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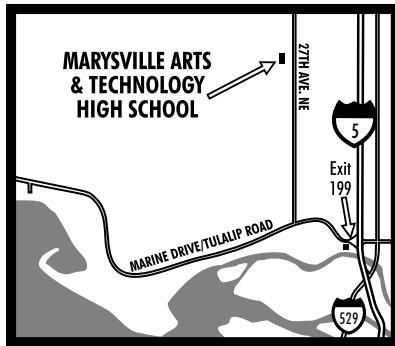
## QUICK WEB REFERENCE

**Admissions Info and Application Process** [EverettCC.edu/Admissions](http://EverettCC.edu/Admissions)  
**Advising** [EverettCC.edu/Advising](http://EverettCC.edu/Advising)  
**Bookstore** [EverettCC.edu/Bookstore](http://EverettCC.edu/Bookstore)  
**Credit Card Payment** [EverettCC.edu/CreditCardPay](http://EverettCC.edu/CreditCardPay)  
**Consumer Info/Disclosure (HEOA)** [EverettCC.edu/HEOA](http://EverettCC.edu/HEOA)  
**Curriculum Guides** [EverettCC.edu/Cguides](http://EverettCC.edu/Cguides)  
**Deadlines** [EverettCC.edu/Deadlines](http://EverettCC.edu/Deadlines)  
**Departments and Offices Directory** [EverettCC.edu/Directory](http://EverettCC.edu/Directory)  
**East County/Monroe** [EverettCC.edu/EastCounty](http://EverettCC.edu/EastCounty)  
**eLearning** [EverettCC.edu/eLearning](http://EverettCC.edu/eLearning)  
**EvCC Tours** [EverettCC.edu/Tour](http://EverettCC.edu/Tour)  
**External Credit/Transfer Credit Policies** [EverettCC.edu/TransferCredit](http://EverettCC.edu/TransferCredit)

**Financial Aid** [EverettCC.edu/FA](http://EverettCC.edu/FA)  
**Forms** [EverettCC.edu/StudentForms](http://EverettCC.edu/StudentForms)  
**Learning Communities** [EverettCC.edu/LC](http://EverettCC.edu/LC)  
**Pathways** [EverettCC.edu/Pathways](http://EverettCC.edu/Pathways)  
**Registration** [EverettCC.edu/Register](http://EverettCC.edu/Register)  
**Running Start** [EverettCC.edu/RunningStart](http://EverettCC.edu/RunningStart)  
**Student Portal** [EverettCC.edu/MyEvCC](http://EverettCC.edu/MyEvCC)  
**Teens in College** [EverettCC.edu/TeensInCollege](http://EverettCC.edu/TeensInCollege)  
**Testing** [EverettCC.edu/Testing](http://EverettCC.edu/Testing)  
**Tuition** [EverettCC.edu/Tuition](http://EverettCC.edu/Tuition)  
**University Transfer Information Center** [EverettCC.edu/Transfer](http://EverettCC.edu/Transfer)  
**Veterans' Office** [EverettCC.edu/VA](http://EverettCC.edu/VA)

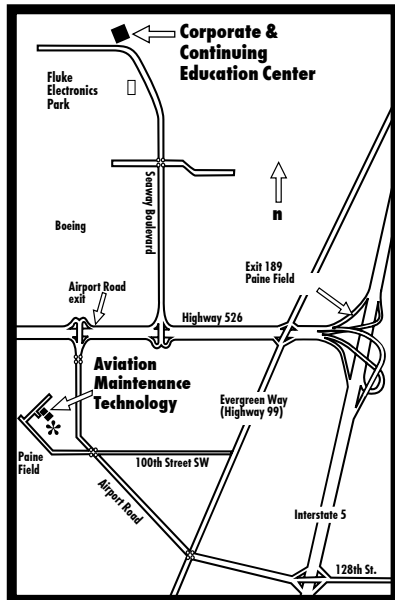
Photography: Derek Walker, Max Phipps & Jenny Marin

## Everett Community College offers various college courses at locations in Snohomish County.



- 1** **MARYSVILLE ARTS AND TECHNOLOGY HIGH SCHOOL**  
 7204 27th Ave. NE, Tulalip WA 98271  
 360-653-0664

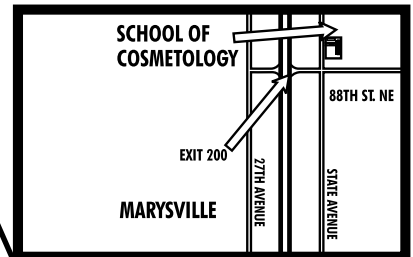
- 2** **TULALIP COLLEGE CENTER**  
 7707 36th Ave NW, Bldgs C and D  
 Tulalip, WA 98270  
 360-716-4886



- 3** **CORPORATE & CONTINUING EDUCATION CENTER**  
 2333 Seaway Boulevard, Everett, WA 98203  
 425-267-0150

- 4** **SNO-ISLE TECH SKILLS CENTER**  
 9001 Airport Road, Everett, WA 98204  
 425-348-2220

- 5** **AVIATION MAINTENANCE TECHNOLOGY**  
 9711 32nd Place W., Bld. C-80, Paine Field, Everett, WA 98204  
 425-388-9533

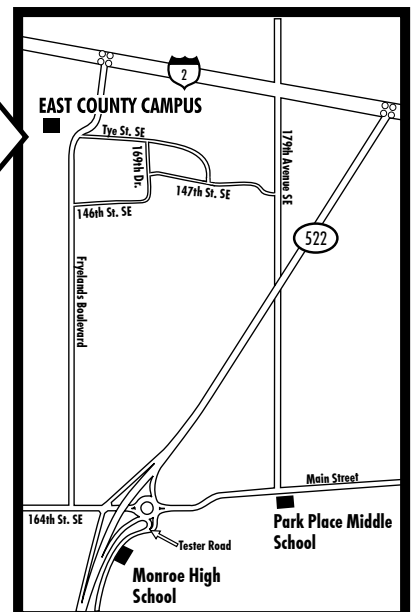


- 6** **SCHOOL OF COSMETOLOGY**  
 9315 G State Avenue, Marysville, WA 98270  
 425-259-8283

- 7** **ADVANCED MANUFACTURING TRAINING EDUCATION CENTER (AMTEC)**  
 909 N Broadway, Everett, WA 98201  
 425-388-9110

- 8** **SNOHOMISH HIGH SCHOOL**  
 1316 5th Street Snohomish, WA 98290  
 360-563-4000

- 9** **GLACIER PEAK HIGH SCHOOL**  
 7410 144th Pl SE  
 Snohomish, WA 98296  
 360-563-7500



- 10** **EAST COUNTY CAMPUS MONROE HIGH SCHOOL PARK PLACE MIDDLE SCHOOL**

East County Campus: 14090 Frylands Blvd. SE, Monroe, WA 98272  
 Monroe High School: 17001 Tester Road, Monroe, WA 98272  
 Park Place Middle School: 1408 W. Main St., Monroe, WA 98272  
 425-259-8732



## Everett Community College Everett Campus

2000 Tower Street, Everett, WA 98201-1390 EverettCC.edu Switchboard/Information: 425-388-9100



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FIT	WALT PRICE STUDENT FITNESS CENTER	18
GLA	GLACIER HALL	10
GWH	GRAY WOLF HALL	7
IND	INDEX HALL	12
JKC	HENRY M. JACKSON CONFERENCE CENTER	8
LBH	LIBERTY HALL	16
LMC	LIBRARY	4
MON	MONTE CRISTO HALL	9
NBI	NIPPON BUSINESS INSTITUTE JAPANESE CULTURAL CENTER	1
OLY	OLYMPUS HALL	3
PSU	PARKS STUDENT UNION	5
RAI	RAINIER HALL	2
SHK	SHUKSAN HALL	14
CED	STUDENT HOUSING CEDAR HALL	15
MVH	STUDENT HOUSING MOUNTAIN VIEW HALL	21
WHI	WHITEHORSE HALL	13

### Parking\*

- PERMIT PARKING  
- PARKING LOTS A-N
- VISITOR PARKING  
- LOCATED IN LOTS B & C

\* PARKING ON CAMPUS IS BY EVCC PERMIT ONLY.  
DAILY PERMITS ARE AVAILABLE AT THE CASHIER'S OFFICE OR AT  
DESIGNATED PAY & PARK STATIONS.

- GENDER-NEUTRAL RESTROOMS
- ADA RESTROOMS AVAILABLE INSIDE
- NOT AN ADA ACCESSIBLE AREA
- EMERGENCY ASSEMBLY AREA

**FOR CAMPUS SAFETY CALL:**  
**425-388-9990**

IMPORTANT DATES TO REMEMBER	Summer 2018	Fall 2018	Winter 2019	Spring 2019
Class Schedule due on campus	May 15	Aug. 6	Nov. 5	Feb. 19
Deadline for applying to graduate at the end of this quarter	April 6	Aug. 2	Nov. 2	Feb. 1
Begin Center for Disability Services & Veterans Office approved early registration	May 17	May 17	Nov. 8	Feb. 21
Current students may register on or after their Registration Access Date and Time	May 21-24	May 21-24	Nov. 13-16	Feb. 25-28
Application Deadline for new students to be able to complete "Getting Started" steps and be ready to register on open registration	May 21	May 21	Nov. 13	Feb. 25
Begin open registration for this term.	June 1	June 1	Nov. 20	March 4
<b>Payment deadlines - See below.</b>				
Registration processing closed, this day only	N/A	Aug. 22	N/A	N/A
Regular registration re-opens for all	N/A	Aug. 23	N/A	N/A
Last day to add classes without instructor permission.	June 28, 5:30 pm	Sept. 21, 4:30 pm	Jan. 4, 4:30 pm	April 5, 4:30 pm
<b>Official first day of the Quarter</b>	July 2	Sept. 24	Jan. 7	April 8
100% refund deadline. Self-support and non-standard classes have a different deadline. See Class Schedule.	July 9, 6 pm	Sept. 28, 4:30 pm	Jan. 11, 4:30 pm	April 12, 4:30 pm
Last day to register, or add, or drop a class with no record	July 16, 6 pm	Oct. 5, 4:30 pm	Jan. 18, 4:30 pm	April 19, 4:30 pm
50% refund deadline (20th calendar day) Self-support & non-standard classes may not have a 50% refund, or a different deadline. See Class Schedule.	July 23, 6 pm	Oct. 12, 4:30 pm	Jan. 25, 4:30 pm	April 26, 4:30 pm
Deadline to make change to residency for current quarter (30th calendar day)	July 31	Oct. 23	Feb. 5	May 7
Tuition Payment Plan deadline (35th day of the quarter)	Aug. 6	Oct. 29	Feb. 11	May 13
Last day to drop with a W or change to audit (8th week) Summer (6th week)	Aug. 9, 5:30 pm	Nov. 16, 4:30 pm	March 1, 4:30 pm	May 31, 4:30 pm
Classes end	Aug. 23	Dec. 7	March 18	June 14
Final examinations	Last day of class	Dec. 10-13	March 19-22	June 17-20
Grades posted to transcript	Aug. 29	Dec. 19	March 27	June 26
Holidays (College closed)	July 4, Sept. 3	Nov. 12, 22-23 Dec. 24-28	Jan. 1, 21, Feb. 18	May 27
No Day or Evening Classes - Campus open	N/A	Nov. 21	N/A	N/A
Commencement	N/A	N/A	N/A	June 21

	Summer 2018	Fall 2018	Winter 2019	Spring 2019
<b>Deadline to pay tuition</b>	5 business days from date of registration or on the last working day before the start of the quarter, whichever comes first. Once the quarter starts, tuition is due at the time of registration.	August 21, 5:30pm for all registration up to August 21. For all registration after August 21, standard deadlines apply.	5 business days from date of registration or on the last working day before the start of the quarter, whichever comes first. Once the quarter starts, tuition is due at the time of registration.	5 business days from date of registration or on the last working day before the start of the quarter, whichever comes first. Once the quarter starts, tuition is due at the time of registration.

## Accreditation

Everett Community College is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation, and the U.S. Department of Education. For further information, contact the Northwest Commission on Colleges and Universities, 8060 165th Avenue N.E., Suite 100, Redmond, WA 98052, phone 425-558-4224. First accredited in 1948, EvCC's accreditation was reaffirmed on the basis of a year seven evaluation report in 2017.

The Registered Nursing program is accredited by the Accreditation Commission for Education in Nursing, (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, phone: 404-975-5000, [acenursing.org](http://acenursing.org)

The Everett Community College Medical Assisting Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Medical Assisting Education Review Board (MAERB). Commission on Accreditation of Allied Health Education Programs, 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL, 33756, phone: 727-210-2350.

The Everett Community College Corporate & Continuing Education Center is approved by the Office of the Superintendent of Public Instruction (OSPI) to offer academic clock hours and complies with the Continuing Education Program Approval Standards. Additionally, Continuing Education Units (CEUs) are also available.

EvCC's College in the High School program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), PO Box 578, Chapel Hill, NC 27514, phone: 919-593-5205.

## Vision

Everett Community College creates a better world one successful student at a time.

## Mission

We educate, equip, and inspire each student to achieve personal and professional goals, contribute to our diverse communities, and thrive in a global society.

## Core Themes

### Student Success

- We will provide guidance and support to improve each student's capacity for college completion, job readiness, and career success.
- We measure our success by each student's achievement of educational, personal, and professional goals.
- We provide open access to affordable education to all members of our community.

### Community Connections and Partnerships

- We listen and respond to community needs.
- We build trust and accountability with our local, regional, and global communities through frequent and effective communication.
- We actively develop strategic networks and partnerships to advance institutional innovation, strengthen student learning, and drive workforce development and economic vitality for our region.
- We collaborate with our K-20 partners to create seamless educational pathways for our students.
- We enrich our communities and enhance the quality of community life.

### Cultural Pluralism and Global Readiness

- We develop cultural competencies in faculty, staff and students.
- We integrate global/cultural connections and awareness in our curriculum and programs.
- We develop a pervasive campus culture of respect, advocacy, and engagement for all.

- We embrace smaller groups within our campus community and support their unique cultural identities, values and practices.
- We prepare students to participate as global citizens and to succeed in a global economy.

### Innovation and Leadership

- We infuse innovative learning and state-of-the-art pedagogy—such as an emphasis on critical thinking and collaborative learning—into all course offerings.
- Our infrastructure supports innovative instruction, prepares students for technologies of the future, and links education and training to high demand career paths.
- We anticipate and respond boldly to opportunities and challenges, and innovate to stay ahead in a competitive environment.
- We practice evidence-based decision-making throughout the college.

### Resource Stewardship

- We seek financial stability by developing strong and diverse revenue streams.
- We invest in our employees.
- We invest in physical facilities to enhance the learning environment.
- We practice environmental, economic, and social sustainability across the campus.
- We are responsible stewards of our limited resources—proactive in fiscal planning and efficient in our practices.

## Core Values

**Promise:** We value, respect, and act on behalf of each student's educational needs and aspirations.

**Purpose:** We embrace the transforming value of learning for ourselves, our students, and our community.

**Progress:** We strive always to innovate, improve and advance.

**People:** We nurture a campus community that is culturally competent and inspired to engage, collaborate, and grow.

**Partners:** We connect constructively with the communities we are here to serve.

**Practice:** We model evidence based decision-making, equity and inclusiveness, stewardship, and sustainability.

## Learning Outcomes

Student Core Learning Outcomes for certificates and degrees

### 1. Engage and take responsibility as active learners

Students will be involved in the learning process as they gain deeper levels of understanding of the subject matter. They will design, complete and analyze projects while developing group interaction and leadership skills.

### 2. Think critically

Students will develop and practice analytical skills, problem-solving skills, and quantitative reasoning skills. Using creativity and self-reflection, they will be able to engage in inquiry that produces well-reasoned, meaningful conclusions.

### 3. Communicate effectively

Students will develop the organizational and research skills necessary to write and speak effectively. The students will demonstrate awareness of different audiences, styles, and approaches to oral and written communication.

### 4. Participate in diverse environments

Students will gain the awareness of and sensitivity to diversity, including one's own place as a global citizen. Students attain knowledge and understanding of the multiple expressions of diversity, and the skills to recognize, analyze and evaluate diverse issues and perspectives.

### 5. Utilize information literacy skills

Students will develop and employ skills to recognize when information is needed and to locate, evaluate, effectively use and communicate information in its various forms.

### 6. Demonstrate computer and technology proficiency

Students will use computers and technology as appropriate in their course of study.

### 7. Identify elements of a sustainable society

Students will integrate and apply economic, ecological, and eco-justice concepts into a systems-thinking framework.

## About Everett Community College

Everett Community College educates more than 19,000 students every year at several locations throughout Snohomish County, with most students and faculty at the main campus in north Everett.

Founded in 1941, the college has grown to serve students seeking a wide variety of education options. Students come to EvCC to affordably start their four-year degrees, earn certificates, train for a new job, experience hands-on training in professional and technical programs, learn English, develop basic skills, finish high school, train for a promotion, or to learn for fun. The college offers associate degrees in Arts and Sciences, Business, General Studies, Science, Fine Arts, and Technical Arts. Certificates of completion are awarded in more than 20 technical and career fields. Students can also come to EvCC to finish high school, earn a GED, learn to speak English and learn basic reading, writing, and math skills. EvCC faculty and staff work closely with business and industry experts, community leaders, and other educational institutions to provide students with relevant, challenging experiences inside and outside of the classroom.

EvCC counts among its alumni many of the area's business, government, and civic and social leaders.

EvCC offers classes at its main campus in Everett, East County Campus in Monroe, Aviation Maintenance Technology at Paine Field, Corporate & Continuing Education Center in south Everett, School of Cosmetology in Marysville, EvCC North County at Weston High School, and at several other locations in north and east Snohomish County.

EvCC is one of 34 community and technical colleges governed by the Washington State Board of Community and Technical Colleges. The college is administered by a five-member board of trustees appointed by Washington state's governor. Current trustees are Bob Bolerjack, Dr. Betty Cobbs, Mike Deller (chair), Toraya Miller (vice chair), and Vickie K. Norris. EvCC is led by President David Beyer.

## University Transfer Programs

Students planning to transfer to another college or university after attending Everett Community College have many options and enjoy the benefits of a long tradition of successful transfer relations between EvCC and universities in Washington state. The college participates in a wide variety of transfer agreements with most colleges and universities in Washington and several in Oregon. The following degree programs are supported by those transfer agreements:

- ❖ The Associate of Arts and Sciences - Direct Transfer Agreement Degree (DTA) satisfies the lower division general education requirements of most universities in Washington and several in Oregon, and students enter with junior standing. Students who identify their university major can usually complete most prerequisites or lower division requirements for that major at EvCC within the guidelines of the DTA degree. In fact, for a number of majors it is critically important to complete the lower-division preparatory requirements at EvCC.
- ❖ While the DTA degree meets the needs of many students planning to continue their studies in the Arts and Sciences at a university, the Associate in Science degree offers an opportunity for students in engineering, biological and physical sciences to focus on prerequisites for their major as well as some of their general education requirements. Most colleges and universities in Washington state accept the Associate of Science under a statewide transfer agreement.

- ❖ The Associate in Business - Direct Transfer degree provides students who intend to major in business administration or accounting a smooth transfer to several designated universities in Washington.
- ❖ The Associate in Nursing - Direct Transfer degree prepares students for licensure as a registered nurse, as well as for transfer to a university for entry into a Bachelor of Science in Nursing completion degree.
- ❖ The Associate in Pre-Nursing - Direct Transfer degree provides students who intend to enter into a basic RN bachelor's degree program a smooth transfer to several designated universities in Washington.
- ❖ Alternatively, transfer students in other selected majors may find that our Associate in Arts and Sciences - Option I, and Associate in Applied Science - Transfer offer additional options for tailoring their EvCC coursework for successful transfer.

## Professional and Technical Programs

Everett Community College offers many professional-technical programs in high-demand occupations. Short-term training, certificates and Associate in Technical Arts (ATA) degrees provide many options for students seeking to sharpen skills and enter or advance within their careers. In order to prepare students for employment, all professional-technical areas of study provide courses with content and skills specific to that occupation. In addition, our programs provide students with technology, human relations and communication skills as they relate to the workplace.

The college relies upon advisory committees, made up of representatives from management and labor in the occupational fields associated with each degree, to help develop and maintain innovative courses by incorporating current skills standards and competencies necessary for successful employment. Liaisons with business and industry in researching employment and training needs are also provided.

Rapidly advancing technologies create the possibility that workers will retrain several times during their lifetime. The college collaborates with the Washington State Department of Social and Health Services, Washington State Employment Security Department, Division of Vocational Rehabilitation, Workforce Snohomish, and many community-based organizations in providing training, retraining, and job-skill upgrades. The college works with labor to provide several areas of specific training for apprentices.

Although the primary goal of professional-technical education is to prepare students for immediate employment, students may be able to transfer some of their professional technical course work to a university for further education toward a bachelor's degree.

Many of the professional-technical programs offered at EvCC have transfer agreements with other colleges and universities.

Several of Washington state's community and technical colleges are offering a four-year program, the Baccalaureate of Applied Science (BAS). These four-year baccalaureate degrees are specifically designed to allow students to earn a bachelor's degree with a specific program of study in a professional/technical vocation. EvCC has articulated agreements with many of the four-year universities throughout the state and colleges that offer BAS degrees. Completion of an ATA pathway of study may be matriculated to one of these institutions.

Other professional-technical programs have stackable certificates. Stacking different certificates from the same discipline, students may be able to earn a two-year degree with transferability such as the AAS-T degree.

Additionally, many professional-technical courses are articulated with K-12 programs through the CTE Dual Credit program, formerly known as Tech Prep. Students should check with a program advisor for credit eligibility requirements. Curriculum guides in all professional-technical areas are available to assist students in planning programs. Refer to the courses section of this catalog for information about programs in your interest area, call Enrollment Services for additional information, or view the curriculum guides on the web at [EverettCC.edu/CGuides](http://EverettCC.edu/CGuides).

## Transitional Studies

Everett Community College offers courses for adults who wish to improve their basic skills, upgrade job employment skills, or prepare for college-level courses. Classes are offered in the day and evening, both on- and off-campus. Students can take classes to finish high school, earn a GED, learn to speak English, and learn basic reading, writing, and math skills.

Orientation and registration information is available through the Transitional Studies Division Office, Rainier Hall 108, 425-388-9339 and at [EverettCC.edu/Transitional](http://EverettCC.edu/Transitional)

## Corporate & Continuing Education Center

EvCC's Corporate & Continuing Education Center (CCEC) meets business and industry training needs by developing and delivering high-quality customized training, professional development, small business acceleration, and personal interest courses and programs throughout Snohomish County and the Puget Sound region. CCEC conducts open-enrollment, non-credit classes that begin every week and are offered during the day, evening and weekend in Arlington, Everett, Bothell and Kirkland. Customized training can be delivered on site or at any of the CCEC training locations across the region. CCEC is headquartered in Everett at 2333 Seaway Boulevard. The Everett location features 16 training rooms and computer labs, ample parking, and conference rooms. Rooms are available for rent to organizations for training and events. Visit [EverettCC.edu/CCEC](http://EverettCC.edu/CCEC) for a complete list of training programs and services.

Courses and certificate programs that are offered in Bothell and Kirkland are part of a partnership between EvCC, Lake Washington Institute of Technology and Cascadia College. Visit [EverettCC.edu/Eastside](http://EverettCC.edu/Eastside) for more information about Eastside training programs and services.

## Senior Opportunities

Everett Community College offers a variety of educational and personal enrichment opportunities for seniors age 60 and older in a selection of credit and non-credit classes. The quarterly class schedule of Corporate & Continuing Education Center courses features a number of reasonably priced offerings in computer skills, fitness, writing, world languages, arts and crafts, dance, travel and much more. Many regular college credit classes are available to seniors for audit (non-credit) enrollment on a space-available basis for reduced tuition plus fees. See the college's quarterly class schedule for information about utilizing the Senior Citizen tuition reduction program or contact Enrollment Services.

## eLearning

eLearning at EvCC offers a variety of online, hybrid and web-enhanced courses which provide students who have jobs, a family, or other responsibilities with a more flexible and independent approach to their education. Online, hybrid and web-enhanced courses use Canvas as the online learning management system. These classes are fully accredited and equivalent to on-campus classes in terms of credit earned and acceptability for transfer. Students should have strong organizational, reading, and writing skills to do well in these classes, as well as easy access to the Internet.

There are three types of eLearning courses available: online, hybrid and web-enhanced. Online classes require no face-to-face contact between you and your instructor; however a few online courses may require on-campus or proctored exams. Hybrid classes combine traditional face-to-face classroom time with the flexibility of online learning. Web-enhanced classes are face-to-face classes that require the use of Canvas or other web-based tools. Check the quarterly class schedule for more information.

It is possible to earn the Associate in Arts and Sciences – DTA (the direct transfer degree) or the Associate in General Studies degree online. Courses that apply to these degrees are available each quarter. EvCC also offers online certificate programs in Early Childhood Education, Healthcare Risk Management, Medical Transcription and Medical Coding.

For general information about eLearning opportunities, call 425-388-9367 or 1-866-575-9027, send an email to [elearning@everettcc.edu](mailto:elearning@everettcc.edu) or visit our website at [EverettCC.edu/eLearning](http://EverettCC.edu/eLearning). For more information regarding the online Medical Transcription and Medical Coding program, call 1-888-304-3822, or send an email to [succes@everettcc.edu](mailto:succes@everettcc.edu).

## High School Partnerships

Everett Community College participates in a wide variety of relationships with local high schools, and offers several programs aimed at building the achievement of young students. EvCC's Diversity and Equity Center and Outreach & High School Programs office offer programs throughout the year for students in elementary, middle, and high school that engage students in college and career planning, such as the Students of Color Career Conference.

Enrollment in college courses is provided through such programs as Running Start, CTE Dual Credit, College in the High School, and Youth Re-Engagement (U3), all of which help students complete their high school graduation requirements. Admission processes for these programs are different from regular college admission and are described in the next section of this catalog.

## International Opportunities

### Nippon Business Institute and Japanese Cultural and Resource Center

The Nippon Business Institute (NBI) is an undergraduate international studies program concentrating on the practical and cultural aspects of Japan-U.S. business relationships. The primary mission of the NBI is to help bridge the cultural gap that exists between eastern and western cultures. The NBI program provides for the development of awareness, understanding, and skills in critical areas such as culture, history, business practices, and the Japanese language. Students can earn an endorsement in US-Japan Intercultural Fundamentals through a concentrated course of study.

In addition to offering college credit courses in Japanese language, history, and culture, the NBI also conducts workshops and seminars about Japanese language, culture, business relations, cooking, calligraphy, flower arrangement, tea ceremony, and art. The NBI provides customized consulting and training services to government agencies and businesses wanting to improve their Japan-U.S. relationships. The NBI also offers cultural immersion programs providing students with valuable experiences in Japan. Contact the NBI at 425-388-9195, or go to [EverettCC.edu/NBI](http://EverettCC.edu/NBI).

### Northwest Language Center and World Languages

The Northwest Language Center (NLC) is directed by language professionals who have excelled at creating and offering a wide variety of innovative programs for world language learning and promote intercultural effectiveness and global understanding. The NLC's mission is to help Western Washington communicate with the world.

The NLC offers: international study-abroad and exchange programs, customized on-site Spanish language instruction to meet the needs of local businesses, government agencies and educational institutions, general on-campus conversational workshops in many languages, travel workshops, translation services, interpretation referral services, and educational and entertaining cultural events. Contact the NLC at 425-388-9499, or go to [EverettCC.edu/NLC](http://EverettCC.edu/NLC).

### Study Abroad

Enrichment, growth, and meaningful learning can be experienced in travel and study abroad. Opportunities for study in Indonesia, Dominican Republic, Italy, Spain, Japan, and Ecuador are available through EvCC. Visit the study abroad web page at [EverettCC.edu/StudyAbroad](http://EverettCC.edu/StudyAbroad) for more information.

### International Student Programs

Everett Community College enjoys several partnerships with overseas schools and colleges, and has agreements that enable students from those institutions to complete an associate degree at EvCC. Any student age 16 or older who has successfully completed a secondary school program in another country or is interested in high school completion at EvCC is encouraged to apply for admission. EvCC offers an Academic English Language program for international students, as well as specialized advising services, orientation, homestay referrals, international student club, and university transfer assistance. See International Student Admission in the International Education section for more information or visit [EverettCC.edu/International](http://EverettCC.edu/International).

## The Arts at EvCC

EvCC art programs are open to all students; no prior experience or portfolio review is required. EvCC offers individual coursework and full programs of study in photography, studio art (drawing, design, painting, sculpture, printmaking, ceramics), graphic arts, interactive web design, music, theatre, and creative writing.



Students pursuing the Associate in Fine Arts degree select one area of concentration and also complete coursework in at least three related disciplines. The programs emphasize proficiency in the use of tools, techniques and processes, critical thinking, and the ability to communicate verbally and in writing. Students who earn a degree complete the program with a portfolio of work for consideration by transfer institutions, evaluation by potential employers, or for their own personal use.

For more information, visit the arts website at [EverettCC.edu/Arts](http://EverettCC.edu/Arts), call 425-388-9501, or email [arts@everettcc.edu](mailto:arts@everettcc.edu).

## Learning Communities

Learning Communities are created through co-registration (block scheduling) that links two or more existing courses. Students take the courses together and have an opportunity for deeper understanding and integration of the subjects and materials being studied. The communities are usually structured around a theme, allowing students to think critically and to look at issues from multiple perspectives. The format provides greater interaction between students and between students and teachers, and supports students by creating social networks.

Some learning communities are organized around an academic major or program at the college, such as the Ocean Research College Academy (ORCA). Other Learning Communities are organized around a specific interest, such as nonviolence, the stress of social problems, or cultural awareness. Still other Learning Communities link a skill-focused course (e.g., English Composition) with a content-focused class (e.g., Geology).

Some of the advantages of taking a Learning Community are:

- ❖ Since more than one course is shared with the same classmates, the result is a friendly, supportive learning environment in which friendships are easily made.
- ❖ Learning Communities increase opportunities to learn more effectively. Assignments are coordinated between the courses, which helps students to manage their time and earn better grades.
- ❖ Instructors often focus on a central theme or question. This helps make class discussions and assignments more interesting and stimulating.
- ❖ Students learn how to build connections between ideas and disciplines. This not only supports the linked courses, but benefits future study, work, and life situations also.
- ❖ Options to learn about and gain skills for the work world are offered through the Service Learning component of some learning communities.

For descriptions of Learning Communities offered each quarter, see the college's class schedule.

## Ocean Research College Academy

The Ocean Research College Academy (ORCA) at Everett Community College is an interdisciplinary, full-time Running Start program that embeds undergraduate research in general education courses. This cohort-based learning community blends the Associate of Arts and Sciences degree requirements with high school graduation coursework. A research laboratory and fully outfitted research vessel facilitate student-driven research in the local estuary. Located at the Everett waterfront, ORCA students collect data on the State of Possession Sound, monitoring water quality and the abundance and distribution of marine life. The nature of science and the search for relevant evidence to support and communicate ideas is infused in all disciplines at ORCA, including English, math, history, and other subjects. For more information visit [EverettCC.edu/ORCA](http://EverettCC.edu/ORCA) or email [orca@everettcc.edu](mailto:orca@everettcc.edu)

## Honors Program

EvCC's Honors program provides students who have successfully completed English 101 with a B or better and a 3.5 GPA with an opportunity to enrich their academic experiences. This can be done by either taking honors sections of a wide variety of general education courses, or by completing an Honors contract with a specific instructor to enhance traditional sections of classes. The Honors program is designed to fit into a student's degree track, and should not require students to complete additional credits. Graduates of the Honors program present their culminating projects at the annual Honors Forum during the final week of classes of Spring quarter and are recognized as Honors Scholars in the annual commencement ceremony program. For more information, visit [EverettCC.edu/Honors](http://EverettCC.edu/Honors)

## East County Campus

EvCC's East County Campus in Monroe offers complete college degrees and certificates, a full range of college courses, basic skills, and corporate training for students and employers. All student services, such as student advising, placement testing, cashiering, financial aid, Running Start, and enrollment and registration assistance are also offered at the East County Campus. Visit the East County Campus website at [EverettCC.edu/EastCounty](http://EverettCC.edu/EastCounty).

## Locations

EvCC's main campus is located at 2000 Tower Street in north Everett. EvCC also offers classes at its East County Campus in Monroe, Aviation Maintenance Technology at Paine Field, Corporate & Continuing Education Center in south Everett, School of Cosmetology in Marysville, Weston High School in Arlington and at several other locations in north and east Snohomish County. Coursework is offered cooperatively at the Tulalip College Center. The quarterly class schedule lists all courses and their locations. For maps and directions, visit [EverettCC.edu/Maps](http://EverettCC.edu/Maps)

## Everett University Center

Earn your bachelor's or master's degree at Everett Community College's campus! Through a partnership with other colleges and universities, led by Washington State University, classes are provided in person on the EvCC campus, online, and/or through hybrid modes. Learn more about the programs offered at: [EverettUC.org](http://EverettUC.org) or call 425-405-1600.

## ADMISSION

### Getting Started

The Enrollment Services office provides primary entry services to prospective students. Enrollment Services coordinates application, admission, assessment/testing, and registration processes. You can also discover more about Everett Community College on our website at [EverettCC.edu](http://EverettCC.edu). Email inquiries may be sent to [admissions@everettcc.edu](mailto:admissions@everettcc.edu).

### Eligibility to Attend

To attend Everett Community College through regular admission and registration, a student must be a high school graduate, have earned a GED, or be at least 18 years of age. Special admission requirements for students still in high school or under the age of 18 are described below.

- ❖ Persons who wish to attend EvCC while still in high school may be considered for enrollment through Running Start, CTE Dual Credit, College in the High School, or Youth Re-Engagement and Special Admission for Underage Students. See those sections on the next page for more information about those options. All options require some advance planning and application.
- ❖ Students age 16 and over who meet the provisions of "Title III-Adult Education Program" may enroll in certain adult basic education classes for the purposes of improving basic skills or completing their high school diploma or GED or participating in English Language Acquisition classes.

Note: Special admission requirements for international students are described on the next page.

Note: Some college programs may require a high school diploma, GED, or equivalent for admission.

To gain admission and continue enrollment, a student must be competent to benefit from the curricular offerings of the college as described by the EvCC's Satisfactory Progress, Low Scholarship and Academic Probation policies, and by demonstrating conduct that is not disruptive to the learning environment but is consistent with the purpose of the institution.

### Getting Started Process Summary

The Getting Started checklist is available in the printed class schedule, on EvCC's website at [EverettCC.edu/GetStarted](http://EverettCC.edu/GetStarted), and in handout form to assist students in navigating college processes.

#### 1. Explore our Educational Pathways

Find the right one for you! [EverettCC.edu/Pathways](http://EverettCC.edu/Pathways)

#### 2. Apply Online for Admission

Your acceptance email or letter will include your Student ID number and PIN. [EverettCC.edu/Admissions](http://EverettCC.edu/Admissions)

### 3. Find Ways to Pay for College

Learn about your funding options. [EverettCC.edu/WaysToPay](http://EverettCC.edu/WaysToPay)

### 4. Complete Orientation

New students must complete orientation before registering for classes. [EverettCC.edu/Orientation](http://EverettCC.edu/Orientation)

### 5. Establish Placement for Classes

Most students need math and English placement before registering for classes. Visit [Everettcc.edu/placement](http://Everettcc.edu/placement) for a list of placement options.

### 6. Complete Entry Advising & Select a Pathway

Students are required to complete entry advising before selecting first quarter classes. Advising is available at both EvCC's Everett and East County campuses. See hours and contact information: [EverettCC.edu/Advising](http://EverettCC.edu/Advising)

### 7. Register & Pay for Classes

Register and pay in person or online at [EverettCC.edu/MyEvCC](http://EverettCC.edu/MyEvCC). See payment deadlines at [EverettCC.edu/Deadlines](http://EverettCC.edu/Deadlines)

## Admission and Getting Started Details

### Applying for Admission

**New Students:** Applications from new students are accepted any time, though we recommend applying at least three months in advance of the quarter you'd like to start in order to take advantage of early orientation, advising, and registration. New students who apply for one quarter and then change plans to attend a different quarter do not need to complete a new application.

**Students Returning after an Absence:** Students who maintain continuous enrollment do not need to re-apply for admission each term; instead they receive early registration access times to register for each upcoming term. Students who have been absent more than two quarters and wish to return may register during Open Registration. Students may update their contact information through the MyEvCC student portal.

Admission to the EvCC does not guarantee admission to a particular program or course. Students should consult the catalog or curriculum guide for specific admission requirements for major fields or programs of study. Curriculum guides are available at [EverettCC.edu/CGuides](http://EverettCC.edu/CGuides).

### Admission Procedures for Transfer Students

Complete the state of Washington community college admission form online at [EverettCC.edu/Admissions](http://EverettCC.edu/Admissions).

Request that official transcripts from other colleges attended be mailed to the Enrollment Services office at Everett Community College. It is your responsibility to contact other institutions and request that transcripts be forwarded to the Enrollment Services office. It is also a good idea to request an additional unofficial copy for your personal records. Your transcripts are used for advising purposes.

If you have college credits that you would like applied toward your EvCC degree program, we will evaluate your transcripts upon your written request. A Credit Evaluation Request form is available at [EverettCC.edu/StudentForms](http://EverettCC.edu/StudentForms). See also the section below on Transfer Credit Policies.

EvCC does not count previous grades or credits in determining registration priority.

Admissible students are sent information about placement, orientation, advising, and registration. See below.

### Placement

New students who wish to register for eight or more credits or who are planning to enroll in classes with math and/or English prerequisites, must get English and math placement prior to registering for classes. Acceptance into EvCC is not based on placement results. Placement requirements assist students and advisors in selecting the right courses for student success. The following programs are exempt from placement requirements: Machining (certificate), Welding (certificate), Fire Science 100, Medical Transcription, and Medical Coding.

**Placement via Testing.** EvCC offers the Accuplacer test for placement. Testing costs \$33.70 and test results are valid for a two years. Students are allowed two retakes for a reduced fee. Testing is available at regularly scheduled times through the Testing Center, which are posted at [EverettCC.edu/Testing](http://EverettCC.edu/Testing), or call 425-388-9288. Required fees must be paid prior to testing at the

Cashiers Office and the receipt must be presented before entering the testing room. The receipt is non-refundable and non-replaceable if lost.

**Placement via Other Methods.** Students may submit a placement form available at [EverettCC.edu/StudentForms](http://EverettCC.edu/StudentForms) and request a partial or full waiver of the placement test if they have any or a combination of following:

- ❖ Completed more than 45 college-level credits, and/or intermediate algebra or college algebra, and/or English composition courses at another college
- ❖ ASSET, Compass and Accuplacer scores from another college, provided the scores are no more than 2 years old
- ❖ Attended a Snohomish county public school within the last 2 years
- ❖ Completed the Smarter Balanced Test (SBAC) with or score of 3 or 4 within the past year
- ❖ Graduated from a Washington public high school with a 2.5 GPA within the past year
- ❖ Completed certain AP tests
- ❖ Completed the SAT or ACT

Waiver of the test does not imply waiver of any course prerequisites. All students must meet prerequisites which may be stated in terms of minimum scores on the test and/or completion of specific courses.

### Placement Reciprocity

At all Washington community and technical colleges, system policy provides that:

1. A student who qualifies for a specific level of pre-college, math, English, or reading, either through course completion or local skills assessment, will have that course placement level honored at another Washington community or technical college if the student so requests, even if the courses may not be exact equivalents.
2. A student who qualifies for entry into college-level math, English, or reading, either through course completion or local skills assessment, will be considered to have met the entry college-level standard at every community and technical college.
3. Students requesting reciprocity must initiate the process within one year of their initial placement assessment.

Students initiate Placement Reciprocity process using the Placement Test Waiver Request form, available at [EverettCC.edu/StudentForms](http://EverettCC.edu/StudentForms) or in Enrollment Services.

### Mandatory Orientation and Advising

As part of the entry and registration process, orientation and advising are available to newly admitted students.

Orientation is mandatory for all new students and some students who have participated in off-campus college-level courses while still in high school.

Entry Advising is mandatory for all new degree-seeking students. Advisors aid students in planning their class schedules, selecting a pathway, and identifying goals and success strategies. Degree-seeking students are expected to meet with their faculty advisors at least once each quarter. Visit [EverettCC.edu/Advising](http://EverettCC.edu/Advising) for information about entry advising and for a list of majors and programs that are exempt from the entry advising requirement.

All students are required to complete mandatory advising with a faculty advisor prior to registering for their third quarter of classes. Mandatory advising is satisfied when students complete a degree plan with their advisor.

### College Success Course

New degree-seeking students are required to take the college success course. Most students take COLL 101 College Success, but some departments, such as Engineering, have designed college success courses with a major focus. During entry advising, students will be advised into the appropriate college success course for their goals.

### International Student Admission

Everett Community College welcomes qualified international students. The college's international programs staff will answer questions about the application process and provide advising services during enrollment. Applications are accepted for all quarters. To apply as an International Student:

- 1) Submit an International Student Application (available at [EverettCC.edu/International](http://EverettCC.edu/International)). Aviation, Avionics, Cosmetology and Welding majors have additional admission requirements.
- 2) Submit official transcript(s) of courses and grades from secondary school (high school) and from college or university, if attended. Students who have not graduated from high school will generally attend the high school completion program.
- 3) Submit a current (within last six months) financial statement certifying the ability to pay for the costs of education and accommodation in the United States for at least one academic year (nine months).
- 4) Submit \$40 non-refundable application fee. This may be paid via U.S. check, money order, or credit card.
- 5) Submit TOEFL results, if taken. EvCC does not require the TOEFL, however, students who have taken TOEFL or IELTS may be able to use their scores for class placement.
- 6) Submit a copy of the student's passport photo page
- 7) If you are an international student currently attending college in the United States, you must also submit a Transfer In Verification Form (available at [EverettCC.edu/International](http://EverettCC.edu/International)), a copy of the visa page of your passport, and a copy of all previously issued I-20s.

EvCC is authorized under federal law to enroll non-immigrant students. Inquiries should be addressed to: Everett Community College, International Education Office, 2000 Tower Street, Everett, WA 98201-1390, U.S.A. Send email to [intadm@everettcc.edu](mailto:intadm@everettcc.edu). Our website has additional information for international students, including local information, homestay and student housing options, student activities, and more. Go to [EverettCC.edu/International](http://EverettCC.edu/International).

### High School Programs

EvCC has a variety of options for students currently in high school, or in some cases no longer in high school, to participate in college courses.

#### Running Start

Running Start is a partnership between EvCC and public high schools. The program provides high school juniors and seniors the opportunity to take college-level courses on a tuition-free basis at the college's north Everett campus and at our East County Campus in Monroe.

Credits earned through EvCC may be used to meet both high school and college requirements. While attending college classes, services and activities, except financial aid and athletics, are available.

