spanish, provides some understanding of Hispanic cultures, and prepares students for Spanish III. Continued emphasis on both traditional grammar/vocabulary study and real communication. Prerequisite: SPAN& 121. (Hg)

SPAN& 123 Spanish III (5)

Capstone of the first-year series. Completes the basic foundation of understanding/ability in the four language skills and of basic knowledge of Hispanic cultures, and prepares students for second year Spanish. Continued emphasis on both traditional grammar/vocabulary study and active communication. Prerequisite: SPAN& 122. (Hg)

SPAN& 221 Spanish IV (5)

A second-year course which facilitates the leap from basic comprehension of the mechanics of the language to real ability to comprehend, speak, read, and write effectively in Spanish. Provides some solid insight into Hispanic cultures through readings and other media. Taught in Spanish. Prerequisite: SPAN& 123 or SPAN 104. (Hg)

SPAN& 222 Spanish V (5)

Continuation of Spanish 201 which further develops practical conversational skills in Spanish while increasingly stressing reading comprehension strategies and effective writing. Hispanic cultures are investigated in increasing depth as students prepare for more advanced study. Taught in Spanish. Prerequisite: SPAN& 221. (Hg)

SPAN& 223 Spanish VI (5)

The capstone of the second-year series. Students refine practical conversational skills and polish formal writing techniques while studying more advanced structures and registers. Linguistic ability and cultural insight are further developed through the reading and study of authentic literary works. Prerequisite: SPAN& 222. (Hg)

SPAN 295 Honors program special topics seminar (2)

Reading, writing, discussion and oral presentations designed to develop in-depth, advanced level knowledge of a topic in Spanish. Required preparation: acceptance into the Honors Program. (H)

Visual communications (VISCM)

VISCM190 Visual communications internship (1-5)

The student will complete a visual communications internship that offers experience-based learning in a structured, supervised, and career-related setting. Measurable internship learning outcomes are collaboratively created by the student, internship supervisor, and faculty mentor. The student will develop professional readiness skills needed for the visual communications field. Repeatable with program permission. VISCM 190 courses above 5 credits can be arranged with permission from a Co-op Coordinator. Required preparation: program admittance and placement in ENGL& 101. (UE)

VISCM192 Design lab (2)

Supervised design practice in which students solve graphic design and web design problems for local small non-profit organizations. Students will work individually or in teams with the organizations and will complete those studio projects in the campus lab. Required preparation: program admittance. (UE)

VISCM240 Typography (3)

Study of the design of letterforms, the function of type, and the use of type as a design element. Required preparation: program admittance. (UE)

VISCM250 Layout and publication design I (5)

Application of layout and typographic principles to the design of identity systems, publications and collateral materials such as brochures, newsletters, catalogs. Emphasis on learning page layout software and preparation of art and copy for print reproduction. Required Preparation: program admittance. (UE)

VISCM251 Layout and publication design II (5)

Further study of layout and publication design including the use of grid systems for multipage publications. Course covers document creation for print and digital publication and addresses issues of layout design for mobile devices such as eBook readers and tablets. Required preparation: program admittance and VISCM 250. (UE)

VISCM260 Vector illustration (5)

Illustration principles and techniques using vector-based software. Course covers the creation of illustrations for editorial, advertising and information graphics purposes. Required preparation: program admittance. (UE)

VISCM262 Advanced digital imaging (5)

Advanced Photoshop skills in preparing raster images for print, web, and digital publishing. Topics include: color management, image resolution, color correction, clipping paths, masks, sharpening, retouching, and compositing techniques. Required preparation: program admittance. (UE)

VISCM270 Print production and prepress (5)

Study of commercial print processes and digital preparation of artwork for reproduction. Topics include: printing process, project workflow, industry standard graphic file formats, digital color foundations, preflight, quality issues, paper stock, bindery processes, business relationships, quoting print jobs. Prerequisite: program admittance. (UE)

VISCM280 Web design and authoring I (5)

Fundamentals of web design and site development using coding and web authoring software. Topics include: site planning, workflow, usability, interface and layout design, cross-platform issues, HTML/CSS, image optimization, and web typography. Required preparation: program admittance. (UE)

VISCM282 Web design and authoring II (5)

Further study and application of web design principles and site development. Course covers designing for mobile and desktop screen sizes, grid systems for web layout, using HTML/CSS and jQuery for animation and interactivity. Required preparation: program admittance; VISCM 280. (UE)

VISCM284 Web content management systems (5)

Fundamentals of developing web sites using open source content management systems (CMS). Topics include: CMS functionality for web management needs, content organization, developing graphics for theme-based layouts, modifying theme design through HTML, CSS and scripting. Required preparation: program admittance. (UE)

VISCM286 Video production for the web (5)

Fundamentals of video production with focus on creating and preparing video for streaming on the Web. Topics include: content development, digital video/audio production, digital editing techniques, file formats and compression for Web delivery. Program admittance required. (UE)

VISCM292 Portfolio/professional practices (2)

Standard professional and business practices in the graphic and web design profession with emphasis on the preparation of a portfolio of the student's work. Other topics include: resume writing, interviewing, portfolio presentations, business contracts, copyright law, recordkeeping, and taxes. Required preparation: program admittance. (UE)

World languages

See American Sign Language (ASL), Chinese (CHIN), French (FREN), German (GERM), Japanese (JAPN), Spanish (SPAN)

COLLEGE POLICIES



College Policies

All Whatcom Community College policies, in addition to those listed here, are maintained by the President's office.

Alcohol and Controlled Substances

Information Related to the Federal Drug-Free School and Communities Act of 1989

Purpose

The College desires to facilitate access to appropriate health and medical care for students who develop academic problems, and employees who develop job performance problems as a consequence of drug and alcohol abuse.

Whatcom Community College recognizes drug dependency, including alcoholism, as a treatable illness that interferes with academic and work performances, personal health and safety, and the safety of others. The College recognizes its efforts to facilitate access to appropriate health and medical care for students and employees who develop drug and alcohol problems are limited to the following: 1) the effects of drug and alcohol abuse on a student's academic ability and behavior while involved in College activities; 2) the effects of drug and alcohol abuse on an employee's job performance and on-the-job behavior.

I. Relevant State/Local Laws & College Policies

A. STUDENT USE OF MARIJUANA, ALCOHOL, AND CONTROLLED SUBSTANCES: Students are prohibited from being observably under the influence of marijuana or the psychoactive compounds found in marijuana, or otherwise using, possessing, selling, or delivering any product containing marijuana or the psychoactive compounds found in marijuana and intended for human consumption, regardless of form, on college premises. While state law permits the recreational use of marijuana, federal law prohibits such use on college premises or in connection with college activities. Students are prohibited from being observably under the influence of any alcoholic beverage on college premises; with the exception of sanctioned events, approved by the president or designee, and in compliance with state law. Students are prohibited from the use, possession, or the appearance of being demonstrably under the influence of any legend drug, including anabolic steroids, androgens, or human growth hormones as defined by RCW 69.41, or any other controlled substance under RCW 69.50, except as prescribed for a student's use by a licensed practitioner. These prohibitions apply to every student whenever said student is present upon or in any College facility and whenever said student is present at or engaged in any College-sponsored activity which is held in College facilities or non-College facilities. (WAC 132U-125-020). Violation of these student responsibilities will result in disciplinary action.

B. EMPLOYEE USE/ABUSE OF ALCOHOL AND CONTROLLED SUBSTANCES: Employees are prohibited from being under the influence of or participating in the unlawful manufacture, distribution, possession, or use of a controlled substance in and on College-owned or controlled property; disciplinary action and possible termination will be taken in accordance with the Higher Education Personnel Board rules, bargaining unit agreements, tenure laws, or other policies of the institution. (WAC 296-024-073 (6) (e) and College Policy 404).

C. DRINKING AGE LAWS: It is unlawful for any person under the age of 21 years to acquire, possess or consume any alcoholic beverage. It is also unlawful for any person, other than a parent or guardian (and then only in specific situations), to provide alcoholic beverages to someone under 21. (RCW 66.44.270 and Local Ordinances 8707 and 8573).

E. COLLEGE FUNCTIONS THAT PROVIDE OR ALLOW ALCOHOLIC BEVERAGES WITHOUT COST (BANQUET PERMITS): No functions that involve the service or consumption of alcoholic beverages may take place on College grounds without a state banquet permit. (RCW 66.20.010). Any person acting without a required permit shall be guilty of a gross misdemeanor. (RCW 66.44.090). It is illegal to serve alcohol to anyone who appears intoxicated. (RCW 66.44.200).

F. SALE OF ALCOHOLIC BEVERAGES ON CAMPUS: Alcoholic beverages may not be sold on College property without obtaining an appropriate state liquor license. (RCW 66.20) Liquor licenses must be displayed in plain sight at the location of the event. (RCW 66.24.010(7)).

G. OPENING OR CONSUMING LIQUOR IN PUBLIC PLACES: Except where permits have been issued by the State Liquor Board and approval granted by the President, it is illegal to have an open container of alcohol or to consume alcohol in a public place, which includes College hallways and lounges, athletic fields, parks, sidewalks, parking lots, etc. (RCW 66.04.010(23) and 66.44.100 and Local Ordinance 9044.7).

H. PROMOTION OF LIQUOR AT WHATCOM COMMUNITY COLLEGE: No activities by liquor manufacturers or importers or their representatives which promote the sale or consumption of alcoholic beverages, either by brand name or in general, are allowed on College property except in accordance with state regulation and approved by the president. (RCW 66.28.160).

II. Assistance

The College recognizes its obligation to promote the health, safety, and well-being of its students and employees and to encourage appropriate assistance.

STUDENT ASSISTANCE: Students are encouraged to voluntarily seek expert assistance for alcoholism or drug dependency. Students who voluntarily reveal to a College staff member that they have been or are currently involved in the abuse of alcohol or illicit drugs shall have the confidentiality and anonymity of their communication respected, except under subpoena. The staff member should refer students to the Whatcom Community College counseling office. The counseling office shall be capable of making referral to community resources for alcohol or drug abuse diagnosis or treatment. Confidentiality by counselors will be fully maintained according to Federal Law 42 CFR Part 2.

Any student receiving approved professional treatment for an alcohol or drug problem may be considered for Hardship Withdrawal.

Students will use their own resources to cover costs incurred for treatment.

Employees of Whatcom Community College are encouraged to refer students who abuse alcohol or illicit drugs to Whatcom Community College's counseling center for assessment and/or intervention and referral. Student confidentiality and anonymity of their communication shall be respected and limited to referral to the Whatcom Community College counseling office. No official College records shall be kept.

III. Sanctions

Whatcom Community College will impose sanctions on students and employees consistent with local, state and federal laws. These sanctions include possible expulsion or termination of students or employees who violate these laws. Faculty members, other College employees and students who breach or aid or abet another in the breach of any of these provisions shall be subject to: a) possible prosecution under the state criminal law, b) any other civil or criminal remedies available to the public, or c) appropriate disciplinary action pursuant to the state of Washington higher education personnel board rules or the College's policies and regulations. (WAC 132U-120-030(2) and College Policy 1140).

Refer to the College's website for the complete version of this policy.

Discrimination, Harassment, and Sexual Harassment Complaints

WAC 132U-300-030 Statement of Policy.

Whatcom Community College recognizes its responsibility for investigation, resolution, implementation of corrective measures, and monitoring the educational environment and workplace to stop, remediate, and prevent discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, or honorably discharged veteran or military status, or the use of trained guide dog or service animal, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. Employees are also protected from discrimination for filing a whistleblower complaint with the Washington State Auditor.

Harassment is defined as a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward individuals because of their membership in a protected class or their perceived membership in a protected class. Harassment occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs and/or student housing. Petty slights, annoyances, offensive utterances, and isolated incidents (unless extremely serious) typically do not qualify as harassment. Examples of conduct that could rise to the level of discriminatory harassment include but are not limited to the following:

- Epithets, "jokes," ridicule, mockery or other offensive or derogatory conduct focused upon an individual's membership in a protected class.
- Verbal or physical threats of violence or physical contact directed towards an individual based upon their membership in a protected class.
- Making, posting, emailing, texting, or otherwise circulating demeaning or offensive pictures, cartoons, graffiti, notes or other materials that relate to race, ethnic origin, gender or any other protected class.

Complaint Procedure.

The College recognizes its responsibility for investigation, resolution, implementation of corrective measures, and monitoring the educational environment and workplace to stop, remediate, and prevent discrimination and harassment, including sexual harassment. Employees, students, or visitors who believe they have been the subject of discrimination or sexual harassment should report the incident to the following official: human resources director, affirmative action officer and Title IX coordinator, 360.383.3404.

The entire discrimination and harassment procedure is located on the College website.

Student Rights and Responsibilities Policy (Student Conduct Code)

WAC 132U-126-001 AUTHORITY.

The Board of Trustees, acting pursuant to RCW 28B.50.140(14), delegates to the president of the College the authority to administer disciplinary action. Administration of the disciplinary procedures is the responsibility of the vice president of student affairs or designee. The student conduct officer shall serve as the principal investigator and administrator for alleged violations of this code.

WAC 132U-126-003 – PURPOSE.

Whatcom Community College, as a state supported institution of higher education, has a primary mission to contribute to the vitality of its communities by providing quality education and preparing students for active citizenship in a global society. Students and College personnel share the responsibility of contributing to a learning environment that promotes academic integrity, social justice, civility, and nonviolence within a safe and supportive College community. Enrollment in Whatcom Community College carries with it the obligation to be a responsible citizen of the College community and to treat others with respect and dignity. Each student is expected to abide by College policies and regulations along with local, state, and federal laws. The student conduct code and disciplinary procedures are implemented to support the College mission and to assist in the protection of the rights and freedoms of all members of the College community.

WAC 132U -126-005 - STATEMENT OF JURISDICTION.

The student conduct code shall apply to student conduct that occurs on College premises, to conduct that occurs at or in connection with College-sponsored activities, or to off-campus conduct that in the judgment of the College adversely affects the College community or the pursuit of its objectives. Jurisdiction extends to, but is not limited to, locations in which students are engaged in official College activities including, but not limited to, foreign or domestic travel, activities funded by the associated students, athletic events, training internships, cooperative and distance education, online education, practicums, supervised work experiences, study abroad, or any other College-sanctioned social or club activities. Students are responsible for their conduct from the time of application for admission through the actual receipt of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment. These standards shall apply to a student's conduct even if the student withdraws from College while a disciplinary matter is pending. The College has sole discretion, on a case-by-case basis, to determine whether the student conduct code will be applied to conduct that occurs off-campus.

WAC 132U -126-015 STATEMENT OF STUDENT RIGHTS.

As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the College community.

The following enumerated rights are guaranteed to each student within the limitations of statutory law and College policy which are deemed necessary to achieve the educational goals of the College:

- (1) Academic dishonesty. Any act of academic dishonesty, including but not limited to cheating, plagiarism, and fabrication:
 - a. Cheating includes any attempt to give or obtain unauthorized collaboration relating to the completion of an academic assignment.
 - b. Plagiarism includes taking and using as one's own, without proper attribution, the ideas, writings, or work of another person in completing an academic assignment. Prohibited conduct may also include the unauthorized submission for credit of academic work that has been submitted for credit in another course.
 - c. Fabrication includes falsifying data, information, or citations in completing an academic assignment and also includes providing false or deceptive information to an instructor concerning the completion of an assignment.
- (2) Other dishonesty. Any other act of dishonesty, including, but are not limited to:
 - a. Forgery, alteration, submission of falsified documents or misuse of any college document, record, or instrument of identification.
 - b. Tampering with an election conducted by or for college students.
 - c. Furnishing false information, or failing to furnish correct information, in response to the request or requirement of a college officer or employee.
- (3) Disruptive behavior. Behavior not otherwise protected by law, that interferes with, impedes, or otherwise unreasonably hinders the following:
 - a. Instruction, services, research, administration, disciplinary proceedings, or other college activities, including the obstruction of the free flow of pedestrian or vehicular movement on college property or at a college activity; or POLICY 620
Page 5 of 15
 - b. Any activity that is authorized to occur on college property or under college jurisdiction, whether or not actually conducted or sponsored by the college.
- (4) Assault or intimidation. Unwanted touching, physical abuse, verbal abuse, threat(s), intimidation, harassment, bullying, or other conduct which harms, threatens, or is reasonably perceived as threatening the health or safety of another person or another person's property. Bullying is physical or verbal abuse, repeated over time, and involves a power imbalance between the aggressor and victim.
- (5) Cyber misconduct. Use of electronic communication, including, but not limited to, electronic mail, instant messaging, electronic bulletin boards, and social media sites, to harass, abuse, bully or engage in other conduct which harms, threatens, or is reasonably perceived as threatening the health or safety of another person. Prohibited activities include, but are not

limited to, unauthorized monitoring of another's email communications directly or through spyware, sending threatening emails, disrupting electronic communications with spam or by sending a computer virus, correspondence using another's identity, non-consensual recording of sexual activity, and nonconsensual distribution of a recording of sexual activity.

- (6) Property violation. Damage to, misappropriation of, unauthorized use or possession of, vandalism, or other non-accidental damaging or destruction of college property or property of another person. Property for the purposes of this subsection includes, but is not limited to, computer passwords, access codes, identification cards, personal financial account numbers, other confidential personal information, intellectual property, and college copyrights and trademarks.
- (7) Failure to comply. Failure to comply with a directive of a college officer or employee who is acting in the legitimate performance of their duties, including failure to properly identify oneself to such a person when requested to do so.
- (8) Weapons. Possession, holding, wearing, transporting, storage or presence of any firearm, dagger, sword, knife or other cutting or stabbing instrument, club, explosive device, or any other weapon apparently capable of producing bodily harm is prohibited on the college campus, subject to the following exceptions:
 - a. Commissioned law enforcement personnel or legally authorized military personal while in performance of their duties.
 - b. A student with a valid concealed weapons permit may store a pistol in their vehicle parked on campus in accordance with RCW 9.41.050(2) or (3), provided the vehicle is locked and the weapon is concealed from view; or
 - c. The president may grant permission to bring a weapon on campus upon a determination that the weapon is reasonably related to a legitimate pedagogical purpose. Such permission shall be in writing and shall be subject to such terms or conditions incorporated in the written permission.
 - d. This policy does not apply to the possession and/or use of legal disabling chemical sprays when possessed and/or used for self defense.
- (9) Hazing. Hazing includes, but is not limited to, any initiation into a student organization or any pastime or amusement engaged in with respect to such an organization that causes, or is likely to cause, bodily danger or physical harm, or serious mental or emotional harm.
- (10) Alcohol, drug, and tobacco violations.
 - a. Alcohol. The use, possession, sale, or being under the influence of any alcoholic beverage, except as permitted by law and applicable college policies.
 - b. Marijuana. The use, possession, or sale of marijuana or the psychoactive compounds found in marijuana and intended for human consumption, regardless of form, or being under the influence of marijuana or the psychoactive compounds found in marijuana or the possession of drug paraphernalia. While state law permits the recreational use of marijuana, federal law prohibits such use on college premises or in connection with college activities.
 - c. Drugs. The use, possession, delivery, sale, or the appearance of being under the influence of any legend drug, including anabolic steroids, androgens, or human growth hormones as defined in RCW 69.41, or POLICY 620 Page 6 of 15 any other controlled substance under RCW 69.50, except as prescribed for a student's use by a licensed practitioner.
 - d. Tobacco, electronic cigarettes, and related products. The use of tobacco, electronic cigarettes, and related products in any building owned, leased or

operated by the college or in any location where such use is prohibited, including twenty-five feet from entrances, exits, windows that open, and ventilation intakes of any building owned, leased or operated by the college. "Related products" include, but are not limited to cigarettes, pipes, bidi, clove cigarettes, water pipes, hookahs, chewing tobacco, vaporizers, and snuff.

- (11) Lewd conduct. Conduct which is obscene, indecent, pornographic and/or lascivious that is not otherwise protected under the law.
- (12) Discriminatory conduct. Conduct which harms or adversely affects any member of the college community because of race; color; national origin; sensory, mental, or physical disability; use of a service animal; age; religion; creed; gender, including pregnancy; marital status; genetic information; sexual orientation; gender identity; veteran's status; or any other legally protected classification.
- (13) Sexual misconduct. The term "sexual misconduct" includes sexual harassment, sexual intimidation, and sexual violence.
- a. Sexual harassment. The term "sexual harassment" means unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and/or other verbal, nonverbal, or physical conduct of a sexual nature that is sufficiently serious as to deny or limit, and does deny or limit, based on sex, the ability of a student to participate in or benefit from the college's educational program or that creates an intimidating, hostile, or offensive environment for other campus community members.
 - b. Sexual Intimidation. The term "Sexual intimidation" incorporates the definition of "sexual harassment" and means threatening or emotionally distressing conduct based on sex, including, but not limited to, nonconsensual recording of sexual activity or the distribution of such recording.
 - c. Sexual violence. "Sexual violence" is a type of sexual discrimination and harassment. Nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, dating violence, and stalking are all types of sexual violence.
 - a) Nonconsensual sexual intercourse is any sexual intercourse (anal, oral, or vaginal), however slight, with any object, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.
 - b) Nonconsensual sexual contact is any intentional sexual touching, however slight, with any object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breast, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.
 - c) Domestic violence includes asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence laws, or anyone else protected under domestic family violence law.
 - d) Dating violence means violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.