To qualify for Running Start, a student must:

- ❖ be under 21 years of age;
- ❖ be enrolled as a junior or senior in a Washington state public high school;
- ❖ have earned less than enough credits for a high school diploma as of the beginning of the year; and
- ❖ submit placement documentation to Outreach & High School Programs in Enrollment Services.

Interested students should contact their high school counselor to discuss the Running Start program. Information is also available at [EverettCC.edu/RunningStart](http://EverettCC.edu/RunningStart).

#### College in the High School

College in the High School (CHS) is a cooperative program between local school districts and the college. EvCC's College in the High School program is accredited by the National Alliance of Concurrent Enrollment Partnerships, [nacep.org](http://nacep.org). The CHS program allows high school students the opportunity to earn EvCC college credit while simultaneously earning their high school credit for approved advanced high school courses. The courses are taught by qualifying high

school teachers who work closely with EvCC faculty mentors to ensure that the work that the students perform in the high school course is equivalent to the EvCC course. The courses are transferable to most universities and are often related to Advanced Placement offerings in the high school. Students pay a flat fee and receive college credit and grades upon successful completion. This program is coordinated by the Corporate & Continuing Education Center. Questions about the College in the High School program may be directed to 425-267-0153, or go to [EverettCC.edu/CHS](http://EverettCC.edu/CHS).

#### CTE Dual Credit

EvCC's CTE Dual Credit program, formerly known as Tech Prep, is a dual-credit program, meaning students can earn high school and college credit for completing the same high school course. High school students enrolled in selected vocational and technical courses who meet performance standards may be eligible for college credit. CTE Dual Credit prepares students for post-secondary education and gives them a foundation for entering a globally diverse work force. For more information e-mail [techprep@everettcc.edu](mailto:techprep@everettcc.edu). A full description of this program is available at [EverettCC.edu/TechPrep](http://EverettCC.edu/TechPrep).

#### Youth Re-Engagement (U3)

The Youth Re-Engagement Program was created to provide educational opportunities with a strong connection to career development for youth age 16-21 who have dropped out of high school. Admission to the Youth Re-Engagement program requires that prospective students:

- ❖ do not have a high school diploma (a GED is OK)
- ❖ are between the ages of 16-21 (must be under 21 by Aug. 31 of current year to enroll)
- ❖ have been out of school at least 60 days
- ❖ are a Washington state resident
- ❖ have a reading level of at least 8th grade or higher on a standardized test that U3 staff administers

For more information or to sign up for an information meeting call 425-259-8738.

#### Special Admission for Underage Students

During Fall, Winter and Spring quarters, students who are under the age of 18, and who have not completed high school or a GED, and who are not in the Running Start or College in the High School programs, may enroll upon approval from the Outreach & High School Programs office for special admission. Application for special admission must be submitted at least two weeks prior to the quarter. Contact the Outreach & High School Programs office at 425-388-9073.

#### SummerSmart

Summer quarter offers many opportunities for students under the age of 18 who have not yet earned their high school diploma or GED. Enrollment in classes for either personal interest or to meet high school requirements is allowed following placement. Go to [EverettCC.edu/SummerSmart](http://EverettCC.edu/SummerSmart)

### TRANSFER CREDIT POLICIES

Everett Community College recognizes academic credits earned at other regionally accredited post-secondary institutions. Equivalencies are assessed based on academic level and core learning outcomes. Courses that do not have a clear match to our catalog courses are assigned a non-catalog course number (777), to allow credit to be awarded within a specific academic discipline. Other sources of education, such as nationally accredited institutions, prior learning experiences, or tests may be considered on a case-by-case basis; as described in one of the six options below.

Enrolled students who want to use credit previously earned at another college or university toward an EvCC certificate or degree should complete and submit a Transfer Credit Evaluation Request form at [EverettCC.edu/StudentForms](http://EverettCC.edu/StudentForms), along with sealed, official transcripts. Evaluation of transfer credit takes about 4-6 weeks, so early action is recommended. Contact Enrollment Services for more information. Transcripts submitted to EvCC may not be released

to either the student or another entity. Enrolled students are students that have registered in classes in the current quarter or have credits already transcribed at EvCC.

## General Transfer Credit Practices

- ❖ An official credit evaluation is completed based on official transcripts and records; an official transcript is one that is produced and sealed by the originating institution and delivered or mailed unopened to the Enrollment Services office. At this time, EvCC only accepts electronic transcript submission through the National Student Clearinghouse, Parchment services, or from within the Washington state community and technical college system.
- ❖ Because completion of at least 30 EvCC credits are required for eligibility for an associate degree, normally a maximum of 60 quarter credits may be applied as transfer credit toward a degree. A maximum of two-thirds of the credits required for a certificate may be applied as transfer credit.
- ❖ Only those credits that meet certificate or degree requirements may be applied.
- ❖ Semester credits earned at another college or university are converted to quarter credits on a basis of 1.5 quarter credits for each semester credit. For example, 3 semester credits = 4.5 quarter credits.
- ❖ EvCC does not grant credit for religion or theology courses that are sectarian in nature.
- ❖ Credit for life or work experience, or advanced standing, given by another institution is not transferable.
- ❖ Transfer credit will not be awarded for duplicate coursework.
- ❖ For certain programs, some credits may be non-applicable due to their age.
- ❖ Only lower-division (100 and 200-level) coursework (or equivalent) will be considered.

## 1. Credit from Regionally-Accredited Colleges and Universities

Credit from regionally-accredited colleges and universities may be applied toward any of our certificates and degrees, meeting either requirements or electives, at the discretion of the credential evaluator and/or program advisor.

## 2. International Colleges and Universities

Credit from non-U.S. colleges and universities, recognized within their educational systems, may be applied toward any of our certificates and degrees, meeting either requirements or electives, at the discretion of the credential evaluator and/or program advisor. An initial evaluation is required to be completed by an outside evaluation agency that is a member of NACES. They will require an official copy of your transcript. Their report will need to be submitted to EvCC. Please also supply an official transcript, as well as a copy of the catalog or course descriptions to EvCC. The Enrollment Services office can provide more details about this process and how to contact one of these agencies. More information is available at [EverettCC.edu/TransferCredit](http://EverettCC.edu/TransferCredit).

## 3. AP and CLEP Tests and the International Baccalaureate

EvCC's faculty have reviewed the AP, CLEP, and International Baccalaureate (IB) programs and established the minimum score that must be earned in order to earn credit. A maximum of 60 AP, CLEP and IB credits may be applied toward our degrees, meeting either requirements or electives, at the discretion of the credential evaluator and/or program advisor.

## Advanced Placement Examinations (AP)

For scores, please visit [collegeboard.org](http://collegeboard.org)

Examination	Score	EvCC Equivalency	Quarter Credits
Art-Art History	3, 4, or 5	ART& 100	5
Art-Studio Drawing	3, 4, or 5	ART 115	5
Art-2D Design	3	Elective (A)	5
Art-2D Design	4 or 5	Hum Distribution	5
Art-3D Design	3	Elective (A)	5
Art-3D Design	4 or 5	Hum Distribution	5

Biology	3	BIOL& 211	5
Biology	4 or 5	BIOL& 211 plus BIOL 777	10
Calculus AB	3, 4, or 5	MATH& 151	5
Calculus BC	3, 4, or 5	MATH& 151 and &152	10
Calculus AB Subscore of			
Calculus BC Test	3, 4 or 5	MATH& 151	5
Chemistry	3	CHEM& 161	5.5
Chemistry	4	CHEM& 161 and 162	11
Chemistry	5	CHEM& 161, 162, 163	16.5
Chinese Lang & Culture	3 or 4	CHIN& 121	5
Chinese Lang & Culture	5	CHIN& 121 and &122	10
Computer Science A or AB	3, 4, or 5	CS& 131, and 132	10
Economics (Macro)	3, 4, or 5	ECON& 202	5
Economics (Micro)	3, 4, or 5	ECON& 201	5
English - Lang & Comp	3	ENGL& 101	5
English - Lit & Comp	3	ENGL& 101	5
English - Lit & Comp	4 or 5	ENGL& 101 and 111	10
Environmental Science	3, 4, or 5	ENVS& 101	5
French - Language	3	FRCH& 221	5
French - Language	4	FRCH& 221 and 222	10
French - Language	5	FRCH& 221, 222, 223	15
German - Language	3	GERM& 221	5
German - Language	4	GERM& 221, 222	10
German - Language	5	GERM& 221, 222, 223	15
Government & Pol US	3, 4, or 5	POLS& 202	5
Government - Comparative	3, 4, or 5	POLS& 204	5
History - American (US)	3	HIST& 146	5
History - American (US)	4 or 5	HIST& 146 and 147	10
History - European	3	HIST 111	5
History - European	4 or 5	HIST 111 and 112	10
History - World	3	HIST 103D	5
History - World	4 or 5	HIST 103D and HIST 777	10
Italian - Lang	3 or 4	ITAL& 121	5
Italian - Lang	5	ITAL& 121 and 122	10
Japanese - Lang	3 or 4	JAPN& 121	5
Japanese - Lang	5	JAPN&121 and 122	10
Latin Literature	3	Elective (A)	5
Latin Literature	4 or 5	Hum Distribution	5
Latin Virgil	3	Elective (A)	5
Latin Virgil	4	Hum Distribution	5
Latin Virgil	5	Hum Distribution	10
Music - Listening & Lit	3, 4, or 5	MUSC& 105	5
Music - Theory	3, 4, or 5	MUSC& 141	5
Physics 1	3, 4 or 5	PHYS& 114	5
Physics 2	3, 4, or 5	PHYS& 116	5
Physics B	3, 4 or 5	PHYS& 114 and 116	10
Physics C (Mech)	3, 4, or 5	PHYS 241 (no lab credit)	4



Physics C (E&M)	3, 4, or 5	PHYS 243 (no lab credit)	4
Psychology	3	Elective (A)	5
Psychology	4 or 5	PSYC& 100	5
Spanish - Language	3	SPAN& 221	5
Spanish - Language	4	SPAN& 221, 222	10
Spanish - Language	5	SPAN& 221, 222, 223	15
Statistics	3, 4 or 5	MATH& 146	5

**College Level Exam Program (CLEP)**

For scores, please visit collegeboard.org

CLEP Examination	Min. Score	EvCC Equivalency	Quarter Credits
Financial Accounting	50	ACCT& 201	5
Financial Accounting	65	ACCT& 201 and 202	10
Principles of Management	50	BUS 200	5
		(Needs culminating project at EvCC)	
Principles of Marketing	50	BUS 150	5
		(Needs culminating project at EvCC)	
American Literature	50	ENGL 240	5
Analyzing & Interpreting Lit.	50	ENGL& 111	5
		(Must write and submit the optional essay)	
English Literature	50	ENGL 229	5
		(Must write and submit the optional essay)	
College Composition Modular	50	ENGL& 101*	5
History: US I	50	HIST& 146	5
History: US II	50	HIST& 148	5
History: Western Civilization I	50	HIST 111	5
History: Western Civilization II	50	HIST 112	5
Humanities	50	HUM& 101	5
Information Systems and Computer Applications	50	IT 101	5
French	51	FRCH& 123	5
French	63	FRCH& 123 and 223	10
German	51	GERM& 123	5
German	65	GERM& 123 and 223	10
Spanish	51	SPAN& 123	5
Spanish	67	SPAN& 123 and 223	10
College Mathematics	50	MATH& 107	5
College Algebra	50	MATH 138	5
Precalculus	50	MATH& 141	5
Calculus	50	MATH& 151	5
American Government	50	POLS& 202	5
Introductory Psychology	50	PSYC& 100	5
Human Growth and Development	50	PSYC& 200	5

\*Students must submit the written portion of exam to be graded for consideration for credit for ENG&101.

Please note that some other colleges and universities may not accept these credits.

**IB – Higher levels**

English A1	HL 4 or higher	ENGL& 111	5
History	HL 4 or higher	History 777	5

**4. Military Training**

EvCC uses recommendations made by the American Council on Education as a guide when evaluating military training and education records. Request your Joint Services Transcript at: <https://jst.doded.mil>

Upon your request, they will send a copy to us. For the U.S. Air Force, mail your request to CCAF/DESS 100 South Turner Blvd, Maxwell AFB Gunter Annex, AL 36114. For more information, contact Enrollment Services or EvCC's Veterans' Resource Center.

A maximum of 60 credits for military training and education may be applied toward EvCC's Associate in Technical Arts, Associate in Fine Arts and Associate in Arts and Science – Option I as meeting requirements. A maximum of 60 ungraded credits may be applied toward the Associate in General Studies. For the associate degrees designated as university transfer, military credit, with the exception of limited Physical Education credit, is generally applicable only as "B" list electives.

Per VA regulations, anyone with a JST or CCAF transcript must have their credits evaluated by the end of their third quarter of attendance.

**5. Nationally-Accredited Post-Secondary Institutions**

Transcripts from schools which are not regionally accredited, but are accredited by national agencies, such as the Accrediting Commission of Career Schools and Colleges of Technology, Distance Education and Training Council, and the Association for Biblical Higher Education, may be reviewed and considered for credit.

A maximum of 60 credits for courses completed at nationally-accredited post-secondary schools may be applied toward EvCC's non-transfer degrees/certificates (Associate in Technical Arts, Associate in General Studies, Associate in Fine Arts and Associate in Arts and Science – Option I). Be aware that some other colleges and universities may not accept these credits.

For university transfer programs (DTA): Credit is applicable only to the "B" list electives (15 credits maximum).

**6. Articulation and Reciprocity**

EvCC subscribes to the statewide policy on inter-college transfer and articulation among Washington public colleges and universities endorsed by the public colleges and universities of Washington and the State Board for Community and Technical Colleges and adopted by the Higher Education Coordinating Board. This policy deals with the rights and responsibilities of students and the review and appeal process in transfer credit disputes. For more detailed information, contact Enrollment Services.

Washington community and technical colleges (CTCs) offer reciprocity to students transferring within the CTC system who are pursuing the Direct Transfer Agreement (DTA) degree or the Associate in Science - Transfer (AS-T) degree. Students who completed an individual course that met distribution degree requirements or fulfilled entire areas of their degree requirements at one college will be considered to have met those same requirements if they plan to complete the same degree when they transfer to another community or technical college in Washington. These degree requirements include Communication Skills, Quantitative Skills, or one or more Distribution Area requirements. To initiate this review, students must first request an official credit evaluation. If courses do not transfer as expected, contact the credit evaluator in Enrollment Services about the reciprocity review. The policies and procedures can be found on our website (EverettCC.edu/TransferCredit) or in the Enrollment Services office.

**7. Extra-Institutional Learning**

EvCC has two forms of Extra-Institutional Learning:

- (1) Approved certificates and training programs
- (2) Course challenge

**Approved Certificates and Training Programs – Fee: \$33.70**

EvCC has reviewed certain professional programs which are recognized regionally or nationally. These include: Para-professional Education Experience, A&P licenses, APICS, Fire Fighting certificates, Department of Justice Training certificates, Washington State Criminal Justice Commission, Emergency Management Training (EMT) certificates, Microsoft certificates, and

CompTIA A+ certificates. Clear criteria have been established for assigning credits for these programs, therefore further review/assessment is unnecessary. There is a non-refundable \$33.70 fee to transcribe these credits, per student, per program of study.

For university transfer degrees (DTA): Generally, credits are applicable only as "B" list electives (15 credits maximum). Exceptions may be granted on a case by case basis.

For EvCC's non-transfer programs (Associate in Technical Arts, Associate in Fine Arts and Associate in Arts and Science – Option I): A maximum of 60 credits may be used to meet program requirements or electives.

For an Associate in General Studies: A maximum of 45 ungraded credits may be applied.

Be aware that some other colleges and universities may not accept these credits.

Note: Other certificates or professional training experiences that occur through company training programs or professional institutes must be reviewed for credit through the Prior Experiential Learning (Portfolio Review) process.

### Course Challenge – Fee: \$254.21

Students who have significant learning from training programs or life experience may find it more expedient to consider course challenges. For more information, consult our credit evaluators in Enrollment Services. For a full description of the course challenge process, please see Credit by Examination on pg. 27.

### 8. Prior Experiential Learning (Portfolio Review)

Fees: \$112.36 base fee + \$28.09 for each credit you wish to pursue, whether awarded or not. (example: 5-credits = \$252.81 fee)

Through a portfolio review, you may be able to receive college credit for knowledge you have gained outside an accredited higher education institution. This can include, but is not limited to, previous experiences as an employee, business owner, information technology or computer specialist, in management, manufacturing, apprenticeships, as a skilled volunteer or hobbyist. These skills may be comparable or equivalent to credit courses offered at Everett Community College. To have this training/learning reviewed, you must submit any official and/or original training records/certificates, as well as supporting documentation that includes the following: content, level, time period, hours, location, method of instruction, instructors, method of evaluation, and achievement. Since training programs do not generally yield a transcript that contains all of this material, it is your responsibility to gather as much information as possible and submit it.

EvCC's evaluation process relies on information that proves your prior learning is comparable to college-level programs. An assigned faculty member will complete an assessment of your final, completed portfolio to determine its ability to demonstrate this requirement. Credit is also contingent upon whether the training is able to meet current industry standards. The non-refundable fee is payable before the assessment begins.

### How credits apply:

For university transfer degrees (DTA): Generally, credits are applicable only as "B" list electives (15 credits maximum). Exceptions may be granted on a case-by-case basis.

For all other non-transfer programs (Associate in Technical Arts, Associate in General Studies, Associate in Fine Arts and Associate in Arts and Science – Option I): A maximum of 22.5 credits may be applied.

**Please be aware that some other colleges and universities may not accept these credits.**

To start the portfolio review process, contact Wendy Wong in Enrollment Services at 425-388-9015 or [wwong@everettcc.edu](mailto:wwong@everettcc.edu).

## REGISTRATION

A student becomes officially enrolled in a class by registering for it. The registration process includes selection of classes, submission of a completed class registration form or completion of our online registration process, and payment or billing of tuition and fees. All previous fines and debts to the college must be paid before a new registration may be accepted. Detailed

registration procedures are described in the quarterly class schedule.

Registration times for currently enrolled students are assigned prior to each registration period; the assigned times are based on cumulative credit hours earned at Everett Community College.

Students who have not attended EvCC within the past two quarters may register during open registration. Students in this category, or are newly admitted, will be able to register on the priority new student registration date.

For some classes, the permission of the instructor is required before registering. Once the quarter begins, instructor permission is required to register in any class.

Students receiving services through the Center for Disability Services may be eligible for priority registration. Students must contact the Center for Disability Services at 425-388-9272 at least six weeks prior to the beginning of the quarter in which enrollment is desired. Students who are unable to meet the six-week deadline may enroll in the same manner as other students; however, necessary aids may not be available.

Students receiving services through the Veterans' Resource Center may be eligible for priority registration. The Veterans' Resource Center staff determines eligibility.

### Waitlists

When a class reaches its enrollment capacity, a waitlist may be established. As spaces become available in the class, the student may be moved from the waitlist into the class; standard tuition deadlines apply if this results in an additional tuition charge. Students are responsible for monitoring their waitlist status through the MyEvCC student portal. Waitlists move students into classes until close of business on the last business day before the start of the quarter. At close of business on the last business day before the quarter begins, waitlists are frozen and all movement into classes is through instructor permission. Students who do not move from the waitlist into the class prior to the start of class must attend the first class meeting in order to guarantee consideration for moving from the waitlist into the class.

### Full-time Status

For financial aid recipients, veterans, insurance, and all other enrollment verification purposes, full-time status is defined as enrollment in a minimum of 12 quarter-hour credits in a given term. Part-time status is enrollment in 11 credits or less per term. Half-time status is enrollment is 6 to 11 credits. Note: For Summer quarters only, the Veterans' Office establishes the minimum credits needed for full-time status for veterans.

### First Week Enrollment and Withdrawal Policy

During the first week of the quarter, it is important that students attend all classes for which they are registered. In those courses that have an established waitlist, a student who does not attend by the beginning of the second class meeting in the quarter, and who has not made prior arrangements with the course instructor, may be dropped from the course immediately at the beginning of the second class meeting at the discretion of the instructor. For online classes, a student who does not log on to the class by the end of the second day of the quarter, and who has not made prior arrangements with the course instructor, may be dropped from the course at the discretion of the instructor. If a student does not notify the instructor or the division office of their absence, that student may be withdrawn from class. The college does not always, however, withdraw the student for non-attendance. A student who is not withdrawn by the college or does not officially withdraw themselves may be issued a failing grade by the course instructor, based on non-attendance. Note: Students withdrawn by the college during the first week under this policy will receive a refund of tuition and fees, if due. Students who are not withdrawn by the instructor, or who do not withdraw themselves, are not eligible for a refund. See the tuition and refund policy in the next section. Students are responsible for ascertaining their class registration status.

### Changes of Schedule (Add/Drop)

Schedule changes can be made by completing an add/drop form, available at the Enrollment Services office. Before the end of the last calendar day before the quarter begins, adds for most classes also may be accomplished through our online registration system. Before the end of the fifth day of the term (or fourth day during Summer quarter) drops for most classes also may

be accomplished through our online registration system. Otherwise, all withdrawals must be done in person. When a student withdraws from a class, the date the Enrollment Services office receives the completed add/drop form or the date of the electronic transaction is the official date of the withdrawal. All transactions must be completed by the time Enrollment Services closes on the deadline date. Office hours are available at [EverettCC.edu/Enrollment](http://EverettCC.edu/Enrollment)

Students are advised to consult the calendar and course description in the quarterly class schedule for the last day to add or drop a class during the quarter. Most classes fall under the regular schedule of deadlines, but some self-support classes and some classes with unusual start and end times may have different deadlines. The college's refund policy applies only to students who withdraw officially. See Tuition and Fees Refund Policy in this section.

Simply failing to attend a class does not constitute a drop or withdrawal. Students who wish to avoid a failing grade, or who wish to qualify for a refund, must submit Change of Schedule (add/drop) transaction by the stated deadline.

Students with questions about the procedure of dropping a class should contact the Enrollment Services office in person or by phone and speak directly with a registration staff person in order to clarify their status and drop deadlines.

## TUITION, FEES AND RESIDENCY

### Estimated Quarterly Tuition and Fees – 2018-19

All rates are subject to change; current rates are posted in the quarterly class schedule. Current rates may also be found on EvCC's website at [EverettCC.edu/Tuition](http://EverettCC.edu/Tuition). Tuition and fees are paid at the time of registration or by the deadline stated for that registration period. Students who are receiving financial aid from the college, or who have a third party paying their tuition and fees, must contact the Cashiers Office directly to assure the accuracy of their student account.

Credits	Resident	Non-Resident Tuition Reduction	Non-Resident
1-10	107.34 per credit	162.30 per credit	284.76 per credit
11	1,126.51	1,678.47	2,907.93
12	1,179.62	1,733.94	2,968.26
13	1,232.73	1,789.41	3,028.59
14	1,285.84	1,844.88	3,088.92
15	1,338.95	1,900.35	3,149.25
16	1,392.06	1,955.82	3,209.58
17	1,445.17	2,011.29	3,269.91
18	1,498.28	2,066.76	3,330.24
19	1,594.81	2,207.65	3,604.19
20	1,691.34	2,348.54	3,878.14

\*Students who are not eligible for resident tuition, but who are permanent residents or citizens of the U.S. may be eligible for the Non-Resident Tuition Reduction rate. See Residency below.

Tuition for enrollment in Transitional Studies and English Language Acquisition is \$25 per quarter.

### Special Fees

Most students in college-credit courses will be charged: 1) a technology fee of \$3.50 per credit, up to a maximum of \$35 per quarter and 2) a Campus Enhancement fee of \$5 per credit, up to a maximum of \$50 per quarter. Some courses also have special fees for equipment, lab, services, etc.; these fees are listed in the quarterly class schedule with the course. The college may charge fees for services such as parking or insurance, etc. Some courses, for which the college does not receive state financial support, charge a class fee, which is added to the total amount of tuition and fees due regardless of the tuition charged for other courses.

### Tuition Reduction Programs

State employees and designated educators in the K-12 system may register on a reduced tuition basis beginning the first day of the quarter. Registration prior to the first day of the quarter disqualifies a person from this special tuition reduction. Payment is required for lab fees, special fees, books and other supplies. Tuition reduction is not allowed for Writing Lab,

Community Service, Corporate & Continuing Education, self-support classes, special projects, and other courses for which the college has special expenses.

EvCC also offers reduced tuition for seniors (age 60+) who wish to audit classes (for no credit) and for other persons in special categories such as veterans, dependents of deceased or disabled veterans, refugees and students in our high school completion program. The Enrollment Services office can provide more detailed information on the qualifications for tuition reduction.

Tuition reduction is available for eligible veterans, and for the spouses and children of disabled and deceased veterans. Eligibility is determined through the EvCC Veterans' Resource Center in Baker Hall, room 203/204.

Information about other tuition reduction programs is available through the Enrollment Services office.

### Residency

The college determines applicants' residency at the time they apply for admission. Non-resident students pay a higher tuition rate than resident students do. For tuition purposes, students eligible for resident tuition rates are defined as follows:

- ❖ Residency status conferred at Shoreline, Edmonds, or Cascadia community colleges or at Lake Washington Institute of Technology will be honored at Everett Community College.
- ❖ Financially independent students who have been domiciled in the state of Washington for at least the past twelve months, and who are not in the state primarily for educational purposes, and who are not claimed as a dependent for tax purposes by a parent or guardian outside of Washington, or receiving funds from another agency which requires residence in another state.
- ❖ Dependents of parents or legal guardians who are domiciled residents of the state of Washington.
- ❖ Active military personnel stationed in Washington state and their spouses and dependents. Active duty military personnel will be asked to submit qualifying identification in order to qualify for the special resident rate.
- ❖ Active members of the Washington National Guard and their spouses or dependents who live in Washington. Active duty military personnel will be asked to submit qualifying identification in order to qualify for the special resident rate.
- ❖ Honorably discharged veterans, who have served at least 90 days and have a home of record outside Washington state and who did not discharge from a Washington state military installation if they move to Washington state, possess a current Certificate of Eligibility for federal veteran education benefits, and enroll in a Washington state higher education institution within three years of discharge.
- ❖ Members of selected regional tribes.
- ❖ Persons who resided in Washington state for three full years immediately prior to receiving a high school diploma and completed the full senior year at a Washington high school or who completed the equivalent of a high school diploma and resided in Washington state for the three years immediately before receiving the equivalent of the diploma, and continuously resided in Washington since earning the high school diploma or its equivalent. Contact Enrollment Services to determine eligibility for this resident tuition status.

All other students are considered to be non-residents for tuition-paying purposes. Some visa and immigration statuses are eligible for residency. Qualifying non-resident students may apply for residency once they make Washington their permanent residence for at least 12 months.

U.S. citizens and permanent residents living in Washington who are not yet eligible for residency in Washington state may be eligible for a partial tuition reduction. Contact Enrollment Services for more information.

Any current non-resident student who wishes to be reclassified as a resident student must complete a Residency Questionnaire for determination of eligibility. Applications for reclassification in the current quarter must be submitted to the Enrollment Services office before the 30th calendar day of the quarter.

If the college discovers an error in the student's residency status during the quarter, the Registrar will determine whether or not additional tuition and fees are due.

## Tuition Payment

By registering, students assume responsibility for payment. Non-attendance does not constitute a reason to avoid payment. Registrants must pay their tuition and fees by the stated deadline as announced in the class schedule. The college reserves the right to bill the student for unpaid tuition and fees incurred by registration and/or to cancel registration of unpaid students. Returned checks, cancelled credit cards, employer refusal to pay, ineligibility for financial aid and other reasons for non-payment may result in disenrollment, a direct bill to the student, and/or referral to a collection agency. Registration in Corporate & Continuing Education and other self-support programs requires immediate payment. Students who intend to have their tuition paid through financial aid or other third party, such as an employer, must arrange for the timely completion of those processes to meet the payment deadline. When in doubt about payment status, contact the Cashiers Office at 425-388-9225.

Tuition may be paid in person at the Cashiers Office or mailed to the Cashiers Office. Credit card payment can also be made online. Go to

EverettCC.edu/CreditCardPay, read the policy, and click on the credit card icon.

EvCC offers a tuition payment plan, which enables students to pay half their tuition and fees by the established deadline, and the remainder by the 35th calendar day of the quarter. Contact the Cashiers Office for more information and eligibility requirements.

## Tuition and Fees Refund Policy

Tuition and fees refer to full general tuition, operating fees, service and activities fees, technology fees, class fees and lab fees. Some fees are not refundable.

A refund of tuition and fees is made only when a student officially withdraws from a class or from the college, and is based upon the refund policy. Date and time of receipt of the add/drop form in the Enrollment Services office or of an electronic transaction using our online registration system establishes the rate at which refunds will be made.

The refund schedule varies depending on the type of class. Refund dates are published in each quarterly class schedule. Refunds can take up to five weeks to process. Refunds for under \$10 will only be processed with a written request from the student.

## State-supported classes that begin during the first week of the term

If the college is open on Fridays, the 100% refund deadline is 4:30 p.m. on the 5th class day of the term. For example, if Fall Quarter begins on Monday, then the deadline for 100% refund is Friday. Classes that begin on Saturday of the first week of the term are given until Monday at 6:30 p.m. During Summer quarter, the 100% refund deadline is at the close of business on the 4th business day of the term.

50% refund deadline is 4:30 p.m. on the 20th calendar day of the term, or the closest working day to the 20th calendar day. For example, if Fall Quarter begins on Monday, September 22, then the deadline for 50% refund is 4:30 p.m. on Friday, October 10.

To receive a full or partial refund after paying, or to avoid being billed for the full or partial amount of tuition, you must submit an official withdrawal by these dates.

## State-supported classes that begin before or after the first week of the term

Deadlines are prorated, depending on the length of the course. Please call

425-388-9076 to determine the prorated deadline. In general, it is wise to withdraw before the first day if your plans have changed.

## Self-support classes

Self-support classes are usually distinguished by a comprehensive class fee that is different from state regulated tuition. For some self-support classes, cancellations need to be made at least 4 working days prior to the first class in order to receive a refund. For some classes, the specific refund deadline is listed in the printed class schedule.

## Refund Process

Students should allow 30 days for a refund to be processed. For students receiving federal financial aid, the tuition refund will be calculated in accordance with state and/or federal law. These formulas are published in the Financial Aid office's policies/procedures manual. Affected students will be notified of the calculation used at the time a tuition refund is applied to their accounts.

Petitions for exceptions to the refund policy must be submitted to the Enrollment Services office prior to the end of the quarter in which tuition and fees were paid. Students who wish to be considered for a refund beyond regular deadlines must withdraw from the courses, and submit this petition with supporting information. Petitions are only considered from students who submit documentation of a call to active military duty due to national emergency, or a severe and unexpected illness which began during the term and precludes any and all activity.

## Fines and Debts

The college may block registration and/or withhold other services until all outstanding fines and debts to the college are resolved. College transcripts will not be issued for students who have a debt to the college.

# STUDENT RECORDS

## Student Identification Numbers

EvCC assigns a nine-digit number as the primary student identification number (SID). To comply with the Taxpayer Relief Act of 1997, EvCC must also obtain your correct social security number (SSN) to file returns with the Internal Revenue Service (IRS) and to furnish an annual statement to you that contains information about tuition and fees that may qualify for Hope Scholarship or Lifetime Learning tax credit. The Privacy Act of 1974, section 6109 of the Internal Revenue Code, requires that you give your correct SSN to agencies, which must file information returns to the IRS. For more information, please refer to Internal Revenue Code Section 6050S. EvCC also uses your SSN to support verification of your enrollment, degree(s) and transcripts, administer financial aid, collect student debt, and conduct research. When conducting studies or using agencies to support records transactions, EvCC will only use your SSN in a manner that does not permit personal identification of you by other than authorized representatives. By providing your SSN you are consenting to the uses described above. However, you are not required to consent to the use of your SSN for research; if you choose not to do so you will not be denied access to EvCC. You may revoke your consent at any time by writing to the Enrollment Services office.

## MyEvCC Online Services

Students in good standing may gain access to their own records through the college's website, via the MyEvCC student portal. Access requires a student identification number (SID) and personal identification number (PIN). The SID and PIN are assigned at the time of the student's first admission or registration. Students are strongly encouraged to select a private 6 digit PIN; to do so, go to EverettCC.edu/MyEvCC.

MyEvCC services include the ability to view the current class schedule and unofficial transcript. Students can also register, add and drop, plan their class schedule, inquire about waitlist status, and change their PIN and address. MyEvCC is accessible 24 hours a day, with some functions through the state closed in the late evening and early morning hours.

## Transcripts

An official transcript is a copy of the student's academic record bearing the college seal, the signature of the Registrar, and mailed directly to the receiving party from Everett Community College. Upon request a sealed copy of an official transcript may be given to the student.

Transcripts are withheld if all obligations to the college, financial or otherwise, are not fulfilled.

EvCC transcripts may be ordered online through the National Student Clearinghouse. The Clearinghouse provides online ordering 24/7 with processing in 5-7 business days. In addition to the convenience of credit card payment, this service provides email notifications as orders are received and processed by Enrollment Services. EvCC encourages students to use the online ordering system. The cost for transcripts from the National Student Clearinghouse is \$5.30 per



transcript + \$2.25 processing fee to NSC per address. An additional fee of \$21.20 per address will be charged for second business day processing. The limit is five transcripts per day. Go to the National Student Clearinghouse website [nationalstudentclearinghouse.org](http://nationalstudentclearinghouse.org).

Persons needing same-day service may come into Enrollment Services to obtain official transcripts. The requestor is responsible for delivering the official transcript(s) to the institution(s) or agency requiring the transcript. Enrollment Services will not mail transcripts requested over the counter. The fee for over-the-counter transcripts is \$5.30 per transcript + a \$31.80 processing fee. The limit is five transcripts per day.

To request a transcript by mail, include the name under which you attended, birthday, Student ID number, the approximate dates you attended EvCC, the address where you want the transcript sent, your current phone number and your signature. Transcript requests received by mail will be charged the same fees as over-the-counter requests.

Payments may be made by check or money order and must accompany your request. No credit card orders will be processed. Requests without the appropriate fees will be returned. Transcripts will be sent directly to the student, agency, or institution.

EvCC will not accept transcript requests by fax, email, or by telephone.

An unofficial transcript is an unsigned and unsealed copy of the student's record and is used primarily for advising purposes. Unofficial transcripts may be obtained online through MyEvCC. Go to [EverettCC.edu/MyEvCC](http://EverettCC.edu/MyEvCC) and click on Unofficial Transcript. You must know your Student ID number and your Personal Identification Number (PIN).

## Confidentiality of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- 1) The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to the Enrollment Services office written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- 2) The right to request the amendment of the student's text-based education records that the student believes inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading or otherwise in violation of the student's privacy rights under FERPA. Students should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. Please note: separate policies apply for requests for a grade change.
- 3) The right to provide written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official 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, collection agent, verification agency, web portal company, etc.); 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 their tasks. A school official has a legitimate educational

interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the college may disclose education records without consent to officials of another school in which a student seeks or intends to enroll, and to military recruitment services pursuant to the Solomon Amendment. The college is also required to provide information to the federal government regarding students who may be eligible for the Hope Scholarship and Lifetime Learning tax credit programs. The college does not disclose education records to family members without student written consent.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures of this college to comply with the requirements of FERPA. Everett Community College is authorized under FERPA to release only directory information, which includes the student's names, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, quarters of attendance, degrees and awards received, enrollment status (full-time or part-time), date of birth, and the most recent previous educational agency or institution attended by the student. This information may be released by the college at any time unless the college has received prior written notice from the student, filed in the Enrollment Services office, requesting non-release of information. All other information may be released only upon the written consent of the student unless described in section (3), above

## Emergency Messages

The college will attempt to deliver a message to a student during a class in case of a medical emergency. Given the size of the college, limited staff, and the nature of student schedules, requests for the college to deliver other messages to students cannot be accommodated. Requests to deliver an emergency message to a student should be made to the Enrollment Services office, 425-388-9211, during the day and the Security Office, 425-388-9998, during the evening hours.

## Student Identification Card

A student ID card is available at no cost for currently registered EvCC students at the Welcome Desk located on the main floor of the Parks Student Union. You must pick up your card in person, including students taking classes online, at Aviation Maintenance, or Cosmetology. There is a charge for replacement ID cards. Your student ID card may be used in a variety of ways:

- ❖ Official student photo identification
- ❖ Library card to check out books
- ❖ Access to EvCC's Walt Price Student Fitness Center

## THE STUDENT SERVICES DIVISION

The Student Services Division of the college is committed to enabling students to succeed. Specifically, services are focused toward the following outcomes:

- ❖ Successfully navigate the college environment and gain knowledge of transferable processes and systems.
- ❖ Demonstrate awareness of traditional and non-traditional career choices and life options in achieving educational, personal and career goals.
- ❖ Demonstrate respect and value ideas, thoughts, beliefs, backgrounds, lifestyles and abilities different from their own.
- ❖ Exhibit active and responsible participation in their own educational experience and accept responsibility for their own actions and beliefs.
- ❖ Demonstrate skills in critical thinking, problem solving and decision making.
- ❖ Demonstrate interpersonal relationship skills and display personal growth and development.
- ❖ Demonstrate skills in leadership and civic responsibility.

## ADVISING

Everett Community College advisors work with you so you get the most out of your education, including efficiently using your time and money. Students are expected to meet with an advisor and to use printed and online resources.

Advising is mandatory for all new students. Steps to academic success include: 1) Meet with an advisor prior to first quarter registration, 2) Select a pathway 3) Enroll in a College Success class (COLL 101) your first quarter unless this requirement was waived or a substitution made during Entry Advising, 4) If you are undecided about your program of study/degree, attend a career workshop to help you decide, 5) Establish a relationship with your faculty advisor and continue to get advising.

For more information about advising go to [EverettCC.edu/Advising](http://EverettCC.edu/Advising).

Academic, transfer, and career advising is available to all students. Advisors are available in Rainier Hall, Room 108 for entry advising, interpreting placement test scores, and assistance with first-quarter registration. All faculty serve as program advisors. Information sessions and workshops offered throughout the year can help students learn about program requirements and options; dates and times are listed in the quarterly class schedule. Curriculum guides are available at [EverettCC.edu/CGuides](http://EverettCC.edu/CGuides) for each of the college's programs and help students chart their progress. Pathway Information is available at [EverettCC.edu/Pathways](http://EverettCC.edu/Pathways)

## COUNSELING & STUDENT SUCCESS

Counseling & Student Success (CSS) assists students in developing and achieving their educational, career, personal, and student success goals.

Counselors are available to assist students for educational, career, and personal/student success counseling. For more information or to schedule an appointment with a counselor, call 425-388-9263 or visit [EverettCC.edu/CSS](http://EverettCC.edu/CSS). Counseling & Student Success is located on the top floor of the Parks Student Union building.

### Advising:

Counselors advise transfer students planning to major in Human Services, as well as providing general transfer advising for students completing their third-quarter mandatory advising requirement.

### Educational Counseling:

Services include short-term educational counseling, academic advising, career and educational success workshops, Human Development courses, and assistance with overcoming educational obstacles, choosing a program of study, setting educational goals, and/or transferring to another college or university.

Counselors advise Human Services majors, students on Academic Warning, and students who are undecided about their careers or majors.

### Career Counseling:

Career counseling is available to current students. Counselors also offer workshops and Human Development courses to help students learn the career-planning process, interpret assessment results, conduct career research, set goals, and learn job search skills.

Free self-directed educational and career exploration software programs are available to current and prospective students. These resources provide information on careers, education and training, wages, and employment outlook.

### Personal/Student Success Counseling:

Counselors provide short-term counseling, workshops, and Human Development courses to promote student success. Personal counseling may address themes of personal development, school/life balance, stress management, decision-making, loss and grief, conflict management, interpersonal communication skills, etc.

### Crisis Intervention Counseling:

Crisis counseling involves short-term intervention for students suffering from acute distress. Our counselors are licensed mental health counselors.

### Assessment:

Assessments to help current students identify career interests, personality preferences, and learning styles are available for a small fee. These are provided on an individual basis and, occasionally, in a group format.

### Campus & Community Referral:

Counselors assist students with referrals to relevant campus and community resources.

### Consultation & Outreach:

Counselors offer consultation and in-service training to faculty and staff. They participate on campus committees and sponsor/contribute to campus programming about current educational, cultural, and wellness issues.

## WELCOME CENTER

The campus Welcome Center, located on the main floor of the Parks Student Union building, provides student ID cards, a space for students to visit or study, as well as computers for registration and other student needs. The center staff provides general information on how to navigate the campus and helps to make connections for students and visitors with appropriate campus departments.

## STUDENT FINANCIAL SERVICES/ FINANCIAL AID

The Financial Aid office helps eligible degree- and certificate-seeking students obtain funding to meet their educational expenses at Everett Community College. We want you to succeed.

You may visit our website at [EverettCC.edu/FA](http://EverettCC.edu/FA) for eligibility requirements and up-to-date notices. A summary of these requirements is provided below:

### Eligibility Requirements

- ❖ You must be a U.S. citizen or an eligible non-citizen.
- ❖ You must demonstrate financial need for most aid programs.
- ❖ You must not be in default on any student loan or owe a repayment on any grant received at any institution of higher education.
- ❖ You must have a high school diploma or its equivalent.
- ❖ You must have a valid social security number.
- ❖ You must enroll in a program of study that leads to a degree or certificate that is at least nine months (36 credits) or more in length.
- ❖ You must maintain satisfactory academic progress.
- ❖ You must be registered with Selective Service, if required.

### Application Process

The primary document used to determine eligibility for financial aid is the Free Application for Federal Student Aid (FAFSA). Applicants provide detailed information about their financial situation and the data is analyzed by the U.S. Department of Education using a standardized formula called Federal Methodology. This formula assesses each applicant's ability to contribute toward their education, and the EvCC Financial Aid office uses this information to determine the applicant's financial need. We use the following formula to determine eligibility: Cost of Attendance - Expected Family Contribution (EFC) - Other Resources = Financial Need.

Processing an application and receiving an offer of aid can take approximately 8 to 12 weeks. It is important to apply well in advance of the anticipated start date. To be considered for maximum funding, students need to submit their FAFSA and complete required EvCC paperwork by March 15 for the following academic year, which starts in Summer. (Applications are reviewed every quarter on a funds-available basis.)

Assistance in completing the process is available in the Financial Aid office. You may apply online at [fafsa.gov](http://fafsa.gov). EvCC's Federal School Code is 003776.

### Types of Financial Aid Available

EvCC participates in the following federal and state financial aid programs: Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Federal Work Study, Federal Direct Loans,

Washington State Need Grant, College Bound, Passport to College Promise Scholarship, Washington State Work Study, EvCC Grant, EvCC Child Care Grant, and Tuition Waiver. Note: Tuition waivers do not pay for lab fees, technology fees, parking fees, or class fees charged for self-support classes.