- e) Stalking means intentional and repeated harassment or following of another person, which places that person in reasonable fear that the perpetrator intends to injure, intimidate, or harass that person. Stalking also includes instances where the perpetrator knows or reasonably should know that the person is frightened, intimidated, or harassed, even if the perpetrator lacks such intent. POLICY 620 Page 7 of 15
- f) Consent means knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Each party has the responsibility to make certain that the other has consented before engaging in the activity. For consent to be valid, there must be at the time of the act of sexual intercourse or sexual contact actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact. A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has engaged in nonconsensual conduct. Intoxication is not a defense against allegations that an individual has engaged in nonconsensual sexual conduct.

(14) Harassment. Unwelcome and offensive conduct, including verbal, nonverbal, or physical conduct, that is directed at a person because of such person's protected status and that is sufficiently serious as to deny or limit, and that does deny or limit, the ability of a student to participate in or benefit from the college's educational program or that creates an intimidating, hostile, or offensive environment for other campus community members. Protected status includes a person's race; color; national origin; sensory, mental, or physical disability; use of a service animal; age; religion; genetic information; gender, including pregnancy, marital status; sexual orientation; gender identity; veteran's status; or any other legally protected classification. See "Sexual Misconduct" for the definition of "sexual harassment." Harassing conduct may include, but is not limited to, physical conduct, verbal, written, social media and electronic communications.

(15) Retaliation. Harming, threatening, intimidating, coercing, or taking adverse action of any kind against a person because such person reported an alleged violation of this code or college policy, provided information about an alleged violation, or participated as a witness or in any other capacity in a college investigation or disciplinary proceeding.

(16) Misuse of electronic resources. Theft or other misuse of computer time or other electronic information resources of the college. Such misuse includes but is not limited to:

- a. Unauthorized use of such resources or opening of file, message, or other item.
- b. Unauthorized duplication, transfer, or distribution of a computer program, file, message, or other item.
- c. Unauthorized use or distribution of someone else's password or other identification.
- d. Use of such time or resources to interfere with someone else's work.
- e. Use of such time or resources to send, display, or print an obscene or abusive message, text, or image.
- f. Use of such time or resources to interfere with normal operation of the college's computing system or other electronic information resources.

- g. Use of such time or resources in violation of applicable copyright or other law.
 - h. Adding to or otherwise altering the infrastructure of the college's electronic information resources without authorization.
 - i. Failure to comply with the college's electronic use policy.
- (17)Unauthorized access. Unauthorized possession, duplication, or other use of a key, keycard, or other restricted means of access to college property, or unauthorized entry onto or into college property.
- (18)Safety Violation. Safety violation includes any non-accidental or negligent conduct that interferes with or otherwise compromises any college policy, equipment, or procedure relating to the safety and security of self or the campus community, including tampering with fire safety equipment and triggering false alarms or other emergency response systems. A safety violation may include the operation of any motor vehicle on college property in an unsafe manner or in a manner which is reasonably perceived as threatening the health or safety of another person.
- (19)Violation of other laws and policies. Violation of any federal, state, or local law, rule, or regulation or other college rules or policies. POLICY 620 Page 8 of 15
- (20)Ethical violation. The breach of any generally recognized and published code of ethics or standards of professional practice that governs the conduct of a particular profession for which the student is taking a course or is pursuing as an educational goal or major. In addition to initiating discipline proceedings for violation of the student conduct code, the college may refer any violations of federal, state or local laws to civil and criminal authorities for disposition. The college shall proceed with student disciplinary proceedings regardless of whether the underlying conduct is subject to civil or criminal prosecution.

WAC 132U-126-025 CLASSROOM CONDUCT.

Faculty have the authority to take appropriate action to maintain order and proper conduct in the classroom and to maintain the effective cooperation of the class in fulfilling the objectives of the course. Any instructor has the authority to exclude a student from any single class session during which the student is disruptive to the learning environment. The instructor shall report any such exclusion from the class to the vice president for student services, or designee, who may summarily suspend the student or initiate conduct proceedings as provided in this procedure. The vice president for student services, or designee, may impose a disciplinary probation that restricts the student from the classroom until the student has met with the student conduct officer and the student agrees to comply with the specific conditions outlined by the student conduct officer for behavior in the classroom. The student may appeal the disciplinary sanction according to the disciplinary appeal procedures.

Student Computer Use Rules

Students are guests of Whatcom Community College's managed technology environment. Campus computers are intended to support educational goals and may not be used for personal gain or illegal activities. Please refer to Whatcom Community College Procedure 1189, Use of College Computing Resources.

- Students may not use staff computers.
- Do not remove, mistreat, or damage the computer equipment.
- Hardware or software configurations may not be altered.

- Do not download or install any software or applications. This includes games, e-mail software, and unauthorized tutorial CDs that may be included with your textbooks.
- Do not install any peripheral devices.
- Do not share passwords.
- Exercise caution when opening e-mail attachments, clicking on links from unknown senders, or downloading files from the internet.
- No personal computers or other devices may be connected to the College network or telephone system, including USB drives.
- Personal devices may be connected to the wireless network only.
- Campus technology resources will be provided off-campus with VMware View, available at MyWCC on the College website.
- Attempts to remotely access, hack, bypass, alter, or circumvent any network or computer security on any system are illegal.
- Any form of network monitoring is expressly prohibited.
- Individuals must not interfere with the personal rights of others, or the educational process of the College as defined by the WCC Student Rights and Responsibilities outlined in the WCC catalog including cyber misconduct.
- In addition, individual labs and departments may have procedures or guidelines beyond the rules listed here.

Unauthorized use of WCC's technology resources is a serious offense and may result in disciplinary or legal action that could include expulsion from school, civil prosecution by the College or criminal prosecution.

Transfer Rights and Responsibilities

Student Rights and Responsibilities

- Students have the right to clear, accurate, and current information about their transfer admission requirements, transfer admission deadlines, degree requirements, and transfer policies that include course equivalencies.
- Transfer and freshman-entry students have the right to expect comparable standards for regular admission to programs and comparable program requirements.
- Students have the right to seek clarification regarding their transfer evaluation and may request the reconsideration of any aspect of that evaluation. In response, the college will follow established practices and processes for reviewing its transfer credit decisions.
- Students who encounter other transfer difficulties have the right to seek resolution. Each institution will have a defined process for resolution that is published and readily available to students.
- Students have the responsibility to complete all materials required for admission and to submit the application on or before the published deadlines.
- Students have the responsibility to plan their courses of study by referring to the specific published degree requirements of the college or academic program in which they intend to earn a bachelor's degree.
- When a student changes a major or degree program, the student assumes full responsibility for meeting the new requirements.

- Students who complete the general education requirements at any public four-year institution of higher education in Washington, when admitted to another public four-year institution will have met the lower division general education requirements of the institution to which they transfer.

College and University Rights and Responsibilities

- Colleges and universities have the right and authority to determine program requirements and course offerings in accordance with their institutional missions.
- Colleges and universities have the responsibility to communicate and publish their requirements and course offerings to students and the public, including information about student transfer rights and responsibilities.

Colleges and universities have the responsibility to communicate their admission and transfer related decisions to students in writing (electronic or paper).

FACULTY AND ADMINISTRATION



Faculty and Administration

Board of Trustees

BOHLKE, WENDY

Trustee

JD, Willamette University College of Law
BA, University of Washington

FAIRCHILD, JEFFERY

Trustee

JD, Washington University of Law
BA, Duke University

JOHNSON, REBECCA

Trustee

MA, Seattle University
Graduate Certificate Public Health,
University of Washington
BA, Washington State University

PEDLOW, JOHN

Trustee

BS, Widener University
Post-graduate work in Law and Business
Administration

TAYLOR, TERESA

Trustee

AA, Whatcom Community College
Certificate in Patient Navigation, Whatcom
Community College
Project Management, Business
Administration, Accounting, Western
Washington University

President and Cabinet

HIYANE-BROWN, KATHI

President

Edd, Oregon State University
MA, University of Iowa
AB, Grinnell College

KLOKE, RAFEEKA

*Special Assistant to the President and
Director for Government Affairs*
BA, Western Washington University

LANGSTRAAT, NATHAN

Vice President for Administrative Services
MBA, Western Washington University
BA, Western Washington University

HOLFERTY, KERRI

*Interim Vice President for Student Services
Director of Access and Disability Services*
MEd, Western Washington University
BA, Western Washington University

ROBINSON, BARRY

Vice President for Instruction
Ph.D, University of Kentucky
MS, Eastern Kentucky University
MS, Capella University
BS, Brescia College

Full-Time Faculty and Administrators

Whatcom Community College serves the educational needs of the community with both full-time and adjunct (part-time) faculty.

BABCOCK, JASON

Learning Center Director

PhD, University of Washington
MS, Pennsylvania State University
BS, Pennsylvania State University

BAKER, KATE

Business

MBA, Western Washington University
BA, Western Washington University

BEISHLINE, ROBERT

Art

MFA, University of Minnesota
BA, University of Puget Sound

BRAIMES, PATTI

English Language Learner

MEd, Western Washington University
BA, Western Washington University

BROUSSARD, JEANNE

*Visual Communications Program
Coordinator*

MFA, Louisiana Tech University
BFA, University of Louisiana at Monroe

BURNETT, PATRICK

Engineering

MS, Northern Illinois University
BS, University of Illinois of Urbana-
Champaign
State of Washington Education Certificate

CRISWELL, LEXUS

*Administrative Assistant to the Vice
President for Student Services*

MA, California State University San Marcos
BA, California State University San Marcos

COGLIZER, KARLA

Associate Director for Running Start

MA, Washington State University
BA, Willamette University

COPE, BRIAN

English

PhD, Indiana University of Pennsylvania
MA, Indiana University of Pennsylvania
BS, West Virginia University

CORBITT, JARID

Assistant Director for Veteran Services

MEd, Western Washington University
BA, Western Washington University

COULTER, GRETCHEN

English

MA, Western Washington University
BA, Western Washington University
AAS, Whatcom Community College

CRISS, DARRELL

Computer Science

MS, City University
BS, National University

CURD, PAUL

Counselor

PsyD, Northwest University
MA, Northwest University
BA, Northwest University

DANIELS, RHONDA

*English and Division Chair for Arts and
Humanities*

MA, Western Washington University
BA, Western Washington University

DAVISHAHL, ERIC*Engineering*

MS, University of Washington

BS, University of Colorado

DEROY, STEVEN*Chemistry*

MS, University of Washington

BS, University of Puget Sound

DEWILDE, JODY*Developmental Education Math*

MEd, Western Washington University

BS, Western Washington University

DOYLE, KIM*Early Childhood Education/Education*

MEd, Western Washington University

MM, State University of New York at Stony Brook

BA, Pacific Lutheran University

DRINKWINE, JIM*Business*

MBA, City University

BA, Washington State University

AA, Peninsula College

DUGU, SITA*Physics***DUTTON, TRESHA***Communication Studies*

PhD, University of Washington

MA, University of Washington

BA, University of Washington

EGERSTROM, KIRSTEN*Philosophy*

PhD, Syracuse University

MA, Northern Illinois University

BA, Cornell College

EIRISH, THERON*Massage Therapist*

BA, Western Washington University

Massage Practitioner Certificate, WCC

ENDERBERG, ANGELA*Spanish*

PhD, University of Arizona

MA, University of Arizona

BA, Western Washington University

ENGBRETSON, HILARY*Biology*

MS, Western Washington University

BS, Oral Roberts University

ERICKSEN, JUSTIN*English*

JD, Arizona State University

MA, Western Washington University

BA, University of Puget Sound

FARANI, HEIDI*Director for Student Life and Development*

MEd, Western Washington University

BA, Western Washington University

FASLER, JOHN*Accounting*

JD, Thomas Jefferson University College of Law

MAc, University of Arizona

MAdmin, University of California, Riverside

BS, University of Arizona

BS, University of California, Riverside

BA, University of California, Riverside

FRAZEY, PAUL*Chemistry*

PhD, University of Colorado – Boulder

BS, Pennsylvania State University

FULLER, HOWARD*Library Director*

MLIS, University of Wisconsin-Milwaukee

BS, University of Wisconsin-Milwaukee

FULMER, KATHLEEN*Nursing*

PhD, Loma Linda University
MSN, Rivier College
BSN, University of Maryland School of
Nursing

GALLARDO, DAWN*Counselor*

MC, University of North Dakota Grand Forks
BA, University of North Dakota Grand Forks

GELWICKS, CARLA*Dean for Instruction*

MEd, Western Washington University
BAEd, Western Washington University

GHADERI, KOUROSH*Mathematics***GLEN, LESLIE***Mathematics*

PhD, Simon Fraser University
MS, Western Washington University
BA, University of Texas, Arlington
AAS, Glendale Community College

GOSCH, VERONICA*Nursing*

MSN, Gonzaga University
ASN, Cabrillo College
AS, Richard Bland College

GRAHAM, ERIN*Psychology*

MS, Texas A&M University
BA, Purdue University

GRAY, DANIELLE*English*

MA, Miami University
BA, Western Washington University
AAS, Whatcom Community College

GREENDALE, SETH*Mathematics*

MS, Western Washington University
BA, St. Olaf College

HABERMAN, MARY*History***HAGAN, MARTHA***Communication Studies*

PhD, Washington State University
MA, Washington State University
AB, Brown University

HALL, NATHAN*Mathematics*

MS, Western Washington University
BS, Western Washington University

HARKER, ANITA*Sociology*

PhD, Utah State University
MS, Brigham Young University

HENOCH, BRENDA*Physical Therapist Assistant Program*

MPT, Samuel Merritt University
BA, CSU, Chico

HOLFERTY, KERRI*Director of Access and Disability Services*

MEd, Western Washington University
BA, Western Washington University

HOLTZHEIMER, CRYSTAL*Mathematics*

MEd, Western Washington University
BS, Western Washington University
AAS, Whatcom Community College

HONEYCUTT, TYLER*Mathematics*

HOPCROFT, LEO

Developmental Education
MEd, Western Washington University
BA, Western Washington University
AA, Whatcom Community College

HORNE, PETER

Senior Research Analyst
MS, Western Washington University
BA, Duke University

HOSKINS, CYNTHIA

*Administrative Assistant to the VP for
Admin. Services*
AS, Whatcom Community College (3)

HOSTETTER, NICOLAS

Director for Student Success and Retention
MA, University of Colorado, Colorado
Springs
BS, University of Colorado, Colorado Springs

HUGHES, TARA

English
PhD, University of Rochester
MA, University of Rochester
BA, Boise State University

JORDAN, GUAVA

Adult Basic Education
MEd, Western Washington University
BA, University of New Hampshire

KARLBERG, ANNE MARIE

*Director for Assessment & Institutional
Research*
PhD, University of British Columbia
MPH, Tulane University
BEd, University of Toronto
BS, University of Toronto

KEELEY, BRIAN

Senior Director of Facilities and Operations
BS, Grand Valley State University

KESTER, KELLY

Director for International Programs
MA, University of Montana
BA, University of North Dakota

KLAUSMAN, JEFFREY

English
DA, Idaho State University
MFA, University of Oregon
BS, Portland State University

KNAPP, DAVID R, JR

Director for Advising and Career Services
MA, University of Phoenix
BA, Western Washington University

KOEHLER, ABBY

Library

KOHN, BEN

World Languages, Humanities
MA, University of Washington
BA, University of Washington
Certification, Det Fynske
Musikkonservatorium, Odense, Denmark

KOLODYCHUK, GRACE

Nursing Program Director
PhD Nursing, Washington State University
MSN, Kent State University
BSN, University of Alberta

KRAFT, (KAATJE) KATRIEN

Geology
PhD, Arizona State University
MS, Arizona State University
BA, Colby College

KROONTJE, DAWN

Transitional Learning
M.Ed. Western Washington University
BA Sociology Northwestern College

LANCASTER, DEBRA*Biology*

PhD, University of Louisiana, Lafayette
MS, Miami University
BS, University of Texas, Tyler
AAS, Tyler Junior College

LARGE, GERALD*Drama*

PhD, University of Wisconsin, Madison
MFA, Ohio University
BA, University of North Texas

LONAC, SUSAN*English*

PhD, University of California, Davis
MA, University of California, Davis
BA, University of California, Santa Barbara

LUDLOW, JILL*Physical Therapist Assistant*

AAS, Suny Orange County Community
College

LUU, MEI*Mathematics*

MS, Minnesota State University, Mankato
BS, University of Minnesota, Twin Cities

LYNCH, SIGNEE*English*

MA, University of Washington
BA, University of Washington
BS, University of Utah (2)

MANIATIS, LAUREN*Biology*

MS, Western Washington University
BS, Florida Institute of Technology

MARTIN, JUSTIN*Art*

MFA, University of South Florida
BFA, University of Montana
AS, Missoula College - University of
Montana

MARTENS, WILLIAM*Director of Business and Finance*

MBA, California State University, Stanislaus
BA, Western Washington University
AAS, Whatcom Community College

MAXWELL, BARRY*Political Science and Division Chair for Social
Sciences and Business*

MMAS, Army Command and General Staff
College
MA, University of Southern California
BA, University of California, Los Angeles

MCGARITY, NICOLE*Business***MCKERNAN, ROWENA***OER Specialist*

MLIS, University of British Columbia
BA, Western Washington University
AA, Whatcom Community College

MCEWEN, TRAVIS*Computer Information Systems*

BS, Western Governors University
MS, Western Governors University

MUIR, CARRIE*Mathematics*

PhD, University of Nebraska
MA, University of Colorado
BA, Graceland University

NAF, WARD*Director for Information Technology*

AAS, Whatcom Community College

NEIDER, XYAN*Director for Teaching and Learning***NIYATI, SAEED***Nursing*

DNP, University of Texas at Arlington
MS, University of Texas at Arlington

OKAZAKI, YUSUKE

*Career and Academic Advisor K12
Partnerships*
MA, University of Oregon
BA, Western Washington University

PASQUINI, CHRISTOPHER

Computer Information Systems
BS, Western Governors University
AS, Whatcom Community College

PATTERSON-HULETT, KATIE

Development Director – WCC Foundation
MA, Western Washington University
BS, Utah Tech University

PEDICONE, ROB

Director for Athletics & Recreation

PHUNG, TRAN

Physics Physical Science
PhD, University of Oregon
MS, University of Oregon
BA, Whittier College

PIETTE, KAREN

Medical Assisting
MHS, Western Carolina University
BS, University of North Carolina at
Greensboro

POBLET, INES

English as a Second Language Academic
MA, Hawaii Pacific University
BA, Loyola Marymount University

PREISINGER, ROBIN

*Director for English as a Second Language
Academic*
MA, University of Washington
BA, Gonzaga University

RAWLINGS, BECKY

Executive Director for Human Resources
MA, City University
BA, Western Washington University
Washington Executive Leadership Academy
(WELA) 2011

REA, GAIL

Nursing
MN, Athabasca University
BS, University of British Columbia

REEVES, KIMBERLY

Biology
MEd, University of Georgia
BS, University of Georgia

RITTER SMITH, KARL

*Director of Entry & Enrollment Services,
Registrar*
BA, Western Washington University
M. Ed., Western Washington University

ROBLES, NUBIA

Associate Director for Outreach
MS, University of Phoenix
BS, University of Phoenix

ROMERO, ANDREA

English
PhD, New Mexico State University
MA, University of Texas at El Paso
BA, University of Texas at El Paso

SALING MAYER, MARNI

Director for Communications and Marketing

SANDE, CORRINNE

*Director Computer Sciences & Information
Systems/Cyberwatch West*
MLS, Fort Hays University
BA, Washington State University
CCNP, Cisco Certified Network Professional
ATA, Skagit Valley College

SAUNDERS, CHRISTY

Computer Information Systems
MS, Western Governors University
BS, Western Governors University

SCHROEDER, MARY

Coordinator for the Student Recreation Center
BA, Western Washington University

SEHMAN, MELANIE

Music
DMA, Eastman School of Music
MM, Arizona State University
BM, Central Washington University

SHANG, SOPHIA

English as a Second Language
MA, University of Illinois at Urbana-Champaign
BS, University of Illinois at Urbana-Champaign

SHEEDY, SALLY

Library
MLIS, University of Rhode Island
BA, Hofstra University

SHERIF, RUSSELL

Mathematics
PhD, University of Southern California
MSE, Princeton University
BS, University of Washington

SINGLETON, LEE

Mathematics
PhD, Florida State University
MS, Florida State University
BS, Harding University

SLAGLE, TEALIA

Biology
MSC, Universities of Manchester, Salford and Keele, England
MPH, University of California, Los Angeles
BS, University of California, Santa Barbara

SMITH, GUY

Communication Studies
MEd, Western Washington University
MA, Washington State University
BA, Washington State University (2)
Secondary Education Teaching Certificate

SPORES, JON

Bookstore Supervisor
MA, University of Texas
BA, University of Alabama

STACY, IAN

History
PhD, University of Montana
MA, Central Washington University
BS, The New School

THOMPSON, LEAH

Academic Skills and Resources
MA, Central Washington University
Certification, Developmental Education Specialist, Appalachian State University
BA, Central Washington University