Financial aid programs can be divided into three broad categories: grants, work, and loans. Grants require no repayment. Work study is part-time employment on/off campus with an hourly pay rate. Loans are repaid, with interest, usually after a student ceases to be enrolled at least half time (6 credits). Aid recipients usually receive a combination of aid types. Aid awarded focuses on direct educational expenses: tuition, books, supplies, and transportation. Indirect costs such as room/board and childcare are also considered.

## Tuition Hold Process

Financial Aid office holds are typically given if a student meets the priority filing deadline for each quarter with other eligibility requirements. For more details, please contact the Financial Aid office.

## Academic Progress

Financial aid recipients are expected to maintain satisfactory academic progress. Grades are monitored on a quarterly and annual basis, and the student must complete all of their classes with a minimum number of credits with a 2.0 cumulative grade point average to be in good standing. Students who complete less than half of their attempted classes will lose their aid. All previously attempted college credits are also evaluated, regardless of whether the student received financial aid. Students may be allowed to attempt 150 percent of college level credits that are required for their degree. A maximum of 45 credits will be allowed for required preparatory coursework. A maximum of two (2) programs of study (degree or certificate) may be pursued. However, only one (AS/ASS/ATA/AFA/AGS) degree may be funded. Certificates that apply toward an EvCC associate degree will be excluded from the maximum programs of study allowed. For example, if a student pursues a Business Technology ATA degree and earns Office Support and Administrative Support certificates as a result of their progress in earning this degree, he or she may then pursue a Cosmetology certificate since it is unrelated to the Business Tech degree. Students who have earned a bachelor's degree are ineligible for federal grants and must appeal in writing to determine aid eligibility for student loans. Please refer to EverettCC.edu/FA for complete Satisfactory Academic Progress policies.

## Return of Title IV Funds

Financial aid recipients who drop out of school or complete zero credits may be required to repay all or a portion of federal aid received. If you have specific questions about this federal requirement, contact the Financial Aid office to review the policy. Future aid will be terminated and student must appeal for reinstatement. State aid follows a similar repayment process.

## Scholarships

A variety of scholarships are made possible by the college, through community organizations, and by donations from individuals. Eligibility requirements vary. Some are based on financial need, some on academic merit, and others may depend on your program of study. EvCC Foundation scholarship applications are available every March for the following academic year. Information about regional and national scholarships is posted on the financial aid website throughout the year as they become available at EverettCC.edu/FA.

The Financial Aid office is located on the top floor of the Parks Student Union; phone 425-388-9280. The website is EverettCC.edu/FA.

## VETERANS' RESOURCE CENTER

The Veterans' Resource Center serves as a liaison between EvCC and the U.S. Department of Veterans Affairs. Everett Community College has been approved by the VA as meeting the Principles of Excellence. A representative is available to assist veterans and activate all veterans' educational benefits. A determination of eligibility by the VA and receipt of first month's benefits can take four to six weeks, so you should apply well in advance of your anticipated start date if you are planning to use your benefits to pay for initial costs (e.g. tuition and books). In order to maintain benefits, veteran students must keep the veterans' advisor apprised of enrollment plans each quarter and are required to follow VA regulations

pertaining to standards of conduct and academic progress.

Information packets, applications, and assistance for all veterans' programs are available from the EvCC Veterans' Resource Center staff. The Veterans' Resource Center staff are located in Baker Hall Room 203, phone 425-388-9277.

Note: Many of EvCC's programs of study are jointly approved by the Washington State Higher Education Coordinating Board's State Approving Agency (HECB/SAA) and the Workforce Training Coordinating Board for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC.

Veteran tuition waivers are available to those who qualify. Waivers range from 25 percent to 100 percent. For more information, contact the Veterans' Resource Center at 425-388-9277 or visit the office during regular business hours. The website is EverettCC.edu/VA

## WORKFORCE FUNDING

The EvCC Workforce Funding office was created for students to learn what funding sources might be available to them. A full list of services is available on-line on the college website EverettCC.edu/Workforce

### WorkFirst

WorkFirst is Washington state's welfare reform program that helps people in low-income families find jobs, keep their jobs, find better jobs, and become self-sufficient. To qualify for free training through the WorkFirst program, students must be receiving Temporary Assistance to Needy Families (TANF) and be referred by a DSHS case manager to a specific eligible program. Students should start the process by talking to their DSHS case manager, who will then refer the student to the EvCC WorkFirst staff.

### Basic Food Employment and Training Program

The Basic Food Employment & Training (BFET) program is a partnership between Everett Community College and the Department of Social and Health Services (DSHS), which offers education and work training opportunities to low income students receiving food stamps through DSHS.

On a funds-available basis, the BFET program assists food-stamp-eligible students with childcare referrals, books and some emergency support services while attending EvCC. Tuition assistance may also be available for students ineligible for federal financial aid. Students must be in an approved program of study, which includes GED, High School Completion, English Language Acquisition, or vocational certificate programs.

To apply for BFET, call 425-388-9279.

### Worker Retraining

Everett Community College works with the Employment Security Department to provide job training for people who are unemployed or face imminent layoff. Students may qualify for assistance with tuition, fees and books, and continue to receive unemployment benefits while attending one of EvCC's many occupational programs. For information about Worker Retraining, contact 425-259-8755.

### Employment Security

Everett Community College contracts with WorkSource to provide an Employment Security representative to EvCC students. CAT/TB certifications are conducted on site.

### Trade Act

The Trade Adjustment Assistance (TAA) program was created to provide benefits and support to workers who became unemployed due to the impact of international trade. The TAA program seeks to provide U.S. workers who are adversely affected by trade with the opportunity to obtain the skills, resources, and support they need to become reemployed. An adverse effect includes a job loss or threat of job loss. For information about this program, contact Workforce Funding at 425-388-9278.

## Service Learning

Service learning is a hands-on/application based teaching method characterized by student participation in organizational service activities that are connected to specific learning outcomes. For more information, call 425-388-9166 or e-mail [ServiceLearning@everettcc.edu](mailto:ServiceLearning@everettcc.edu)

## Opportunity Grant Program

The Opportunity Grant program serves low-income students pursuing a college certificate in high-wage, high-demand careers such as accounting, bookkeeping, tribal enterprise management, advanced manufacturing, medical assisting or phlebotomy. Students receive funds for tuition/mandatory fees and up to \$1,000 for books, tools and supplies per year. Services include academic, career and financial aid advising, personal counseling, college success skills, and tutoring referrals. For more information, call 425-259-8749.

## NON-WORK STUDY EMPLOYMENT OPPORTUNITIES

### Job Center

The Workforce Funding office offers free assistance to students in locating non-Work Study employment opportunities. These services are available to current and former students, alumni and the community. Job openings are received daily for both the public and private sector and for local, state and national employers. These jobs are posted in our customized job database. For more information about the Job Center, visit [EverettCC.edu/JC](http://EverettCC.edu/JC). EvCC also co-sponsors job fairs. Visit the Job Fair web site at [snocojobfair.com](http://snocojobfair.com) for more information.

### Internships

Workforce Funding acts as a clearinghouse for internships for students whether they are required, optional, or exploratory for a certificate or degree. For more information, call 425-388-9278.

## DIVERSITY & EQUITY CENTER

The Center for Disability Services (CDS) office assists students with documented disabilities to establish and receive academic accommodations while attending Everett Community College. Services available through the center include campus advocacy, testing accommodations (including additional time or scribes), note-takers (copy of notes from another student in class), Sign Language interpreters, books in alternative formats, equipment loan, information and referral.

Prospective students are invited to contact the CDS office prior to the beginning of the quarter to find out about the documentation requirements and to arrange for an intake interview with the director. Students who require accommodations, such as books in alternative format or sign language interpreters, need to contact the center at least six weeks prior to enrollment to arrange for such accommodations.

Please contact the CDS office if you have any questions. The center's office is located in the Parks Student Union Room 335 (off the Financial aid Lobby) or staff may be reached at 425-388-9272 voice or 425-388-9438 TTY. You may also email [cds@everettcc.edu](mailto:cds@everettcc.edu).

### Student Retention and Support Services

- ❖ Getting started information, entry services, and assistance for new, returning and prospective students
- ❖ Mid-Quarter Academic Assessments
- ❖ Lesbian, Gay, Bisexual, Transgender, Queer/Questioning & Allied (LGBTQA+) programs and services
- ❖ Student leadership and development through workshops, conferences, and campus/community programs
- ❖ Referrals to resources on campus and with community partners
- ❖ Student ethnic/gender/LGBTQA+ clubs
- ❖ Tutoring
- ❖ Computers available for homework and research
- ❖ Service Learning and Volunteer opportunities

## Outreach Activities and Programs

- ❖ Elementary, Middle, and High School Visits
- ❖ Community Events/College Presentations
- ❖ College/Career Fairs
- ❖ Workshops and conferences

## Faculty/Staff Support and Resources

- ❖ Class presentations, information and resources on topics related to Diversity and/or Equity
- ❖ Collaboration with Instruction to provide faculty resources and training to enhance diversity in instruction, curriculum and pedagogy
- ❖ Trainings, programs, and outreach activities aimed at improving the academic success of students of color and developing diversity allies
- ❖ Lectures and events

## Student Leadership Development

All student clubs are invited and encouraged to collaborate and participate in the Diversity & Equity Center programs and activities. The center works closely with the following clubs:

- ❖ 1st Nations Club
- ❖ Asian/Pacific Islanders Student Union (APSU)
- ❖ Black Student Union (BSU)
- ❖ EMPOWER: Political Organization for Women's Rights
- ❖ International Club
- ❖ Iwi Pono Student Society (Hawaiian Club)
- ❖ Latinx Student Union (LSU)
- ❖ Movimiento Estudiantil Chicano de Atzlan (M.E.Ch.A.)
- ❖ Single Parents, Low Income for College Education (S.P.L.I.C.E.)
- ❖ Triangle Alliance (LGBTQA+ club)

## CENTER FOR DISABILITY SERVICES

The Center for Disability Services (CDS) office assists students with documented disabilities to establish and receive academic accommodations while attending Everett Community College. Services available through the center include campus advocacy, testing accommodations (including additional time or scribes), note-takers (copy of notes from another student in class), Sign Language interpreters, books in alternative formats, equipment loan, information and referral.

Prospective students are invited to contact the CDS office prior to the beginning of the quarter to find out about the documentation requirements and to arrange for an intake interview with the director. Students who require accommodations, such as books in alternative format or sign language interpreters, need to contact the center at least six weeks prior to enrollment to arrange for such accommodations.

Please contact the CDS office if you have any questions. The center's office is located in the Parks Student Union on the main floor right across from the bookstore or may be reached at 425-388-9272 voice or 425-388-9438 TTY. You may also email [cds@everettcc.edu](mailto:cds@everettcc.edu).

## TRIO STUDENT SUPPORT SERVICES

The TRIO-Student Support Services Program (TRIO-SSSP) works with low-income, first generation and students with disabilities to promote their goal-achievement and success at Everett Community College and beyond. Specifically, TRIO-SSSP provides ongoing one-on-one advising, personal counseling, tutoring, study-skills information, computer access and assistance transferring to four-year colleges and universities.



## Eligibility

TRiO-Student Support Services Program is federally-funded to serve students receiving financial aid, students whose parents have not earned a 4-year degree, or students with disabilities, with academic needs and who would benefit from receiving program services.

## TRiO-SSSP Services

**Advising** – Choosing classes, programs or degrees matching your interests and skills; meeting requirements for and maintaining financial aid; eligibility for scholarship opportunities, and program, graduation or college transfer requirements.

**Counseling** – Managing time and competing priorities, coping with family demands, working through personal crises or anything interfering with your success as a student. TRiO-SSSP counselors also help students explore and choose career options.

**Free Tutoring** – One-on-one tutoring in most college classes, provided by professional and trained peer tutors knowledgeable in course content and familiar with strategies to learn it well.

**Study-skills Information** – TRiO-SSSP offers handouts or instruction on development of key college success skills. Popular topics include taking lecture notes, effective study strategies, overcoming test or math anxiety, writing a research paper, time management and much more.

**Computer Resources** – Our program students have access to a quiet study area featuring three computers, each with Internet access. Short-term access to a laptop is available for actively participating program students in their second full quarter with TRiO-SSSP.

**Transfer to Four-Year Colleges and Universities** – TRiO-SSSP helps students plan their community college transfer degrees including general admission requirements set by four-year colleges and universities, and specific requirements for programs, departments, and colleges within these institutions. Experiential, hands-on learning about upper-division options is provided to TRiO-SSSP students by way of campus visits to colleges and universities in Western Washington.

TRiO is located in Monte Cristo Hall, room 210, and more information is available at [EverettCC.edu/TRiO](http://EverettCC.edu/TRiO) or by calling 425-388-9365.

## FOSTER CARE SCHOLARSHIPS AND SERVICES

EvCC Connect helps former foster youth achieve their educational goals. Dedicated staff in the Diversity & Equity Center and Financial Aid can help you get started at college and will connect you with resources to help you succeed. Funds are available for qualifying students. Contact Allison Werling for more information: [awerling@everettcc.edu](mailto:awerling@everettcc.edu) or 425-388-9948.

## STUDENT HOUSING

Everett Community College has two residence halls for students. Mountain View Hall, which opened in 2016, and Cedar Hall, which opened in 2017.

Both buildings are open to all students, including new and returning students. Domestic and international students are welcome.

Mountain View Hall and Cedar Hall are less than a five-minute walk to classes, the library, computer labs, the college's fitness center and bus line. Students can also participate in exclusive activities for on-campus residents and some student services, such as tutoring, are offered at residence halls.

All units are fully furnished and rent includes all utilities and wireless internet. Students may live in housing for a single quarter or the entire year. Mountain View Hall and Cedar Hall are open year round, including during breaks and holidays.

Students can choose to have their own private room and private bathroom in the 120-room Mountain View Hall or live in a studio, three-, or four-bedroom apartment in the 132-bed Cedar Hall.

The buildings also feature laundry space, bike storage, an indoor community room, and shared outdoor space in a gated ground floor courtyard.

Live-in staff includes student Resident Assistants and two full-time Assistant Directors of Student Housing. EvCC Campus Safety & Security officers are also available to assist students when needed. For more information, visit [EverettCC.edu/Housing](http://EverettCC.edu/Housing) or email [housing@everettcc.edu](mailto:housing@everettcc.edu).

## LIBRARY-MEDIA AND LEARNING SERVICES

### Library-Media Center

EvCC's Library-Media Center provides information and services to support student research and learning.

Resources include more than 65,000 books, 8,500 media items, 100,000 electronic books (eBooks), online access to approximately 53,000 periodicals, and 125 periodicals in print format. Over 100 computer workstations provide access to the Internet and electronic resources. Participation in a regional interlibrary loan network further expands resources for students.

Faculty librarians assist students by helping them to locate information, complete class assignments, and to develop research skills. In addition to individual assistance from the reference desk, librarians teach instructional sessions, non-credit workshops, and credit courses. Reference services are also provided 24/7 online with Ask-A-Librarian.

There are individual study carrels, casual lounge areas, and media listening/viewing stations throughout the Library-Media Center. Students may reserve study rooms for group projects and discussion. Wireless internet connectivity is available in the library and laptop computers may be checked out for in-library use. Students may rent netbook computers and graphing calculators for a full quarter of use. eBook Nook readers are also available to check out. Photocopiers, black and white and color printing, scanning, and adaptive equipment for students with disabilities are available for use.

Call 425-388-9353 for library hours and to renew materials. Call 425-388-9354 for reference assistance or email [library@everettcc.edu](mailto:library@everettcc.edu). Visit [EverettCC.edu/Library](http://EverettCC.edu/Library) to connect to the library catalog, use remotely-accessible databases, and for other information about library services and resources.

### Transitional Studies Learning Support Services

The Transitional Studies department provides comprehensive learning support services to the college community that enhance academic performance and success. Services include the Tutoring Center, the BRIDGES Center, and The Bridge Learning Lab, as well as counseling and advising services. Support is available for students who need assistance with class assignments, to learn study skills, improve their reading and writing, or obtain basic computer literacy skills. At any time during the quarter, students can drop in, make appointments, or be referred by an instructor or advisor.

New students whose placement test results indicate a need to start in pre-college level reading, writing, or math are encouraged to make full use of these learning support services. Friendly, supportive, and knowledgeable faculty and staff provide advising, special workshops, classes, and tutoring - all with the purpose of helping students reach their individual education goals. Students may come during any of the open hours, including evening hours, to receive services or make appointments. Transitional Studies learning support services are located on the first floor of Rainier Hall.

### Tutoring

The Tutoring Center provides a supportive environment in which students may ask questions, find answers and network with other students. It is staffed by professional and peer tutors. Tutorial services are free to all enrolled students at EvCC. Students may access services only in the courses they are currently enrolled in at EvCC for credit. Academic support is provided in several formats: drop-in tutoring for one-on-one help, tutor-facilitated study group sessions, eTutoring through the Northwest eTutoring Consortium and Supplemental Instruction for specific courses.

Computers are available for students to use in a variety of ways. They can work on online homework, type papers, perform online research, use instructional software or access different websites for additional exercises in math and science courses. Handouts for several subjects are available that provide students with explanations and practice.

## Writing Center

The Writing Center, located in Gray Wolf Hall room 150, provides support for student writers for all types of writing projects in any subject. Students also use the Writing Center for personal writing, resume, and scholarship application essays. Writing Center assistants work collaboratively with writers offering feedback and providing ideas and methods for editing and revising in order to provide writers with transferable skills that will help them on future writing projects. The Writing Center offers free drop-in and online tutoring. Instructional software is available for composing, editing, grammar, and punctuation basics. The Writing Center provides additional resources like dictionaries, grammar handbooks, textbooks, handouts, and writing exercises.

## Math Learning Center

The Math Learning Center, located in Rainier Hall rooms 349 and 351, offers courses in Basic Math with Applications, Elementary Algebra, Plane Geometry, and Trigonometry. Utilizing self-paced instruction, a computer lab, and personalized assistance, staff and faculty assist students in improving their essential skills in math.

## The BRIDGES Center

The BRIDGES Center provides free language skills training, information, support and advocacy services to students learning English while pursuing healthcare, advanced manufacturing or aerospace careers. The center works closely with other resources on campus and in the community to provide students with the tools they need to succeed in the various campus programs and to enter the workforce as skilled, culturally competent employees.

## STUDENT LIFE (LEADERSHIP, INCLUSION, FUN AND ENGAGEMENT)

### Mission

Student leadership development, student engagement, and inclusive activities are the main focus of the office of Student LIFE. Student LIFE serves the Associated Students and the campus community by providing programs and services that support educational, cultural, social and personal growth, in order to create a positive learning environment that enhances the total student educational experience.

### Student Government

Students are encouraged to become involved with and have a voice in the governance and leadership activities of the Associated Students and with the college. Student government also represents student issues and concerns at the state level. Student government at EvCC consists of two branches; the Executive Council and Student Senate, both of which are highly active and integral components of the college.

### Student Programs Board

Student Programs Board is the event programming body of Student LIFE. Student Programs Board provides diverse programs, concerts, fine arts, lectures, health/wellness programs, recreation opportunities and special events for EvCC students, both on and off campus. The student leaders selected to serve on the Student Programs Board coordinate activities, events, and lectures that complement academic programs and enhance EvCC students' educational experience.

### Student Ambassador Program

The Student Ambassador program is a leadership opportunity for students who are dedicated to serving and representing Everett Community College. Student Ambassadors provide campus tours, serve as an EvCC representative, and perform duties at various EvCC campus and community events. Student Ambassadors also serve in two areas within Student LIFE, the Office of Student LIFE, and the Welcome Center, where they act as a first point of contact to Student LIFE visitors, both by phone and in person.

## Pride Center

The Pride Center is a place where students can ask questions, seek support and resources, and feel safe to be who they are. The Pride Center is located in the Parks Student Union, Room 221-B.

For more information, contact [pridecenter@everettcc.edu](mailto:pridecenter@everettcc.edu)

## Associated Students Documents

There are several documents that relate to the organization and functioning of the Associated Students including:

- ❖ The Guide to Student LIFE
- ❖ Student LIFE Quarterly Calendar
- ❖ The Student 411, a weekly publication-mail newsletter (use your student email account)
- ❖ The ASB constitution and by-laws
- ❖ The Associated Student Financial Codes for the S&A Fees Budget and the E-Tech Budget
- ❖ The S & A Fees Budget and the E-Tech Budget

Copies of these documents can be obtained at the office of Student LIFE located in the Parks Student Union, room 209.

## Student Rights and Responsibilities Handbook

The Everett Community College Student Rights and Responsibilities Handbook contains information about student rights and responsibilities. The student rights and responsibilities provides a detailed description of rights and responsibilities as they pertain to the students, the college, and the community, as well as the Student Code of Conduct, procedures for disciplinary actions, procedures to ensure student rights and due process, and the jurisdiction of college personnel. The handbook is available online at [EverettCC.edu/StudentHandbook](http://EverettCC.edu/StudentHandbook)

## Student Clubs/Organizations

Student clubs/organizations offer opportunities to meet new friends, explore special interests, support co-curricular studies, and make contributions to campus life. Students are free to organize and join associations to promote their special interests. A few of the more than 40 currently active clubs/organizations on campus include: Asian/Pacific Islander Student Union (APSI); Triangle Alliance; International Club; Movimiento Estudiantil Chicano de Atzlan (MeChA); Black Student Union (BSU); First Nations; Phi Theta Kappa (PTK); Student Nurses Organizations (SNO); STEM Club; Drama Club; Iwi Pono Student Society; and the Society of Women Engineers (SWE). Applications for forming a new student club/organization are available in the Student LIFE office.

## Co-Curricular and College-Related Programs

Student LIFE provides opportunities to further enhance and expand upon the learning that occurs in the classroom, with activities and programs outside of the classroom. Student activity fees help to support the costs of these activities and programs. The Associated Students, through the S&A Fees budget, provides funding to support a variety of programs at EvCC such as the Diversity & Equity Center, the Early Learning Center, drop-in tutoring, Child Care Assistance through the Financial Aid office, The Clipper (student newspaper), Vibrations (student art magazine), and the Russell Day Gallery. These fees also fully support Athletics and Intramural sports at EvCC. Student LIFE also plans the annual commencement ceremony.

The Associated Students, through the E-Tech budget, supports student technology enhancement on campus which includes the funding of a computer replacement cycle for open computer labs on campus and reduced computer lab fees.

Stop by Student LIFE at the beginning of each quarter to obtain a copy of the student quarterly calendar that announces the events and activities for each of the academic quarters. During Spring and Summer quarters, student leadership job opportunities are available for the upcoming academic year. For more information or an application, visit Student LIFE in Parks 209.

## Intercollegiate Athletics & Intramural Activities

A program of intercollegiate athletics is sponsored by the Associated Students. It includes men's and women's soccer, women's volleyball and men's and women's cross-country in the fall, men's and women's basketball in the fall and winter, women's softball and men's baseball in the fall, winter and spring, and men's and women's track and field during the spring. Call 425-388-9328 for current information.

The college is a member of the Northwest Athletic Conference (NWAC), which includes the majority of the community colleges in Washington and Oregon.

The intramural/extramural activities program offers students opportunities in basketball, volleyball, and open weight room.

## CO-CURRICULAR AND COLLEGE-RELATED PROGRAMS

### The Clipper

This student-produced, award-winning news organization publishes news about college and campus activities. Journalism students and others who are interested participate in writing, editing, and publishing the newspaper and articles online. Credit may be earned by enrolling in Journalism 170. For further information, contact Clipper advisor Andrew Wahl at 425-388-9501. Visit the website at [EverettClipper.com](http://EverettClipper.com) or email [clipper@everettcc.edu](mailto:clipper@everettcc.edu).

### Vibrations

Vibrations is a student-produced creative arts magazine, published annually. All students are invited to participate by submitting manuscripts, photographs, and artwork.

Credit may be earned by enrolling in GRAPH 252. For more information, email [vibrations@everettcc.edu](mailto:vibrations@everettcc.edu).

### Russell Day Gallery

Russell Day, a faculty member from 1948 to 1974, established the visual arts program at the college and was dedicated to bringing works of varied artists, media, and movements to the students of Everett Community College. In recognition of this influence, the gallery was re-named for him in 2008. The gallery has a specific interest in displaying the work of artists from underrepresented groups, alumni of EvCC, and providing exhibits that are not generally accessible to the public through other regional galleries. For more information, email [gallery@everettcc.edu](mailto:gallery@everettcc.edu), call 425-388-9036, or visit the website at [EverettCC.edu/Gallery](http://EverettCC.edu/Gallery).

### Early Learning Center

The Early Learning Center provides preschool and childcare for children ages 1 to 5 in a warm, safe, positive environment that is designed to encourage the important developmental growth and learning. A free preschool and family support program, ECEAP (Early Childhood Education and Assistance Program) is available to income-eligible families. All families have opportunities to participate in the care and education of their child by volunteering in the classroom and participating in parent education classes. Visit the Early Learning Center located on campus at 820 Waverly Ave. For further information, contact the Center at 425-388-9121 or visit the website at [EverettCC.edu/ELC](http://EverettCC.edu/ELC).

### Bookstore

Everett Community College's Bookstore, operated by Barnes & Noble, has two locations on main campus. The main bookstore is located in the Parks Student Union, and the Health Sciences bookstore annex is located in Liberty Hall. The bookstore provides an outlet for all required books and supplies. Art, office, and school supplies are also available. The general book department provides recommended readings as well as books for enjoyment and special interests. The store also carries greeting cards, gifts, snacks, backpacks, clothing, logo items, and alumni keepsakes.

For textbook returns, a full refund will be given if textbooks are returned during the first week of classes with original receipt. With proof of a schedule change and original receipt, a full refund will be given during the first 30 days of classes. Refund policies vary for electronic and other materials. See the bookstore website for details about returns and refunds. Bookstore

hours vary by location and are posted on the bookstore website below. Hours are extended during the first week of each quarter, and are limited during the summer.

Buyback is offered during the final exam period each quarter. Phone: 425-388-9413. Website: [EverettCC.edu/Bookstore](http://EverettCC.edu/Bookstore)

### Food Services

Food service is available at The Parks Café in the Parks Student Union. Visit the Café website for more information and the menu at [EverettCC.edu/Cafe](http://EverettCC.edu/Cafe)

Espresso stands are also in operation during most of the hours classes are held. They are located in the Parks Student Union and on the first floor of Whitehorse Hall.

### EvCC Safety, Security, and Emergency Management Office

This office manages the college safety, security, parking, emergency preparedness, community health, and alternative transportation concerns. For individuals possessing a current parking permit and parked on campus, Security can provide motorist assistance for flat tires, locked keys in cars, and battery failures.

In an emergency dial 9-1-1; if the situation allows, also call the Security Office's 24-hour emergency number 425-388-9998.

All parking on EvCC's north Everett campus requires a permit. Quarterly staff and student parking permits may be purchased from the Cashiers Office. Two-hour visitor parking permits and all-day parking permits are available at the pay parking machine located in Parking Lot B. Visitors can also pay for parking at the Cashiers Office.

The Safety, Security, and Emergency Management office is located on the main level near the southeast entrance to the Parks Student Union, Room 224. The office phone number is 425-388-9990. Normal business hours are 7:30 a.m. – 4 p.m., Monday – Friday, excluding holidays. After-hours contact with a security officer can be achieved by dialing the 24-hour emergency number, 425-388-9998.

## ALL COLLEGE POLICIES

A full list of college policies is available at [EverettCC.edu/policies](http://EverettCC.edu/policies)

### Drug-Free Campus Policy

In an effort to provide a safe and healthy educational/work environment, all students/employees must report to class/work in a condition fit to perform their learning/duties, unimpaired due to the use of alcohol or drugs. The unlawful use, possession, delivery, dispensation, distribution, manufacture, or sale of drugs on college property, in state vehicles, or on official business is prohibited. Any employee or student found in violation of this policy will be subject to formal disciplinary action, which could include completion of an appropriate rehabilitation program up to and/or including dismissal/expulsion.

### Tobacco Use Policy

EvCC is a tobacco-free campus. Smoking, chewing, and electronic cigarettes are prohibited on college property including in any vehicle parked on college property. Smoking is a violation of the Student Conduct Code and subject to fines and/or disciplinary action.

### Children on Campus

Unless officially enrolled in classes, directly involved in an instructional process, or directly supervised by a parent or responsible adult, children are not permitted on campus. Leaving children unattended in public access areas does not meet this standard.

### Pets on Campus

The safety and security of students, employees, visitors and the general public are a prime concern and responsibility of the college. For health, sanitation and safety reasons, no person shall be permitted to bring into or leave any dog, cat or any other animal or pet in any college building, nor is it permitted to leave any such pet or animal unattended on any college-controlled property. This policy does not apply to guide dogs or other trained service animals, as defined by law and consistent with the Americans with Disabilities Act, providing assistance to persons with disabilities requiring these services. This policy does not apply to animals brought to campus for a specific course assignment, K-9 officers, and animals maintained by the college for educational purposes.

## Prohibition on Plagiarism

Success as a student and learner requires academic honesty. A chief aspect of academic honesty is the avoidance of plagiarism. Plagiarism, as defined by Brenda Spatt (1983), is "the unacknowledged use of another person's work, in the form of original ideas, strategies, and research as well as another person's writing, in the form of sentences, phrases and innovative terminology." Students suspected of plagiarism are subject to the college's Student Code of Conduct and disciplinary processes.

How can you avoid plagiarism? When writing a paper, use your own words. When using another person's words, use quotation marks and give credit to the original source. If you are using another person's ideas, give that person credit. Do not use pre-written papers available from the web or other term paper services. Plagiarism affects everyone. If another student is doing it, it undermines your own work and the value of your degree. If you are doing it, you are not doing the hard work from which you learn the best. Talk to your instructors about how to avoid plagiarism.

## Notice to Students

The provisions of this publication are not to be construed as a contract between the student and Everett Community College. The college reserves the right to change any provision, fee, rule, requirement, policy, deadline, or procedure whenever necessary. Changes are effective upon the date specified and may apply not only to prospective students, but also to those who are currently enrolled. Changes are posted listed in the class schedule and online. The college reserves the right to withdraw or change courses at any time.

Falsification of information on any admission, financial aid, or other materials submitted to the college may result in denial of admission or immediate dismissal from the college. Students are expected to be familiar with all college policies and rules and will be held responsible for observing such provisions.

## Student Right to Know Disclosure

Federal "Student Right to Know" (SRTK) legislation requires colleges to disclose information about student completion, graduation and transfer rates over a three year period. Graduation data of degree-seeking, full-time undergraduate students and retention rate information for EvCC students is available at the IPEDS Data Center ([nced.ed.gov/ipeds](http://nced.ed.gov/ipeds))

It is important to understand the background of this information. As a community college, EvCC enrolls large numbers of students who may be part-time, or not seeking a certificate or degree, or who have transferred from another college, or who enroll at times other than Fall quarter. Furthermore, the calculation of completion and graduation rates does not consider the high numbers of students who take longer than three years to reach their goal due to part-time enrollment, or who temporarily stop-out in order to meet employment or family needs, or who are only taking a few courses to improve job skills. Thus, the statistics above should be evaluated only as a snapshot of what happens to a limited category of students, based on limited data.

The Right to Know Campus Safety Report is published annually by October 1. The information is provided in compliance with requirements set forth under the Student Right to Know Campus Security Act of 1990 (Title II - Public Law 101-542 Nov. 1990).

Upon request, this information will be provided to any applicant for enrollment or employment. Copies are available in the Security office, Student LIFE office, and from the Executive Vice President of Instruction and Student Services.

## Notification of Title IV Student Complaint Process

The Higher Education Act (HEA) prohibits an institution of higher education from engaging in a "substantial misrepresentation of the nature of its educational program, its financial charges, or the employability of its graduates." 20 U.S.C. §1094(c)(3)(A). Further, each state must have "a process to review and appropriately act on complaints concerning the institution including enforcing applicable state laws." 34 C.F.R. § 600.9. The Washington State Board for Community and Technical Colleges (SBCTC) maintains a process to investigate complaints of this nature brought by community and technical college students in the state of Washington. For information, contact SBCTC

Student Services, PO Box 42495, Olympia, WA 98504-2495, [ballinder@sbctc.edu](mailto:ballinder@sbctc.edu), 360-704-4315 or visit [sbctc.edu](http://sbctc.edu).

## State Support of Higher Education Students

The average cost to educate a resident full-time community or technical college student for the 2017-18 academic year is \$8,063. Students pay an average of \$3,123 in tuition toward this cost. The remaining \$4,940 is an "opportunity pathway" provided by Washington state and is funded by state taxes and other sources. The amounts shown are averages for a full-time resident student. The actual tuition a student pays will vary due to credit load, residency status and other factors.

## GENERAL

### Academic Calendar

The academic year at Everett Community College is divided into three quarters of approximately 11 weeks each and a summer session of eight weeks. Key dates for each term are listed on page 6 of the catalog. Important dates for each quarter (such as registration dates, refund deadlines, etc.) are printed in the quarterly class schedule and at [EverettCC.edu](http://EverettCC.edu); click on events.

### Attendance

Attendance policies vary from course to course. Students are responsible for meeting the stated requirements of the courses in which they are enrolled. Attendance during the first several sessions of the class is necessary in order to avoid administrative withdrawal for non-attendance. See the First Week Enrollment and Withdrawal Policy on page 14.

### Prerequisites and Corequisites

A prerequisite is a course which must be taken before a student is allowed to enroll in another course, or the achievement of a minimum skills assessment score that indicates readiness for the course material. For example: MATH 096 is a prerequisite for MATH& 141, listed as PR in quarterly class schedule. Unless otherwise stated with the course description, a minimum grade of C (2.0) must be earned for course to qualify as meeting a prerequisite. Most prerequisites state that a student must be eligible for a specific course (ex. Eligibility for ENGL& 101). Eligibility is determined through looking at courses completed and, if applicable, test scores such as AP, high school and college transcripts, and other methods.

A corequisite (CR) is a course that must be taken at the same time as another course. Students must abide by the course requirements for prerequisites and corequisites. Faculty may administratively withdraw students who do not meet the prerequisites and corequisites.

### Equivalent Courses

The Transitional Studies division offers some courses that are equivalent to courses in English and Math. Current equivalent courses are:

TS 076 – MATH 076

TS 086 – MATH 086

HSC 076 – MATH 076

HSC 086 – MATH 086

TS 097 – ENGL 097

TS 098 – ENGL 098

AEP 097 – ENGL 097

AEP 098 – ENGL 098

ESL 097 – ENGL 097

ESL 098 – ENGL 098

Students who complete a course that is equivalent to an English or Math and earn a C (2.0) or higher may take the next course in either department. For example, a student who completes TS 098 with a C (2.0) or higher is eligible to take ENGL& 101.

### Course Numbering

Everett Community College offers courses that serve a variety of populations with different purposes. Course numbers (such as MATH 076 or ENGL& 101) may indicate the level of the course.

001-099: Pre-college level skills development or enhancement courses; designed to help students prepare for success in college-level work where it is expected that their academic skills



in general (or specifically) are not at the college level and/or the course material is aimed at below college-level skills.

100-199: Introductory courses intended primarily for first-year college students with no significant deficiencies in their academic background.

200-299: Intended primarily for students who have successfully completed one year of college-level work.

(Approved, Instructional Council, March 2, 2006)

In Summer 2008, EvCC adopted common course numbering (CCN) in compliance with a statewide initiative of Washington's public community and technical colleges. The primary purpose of this process is to enable students to know that CCN-identified courses taken at one community college will be the same as those courses at another Washington community college. All CCN courses will be identified with an ampersand (&) in the course number, for example: ENGL& 101. The common course number, as distinguished by the ampersand, does not confer any special transferability to a university, nor does it guarantee that the same course number will be used by Washington's universities. To plan a smooth university transfer, see your advisor. A list of CCN courses is available at [EverettCC.edu/CCN](http://EverettCC.edu/CCN).

### Final Examinations

Most courses require a final examination. The college publishes an official final examination schedule each quarter. Students must take final examinations at the regularly scheduled time unless other arrangements are made with the instructor.

### Waiver of Regulations

A petition for waiver of a specific academic regulation should be initiated in the Enrollment Services office.

## CREDIT SYSTEM

Credits measure the amount of academic work required for the class. In general, a class that meets one hour per week and requires about two hours of outside assignments per week for one quarter will earn one credit. That is, one credit represents about three hours of effort per week. Laboratory and certain other courses vary from this pattern. The quarter hours of credit for each course are shown after the course titles in the Course Descriptions section of this catalog.

Students earn credit only for those courses in which they are officially registered for credit. In certain instances, credit cannot be earned in two courses of similar content. See individual course descriptions.

### Student Credit Load and Limitations

The total number of credits taken in any given quarter will vary depending on each student's goal. Students should note the following limitations:

- ❖ International students or students receiving financial aid, veterans' benefits, or other agency funding will usually have a minimum number of credit hours required per quarter. It is the student's responsibility to check with the appropriate advisor and know these requirements. Normally, 12 credits meet the requirement for full-time status. (During summer quarter, the Veterans' Resource Center establishes the minimum credits needed for full-time status for veterans receiving benefits.)
- ❖ Students wishing to take more than 20 credit hours per quarter need permission from a designated Enrollment Services staff member at the time of registration, except when a single course or a prescribed program requires more than 20 credit hours in a given quarter.

The college reserves the right to deny registration by a single student in two sections of the same course in order to maximize the availability of seats for all prospective and current students.

### Auditing a Course

A student who desires to attend classes but does not wish to receive grades or credits may enroll as an auditor. Full tuition and fees are charged. Students who wish to change from audit to credit (or credit to audit) during a quarter must receive permission from the course instructor. Certain courses may not be available for audit. See individual course descriptions.

If a student who is enrolled for audit does not attend regularly and fails to withdraw officially, the instructor may issue a grade of V (unofficial withdrawal). Running Start students may audit a course only if they pay the tuition themselves, since school districts do not reimburse for non-credit enrollment.

### Repeating a Course for Additional Credit

Some courses can be repeated for additional credit up to the maximum specified. A separate grade is issued for each completion. See individual course descriptions or your advisor for such courses.

### Repeating a Course to Change a Grade

Courses may be repeated to improve the grade earned, but credit is applied only once. In no circumstance will any course be repeated more than twice in order to improve a grade; (this is defined as two repeats in addition to the original enrollment). Permission may be required to repeat a course, and/or requirements specific to an individual program of study may affect eligibility to repeat a course.

To repeat a course for the purpose of improving a grade, the student must register for the course, complete a course repeat card at the time of registration or no later than one academic year after repeating the course, and pay all necessary fees. If the student is registering for a course that has a different number than the one being repeated, the signature of the instructor or the dean will be required in order to verify that it is the same course. Each grade received will appear on the student's permanent record, but only the last grade awarded is used in computing the grade point average and in the degree.

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.

### Credit by Examination (Course Challenge)

A student who is currently enrolled at Everett Community College may apply for credit by examination (course challenge). Course challenge examinations are sufficiently comprehensive to determine that the student has the same knowledge and skills as those students who enroll in and successfully complete the course. A student should have previous training, private study, work experience, or other bona fide qualifications indicating the student has knowledge or abilities equivalent to course completers. During the quarter credit by examination is requested, a student must be regularly enrolled at the college for credit course work other than the course to be challenged.

To start the process for a course challenge, a student should contact the instructor of the course to discuss the student's background and readiness to challenge the course successfully. This should be done prior to the beginning of the quarter. If the discussion is positive, written approval must be gained from the instructor and division dean on the Application for Course Challenge form, available in Enrollment Services or a division office. Students must meet all eligibility criteria and pay the established non-refundable fee at the Cashiers Office prior to submitting the form to the Enrollment Services office. The form must be submitted to Enrollment Services before the tenth calendar day of the quarter. Students must complete the requirements of the course challenge, which may be written, oral or skills tests, by the fiftieth (50th) day of the quarter, unless a brief extension is approved prior to that date by the Instructor.

In some cases, a student may be registered for a course that they decide to challenge instead. In that case, the student has paid regular tuition and fees for the course, which may be refunded only if the student withdraws by the published refund deadlines; the student must also withdraw in order to avoid earning a grade. The student must make a decision early in order to challenge a course. Please consult with the Enrollment Services office about the process. Dual registration in the course and completion of a challenge for the same course results in cancellation of the credit and grade for the challenge, and the transcript will reflect only the registered course and the grade for that course.

Activity courses or courses taken previously at regionally accredited institutions may not be challenged.

Courses previously taken for audit at EvCC may not be challenged. An individual course may be challenged only once.

Traditional letter grades (A through F) will be issued on completion of the examination. Plus or minus grades may be utilized at instructor discretion in accordance with college procedures. Students not taking the examination will be issued an F or a V at the instructor's discretion.

## GRADING SYSTEM

Everett Community College uses a letter symbol grading system to assess academic achievement. For traditional grades (A through F) the grade point values are:

Grade	Point Value	Grade	Point Value
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	F	0.0
C+	2.3		

Interpretation of Grade Symbols

### A (4.0) High Degree of Excellence of Achievement

In relation to the standards set for the class, the student has done an exceptionally high level of work.

### B (3.0) Better than Average Achievement

In relation to the standards set for the class, the student has significantly exceeded the average.

### C (2.0) Average Achievement

In relation to the standards set for the class, the student accomplished an average level of work and met more than the minimum requirements.

### D (1.0) Low Standard of Achievement

In relation to the standards set for the class, the student did not do average work and met only the minimum requirements. Grade of D- does not meet the requirements for a degree or certificate.

### F (0.0) Failure to Complete Minimum Requirements

In relation to the standards set for the class, the student failed to achieve the minimum requirements.

### + and - Symbols

The symbols + and - may be used with traditional letter grades A through D to differentiate levels of achievement within a grade range. The + is not used with the letter grade A or F.

### Non-Traditional Grades

The following non-traditional grades are also used when appropriate:

<b>N</b>	<b>Audit</b>
<b>S</b>	<b>Satisfactory</b>
<b>Y</b>	<b>In-Progress</b>
<b>U</b>	<b>Unsatisfactory</b>
<b>I</b>	<b>Incomplete</b>
<b>V</b>	<b>Instructor Withdrawal</b>
<b>W</b>	<b>Withdrawal</b>
<b>V1</b>	<b>Administrative Withdrawal</b>

Non-traditional grades (N,Y,I,W,S,U,V and V1) have no grade point value and, except for the S grade, no credit is awarded. Courses in which these grades are received are excluded from the grade point average calculation by Everett Community College.

Students receiving financial assistance should inquire at the Financial Aid office regarding the effect of receiving a non-traditional grade on eligibility for assistance.

Grades of I, S, U, V, W, and Y may be evaluated differently by other colleges and universities.

### N Audit

Means class attendance and participation without evaluation. Courses taken on this basis carry no credit and do not count toward graduation.