TOMMILA, KIKI

Library
MLIS, University of Washington
BA, Western Washington University
AA, Whatcom Community College

TOOF, JOHN

English as a Second Language Academic Testing Coordinator
MA, Temple University
BA, Wayne State College

VAN BEEK, JAMIE

Physical Therapy/Medical Assistant and Division Chair for Academic Resources and Health Professions
AS, Whatcom Community College

VANNELLI, TOMMASO

Chemistry

PhD, University of California, San Diego
MS, University of California, San Diego
BS, Tufts University

VERNOLA, RAQUEL (ROCKY)

Director for Safety & Security

VLAHOS, MARGARET

Counselor

MS, University of Southern Mississippi
BS, University of Southern Mississippi

WAGNER, TONYA

Dean for Workforce Education

D. Ed, University of Wisconsin, Stout
MA-TS, McCormick Theological Seminary
BA, University of Washington

WATERS, TODD

*Instructional Designer & Adjunct Faculty,
Communication Studies*

MA, Instructional Communication,
University of Colorado
BA, Applied Communication, University of
Colorado
BA, English and Rhetoric, University of
Colorado

WEBBER, WILLIAM

Mathematics

PhD, University of Washington
MS, University of Alaska-Fairbanks
BS, University of Massachusetts-Amherst

WHALEN, MO

*Community Standards & Residence Life
Coordinator*

BA, Eastern Washington University

WHITESIDE, CAROL

Nursing

BSN, Baylor University School of Nursing
MSN, Gonzaga University
PhD, Gonzaga University

WILL, ANTHONY

Communication Studies

PhD, Washington State University
MA, Washington State University
BA, Washington State University (2)

WINANS, SHERRI

English

MA, Washington State University
BA, Point Loma College

WOLFF, ANNA

English

MA, Western Washington University
BA, Western Washington University

ZABEL, MELANIE

Psychology

MS, Western Washington University
BA, Western Washington University
AA, Whatcom Community College

ZARAGOZA-ROSA, TANYA

Director for Intercultural Services

ZONDERVAN, E.O. 'AMBER'

*Administrative Assistant for the VP for
Instruction*

BA, University of Washington

ZOVAR, JENNIFER

Anthropology

PhD, Vanderbilt University
MA, Vanderbilt University
BA, Pacific Lutheran University

Adjunct Faculty

The college employs a significant number of adjunct (part-time) faculty in a wide range of disciplines. All adjunct faculty are listed in the faculty and staff directory at whatcom.edu/contactus

AASBY, ALISON

English as a Second Language

MA, Trinity Western University
BA, Western Washington University
TESOL Certificate, Western Washington University

ALMY-HAMILTON, LUCINDA

Anthropology

MA, Western Washington University
BA, Western Washington University
BA, Hollins College, Roanoke VA

ANDERSON, DEBORAH

Music

MA, University of California San Diego
BA, University of California San Diego

BAKER, JEAN

Humanities

PhD, University of Washington
MA, University of Washington
BA, Central Washington University

BIKMAN, MARGARET

Library

MA, Portland State University
BA, Oregon State University

BOOKER, ANNA

History

MA, University of Montana, Missoula
BA, University of California, Santa Cruz

BORGESEN, WENDY

English

MA, Western Washington University
BS, Huxley College, Western Washington University
BA, University of Missouri
Secondary Teaching Certificate: multiple subject areas

BREWER MONIQUE

Chemistry

MS, Western Washington University
BS, Western Washington University

BUCKLEY, SETSUKO

Japanese, History, Interdisciplinary Studies

EdD, University of Washington
EdM, Boston University
BA, University of Washington

BURNS, KATHERINE

English

MA, Western Washington University
MA, University of London, Royal Holloway
BA, Western Washington University

CALL, SHANNON M.

Biology

MS, Western Washington University
BS, Weber State University

CARNEY, LAURA

English as a Second Language and IBEST

MA, University of British Columbia
BA, University of British Columbia

CHATTERTON, EDWARD

Geography & History

MA, Western Washington University
BA, Western Washington University
AA, Whatcom Community College

CONLEY, KRISTEN

Psychology

MEd, Western Washington University
MS, Western Washington University
BA, Western Washington University
AA, Olympic College

COULET DU GARD, DOMINIQUE

Anthropology

PhD, Boston University
MA, Boston University
BA, University of Delaware

DONEGAN, DARCIÉ

Early Childhood Education, Education, PTK Co-Advisor

MA, Pacific Oaks College
BA, University of Washington

DOUGAN, BERNARD

Geology

MS, Western Washington University
BS, Western Washington University
AA, El Camino College, Torrance, California

GAUDETTE-HOLMES, SANDRA

Nursing

MSN/Ed, University of Phoenix
BSN, University of Massachusetts

GOLOB, ADAM

Political Science

PhD, University of South Florida
MA, University of South Florida
BA, University of South Carolina

GROCHOWSKI, EUGENIA

Art

MFA, University of Washington
BFA, University of the Arts

HANSEN, GREG

Hospitality & Tourism Business Management

BA, Western Washington University

HENDERSON, JENNIFER

Chemistry

PhD, Johns Hopkins University, School of Medicine
BA, Whitman College

HENKEL, AMANDA

English

MA, Colorado State University
BA, University of Oregon

HOLFERTY, KERRI

Educational Planning

M.Ed., Western Washington University
BA., Fairhaven College, Western Washington University

HOLTER, DESIREE

English

MA, Western Washington University
BA, Washington State University

HOPE, CATALINA

ABE/ELL/Medical Assisting/Business Computers/EDPL

MBA, California State University San Marcos
MSW and Counseling, San Diego State University
BSN, San Diego State University
TESOL Certificate, Western Washington University
HR Certificate, University of California San Diego

INGMANSON, MYRA

English as a Second Language

MA, Interamerican University of Puerto Rico
BA, Western Washington University
TEAP (Teaching English for Academic Purposes), SOAS University of London

IVARINEN, NANCY

Paralegal Studies

JD, University of Montana
BS, Minnesota University at Mankato

JAGER, SHIRLEY

Nursing

MSN, Capella University
BSN/RN, Calvin University

JAMESON, KENNETH

Business/Accounting

BS, California State University Northridge

JOHANSEN, CYNTHIA

Early Childhood Education

MA, Pacific Oaks College
BA, Western Washington University

JORDAN, CHARLOTTE

Nursing

DNP, Gonzaga University
BSN, University of Washington

KENYON, JOANNA

English

MFA, School of the Art Institute of Chicago
MA, Western Washington University
BA, Reed College

KOZACZUK, CARINA

English Language Learners (ELL)

MA, San Francisco State University
BA, Western Washington University

KOZACZUK, VICTOR

Mathematics, Engineering

MS, San Jose State University
BS, San Francisco State University

KUHN, CYNTHIA

Chemistry and Biology

MST, Potsdam College
BS, Medical Technology, SUNY Plattsburgh

LAMBROU, IRENA

Anthropology, Geography & Sustainability

BA, UC Santa Barbara
MA, Western Washington University

LARA, J.R.

English (Creative Writing & Literature)

MFA, Western Washington University
BA, Fairhaven College

MADSEN-KOSTOPOULOS, SUZANNE

Physical Therapy

BS, University of Washington
BA, University of Washington
AA, Edmonds Community College

MALONE, MICHELLE

Parenting Education

MS, Western Washington University
BA Ed, Western Washington University

MARTINDALE, LORI

English

PhD, European Graduate School
MA, Western Washington University
BA, Western Washington University

MCGOFF, COLLEEN

Communication Studies

MA, University of Washington
BA, CSU Fresno
AA, Chabot College

MCHENRY, MICHAEL

Criminal Justice, Program Coordinator

PhD, Capella University
MS, American Public University System
MA, American Public University System

NAVARRE, PATRICIA

English as a Second Language

MEd, Western Washington University
BA, Oakland University
TESOL Certificate, Western Washington University

NELSON, PATRICIA

Music Instructor

MM, Northwestern University
BM, University of North Carolina, Chapel Hill

NESSE, GLEN*Philosophy*

MA, University of Wyoming
BA, Western Washington University
AA, Central Lakes College

OLZA-KELSH, CAROLINA*Parent Education and Early Childhood Education*

MS, Walden University
BA, University of the Americas, Puebla, MX

O'NEILL, BRIAN*Visual Communications*

B.A., Western Washington University
A.A., Green River Community College

PAVIA, CURT*Visual Communications*

MA, University of Colorado Denver
BAE, Western Washington University
AA, Edmonds Community College

POTTER, NICHOLAS*Film*

MA, Western Washington University
BA, Western Washington University

RANNEY, DENISE*Adult Basic Education*

MEd, University of Washington
BA, San Jose State College

RASMUSSEN, JESSE*Ceramics/Sculpture*

M.V.A., The University of Sydney, AU
B.F.A., Minnesota State University,
Mankato A.A., Minnesota State University,
Mankato

RIEDEL, AMY*Medical Assisting*

MEd, Western Washington University
BA, Western Washington University
Licensed Practical Nurse

ROBERTSON, DOUGLAS*Political Science*

JD, Willamette University
BS, Lewis and Clark College

ROLLINS, ALYSON*Anthropology*

MA, Western Washington University
BS, Lewis-Clark State College
AA, Yakima Valley Community College

ROMANYSHYN, ANDREW*Computer Information Systems/Business Computers*

MEd, Western Washington University
BS, Colorado State University

ROPER, SAM*English*

MA, University of Utah
BA, University of Puget Sound
Secondary Teaching Certificate

ROSE-DUCKWORTH, ROXANN*Education, Early Childhood Education*

MA, City University
BA, Washington State University

ROSER, PHILIPP*Physics*

PhD, Clemson University
MSc, Imperial College London (UK)
MPhysPhil, University of Oxford (UK)

SAVIDAN, KIM*Nursing*

MN, University of San Diego
BN, University of Phoenix
BS, Chapman University
AA, Golden West College

SCHRAML, ULRICH*History*

MA, Western Washington University
BA, Western Washington University
AA, Whatcom Community College

SEHMAN, STEVEN

Music

DMA, Stony Brook University (SUNY)
MM, Eastman School of Music
BM, Arizona State University

SMARTT, SCOTT

Mathematics

MEd, City University
BS, Math, Willamette University

SNOWDER, BRAD

Astronomy

MEd, Western Washington University
BS, Western Washington University

SORIANO, TRACI

Psychology

BA, Northwest Nazarene University
Massage Therapy, Whatcom Community
College

SPAICH, JAMES

English

MA Western Washington University
BA Kansas State University

STEELE, JESSICA

English

MA, Western Washington University
BA, Western Washington University

TAMMINGA, MELISSA

English

MA, University of British Columbia
BA, Northwestern College (IA)

TAYLOR, KATHERINE

Art

MFA, University of Washington
BFA, University of Washington
BA, Western Washington University

TOMPKINS, CHARLES

Sociology

MA, Western Washington University
BA, Western Washington University

TYNE, BETH

Learning Contract and Prior Learning

MEd, Western Washington University
BA, Miami University

VANDYKE, MARK

Biology

MEd, Arizona State University
BS, Northern Arizona University

VAUGHAN, TARA

Mathematics

MEd, Concordia University
BA, University of Washington

WATTERS, TIMOTHY

*Philosophy, Interdisciplinary Studies, Social
Sciences, Communication Studies*

JCL, St. Paul University, Ottawa
MCL, University of Ottawa
MChA, Catholic University of America
MA, Catholic University of America
STB, Catholic University of America
BA, St. Mary's College, Kentucky

WELLS, DONNA

Behavioral Health

MA, Antioch University
BA, Western Washington University

WILLETTE, MEGHAN

Early Childhood Education

MEd, University of Washington

WILKINSON, CAROL

Psychology

MS, Western Washington University
BA, University of Washington
AA, Highline Community College

WILLIAMS, HEATHER

Library

MLIS, University of Wisconsin-Milwaukee
BA, Western Washington University
TESOL Certificate, Western Washington
University

YOUNG-BLANCHARD, DIANA

English

MA, National University

MS, Walden University

BA, Seattle University

APPENDIXES



Appendix A-Course Designators for Core and Distribution Requirements

One or more of the following codes¹ appear at the end of each course description indicating applicability of the course to the associate in arts and sciences degree program. The course designators associated with each course are in parentheses following the course number.