### Y In-Progress

Indicates a course has not yet officially ended, and the student is still actively involved in finishing the required work. This grade is used in courses that have an official ending date scheduled after the end of the regular quarter. The course requirements must be completed within one year of the date the Y is given; otherwise, it will revert to an F grade. An instructor may specify a completion date earlier than one year in the course syllabus.

### I Incomplete

Given when a student has satisfactorily completed most of the requirements for a course but, for an unavoidable reason, has been unable to complete a specific course requirement or take the final examination. The grade is given only if previous arrangements have been made with the instructor to complete the course requirements. A written copy of these arrangements will be placed in the appropriate division dean's office. The course requirements must be completed within one year of the date the I grade is received. Incomplete grades not made up within one year will revert to an F grade on the student transcript, and no credit will be earned.

### W Withdrawal

Indicates that registration in a course has been officially canceled by the student. It is granted to all students who officially drop a class on or before the published deadline. Failure on the part of the student to withdraw officially from a class by the published deadline may result in an F grade if the student has not completed the minimum course requirements. An excessive number of withdrawals may be cause for review of the student's academic record.

### R Repeat

The notation of "R" is made next to the grade of a course which has been repeated, if the student has submitted a course repeat card.

### S Satisfactory

Indicates C or higher level of achievement in a course taken on an S/U basis. The S grade has no grade point value and is not used in the calculation of grade point average, but credit is awarded for the course. Instructor's permission is required to take a course on a satisfactory/unsatisfactory basis.

### U Unsatisfactory

Indicates less than C level of achievement in a course taken on an S/U basis. The U grade has no grade point value and is not used in the calculation of grade point average. No credit is awarded for courses in which a U grade is received.

### V Instructor Withdrawal

Given at the option of the instructor at the end of the term when a student has stopped attending class and has failed to officially withdraw. This grade may not be given after a Y or an I has been given.

### V1 Administrative Withdrawal

A grade of administrative withdrawal (V1) may be entered on the transcript when a student is withdrawn from class as the result of a policy or procedural infraction committed by the student.

### D- Low Standard of Achievement

This grade is no longer used as of January 2014.

### E Fail

Failure to complete minimum standards. This grade is no longer being given as of June 2012.

### Final Grade Reports

Final grades are available shortly after the end of each quarter. Students may see their grades by viewing their Unofficial Transcript online. Go to [EverettCC.edu/MyEvCC](http://EverettCC.edu/MyEvCC) and click Unofficial Transcript. You must know your Student Identification (SID) number and your Personal Identification Number (PIN). For more information about MyEvCC, see Student Records in the Enrollment Services section of this Catalog.

### Grade Errors and Changes

The deadline for requesting and submitting a grade change is the end of the quarter following the quarter in which the grade was given. In the case of a conversion of an I or a Y to a final grade given by the instructor, the deadline to request a change to the final grade is the end of the quarter following the quarter in which that final grade was given. In the case of Spring class grades, the deadline is the end of the following Fall quarter. In most circumstances, the student should direct their initial concern about a grade to the instructor. Questions also may be directed to the dean for the instructor's division.

### Grade Appeals

Students who have evidence of unfair treatment relating to their final grade may be said to have an academic grievance. Refer to WAC 132E-120-360 Academic Grievance Procedure in the Everett Community College Student Rights and Responsibilities Handbook for the procedure to resolve the grievance.

### Grade Point Average (GPA)

A grade point average (GPA) is a measure of the student's overall academic performance. It is based upon those courses in which the student has received letter grades A through F. Non-traditional grades are excluded from GPA calculations. Everett Community College computes three separate student GPAs.

- 1) The quarterly grade point average is calculated by dividing the total quarterly number of grade points earned at EvCC by the total quarterly credit hours earned at EvCC. The quarterly GPA does not include credits transferred in from other institutions or EvCC credits earned during other quarters. The quarterly GPA is reported on the student's transcript each quarter.
- 2) The cumulative grade point average is calculated by dividing the total cumulative number of grade points earned in all quarters at EvCC by the cumulative total credit hours earned in all quarters at EvCC. All credits earned at EvCC are included in this grade point computation, whether or not they apply to the student's program of study. Credits transferred in from other institutions are not included in computation of this GPA. The cumulative EvCC grade point average is reported on the student's quarterly transcript.
- 3) The college level grade point average is calculated using only those courses numbered 100 or higher.

The graduation grade point average is calculated by dividing the total cumulative number of grade points earned in all courses taken at EvCC by the total cumulative number of credit hours earned in those same courses, at the end of the last quarter of completion. The commencement grade point average is computed as of the end of the quarter prior to the last quarter.

### Petition for Grade Exclusion

A returning student may petition the Academic Appeals and Regulations Committee for a review of their academic record with the intent of excluding grades earned at Everett Community College from computation of EvCC cumulative grade point averages. This policy is designed for students who had difficulties (generally characterized by grades below C or 2.0) in their early term(s), left the college, returned later and demonstrated improved academic achievement.

In order to be eligible for grade exclusion, the student must meet the following criteria:

- ❖ At least one calendar year must have passed without the student's enrollment at EvCC.
- ❖ Grades to be excluded must have been awarded prior to the minimum year of absence.
- ❖ Only exclusion of all grades in the terms prior to absence will be considered; petition to exclude singular courses within a term or singular terms will not be considered.

- ❖ The student must demonstrate an ability to improve by completing at least 30 credits with a GPA of 2.5 or higher since returning to the college.

To initiate a petition for exclusion of grades, the student should contact Enrollment Services to obtain the appropriate form.

If the student's petition is approved, the grades to be excluded will still appear on the student's transcript but will not be used in calculating the grade point average. This process cannot be used to circumvent either the EvCC repeat course policy or standards of academic progress; courses for which grades are excluded cannot be used to meet graduation requirements. Students should be aware that other institutions might not honor such grade exclusions in computing grade point averages for admission or transfer.

## ACADEMIC ACHIEVEMENT

### Quarterly Honor Roll

Students who achieve quarterly grade point averages of 3.60 and above in at least 10 EvCC traditionally graded credit hours are recognized at Everett Community College as follows: Students who earn a 4.0 grade point average are placed on the President's List. Students who earn a 3.60 to 3.99 grade point average are placed on the Dean's List.

### Graduation with Distinction

Students who have met specific degree requirements will be graduated with distinction if their EvCC cumulative grade point average is:

Presidents Distinction - 4.0 High Distinction - 3.60 to 3.99 Distinction - 3.20 to 3.59

### Satisfactory Academic Progress

Students must receive a minimum quarterly grade point average of 2.0 to maintain satisfactory academic progress. Students must also satisfy any additional grade point requirements specified in the curriculum guide for the degree being sought.

### Low Scholarship and Academic Probation

Students who fall below minimum scholarship standards will be notified by a letter sent to their last known address. Students whose quarterly grade point average falls below 2.0 in traditionally graded courses will be sent a First Warning and placed on low scholarship status. Those who continue on low scholarship for a second consecutive quarter will be sent a Second Warning and placed on academic probation; continuation to the next term is subject to counselor approval. A third consecutive quarter on low scholarship will result in a Third Warning; future registration will be cancelled if counselor approval to continue enrollment has not been received. A fourth consecutive quarter with a grade point average below 2.0 results in academic dismissal from Everett Community College. Students may seek readmission after an absence of four quarters by obtaining approval to re-enroll from the Executive Vice President of Instruction and Student Services, or their designee.

Students are expected to make satisfactory progress toward completion of their educational program. An excessive number of I, V, W, and U grades received in courses attempted will be cause for review of the student's academic record and may result in academic probation or dismissal.

Pursuant to state and federal funding guidelines, students enrolled in Transitional Studies and English Language Acquisition classes must complete at least one educational functioning level in at least one academic subject area within three quarters. Lack of such progress may result in dismissal from the program by the Dean of Transitional Studies. Decisions of the dean may be appealed to the Executive Vice President of Instruction and Student Services.

Students dismissed for low scholarship may petition the Readmission Committee in writing for re-admission to the college earlier than an absence of four quarters. Decisions of the Readmission Committee may be appealed to the Executive Vice President of Instruction and Student Services.

Specific guidelines for the low scholarship, warning and dismissal process are available from the Counseling & Student Success office. Various resources of the college, such as counseling and tutoring services, are available to assist students in meeting the scholarship requirements.

## EVCC PATHWAYS

Everett Community College's pathways are designed to help students succeed. Pathways are similar areas of study, commonly referred to as programs, which lead to related degrees and certificates. For example, all of the science, engineering, and math-related programs form the STEM pathway. Students with a clear path are more likely to achieve their academic goals.

Each pathway has a Pathway Support Team composed of entry advisors, counselors, and program advisors, who will work with students to create a plan for their education and work with them throughout their educational journey at EvCC.

Starting Fall 2018, all new students will select a pathway before registering for classes.

EvCC Pathways include: Advanced Manufacturing and Aerospace; Arts; Business; Healthcare; Humanities; Science, Technology, Engineering, and Math (STEM), Social Science, Education, and Public Safety.

Students who are unsure what subject they'd like to study start with the Exploratory pathway. This pathway is designed to help students clarify their interests and life goals during their first quarter. They will choose a suitable pathway before moving into their second quarter.

For more information, see [EverettCC.edu/Pathways](http://EverettCC.edu/Pathways)

## GRADUATION REQUIREMENTS FOR ALL CERTIFICATES AND DEGREES

A certificate is awarded for successful completion of a core of technical credits designed to prepare a student for immediate employment. An associate degree represents the equivalent of two years of full-time study in a university transfer program or specialized technical field.

EvCC values study in subjects that broaden a learner's perspectives and competencies. Therefore, some certificates and each degree requires students to take general education courses in communication, quantitative skills, human relations and other fields.

Students have the responsibility of verifying specific graduation requirements with their faculty advisors. Specific program requirements are stipulated in the curriculum guides available from Enrollment Services.

### Philosophy Statement on General Education

"At Everett Community College, we believe that all people have both a right and a responsibility to find out who they are, what they can become and how they relate to others. We further believe that societies, and communities within them, can neither sustain themselves, nor flourish without people who understand themselves and the world in which they live. General Education is the life-long process through which people accumulate the knowledge, skills and understanding necessary to function more completely in complex and diverse societies. As an institution of learning, we acknowledge that we contribute to this process, and we commit ourselves to providing an environment within which people will have the opportunity to further their growth as individuals and members of society."

EvCC General Education Task Force, 1998

### Requirements for All Certificates and Degrees

The college provides assistance in determining completion of the required curricula for graduation through curriculum guides, advisors and counselors. However, the final responsibility for meeting all academic and graduation requirements rests with the individual student. All certificate- and degree-seeking students must have an advisor. The Enrollment Services office may assign an advisor.

The requirements for all degrees are as follows:

- ❖ For any associate degree, a minimum of 90 credits is required, at least 30 of which must be earned at EvCC in order to be eligible for graduation. The 90 credits may not include any under 100-level High School Completion (HSC) courses. At least 30 credits must be traditionally graded and calculated in the EvCC GPA. Exception to the 30-credit residency rule: ATA in multi-occupational trades may use a minimum of 20 credits to satisfy the residency requirement. Where applicable, a maximum of three physical education activity credits may be included (in the A-List electives only) in the total.

- ❖ For any associate degree, all students must complete a diversity course. Such courses are designated with a "D" at the end of the course number, such as HUMN 110D. The diversity course may also be used to meet degree requirements, such as Social Science or Humanities, depending on the course selected, although the credit will only be counted once
- ❖ For a certificate, the minimum number of credits varies by program. At least one third of the minimum credits required for the certificate must be earned at EvCC.

Students must satisfy all specific requirements for the certificate or degree sought, including:

- 1) Students who apply for a certificate or degree while currently attending, or within 12 months of their last attendance, must satisfy the requirements in effect at the time of the award of the certificate or degree, or published in a catalog or curriculum guide in effect at any time during their most recent continuous attendance at EvCC. (Continuous attendance is defined as completing at least one term within consecutive 12-month periods.) Students needing longer than five years to complete a given program may be subject to updated graduation requirements.
- 2) Students who apply for a certificate or degree after an absence of more than 12 months are subject to the requirements in effect:
  - a) at the time of their last attendance if, in fact, they fully met the requirements at that time. The certificate or degree is posted with the date of their last term at EvCC. Or,
  - b) at the time they submit the application for the certificate or degree if they are using transfer credit from a more recently attended institution toward the EvCC certificate or degree. The certificate or degree will be posted with the date of the term in which the application was submitted.
- 3) Earn an EvCC cumulative grade-point average of at least 2.0. (Transfer to four-year public and private colleges and universities is competitive. Many four-year institutions require a higher grade point average for admission.)
- 4) Fulfill all obligations to the college, financial or otherwise.
- 5) File an application for graduation with the Enrollment Services office. This should be done at least one quarter before the quarter of intended graduation. See the Academic Calendar in the front of the Catalog. Students who plan to participate in the June commencement ceremony and have their name printed in the commencement program must file an application for a diploma by the deadline published in the class schedule and in the front of this Catalog. The deadline is typically about 18-20 weeks prior to graduation; applications received after that deadline will still receive consideration but may be delayed until the on-time applications are completed. The diploma application must be filed in the Enrollment Services office.

Please note that degrees may be auto-conferred if it is determined by the Enrollment Services office that a student has met all requirements for a certificate or degree.

## CERTIFICATES

Certificates of Completion are awarded in many technical and career fields and are designed to prepare graduates for employment. Generally, certificate programs are about a year long. In many cases, the courses completed for a certificate will also lead to an associate degree if the student completes additional requirements.

Specific requirements for each certificate are outlined in the college's curriculum guides, available from advisors, the Counseling & Student Success office, and the Enrollment Services office. Currently, certificates are awarded in:

- ❖ Administrative Support
- ❖ Advanced Manufacturing Technology
  - Aerospace Composites Foundations
  - Aerospace Composite Technician



- Aerospace Design – CATIA v5
- Aerospace Fabrication and Welding
- Engineering Technology (CAD)
- Manufacturing Pre-Employment
- Principles of Precision Machining
- Technical Design (CAD)
- Welding and Fabrication
- ❖ Aircraft Electronics Technician
- ❖ Airframe/Avionics
- ❖ Avionics Technician
- ❖ Aircraft Wiring
- ❖ Aircraft Avionics Systems
- ❖ Aviation Maintenance Technology
- ❖ Bookkeeping
- ❖ Business Administration
- ❖ CATIA V5
- ❖ Computing Technician
- ❖ Cosmetology
- ❖ Cybercrime Investigation
- ❖ Cybersecurity Analyst
- ❖ Database Management
- ❖ Early Childhood Education
  - ❖ • State Early Childhood Education (statewide)
  - ❖ • State Initial Early Childhood Education (statewide)
  - ❖ • State Short Certificate of Specialization-Administration (statewide)
  - ❖ • State Short Certificate of Specialization-General (statewide)
  - ❖ • State Short Certificate of Specialization-Infants and Toddlers (statewide)
- ❖ Emergency Medical Technician
- ❖ Fire Science
- ❖ Fire Service Administration
- ❖ Fire Service Management
- ❖ Graphic Design
- ❖ Hair Design
- ❖ Healthcare Risk Management
- ❖ Interactive Web Design
- ❖ Legal Office Assistant
- ❖ Legal Office Support
- ❖ Mechatronics Systems
- ❖ Medical Administrative Support
- ❖ Medical Assistant
- ❖ Medical Billing Specialist
- ❖ Medical Coding
- ❖ Medical Interpreter - Spanish
- ❖ Medical Receptionist
- ❖ Medical Transcription and Editing

- ❖ Networking Specialist
- ❖ Nursing Assistant
- ❖ Office Assistant
- ❖ Phlebotomy
- ❖ Property Management
  - ❖ • Maintenance Worker
  - ❖ • Desk Operations
- ❖ Retail Management
- ❖ Robotics Foundations
- ❖ Systems Specialist
- ❖ Sustainable Office (I-Best)
- ❖ Sub-Arc Welding
- ❖ TIG Welding
- ❖ Welding
- ❖ Welding Entry Level

The college reserves the right to add, change, or terminate certificate programs.

## ASSOCIATE DEGREES

EvCC offers associate degrees in both university transfer and technical and career areas. Preparation for a major at a university can be accomplished through careful selection of courses that meet the requirements of our degrees. Information about preparing for majors in a wide variety of areas is available in our curriculum guides. See also the information on transferring at the end of this section.

**Associate in Arts and Sciences (AAS)** – DTA is awarded for completion of a program of study designed primarily for transfer to a four-year college or university. The AAS - DTA degree meets statewide general transfer guidelines, often referred to as the direct transfer degree, or DTA.

**AAS - Option I** degree is awarded for pre-approved programs leading to professional careers or selected university majors, for example, Music.

**Associate in Business (DTA)** degree is structured to enable a student to prepare for a university major in business administration or accounting.

**Associate of Science - Transfer (AS-T)** degree is designed for students majoring in sciences, computer science and engineering who wish to transfer to a Washington college or university. Students preparing to transfer to a university for a Bachelor's degree in Engineering may follow one of three major-ready pathways:

**Associate of Science - Pre-Engineering Technology: Mechanical, Civil, Aeronautical, Industrial, Materials Science**

**Associate of Science - Pre-Engineering: Computer and Electrical**

**Associate of Science - Pre-Engineering: General Engineering Transfer**

**Associate in Technology (DTA)** includes courses needed to satisfy the prerequisites of science or engineering-related technology degrees.

**Associate in Pre-Nursing (DTA/MRP)** prepares students who wish to complete their first two years of general education requirements and prerequisites prior to transferring to a university toward a bachelor's degree in Nursing.

**The Associate in Applied Science - Transfer (AAS-T)** is designed in coordination with a university and enables students to use a designated technical program toward a specific university major, such as computer information systems.

- ❖ Aviation Maintenance Technology.
- ❖ Criminal Justice
- ❖ Fire Science

- ❖ Information Technology
- ❖ Medical Assistant
- ❖ Nursing

**Associate in General Studies (AGS)** is awarded for completion of a program of study in general education.

**Associate in Fine Arts (AFA)** is awarded for completion of course work in the interdisciplinary Arts. Areas of emphasis are Graphic Design, Photography, Studio Arts, and Written Arts.

**Associate in Technical Arts (ATA)** is awarded for completion of a program of study in technical education. Degrees are awarded in these fields:

- ❖ Accounting
- ❖ Aircraft Electronics Technician
- ❖ Airframe/Avionics
- ❖ Aviation Maintenance Technology
- ❖ Business Administration
- ❖ Business Technology
- ❖ Composites
- ❖ Cosmetology
- ❖ Early Childhood Education
- ❖ Education Paraprofessional
- ❖ Fire Science
- ❖ Fire Service Management & Administration
- ❖ Information Technology
- ❖ Interactive Web Design
- ❖ Medical Assistant
- ❖ Multi-Occupational Trades
- ❖ Precision Machining
- ❖ Technical Design (CAD)
- ❖ Welding
- ❖ Welding & Fabrication

EvCC reserves the right to add, change or terminate degree programs. Current requirements for the degrees follow, and are subject to change.

## ASSOCIATE IN ARTS & SCIENCES (AAS) – DIRECT TRANSFER AGREEMENT (DTA)

### Requirements for AAS Degree (DTA)

Everett Community College has agreements with most four-year colleges and universities in the state for direct transfer of EvCC students under guidelines developed by the Inter-College Relations Commission of the Washington Council on High School-College Relations. Under these agreements EvCC's Associate in Arts and Sciences degree, when earned under the DTA, may be used to satisfy the lower division general education requirements of the four-year colleges and universities. A comparable agreement has also been negotiated with several universities in Oregon. Accepting the AAS-DTA are:

Argosy University, Bastyr University, Central Washington University, City University, Eastern Oregon University, Eastern Washington University, Evergreen State College, Gonzaga University, Heritage University, Northwest University, Oregon State University, Pacific Lutheran University, Portland State University, Seattle Pacific University, Seattle University, St. Martin's University, Trinity Lutheran, University of Oregon, University of Washington, Washington State University, Western Washington University, and Whitworth College.

This degree fulfills only lower-division general university requirements. Most professional programs have additional course requirements and higher GPA requirements for admission. Students intending to major in professional programs such as business, engineering, education, nursing, sciences, and physical therapy, for example, should consult the appropriate curriculum guide and the catalog of the four-year school for special admission or graduation requirements.

Some colleges and universities have imposed special requirements in addition to the Direct Transfer Degree. The following list is probably not complete. Students intending to transfer to a specific college or university should read their catalog carefully and consult with the undergraduate admissions office well in advance of transferring.

1. Students should select courses within the AAS-DTA that prepare them for their major. For some universities this will provide an added edge if admission is very competitive.
2. Students intending to transfer to the University of Washington should be aware that additional general education requirements may be imposed at the time of transfer.
3. Students are encouraged to check with the receiving institution for current GPA and foreign language admission requirements.
4. Additional theology/philosophy courses are required for graduation by Gonzaga University, Northwest University, Pacific Lutheran University, Saint Martin's University, Seattle Pacific University, Seattle University, and Whitworth College.

Hope International University, the University of Maryland University College, Minot State University (ND), the University of Phoenix, Capella University, Temple University – Japan, Kaplan University, and Fort Hays University also provide for special transfer arrangements for students with the AAS – DTA.

Students who transfer without the degree will have their courses evaluated for satisfaction of general education distribution and elective requirements on a course-by-course basis according to the policy of the four-year college or university. Recognition of non-traditionally graded courses, CLEP credits, and equivalency credits varies by each four-year college and university.

Students must satisfy all requirements described above in Graduation Requirements for all certificates and degrees. Direct Transfer degrees require successful completion of at least 90 applicable credits with a cumulative GPA of at least 2.0, following the requirements below.

- ❖ At least 60 quarter credits must be from courses listed in the four distribution areas: Basic Skills – 15 minimum; Humanities – 15 minimum; Social Sciences – 15 minimum; and Natural Sciences – 15 minimum. No more than 15 credits may be from restricted electives. Courses may be applied toward only one distribution area, even if listed as usable in more than one area.
- ❖ Courses must be completed with a grade of 'D' or above
- ❖ Common Course Numbers are represented with an ampersand (&) next to the number. Common Course Numbers (CCN &) are common only in the Washington community and technical college system, not necessarily with universities. An "&" does not indicate any extraordinary transferability to a university.
- ❖ No more than 10 credits in any one discipline may be applied to the distribution areas. For example, a student who takes a History as a Humanities and a History as a Social Science has met the maximum credits for History in the distribution.

**I. COMPLETION** of a College Success Course, 2 credits. Most students will take COLL 101 to meet this requirement. Some majors, such as Engineering, offer a major-specific version of the course (ex. ENGR 101), which may also be used to meet the requirement

**II. COMPLETION** of a Diversity Course, 5 credits. Diversity courses focus on perspectives related to diversity in our society. Courses are listed in the Class Schedule with a D in the course number, such as ENGL 120D or ANTH& 206D. They are typically found in the areas of Communications, Humanities, Social Sciences and Transfer Electives. A "D" course may count toward one of the requirements listed below, as well as meet the Diversity Course requirement. Please consult with your advisor.

**III. BASIC SKILLS DISTRIBUTION (15 credits minimum)****A. Basic Communication Skills (10 credits minimum)**

Select 5 credits from the following:

English &101 or &101D (required)

Plus 5 additional credits from:

Anthropology: &206D (beginning Fall 2013)

English: &102, &102D, 103, 105, 211, &230, &235

Communication Studies: &220, 223

**B. Basic Quantitative Skills (5 credits minimum)**

Math: &107, 138, &141, &142, &144, &146, &148, &151, &152, &163, 246, &254, 260, 261, &264

Philosophy: &120

**IV. HUMANITIES DISTRIBUTION**

15 credits minimum from at least 3 different disciplines; no more than 5 credits total from world languages, and no more than 5 credits from Performance Skills (HP) in the next section.

\*Note: University of Washington foreign language exception: First year world language (&121, &122, &123) may not be allowed for distribution credit if used to satisfy the UW foreign language proficiency requirement. Contact a UW advisor.

**Humanities unrestricted list**

Arabic: 121, 122, 123

Art: &100, 124D, 220, 221, 222, 224, 228D

American Sign Language: &121\*, &122\*, &123\*, &221, &222, &223.

Chicano Studies: 105D

Chinese: &121\*, &122\*, &123\*.

Communication Studies: &102, 104, 204D, &210, &220, 223, &230.

Drama: &101, 107D

English: 110, &111, &113, 120, 120D, 135D, 171, 173, 175D, 183, 183D, 203, 203D, 210, &224, &225, 229, 233, 240, &246, 247, 251, 252, 253, &254, 263D

Film: 100, 102

French: &121\*, &122\*, &123\*, &221, &222, &223

German: &121\*, &122\*, &123\*, &221, &222, &223

Global Studies: 102, 103, 105D, 185D, 187D, 281D

History: 100, 103D, 111, 112, &146, &147, &148, 170D, 210, &214

Humanities: &101, 110D, 125, 150, 150D, 160, 160D, 166D, 170, 178D, 180D, 195, 196, 210, 227, 247, 247D, 248

Italian: 121\*, 122\*, 123\*

Japanese: &121\*, &122\*, &123\*, &221, &222, &223

Linguistics: 200

Music: &105, 110, 110D, 115, 116, &141

Philosophy: &101, 110, 114, &115, 125D, 150, 214, 215, 234, 267

Photography: 230

Russian: &121\*, &122\*, &123\*, &221, &222, &223

Sociology: 248

Spanish: &121\*, &122\*, &123\*, &221, &222, &223

Speech: See Communication Studies

Theatre: See Drama

**Humanities restricted list - Performance Skills (HP)**

5 credits maximum. This category is optional.

Art: 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 123, 135, 140, 141, 142, 200, 201, 205, 206, 210, 211, 213, 215, 216, 230, 231, 232, 240, 241, 242, 243, 270, 271, 272, 273, 274, 280, 294

English: 106, 108, 109, 165, 166, 168, 169, 205, 206, 208, 209

Drama: 100, 102, 121, 130

Humanities: 184

Journalism: 101, 110, 111

Music: 117, 118, 119, 124, 125, 126, 128, 140, 147, 151-159, 217

Photography: 110, 111, 112, 151, 210, 211, 212

**V. SOCIAL SCIENCES DISTRIBUTION**

15 credits minimum from at least three disciplines.

Anthropology: 116D, 122D, 201, 202, 203, &204, &206D, &216D, 230D, &234D, 255D, 270, 271

Business: &101, &201

Communication Studies: &102

Criminal Justice: &112

Early Childhood Education: &105

Economics: 101D, &201, &202

Education: &115D (effective Fall 2013), &202

Geography: 101, 102, 102D, 200, 201, 201D, 220, 230, 240

Global Studies: 101D, 102, 103, 186D, 187D, 281D

History: 100, 103D, 111, 112, &146, &147, &148, 170D, 210, &214

Humanities: 110D, 178D, 180D, 248

Linguistics: 200

Philosophy: &101, 110, &115, 118, 125D, 215, 267

Political Science: &101, &200, &202, &203, &204, 205, 210D

Psychology: &100, 125, &200, 205, 209, 210D, &220, 225, 230, 235, 240

Sociology: &101, 150, 160, &201, 209, 220, 220D, 230, 233, 240, 248, 255, 255D, 257

**VI. NATURAL SCIENCES DISTRIBUTION**

15 credits minimum from at least 3 different disciplines. Must include a lab-science course from Part A below. Only 5 credits allowable from Part C below.

**Part A: Biological/Earth/Physical Science courses (Lab):**

Anthropology: &215

Astronomy: &101, &115, 122

Atmospheric Science: 101

Biology: &100, 103, 107, 130, 190, &211, &221, &222, &223, &231, &232, &260

Botany: 113, 115D

Chemistry: &110, &121, &131, &140, &161, &162, &163, &261, &262, &263

Engineering: 205 Environmental Studies: &101

Geography: 205 (beginning Winter 2008)

Geology/Geoscience: 102, &103, 104, 106, 107, 108, &110, 190, &208

Natural Science: 105, 107, 150

Nutrition: 180 (effective Fall 2016)

Oceanography: &101

Physics: 102, 103, &114, &115, &116, &231, &232, &233, &241, &242, &243

## **Part B: Biological, Earth or Physical Science courses (Non-Lab):**

Anthropology: &115, 201 (prior to Spring 2003)

Astronomy: ASTR& 100

Biology: 105, 142

Environmental Studies: &100, 250

Geology/Geoscience: 105

Natural Science: 103

Nutrition: &101, 126, 136, 160, 180 (prior to Fall 2016), 216, 226

## **Part C: Other Science courses**

(5 credits maximum may be applied toward Natural Science Distribution):

Computer Science: 110, &131, 132, &141, 143, 233, 260

Engineering: 110, 111, &114, 120, 201, &214, &215, 216 (effective Spring 2014), &224, &225, 240

Geography: 205 (prior to Winter 2008)

Geographic Info Systems: 200, 201, 205

Mathematics: 100, &107, 138, &141, &142, &144, &146, &148, &151, &152, &163, 246, &254, 260, 261, &264

Philosophy: &120

## **VII. TRANSFER ELECTIVES (List A)**

Any course listed under Distribution credits above may be used as a transfer elective. Additional courses which are fully transferable as electives toward the 90 credits required for this degree are:

Accounting: &201, &202, &203 Art: 275, 276, 277, 297

Business: 150, 200, 230, 250

Criminal Justice: &101, &105#, &110#, &240

Early Childhood Education: 130

Education: &115D#, &203#, 250-252#

Engineering: &104, 108, 109, 121, 202, &204, 220, 298

English: 150, 151, 152

German: 190

Graphic Arts: 120#

Human Services: 101

Humanities: 115

Journalism: 170

PEHW Pre-Professional courses: 201, 203, 235.

PEHW Activity courses 100 and above: Only 3 credits maximum may be applied toward the degree.

Photography: 116, 118

Psychology: 150, 256

NOTE: Courses noted with a # are acceptable for students transferring AFTER Spring, 2007

## **VIII. APPLIED ELECTIVES (LIST B) 15 CREDITS MAXIMUM**

Any course numbered 100 or above and not listed under distribution or transfer electives (list a), except ART 130, FIRE 254 and PHYS 130.

## **ASSOCIATE IN ARTS AND SCIENCES - OPTION I**

The Associate in Arts and Sciences Option I is a degree comprised of courses tailored to a major in a professional area of study. The Option I degree differs from the AAS-DTA in that the college has identified a curriculum that requires a preponderance of major-specific courses that preclude the inclusion of many of the general education courses that are required for the AAS-DTA degree. The Option I degree differs from the Associate in Technical Arts in that the courses lead to a professional career highly related to a university major. This is not a Direct Transfer Agreement.

The following are requirements for the AAS-Option I:

- ❖ The student must successfully complete a minimum of 90 quarter hours of courses numbered 100 and above in an approved program, with a cumulative GPA of at least 2.0. The following qualify as approved programs:
- ❖ Degree outlined in an Everett Community College curriculum guide leading to an Arts and Sciences degree – Option I. The specialty area will be indicated on the student's diploma and transcript, such as Music, for example. Or
- ❖ Courses conforming to the transfer guides of a four-year college or university. The burden of proof of the transferability of such a program rests with the student. The specialty area will be indicated on the student's diploma and transcript.
- ❖ Satisfy all requirements described earlier in graduation requirements for all certificates and degrees.

## **ASSOCIATE OF SCIENCE - TRANSFER (AS-T)**

Students who are pursuing a natural, physical or computer science major may find the Associate of Science a good vehicle for transfer to most of Washington's universities. The Associate of Science – Transfer has two tracks.

### **Track I**

- Biology
- Chemistry
- Earth Science
- Geology

### **Track II**

- Atmospheric Sciences
- Engineering
- Physics

Students earning this degree will normally transfer with junior standing and about half of the lower division general education requirements of the baccalaureate colleges and universities. Remaining general education courses may be taken after transfer and prior to completion of a baccalaureate degree. This degree enables students to concentrate on fulfilling pre-major coursework in their intended field of study. Curriculum guides for each of these tracks are available from Enrollment Services. Please note that science sequences (ex PHYS& 114-116) should not be broken up between institutions.

In addition to the specific requirements for the AS-T degree, students must:

Complete at least 90 applicable credits with a cumulative GPA of at least 2.0., and

Satisfy the requirements as described in graduation requirements for all certificates and degrees.

It is essential to work with an advisor for the AS-T degree.



## **ASSOCIATE IN BUSINESS – DIRECT TRANSFER AGREEMENT/MAJOR-RELATED PROGRAM**

Students interested in attending one of Washington's universities majoring in business administration, accounting, economics, management, and other areas related to business may consider completing the Associate in Business – Direct Transfer Agreement/Major-Related Program (DTA/MRP) degree. This degree follows a pattern very similar to that of the AAS – DTA, but specifies courses that meet pre-requisites for business majors. To complete this degree, students must:

- ❖ Successfully complete a minimum of 90 applicable quarter hours as listed in the Associate in Business Curriculum Guide,
- ❖ Take courses consistent with the statewide agreement posted on the SBCTC website: [http://sbctc.edu/docs/education/transfer/business-dta\\_mrp\\_agreement\\_final.pdf](http://sbctc.edu/docs/education/transfer/business-dta_mrp_agreement_final.pdf)
- ❖ Earn a minimum cumulative GPA of 2.0,
- ❖ Complete the pre-requisites for the major with a grade of at least C, and
- ❖ Satisfy all requirements described earlier in graduation requirements for all certificates and degrees.

## **ASSOCIATE IN NURSING – DIRECT TRANSFER AGREEMENT/MAJOR-RELATED PROGRAM**

Students interested in attending one of Washington's universities to complete an RN to Bachelor of Science in Nursing completion degree may consider completing the Associate in Nursing – Direct Transfer Agreement/Major-Related Program (DTA/MRP) degree. This degree includes general education requirements and prepares a student for licensure as a registered nurse through Washington state. To complete this degree, students must:

- ❖ Successfully complete a minimum of 135 applicable quarter hours as listed in the Associate in Nursing DTA/MRP Curriculum Guide,
- ❖ Take courses consistent with the statewide agreement posted on the Washington Student Achievement Council website: <https://www.wsac.wa.gov/sites/default/files/2016.06.15.NursingDTAMRP.pdf>
- ❖ Earn a minimum cumulative GPA of 2.0,
- ❖ Complete the pre-requisites for the major with a grade of at least C, and
- ❖ Satisfy all requirements described earlier in graduation requirements for all certificates and degrees.

Students completing this degree should note that certain universities and colleges may have additional requirements for admission to the institution that are not prerequisites specifically identified in the DTA requirements. Some schools may also have higher minimum GPA requirements or require a specific minimum GPA in specific courses or sets of courses. Students should contact their intended transfer institution early in order to learn about any unique requirements.

## **ASSOCIATE IN TECHNOLOGY (DTA)**

The Associate in Technology DTA prepares students for university majors in science and engineering technologies. This degree is accepted under agreement with designated Washington universities and satisfies the lower-division general education requirements in most cases. Advisor guidance is strongly recommended. To complete this degree students must:

Successfully complete a minimum of 90 applicable quarter hours as listed in the Associate in Technology Curriculum Guide, Earn a minimum cumulative GPA of 2.0, Satisfy all requirements described earlier in graduation requirements for all certificates and degrees.

## **ASSOCIATE OF SCIENCE PRE-ENGINEERING TECHNOLOGY: MECHANICAL, MANUFACTURING AND PLASTICS DIRECT TRANSFER AGREEMENT/MAJOR-RELATED PROGRAM**

The Associate of Science in Pre-Engineering Direct Transfer Agreement/Major-Related Program (DTA/MRP) prepares students who wish to pursue a bachelor's degree in Engineering at a university following completion of an associate degree program that satisfies lower division general education requirements. This degree is accepted under agreement with designated Washington universities and satisfies the lower-division general education requirements in most cases. Advisor guidance is strongly recommended. To complete this degree students must:

- ❖ Successfully complete a minimum of 90-110 applicable quarter hours as listed in the Associate of Science in Pre-Engineering DTA/MRP and as outlined in the Engineering Curriculum Guide,
- ❖ Earn a minimum cumulative GPA of 2.0,
- ❖ Satisfy all requirements described earlier in graduation requirements for all certificates and degrees.

## **ASSOCIATE OF SCIENCE PRE-ENGINEERING TECHNOLOGY: COMPUTER AND ELECTRICAL ENGINEERING DIRECT TRANSFER AGREEMENT/MAJOR-RELATED PROGRAM**

The Associate of Science in Pre-Engineering Direct Transfer Agreement/Major-Related Program (DTA/MRP) prepares students who wish to pursue a bachelor's degree in Engineering at a university following completion of an associate degree program that satisfies lower division general education requirements. This degree is accepted under agreement with designated Washington universities and satisfies the lower-division general education requirements in most cases. Advisor guidance is strongly recommended. To complete this degree students must:

- ❖ Successfully complete a minimum of 90-110 applicable quarter hours as listed in the Associate of Science in Pre-Engineering DTA/MRP and as outlined in the Engineering curriculum guide,
- ❖ Earn a minimum cumulative GPA of 2.0,
- ❖ Satisfy all requirements described earlier in graduation requirements for all certificates and degrees.

## **ASSOCIATE IN PRE-NURSING – DIRECT TRANSFER AGREEMENT/MAJOR-RELATED PROGRAM**

The Associate in Pre-Nursing Direct Transfer Agreement/Major-Related Program (DTA/MRP) prepares students who wish to pursue a bachelor's degree in Nursing at a university following completion of an associate degree program that satisfies lower division general education requirements. This degree is accepted under agreement with designated Washington universities and satisfies the lower-division general education requirements in most cases. Advisor guidance at both EvCC and the transfer institution is strongly recommended.

To complete this degree students must:

- ❖ Successfully complete a minimum of 90 applicable quarter hours as listed in the Associate in Pre-Nursing DTA/MRP,
- ❖ Earn a minimum cumulative GPA of 2.0,
- ❖ Satisfy all requirements described earlier in graduation requirements for all certificates and degrees.

## ASSOCIATE IN APPLIED SCIENCE - TRANSFER

This degree enables graduates of a specific technical program to transfer to a designated college or university. Students complete several general education courses and a large number of technical courses. Upon transfer, students will complete the remainder of the university's general education requirements as well as more advanced courses related to their professional technical career preparation. To earn this degree:

- ❖ The student must successfully complete a minimum of 90 quarter hours of courses numbered 100 and above in an approved program, with a cumulative GPA of at least 2.0 and
- ❖ Satisfy all requirements described earlier in graduation requirements for all certificates and degrees.

This degree is available in Aviation Maintenance Technology, Criminal Justice, Fire Science, Information Technology, Medical Assistant and Nursing. Refer to the program curriculum guides for degree details.

## ASSOCIATE IN GENERAL STUDIES (AGS)

Requirements for AGS Degree

The degree in Associate in General Studies is designed for students who wish to complete a degree in general studies. To earn this degree:

- 1) The student must successfully complete a minimum of 90 credits with a cumulative GPA of at least 2.0. At least 30 credits must be in traditionally graded courses numbered 100 or above.
- 2) Courses selected to satisfy the humanities, social science, and science/math requirements must be from at least three different disciplines.
- 3) At least 25 of the credits must satisfy the following basic skills and general education requirements:
  - a) Communications 5 credits minimum, from ENGL 098 or &101 or CMST &210, &220
  - b) Quantitative Skills
 

5 credits, to be selected from any EvCC Math course numbered 080 or above, or any 5 credit course that meets the Basic Quantitative Skills requirement of the AAS-DTA degree. High school equivalent courses may not be substituted.
  - c) Humanities
 

5 credits minimum from the published AAS - DTA guide.
  - d) Social Sciences
 

5 credits minimum from the published AAS - DTA guide
  - e) Natural Sciences
 

5 credits minimum from the published AAS - DTA guide.
- 4) Satisfy all requirements described earlier in graduation requirements for all certificates and degrees.

## ASSOCIATE IN FINE ARTS (AFA)

Requirements for Associate in Fine Arts (AFA)

The Associate of Fine Arts is designed for students pursuing the fine arts, but does not transfer to other college and universities the way the Associate of Arts & Sciences – DTA does. The AFA is accepted by The Evergreen State College and some other colleges. Students pursuing a Bachelor of Arts or a Bachelor of Fine Arts should consult their faculty advisor and the university in which they intend to enroll about transferability.

### 1) Basic Skills Distribution (15 credits minimum)

Communication Skills (10 credits from the following:)

English &101 (required)

English &102, 103

Communication Studies: CMST &220 or 223

English &230

Quantitative Skills (5 credits minimum)

Business 130 (not recommended for transfer)

Math &107, 138, &141, &146, &148, &151, &152

Philosophy &120

### 2) Core Art Skills (47 credits) (see emphasis area degree planning guide)

ART 110

ART 115

### 30 credits from ART Focus courses listed on curriculum guide

Graphic Arts

Photography

Studio Arts

Portfolio Review ART 195

Final Presentation ART 295

### 3) Humanities Distribution (5 credits)

To be selected from the Humanities Distribution in the Associate in Arts and Sciences DTA. ART 124D recommended

### 4) Social Sciences Distribution (5 credits)

To be selected from the Social Sciences Distribution in the Associate in Arts and Sciences - DTA.

### 5) Natural Sciences Distribution (5 credits)

To be selected from the Natural Sciences Distribution in the Associate in Arts and Sciences – DTA.

### 6) Interdisciplinary Skills (15 credits)

Choose at least one course from each of three disciplines.

Drama DRMA &101, 102, 107D

Film FILM 100

Graphic Arts GRAPH 110

Journalism JOURN 101, 102, 110, 170

Music MUSC &105, 110D, 115, 116

Photography PHOTO 110

Writing/English ENGL 105, 106, 108, 109

### 7) Satisfy all requirements described earlier in graduation requirements for all certificates and degrees.

## ASSOCIATE IN TECHNICAL ARTS (ATA)

The degree of Associate in Technical Arts (ATA) is awarded for completion of a program of study in technical education, the purpose of which is to prepare students for related employment with skills that meet the needs of the business community. To earn this degree the student must successfully complete a minimum of 90 credits, with a cumulative GPA of at least 2.0, which must include:

- 1) All courses required or satisfaction of the specific technical program requirements as outlined in the appropriate curriculum guide.
- 2) The following general education requirements:
  - a) **Communications**  
Minimum of 5 credits selected from ENGL 098, ENGL& 101, CMST& 210, CMST& 220, or CMST 204D
  - b) **Quantitative Skills**  
Minimum of 5 credits. Select a course from the AAS – DTA quantitative skills list, or complete the course(s) identified as the quantitative skills course(s) in the ATA curriculum guide for the appropriate degree.
  - c) **Human Relations**  
Minimum of 3 credits. Select from BUS 110D, BUS 165, CMST& 210, CMST& 230, H DEV 155, HLTH 150D
- 3) Computer Literacy will be embedded or listed as a requirement of the program.  
Each technical program will be responsible for students' use of computers and technology as appropriate in their course of study.
- 4) Appropriate safety, industrial safety, and environmental awareness instruction will be included in the specific technical program requirements.
- 5) Students must complete a diversity course. Such courses are designated with a "D" at the end of the course number, such as HLTH 150D. The diversity course may also be used to meet degree requirements, such as Communications, depending on the course selected, although the credit will only be counted once.
- 6) Satisfy all requirements described earlier in graduation requirements for all certificates and degrees.