Communication skills – Courses designated “CC” or “OC”

CMST& 101 (OC)	CMST& 230 (OC)	ENGL 201 (CC)	ENGL 295 (CC)
CMST& 102 (OC)	CMST 245 (OC)	ENGL 202 (CC)	
CMST& 210 (OC)	CMST 295 (OC)	ENGL& 230 (CC)	
CMST& 220 (OC)	ENGL& 101 (CC)	ENGL& 235 (CC)	

Quantitative/symbolic reasoning – Courses designated “QSR”

MATH& 107 (Q,SR,MS)	MATH& 146 (Q,SR,MS)	MATH& 163 (Q,SR,MS)	MATH 246 (Q,SR,MS)
MATH& 141 (Q,SR,MS)	MATH& 148 (Q,SR,MS)	MATH 204 (SR,Q,MS)	MATH& 264 (Q,SR,MS)
MATH& 142 (Q,SR,MS)	MATH& 151 (Q,SR,MS)	MATH 208 (Q,SR,MS)	MATH 295 (Q,SR,MS)
MATH 145 (Q,SR,MS)	MATH& 152 (Q,SR,MS)	MATH 238 (Q,SR,MS)	PHIL& 117 (Q,SR)

Courses designated humanities (H),math/science² (MS),social science (SS),and listed electives (LE)

ACCT& 201 (LE)	ART 107 (H,w,d,g)	ART 202 (LE)	BIOL 133 (MS,g)
ACCT& 202 (LE)	ART 112 (H,p)	ART 203 (H,w,g)	BIOL 159 (MS,s,l)
ACCT& 203 (LE)	ART 114 (H,w,g)	ART 204 (H,w,g)	BIOL& 160 (MS,l,w)
ANTH& 100 (SS,g,s)	ART 115 (H,p)	ART 205 (H,w,g)	BIOL& 175 (MS,l)
ANTH& 104 (SS,g)	ART 116 (H,p)	ART 206 (H,g)	BIOL& 221 (MS,w,l)
ANTH 140 (SS,g)	ART 118 (H,p)	ART 212 (LE)	BIOL& 222 (MS,w,l)
ANTH 150 (SS,d)	ART 123 (LE)	ART 215 (H,w,g)	BIOL& 223 (MS,w,l)
ANTH& 200 (SS,w)	ART 130 (H,p)	ART 221 (H,p)	BIOL& 241 (MS,l)
ANTH& 204 (SS,s)	ART 131 (H,p)	ART 222 (LE)	BIOL& 242 (MS,l)
ANTH& 205 (MS,s)	ART 134 (H,p)	ART 223 (LE)	BIOL& 260 (MS,l)
ANTH& 206 (SS,w,d,g,s)	ART 150 (H,w,g)	ART 230 (LE)	BIOL 295 (MS)
ANTH& 210 (SS,d,s)	ART 155 (LE)	ART 231 (LE)	BUS& 101 (SS)
ANTH& 215 (MS,s,l)	ART 160 (H,p)	ART 276 (H,p)	BUS& 201 (SS)
ANTH& 216 (SS,d,s)	ART 175 (H,p)	ART 295 (H)	BUS 295 (SS)
ANTH 225 (SS,w,d,g)	ART 176 (H,p)	ASL& 121 (H,d)	CHEM 104 (MS,l)
ANTH& 235 (SS,g)	ART 179 (H,p)	ASL& 122 (H,d)	CHEM& 110 (MS,l)
ANTH 250 (SS,w,d)	ART 185 (H,p)	ASL& 123 (H,d)	CHEM& 121 (MS,l)
ANTH 295 (MS)	ART 186 (H,p)	ASTR& 100 (MS)	CHEM& 131 (MS,l)
ANTH 295 (SS)	ART 187 (H,p)	ASTR 295 (MS)	CHEM& 161 (MS,l)
ART& 100 (H,w)	ART 200 (LE)	BIOL& 100 (MS,l,w)	CHEM& 162 (MS,l)
ART 106 (H,d)	ART 201 (LE)	BIOL 104 (MS,l)	CHEM& 163 (MS,l)

¹ Composition communication skills (CC), oral communication skills (OC), quantitative skills / symbolic reasoning skills (QSR), humanities distribution (H), social/behavioral science distribution (SS), math/science distribution (MS), listed elective (LE), unlisted elective (UE), lab (l), performance (p).

² Note: MATH, CS, SD and some ENGR classes are not considered physical/biological sciences.

The course designators³ associated with each course are in parentheses following the course.

CHEM& 261 (MS,l)	ECON 100 (SS)	ENGR (Non-Physical/Biological Science courses)	FRCH& 223 (H,g)
CHEM& 262 (MS,l)	ECON 110 (SS,g,s)	ENGR& 114 (MS)	FRCH 295 (H)
CHEM& 263 (MS,l)	ECON& 201 (SS)	ENGR 202 (MS)	GEOG& 100 (SS,g,s)
CHEM 295 (MS)	ECON& 202 (SS,g)	ENGR& 214 (MS)	GEOG& 102 (SS,g,s)
CHIN& 121 (H,g)	ECON 203 (SS)	ENGR& 215 (MS)	GEOG 110 (SS,g,s)
CHIN& 122 (H,g)	ECON 205 (SS,w,g)	ENGR& 225 (MS)	GEOG& 200 (SS,g,s)
CHIN& 123 (H,g)	ECON 210 (SS,w)	ENGR 240 (MS)	GEOG 243 (SS,g)
CJ& 101 (SS,w)	ECON 225 (SS)	ENGR 251 (LE)	GEOG& 250 (SS,w,d,s)
CJ& 110 (LE)	ECON 260 (SS,g,s)	ENGR (Physical/Biological Science courses)	GEOG 295 (SS)
CJ& 240 (LE)	ECON 295 (SS)	ENGR 101 (MS,PB,l)	GEOL 100 (MS,l)
CJ 295 (SS)	EDUC& 115 (LE,d)	ENGR 151 (MS,PB,l)	GEOL& 101 (MS,l)
CMST 205 (SS,w,d)	EDUC 190 (LE)	ENGR 201 (MS,PB,l)	GEOL 104 (MS,l)
CMST 225 (H,SS,w,g,s)	EDUC& 202 (SS)	ENGR& 204 (MS,PB,l)	GEOL 110 (MS,g,s)
CMST 250 (H,SS,w,d)	EDUC& 204 (LE)	ENGR& 224 (MS,PB,s)	GEOL 140 (MS,g,s,l)
CMST 295 (H)	ENGL& 111 (H,w,g)	ENV&S 100 (MS,w,s)	GEOL 150 (MS,l)
CS 101 (LE)	ENGL& 113 (H,w,d,g)	ENV&S 101 (MS,s,l)	GEOL 211 (MS,l)
CS& 141 (MS)	ENGL 124 (H,w,d,g,s)	ENV&S 295 (MS)	GEOL 212 (MS,w,l)
CS 145 (MS)	ENGL 136 (H,w)	FILM 101 (H,w)	GEOL 295 (MS)
CS 240 (MS)	ENGL 141 (H,w,g)	FILM 130 (H,g)	GERM 104 (H,g)
CS 295 (MS)	ENGL 142 (H,w,g)	FILM 210 (H,w)	GERM& 121 (H,g)
DANCE 101 (LE)	ENGL 150 (H,w,g)	FILM 220 (H,w)	GERM& 122 (H,g)
DANCE 102 (LE)	ENGL 161 (H,w,d)	FILM 240 (H,w)	GERM& 123 (H,g)
DANCE 103 (LE)	ENGL 169 (H,w,d)	FILM 260 (H,w,d)	GERM 295 (H)
DANCE 111 (LE)	ENGL 194 (H,w)	FILM 265 (H,w,d)	HIST& 116 (SS,g)
DANCE 112 (LE)	ENGL 225 (H,w,d)	FILM 280 (H,w,g)	HIST& 117 (SS,g)
DANCE 121 (H,g)	ENGL 226 (H,w,d)	FILM 294 (H,w)	HIST& 118 (SS,g)
DANCE 130 (H,p)	ENGL& 236 (H,w)	FILM 295 (H)	HIST 120 (SS,w,g)
DRMA& 101 (H,d,g)	ENGL& 237 (H,w)	FRCH 105 (LE)	HIST 124 (SS,w,s)
DRMA 110 (LE)	ENGL 238 (H,w,d)	FRCH& 121 (H,g)	HIST& 126 (SS,g)
DRMA 120 (LE)	ENGL 258 (H,w,g)	FRCH& 122 (H,g)	HIST& 127 (SS,g)
DRMA 125 (H,p)	ENGL 267 (H,w,d)	FRCH& 123 (H,g)	HIST& 128 (SS,g)
DRMA 126 (LE)	ENGL 268 (H,w)	FRCH& 221 (H,g)	HIST& 146 (SS,d)
DRMA 127 (LE,d)	ENGL 282 (H,w,g)	FRCH& 222 (H,g)	HIST& 147 (SS,d)
DRMA 140 (LE)	ENGL 286 (H,w,g)		HIST& 148 (SS,d)
DRMA 295 (H)	ENGL 295 (H)		HIST 158 (SS,g)
ECED& 105 (SS)	ENGL 295 (H)		HIST 204 (SS,g)

³ Composition communication skills (CC), oral communication skills (OC), quantitative skills / symbolic reasoning skills (QSR), humanities distribution (H), social/behavioral science distribution (SS), math/science distribution (MS), listed elective (LE), unlisted elective (UE), lab (l), performance (p), MATH, CS, SD and some ENGR classes are not considered physical/biological sciences.