## TRANSFER POLICY

### Transferability of Courses

As an accredited institution, college-level credits from Everett Community College may be evaluated for transfer credit by other colleges and universities.

The transfer institution determines the transferability of courses toward baccalaureate degrees. Courses are evaluated by the transfer institution on a course-by-course basis as equivalent to required or elective courses. The Associate of Arts and Sciences degree - DTA, the Associate of Science, and the Associate in Business-DTA operate under special transfer agreements with other Washington colleges and universities and with some Oregon colleges and universities, usually enabling the student to transfer two full years of credit to the transfer institution.

EvCC curriculum guides assist students in the selection of appropriate courses for various programs, but it is the responsibility of each student to determine that the courses chosen meet the requirements of the selected transfer institution. The transferability of non-traditional credits such as military and CLEP should be confirmed with the institution to which the student intends to transfer. Courses numbered below 100 are not transferable.

Students should maintain a 2.0 (C) or higher grade in each course applied toward communication, quantitative skills, humanities, social sciences, and natural sciences distribution areas, as well as in all courses applicable to their intended majors. Some upper-division schools will not accept courses with grades lower than a 2.0. Most universities will require a cumulative GPA well above 2.0.

### Entrance Requirements for Transfer

A transferring student will be expected to meet the entrance requirements of the two-year

or four-year college or university at the time of transfer. An institution to which an official transcript has been sent may re-compute the grade point average of the entering student in accordance with its own requirements and policies; this may happen frequently when non-traditional grades (S, U, I, W, Y, and V) are on the transcript.

### General Steps in Transferring

Students who plan to transfer to a four-year college or university from Everett Community College should complete the following steps:

- ❖ Obtain an EvCC curriculum guide for the chosen program from the Enrollment Services office. Confer with your faculty advisor each quarter. You may find that you need to explore some areas before deciding on a major.
- ❖ Obtain a current copy of the catalog of the college to which you want to transfer and study the requirements. Most colleges have placed their catalogs on the web. Our transfer website can be helpful also:
- ❖ EverettCC.edu/Transfer.
- ❖ Identify a university major no later than the beginning of your second year, and focus on the university requirements for that major with your advisor. Some universities give admission preference to applicants who have completed courses that prepare them to start their major. In some cases, priority for admission is given to qualified students who have completed their associate degree with courses preparatory for a specific major.

Confer with an admissions officer at the transfer college to obtain application forms and arrange to see an advisor.

Check periodically before transferring to be sure that all requirements are being met and all necessary steps are taken in compliance with specified deadlines.

Watch for notices of four-year college and university representatives on campus.

## THE WASHINGTON 45

The list of courses in Washington 45 does not replace the Direct Transfer Agreement, Associate of Science Tracks I and II, or any major-related program agreement, nor will it guarantee admission to a four-year institution

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

For transfer purposes, a student must have a **minimum grade of C or better (2.0 or above)** in each course completed from this list. Students who transfer Washington 45 courses must still meet a receiving institution's admission requirements and eventually satisfy all their general education requirements and their degree requirements in major, minor and professional programs.

### First Year Transfer List of general education courses

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

- ❖ Additional 5 credits in a different discipline can be taken from any category listed above.

Many private non-profit colleges and universities have distinct general education requirements. Students should check with the institution(s) they plan to attend regarding application of transfer credits that will meet general education requirements.

Disciplines are sometimes called subject or subject matter areas and designated by a prefix (i.e. PHIL for Philosophy and POLS for Political Science).

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

## TRANSFER RIGHTS AND RESPONSIBILITIES

### Student Rights and Responsibilities

1. 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.
2. Transfer and freshman-entry students have the right to expect comparable standards for regular admission to programs and comparable program requirements.
3. 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.
4. 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.
5. Students have the responsibility to complete all materials required for admission and to submit the application on or before the published deadlines.
6. 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.
7. When a student changes a major or degree program, the student assumes full responsibility for meeting the new requirements.
8. 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

1. Colleges and universities have the right and authority to determine program requirements and course offerings in accordance with their institutional missions.
2. 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.
3. Colleges and universities have the responsibility to communicate their admission and transfer related decisions to students in writing (electronic or paper).

## DUAL ADMISSION PROGRAMS

Dual-admission programs enable EvCC students to make early application to a partner four-year university and gain a conditional admission while still enrolled at EvCC. This early connection sets the stage for advising and course selection to ensure appropriate courses.

Dual-enrollment programs go a step further by allowing a student to take classes both at the community college and the university.

EvCC has a dual-admission agreement with University of Washington-Bothell.

## GAINFUL EMPLOYMENT

Under U.S. Department of Education Gainful Employment (GE) rules, colleges are required to publicize statistics about program cost, debt, earnings, and completion rates for students in GE programs. For important information about the educational debt, earnings, and completion rates of EvCC students who attended these programs, and other information, visit our website at [EverettCC.edu/GainfulEmployment](http://EverettCC.edu/GainfulEmployment) or the program website for the GE program of your choice.



## REQUIREMENT CODE KEY

AAS	DTA code (if applicable)	NS-L	Natural Science Lab
C	Communication Skills	SS	Social Sciences
D	Diversity	Q	Quantitative Skills
H	Humanities	SS	Social Sciences
HP	Humanities Performance	TE	Transfer Elective (A list)
R	Human Relations	W	Writing
NS	Natural Science		

Updates to these course listings can be found at  
[EverettCC.edu/Catalog](http://EverettCC.edu/Catalog)

## ACADEMIC ENGLISH PROGRAM

See Intensive English Program

## ACCOUNTING AND BOOKKEEPING

The Associate in Business DTA degree for business majors is a 90-credit program which includes the coursework required for transfer to a four-year college or university with junior-class standing. This is the recommended program for students who intend to earn a baccalaureate degree in any area of business administration, including accounting. Currently, individuals must hold a bachelor's degree to sit for the CPA Exam and complete at least 150 semester hours or 225 quarter hours.

The 90-credit Associate in Technical Arts (ATA) degree program in accounting is designed for those who desire an associate degree in accounting and a position as a bookkeeper/junior accountant in industry or government. While some of the coursework required for the bookkeeping certificate and ATA degree programs may be transferable to a four-year college or university, these programs are not intended for transfer.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Describe the multiple contexts of business—social, cultural, economic and legal—within a sustainable domestic and global environment.
- Evaluate and process quantitative and symbolic data.
- Define how elements of the legal environment impact business.
- Demonstrate the ability to effectively plan and to communicate orally and in writing.
- Apply appropriate technology and frameworks to input, manage, and interpret business information.
- Record transactions and prepare financial statements for a business entity.

### Faculty Advisors:

M. Connelly	425-388-9548	mconnelly@everettcc.edu
M. Eppley	425-388-9538	meppley@everettcc.edu
B. Reed	425-388-9249	breed@everettcc.edu

### ACCT 100

#### Accounting for Non-Accountants

2

Overview of accounting practices, concepts, and vocabulary designed for non-accounting staff who work with accounting and financial data. Emphasizes the interpretation of accounting concepts that underlie basic financial statements with limited focus on the detailed mechanics. Fundamentals of accounting, accounting for sales, cost of sales and inventory, internal controls (cash), depreciation methods, financial statements, and financial statement analysis – including how to read, use, calculate key financial metrics, and interpret financial information. Assesses Core Learning Outcome 2.

### ACCT 110

#### Small Business Accounting

5

Theory and practice of double-entry bookkeeping for small unincorporated businesses. Includes use of journals and ledgers, preparation of basic payroll records, worksheets, financial statements, bank statement reconciliations, and adjusting and closing entries. Emphasizes development of basic bookkeeping knowledge and skills. Not intended for transfer.

Prerequisites: Eligibility for MATH 076 or equivalent.

### ACCT 112

#### Business Taxation

5

Fundamentals of federal income taxes for sole proprietorship form of business. Includes an overview of federal law governing payroll taxes. Presents the basic framework of federal income tax filing requirements, the determination of and adjustments to gross income, personal and business deductions and business income. Covers preparation of a basic federal income tax return using income tax software. Not intended for transfer. Assesses Core Learning Outcome 2.

Prerequisites: ACCT 110 or ACCT& 201 with a grade of C or higher or instructor permission

### ACCT 113

#### Personal Finance

3

Introduction to planning, analyzing, managing, investing, growing and protecting personal financial resources. Includes money management, credit management, insurance, and investing. Working familiarity with MS Word and Excel recommended.

### ACCT& 201

#### Principles of Accounting I

5

(TE) Introductory transfer-level accounting course. Required for all business administration transfer students. Includes introduction to the financial accounting process, principles, concepts, and issues that govern the preparation and interpretation of financial statements; theory of double-entry bookkeeping; accounting procedures for service and merchandising firms; and the accounting treatment for cash, receivables, and inventory. Assesses Core Learning Outcome 2.

Prerequisites: Completion of ACCT 110 or instructor permission.

### ACCT& 202

#### Principles of Accounting II

5

(TE) Continuation of ACCT& 201. Focus on issues and choices involved in asset valuation, income determination, and financial statement preparation. Topics covered include treatment of long-term assets, current and long-term liabilities, short- and long-term investments, and transactions affecting stockholder equity. Also covers preparation of cash flow statements and calculation, as well as interpretation of financial performance ratios and comparative and common-size financial statements. Assesses Core Learning Outcomes 2, 3.

Prerequisites: Grade of C or higher in ACCT& 201 or instructor permission.

### ACCT& 203

#### Principles of Accounting III

5

(TE) Use of accounting as a tool to assist management in planning, analyzing, control, and decision making. Includes budgeting, cost behavior, cost-volume-profit analysis, standard cost systems, cost variance analysis, and capital project analysis using cash flow diagrams and present value techniques. Emphasizes accounting methods helpful in commonly encountered business decision problems. Assesses Core Learning Outcome 2.

Prerequisites: Grade of C or higher in ACCT& 202 or instructor permission.

### ACCT 210

#### Payroll

5

An examination of systems and operations of payroll accounting, including federal, state, and local payroll taxes related to business. Students will prepare payroll, record payroll, payroll tax forms, the basics of wage and hour laws—both federal and state. Coursework will be conducted utilizing manual methods, and computer-based software. Not intended for transfer students. Assesses Core Learning Outcome 2.

Prerequisites: ACCT 110 and BT 242 or instructor permission

## ACCT 215

### Computer Accounting

5

Introduction to computerized bookkeeping and accounting. The standard accounting cycle with supporting schedules and worksheets will be completed using various computer programs: Integrated General Ledger software, including QuickBooks, and spreadsheets. Not intended for transfer. Assesses Core Learning Outcome 2.

Prerequisites: ACCT 110 or ACCT& 201 or instructor permission.

## ACCT 230

### Introduction to Fraud Examination

5

Basic topics of fraud examination, including fraud schemes, laws related to fraud, the nature of fraud; understanding the implications of the fraud triangle; and risk assessment, prevention, detection, deterrence, and investigation of fraud. Gathering evidence through the examination of documents, interview theory and application, sources of information, accessing online information, tracing illicit transactions, ethics, report writing, and reporting standards. Assesses Core Learning Outcome 2.

Prerequisites: ACCT 100, ACCT 110 or ACCT & 201 with a grade of C or higher, or concurrent enrollment in ACCT 100, or instructor permission

## ACCT 250

### Capstone Financial Accounting

5

A continuation of ACCT& 202. Focuses on an expanded study of the fundamentals of accounting; including financial accounting theory and concepts; internal controls; financial statements; financial accounting reporting, including IFRS (International Financial Reporting Standards); financial analysis; inventory; operational assets; time value of money concepts; current, long-term and contingent liabilities. Includes accounting research, written and oral communication, and ethics considerations. May be repeated two times for credit. Assesses Core Learning Outcome 2.

Prerequisites: ACCT& 202 with grade of C or higher, or instructor permission.

## ACTING

See Drama

## ADULT BASIC EDUCATION

See Transitional Studies

## ADVANCED MANUFACTURING TECHNOLOGY

See Manufacturing Technology / Precision Machining Engineering Technology Composites Technology Welding and Fabrication Technical Design (CAD)

Advanced Manufacturing Technology is a set of related degrees that address the career pathway of manufacturing across the full range of design to finished product. These related programs are Technical Design (Computer Aided Design), Welding and Fabrication, Precision Machining and Composites. A core curriculum provides all students with an exposure to the principles of manufacturing operations, applied technology, industrial safety, problem solving in technical applications, creation and application of computerized design, and general college competencies. Beyond this foundation, students choose a field of expertise and specialize in their chosen program area.

Faculty Advisors:

D. Primacio	425-267-0160	dprimacio@everettcc.edu
K. Soderlund	425-388-9390	ksoderlund@everettcc.edu

## AMERICAN SIGN LANGUAGE

See World Languages

Don't see the language you are looking for? Please visit [EverettCC.edu/WorldLanguages](http://EverettCC.edu/WorldLanguages) for a list of language courses offered at EvCC and at our 5-Star Consortium member colleges.

## ANTHROPOLOGY

Anthropologists study humanity; this requires taking what is called a 'holistic' approach. The breadth of educational experiences available in anthropology includes four sub-disciplines: archaeology, biological anthropology (physical), cultural anthropology (ethnology), and linguistics. Courses in anthropology are offered in both the social sciences and the natural sciences.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Students learn how to collect information from different types of written sources.
- Students present a synthesis of the data they collect in the form of written and/or oral presentations.
- Students incorporate a cultural relativistic perspective into all course work.
- Students demonstrate how the biocultural model is integral to understanding the world from a holistic perspective.
- Students analyze the human condition both in a historical context and from the stance as a global citizen.

Faculty Advisor:

C. Clarke	425-388-9382	cclarke@everettcc.edu
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## ANTH& 115

### Our Place in Nature

5

(NS) General study of the field of archaeology, which explores human cultures through an examination of material remains and how archaeologists gather and use scientific data. Also this course is a general study of the field of biological anthropology, using evolutionary theory to explore human biological variation, the origins, major evolutionary trends, and modern taxonomic relationships of the nonhuman primates as well as the human fossil record in geological context of the last six million years of earth history. Writing assignments represent a significant component of coursework. Assesses Core Learning Outcomes 2, 3, 4.

Prerequisites: Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

## ANTH 116D

### Cultures in Context

5

(SS, D) General study of the field of cultural anthropology, which studies humanity from a cross-cultural perspective and the field of linguistic anthropology which examines human verbal and non-verbal communication. Writing assignments represent a significant component of coursework. Assesses Core Learning Outcomes 2, 3, 4.

Prerequisites: Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

## ANTH 122D

### Human Diversity

5

(SS, D) Explores how racial categories and the social consequences of research into human differences have resulted in the controversies surrounding stem cell research, cloning, and other topics labeled as neo-eugenics. Writing assignments represent a significant component of coursework. Assesses Core Learning Outcomes 2, 3, 4.

Prerequisites: Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

## ANTH 182

### Service Learning

1-2

Service Learning combines the opportunity of volunteerism with academic applications of social, economic, and political issues important to the local community. Provides for real-life application of skills and knowledge that extends learning beyond the classroom and into the community. May be repeated up to six credits. Assesses Core Learning Outcomes 2, 3, 4.

Prerequisites: Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

## ANTH 201

### Human Ecology I

5

(SS) Apply traditional ecological knowledge and modern science to contemporary problems. Partner with tribes, governments, non-profits and businesses to make our community more sustainable through wildlife tracking, habitat restoration and environmental stewardship. Assesses Core Learning Outcomes 1, 2, 3, 4, 7.

Prerequisites: Completion of ENGL 098 or ESL 098 or IELP 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

**ANTH 202****Human Ecology II****5**

(SS) Apply traditional ecological knowledge and modern science to contemporary problems. Partner with tribes, governments, non-profits and businesses to make our community more sustainable through wildlife tracking, habitat restoration and environmental stewardship. Assesses Core Learning Outcomes 1, 2, 3, 4, 7.

**Prerequisites:** ANTH 201 and completion of ENGL 098 or ESL 098 or IELP 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

**ANTH 203****Human Ecology III****5**

(SS) Apply traditional ecological knowledge and modern science to contemporary problems. Partner with tribes, governments, non-profits and businesses to make our community more sustainable through wildlife tracking, habitat restoration and environmental stewardship. Assesses Core Learning Outcomes 1, 2, 3, 4, 7.

**Prerequisites:** ANTH 202 and completion of ENGL 098 or ESL 098 or IELP 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

**ANTH& 204****Archaeology****5**

(SS) Archaeology explores and examines the prehistoric and historic record. Focus on methods used to locate, sample, and evacuate sites, techniques for dating archaeological materials, aspects of the analysis of archaeological remains, and problems encountered using examples drawn from archaeological investigations around the world. Controversial cultural issues are explored and students learn the value of the archaeological record and the importance of heritage conservation. Writing assignments represent a significant component of coursework. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

**ANTH& 206D****Cultural Anthropology****5**

(C,SS,D,W) Introduction to the study of culture and society using a cross-cultural perspective to gain better understanding of family life, kinship, economic, political, and religious systems in various societies around the world. Includes training in fundamentals of social and cultural anthropology. Writing assignments, which represent more than 50% of the coursework, are designed in compliance with the expectations for a W-designated course. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL& 101 with a grade of C or higher.

**ANTH& 215****Bioanthropology w/Lab****5**

(NS-L) Study of primates and hominids, including human evolution based upon evidence from genetics, comparative morphology, the fossil record and primate behavior. Satisfies lab natural science distribution credit. Writing assignments represent a significant component of coursework. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

**Prerequisites:** ENGL& 101 with a grade of C or higher. MATH 086 or MATH 091 with a grade of C or higher, or eligibility for MATH 096 via a math assessment

**ANTH& 216D****Northwest Coast Indians****5**

(SS, D) Overview of traditional native societies of the Northwest Coast from southern Alaska to northern California; significant features such as art, totemic crests, rank, religious beliefs, the potlatch, fishing and foraging are illustrated by comparisons and by selected ethnographic sketches; the contemporary situation in context of continuity with the past. Writing assignments represent a significant component of coursework. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

**ANTH 230D****African American Experiences****5**

(SS, D) Anthropological analysis of how African Americans contribute to American society, understanding of the varied African American ethnicities using fieldwork and ethnographic studies. Writing assignments represent a significant component of coursework. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

**ANTH& 234D****Religion and Culture****5**

(SS, D) Comparative social anthropological study of religious systems. Inquiry into various aspects of comparative tribal and world religions such as symbolism, rituals, doctrines, myths, religious specialists, personal, ecological, and social meaning of belief systems as these create religious worlds that are the context in which people live their lives. Writing assignments represent a significant component of coursework. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

**ANTH 255D****Medicine across Cultures****5**

(SS, D) Cross-cultural analysis of the environmental, historical, biological and cultural contributions to illness and health. Also offered as SOC 255D. Credit may not be earned in both SOC 255D and ANTH 255D. Writing assignments represent a significant component of coursework. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

**ANTH 270****Field Methods in Archaeology I****5**

(SS) Experience archaeological field methods through lectures, excavation, and laboratory analysis of cultural materials. Immersion in local culture and history enables students to contribute to public education efforts and gain traditional cultural knowledge. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Completion of ENGL 098 or ESL 098 or IELP 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

**ANTH 271****Laboratory Methods in Archaeology I****2**

(SS) "Hands on" work with archaeological materials in a laboratory setting and proper techniques of artifact preparation, identification, documentation, data collection, and curation. Analytic techniques applied to current research questions. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Completion of ENGL 098 or ESL 098 or IELP 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

**ANTH 272****Field Methods in Archaeology II****5**

(SS) Experience archaeological field methods through lectures, excavation, and laboratory analysis of cultural materials. Immersion in local culture and history enables students to contribute to public education efforts and gain traditional cultural knowledge. Students serve as peer advocates for introductory students. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** ANTH 270 and ANTH 271.

**ANTH 273****Laboratory Methods in Archaeology II****2**

(SS) "Hands on" work with archaeological materials in a laboratory setting and proper techniques of artifact preparation, identification, documentation, data collection, and curation. Analytic techniques applied to current research questions. Students serve as peer advocates for introductory students. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** ANTH 271

**ANTH 274****Field Methods in Archaeology III****5**

(SS) Experience archaeological field methods through lectures, excavation, and laboratory analysis of cultural materials. Immersion in local culture and history enables students to contribute to public education efforts and gain traditional cultural knowledge. Students serve as peer advocates for introductory students and explore archaeology careers. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** ANTH 272

**ANTH 275****Laboratory Methods in Archaeology III****2**

(SS) "Hands on" work with archaeological materials in a laboratory setting and proper techniques of artifact preparation, identification, documentation, data collection, and curation. Analytic techniques applied to current research questions. Students serve as peer advocates for introductory students and explore archaeology careers. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** ANTH 273

## APPRENTICESHIP

The College cooperates with local joint apprenticeship committees to offer classes in related trade training for apprentices. According to state apprenticeship law, state and local boards responsible for vocational education shall oversee related and supplemental instruction of apprentices for no less than 144 hours of regular class attendance per year during the apprenticeship-training period. The courses are open only to indentured apprentices.

The following apprenticeship programs are currently approved and offered through the unions in cooperation with Everett Community College.

PUD - 425-783-5035

We also offer apprenticeships through AJAC in Machining and Industrial Maintenance. For more information call 206-764-7940.

The College provides the ATA in Multi-trades for apprentices who reach journeyman status and complete additional college credit requirements at EvCC.

For information and advising regarding apprenticeships and the ATA in Multi-trades, contact the Aerospace & Advanced Manufacturing Careers Division at 425-388-9570 or mfg@everettcc.edu.

**AMTA 103**  
**Aircraft Maintenance General Topics II** 5  
 This apprenticeship course covers identification and selection of fuels, proper treating of structural corrosion and proper maintenance record entries.

Course includes: identification of fuels, procedures for proper engine run-up, aircraft movement, tie-down, cleaning and corrosion control, applications of geometry and algebra, and records maintenance. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3, 5.

Prerequisites: Instructor permission.

**AMTA 104**  
**Aircraft Structures I** 5  
 This apprenticeship course covers physics, government regulations for aviation maintenance, mechanic privileges, wood structures, aircraft covering and finishes. Course includes: mechanical advantage conversion FAA regulations, AMT expectations, woodcraft repair, airworthiness of fabrics, and airframe structure protection. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3, 5.

Prerequisites: Instructor permission.

**AMTA 201**  
**Aircraft Structures II** 5  
 This apprenticeship course covers sheet-metal and nonmetallic composite structures, welding an aircraft; aerodynamics of flight, and routine inspection. The course includes: metallic aircraft structures, assembly and rigging, determination of the legal airworthiness of an aircraft, power plant, and components. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3, 5.

Prerequisites: Instructor permission.

**AMTA 202**  
**Aircraft Systems I** 5  
 This apprenticeship course covers shock struts, wheels and tires, brakes; steering, warning, and anti-skid, systems, safety practices; hydraulic fluid types and characteristics; hoses, fittings, attachments, and seals; inspection, servicing, and standard maintenance practices. The course includes: steering systems, electrical brake controls, retraction and position indicating systems, power system components, and safety practices. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3, 5.

Prerequisites: Instructor permission.

**AMTA 203**  
**Aircraft Systems II** 5  
 This apprenticeship course covers cabin atmosphere control systems, aircraft instrument systems, communication and navigation systems, and aircraft fuel systems, tanks, valves, and pumps. Topics include: maintenance of cabin environment, data for power plant, electronic navigation and carrying of flammable material. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3, 5.

Prerequisites: Instructor permission.

**AMTA 204**  
**Aircraft Systems III** 5  
 This apprenticeship course teaches students to identify and install the correct types of connectors on aircraft electrical wiring, the size and type of wiring and approved components in an electrical system. Topics covered include Aircraft Electrical Systems, Position and Warning Systems, Ice and Rain Control Systems and Fire Protection Systems. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3, 5.

Prerequisites: Instructor permission.

**AMTA 205**  
**FAA Certification Test Prep** 5  
 This apprenticeship course teaches students to identify and install the correct types of connectors on aircraft electrical wiring, the size and type of wiring and approved components in an electrical system. Topics covered include Aircraft Electrical Systems, Position and Warning Systems, Ice and Rain Control Systems and Fire Protection Systems. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3, 5.

Prerequisites: Instructor permission.

**IMMA 203**  
**Maintenance Mechanic Mechanical Systems** 5  
 The apprentices will learn to maintain all of the elements of a mechanical system. Apprentices will begin by exploring mechanical fundamentals such energy, mechanical forces, and simple machines. Apprentices will learn to troubleshoot, assemble, and maintain couplings, gears, pulleys, chains, sprockets, and brakes. Hands-on activities include the disassembly, repair, and assembly of mechanical systems found in industry such as gearboxes, worm drives, standard transmissions, and differential drives. Apprentices will also practice alignment skills using a simulation station. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Instructor permission.

**INT 101**  
**Manufacturing Basics** 3  
 Topics include: Newton's Law, types of pressure, definitions of energy, force, torque, and gas laws. Provides an introduction to basic electrical practices. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Instructor permission.

**INT 108**  
**Introduction to Blueprints** 3  
 A review and experiential exercise in interpreting technical drawings. This course introduces students to the various sources of information found within technical drawings and provides practice interpreting various projections. Functions and application of linear dimensioning, tolerancing, lines and symbols. Basic vocabulary, conversions between metric and inch/pound measurements, as well as scales and datums will be explored. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Instructor permission.

**INT 110**  
**Math for Manufacturing** 3  
 An introduction to common applications of mathematics within manufacturing. Developing proficiency in arithmetic calculations and applying mathematical principles for effective on-the-job training applications. The use of mathematical symbols and processes as they relate to machine control and repair/fabrication methods is emphasized. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Instructor permission.



<b>INT 112</b> <b>Manufacturing Tools and Trades</b> <span style="float: right;">5</span> Provides participants with entry-level manufacturing skills. The use of hand tools, shop and manufacturing tools, shop safety, personal protective equipment and quality control concepts. Welding and electrical skills are also covered. Group and individual projects using technical drawings that apply learned theory to develop and utilize critical thinking and problem solving skills. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3.  <b>Prerequisites:</b> Instructor permission.	<b>MT 104</b> <b>Industrial Manufacturing Machine Maintenance</b> <span style="float: right;">5</span> Apprentices will learn the foundational principles and skills relating to machine maintenance awareness. They will learn to apply principals of welding, basic electricity, and fluid power systems to manufacturing equipment. Apprentices will examine common applications for lubricants, coolants, bearings, couplings, belt drives and chain drives. The course will apply machine control and automation concepts to awareness of machine maintenance. Apprentices will learn how to perform preventive maintenance and routine repair, monitor indicators to ensure correct operations, perform all housekeeping to maintain production schedule, recognize potential maintenance issues with basic production systems, including knowledge of when to inform maintenance personnel about problems with electrical, pneumatic, hydraulic and other systems. Assesses Core Learning Outcomes 1, 2, 5, 6, 7.  *This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students.  <b>Prerequisites:</b> MT 101, MT 102, MT 103, AND instructor permission
<b>INT 180</b> <b>Introduction to Composites</b> <span style="float: right;">3</span> The properties and processing of solid materials used in manufacturing (ceramics, metals, polymers, and composites) through classroom and lab activities. An introduction to fiber-reinforced composites and students will learn about the properties and processing of composites materials used in advanced manufacturing. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3.  <b>Prerequisites:</b> Instructor permission.	<b>PMF 101</b> <b>Introduction to Precision Metal Fabrication</b> <span style="float: right;">5</span> Basics of controlled punching, laser cutting, forming machines and machining operations. Introduces processes such as: setup, print reading, job planning, measuring skills, math (up to algebra), tooling, and machine anatomy. Safety, First Aid and CPR will also be addressed. Assesses Core Learning Outcomes 1, 2, 3, 5.  <b>Prerequisites:</b> Instructor permission.
<b>MT 101</b> <b>Industrial Manufacturing Safety</b> <span style="float: right;">5</span> Apprentices will be oriented to the occupation and learn about foundational safety requirements specific manufacturing and production. Course content will include basic shop safety, OSHA 10 and CPR/First Aid. The course will introduce the concepts of working in a safe and productive manufacturing workplace, safety, and environmental assessments, emergency drills and emergency teams, unsafe conditions and corrective action, equipment safety training, processes and procures that support a safe work environment, safety and health requirements for maintenance, installation and repair, monitoring safe equipment and operator performance, and effective safety enhancing workplace practices. Assesses Core Learning Outcomes 1, 3, 5, 6, 7.  *This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students.  <b>Prerequisites:</b> Instructor permission	<b>PMF 102</b> <b>Precision Metal Fabrication Technology</b> <span style="float: right;">5</span> Identification and use of tools such as die, square, forklift, cutting tools (laser cutting and shears), hand punch, Cleco tools (traditional pliers and pneumatic), and rivet guns. Uses of fixturing, compressed air, single pallet load/unload systems, LEAN, and rack mounts, tooling theory and construction of tooling. Assesses Core Learning Outcomes 1, 2, 3, 5.  <b>Prerequisites:</b> Instructor permission.
<b>MT 102</b> <b>Industrial Manufacturing Basics</b> <span style="float: right;">5</span> Apprentices will apply quality and continuous improvement practices to manufacturing and production. The course will introduce quality assurance, inspection, blueprint reading, interpreting manufacturing documents, precision measurement, and basic tools/equipment use and knowledge. Apprentices will learn the process of periodic or statistically based internal quality audit activities, check and document calibration of gauges and other data collection equipment, suggest continuous improvements, inspect materials and product/process at all stages to ensure they meet specifications, document the results of quality tests, communicate quality problems, take corrective actions to restore or maintain quality, use common measurement systems and precision measurement tools. Assesses Core Learning Outcomes 1, 5, 6.  *This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students.  <b>Prerequisites:</b> MT 101 AND instructor permission	<b>PMF 103</b> <b>Materials, Processes, References</b> <span style="float: right;">5</span> Materials and processes used in precision metal fabrication through various sources and hands-on activities. Analysis of essential metals such as steel alloy, stainless steels, aluminum, and sheet metal. Metallurgy, annealing, machinability, tensile properties, Heat treat, properties of bending metal etc. Materials and their properties; various processes for converting material into manufactured parts; and the interrelation between materials and processes, regarding feasibility and cost, the heat treating processes, material identification, and methods of material testing. The importance of safety and the necessity of precision are demonstrated throughout. Assesses Core Learning Outcomes 1, 2, 3, 5.  <b>Prerequisites:</b> Instructor permission.
<b>MT 103</b> <b>Industrial Manufacturing Production Processes</b> <span style="float: right;">5</span> Apprentices will learn to identify customer needs and required resources for production. They will learn about production, communication, lean manufacturing, problem solving and front line leadership techniques. The course will introduce the set up and operation of machines including tooling and equipment. Apprentices will learn to identify customer needs, determine resources available for the production process, set up equipment for the production process, set team production goals, make job assignments, coordinate work flow with team members and other work groups, communicate production and material requirements and product specifications, perform and monitor the process to make the product, document product and process compliance with customer requirements, and prepare final product for shipping or distribution. Additionally, students will examine emerging industrial technologies and trends in green manufacturing. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.  *This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students.  <b>Prerequisites:</b> MT 101, MT 102, AND instructor permission	<b>PMF 104</b> <b>CNC Operation and Setup</b> <span style="float: right;">5</span> Computer numerical control (CNC) setup and operation, with a special focus on CNC punch presses, CNC press breaks, Turning centers, milling machines, and crash avoidance. Implementing documentation regarding setup, Loading tools into holders, Inputting programs into machine control, Setting TLOs (tool length offsets), Establishing work coordinate and work shift offsets, Dry run operations, Machining of a part, Part inspection, Adjustment of offsets, and Documentation for future usage. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.  <b>Prerequisites:</b> Instructor permission.
	<b>PMF 201</b> <b>Shop Math</b> <span style="float: right;">5</span> Standard shop computations relating to the dimensions of the work. Relevant mathematical concepts taken from Algebra, Geometry, and Trigonometry, for understanding formulas, ratios, and measuring techniques. Basic skills review (such as adding, subtracting, multiplying, and dividing). Evaluation of algebraic expressions, simplifying algebraic expressions, properties of real numbers, solving linear equations and inequalities, simplifying monomial fractions, solving fractional equations, and inequalities. Ratio, proportion, percentage, and linear measurements. Fundamentals of algebra with regard to application of formulas for cutting speed, RPMs, cutting time, and spur gears. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3, 5.  <b>Prerequisites:</b> Instructor permission

**PMF 202**  
**Engineering Drawings** 5  
Interpreting technical drawings and transforming drawings into manufactured products. Interpretation of Blue Prints specifications, with ADCNs, and DCNs. Decoding blueprints, sketches, parts lists, layout, and assembly drawings. Flat pattern layout, Inserts, and Rapid prototyping. Theory and application of engineering drawings, including drawing zones, sketching and block lettering, geometric construction and the relationship of detail, standard, section and auxiliary views. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3, 5.

**Prerequisites:** Instructor permission

**PMF 203**  
**Safety and Inspection** 5  
Processes that have special conditions that require further precautions. Hazardous materials, washers, sealers, masking, coatings (such as paint- including metalized paint for plastics, anodize, chrome, and Teflon finishes), and surface finishes (such as matt, gloss, and wrinkle). Paint booths, powder booths, and batch ovens. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

**Prerequisites:** Instructor permission

**PMF 204**  
**Computer Aided Design and Manufacturing** 5  
Introductory computer skills, CAD (SolidWorks), and CAM. Develop SolidWorks drawings, and fabricate from these drawings, as well as use precision instruments to work within close tolerances. Introduction to parametric, three-dimensional modeling using CAD software. Navigation within software to create wire frame drawings and solid models using industry best practices and manipulate solid model assemblies. This course is open only to current Aerospace Joint Apprenticeship Committee (AJAC) enrolled students. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

**Prerequisites:** Instructor permission

## ARABIC

See World Languages

Don't see the language you are looking for? Please visit [EverettCC.edu/WorldLanguages](http://EverettCC.edu/WorldLanguages) for a list of language courses offered at EvCC and at our 5-Star Consortium member colleges.

## ART

Art courses emphasize the development of knowledge and skills in design, drawing, painting, ceramics, sculpture, visual culture and art history. Students pursuing an AFA degree choose a specific disciplinary concentration. Most art courses satisfy the Humanities or Humanities – Performance graduation distribution requirement.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Critique work, verbally and in writing, using the language of the chosen discipline. Students will be able to relate such work to other disciplines in visual or performing arts.
- Describe and interpret, verbally and in writing, their own and other's work in the chosen discipline.
- Create a body of work that demonstrates mastery of skills and demonstrates personal development within the chosen discipline.
- Integrate knowledge of the chosen discipline with understanding of the social, historical and aesthetic context of artistic work.
- Describe educational and vocational opportunities and options in the chosen discipline.

**Faculty Advisors:**

L. Berkley 425-388-9318  
T. Lee 425-388-9442  
S. Lepper 425-388-9445

[lberkley@everettcc.edu](mailto:lberkley@everettcc.edu)  
[tlee@everettcc.edu](mailto:tlee@everettcc.edu)  
[slepper@everettcc.edu](mailto:slepper@everettcc.edu)

## ART 000P Printmaking Studio

Prior to registering for this studio, lab students must contact the studio technician in Whitehorse Hall, room 320, to complete an open studio use agreement. For more information, contact Miles Labizke, 425-388-9033. Self-support, non-tuition, non-credit class. Studio use fee: \$180. Non-refundable.

**ART& 100**  
**Understanding Art** 5  
(H) Introductory course in viewing and participating with the human created visual world. Exploration of the language, processes and role of art in many media. Development of visual literacy through learning a critical method for understanding, analyzing and interpreting imagery. Brief historical overview and inclusion of the art of many cultures. Regular written assignments, readings, and slide analysis. Gallery and museum visits.

**ART 101**  
**Beginning Drawing** 2  
(HP) First course in a sequence of three drawing courses designed for the non-major. Emphasis is on the development of perception and the graphic skills required for representational drawing. Use of line, shape, value, scale, proportion and linear perspective. Introduction to the elements and principles of art as seen in drawing. Role of drawing in art history and its use in other applications.

**ART 102**  
**Intermediate Drawing** 2  
(HP) First course in a sequence of three drawing courses designed for the non-major. Emphasis is on the development of perception and the graphic skills required for representational drawing. Use of line, shape, value, scale, proportion and linear perspective. Introduction to the elements and principles of art as seen in drawing. Role of drawing in art history and its use in other applications.

**Prerequisites:** ART 101.

**ART 103**  
**Advanced Drawing** 2  
(HP) First course in a sequence of three drawing courses designed for the non-major. Emphasis is on the development of perception and the graphic skills required for representational drawing. Use of line, shape, value, scale, proportion and linear perspective. Introduction to the elements and principles of art as seen in drawing. Role of drawing in art history and its use in other applications. May be repeated two times for credit.

**Prerequisites:** ART 102.

**ART 104**  
**Beginning Painting** 3  
(HP) First course in a sequence of three painting courses designed for the non-major. Introduction to the materials and techniques of oil painting with emphasis on representation of the visual world through form, shape, color, value, and texture. Introduction to the principles and elements of art as they apply to painting including composition and color theory. Advanced courses include an exploration of expression and style. Investigation of styles, movements and material in painting through history. Assesses Core Learning Outcome 1.

**ART 105**  
**Intermediate Painting** 3  
(HP) Second course in a sequence of three painting courses designed for the non-major. Introduction to the materials and techniques of oil painting with emphasis on representation of the visual world through form, shape, color, value, and texture. Introduction to the principles and elements of art as they apply to painting including composition and color theory. Advanced courses include an exploration of expression and style. Investigation of styles, movements and material in painting through history. Assesses Core Learning Outcome 1.

**Prerequisites:** ART 104.

**ART 106**  
**Advanced Painting** 3  
(HP) Last course in a sequence of three painting courses designed for the non-major. Introduction to the materials and techniques of oil painting with emphasis on representation of the visual world through form, shape, color, value, and texture. Introduction to the principles and elements of art as they apply to painting including composition and color theory. Advanced courses include an exploration of expression and style. Investigation of styles, movements and material in painting through history. May be repeated two times for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** ART 105

**ART 107**  
**Beginning Ceramics** 3  
 (HP) First course in a sequence of three for the non-major designed to develop the fundamental skills to manipulate the ceramic medium. Introduction to the language of the visual arts as it pertains to ceramics. Advanced courses include wheel throwing and advanced glazing techniques. Assesses Core Learning Outcome 1.

**ART 108**  
**Intermediate Ceramics** 3  
 (HP) Second course in a sequence of three for the non-major designed to develop the fundamental skills to manipulate the ceramic medium. Introduction to the language of the visual arts as it pertains to ceramics. Advanced courses include wheel throwing and advanced glazing techniques. Assesses Core Learning Outcome 1.

**Prerequisites:** ART 107

**ART 109**  
**Advanced Ceramics** 3  
 (HP) Last course in a sequence of three for the non-major designed to develop the fundamental skills to manipulate the ceramic medium. Introduction to the language of the visual arts as it pertains to ceramics. Advanced courses include wheel throwing and advanced glazing techniques. May be repeated two times for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** ART 108

**ART 110**  
**Design I: Two-dimensional Visual Foundations** 5  
 (HP) This course is a foundational course in developing the recognition, understanding, and manipulation of the basic principles and elements of design as applied to two-dimensional art. Faculty structured assignments will focus on the use of the design elements and organizational principles as a point of departure for critical thinking and creative problem solving. Assesses Core Learning Outcome 1.

**ART 111**  
**Design II: 3 Dimensional** 5  
 (HP) Continued exploration of the basic principles and elements of design as applied to three-dimensional art. Faculty structured assignments focus on the use of line, planes, surface, materiality, shape, volume, and structure with emphasis on craft and presentation. Basic principles and elements used to solve 3-D visual problems in a variety of materials using hand tools. Assesses Core Learning Outcome 1.

**ART 112**  
**Design III: Advanced Design** 5  
 (HP) Advanced course in the principles and elements of design. Emphasis on application of design principles to develop and produce communicative images by working in a series. Instructor guided assignments incorporate principles of color theory and composition in the solution of complex design problems. Assesses Core Learning Outcome 1.

**Prerequisites:** ART 110 and ART 111.

**ART 113**  
**Beginning Life Drawing** 3  
 (HP) Introduction to figure drawing from live models including study of anatomy, proportion, use of line, value, shape, space, foreshortening and perspective as related to the figure through instructor-guided exercises. May be repeated two times for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** ART 115 or instructor permission.

**ART 114**  
**Intermediate Life Drawing** 3  
 (HP) Intermediate level of figure drawing from live models. Emphasizes investigation into the use of various media including color, use of the elements for expression, mastery of basic skills in proportion, and exploration of the styles and representation of the figure by artists throughout history and in contemporary art. Assesses Core Learning Outcome 1.

**Prerequisites:** ART 113

**ART 115**  
**Drawing I** 5  
 (HP) Introductory course emphasizing principles and elements of the visual arts as seen in drawing. Development of observational drawing skills in the use of linear perspective, line, shape, value, space, proportion and scale. Primary medium used is charcoal. Faculty guided exercises including the role of drawing as a tool in other visual disciplines, style, history, and vocabulary. Assesses Core Learning Outcome 1.

**ART 116**  
**Drawing II** 5  
 (HP) Intermediate course emphasizing principles and elements of the visual arts applied to meaning and expression. Use of various media, including charcoal, conte, and pastel. Proficiency of skills in representational drawing including composition, subject matter, content. Introduction of color, materials, and techniques. Analysis in writing of the creative process and the use of drawing by major artists. Assesses Core Learning Outcome 1.

**Prerequisites:** ART 115

**ART 123**  
**Introduction to Studio Art** 5  
 (HP) Introduction to studio work in a wide range of media for the student with little experience in the visual arts. Traditional and contemporary approaches to creating artwork combined with the study of visual language and culture. Course includes all forms of visual expression, the process of artistic creation and thought, and the role of visual culture in society and history. Gallery, studio, and museum visits may be included. Course is divided between lecture/discussion sessions and studio practice. May be repeated one time for credit. Assesses Core Learning Outcome 1.

**ART 124D**  
**Understanding World Art** 5  
 (H,D) Introduction to artwork from various under-represented world cultures in a wide range of media for the student with little experience in the visual arts. Traditional and contemporary approaches to creating artwork as practiced globally and historically combined with the study of visual language and culture in the medium, theme, subject or culture represented. Course includes all forms of visual expression, the process of artistic creation and thought, and the role of visual culture in society and history. Discussion and studies in forms of representation as examples of culturally based perceptions of time, space, self, identity, community and otherness. Assesses Core Learning Outcome 4.