The course designators⁴ associated with each course are in parentheses following the course.

HIST 205 (SS,g)	IDS 150 (LE,g)	MUSC 115 (H,d)	PE (activity courses)
HIST 208 (SS,g)	IDS 152 (H,SS,w,d,g)	MUSC 120 (H,d)	PE 102 (LE)
HIST 210 (SS)	IDS 161 (H,SS,MS,w,d)	MUSC 125 (H,g)	PE 103 (LE)
HIST 212 (SS,g)	IDS 170 (SS,w,g,s)	MUSC& 141 (H)	PE 104 (LE)
HIST 213 (SS,g)	IDS 180 (SS,H,w,g)	MUSC& 142 (H)	PE 105 (LE)
HIST& 214 (SS,d)	IDS 210 (SS,MS,w,g,s)	MUSC& 143 (H)	PE 106 (LE)
HIST& 215 (SS,w,d)	IDS 295 (SS,H)	MUSC 150 (LE,p)	PE 108 (LE)
HIST& 219 (SS,d)	JAPN 104 (H,g)	MUSC 156 (LE,p)	PE 109 (LE)
HIST 220 (SS,g)	JAPN& 121 (H,g)	MUSC 160 (LE)	PE 123 (LE)
HIST 225 (SS,g)	JAPN& 122 (H,g)	MUSC 161 (LE)	PE 126 (LE)
HIST 230 (SS,g)	JAPN& 123 (H,g)	MUSC 162 (LE)	PE 135 (LE)
HIST 233 (SS,g)	JAPN 151 (LE,g)	MUSC 163 (LE)	PE 136 (LE)
HIST 240 (SS,w,g)	JAPN 295 (H)	MUSC 165 (LE)	PE 138 (LE)
HIST 250 (SS,d)	JOURN 210 (LE,w)	MUSC 171 (LE)	PE 139 (LE)
HIST 295 (SS)	JOURN 211 (LE,w)	MUSC 172 (LE)	PE 141 (LE)
HIST 299 (SS)	LIBR 201 (LE)	MUSC 174 (LE)	PE 146 (LE)
HLTH 131 (LE)	MATH& 107 (Q,SR,MS)	MUSC 175 (LE)	PE 153 (LE)
HLTH 240 (LE)	MATH 121 (MS,s)	MUSC 184 (LE)	PE 157 (LE)
HUM& 101 (H,w,d,g)	MATH& 141 (Q,SR,MS)	MUSC 186 (LE)	PE 158 (LE)
HUM 106 (H,w,d,g)	MATH& 142 (Q,SR,MS)	MUSC 205 (H,w,d,g)	PE 161 (LE)
HUM 130 (H,g)	MATH 145 (Q,SR,MS)	MUSC& 241 (H)	PE 170 (LE)
HUM 131 (H,g)	MATH& 146 (Q,SR,MS)	MUSC& 242 (H)	PE 202 (LE)
HUM 132 (H,g)	MATH& 148 (Q,SR,MS)	MUSC& 243 (H)	PE 203 (LE)
HUM 133 (H,g)	MATH& 151 (Q,SR,MS)	MUSC 250 (LE,p)	PE 206 (LE)
HUM 134 (H,g)	MATH& 152 (Q,SR,MS)	MUSC 265 (LE)	PE 223 (LE)
HUM 135 (H,g)	MATH& 163 (Q,SR,MS)	MUSC 295 (H)	PE 241 (LE)
HUM 137 (LE,g)	MATH 175 (MS)	NUTR& 101 (MS)	PE 246 (LE)
HUM 170 (H,w,g)	MATH 204 (SR,Q,MS)	NUTR 114 (MS)	PE 261 (LE)
HUM 220 (H,w,g)	MATH 207 (LE)	NUTR 115 (MS)	PE 269 (LE)
HUM 260 (H,w,d)	MATH 208 (Q,SR,MS)	NUTR 116 (MS)	PE 270 (LE)
HUM 270 (H,w,g)	MATH 238 (Q,SR,MS)	NUTR 117 (MS)	PE 271 (LE)
HUM 295 (H)	MATH 246 (Q,SR,MS)	NUTR 214 (MS)	PHIL& 101 (H,g)
IDS 112 (SS,w,d,g)	MATH& 264 (Q,SR,MS)	OCEA& 101 (MS,l)	PHIL& 115 (H)
IDS 113 (SS)	MATH 295 (Q,SR,MS)	PE (non-activity courses)	PHIL 118 (H)
IDS 123 (H)	MUSC& 105 (H,g)	PE 133 (LE)	PHIL 119 (H)
IDS 140 (H,g,p)	MUSC 110 (H,g)	PE 181 (LE)	PHIL 130 (H)

⁴ Composition communication skills (CC), oral communication skills (OC), quantitative skills / symbolic reasoning skills (QSR), humanities distribution (H), social/behavioral science distribution (SS), math/science distribution (MS), listed elective (LE), unlisted elective (UE), lab (l), performance (p), MATH, CS, SD and some ENGR classes are not considered physical/biological sciences.

The course designators⁵ associated with each course are in parentheses following the course.

PHIL 132 (H,d,g,s)	PHYS& 223 (MS,l)	PSYC& 180 (SS,w,d)	SOC& 101 (SS,d)
PHIL 140 (H,w,d,g)	PHYS 295 (MS)	PSYC& 200 (SS,w)	SOC 120 (SS,d)
PHIL 200 (H)	PHYSC 104 (MS,l)	PSYC 209 (SS)	SOC& 201 (SS,d)
PHIL 214 (H)	PHYSC 295 (MS)	PSYC 210 (SS)	SOC 210 (SS,g)
PHIL 215 (H)	POLS& 101 (SS)	PSYC 211 (SS,w)	SOC 220 (SS,d)
PHIL 216 (H)	POLS& 201 (SS,g)	PSYC 214 (SS)	SOC 250 (SS,d)
PHIL 295 (H)	POLS& 202 (SS)	PSYC 215 (SS)	SOC 295 (SS)
PHYS 109 (MS,s,l)	POLS& 203 (SS,g)	PSYC& 220 (SS,d)	SPAN& 121 (H,g)
PHYS& 110 (MS,l)	POLS& 204 (SS,g)	PSYC 225 (SS,w)	SPAN& 122 (H,g)
PHYS 112 (MS,g,s,l)	POLS 295 (SS)	PSYC 240 (SS,g,s)	SPAN& 123 (H,g)
PHYS& 114 (MS,l)	PSYC& 100 (SS)	PSYC 250 (SS)	SPAN& 221 (H,g)
PHYS& 115 (MS,l)	PSYC 114 (SS)	PSYC 265 (SS,g)	SPAN& 222 (H,g)
PHYS& 116 (MS,l)	PSYC 115 (SS)	PSYC 270 (SS)	SPAN& 223 (H,g)
PHYS& 221 (MS,l)	PSYC 116 (SS)	PSYC 295 (SS)	SPAN 295 (H)
PHYS& 222 (MS,l)	PSYC 165 (SS,g)	SALI 201 (SS,d,g,s)	

Diversity – Courses designated “d”

ANTH 150 (SS,d)	CTWOC 201 (UE,d)	GEOG& 250	IDS 152 (H,SS,w,d,g)
ANTH& 206 (SS,w,d,g,s)	DRMA& 101 (H,d,g)	(SS,w,d,s)	IDS 161 (H,SS,MS,w,d)
ANTH& 210 (SS,d,s)	DRMA 127 (LE,d)	HIST& 146 (SS,d)	MUSC 115 (H,d)
ANTH& 216 (SS,d,s)	EDUC& 115 (LE,d)	HIST& 147 (SS,d)	MUSC 120 (H,d)
ANTH 225 (SS,w,d,g)	EDUC& 150 (UE,d)	HIST& 148 (SS,d)	MUSC 205 (H,w,d,g)
ANTH 250 (SS,w,d)	ENGL& 113 (H,w,d,g)	HIST& 214 (SS,d)	PARED 103 (UE,d)
ART 106 (H,d)	ENGL 124 (H,w,d,g,s)	HIST& 215 (SS,w,d)	PHIL 132 (H,d,g,s)
ART 107 (H,w,d,g)	ENGL 161 (H,w,d)	HIST& 219 (SS,d)	PHIL 140 (H,w,d,g)
ASL& 121 (H,d)	ENGL 169 (H,w,d)	HIST 250 (SS,d)	PSYC& 180 (SS,w,d)
ASL& 122 (H,d)	ENGL 174 (UE,w,d)	HLTH 118 (UE,d)	PSYC& 220 (SS,d)
ASL& 123 (H,d)	ENGL 225 (H,w,d)	HLTH 119 (UE,d)	SALI 201 (SS,d,g,s)
BUS 230 (UE,d)	ENGL 226 (H,w,d)	HLTH 140 (UE,d)	SOC& 101 (SS,d)
BUS 231 (UE,d)	ENGL 238 (H,w,d)	HUM& 101 (H,w,d,g)	SOC 120 (SS,d)
CMST 205 (SS,w,d)	ENGL 267 (H,w,d)	HUM 106 (H,w,d,g)	SOC& 201 (SS,d)
CMST 250 (H,SS,w,d)	FILM 260 (H,w,d)	HUM 260 (H,w,d)	SOC 220 (SS,d)
	FILM 265 (H,w,d)	HUMDV 135 (UE,d)	SOC 250 (SS,d)
		IDS 112 (SS,w,d,g)	

⁵ Composition communication skills (CC), oral communication skills (OC), quantitative skills / symbolic reasoning skills (QSR), humanities distribution (H), social/behavioral science distribution (SS), math/science distribution (MS), listed elective (LE), unlisted elective (UE), lab (l), performance (p), MATH, CS, SD and some ENGR classes are not considered physical/biological sciences.

The course designators⁶ associated with each course are in parentheses following the course.