**ART 130**  
**Fabrication Skills and Safety** 1  
 Introduction to the tools used in woodworking & metal fabrication. Emphasizes the proper use and safety protocols associated with the tools and a shop in general. Prerequisite for ART 280, ENGR 298 or PHYS& 233. Co-listed as PHYS 130; credit cannot be earned in both PHYS 130 and ART 130.

**ART 135**  
**Drawing and Painting Workshop** 2  
 (HP) Topical instruction in a specific media or subject area more intense than the regular curriculum. Topics include portraits, plein air painting, figure painting, encaustic and mixed media. Course may be taught by visiting artists. Use of the elements and principles as seen in this subject or medium. Historic aspects of the specific medium or subject area, vocabulary and content issues around the selected subject. May be repeated two times for credit.

**Prerequisites:** ART 115 or instructor permission.

**ART 140**  
**Kiln Formed Glass I** 2  
 (HP) The first course in a sequence of three to develop fundamental skills to manipulate kiln formed glass. Introduction to the language of the visual arts as it pertains to glass. Advanced courses include slumping glass into molds. Assesses Core Learning Outcomes 1, 3.

**ART 141**  
**Kiln Formed Glass II** 2  
 (HP) The second course in a sequence of three to develop fundamental skills to manipulate kiln formed glass. Introduction to the language of the visual arts as it pertains to glass. Advanced courses include slumping glass into molds. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** ART 140 or instructor permission.

<b>ART 142</b> <b>Kiln Formed Glass III</b> <span style="float: right;">2</span> (HP) The last course in a sequence of three to develop fundamental skills to manipulate kiln formed glass. Introduction to the language of the visual arts as it pertains to glass. Advanced courses include slumping glass into molds. Assesses Core Learning Outcomes 1, 3.  <b>Prerequisites:</b> ART 141 or instructor permission.	<b>ART 210</b> <b>Studio Workshop</b> <span style="float: right;">1-5</span> (HP) Workshop in the use of press, chemical and ink technical information and basic skills in the entire print process.
<b>ART 182</b> <b>Service Learning</b> <span style="float: right;">1-2</span> Service Learning combines the opportunity of volunteerism with academic applications of social, economic and political issues important to the local community. Provides for real-life application of skills and knowledge that extends learning beyond the classroom and into the community. A maximum of six credits may be earned. Assesses Core Learning Outcome 3.  <b>Prerequisites:</b> ENGL 098 with grade of C or higher or skills assessment at ENGL& 101 or higher level and instructor permission.	<b>ART 211</b> <b>Beyond Traditional Media</b> <span style="float: right;">3</span> (HP) Studio course investigating contemporary uses of combined media and expanding traditional uses and formats of media. Projects utilizing several studio skills from different disciplines will be pursued. Language, theory and analysis of issues in the inter-relationships of media with personal and professional practice will be studied. Student choice of media to be explored, previous experience in the media of choice required. May be repeated two times for credit.  <b>Prerequisites:</b> ART 116 or ART 101 or ART 271 or PHOTO 110 or instructor permission.
<b>ART 195</b> <b>Foundation Portfolio Review</b> <span style="float: right;">2</span> Portfolio review of student's work upon successful completion of program core curricula courses. Student works individually with an assigned program instructor in evaluating their submitted portfolio to determine their readiness for advanced level courses leading to an AFA degree. Assesses Core Learning Outcomes 1, 3.  <b>Prerequisites:</b> ART 110, ART 115, ART 124D, GRAPH 110, and PHOTO 110 or instructor permission.	<b>ART 213</b> <b>Introduction to Etching</b> <span style="float: right;">3</span> (HP) Foundation course in the acquisition of the skills, principles, techniques and methods of basic printmaking technique of introductory etching. Instruction in the use of the press, chemical and ink technical information, and basic skills of application of grounds, acid etching, drypoint and aquatint. History of printmaking, development of imagery appropriate to the technique, and traditional and innovative applications of printmaking in the art world. Students will create a body of work in each of the techniques of etching through faculty structured exercises. May be repeated two times for credit. ART 212 recommended.
<b>ART 200</b> <b>Painting I</b> <span style="float: right;">5</span> (HP) Studio practice of fundamental painting skills through traditional imagery using the media of oil paint. Technical information about the physical properties of paint, mediums, support and tools. Language and understanding of the principles and elements of art as they apply to painting. Manipulation of the media for representation including color theory, form, value, texture, shape and composition. Faculty structured exercises to develop skills, style and expression. Advanced courses include contemporary modes of painting, mixed media techniques, professional development and presentation. ART 110 Recommended. Assesses Core Learning Outcome 1.  <b>Prerequisites:</b> ART 115	<b>ART 215</b> <b>Life Drawing I</b> <span style="float: right;">5</span> (HP) Course sequence in the representation of the human figure through drawing from live models. Study of human anatomy as it applies to art, involving the proportions of the figure, use of line and value, negative space, foreshortening and perspective through instructor-guided exercises. Subsequent course includes investigation into various media including color, uses of the elements for expression, mastery of basic skills, and exploration of the styles and representation of the figure by artists in historical and contemporary art. Investigation of the role of the figure in art and culture throughout history. ART 110 recommended. Assesses Core Learning Outcome 1.  <b>Prerequisites:</b> ART 115 or instructor permission.
<b>ART 201</b> <b>Painting II</b> <span style="float: right;">5</span> (HP) Studio practice of fundamental painting skills through traditional imagery using the media of oil paint. Technical information about the physical properties of paint, mediums, support and tools. Language and understanding of the principles and elements of art as they apply to painting. Manipulation of the media for representation including color theory, form, value, texture, shape and composition. Faculty structured exercises to develop skills, style and expression. Advanced courses include contemporary modes of painting, mixed media techniques, professional development and presentation. Assesses Core Learning Outcome 1.  <b>Prerequisites:</b> ART 200	<b>ART 216</b> <b>Life Drawing II</b> <span style="float: right;">5</span> (HP) Course sequence in the representation of the human figure through drawing from live models. Study of human anatomy as it applies to art, involving the proportions of the figure, use of line and value, negative space, foreshortening and perspective through instructor-guided exercises. Subsequent course includes investigation into various media including color, uses of the elements for expression, mastery of basic skills, and exploration of the styles and representation of the figure by artists in historical and contemporary art. Investigation of the role of the figure in art and culture throughout history. May be repeated two times for credit. Assesses Core Learning Outcome 1.  <b>Prerequisites:</b> ART 215
<b>ART 205</b> <b>Watercolor I</b> <span style="float: right;">3 or 5</span> (HP) Studio training in basic transparent watercolor skills necessary for artistic expression. Color theory and its application to pictorial composition. Investigation of materials, tools, techniques. Advanced courses explore personal experimentation and style development through both traditional and contemporary approaches. Professional presentation techniques.  <b>Prerequisites:</b> ART 115.	<b>ART 217</b> <b>Printmaking Lab</b> <span style="float: right;">1</span> Required course for students and artists who intend to use the printmaking open studios. Instruction in use of the presses, care of the equipment, function of the room, materials storage, studio and campus policies, safety and security issues.  <b>Prerequisites:</b> ART 213 or instructor permission.
<b>ART 206</b> <b>Watercolor II</b> <span style="float: right;">3 or 5</span> (HP) Studio training in basic transparent watercolor skills necessary for artistic expression. Color theory and its application to pictorial composition. Investigation of materials, tools, techniques. Advanced courses explore personal experimentation and style development through both traditional and contemporary approaches. Professional presentation techniques.  <b>Prerequisites:</b> ART 205.	<b>ART 220</b> <b>Western Art History: Ancient to Medieval</b> <span style="float: right;">5</span> (H) Survey of art from ancient foundations to the 14th century in Europe. Topics and issues of art history as relevant to the formation of styles, methods of construction, and the role of the artist in early civilization. Includes study of the cultures of Egypt, Ancient Greece, Rome, and Early Christian. Introduction to the analysis of imagery and the methods and practice of art history. Recommend previous enrollment in ART 124D. Sequential order preferred. Assesses Core Learning Outcomes 2, 5.

**ART 221**  
**Western Art History: 15th to 18th Centuries** 5  
 (H) Survey of the dominant styles and movements of art in Europe and America from the 15th to the 18th centuries. Social, religious, political and philosophical changes and their connection with the role and creations of the artist. Includes Renaissance and Baroque periods. Analysis of imagery and practice of historical research. Recommend previous enrollment in ART 124D. Sequential order preferred. Assesses Core Learning Outcomes 2, 5.

**ART 222**  
**Western Art History: 18th to 19th Century** 5  
 (H) Survey of major movements in the art of Europe, America and Russia from the 18th to the early 20th centuries. Traces the development of major changes in artistic expression, theory, meaning and content leading to the development of the Modern movement. Includes Classicism, Romanticism, and Impressionism. Analysis of imagery and methods and practice of historical research. Recommend previous enrollment in ART 124D. Assesses Core Learning Outcomes 2, 5.

**ART 224**  
**Contemporary Movements** 5  
 (H) Development and spread of Modernism since the early 20th century and subsequent movements in art to the present day. Includes a survey of modernist theory and criticism, issues of gender and multiculturalism, and their effect on art. Includes such movements as Cubism, Abstract Expressionism, and Post Modernism. Previous enrollment in ART 124D recommended. Sequential order preferred. Assesses Core Learning Outcomes 2, 5.

**ART 228D**  
**The World of Japanese Manga/Anime** 5  
 (H) Introduction to the history, culture and artists of Japanese Manga and Anime. Explores historical influences, artists and roots of the style in Japanese art history and culture. Critical analysis of issues such as prejudice, discrimination, and gender bias. Assesses Core Learning Outcomes 1, 2, 4.

**ART 230**  
**Glassblowing I** 2  
 (HP) Sequence of courses for the non-major designed to develop fundamental skills to manipulate the hot glass medium. Introduction to the language of the visual arts as it pertains to blown glass. Advanced courses include color application and the use of torches, bits and molds. Assesses Core Learning Outcome 1.

**ART 231**  
**Glassblowing II** 2  
 (HP) Sequence of courses for the non-major designed to develop fundamental skills to manipulate the hot glass medium. Introduction to the language of the visual arts as it pertains to blown glass. Advanced courses include color application and the use of torches, bits and molds. Assesses Core Learning Outcome 1.

**Prerequisites:** ART 230 or instructor permission.

**ART 232**  
**Glassblowing III** 2  
 (HP) Sequence of courses for the non-major designed to develop fundamental skills to manipulate the hot glass medium. Introduction to the language of the visual arts as it pertains to blown glass. Advanced courses include color application and the use of torches, bits and molds. May be repeated two times for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** ART 231 or instructor permission.

**ART 240**  
**Printmaking I** 3-5  
 (HP) Introductory course focused on the development of skills, principles, techniques, methods and language of printmaking. Emphasizes use of the press, inks and basic skills in the entire print process using ecologically safe materials. Develops the techniques of monotype, intaglio, relief, collagraph. Assesses Core Learning Outcome 1.

**ART 241**  
**Printmaking II** 3-5  
 (HP) Intermediate course focused on the continued development of skills, principles, techniques and methods of printmaking. Applying the vocabulary of printmaking to the press, inks, paper treatment, and basic skills in the entire print process using ecologically safe materials. Students incorporate color into the monotype, intaglio, relief, and collagraph processes. Continued focus on the development of printmaking skills with emphasis on principles and elements of art as they apply to printmaking. Assesses Core Learning Outcome 1.

**Prerequisites:** ART 240

**ART 242**  
**Printmaking III** 3-5  
 (HP) Intermediate course focused on advanced skills, principles, techniques and methods of printmaking. Relating the vocabulary of printmaking to the press, inks, paper treatment, and basic skills in the entire print process using ecologically safe materials. Students create a body of work that incorporates advanced techniques including multiple plate printing and chine colle/collage. Projects develop aesthetic style and attend to the students' understanding of art making as applicable to printmaking. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** ART 241

**ART 243**  
**Printmaking IV** 3-5  
 (HP) Advanced course focused on advanced skills, principles, techniques and methods of printmaking. Relating the vocabulary of printmaking to the press, inks, paper treatment, and basic skills in the entire print process using ecologically safe materials. Final course in the printmaking sequence. Students design projects and create a body of work through research on contemporary and historical print techniques. Emphasis on content development. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** ART 242

**ART 250**  
**Art Internship** 2.5  
 Supervised work experience as an intern. May be with a qualified employer or in a project with a private or public agency. Students must have completed most of the required coursework and must obtain a recommendation for internship from their instructor. It is the student's responsibility to obtain the internship. Performance will be evaluated by the college instructor and the internship supervisor. Internship can apply once to AFA degree electives. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Instructor permission

**ART 270**  
**Ceramics I: Handbuilding and Foundations** 5  
 (HP) First in a sequence of courses in the development of the knowledge and skills needed to create ceramic pieces using the medium as a point of departure for critical thinking and creative problem solving. Techniques of handbuilding and introduction to principles and elements of art as applied to ceramics. Faculty structured projects will develop physical skills and an understanding of technical information, as well as functional and sculptural aesthetics. Ceramic history, science, and design are covered at length. Assesses Core Learning Outcome 2.

**ART 271**  
**Ceramics II: Principles and Practices of Wheel Throwing** 5  
 (HP) Second in a sequence of courses in the development of the knowledge and skills needed to create ceramic forms using the medium as a point of departure for critical thinking and creative problem solving. Focus is on developing skills in the use of the potter's wheel. Principles and elements of design will be stressed, including unity, along with the concepts of accuracy, precision, utility, and functional aesthetics. Assesses Core Learning Outcome 2.

**Prerequisites:** ART 270

**ART 272**  
**Ceramics III: Integrating Techniques** 5  
 (HP) Continuation of courses in the development of the knowledge and skills needed to create ceramic forms using the medium as a point of departure for critical thinking and creative problem solving. Explores advanced wheel throwing techniques, integrates wheel throwing and handbuilding techniques in the creation of complex ceramic forms. Assesses Core Learning Outcome 2.

**Prerequisites:** ART 110 or 111, ART 270, ART 271 Or instructor permission



**ART 273**  
**Ceramics IV: Advanced Projects in Ceramics** 5  
(HP) Capstone course in the development of knowledge and skills in the creation of ceramic forms using the medium as a point of departure for critical thinking and creative problem solving. Focus on the creation of a series of ceramic forms to be viewed in public display. Assesses Core Learning Outcome 2.

**Prerequisites:** ART 272 or instructor permission

**ART 274**  
**Ceramics Workshop** 3  
(HP) Ceramics workshop based on a variety of topical techniques and processes. Examples include alternative firing methods and systems, Majolica, low-fired ceramic processes and sculpture. See current schedule for course topic. May be repeated two times for credit.

**Prerequisites:** ART 107 or ART 270.

**ART 275**  
**Glaze Formulation for Studio Ceramics I** 3  
Introduction to the materials and methods used in glaze making for studio ceramics. Students will use the principles of experimental design to become familiar with the materials typically used in studio ceramics and learn to make original utilitarian glazes suitable for mid-range firing in an electric kiln. Glaze application and kiln operation will be discussed.

**Prerequisites:** ART 270, ART 271, or instructor permission

**ART 276**  
**Glaze Formulation for Studio Ceramics II** 3  
Continuing exploration of the materials and methods used in glaze making for studio ceramics. Students will build on the experience from ART 275 and learn to manipulate existing glazes to alter their properties. Students will also learn to formulate glazes for high fire gas kilns and learn consider the role of kiln atmosphere in studio ceramics. The course will also introduce the properties of standard historical stoneware glazes.

**Prerequisites:** ART 270, ART 271, ART 275 or instructor permission

**ART 277**  
**Glaze Formulation for Studio Ceramics III** 3  
Final course in exploring the materials and methods used in glaze making for studio ceramics. Students will use their accumulated knowledge of glaze materials to extend their palette to include non-traditional and non-utilitarian ceramic surfaces. The class will introduce sculptural glazes, textural surfaces and crystalline glazes for mid-range electric and high fire gas kilns. Students will also explore studio economics and design a hypothetical studio to suit their working process and proposed body of work.

**Prerequisites:** ART 270, ART 271, ART 275, ART 276 or instructor permission

**ART 280**  
**Sculpture I** 5  
(HP) Introductory course emphasizing principles and elements of the visual arts as seen in sculpture. Faculty guided exercises include fundamental techniques, hand and power tools and processes of assemblage, modeling, casting, and carving as applied to sculptural form and content, including sculptural style, history, and vocabulary. Materials may include metal, wood, clay, fiber, or non-traditional materials.

**Prerequisites:** ART 111 or instructor permission and ART 130 (or concurrent enrollment).

**ART 281**  
**Sculpture II** 5  
(HP) Intermediate course emphasizing principles and elements of the visual arts applied to meaning and expression. Faculty guided exercises using construction methods involved with wood and direct metal and use of power tools. Identify and apply context and styles to sculpture. Evaluate and critique sculpture.

**Prerequisites:** ART 280.

**ART 282**  
**Sculpture III** 5  
(HP) Advanced course emphasizing integration of the principles and elements of the visual arts in sculpture to form meaning and expression using selected materials and techniques. Integrate sculptural objects into specific sites. Create of a series of work with faculty guidance, including aspects of style, analysis, criticism, interpretation and professional development.

**Prerequisites:** ART 281.

**ART 294**  
**Advanced Studio Art** 5  
(HP) Advanced course focused on developing a body of work with faculty guidance emphasizing personal exploration, studio research of contemporary and traditional themes, issues, media, skills and techniques, and presentation in 2D studio art. Media may be combined. Student's choice of media. Previous experience in primary medium of choice required. Assesses Course Learning Outcome 1.

**Prerequisites:** ART 116 or ART 113 or ART 201 or ART 205 or instructor permission.

**ART 295**  
**Professional Practices** 5  
Advanced course required for students nearing the completion of their Associate of Fine Arts degree in art, graphic design or photography or nearing completion of an Associate of Technical Arts in Interactive Web Design. Professional practices include portfolio design, development and editing. Focuses on self-assessment, development of personal style (or "personal presentation") and resume preparation. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Instructor Permission

**ART 297**  
**Gallery and Exhibit Technique** 2  
(TE) Instruction and practical experience in all aspects of the design and installation of exhibitions. Content includes curating, installation and de-installation of artwork, graphic design for posters and publications. Graphic design experience is preferred (GRA 110). Weekly time commitment includes two hours of classroom instruction and three hours of hands-on gallery supervision each week. May be repeated three times for credit. Limit 5 students. Assesses Core Learning Outcome 3.

**Prerequisites:** Instructor permission

## ASTRONOMY

Astronomy courses involve studying the origin, composition, and structure of the solar system, stars, galaxies, and the universe. Most astronomy courses satisfy the Natural Science Lab (NS-L) graduation distribution requirement.

**Faculty Advisors:**

<b>J. Serven</b>	<b>425-388-9452</b>	<b>jserven@everettcc.edu</b>
<b>A. Vanture</b>	<b>425-388-9556</b>	<b>avanture@everettcc.edu</b>
<b>K. Washburn</b>	<b>425-388-9431</b>	<b>kwashburn@everettcc.edu</b>

**ASTR& 100**  
**Survey of Astronomy** 5  
(NS) General survey of astronomy including the nature of planets, stars, and galaxies. The origin and evolution of the solar system and universe. Assesses Core Learning Outcomes 1, 6.

**Prerequisites:** MATH 080 or placement into MATH 081 or higher.

**ASTR& 101**  
**Introduction to Astronomy** 5  
(NS-L) Integrated laboratory/lecture course emphasizing observational techniques, the history and evolution of astronomical concepts, and the origin and composition of the solar system. Lecture, video, and slide demonstrations, plus hands-on laboratory sessions and evening field observing sessions. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 086 or MATH 095, OR eligibility for MATH 096 via a math assessment

**ASTR& 115**  
**Stars, Galaxies and Cosmos** 5  
(NS-L) Introduction to the current state of research into the structure, origin, and evolution of the universe. Topics include stellar evolution, galactic structure and formation, cosmic distances, black holes, quasars, and cosmological theories. Laboratory projects emphasize photographic and spectrographic analysis of stars and galaxies. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 092 or MATH 096 or MATH 099, OR eligibility for MATH& 141 via a math assessment.

**ASTR 122**  
**Life in the Universe**

5

(NS-L) Investigates the astronomical and biological conditions necessary for the evolution of life in the universe. Topics covered will be basic concepts in astronomy and cosmology, evolution of life on Earth, the conditions necessary for the evolution of life, other locations where life may have evolved in the solar system and the search for intelligent life in the universe. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 086 or MATH 091, OR eligibility for MATH 096 via a math assessment

**ATMOSPHERIC SCIENCE**

Atmospheric Science courses involve studying the origin, composition, structure, and motions of Earth's atmosphere. Atmospheric Science 101 satisfies the Natural Science Lab (NS-L) graduation distribution requirement.

**Faculty Advisor:**

S. Grupp                      425-388-9450                      sgrupp@everettcc.edu

**ATM S 101**  
**Weather**

5

(NS-L) Earth's atmosphere, with emphasis on weather observations and forecasting. Use of meteorological instruments and weather maps. Highs, lows, fronts, clouds, storms, jet streams, air pollution, and other features of the atmosphere. The physical processes that govern weather-related phenomena. Regional climate of the world and global climatic prediction and change. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 076 or MATH 080, or eligibility for MATH 086 via a math assessment

**AVIATION**

See Aviation Maintenance

The Aviation Maintenance Technology Program provides students with necessary background knowledge and practical experience to qualify to take the Federal Aviation Administration (FAA) Aircraft Maintenance Technician exam for both airframe and powerplant ratings. The A&P license qualifies graduates for entry-level employment in commercial airlines, general aviation maintenance, and aircraft restoration. The combined sequences of airframe and powerplant technology require eight quarters, two academic years (including two summer quarters) to complete. About \$500-1000 worth of tools are required for the program.

By taking academic work beyond the aviation maintenance technology training, students may qualify for the degree of Associate in Technical Arts, or a possible transfer degree applicable to a bachelor's degree in Operations Management, or Aerospace Management.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Demonstrate and apply appropriate aviation technical applications, problem solving, and critical thinking skills required in industry while preparing for the FAA Aviation Maintenance Technician certification with Airframe and Powerplant ratings.
- Demonstrate multiple communication means specific to aviation maintenance concepts and technical processes using appropriate terms and vocabulary.
- Demonstrate safe work habits and behavior in aviation, reflecting concern, care, and pride in self, others, equipment, aircraft, and facilities.
- Demonstrate and apply industry required technical skills and data.
- Demonstrate and apply appropriate industry required skills in attendance, character, teamwork, appearance, attitude, productivity, organizational skills, communication, cooperation, respect and documentary discipline.

All training for the program is conducted in classrooms and shops at Paine Field. For further information, call 425-388-9533 or email aviation@everettcc.edu.

**Faculty Advisors:**

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D. Lerback	425-388-9521	dlerback@everettcc.edu
S. Mohn	425-388-9264	smohn@everettcc.edu
S. Tuggle	425-388-9969	stuggle@everettcc.edu

**AVA 101**
**Applied Science for the Aviation Technician**

20

Basic skills necessary for both Airframe and Powerplant mechanics, including theory of flight, mathematics, physics, material and processes, ground operations and servicing, and privileges and limitations of technicians, as specified in Federal Air Regulations. Final 70 hours are devoted to basic electricity. Course included in FAA approved Part 147 curriculum. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 075 or MATH 076 or eligibility for MATH 086 via a math assessment AND instructor permission

**AVA 102**
**Powerplant Technology**

20

Theory and Practice: Aircraft engine electrical and ignition systems, maintenance and overhaul of aircraft reciprocating engines. Students inspect, check, service and repair opposed and radial engine installations. Course included in FAA approved Part 147 curriculum. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** Instructor permission.

**AVA 103**
**Powerplant Technology**

20

Theory and Practice: Maintenance and overhaul of aircraft turbine engines, fuel metering, exhaust, induction and fuel systems for both reciprocating and turbine engines. Students inspect, check, repair and service the above systems. Course included in FAA approved Part 147 curriculum. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** Instructor permission.

**AVA 104**
**Powerplant Technology**

20

Theory and Practice: Engine lubrication, cooling, propellers, fire protection, instruments, and engine inspection. Students inspect, check service, repair and perform powerplant conformity and airworthiness inspections. Course included in FAA approved Part 147 curriculum. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** Instructor permission

**AVA 202**
**Airframe Technology/Applied Science for Aviation Technician-Part II**

20

Theory and Practice: Aviation theory: fluid lines and fittings, weight and balance, corrosion control, aircraft drawings, and general/powerplant review prior to FAA written, oral and practical examinations for powerplant rating. Maintenance of wood structures, fabric coverings, painting and finishing. Course included in FAA approved Part 147 curriculum. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** Instructor permission.

**AVA 203**
**Airframe Technology**

20

Theory and Practice: Principles and techniques of maintenance and repair of aircraft sheet metal structures, fuel systems, welding, and assembly and rigging of aircraft. Course included in FAA approved Part 147 curriculum. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** Instructor permission.

**AVA 204**
**Airframe Technology**

20

Theory and Practice: Position and warning systems, fire protection, landing-gear systems including brakes, hydraulic and pneumatic systems, cabin atmosphere, aircraft electrical, and helicopter theory. Course included in FAA approved Part 147 curriculum. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** Instructor permission.

**AVA 205**
**Airframe Technology**

20

Theory and Practice: Airframe conformity and airworthiness inspections, troubleshooting, aircraft instruments, communications and navigation, ice and rain control. Airframe review prior to FAA written, oral and practical exams for airframe rating. Course included in FAA approved Part 147 curriculum. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** Instructor permission.

## AVIATION MAINTENANCE

See Aviation

The Aviation Maintenance Technology Program provides students with necessary background knowledge and practical experience to qualify to take the Federal Aviation Administration (FAA) Aircraft Maintenance Technician exam for both airframe and powerplant ratings. The A&P license qualifies graduates for entry-level employment in commercial airlines, general aviation maintenance, and aircraft restoration. The combined sequences of general aviation, airframe, and powerplant technology require eight quarters, two academic years (including two summer quarters) to complete. About \$500-1000 worth of tools are required for the program.

By taking academic work beyond the aviation maintenance technology training, students may qualify for the degree of Associate in Technical Arts, or a possible transfer degree applicable to a bachelor's degree in Operations Management or Aerospace Management.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Demonstrate and apply appropriate aviation technical applications, problem solving, and critical thinking skills required in industry while preparing for the FAA Aviation Maintenance Technician certification with Airframe and Powerplant ratings.
- Demonstrate multiple communication means specific to aviation maintenance concepts and technical processes using appropriate terms and vocabulary.
- Demonstrate safe work habits and behavior in aviation, reflecting concern, care, and pride in self, others, equipment, aircraft, and facilities.
- Demonstrate and apply industry required technical skills and data.
- Demonstrate and apply appropriate industry required skills in attendance, character, teamwork, appearance, attitude, productivity, organizational skills, communication, cooperation, respect and documentary discipline.

All training for the program is conducted in classrooms and shops at Paine Field. For further information, call 425-388-9533 or email [aviation@everettcc.edu](mailto:aviation@everettcc.edu).

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S. Tuggle	425-388-9969	<a href="mailto:stuggle@everettcc.edu">stuggle@everettcc.edu</a>

### AMT& 101 Basic Electricity 5

Theory and application of basic electricity including: direct current circuits, series and parallel circuit arrangements and their application, the relationship of voltage, current, resistance, and power, calculations and measurements of these values, and operation of the multimeter and its use in troubleshooting. Assesses Core Learning Outcomes 1, 2, 5.

Prerequisites: Eligibility for MATH 086 and ENGL& 101; AND instructor permission.

### AMT 102 Basic Electricity: Practical Applications 3

Learn direct current circuits, series and parallel circuit arrangements and their application, understand the relationship of voltage, current, resistance, and power, calculating and measuring these values, and understand the operation of the multimeter and its use in troubleshooting. Assesses Core Learning Outcomes 1, 2, 5.

Prerequisites: Eligibility for MATH 086 and ENGL& 101; AND instructor permission.

### AMT 105 Human Factors 2

Human Factors in Aviation; definition, brief history of Human Factor studies, and models to help identify and correct Human Factors issues within their work environment. Assesses Core Learning Outcomes 1, 4.

Prerequisites: Eligibility for MATH 086 and ENGL& 101; AND instructor permission.

### AMT& 111 Math and Physics 4

Application of mathematical computations required in the Aviation Maintenance Technician curriculum. Theory and application of scientific principles that apply to the operation of aircraft and the equipment that the aviation maintenance technician uses. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Eligibility for MATH 086 and ENGL& 101; AND instructor permission.

### AMT& 121 Weight and Balance 2

Theory and application of weight and balance to aircraft safety, required calculations for weight and balance checks, equipment changes, extreme loading checks and the addition of ballast. Assesses Core Learning Outcomes 1, 2, 5.

Prerequisites: Eligibility for MATH 086 and ENGL& 101; AND instructor permission.

### AMT& 131 Corrosion/Fluid Lines 5

Theory and application of corrosion types and causes, proper materials and processes to remove corrosion byproducts, corroded areas and treatment with proper protection. Identification of fluid line components, fabrication of rigid and flexible fluid lines, and installation of fluid lines on aircraft. Assesses Core Learning Outcomes 1, 2, 5.

Prerequisites: Eligibility for MATH 086 and ENGL& 101; AND instructor permission.

### AMT& 141 Aircraft Drawings 2

Theory and application of aircraft repairs and alterations, aircraft blueprints, graphs, and charts. Assesses Core Learning Outcomes 1, 2, 5.

Prerequisites: Eligibility for MATH 086 and ENGL& 101; AND instructor permission

### AMT& 151 Ground Operations and Servicing 4

Theory and application of safe ground handling procedures, aircraft movement and storage and identify aviation fuels. Assesses Core Learning Outcomes 1, 2, 5.

Prerequisites: Eligibility for MATH 086 and ENGL& 101; AND instructor permission

### AMT& 161 Materials and Processes 7

Theory and application in selecting non-destructive testing methods including dye-penetrant, eddy current, ultra-sound, magnetic particle inspection. Application of basic heat-treating processes, aircraft hardware and materials, inspecting welds, and performing precision measurements. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: Eligibility for MATH 086 and ENGL& 101; AND instructor permission

### AMT& 171 Federal Aviation Regulations 4

Theory and application of record maintenance and entries, maintenance forms, records, and inspection reports, application of information in FAA and manufacturers maintenance specifications, data sheets, manuals, publications and related Federal Aviation Regulations, Airworthiness directives, and advisory material, and mechanic privileges within the limitations prescribed in 14 CFR Part 65. Assesses Core Learning Outcomes 1, 2, 5.

Prerequisites: Eligibility for MATH 086 and ENGL& 101; AND instructor permission

### AMT 180 Fundamentals of Troubleshooting 2

An analytical framework and process to effectively troubleshoot complex aircraft systems. Assesses Core Learning Outcomes 1, 2, 3, 4, 7.

Prerequisites: Eligibility for MATH 086 and ENGL& 101; AND instructor permission

### AMT 199 Special Projects – Aviation Maintenance Technology 1-10

Independent study projects on selected topics in aviation maintenance. Credit to be arranged with instructor.

Prerequisites: Instructor permission

**AMT& 201**  
**Composites** 5  
 Theory and application of inspection and repair of aircraft composite type structures including transparent plastic enclosures and interiors. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 205**  
**Wood, Covers and Finishes** 9  
 Theory and application of wood aircraft construction, including inspection and repair. Selection, application, inspection, testing and repair of aircraft fabric and fiberglass covering materials and types of aircraft protective coatings, trim applications, markings, finish problems and the inspection of finishes. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 207**  
**Welding** 2  
 Theory and application of fabrication, construction, and repair of welded aircraft structures. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 211**  
**Sheet Metal** 10  
 Theory and application of sheet metal aircraft structures fabrication, construction, inspection, and repair. Assesses Core Learning Outcomes 1, 2, 3, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 215**  
**Assembly and Rigging** 7  
 Theory and application of aircraft assembly, components, rigging of all flight control surfaces, balancing and inspection of flight controls, alignment of aircraft structures, and jacking of aircraft. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 221**  
**Airframe Inspection** 4  
 Theory and application of methods and techniques of all phases of aircraft inspections, including the Federal Aviation Regulations, Maintenance record entries, and disposition of those records. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 223**  
**Landing Gear/Hydraulics** 9  
 Theory and application of inspection, checking, service, troubleshooting and repair of landing gear retraction systems, shock struts, brakes, wheels, tires, and steering systems, and hydraulic and pneumatic power systems and components. Includes speed and configuration warning, electrical brake controls, antiskid, position indicating and warning systems. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 231**  
**Ice and Rain/Fire Systems** 3  
 Theory and application of ice and rain on aircraft during operations, equipment and materials used to counter ice and rain and maintenance of the equipment. Theory and application of toxic gas and fire detection and extinguishing systems. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 235**  
**Navigation Communication Systems** 1  
 Theory and application of operating common airborne avionics equipment, antennas, autopilots, servos approach coupling systems, interphones and static discharge devices, and ground proximity warning systems. Inspection and repair of antennas and electronic equipment. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 237**  
**Airframe Fuel Systems** 3  
 Theory and application of fuel dump operation and maintenance, fuel management transfer, aircraft refueling and pressure fueling systems, quantity indication, pressure, and temperature warning systems, and maintenance requirements for fuel systems. Assesses Core Learning Outcomes 1, 2, 3, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 239**  
**Aircraft Electrical** 2  
 Theory and application of AC and DC electrical systems operation used on large and small aircraft, generating and starting systems, AC and DC electric motors, wiring, controls, switches, indicators, and protective devices, and constant speed and integrated drive generators. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 241**  
**Instrument Systems** 2  
 Theory and application of common aircraft instruments operation, air or vacuum driven gyros and pitot-static systems and static leak tests. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 245**  
**Cabin Environment** 3  
 Theory and application of the physiological aspects of flight and inspection and maintenance of oxygen, pressurization, heating, cooling, and air conditioning systems. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 251**  
**Reciprocating Engines I** 5  
 Theory and application of reciprocating engine theory consisting of the history of aircraft engines, principles of energy transformation, theory of operation, engine requirements and configuration, and overhaul of horizontally opposed engines including the installation, troubleshooting, repair and removal of engines. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 252**  
**Reciprocating Engines II** 5  
 Theory and application of reciprocating engine theory consisting of the history of aircraft engines, principles of energy transformation, theory of operation, engine requirements and configuration, and overhaul of horizontally opposed engines including the installation, troubleshooting, repair and removal of engines. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 253**
**Turbine Engines I**

5

Theory and application of turbine engines theory including: history, types, and theory of operation, the Brayton cycle, Bernoulli's principle, turbine engine air flow characteristics, and maintenance of the turbine, including installation and removal, inspection, troubleshooting and repair procedures. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 254**
**Turbine Engines II**

5

Theory and application of turbine engines theory including: history, types, and theory of operation, the Brayton cycle, Bernoulli's principle, turbine engine air flow characteristics, and maintenance of the turbine, including installation and removal, inspection, troubleshooting and repair procedures. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 257**
**Engine Inspection**

3

Theory and application of engine inspection including detailed work with the Federal Aviation Regulations, types of inspections, conformance to type certificate data sheets and major alterations, airworthiness directives, and maintenance record entries. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 261**
**Engine Instruments**

1

Theory and application of electrical and mechanical fluid rate of flow indicating systems, and electrical and mechanical temperature, pressure, and RPM indicating systems. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 265**
**Engine Fire Protection**

1

Theory and application of fire detection and fire extinguishing systems, and components of equipment and the maintenance, troubleshooting, and repair of the systems. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 267**
**Engine Electrical**

5

Theory and application of generators, alternators, DC motors, and AC motors, and their repair and overhaul, special requirements of electrical components operating in high temperature areas and installation and protection of wiring, controls, switches, and indicators. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 271**
**Ignition and Start Systems**

6

Theory and application of magneto and ignition harnesses, including operation, maintenance, and overhaul, inspection, servicing, troubleshooting, and repair of reciprocating and turbine engine ignition systems, components and turbine engine electrical and pneumatic starting systems. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 275**
**Lubrication Systems: Reciprocating Engines**

4

Theory and application of engine lubrication systems and the requirements and characteristics of engine lubricants and lubrication systems. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT 276**
**Lubrication Systems: Turbine Engines**

3

Understand the components of and operation of engine lubrication systems, the requirements and characteristics of engine lubricants and lubrication systems. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 279**
**Engine Fuel Systems**

7

Theory and application of the chemistry and combustion characteristics of fuel, the system components in both reciprocating and turbine engines and maintenance and repair of the systems, including metering of fuel for float carburetors, fuel injection, pressure carburetors, anti detonate injection, and turbine electronic and hydromechanical fuel controls. Assesses Core Learning Outcomes 1, 2, 3, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 281**
**Engine Induction/Cooling**

4

Theory and application of carburetor, fuel injected, naturally aspirated, turbo-charged, and supercharged induction system maintenance. Theory and application of ice and rain control systems. Theory and application of air cooled engines, exhaust systems, turbine engine reversing systems, and power recovery turbines. Assesses Core Learning Outcomes 1, 2, 3, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission

**AMT& 285**
**Propellers and Fans**

6

Theory and application of propellers and fans including operation, controls, and instrumentation on fixed pitch, controllable pitch, constant speed, and feathering propellers. System study includes anti-icing and synchronizing systems, and propeller inspection, maintenance and repair. Familiarization with unducted fan engines. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** Completion of all 100-level Aviation Maintenance Technician School courses; AND instructor permission



## AVIONICS

The Advanced Avionics Program provides students with necessary background, knowledge, and practical experience to qualify for employment in the Avionics manufacturing and repair shops. Coupled with the A&P license, graduates qualify for avionics technician employment in commercial airlines, aircraft manufacturers, and general aviation maintenance. The sequence of advanced avionics requires two quarters to complete. About \$200 worth of tools are required for the program.

By taking academic work beyond the advanced avionics program and coupling it with the airframe and powerplant sequences in aviation maintenance technology, students may qualify for the degree of Associate in Technical Arts.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Demonstrate and apply industry required technical skills and data.
- Demonstrate safe work habits and behavior in aviation, reflecting concern, care, and pride in self, others, equipment, aircraft, and facilities.
- Demonstrate and apply appropriate industry required skills in attendance, character, teamwork, appearance, attitude, productivity, organizational skills, communication, cooperation, respect and documentary discipline.

All training for the program is conducted in classrooms and shops at Paine Field. For further information, call 425-388-9533 or email [aviation@everettcc.edu](mailto:aviation@everettcc.edu).

**Faculty Advisor:**

**R. Alexander**      425-388-9519      [ralexander@everettcc.edu](mailto:ralexander@everettcc.edu)

### AVIO& 101

#### Aircraft Electrical Fundamentals

8

Fundamentals, troubleshooting, and experiments of aircraft electrical circuits; safety practices; electrostatic devices; metric notation; voltage, current, resistors and measurements, switches, fuses, and circuit breakers; tools for troubleshooting, including multimeters and oscilloscopes; magnetism and electromagnetic principles and calculations; relays and meters; Ohm's and Kirchhoff's Laws; circuits; electrical generators, inductors, filters, and capacitors; resistance and reactance; transformers; batteries; motors. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** Eligibility for MATH& 141 and Eligibility for ENGL& 101; OR Completion of AVA 101; OR eligibility for AMT& 200 level courses; OR holds the FAA AMT License.

### AVIO& 102

#### Aircraft Electronic Fundamentals

8

Fundamentals, troubleshooting, and experiments with fundamental aircraft electronics; diodes; power supplies; rectifiers; voltage regulators; transistors; amplifiers; oscillators and multivibrator circuits; latches and flip-flops; transmitters; synchro systems; gyroscopes. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** AVIO& 101

### AVIO& 103

#### Aircraft Wiring Systems

2

Fundamentals, troubleshooting, and repair of aircraft wiring, including acceptable standards for visual, electrical, and mechanical quality. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** AVIO& 101

### AVIO& 104

#### Aircraft Fiber Optic Systems

2

Course designed to prepare participants to install, maintain, troubleshoot, and repair fiber optics in the aviation industry. Participants will learn to work safely with materials used in fiber optics, while learning to handle materials properly during the routing, installation, assembly, cleaning, troubleshooting, and repair processes. Assesses Core Learning Outcomes 2, 3, 6.

**Prerequisites:** AVIO& 103

### AVIO& 201

#### Aircraft Digital Electronic Instrument Systems

8

Digital techniques of troubleshooting, repairing, and experiments of aircraft electronic instrument systems. Course includes aircraft flight instrument systems; computer math and number systems, logic expressions, gates, and families; digital electronics and test equipment; timers; integrated and combinational circuits; computer registers, memory, microprocessors; counters; TDM and FDM; introduction to fiber optics and lasers; data communications; Bus systems. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** AVIO& 102

### AVIO& 202

#### Avionics Systems for Airframe and Powerplant

8

Fundamentals, troubleshooting, and repair of aircraft avionics systems for airframe and powerplant, including: aerodynamic principles, aircraft structures, communication systems, navigation systems, power distribution systems, avoidance and detection systems, master warning and annunciator systems, radar systems, lighting systems, powerplant systems, and airframe systems. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** AVIO& 201

### AVIO& 203

#### Avionics Communications

2

Preparation for the FCC General Radiotelephone Operator License and Ship Radar Endorsement, utilizing Federal Communications Commission guidelines, fundamentals of communication and Key Topics. Assesses Core Learning Outcomes 2, 5.

### AVIO& 204

#### Principles of Avionics Troubleshooting

2

Course designed to identify and isolate avionics system faults through a logical approach using a four step troubleshooting method. Assesses Core Learning Outcomes 2, 5.

**Prerequisites:** AVIO& 202

## BIOLOGY

Biology courses provide preparation for science, pre-medicine and health science disciplines. These courses satisfy the Natural Science (NS) or Natural Science Lab (NS-L) graduation distribution requirement.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Apply quantitative analysis to solve problems: students will utilize quantitative and graphical analyses to describe biological processes and solve problems posed in assignments.
- Apply the Scientific Method: in reports and presentations, students will demonstrate application of the scientific method in order to explain biological processes encountered in classroom, laboratory and field projects.
- Critically evaluate the science-related content in reports, popular media and public policy: students will read assigned articles, books and online resources, and evaluate these sources in the context of the life sciences topics presented in class.
- Effectively communicate scientific processes: students will use the results obtained from experiments, demonstrations, discussions and field work to produce written reports and oral presentations.

**Faculty Advisors:**

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## BIOL& 100

### Survey of Biology

5

(NS-L) General concepts of living organisms, the process of science, and application of biology to human beings and society. For non-science majors. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Eligibility for ENGL& 101 AND eligibility for MATH 096

## BIOL 105

### Disease in Modern Society

5

(NS) General concepts of infectious disease, the process of science, and application of biology to human beings and society. For non-science majors. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Eligibility for ENGL& 101 AND eligibility for MATH 096

## BIOL 107

### Life Science for Everybody

5

(NS-L) Hands-on exploration of how living things interact with each other and their environment to obtain energy and building blocks for growth. For non-science majors. Highly recommended for elementary education majors. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Eligibility for ENGL& 101 AND eligibility for MATH 096

## BIOL 130

### Marine Biology of the Pacific Northwest

5

(NS-L) Introduction to the identification, interactions, and life histories of marine organisms found in Puget Sound. Field trips required. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Eligibility for ENGL& 101 AND eligibility for MATH 096

## BIOL 142

### Topics in Ecology

2

(NS) Readings and discussion of current topics in ecology. Suitable for students with no biology background as well as for science majors. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Eligibility for ENGL& 101 AND eligibility for MATH 096

## BIOL 190

### Natural History Field Studies

1-5

(NS-L) Various field studies. Hours to be arranged. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Instructor permission.

## BIOL 199

### Special Projects – Biology

1-5

Independent study projects on selected topics in the biological sciences. Credit to be arranged with supervising instructor. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Instructor permission.

## BIOL& 211

### Majors Cellular

5

(NS-L) Principles of cellular biology as they apply to organisms. Prerequisite to BIOL&231, BIOL&232 and BIOL&260. Assesses Core Learning Outcomes 2, 3.

Prerequisites: Placement into ENGL& 101; and CHEM& 121, or CHEM& 161 and CHEM& 162, all with a grade of C or higher.

## BIOL& 211P

### Majors Cellular: Problem Session

1

Problem session to accompany BIOL& 211. In-depth analysis of concepts and course content, lab report preparation. Non-transferable. Assesses Core Learning Outcomes 1, 2.

Corequisites: BIOL& 211.

## BIOL& 221

### Majors Ecology/Evolution

5

(NS-L) Mendelian genetics, evolution, biodiversity of life forms, and ecology. First course of three-quarter series. For students intending to major in the sciences. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: One year high school biology course within the last 5 years or any BIOL course numbered 100 or higher; CHEM& 161 (may be taken concurrently) or equivalent. Each prerequisite course must have a grade of C (2.0) or higher; OR instructor permission.

## BIOL& 221P

### Majors Ecology/Evolution: Problem Session

1

Problem session to accompany BIOL& 221. In-depth analysis of concepts and course content, lab report preparation. Non-transferable. Assesses Core Learning Outcomes 1, 2.

Corequisites: BIOL& 221.

## BIOL& 222

### Majors Cell/Molecular

5

(NS-L) For students intending to major in the sciences. Metabolism and energetics, structure and function of biomolecules, cell structure and function, current applications of biotechnology and molecular biology. Second course of three-quarter series. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: BIOL& 221 with a grade of C or higher and CHEM& 162 with grade of C or higher or concurrent enrollment in CHEM& 162, or instructor permission.

## BIOL& 222P

### Majors Cell/Molecular: Problem Session

1

Problem session to accompany BIOL& 222. In-depth analysis of concepts and course content, lab report preparation. Non-transferable. Assesses Core Learning Outcomes 1, 2.

Corequisites: BIOL& 222.

## BIOL& 223

### Majors Organismal Physiology

5

(NS-L) For students intending to major in the sciences. Animal development and physiology, plant development and physiology, including photosynthesis. Final course of three-quarter series. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: BIOL& 222 with grade of C or higher and CHEM& 162 with grade of C or higher, or concurrent enrollment in CHEM& 162, or instructor permission.

## BIOL& 223P

### Majors Organismal Physiology: Problem Session

1

Problem session to accompany BIOL& 223. In-depth analysis of concepts and course content. Non-transferable. Assesses Core Learning Outcomes 1, 2.

Corequisites: BIOL& 223.

## BIOL& 231

### Human Anatomy

5

(NS-L) Detailed examination of the structure of the human body using human models, human skeletons, microscopic slides, digital photographs and animations, fresh animal specimen dissection, and dissection of the preserved cat. For allied health professional majors. Assesses Core Learning Outcome 1.

Prerequisites: BIOL& 211, or BIOL& 221 and BIOL& 222; and CHEM& 121 or CHEM& 161 and CHEM& 162 or higher all with a grade of C or higher; or instructor permission.

## BIOL& 232

### Human Physiology

5

(NS-L) Detailed study of the functioning, integration and interrelationships of the following organ systems of the human body using lecture and lab exercises: Neurologic(Including Autonomic and Special Senses), Muscular, Endocrine, Cardiac, Circulatory, Renal, Reproductive (including Pregnancy, Development, Growth and Senescence), Immune, Hematologic, Respiratory. Assesses Core Learning Outcome 6.

Prerequisites: BIOL& 211 and 231, or BIOL& 221 and 222 and 223; and CHEM& 121 or CHEM& 161 and CHEM& 162, all with a grade of C or higher; or instructor permission

**BIOL& 260****Microbiology**

5

(NS-L) Survey of microorganisms and their biological activities, with special emphasis on bacteria. Assesses Core Learning Outcomes 1, 2, 3, 6.

**Prerequisites:** BIOL& 211 and BIOL& 232; or BIOL& 222 and BIOL& 223; all with a grade of C or higher; or instructor permission.

**BOTANY**

Botany courses provide preparation for life science disciplines. BOT 113 and BOT 115D satisfy the Natural Science Lab (NS-L) graduation distribution requirement.

**Faculty Advisor:**

**R. Kratz** 425-388-9503 rkratz@everettcc.edu

**BOT 113****Plants of the Pacific Northwest**

5

(NS-L) Introduction to classification and identification of ferns, conifers and flowering plants, with an emphasis on flora of the Pacific Northwest. Includes principles of naming and classification, plant reproduction, ecological interaction, and human use of plants. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 076 or MATH 080, OR eligibility for MATH 086 via a math assessment

**BOT 115D****Ethnobotany: Plants and People**

5

(NS-L) Botanical and cultural aspects of interactions between plants and people from around the world. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 076 or MATH 080, OR eligibility for MATH 086 via a math assessment

**BUSINESS**

The Associate in Business DTA degree for business majors is a 90-credit program which includes the coursework required for transfer to a four-year college or university with junior-class standing. This is the recommended program for students who intend to earn a baccalaureate degree in business administration. Universities offer a number of specializations in business: Management, Economics, Marketing, International Business, and Finance, etc.

The 90-credit Associate in Technical Arts (ATA) degree program is designed for non-transfer students who desire an associate degree in Business Administration.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Describe the multiple contexts of business—social, cultural, economic and legal—within a sustainable domestic and global environment.
- Evaluate and process quantitative and symbolic data.
- Define how elements of the legal environment impact business.
- Demonstrate the ability to effectively plan and to communicate orally and in writing.
- Apply appropriate technology and frameworks to input, manage, and interpret business information.
- Record transactions and prepare financial statements for a business entity.

**Faculty Advisors:**

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**BUS 100****Business Program Orientation and Planning**

1

Planning class for students wishing to complete two- or four-year degrees in business or related areas. Planning strategies for AAS degree, selection of universities and transfer requirements, selection of concentrations within those programs as influenced by career exploration and application/entrance requirements. Guest speakers representing business programs at nearby universities, as available. Developing student success skills. Highly recommended first quarter course for Accounting, Business, Economics or related major. Assesses Core Learning Outcomes 1, 3, 5.

**BUS& 101****Introduction to Business**

5

(SS) Survey of, and orientation to, the American business system. Overview of business environment, private enterprise system, business organization, management processes, and business operation. Intended as an introductory course for students majoring in any field of study. Assesses Core Learning Outcome 1.

**BUS 104****Business English**

5

Focuses on standards and conventions of written English. Review of abbreviations, capitalization, grammar, numbers, compounds and hyphenations, possessives, punctuation, spelling, and word confusions. Includes proofreading and editing. Assesses Core Learning Outcome 3.

**Prerequisites:** Placement in English 097 or higher

**BUS 105****Small Business Essentials**

5

Study of small business with an emphasis on using systems thinking to identify and successfully pursue business opportunities. Topics include identifying a viable business opportunity, using business planning tools, preparing a marketing plan, and understanding the functions of management, operations and financial planning. Major business functions and the business lifecycle will be explored. Assesses Core Learning Outcome 2.

**BUS 110D****Business Communications**

5

(D,R) Study of business communication principles within the global workplace. Includes effectively presenting good, neutral, and bad news, direct and persuasive requests, short reports, and spoken presentations to diverse audiences. Also includes listening skills and interpreting nonverbal communication within varying cultures. Assesses Core Learning Outcomes 3, 4.

**Prerequisites:** Placement in ENGL 098.

**BUS 130****Business Computations**

5

Apply mathematical concepts using numerical data in Excel to complete business applications. Create formulas and use functions of Excel to compute basic math operations, fractions, percent, percent increase/decrease, bank reconciliation, payroll, taxes and insurance, discounts, markup/markdown, interest, mortgages, depreciation, and financial statements. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for MATH 076 via a math assessment

**BUS 140****Introduction to Hotel Management**

5

Introduction to management and operations of the hotel industry. General management, room operation, food and beverage operation, marketing, financial control and information management and human resources policy management issues will be examined. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** BUS& 101 and BUS 105.

**BUS 150****Principles of Marketing**

5

(TE) Introductory study of marketing concepts viewed from a managerial approach. Study of fundamental business activities that direct flow of goods and services from producer to consumer. Includes promotion, distribution and pricing. Assesses Core Learning Outcomes 1, 3.

## **BUS 154** **Human Resources and Supervision** 5

Explores the critical elements of human engagement to meet the mission of a business, and the critical role of the supervisor in business and employee success. Areas of emphasis include workforce planning, motivation, leadership, empowerment, authority, employee discipline, communication and training. Key aspects of Human Resources management relating to compensation, benefits, occupational safety, health and security in the context of business success. Assesses Core Learning Outcomes 2, 4.

**Prerequisites:** CL 101 or instructor permission.

## **BUS 155** **Essentials of Retailing** 5

Explores the critical elements of retailing and operations within a retail environment. This course covers inventory, customer service and loyalty, merchandising, human resources, loss prevention and shrinkage, profitability and sustainable enterprise. Other areas of focus include sales strategy, marketing, and seasonal influences. This is an introductory course into the dynamic world of retailing and contemporary change in consumer behavior; the course will explore impacts of e-commerce on the traditional brick-and-mortar retail operations. Assesses Core Learning Outcomes 3, 4.

## **BUS 156** **Sales Fundamentals** 3

Sales Fundamentals provides students with a foundation of principles in selling for Business to Business (B2B) and Business to Consumer (B2C). Students discover the art of and dynamic activity required for establishing customer lifetime value through an emphasis on relationship cultivation. This course introduces key components to the selling process as related to marketing principles. The ingredients of AIDA (Attention, Interest, Desire, Action) and marketing mix, including emphasis on sales promotion, are contextualized through role play exercises. Technology and CRM platforms (Customer Relationship Management) will be introduced as critical tools for greater efficiency in sales outcomes. The course will also introduce students to personal selling and communication skills that help to engage any audience whether a prospective customer or a prospective employer. Assesses Core Learning Outcome 3.

## **BUS 165** **Service Essentials for Business** 5

(R) The challenges of building a business enterprise by satisfying customer needs. Historical perspectives on transactional versus relational service strategies Interpersonal communication, customer expectations, teamwork, dealing with angry customers, first-call resolution, exploring service culture, and service recovery. Changes in customer expectations concerning technology and capacity to engage with Customer Service Representatives (CSRs) through a variety of communication channels including call centers, texting, instant messaging, and online chat. A study of face-to-face service engagement by a CSR. This course satisfies the Human Relations requirement at EvCC. Assesses Core Learning Outcomes 2, 3.

## **BUS 190** **Business Seminar** 1-5

Seminar will be used to teach various subjects in the areas of management, marketing, and operations. Subjects will be current topics in these fields that are not in the published curriculum. May be repeated three times for credit.

## **BUS 191** **Business Internship** 1-5

Provides students with a supervised work environment to apply their management, marketing and operations knowledge in either a for-profit or non-profit organization, to foster professional growth, and to gain self-confidence directly associated with certification and/or the degree focus of the student. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission.

## **BUS 200** **Principles of Management** 5

(TE) Introduction to basic principles of good business management. Consideration of basic management functions of organizing, planning, directing, staffing, and controlling. Assesses Core Learning Outcomes 1, 3.

## **BUS& 201** **Business Law** 5

(SS) Origin, evolution, concepts, structure, and functions of law and judicial system. Includes contracts, agency, torts, Uniform Commercial Code, employment law, property and landlord tenant law, trusts and estates, and constitutional law, forms of business organization, consumer legislation, and crime. Emphasis is on gaining a practical understanding of rights and obligations arising from entering into contracts. Required law course for business students intending to transfer to universities in the state of Washington. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** ENGL 098 or ESL 098 or IELP 098 or placement into ENGL& 101.

## **BUS 210** **Essentials of Public Relations** 5

The healthy function of integrated public relations plays a vital role in the success of any business, large or small. Public relations is examined in light of its influence of opinion on the brand, image and relevance of a company. Many of the driving internal business disciplines—community relations, marketing, advertising, sales, customer service and mass media communications—will be covered in this course and will help students to gain knowledge, understanding, appreciation and basic skills in the art of public relations. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** BUS 110D or ENGL 098.

## **BUS 230** **Introduction to Hospitality** 5

Introduce the structure and operations of the three key sectors in the hospitality industry (food and beverage, lodging, and travel), the economic impact of the industry, and career options in hospitality. Assesses Core Learning Outcome 1.

## **BUS 250** **Managing Information Technology** 5

Introduce business majors to contemporary information systems and demonstrate how these systems are used throughout organizations. This course includes a familiarization of information systems, computer hardware, computer software, data and telecommunications concepts; an understanding of how the variety of technological capabilities found within these concepts can be integrated and managed to create competitive advantage; an understanding of networks, the Internet, business data analysis, database management and its application to business uses; and a familiarization of software for developing effective usage techniques for the workplace using appropriate application software. Assesses Core Learning Outcomes 1, 2, 6.

**Prerequisites:** Placement in MATH& 107 or higher and placement into ENGL& 101

## **BUS 295** **Business Internship** 1-5

Provides students with a supervised work environment to apply their management, marketing and operations knowledge in either a for-profit or non-profit organization to foster professional growth and to gain self-confidence directly associated with certification and/or the degree focus of individual students. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission.

## BUSINESS TECHNOLOGY

Business Technology (BT) offers programs leading to one- and two-year certificates and a two-year Associate in Technical Arts (ATA) degree. These programs provide training and preparation for general, legal, and medical office positions.

First-year courses emphasize the basic knowledge and skills necessary to prepare students for entry-level office positions. Second-year offerings include advanced courses and an internship to prepare students for upper levels of employment. Students completing an ATA Degree can transfer their credits toward an Information Technology & Administrative Management degree at Central Washington University.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Anticipate and actively explore innovative solutions to technological and organizational challenges.
- Demonstrate critical thinking, analytical, and quantitative skills in making decisions and completing tasks and projects both independently and as a dependable team member.
- Demonstrate effective verbal and written communication using the principles of clear thinking, awareness of audience, appropriate conventions of format, structure, and language.
- Work ethically, integrating law, company rules and policies, and individual decision-making to foster personal growth and better appreciate the diverse world in which we live.
- Use computers to input, manage, and interpret information and to solve business problems in a variety of situations.
- Demonstrate safe work habits that reflect concern and care for self and an understanding of social, economic, and environmental systems in the context of sustainability.
- Develop the skills and experience necessary to secure employment, including development of documents and skills necessary for job search.

### Faculty Advisors:

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**BT 100**  
**Beginning Keyboarding** 5  
 Introduces keying-by-touch system emphasizing correct ergonomics. Development of speed and accuracy. Includes techniques for editing, saving, opening and closing documents and application of skills to personal letters and reports. Assesses Core Learning Outcome 6.

**BT 103**  
**Grammar and Punctuation for Business** 2  
 Self-paced review of grammar and punctuation in a computer-mediated lab setting. Focuses on recognizing the parts of speech in the context of sentences. Emphasis is on improving basic writing skills with practice writing both sentences and paragraphs. Assesses Core Learning Outcome 3.

**BT 105**  
**Keyboarding - Speed and Accuracy** 3  
 Improve keyboarding speed and accuracy through the use of programmed software which diagnoses student keyboarding problems and prescribes appropriate practice material. May be repeated one time. Assesses Core Learning Outcome 6.

**BT 115**  
**Records Management** 5  
 Creation, storage, maintenance, retrieval and disposition of records using manual and electronic methods. Includes alphabetic, geographic, subject, numeric, and chronologic indexing. Assesses Core Learning Outcome 6.

**BT 130**  
**Editing/Transcription** 5  
 Develops entry-level transcription and editing skills and develops understanding of the mechanics of good writing. Proofreading skills are emphasized. Business correspondence is transcribed using WAV files and appropriate software. Assesses Core Learning Outcome 6.

Prerequisites: BUS 104 (or concurrent enrollment) or instructor permission.

**BT 145**  
**Civil Litigation** 5  
 General legal terminology and vocabulary as well as pretrial and trial procedure. Transcription of correspondence and pleadings used in litigation. Mechanics of good writing; proofreading skills are emphasized. Documents are transcribed using WAV files and appropriate hardware/software. Assesses Core Learning Outcome 6.

Prerequisites: Eligibility for ENGL 098.

**BT 146**  
**Will/Probate/Domestic Relations** 5  
 Focuses on wills, probate, and family law procedures. Transcription of correspondence, legal documents, and forms. Proofreading and editing skills are emphasized. Documents are transcribed using WAV files and appropriate software. Assesses Core Learning Outcome 6.

Prerequisites: Eligibility for ENGL 098.

**BT 147**  
**Bankruptcy and Corporate Law** 5  
 Focuses on corporate, real estate, and bankruptcy law. Transcription of corporate documents. Proofreading and writing mechanics are emphasized. Documents are transcribed using WAV files and appropriate hardware/software. Assesses Core Learning Outcome 6.

Prerequisites: Eligibility for ENGL 098.

**BT 162**  
**Job Search and Professional Development** 5  
 Provides an opportunity to develop skills, attitudes, and practices needed for effective job search. Concentrates on areas of development that are essential but often left out of professional curricula. Focuses on self-assessment, employer research, resume creation, cover and follow-up letters, and interview techniques. Students should enroll in this class within the final two quarters of their degree or certificate program. Assesses Core Learning Outcome 6.

**BT 180**  
**Principles of Medical Insurance** 5  
 Introduction of the medical billing cycle. Explanation of private and government health insurance policies, analysis of insurance forms, and recognition of legal issues and medical confidentiality (HIPAA). Completion of patient and insurance forms: registration, authorization, consent, patient ledger, day sheets, and claim form. Assesses Core Learning Outcomes 2, 3.

**BT 181D**  
**Diversity in Law and Ethics for Health Care Occupations** 5  
 (D) Introduction to law and ethics as it relates to the medical office setting and patient-provider relationships. Emphasizes being inclusive instead of exclusive while exploring components of cultural diversity in the ambulatory health care setting. Topics include bioethics, professional liability, public duties, informed consent, employment practices, allocation of scarce medical resources, genetic engineering, and choices in life and death. Assesses Core Learning Outcome 4.

**BT 182**  
**Electronic Health Records for the Front Office** 5  
 Preparation to perform medical reception and billing duties using electronic health record software. Focuses on documenting patient visits by using EHR to schedule appointments, check in patients, process intake and exam documentation. Also provides practice using electronic health record (EHR) for reimbursement cycle. Assesses Core Learning Outcome 2.

Prerequisites: BT 180 or concurrent enrollment and CL 101 or instructor permission.



**BT 218**  
**Sustainable Office** 4  
 Developing office practices that reduce waste and pollution by considering environmental impacts in addition to price and performance. Introduction to green office procedures and principles. How offices of all types and size can move toward sustainability through practices such as recycling, energy and water conservation, and "green" building. Assesses Core Learning Outcomes 2, 7.

**Prerequisites:** BT 100 or concurrent enrollment; CL 101 or concurrent enrollment.

**BT 219**  
**Introduction to Microsoft Word** 5  
 Introduces word processing functions and applications using Microsoft Word. Covers creating, revising, formatting, saving and retrieving documents; file management; merge; selecting typefaces; creating and centering tables; using pagination; selecting text; formatting footnotes; finding and replacing text and formats; and using multiple windows. Includes required on-site certification exam. CL 101 recommended as a prerequisite. Assesses Core Learning Outcome 6.

**BT 240**  
**Access** 5  
 Presents intermediate/advanced techniques in Microsoft Access. Emphasis on formatting text and numbers; advanced queries and reports, macros, and importing and exporting data. Includes required on-site certification exam. Assesses Core Learning Outcome 6.

**Prerequisites:** CL 101 or instructor permission.

**BT 242**  
**Excel** 5  
 Presents intermediate/advanced techniques in Microsoft Excel. Emphasis on creating professional-looking workbooks, using templates, creating multiple worksheets and using functions. Includes required on-site certification exam. Assesses Core Learning Outcome 6.

**Prerequisites:** CL 101 or instructor permission.

**BT 243**  
**Advanced Excel Applications** 5  
 Continuation of BT 242 Excel. Project-based approach to improve workflow, eliminate repetition, and produce more informative reports; maintain and enhance existing spreadsheets; create new workbooks using best business practices and advanced Excel techniques; and develop and refine business analysis skills using advanced Excel features. Includes required on-site certification exam.

**Prerequisites:** BT 242 or instructor permission.

**BT 248**  
**Advanced Legal Office Procedures** 5  
 Presentation of the role of lawyers and law office staff in society today. Topics include ethics, structure and jurisdiction of the court systems, citation forms and the law library, dockets, reminder systems, organizational and procedural perspective of the law office, filing of legal documents, and use of the Uniform System of Citations as a reference tool. Emphasis on critical thinking skills in law office situations and use of the Washington Court Rules for legal citations. Assesses Core Learning Outcomes 1, 2, 3, 6, 7.

**Prerequisites:** CL 101, BT 115, BT 145, BT 146, BT 147, BT 162, BT 219; BUS 110D, BUS 130 and BUS& 201 or POLS& 200 or instructor permission.

**BT 252**  
**Internship** 1-4  
 On-the-job work experience in occupations directly related to student's career choice. The internship reinforces the student's training in the Business Technology program and promotes professional growth. Internships arranged with private industry, governmental agencies, and nonprofit organizations. May be repeated up to a total of four credits. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission.

**BT 261**  
**Advanced Office Procedures** 4  
 Build and refine skills in office management, travel arrangements, human relations, telephone techniques, electronic scheduling, and keyboarding. Students use integrated software to create databases, spreadsheets, word processing documents, presentation graphics projects, calendar scheduling, and e-mail. Assesses Core Learning Outcomes 1, 2, 3, 6, 7.

**Prerequisites:** CL 101, BT 115, BT 219, BT 240, BT 242, BUS 104, BUS 110D, BUS 130, and instructor permission.

## CHEMISTRY

Chemistry courses provide preparation for science, pre-medicine and health science disciplines. These courses satisfy the Natural Science Lab (NS-L) graduation distribution requirement.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Apply quantitative analysis to solve problems: by solving problems through the use of algebra, analyzing and predicting outcomes from graphical data, and converting between scientific units.
- Apply the scientific method: by forming hypothesis based upon observations, design and implement simple experiments, and draw reasonable conclusions.
- Critically evaluate the science related content: by interpreting data from graphs and tables.
- Effectively communicate scientific processes: by writing laboratory reports that includes data in tabular and graphical format, and summarizing results to explain the phenomena studied.

**Faculty Advisors:**

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**CHEM& 110**  
**Chemical Concepts w/Lab** 5

(NS-L) Introductory lab science course for non-science majors. Themes vary from quarter to quarter and may include the applications of Chemistry in Art, Medicine, Pharmaceuticals, or the Environment. Check the quarterly schedule for the specific themes. Not recommended as a preparatory course for General Chemistry or for Allied Health Professions. Assesses Core Learning Outcome 1.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 076 or MATH 080 with a grade of C or higher, or eligibility for MATH 086 via a math assessment

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

(NS-L) Atomic and molecular structure, chemical bonding, nomenclature, states of matter, solutions, acids and bases, stoichiometry, quantitative and qualitative behavior of gases, dimensional analysis, reaction rates and chemical equilibrium. For students majoring in liberal arts, nursing, radiation technology, pre-occupation therapy, and dental hygiene. Not recommended for students planning to continue beyond CHEM& 131; see Chemistry series. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for ENGL& 101; AND MATH 091 or MATH 086, or eligibility for MATH 096 via a math assessment

**CHEM& 131**  
**Introduction to Organic/Biochemistry** 5

(NS-L) Structure, nomenclature, and reactions of organic compounds, introduction to biochemistry. Assesses Core Learning Outcomes 1, 2.

**Prerequisites:** CHEM& 121 or CHEM& 161 and ENGL 098 with grade of C or higher or instructor permission.

**CHEM& 140**  
**General Chemistry Prep w/Lab** 5

(NS-L) Includes measurements, properties and structure of matter, nomenclature, and weight relations. Intended for students who want to obtain the chemistry background needed for the CHEM& 161 - 163 series. Not intended for students with a recent course in high school chemistry. This course does not meet the prerequisites for the nursing program. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 092 or MATH 096 or MATH 099; or concurrent enrollment in MATH 096, or eligibility for MATH& 141 via a math assessment

**CHEM& 161****General Chemistry w/Lab I**

5.5

(NS-L) Properties of matter, atomic theory, atomic structure, periodicity, bonding models (Ionic, Covalent, VSEPR, Hybridization), nomenclature, molecular shapes, intermolecular forces, reactions and stoichiometry. For pre-medicine, pre-dentistry, pre-veterinary medicine, pre-pharmacy, and all engineering and science majors. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Eligibility for ENGL& 101 AND eligibility for MATH& 141. One of the following: CHEM& 140 with a grade of C or higher, or one year of high school chemistry with a C or better within the last three years, or pass the chemistry placement test, or MATH& 152 with a B+ or higher.

**CHEM& 162****General Chemistry w/Lab II**

5.5

(NS-L) Aqueous reaction (precipitation, acid-base, redox), stoichiometry, thermochemistry, thermodynamics, ideal gases, properties of liquids, solids and solutions. For pre-medicine, pre-dentistry, pre-veterinary medicine, pre-pharmacy, and all engineering and science majors. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** CHEM& 161 with a grade of C or higher.

**CHEM& 163****General Chemistry w/Lab III**

5.5

(NS-L) Equilibrium, acid/base equilibrium, solubility equilibrium, buffers, electrochemistry, kinetics, and nuclear chemistry. For pre-medicine, pre-dentistry, pre-veterinary medicine, pre-pharmacy, and all engineering and science majors. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** CHEM& 162 with a grade of C or higher or instructor permission

**CHEM& 261****Organic Chemistry w/Lab I**

6

(NS-L) Chemistry of carbon compounds, with emphasis on structure, nomenclature, reactions, mechanisms, and synthesis of main types of organic compounds. Assesses Core Learning Outcome 2.

**Prerequisites:** ENGL 098 with grade of C or higher, and CHEM& 163, or CHEM& 162 with instructor permission.

**CHEM& 262****Organic Chemistry w/Lab II**

6

(NS-L) Chemistry of carbon compounds, with emphasis on structure, nomenclature, reactions, mechanisms, and synthesis of main types of organic compounds. Assesses Core Learning Outcome 2.

**Prerequisites:** CHEM& 261 with grade of C or higher.

**CHEM& 263****Organic Chemistry w/Lab III**

6

(NS-L) Chemistry of carbon compounds, with emphasis on structure, nomenclature, reactions, mechanisms, and synthesis of main types of organic compounds. Assesses Core Learning Outcome 2.

**Prerequisites:** CHEM& 262 with grade of C or higher.

## CHICANO STUDIES

Chicano Studies courses support the following Student Core Learning Outcomes: think critically and participate in diverse environments.

**CHCST 105D****Introduction to Chicano/Mexican-American Culture**

5

(H,D) Introduction to the dominant historical, cultural and political themes that characterize the Chicano/Mexican-American experience. Through the study of history, current events and literature, students will be able to articulate the diversity within the largest ethnic group among Latinos within the United States as well as the dominant themes that characterize the lives of Mexican-Americans. Assesses Core Learning Outcome 4.

**Prerequisites:** ENGL 098

## CHINESE

See World Languages

Don't see the language you are looking for? Please visit [EverettCC.edu/World Languages](http://EverettCC.edu/WorldLanguages) for a list of language courses offered at EvCC and at our 5-Star Consortium member colleges.

## COLLEGE SUCCESS

College Success is required for all new degree seeking students who are new to Everett Community College and have not completed 45 college-level credits with a minimum 2.0 GPA at time of enrollment.

The following programs are exempt for this requirement in 2018/19:

Cosmetology, Medical Transcription, Medical Coding, Medical Assisting, Certified Nursing Assistant, Welding, Aviation, Fire Science/EMT, Advanced Manufacturing Technology, which includes Composites, Computer Aided Design, Mechatronics, Precision Machining, Welding and Fabrication, all Basic Skills programs, Running Start students, and students enrolled in ENGR 101.

**COLL 101****College Success**

2

Develop, understand and apply college success strategies to include college resources and student services, rights and responsibilities, funding college, organization, time management, appreciating diversity, learning strategies, choosing a college major, achieving college goals and completing an academic plan. Assesses Core Learning Outcomes 1, 6.

## COMMUNICATION STUDIES

Communication Studies is the examination of human interaction, information transmission, and social institutions. In addition to studying the traditional art of rhetoric, communication skills and analysis are taught and explored in the contexts of interpersonal, intercultural, small group, and mass communication. Communication studies nurture self-awareness, civil discourse, critical thinking, and more effective human interaction in both an individual's personal and professional life.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Students will develop the organizational and research skills necessary to write and speak effectively.
- Students will demonstrate awareness of different audiences, styles, and approaches to oral communication.
- Students will develop and practice self-reflection and inquiry methods which produce meaningful conclusions.

**Faculty Advisors:**

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**CMST& 102****Introduction to Mass Media**

5

(H,SS) Survey course exploring the role of mass media in society, with an emphasis on developing students' media-literacy skills. Topics include current and historical uses of mass media, media economics, and the impacts of the digital revolution. Assesses Core Learning Outcome 2.

**CMST 104****Oral Interpretation of Literature**

5

(H) Study of literature through performance and theory. Literary understanding and appreciation are emphasized through the examination of prose, poetry, and drama. Performance skills are developed by learning to communicate literature through voice and body. Assesses Core Learning Outcomes 1, 2, 3, 5.

## CMST 182

### Service Learning

1-2

Service Learning combines the opportunity of volunteerism with academic applications of social, economic, and political issues important to the community. Provides for real life application of communication skills and knowledge that extends learning beyond the classroom and into the community. A maximum of six credits may be earned. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: Instructor permission.

## CMST 204D

### Intercultural Communication

5

(H,D) Introduction to communication between people from different cultures. Focuses on application of research and theory in intercultural communication. Explains the roles of verbal and nonverbal codes in the development of intercultural interpersonal relationships. Describes obstacles to intercultural communications and develops skills to overcome them. Assesses Core Learning Outcomes 1, 3, 4, 5.

Prerequisites: Completion of ENGL 098 with a C or higher or eligibility for ENGL& 101.

## CMST& 210

### Interpersonal Communication

5

(H,R) Theory and skills relating to social, family, and work situations. Language usage, nonverbal communication, dealing with conflict, perception, and self-concept. Assesses Core Learning Outcomes 1, 3, 5.

Prerequisites: Completion of ENGL 098 with a C or higher or eligibility for ENGL& 101.

## CMST& 220

### Public Speaking

5

(C,H) Methods of speech organization and composition; speaking skills in varied settings; audience analysis and speech criticism. Assesses Core Learning Outcomes 1, 3, 5.

Prerequisites: Completion of ENGL 098 with a C or higher or eligibility for ENGL& 101.

## CMST 223

### Public Speaking for Educators

5

(H,C) CMST& 220 option for education majors. Methods of speech organization and composition for education students, speaking skills in educational settings, situational analysis and instructional communication assessment. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

Prerequisites: Completion of ENGL 098 or ESL 098 or IELP 098 with a C or higher or placement in ENGL& 101.

## CMST& 230

### Small Group Communication

5

(H,R) Principles and methods of interaction in small decision-making, learning, and problem-solving groups. Techniques of relating individual to group thinking through practice in discussion and role playing. Assesses Core Learning Outcomes 1, 3, 5.

## COMPOSITES TECHNOLOGY

Students may pursue a certificate or ATA degree in composites technology to prepare for employment in the automotive, sports, aviation and marine industries. The overall program is designed for maximum flexibility, and may be pursued on a full-time or part-time basis.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Solve technical mathematical problems (such as fiber resin ratio)
- Learn basic hand skills for the layup of composites materials using fiberglass, carbon fiber, epoxy and polyester resin
- Design molds and forms for the layup of fiberglass and carbon fiber materials
- Build and vacuum bag composite materials for room temperature cure and oven cure materials
- Create projects in composite materials showing how surface energy is increased and decreased
- Design for producibility and manufacturing ease
- Document technical activities in written and verbal reports
- Be prepared for successful employment

## Faculty Advisor:

M. Patching

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## CT 101

### Introduction to Composites

5

Introduction to composite materials and their uses in industry with a focus on developing basic fabrication skills and the safe use of materials. Assesses Core Learning Outcomes 2, 3, 6.

## CT 102

### Composite Technology 1

20

Theory and application of composite manufacturing principles: knowledge of material types and resin systems; curing and cross linking of polymer resin systems; design considerations to construct laminates and sandwich core parts; knowledge and use of layup techniques. Use of both open and closed molding methods are reviewed, including: wet layup, filament winding, vacuum bagging, resin infusion process (VARTM), and light resin transfer modeling (LRTM). The use of core material properties; precision measurement tools to finish cured composites to print specifications; and understanding and demonstration of material handling and shop safety practices. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

Prerequisites: Eligibility for MATH 076 via a math assessment, AND instructor permission

## CT 111

### Math and Physics in Composites

4

The mathematical computations and scientific principles that apply to the operation of aircraft and related equipment. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

Corequisites: CT 122, CT 161, and CT 202.

## CT 120

### Composite Fabrication

4

Print reading, project planning, layout, distortion control, use of alignment fixtures and other fabrication techniques; apply knowledge to projects. Assesses Core Learning Outcomes 1, 2, 3.

Corequisites: CT 125, CT 130, CT 145

Prerequisites: CT 111, CT 122, CT 161 and CT 202 with a grade of C or higher, OR AVA 101 and AVA 203 with a grade of C or higher; AND instructor permission.

## CT 121

### Materials Used in Composites

5

In-depth examination of the physical properties of composites. Includes study of the composition and forms of fibers, the manufacture and properties of resins, and the purposes and properties of core materials. Introduction to Non-Destructive Inspection(NDI) and other types of inspections to assess the damage to materials. May be repeated one time for credit. Assesses Core Learning Outcomes 2, 3, 6.

Prerequisites: CT 101

## CT 122

### Weight and Balance

2

The importance of weight and balance to aircraft safety, and the required calculations for weight and balance checks, equipment changes, extreme loading checks and the addition of ballast. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

Corequisites: CT 111, CT 161, CT 202.

Prerequisites: Instructor permission.

## CT 125

### Composite Assembly

4

Identify and utilize appropriate materials and processes to assemble structures made of composite materials. Laboratory experience will cover safety of handling resins, reinforcements, and related materials. Assesses Core Learning Outcomes 1, 2, 3.

Corequisites: CT 120, CT 130, CT 145

Prerequisites: CT 111, CT 122, CT 161 and CT 202 with a grade of C or higher, OR AVA 101 and AVA 203 with a grade of C or higher; AND instructor permission.

**CT 130**  
**Composite Repair** 4  
 Inspect, test and repair composite structures. Areas of emphasis include structural and nonstructural evaluation, material handling, surface preparation and repair procedures. Assesses Core Learning Outcomes 1, 2, 3.

**Corequisites:** CT 120, CT 125, CT 145.

**Prerequisites:** CT 111, CT 122, CT 161 and CT 202 with a C or higher, OR AVA 101 and AVA 203 with a C or higher; AND instructor permission.

**CT 145**  
**Composite Special Projects** 3  
 Print reading, project planning layout, distortion control, fixturing and other fabrication techniques; apply knowledge of projects. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 2, 3.

**Corequisites:** CT 120, CT 125, CT 130.

**Prerequisites:** CT 111, CT 122, CT 161 and CT 202 with a C or higher, OR AVA 101 and AVA 203 with a C or higher; AND instructor permission.

**CT 161**  
**Materials and Processes** 5  
 Identification and selection of non-destructive testing methods. Dye-penetrant, eddy current, ultra-sound, and magnetic particle inspections. Basic heat-treating processes. Aircraft hardware and materials. Inspection of welds. Precision measurements. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

**Corequisites:** CT 111, CT 122, CT 202.

**Prerequisites:** Instructor permission.

**CT 201**  
**Design and Manufacture of Composite Materials** 5  
 Focuses on the design of composite materials including fiber lay-up and composite material warp and fill. Examines manufacturing processes, vacuum bagging, resin transfer molding, filament winding, infusion molding, and pultrusion. Includes methods of heating and curing composite material and the use of positive and negative molds. May be repeated one time for credit. Assesses Core Learning Outcomes 2, 3, 6.

**Prerequisites:** CT 121

**CT 202**  
**Composites** 5  
 Inspection and repair of all types of composite structures including transparent plastic enclosures and interiors. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

**Corequisites:** CT 111, CT 122, CT 161.

**Prerequisites:** Instructor permission.

**CT 203**  
**Composite Technology 2** 20  
 Theory and application of advanced composite manufacturing principles are covered. Mold manufacturing techniques; tooling, bonding and fastener application; damage inspection and repair. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

**Prerequisites:** CT 102 and instructor permission.

**CT 221**  
**Inspection and Repair of Composite Materials** 5  
 Focuses on damage assessment, including non-destructive inspection. Lab work emphasizes use of technical documents, repair design manuals, ply direction and overlay, proper core placement and testing of the finished part. Assesses Core Learning Outcomes 2, 3, 6.

**Prerequisites:** CT 201

## COMPUTER INFORMATION SYSTEMS

See Information Technology

## COMPUTER LITERACY

Computer literacy courses introduce students to the basics of file management and the Windows and Microsoft Office environment. Computer literacy courses are appropriate for students gaining entry-level computer training and meet prerequisite requirements for most upper-level computer classes.

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**CL 101**  
**Computer Literacy** 5  
 Introduces students to the Windows environment and to the Microsoft Office software program. Emphasis on file management. Uses practical problems to illustrate computer applications including database, spreadsheets, presentation graphics, word processing, email, and internet. BT 100 or keyboarding speed of 20 wpm recommended. Assesses Core Learning Outcome 6.

**CL 102**  
**Using the Computer and Managing Files** 2  
 Overview of the basic functions of a personal computer and its operating system. Includes understanding of the computer environment, working with icons and basic windows tasks, managing files, identifying and understanding viruses, and dealing with printer setup and output.

Class has continuous enrollment; sections are taught in a computer lab. Students may select the hours to attend while the lab is open. Student work is self-paced with assistance available at all times. Assesses Core Learning Outcome 6.

**CL 103**  
**Word Processing** 2  
 Provides an overview of Word. Includes creating and formatting word processing documents and duplicating and moving text within and between documents. Other Word features introduced include creating standard tables, using pictures and images in a document, and using mail merge tools.

Class has continuous enrollment; sections are taught in a computer lab. Students may select the hours to attend while the lab is open. Student work is self-paced with assistance available at all times. Assesses Core Learning Outcome 6.

**CL 104**  
**Spreadsheets** 2  
 Overview of Excel. Includes developing, formatting, and modifying Excel spreadsheets. Other Excel concepts introduced include applying standard mathematical and logical formulas and creating and formatting graphs and charts.

Class has continuous enrollment; sections are taught in a computer lab. Students may select the hours to attend while the lab is open. Student work is self-paced with assistance available at all times. Assesses Core Learning Outcome 6.

**CL 105**  
**Databases** 2  
 Overview of Access. Includes creating and modifying Access tables, queries, forms, and reports. Other Access concepts introduced include creating relationships between tables and retrieving and manipulating information by using queries and sort tools.

Class has continuous enrollment; sections are taught in a computer lab. Students may select the hours to attend while the lab is open. Student work is self-paced with assistance available at all times. Assesses Core Learning Outcome 6.

**CL 106**  
**PowerPoint** 2  
Overview of PowerPoint. Includes creating, formatting, modifying, and preparing presentations using different slide layouts. Other PowerPoint concepts include duplicating and moving text, pictures, images, and charts within and between presentations and using a variety of slide show effects.

Class has continuous enrollment; sections are taught in a computer lab. Students may select the hours to attend while the lab is open. Student work is self-paced with assistance available at all times. Assesses Core Learning Outcome 6.

**CL 107**  
**Fundamental Concepts of Basic Computer Systems** 2  
Overview of the physical make-up of a personal computer system and fundamental concepts. Basic concepts include how a computer functions, hardware, software, security, and legal issues associated with computers.

Class has continuous enrollment; sections are taught in a computer lab. Students may select the hours to attend while the lab is open. Student work is self-paced with assistance available at all times. Assesses Core Learning Outcome 6.

**CL 110**  
**Managing Internet Communication** 2  
Introduction to cloud computing, social media, text/chat, mobile apps, and internet research for business using OneNote and Outlook. Outlook concepts include managing email, calendars, tasks, and contacts in both web- and server-based email programs. OneNote concepts include creating, formatting, organizing and sharing information. Includes required on-site certification exam. Assesses Core Learning Outcome 6.

Prerequisites: CL 101

**CL 190**  
**Computer Literacy - Independent Study** 1-5  
This independent study will be used to teach various subjects in the areas of computer literacy and software applications. Seminar content will be current topics in the area of computer literacy that are not in the published curriculum and allow for seminar content to be customized to fit the needs of the intended audience. May be repeated up to five credits.

## COMPUTER SCIENCE

Students interested in transferring to a university with a major in computer information systems, or a related area, may pursue the Associate of Applied Science - Transfer. The AAS-T degree enables students to complete a highly focused 90-credit technical program that meets transfer requirements at selected universities. Currently, EvCC has an AAS-T transfer agreement with Central Washington University. EvCC also offers other Information Technology applications with certificates in: Computer Support Technician I and II, Internet Programming, Project Management, and Casino Gaming Systems.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Demonstrate analytical problem solving skills.
- Apply scientific processes.
- Collaborate effectively.
- Communication technical information.
- Apply engineering design processes.

Faculty Advisor:

K. Bolan	425-388-9368	kbolan@everettcc.edu
R. Ward	425-388-9334	robward@everettcc.edu

**CS 102**  
**Prior Learning Assessment for Computer Networking** 2  
Course for those with work experience in computer networking who wish to bypass or gain credit for this experience. Certifications and prior civilian or military experience is included. Students will create a portfolio for placement into upper-level CS classes. Class can also be used to challenge or waive program requirements. Assesses Core Learning Outcome 6.

Prerequisites: Instructor permission.