Global – Courses designated “g”

ANTH& 100 (SS,g,s)	ENGL 150 (H,w,g)	HIST 158 (SS,g)	JAPN 104 (H,g)
ANTH& 104 (SS,g)	ENGL 258 (H,w,g)	HIST 204 (SS,g)	JAPN& 121 (H,g)
ANTH 140 (SS,g)	ENGL 282 (H,w,g)	HIST 205 (SS,g)	JAPN& 122 (H,g)
ANTH& 206 (SS,w,d,g,s)	ENGL 286 (H,w,g)	HIST 208 (SS,g)	JAPN& 123 (H,g)
ANTH 225 (SS,w,d,g)	FILM 130 (H,g)	HIST 212 (SS,g)	JAPN 151 (LE,g)
ANTH& 235 (SS,g)	FILM 280 (H,w,g)	HIST 213 (SS,g)	MUSC& 105 (H,g)
ART 107 (H,w,d,g)	FRCH& 121 (H,g)	HIST 220 (SS,g)	MUSC 110 (H,g)
ART 114 (H,w,g)	FRCH& 122 (H,g)	HIST 225 (SS,g)	MUSC 125 (H,g)
ART 150 (H,w,g)	FRCH& 123 (H,g)	HIST 230 (SS,g)	MUSC 205 (H,w,d,g)
ART 203 (H,w,g)	FRCH& 221 (H,g)	HIST 233 (SS,g)	PHIL& 101 (H,g)
ART 204 (H,w,g)	FRCH& 222 (H,g)	HIST 240 (SS,w,g)	PHIL 132 (H,d,g,s)
ART 205 (H,w,g)	FRCH& 223 (H,g)	HUM& 101 (H,w,d,g)	PHIL 140 (H,w,d,g)
ART 206 (H,g)	GEOG& 100 (SS,g,s)	HUM 106 (H,w,d,g)	PHYS 112 (MS,g,s,l)
ART 215 (H,w,g)	GEOG& 102 (SS,g,s)	HUM 130 (H,g)	POLS& 201 (SS,g)
BIOL 133 (MS,g)	GEOG 110 (SS,g,s)	HUM 131 (H,g)	POLS& 203 (SS,g)
CHIN& 121 (H,g)	GEOG& 200 (SS,g,s)	HUM 132 (H,g)	POLS& 204 (SS,g)
CHIN& 122 (H,g)	GEOG 243 (SS,g)	HUM 133 (H,g)	PSYC 165 (SS,g)
CHIN& 123 (H,g)	GEOL 110 (MS,g,s)	HUM 134 (H,g)	PSYC 240 (SS,g,s)
CMST 225 (H,SS,w,g,s)	GEOL 140 (MS,g,s,l)	HUM 135 (H,g)	PSYC 265 (SS,g)
DANCE 121 (H,g)	GERM 104 (H,g)	HUM 137 (LE,g)	SALI 201 (SS,d,g,s)
DRMA& 101 (H,d,g)	GERM& 121 (H,g)	HUM 170 (H,w,g)	SOC 210 (SS,g)
ECON 110 (SS,g,s)	GERM& 122 (H,g)	HUM 220 (H,w,g)	SPAN& 121 (H,g)
ECON& 202 (SS,g)	GERM& 123 (H,g)	HUM 270 (H,w,g)	SPAN& 122 (H,g)
ECON 205 (SS,w,g)	HIST& 116 (SS,g)	IDS 112 (SS,w,d,g)	SPAN& 123 (H,g)
ECON 260 (SS,g,s)	HIST& 117 (SS,g)	IDS 140 (H,g,p)	SPAN& 221 (H,g)
ENGL& 111 (H,w,g)	HIST& 118 (SS,g)	IDS 150 (LE,g)	SPAN& 222 (H,g)
ENGL& 113 (H,w,d,g)	HIST 120 (SS,w,g)	IDS 152 (H,SS,w,d,g)	SPAN& 223 (H,g)
ENGL 124 (H,w,d,g,s)	HIST& 126 (SS,g)	IDS 170 (SS,w,g,s)	
ENGL 141 (H,w,g)	HIST& 127 (SS,g)	IDS 180 (SS,H,w,g)	
ENGL 142 (H,w,g)	HIST& 128 (SS,g)	IDS 210 (SS,MS,w,g,s)	

⁶ Composition communication skills (CC), oral communication skills (OC), quantitative skills / symbolic reasoning skills (QSR), humanities distribution (H), social/behavioral science distribution (SS), math/science distribution (MS), listed elective (LE), unlisted elective (UE), lab (l), performance (p), MATH, CS, SD and some ENGR classes are not considered physical/biological sciences.

The course designators⁷ associated with each course are in parentheses following the course.

Sustainability – Courses designated “s”

ANTH& 100 (SS,g,s)	ANTH& 216 (SS,d,s)	ENGL 124 (H,w,d,g,s)	GEOG& 102 (SS,g,s)
ANTH& 204 (SS,s)	BIOL 159 (MS,s,l)	ENGR& 224 (MS,s)	GEOG 110 (SS,g,s)
ANTH& 205 (MS,s)	CIS 100 (UE,s)	ENVS& 100 (MS,w,s)	GEOG& 200 (SS,g,s)
ANTH& 206 (SS,w,d,g,s)	CMST 225 (H,SS,w,g,s)	ENVS& 101 (MS,s,l)	GEOG& 250 (SS,w,d,s)
ANTH& 210 (SS,d,s)	ECON 110 (SS,g,s)	ENVS 190 (UE,s)	GEO 110 (MS,g,s)
ANTH& 215 (MS,s,l)	ECON 260 (SS,g,s)	GEOG& 100 (SS,g,s)	GEO 140 (MS,g,s,l)
HIST 124 (SS,w,s)	OFFAD 154 (UE,s)	OFFAD 282 (UE,s)	PHYS 112 (MS,g,s,l)
IDS 170 (SS,w,g,s)	OFFAD 280 (UE,s)	PHIL 132 (H,d,g,s)	PSYC 240 (SS,g,s)
IDS 210 (SS,MS,w,g,s)	OFFAD 281 (UE,s)	PHYS 109 (MS,s,l)	SALI 201 (SS,d,g,s)

Writing intensive – Courses designated “w”

ANTH& 200 (SS,w)	CMST 225 (H,SS,w,g,s)	ENGL 258 (H,w,g)	HUM& 101 (H,w,d,g)
ANTH& 206 (SS,w,d,g,s)	CMST 250 (H,SS,w,d)	ENGL 267 (H,w,d)	HUM 106 (H,w,d,g)
ANTH 225 (SS,w,d,g)	ECON 205 (SS,w,g)	ENGL 268 (H,w)	HUM 170 (H,w,g)
ANTH 250 (SS,w,d)	ECON 210 (SS,w)	ENGL 282 (H,w,g)	HUM 220 (H,w,g)
ART& 100 (H,w)	ENGL& 111 (H,w,g)	ENGL 286 (H,w,g)	HUM 260 (H,w,d)
ART 107 (H,w,d,g)	ENGL& 113 (H,w,d,g)	ENVS& 100 (MS,w,s)	HUM 270 (H,w,g)
ART 114 (H,w,g)	ENGL 124 (H,w,d,g,s)	FILM 101 (H,w)	IDS 112 (SS,w,d,g)
ART 150 (H,w,g)	ENGL 136 (H,w)	FILM 210 (H,w)	IDS 152 (H,SS,w,d,g)
ART 203 (H,w,g)	ENGL 141 (H,w,g)	FILM 220 (H,w)	IDS 161 (H,SS,MS,w,d)
ART 204 (H,w,g)	ENGL 142 (H,w,g)	FILM 240 (H,w)	IDS 170 (SS,w,g,s)
ART 205 (H,w,g)	ENGL 150 (H,w,g)	FILM 260 (H,w,d)	IDS 180 (SS,H,w,g)
ART 215 (H,w,g)	ENGL 161 (H,w,d)	FILM 265 (H,w,d)	IDS 210 (SS,MS,w,g,s)
BIOL& 100 (MS,l,w)	ENGL 169 (H,w,d)	FILM 280 (H,w,g)	JOURN 210 (LE,w)
BIOL& 160 (MS,l,w)	ENGL 174 (UE,w,d)	FILM 294 (H,w)	JOURN 211 (LE,w)
BIOL& 221 (MS,w,l)	ENGL 194 (H,w)	GEOG& 250 (SS,w,d,s)	MUSC 205 (H,w,d,g)
BIOL& 222 (MS,w,l)	ENGL 225 (H,w,d)	GEO 212 (MS,w,l)	PHIL 140 (H,w,d,g)
BIOL& 223 (MS,w,l)	ENGL 226 (H,w,d)	HIST 120 (SS,w,g)	PSYC& 180 (SS,w,d)
BUS 140 (UE,w)	ENGL& 236 (H,w)	HIST 124 (SS,w,s)	PSYC& 200 (SS,w)
CJ& 101 (SS,w)	ENGL& 237 (H,w)	HIST& 215 (SS,w,d)	PSYC 211 (SS,w)
CMST 205 (SS,w,d)	ENGL 238 (H,w,d)	HIST 240 (SS,w,g)	PSYC 225 (SS,w)

⁷ Composition communication skills (CC), oral communication skills (OC), quantitative skills / symbolic reasoning skills (QSR), humanities distribution (H), social/behavioral science distribution (SS), math/science distribution (MS), listed elective (LE), unlisted elective (UE), lab (l), performance (p), MATH, CS, SD and some ENGR classes are not considered physical/biological sciences.

Appendix B-Computation (CP) Courses for Professional-Technical Programs

The course designators⁸ associated with each course are in parentheses following the course.

ACCT 100 (UE)	ENGR& 214 (MS)	MATH 145 (QSR,MS)	MATH 238 (QSR,MS)
ACCT& 201 (LE)	ENGR& 215 (MS))	MATH& 146 (QSR,MS)	MATH& 264 (QSR,MS)
BUS 100 (UE)	ENGR& 225 (MS)	MATH& 148 (QSR,MS)	PHIL& 117 (QSR)
CHEM& 121 (MSI)	ENGR 240 (MS)	MATH& 151 (QSR,MS)	PHYS& 114 (MSI)
CHEM& 161 (MSI)	IDS 112 (SSwdg)	MATH& 152 (QSR,MS)	PHYS& 115 (MSI)
CHEM& 162 (MSI)	IDS 113 (SS)	MATH& 163 (QSR,MS)	PHYS& 116 (MSI)
CHEM& 163 (MSI)	MATH& 107 (QSR,MS)	MATH 175 (MS)	PHYS& 221 (MSI)
CS& 141 (MS)	MATH 121 (MSs)	MATH 204 (QSR,MS)	PHYS& 222 (MSI)
CS 145 (MS)	MATH& 141 (QSR,MS)	MATH 207 (LE)	PHYS& 223 (MSL)
CS 240 (MS)	MATH& 142 (QSR,MS)	MATH 208 (QSR,MS)	

⁸ Composition communication skills (CC), oral communication skills (OC), quantitative skills / symbolic reasoning skills (QSR), humanities distribution (H), social/behavioral science distribution (SS), math/science distribution (MS), listed elective (LE), unlisted elective (UE), lab (l), performance (p), MATH, CS, SD and some ENGR classes are not considered physical/biological sciences.