**CS 110**  
**Introduction to Computer Science** 5  
(NS) Introductory course for students with little programming knowledge and experience. Familiarizes students with basic software design and programming concepts and constructs such as data types, assignments, sequential-versus-selective execution, nesting, loops, arrays, I/O streams and basic procedural programming. Assesses Core Learning Outcomes 2, 6.

Prerequisites: Eligibility for ENGL& 101 AND eligibility for MATH& 107 or higher; OR instructor permission.

**CS& 131**  
**Computer Science I C++** 5  
(NS) Software development focusing on providing a deeper level of understanding of programming concepts such as data types, use of variables, assignment statements, control structures, modular design using procedures, pointers, dynamic memory, and array data structures. Familiarizes students with memory management notions and with Object Oriented Programming concepts. Assesses Core Learning Outcomes 2, 6.

Prerequisites: CS 110; OR ENGR 121, OR instructor permission.

**CS 132**  
**Computer Science II C++** 5  
(NS) Advanced software development using the C++ programming language, emphasizing object-oriented concepts and fundamental data structures techniques. Introduces concepts of recursion, modularity, encapsulation, inheritance, templates, polymorphic class design, and self-referential data structures; focuses on fundamental abstract data types (stacks, queues, linked lists, binary trees) and their use. Assesses Core Learning Outcomes 2, 6.

Prerequisites: CS& 131 with a grade of C or higher; OR instructor permission.

**CS& 141**  
**Computer Science I Java** 5  
(NS) Basic programming concepts used for solutions of engineering & science problems using the Java language. Topics include classes, object, methods; variables & types; conditional & iteration control structures, arrays; strings; collections & iterators. Assesses Core Learning Outcomes 2, 5, 6.

Prerequisites: CS 110; OR ENGR 121; OR instructor permission

**CS 143**  
**Computer Science II Java** 5  
(NS) Advanced software development using the Java programming language, emphasizing object-oriented concepts and fundamental data structures techniques. Introduces concepts of recursion, modularity, encapsulation, inheritance, templates, polymorphic class design, and self-referential data structures; focuses on abstract data types (stacks, queues, linked lists, binary trees) and their use. Assesses Core Learning Outcomes 2, 6.

Prerequisites: CS& 141 with a grade of C or higher; or instructor permission.

**CS 233**  
**Advanced Data Structures and Introduction to Algorithms C++** 5  
(NS) Advanced data structures and fundamental computer science algorithms using various techniques. Introduces algorithm complexity analysis and asymptotic notation. Emphasizes the design, analysis and comparison of various algorithmic solutions for a problem through the use of advanced data structures using the C++ programming language. Assesses Core Learning Outcomes 2, 6.

Prerequisites: CS 132 with a grade of C or higher; or instructor permission.

**CS 244**  
**Advanced Data Structures and Introduction to Algorithms Java** 5  
(NS) Advanced data structures and fundamental computer science algorithms using various techniques. Introduces algorithm complexity analysis and asymptotic notation. Emphasizes the design, analysis and comparison of various algorithmic solutions for a problem through the use of advanced data structures using the Java programming language. Assesses Core Learning Outcomes 2, 6.

Prerequisites: CS 143 with a grade of C or higher; or instructor permission.



**CS 260****Introduction to Computer Architecture****5**

(NS-L) Introduction to the fundamental concepts and principles in computer architecture which establishes the link between an assembly program and a processor. Topics include: writing assembly programs to solve problems, understanding how programs run on a CP, the relationship between assembly language and high-level programs written in the C language, the basics of modern computer architecture (including the MIPS instruction set), CPU implementation (datapath and control, pipeline), Memory hierarchy, and I/O. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** CS 233 or concurrent enrollment, OR CS 244 or concurrent enrollment; OR instructor permission.

## CORPORATE & CONTINUING EDUCATION CENTER

The Corporate & Continuing Education Center meets business and industry training needs by developing and delivering high quality customized training, professional development, and small business acceleration courses and programs throughout the Snohomish County and the Puget Sound region. The Center's Aerospace Solutions Group provides a single point of contact to access high demand training and education ranging in length from 2 hours to 4 year baccalaureate programs, apprenticeships, professional continuing education, and corporate training: [EverettCC.edu/ccec/aerospace](http://EverettCC.edu/ccec/aerospace). The Center conducts open-enrollment classes in Monroe, Everett, and South Everett. Customized training can be delivered on site at your company or at the Center, which is located at 2333 Seaway Boulevard in South Everett near Boeing and Paine Field. The Center features 16 computer labs and training rooms, ample parking, an eating area, and conference rooms. Rooms are available for rent to organizations for training and events. For a complete list of training programs and services, including a wide variety of community education classes in photography, yoga, and other personal interest topics, visit [www.everettcc.edu/ccec](http://www.everettcc.edu/ccec).

## COSMETOLOGY

The Cosmetology Program offers an Associate of Technical Arts Degree (ATA) or certificate. The 1730 clock hour program includes hair, skin and nail care and takes approximately 5-6 quarters to complete. The curriculum prepares the prospective cosmetologist for the Washington State Examinations. Full-time classes operate on a seven-hour-per-day schedule: M, T, W, F: 8 a.m.-4 p.m.; TH: 12-8:00 p.m. (Class hours may change without notice.) Part-time schedules are also available. The program provides experience in customer services in a salon environment. Notice to students: Because many chemical sprays and airborne pollutants are found in this occupation, students are advised to consult their physicians as to possible problems (i.e., allergies, asthma, dermatitis, etc.) before enrolling.

Se ofrecen clases de Cosmetología en Inglés y Español.

Attendance at a program information session is required. Please call 425-259-8283 or check for dates at [salon@everettcc.edu](mailto:salon@everettcc.edu).

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Perform hair care services for all types of hair including hair analysis, hair cutting, hairstyling, hair coloring and lightening, permanent waving and chemical relaxing.
- Perform natural nail services including manicuring and pedicuring.
- Perform basic skin care services including skin analysis, facials, makeup application and superfluous hair removal.
- Demonstrate customer service skills, self-growth and personal development.
- Perform salon business such as front desk operations, dispensary inventory and loss prevention, resume building and interviewing skills, self marketing and the basic knowledge of starting one's own salon business.
- To have the knowledge of decontamination control, public hygiene and special sanitation procedures used for the protection of the client and the operator.
- Possess the necessary skills to pass the Washington State licensure written and practical exams required for a professional license to work in the Cosmetology industry.

**Faculty Advisor:****T. Evans****425-259-8285****tevans@everettcc.edu****T. Schuetze****425-259-8288****tschuetze@everettcc.edu****CHD 110****Trichology****2**

Introduction to the study of hair its function, structure, growth and characteristics. Care and treatment for the hair and its condition, diseases and disorders will also be covered. Special emphasis on sterilization and sanitation principles and methods. Assesses Core Learning Outcome 5.

**Corequisites:** CHD 201

**Prerequisites:** Instructor Permission

**CHD 120****Hair Design Compendium****2**

Designed for fifth quarter students preparing for the Washington State Hair Design Written Licensure Exam. Provides theoretical review of facts from previous Hair Design courses in preparation for in-house computerized exams before applying for WA State Board examination. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor Permission.

**CHD 201****Hair Design Basic Skills and Salon Practice****12-14**

Instruction/participation class in basic services performed by a cosmetologist. This lecture/lab class is closely supervised in the introduction and practice of shampooing/draping, hair analysis/scalp and hair treatment, haircutting, wet styling, thermal styling, permanent waving, chemical relaxing, hair coloring/lightening, resume writing, safety measures and decontamination control. Students practice on mannequins, models and each other. Emphasis is placed on quality of work and knowledge of procedures, safety and decontamination control. Assesses Core Learning Outcome 2.

**Corequisites:** COSMT 111 or COSMT 112, and CHD 110

**Prerequisites:** Instructor Permission.

**CHD 202****Hair Design Advanced Color Lab and Salon Practice****5**

Students will continue to practice salon services on the EvCC Salon floor under the supervision of a licensed cosmetology instructor. During this class students will learn about and practice the most current and advanced color techniques in the industry including foiling, bleach and tone, balayage and corrective color. To gain salon experience, students practice on models, mannequins, clients and each other. Emphasis placed on safety and quality of work while meeting industry target time. Assesses Core Learning Outcome 2.

**Corequisites:** COSMT 111 or COSMT 112

**Prerequisites:** Instructor Permission and CHD 201

**CHD 203****Men's Haircutting and Beard Design Lab and Salon Practice****9-15**

Students will continue to practice salon services on the EvCC salon floor under the supervision of a licensed cosmetology instructor. During this class, students will learn about and practice the most current and advanced men's haircuts, styles and beard designs. Students will learn how to use appropriate barbering tools to achieve the look. To gain salon experience, students practice on models, mannequins, clients and each other. Emphasis placed on safety and quality of work while meeting industry target time. Assesses Core Learning Outcome 3.

**Corequisites:** COSMT 111 or COSMT 112

**Prerequisites:** Instructor Permission and CHD 201

## CHD 204

### Advanced Haircutting and Design Lab and Salon Practice

9-15

Students will continue to practice salon services on the EvCC Salon floor under the supervision of a licensed cosmetology instructor. During this class students will learn about and practice advanced haircutting and styling techniques requested in the salon today. Shears, razors and texturizing shears will be used to accomplish the look. To gain salon experience, students practice on models, mannequins, clients and each other. Emphasis placed on safety and quality of work while meeting industry target time. Assesses Core Learning Outcome 3.

Corequisites: COSMT 111 or COSMT 112

Prerequisites: Instructor Permission and CHD 201

## CHD 205

### Textured Hair Design Services Lab and Salon Practice

9-15

Students will continue to practice salon services on the EvCC Salon floor under the supervision of a licensed cosmetology instructor. During this class students will learn about and practice the most current and advanced textured hair services requested in the salon. The class will also review how to select the appropriate product used for natural hair styling and as a follow up to chemical textured services. To gain salon experience, students practice on models, mannequins, clients and each other. Emphasis is placed on safety and quality of work, while meeting industry target time. Assesses Core Learning Outcome 2.

Corequisites: COSMT 111 or COSMT 112

Prerequisites: Instructor Permission and CHD 201

## COSMT 102

### Salon Communications

3

Communications course for Cosmetology students focusing on standards and conventions of written and spoken English. Includes preparation, proofreading, and editing business and personal correspondence such as letters, memos, advertisement, business cards, flyers, brochures, resumes, and other related projects. Oral presentation incorporating marketing strategies and demonstrating correct use of spoken English. Review of abbreviations, capitalization, grammar, possessives, plurals, punctuation, and spelling. Assesses Core Learning Outcomes 3, 6.

Prerequisites: Instructor permission.

## COSMT 110

### Trichology, Dermatology and Onychology

5

Introduction to the study of hair, skin and nails and their function, structure and characteristics. Care and treatment of hair, skin, and nail diseases and disorders. Special emphasis on sterilization and sanitation principles and methods. May be repeated one time for credit. Assesses Core Learning Outcome 5.

Corequisites: COSMT 201, COSMT 202, or COSMT 203.

Prerequisites: Instructor permission.

## COSMT 111

### Salon Management

5

Basic overview of salon business operations, including marketing strategies, financial control, factors affecting salon culture, insurance, business laws and health regulations. Special emphasis is placed on finding a mentor in a salon to observe, record, and report salon business practices. Assesses Core Learning Outcomes 4, 7.

Corequisites: COSMT 201, COSMT 202, or COSMT 203, 204.

Prerequisites: Instructor permission.

## COSMT 112

### Salon Safety, Chemistry, Electricity and Physiology

5

Includes methods of decontamination, universal precautions and responsibilities of a salon professional. Types and classifications of bacteria, safety measures in the use and storage of chemicals. Basic background in chemistry theories, processes and product ingredients as they relate to the cosmetology industry. Special emphasis on OSHA chemical hazard information. Basic anatomy, physiology and types of electricity will also be covered. Training in First Aid and CPR is included. Assesses Core Learning Outcome 1.

Corequisites: COSMT 201, COSMT 202, or COSMT 203.

Prerequisites: Instructor permission.

## COSMT 113

### Basic Skin and Nail Care Theory and Practice

5

Introduction to the study of skin and nails and their function, structure and characteristics. Care and treatment of skin, and nail diseases and disorders. Instruction/participation class is closely supervised in the introduction and practice of basic nail and skin care services performed by a cosmetologist. Students practice on models, mannequins, and each other. Special emphasis on sterilization and sanitation principles and methods. Assesses Core Learning Outcome 5.

Prerequisites: Instructor Permission.

## COSMT 120

### Cosmetology Compendium

2

Designed for the fifth quarter student preparing for the Washington State Cosmetology Licensure Exam. Provides theoretical review of facts from previous Cosmetology courses in preparation for in-house computerized exams before applying for Washington State Board examinations. Assesses Core Learning Outcome 1.

Prerequisites: Instructor permission; COSMT 110-112; COSMT 204; 1,330 clock hours.

## COSMT 124

### Instructor Trainee Theory I

3

Preparation to teach in the cosmetology classroom and create effective lesson plans and other classroom tools. Practice in preparation, teaching, testing, grading, and review. Prepares the student for the Washington State Instructor Licensing exams. Assesses Core Learning Outcome 2.

Corequisites: COSMT 240.

Prerequisites: Instructor permission; one year full-time work experience within last three years.

## COSMT 125

### Instructor Trainee Theory II

3

Preparation to teach in cosmetology clinic classroom. Practice in teaching and evaluating student performance skills and safety, and preparation for record keeping for front desk and dispensary. Prepares student for the Washington State Licensing Exams. Assesses Core Learning Outcomes 1, 2, 3, 6.

Corequisites: COSMT 240.

Prerequisites: Instructor permission; one year full-time work experience within the last three years.

## COSMT 201

### Cosmetology Basic Skills and Salon Practice

15

Instruction/participation class in basic services performed by a cosmetologist. This lecture/lab class is closely supervised in the introduction and practice of shampooing/draping, hair analysis/scalp and hair treatment, haircutting, wet styling, thermal styling, permanent waving, chemical relaxing, hair coloring/lightening, manicuring/pedicuring, basic facials, temporary hair removal, resume writing, safety measures and decontamination control. Students practice on mannequins, models and each other. Emphasis is placed on quality of work and knowledge of procedures, safety and decontamination control. Assesses Core Learning Outcome 2.

Prerequisites: Instructor permission.

## COSMT 202

### Advanced Color Lab and Salon Practice

9-19

Students will continue to practice salon services on the EvCC Salon floor under the supervision of a licensed cosmetology instructor. During this class students will learn about and practice the most current and advanced color techniques in the industry including foiling, bleach and tone, balayage and corrective color. To gain salon experience, students practice on models, mannequins, clients and each other. Emphasis placed on safety and quality of work while meeting industry target time. Assesses Core Learning Outcome 2.

Corequisites: COSMT 110, 111, or 112

Prerequisites: COSMT 201 and instructor permission.

**COSMT 203****Men's Haircutting and Beard Design Lab and Salon Practice****9-19**

Students will continue to practice salon services on the EvCC salon floor under the supervision of a licensed cosmetology instructor. During this class, students will learn about and practice the most current and advanced men's haircuts, styles and beard designs. Students will learn how to use appropriate barbering tools to achieve the look. To gain salon experience, students practice on models, mannequins, clients and each other. Emphasis placed on safety and quality of work while meeting industry target time. Assesses Core Learning Outcome 3.

**Corequisites:** COSMT 110, 111, or 112

**Prerequisites:** COSMT 201 and instructor permission.

**COSMT 204****Cosmetology Lab & Shop Practice IV****9-19**

Students will continue to practice salon services on the EvCC Salon floor under the supervision of a licensed cosmetology instructor. During this class students will learn about and practice advanced haircutting and styling techniques requested in the salon today. Shears, razors and texturizing shears will be used to accomplish the look. To gain salon experience, students practice on models, mannequins, clients and each other. Emphasis placed on safety and quality of work while meeting industry target time. Assesses Core Learning Outcome 3.

**Corequisites:** COSMT 110, 111, or 112

**Prerequisites:** COSMT 201 and instructor permission.

**COSMT 205****Textured Hair Services Lab and Salon Practice****9-19**

Students will continue to practice salon services on the EvCC Salon floor under the supervision of a licensed cosmetology instructor. During this class students will learn about and practice the most current and advanced textured hair services requested in the salon. The class will also review how to select the appropriate product used for natural hair styling and as a follow up to chemical textured services. To gain salon experience, students practice on models, mannequins, clients and each other. Emphasis is placed on safety and quality of work, while meeting industry target time. Assesses Core Learning Outcome 2.

**Corequisites:** COSMT 110, 111, or 112

**Prerequisites:** COSMT 201 and instructor permission.

**COSMT 206****Cosmetology Lab & Shop Practice VI****1-17.5**

May be used to complete curriculum for special interest projects, and/or to complete required program clock hours. COSMT 206 is an additional quarter and is optional. May be repeated one time for credit. Assesses Core Learning Outcome 3.

**Prerequisites:** Instructor permission; COSMT 205; 1,400 clock hours.

**COSMT 240****Instructor Trainee Lab****1-25**

Designed to prepare the student to teach in the cosmetology classroom. Assists students with practical applications of services to clients, problem solving, and answering questions. Designed to be taken concurrently with COSMT 124 and COSMT 125. Prepares the student for the Washington State Instructor Licensing exams. May be repeated as necessary to complete mandatory 500 earned lab hours. Assesses Core Learning Outcomes 2, 3, 6.

**Corequisites:** COSMT 124 or COSMT 125.

**Prerequisites:** Instructor permission; one year full-time work experience within the last three years.

**COSMT 251****Internship****1-5**

The Cosmetology Internship allows a cosmetology student with advanced standing to gain industry based work experience in an area of special interest. Under the guidance of a learning plan, and in concert with a cosmetology faculty member, a cosmetology student will work with a contracted salon or other business venture serving this licensed field to accomplish a planned set of learning objectives. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Instructor permission; 1300 hours of instruction.

**COSMT 299****Special Projects****5**

Special Projects

**CRIMINAL JUSTICE**

The criminal justice program is interdisciplinary and excels in addressing the needs of contemporary students. The program provides firm foundations in criminal justice, communication skills, psychology, criminal law, forensics, and sociology. A theory-into-practice formula is applied to the curriculum which allows students increasing involvement in theory, research, and practice. The program curriculum is diverse and provides an excellent opportunity to see the criminal justice system as it actually functions.

The Everett Community College's criminal justice program offers an Associate in Arts and Sciences degree and an Associate in Applied Science degree.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Apply the knowledge and verbal skills to effectively communicate with criminal suspects, victims, witnesses, persons in crisis and others in need.
- Identify constitutional freedoms and rights, and how an ethical criminal justice system and participatory citizenship protect those freedoms and rights.
- Analyze a criminal case to determine its appropriate processing, given an understanding of the jurisdiction and functions of police, courts and corrections as components of an interdependent criminal justice system.
- Secure and process a crime scene, employing proper techniques of evidence gathering, searching, sketching and on-scene interviewing.
- Analyze criminal statutes to determine the statutes' elements, constitutionality and proper application.
- Produce written incident and investigative reports that are useful and professional in terms of accuracy, completeness, spelling and grammar.
- Describe those applicant screening/selection processes typically utilized by law enforcement and corrections agencies for their entry-level positions.

**Faculty Advisor:****J. Stewart****425-388-9517****jstewart@everettcc.edu****CJ& 101****Introduction to Criminal Justice****5**

(TE) Philosophical and historical review of the American criminal justice system; introduction to civil and criminal law; problems with crime and the police; organization and jurisdiction of local, state and federal agencies; career and job opportunities. It examines the US criminal justice system from the initial incident to the final disposition at state and federal levels. This is a prerequisite course for the Criminal Justice Program. Assesses Core Learning Outcomes 1, 5, 6.

**CJ 102****Police Patrol Operations****5**

Study of patrol procedures: preparation, communications, observation, field interviews, responses to crime in progress, identification and description of persons and property, vehicle stops, control of suspects, methods of patrol, duty to public services, and emergency tactics. Practical field exercises give students the opportunity to practice safety techniques as they are learned. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.

**Prerequisites:** CJ& 101 or permission of Criminal Justice Coordinator.

**CJ 103****Criminal Investigations****5**

Investigative techniques, criminal procedure, crime scene management and the laws that govern investigations. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.

**Prerequisites:** CJ& 101 or permission of Criminal Justice Coordinator.

<b>CJ&amp; 105</b> <b>Introduction to Corrections</b> 5 (TE) Philosophical and historical examination of the American correctional system. Traditional approaches to corrections are compared with new trends at the local, state, and federal levels. Career opportunities, requirements for job entrance, and training for corrections are reviewed. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.	
<b>CJ 107</b> <b>Criminal Evidence</b> 3 Identifies various kinds of evidence and the rules governing the admissibility of evidence in court. Case law, practical handling procedures, and other evidence related techniques are studied. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.	
<b>Prerequisites:</b> CJ& 101 or permission of Criminal Justice Coordinator.	
<b>CJ 108</b> <b>Laws of Arrest, Search, and Seizure</b> 3 (TE) Constitutional restrictions and statutory limitations on governmental powers of arrest, search and seizure, particularly as they relate to Washington State. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.	
<b>Prerequisites:</b> CJ& 101 or permission of Criminal Justice Coordinator.	
<b>CJ&amp; 110</b> <b>Criminal Law</b> 5 (TE) Survey course designed for those seeking a career in criminal justice. It provides an understanding of US legal history, the philosophy of law, legal definitions, constitutional issues, criminal analysis, case reviews, and an overview of federal and state criminal laws, including juvenile justice. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.	
<b>Prerequisites:</b> CJ& 101 or permission of Criminal Justice Coordinator.	
<b>CJ&amp; 112</b> <b>Criminology</b> 5 (SS) Explores the nature and extent of crime and delinquency, examines criminological theories of causes and solutions, analyzes law and the criminal justice system. NOTE: Student should consider completing SOC& 101 prior to enrolling in CJ& 112. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.	
<b>Prerequisites:</b> Completion of CJ& 101 required for Criminal Justice majors only. For everyone: Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.	
<b>CJ 125</b> <b>Forensic Photography and Imaging</b> 3 Crime scene and evidence photography utilized by law enforcement personnel. Examines the current methods of obtaining accurate and reliable photo evidence necessary for prosecution of criminal cases. Explores state and federal legalities, 35mm vs. digital photos, analog and digital video, crime scene photography and documentation, court room presentation of photo and video evidence, tracking devices, mini-cameras and surveillance techniques. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.	
<b>Prerequisites:</b> Completion of or concurrent enrollment in CJ& 101.	
<b>CJ 150</b> <b>Introduction to Natural Resources Law Enforcement</b> 3 History and philosophy of natural resources law enforcement and management practices, and a general overview of resource protection and conservation laws. Professional career opportunities are surveyed and entrance requirements for jobs in fish and wildlife, forestry, parks, environmental protection and land management are examined. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.	
<b>CJ 175</b> <b>Introduction to Homeland Security</b> 5 Overview of the issues affecting Homeland Security risk, threat, and vulnerability assessments. The roles of emergency response agencies; identifying critical infrastructure. The role of government to prevent, prepare for, respond to, and recover from acts of terrorism in the United States and throughout the world. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.	
<b>Prerequisites:</b> Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.	
<b>CJ 176</b> <b>Homeland Security II</b> 5 Advanced study of homeland security to include critical infrastructure identification, prioritization, and assessment, advanced incident command systems, and weapons of mass destruction prevention through intelligence collection and analysis. Students successfully completing class will receive credit for ICS 300 and ICS 400 certification. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.	
<b>Prerequisites:</b> Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.	
<b>CJ 201</b> <b>Narcotics and Dangerous Drugs</b> 3 Basic orientation to drug laws and the classification of drugs. Symptoms of drug abuse and commonly used paraphernalia are examined. The class explores trade routes, drug production, pharmacology, as well as the global and national impact of drugs. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.	
<b>Prerequisites:</b> CJ& 101 or permission of Criminal Justice Coordinator.	
<b>CJ 202</b> <b>Child Abuse Investigation</b> 3 Historical overview of society's view of children and the evolution of intervention into the family. Within this context the role of criminal justice and Child Protective Services are discussed. Practical techniques of investigating neglect, physical and sexual abuse of children are presented, along with the dynamics of the victim, family, and the offender. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.	
<b>Prerequisites:</b> CJ& 101 or permission of Criminal Justice Coordinator.	
<b>CJ 203</b> <b>Information and Cyber Warfare</b> 5 Overview of the global cyber threats that target US infrastructure as a military strategy, stealing corporate intellectual property for financial gain, and manipulating information in the social media for political gain. Study of different City, State, and Federal agencies involved in preventing and responding to a cyber-attack. History of cyber war, cyber weapons, and the tactics used in a cyber-based battlefield. Analysis of sophisticated cyber-attack and the complex challenges it brings to law enforcement, emergency responders, and citizens. Assesses Core Learning Outcomes 2, 3.	
<b>Prerequisites:</b> ENGL 098 or instructor permission	
<b>CJ 204</b> <b>Open-Source Intelligence Gathering</b> 5 Introduction to open-source intelligence (OSINT) and its use in law enforcement investigations. Explores significant areas of intelligence gathering collected from publicly available sources. Open-source intelligence gathering (OSINT) provides online investigative skills for the prediction, prevention, investigation, and prosecution of criminals. Assesses Core Learning Outcomes 1, 2, 3.	
<b>Prerequisites:</b> ENGL 098 or instructor permission	
<b>CJ 205</b> <b>Cybercriminals, Laws, and Evidence</b> 5 Exploration of components involved in forensic cybercrime investigations: initial detection, evidence collection, and courtroom prosecution. Technical and legal difficulties involved in searching, extracting, maintaining, and storing electronic evidence. Legal implications of forensic cybercrime investigations and rules of legal procedure relevant to electronic evidence. Examination of significant and current computer forensic developments and the implications for a variety of fields including computer science, security, criminology, law, public policy, and administration. Assesses Core Learning Outcomes 1, 2, 3.	
<b>Prerequisites:</b> ENGL 098 or instructor permission	
<b>CJ 214</b> <b>Introduction to Crisis Intervention</b> 5 Introduction to the psychology of victims, effective crisis intervention strategies, and the legal aspects of intervention. Introduction to de-escalation methods, defusing techniques, active listening, and the importance of negotiation. Students will apply these skills and receive appropriate instructor review and critique during role-playing scenarios. Assesses Core Learning Outcomes 1, 2, 3.	
<b>Prerequisites:</b> CJ& 101 or instructor permission	



**CJ 220**  
**Police-Community Relations** 3  
 Examination and historical review of the relationship between law enforcement officers and the public. The emphasis of the class centers on that relationship as it exists today, and involves issues of police professionalism, prejudices, profiling and other issues. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.  
 Prerequisites: CJ& 101 or permission of Criminal Justice Coordinator.

**CJ 222**  
**Professional Development** 3  
 Focuses on the extensive application, testing and hiring process in criminal justice. Addresses the minimum standards for being a law enforcement officer in Washington State, instruction on how to prepare and submit an application and resume, how to prepare and present yourself in the Oral Board interview, what to expect during the pre-employment and background investigation as well as the polygraph and psychological exam. Students will participate in many of these phases to develop a stronger skill set and understanding of this process. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.  
 Prerequisites: CJ& 101 or permission of Criminal Justice Coordinator.

**CJ 224**  
**Professional Communication Skills** 5  
 Overview of effective communication processes for criminal justice professionals including verbal and non-verbal communication, interviewing and interrogation methods, courtroom demeanor. Assesses Core Learning Outcomes 1, 2, 3.  
 Prerequisites: CJ& 101 or permission of Criminal Justice Coordinator.

**CJ 226**  
**Criminal Justice Report Writing** 5  
 Introduction to writing modern law enforcement reports. Includes techniques of writing in a clear, concise and accurate manner, the use of standard police forms, and the rules of disclosure. Assesses Core Learning Outcomes 1, 2, 3.  
 Prerequisites: CJ& 101 or permission of Criminal Justice Coordinator and completion of ENGL& 101 with a grade of C or higher.

**CJ 232**  
**Profiling Criminal Behavior** 5  
 Provides students with a general understanding of the theory and purpose profiling criminal behavior. Not intended to teach students how to become "profilers," but an introduction to the theory and practice of profiling. Critical discussions of the use of profiles in the criminal justice system. Assesses Core Learning Outcomes 1, 2, 3.  
 Prerequisites: CJ& 101 or permission of Criminal Justice Coordinator.

**CJ 233**  
**Police Through Mass Media** 5  
 Examines public perception of criminal justice through film, television, and other forms of mass media. Both historical and current interpretations are studied to gain an appreciation of the symbolic interaction that occurs between the professional career field and popular culture. Assesses Core Learning Outcomes 1, 2, 3.  
 Prerequisites: CJ& 101 or permission of Criminal Justice Coordinator.

**CJ 234**  
**Family and Domestic Violence** 5  
 Examines the relationship between criminal justice and social service systems that deal with family and domestic violence, and how the criminal justice and social service communities work to provide a multi-agency approach to this devastating issue. Assesses Core Learning Outcomes 1, 2, 3.  
 Prerequisites: CJ& 101 or permission of Criminal Justice Coordinator.

**CJ 235**  
**Criminalistics and Trace Evidence Lab** 5  
 Laboratory-based curriculum applies scientific concepts unique to the specific forensic science requirements of the criminal justice system. Concepts include crime scene reconstruction, legal integrity of scientific evidence, and individualization of physical evidence. Assesses Core Learning Outcomes 1, 2, 3.  
 Prerequisites: CJ& 101 or permission of Criminal Justice Coordinator.

**CJ 236**  
**Capstone in Criminal Justice** 5  
 Encapsulates the student learning as reflected in the development and delivery of a culminating project related to a contemporary issue in the criminal justice field. Assesses Core Learning Outcomes 1, 2, 3.  
 Prerequisites: Permission of Criminal Justice Coordinator.

**CJ& 240**  
**Introduction to Forensic Sciences** 5  
 (TE) History of forensic science, overview of the forensic sciences including pathology, dentistry, anthropology, entomology, psychology/psychiatry, fingerprints, DNA, blood stains, questioned documents, accounting, ballistics, toxicology, explosives, and cyber technology. Course will explore the use of forensic sciences in investigations, adjudications, convictions, and exonerations. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.  
 Prerequisites: Completion of ENGL 098 with a grade of "C" or higher or eligibility for ENGL& 101.

**CJ 241**  
**Victimology** 3  
 Examination of relationship between victims and various components of the criminal justice system. Topics include history of victim's rights movement, assistance programs, patterns and trends, interaction with law enforcement, rights and remedies in the court system and advocacy. Special focus given to victims of specific offenses such as stalking, domestic violence, hate crimes and sex crimes involving adults and children. Assesses Core Learning Outcomes 2, 3, 4.  
 Prerequisites: Successful completion of ENGL& 101 with grade of C or higher.

**CJ 242**  
**Organized Crime** 3  
 Focuses on theories and the evolution of traditional organized crime in America. Examines new and emerging organized crime groups and their relationship to domestic criminal enterprise. Assesses Core Learning Outcomes 2, 3, 5.  
 Prerequisites: Successful completion of ENGL& 101 with grade of C or higher.

**CJ 243**  
**Ethical Dilemmas in Criminal Justice** 5  
 Exploration of legal, moral and social implications of ethical dilemmas in criminal justice, including police use of deadly force, police discretion, victimless crimes, surveillance, enforcement of unpopular laws, use of informants, plea bargaining, judicial discretion, capital punishment, cultural norms of sub-groups and dilemmas they present to criminal justice practitioners. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.  
 Prerequisites: CJ& 101 or permission of Criminal Justice coordinator. Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

**CJ 244**  
**Current Issues in Policing** 5  
 Issues related to the accountability of the police to the electorate through the political process. In addition to focusing on the governmental setting for police work, police policies and practices, and current political issues in municipal police agencies, this course considers contemporary issues of importance to line-level police officers and administrative personnel. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.  
 Prerequisites: CJ& 101 or permission of Criminal Justice Director.

**CJ 250**  
**Cooperative Work Experience** 1-5  
 Supervised field experience in local law enforcement, corrections and other criminal justice agencies. Each student works approximately 10 hours per week at a variety of assigned tasks directly associated with the criminal justice system. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.  
 Prerequisites: CJ& 101 and permission of Criminal Justice Coordinator.

**CJ 251**  
**Cooperative Work Experience** 1-5  
 Supervised field experience in local law enforcement, corrections and other criminal justice agencies. Each student works approximately 10 hours per week at a variety of assigned tasks directly associated with the criminal justice system. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.  
 Prerequisites: CJ& 101 and permission of Criminal Justice Coordinator.



## CJ 252

### Cooperative Work Experience

1-5

Supervised field experience in local law enforcement, corrections and other criminal justice agencies. Each student works approximately 10 hours per week at a variety of assigned tasks directly associated with the criminal justice system. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.

Prerequisites: CJ& 101 and permission of Criminal Justice Coordinator.

## DEVELOPMENTAL EDUCATION

The College Developmental Education program is for students who need to improve study techniques and learning strategies, academic computer skills, reading speed, reading comprehension, vocabulary, and critical reading, writing and thinking skills. Courses are offered at two levels (pre-college and college) and provide individualized assistance for students who want to succeed in their college and career goals and need to become more academically competitive.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Developmental Education students will be able to move into college-level classes within 1-2 quarters to pursue their degrees and successfully complete their programs of study.

### Faculty Advisor:

K. Schwab

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kschwab@everettcc.edu

## DEVED 094

### Reading and Thinking for Academics I

3-5

This course is designed for students who desire improvement and basic skill building for success in college-level reading. Emphasis is on reading comprehension, vocabulary development and improved speed. Assesses Core Learning Outcome 1.

## DEVED 095

### Study Skills for College Survival

5

Focus on college success and basic study skills. Course is designed for the student who is returning to school or is seeking ways to survive in college. Identify learning styles, manage time, utilize student support services, read textbooks, take notes, take tests, and use library and Internet resources. May be repeated two times for credit.

## DEVED 096

### Computer Comfort

5

Designed for students who need basic computer confidence and skill building. Emphasis is on basic computer skills and learning strategies to help students succeed in college-level classes. No prior computer experience is necessary; recommended for students who are new to computers and hesitant about today's technology as used in college classrooms. May be repeated two times for credit. Assesses Core Learning Outcome 6.

## DEVED 099

### Bridge Learning Modules

1-2

The Bridge Learning Modules will offer 1-2 credit modules in pre-college level reading, learning strategies, study skills support, and basic computer technology for academic success in college classes. It is designed for all students needing or desiring extra learning strategies, reading skills, and study skills support in their college courses. May be repeated two times for credit.

## DEVED 100

### Sharpening Your Study Skills

1-2

Focuses on skill sets that concentrate on textbook reading, memory techniques, test taking, note taking, and more effective study strategies for rigorous academic courses of study. Emphasizes practical methods to work successfully through difficult material in lectures and textbooks. May be repeated two times for credit.

## DEVED 101

### Reading Academic Textbooks

2

Course is designed to improve critical reading, comprehension and recall as applied to college textbooks. Application and evaluation of a variety of strategic textbook reading, note-taking, and vocabulary building practices. Utilization of textbooks as instructional tools to increase comprehension and prepare for tests. Students should be concurrently enrolled in a content course at the 100 level or above with reading-intensive required course material. May be repeated two times for credit.

## DEVED 103

### Reading, Speed, Vocabulary Program (RSVP)

1-2

A diagnostic, computer-based reading class focusing on comprehension, vocabulary development, and reading speed. May be repeated two times for credit.

## DEVED 104

### Reading and Thinking for Academics II

3-5

Recommended for capable readers who want to advance their comprehension, vocabulary skills and speed as well as develop critical thinking skills and enhance their confidence in college reading assignments. Assesses Core Learning Outcomes 1, 2, 3.

## DEVED 105

### Study Skills for College Success

5

Focus on study skills required to excel in college courses and four-year university classes. Course emphasizes strategies to comprehend college textbooks, materials, and lectures. Covers study strategies and techniques, and methods to manage time effectively, improve memory, reduce test anxiety and prepare for tests, improve note-taking, and use library and Internet resources. College-level reading score or completion of DEVED 104 with a grade of C or higher is strongly recommended. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 2.

## DEVED 144

### Reading Fitness

4

Designed for college-level readers who want to challenge and enhance their reading comprehension skills, verbal and written vocabularies and communication skills, and critical thinking skills. A variety of textual material is presented for the widest possible transfer of skills to other college courses, the workplace, and in lifelong learning. This interactive course may include walking discussion groups outside the classroom. May be repeated one time for credit. Assesses Core Learning Outcomes 2, 3.

## DEVED 182

### Service Learning

1-2

Service Learning combines the opportunity of volunteerism with academic applications of social, economic, and political issues important to the local community. Provides for real-life application of skills and knowledge that extends learning beyond the classroom and into the community. May be repeated up to six credits.

Prerequisites: Instructor permission.

## DRAMA

Theatre courses emphasize the development of knowledge and skills in theatre appreciation, history, acting, and production. Advanced students may develop special projects in directing, play writing, and technical theatre to complete their degree program. Internships are also available for work performed in a professional environment. The majority of theatre courses satisfy the Humanities or Humanities – Performance graduation distribution requirement. These courses support the Student Core Learning Outcomes with particular emphasis on the following: engage and take responsibility as active learners, communicate effectively and think critically.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Critically evaluate musical or theatrical performances, using terminology specific to the discipline.
- Describe the historical, social, and aesthetic context of theatrical or musical works.
- Demonstrate skills and technical proficiency in a selected area of performance (acting, vocal music or instrumental music).
- Demonstrate performance skills through participation in student recitals or theatrical productions.

### Faculty Advisor:

B. Peterson

425-388-9525

bpeterson@everettcc.edu

## DRMA 100

### Rehearsal, Production and Performance

2-5

(HP) Active participation in a theatrical production. Course registration follows the audition, interview and selection process. Students enroll in 2-5 credits depending upon the performance role commitment or technical crew responsibilities. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.

Prerequisites: Instructor permission following audition and casting.

**DRMA& 101****Introduction to Theatre**

5

(H) Introduction to significant forms and styles of theatre; nature of dramatic event; theatre as artistic expression; basic trends and movements in theatre; origins, organizations and nature of theatre productions; and functions of playwright, producer, director, actor, critic, audience, designer, and technicians of the art form. Assesses Core Learning Outcomes 2, 6.

**DRMA 102****Beginning Acting**

5

(HP) Techniques and terminology of various approaches to acting including the Stanislavski method. Includes introduction to definitive theater exercises, improvisation, character development, scene analysis, and culminates in rehearsed and performed scene work. Assesses Core Learning Outcomes 1, 2.

**DRMA 107D****Understanding Diversity Through Drama**

5

(H, D) An exploration of culture and diversity through contemporary dramatic works. Emphasis on the values and customs of differing groups by examining and discussing representative plays. Students also will examine the representation of their own culture through theater and film. Assesses Core Learning Outcomes 2, 4.

**DRMA 121****Acting Styles**

5

(HP) Emphasizes the specific skills needed to perform works representative of a variety of periods ranging from classical Greek theater to Shakespeare to contemporary texts. Coursework includes class discussion, exercises and scene work, culminating in an acting showcase. Introduces stage combat and swordplay techniques. May be repeated one time for credit. Assesses Core Learning Outcome 1.

**DRMA 130****Improvisation and Sketch Comedy**

5

(HP) Techniques and practices to increase confidence and creativity in performance. Through practical application, emphasizes team building fundamentals key to improvisation and the basic structure and format of a comic sketch. Assesses Core Learning Outcome 1.

**DRMA 250****Theatre Internship**

5

Supervised work experience as an intern. May be with a qualified employer or in a project with a private or public agency. Students must have completed most of the required coursework and must obtain a recommendation for internship from their instructor. It is the student's responsibility to obtain the internship. Performance will be evaluated by the college instructor and the internship supervisor. Internship can apply once to AFA degree electives. May be repeated two times for credit. Assesses Core Learning Outcome 1.

Prerequisites: Instructor permission.

## EARLY CHILDHOOD EDUCATION

Early Childhood Education (ECE) is an educational program for students planning to work with young children in a variety of settings, including preschools, childcare centers, family childcare and public schools. ECE courses are offered fully online with the exception of the hybrid (part online/part classroom) courses. Selected courses in the Education Department also fulfill program requirements for the ECE degree and certificate. Program options include an Early Childhood Education Certificate, an Associate in Technical Arts Degree in Early Childhood Education and an Associate in Arts and Sciences Degree - DTA (which is transferable to four-year colleges or universities).

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- **Subject Matter Knowledge:** Students will gain sound knowledge of the central concepts, foundational theories and intellectual frameworks of education and teaching—approaches to guidance and discipline, constructivist learning principles, the role of family and communities—and develop the capability to relate each area of knowledge to another.
- **Professional and Personal Attitudes:** Students will be introduced to a variety of educational philosophies, attitudes and approaches in order to understand

issues of professional teaching standards—what it means to be a competent and ethical teacher in a democratic society—and to develop a personal and lifelong commitment to knowledge, to the continuing pursuit of questions, and to a willingness to take risks.

- **Instructional Strategies and Skills:** Students will understand curriculum as a process—including learning goals and objectives, sequences of content, multiple instructional strategies and formal and informal assessment—through classroom observations and the development of instructional lessons that address individual learner needs and styles.
- **Human Development and Learning:** Students will be introduced to a variety of perspectives on human development and learning that support the diverse cognitive, psychological, and social needs of learners; and will understand the role of positive learning environments and effective relationships with learners.

Contact the ECE Department for further information or check the Everett Community College website at [www.everettcc.edu](http://www.everettcc.edu).

**Faculty Advisors:****M. Barnes**

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425-388-9964 x7387

[pkrock@everettcc.edu](mailto:pkrock@everettcc.edu)**ECE 127****Family Home Child Care Administration**

3

Study of the current practices for establishing and operating family child care homes. Focuses on licensing, scheduling, budgeting, record keeping, administration policy, educational activities, equipment, and staff/parent relationships. Assesses Core Learning Outcomes 1, 2, 3, 4.

**ECE 132****Practicum Lab II**

4

Laboratory experience to enable the student to deepen their personal and professional skills and practical knowledge in working with young children. Students will be placed in an early childhood educational setting under the guidance of a faculty member. Assesses Core Learning Outcomes 1, 3.

Prerequisites: ECED& 160, ECED& 170, ECED& 180 and instructor permission

**ECE 135****Family Dynamics**

3

Examines functional and atypical family systems and the impact on the young child. Explores methods that enhance learning by providing consistency and support to children in childcare, preschool, or school settings. Assists teachers of young children in finding effective ways of communicating with parents and connecting with appropriate community resources. This course has laboratory requirements. Assesses Core Learning Outcomes 1, 4.

Prerequisites: EDUC& 115D and either ECED& 105 or EDUC& 202

**ECE 136****Family Child Care Curriculum**

2

Curriculum planning, implementation and evaluation for family child care programs. Emphasis on developmentally appropriate and culturally relevant practices in working with young children. Assesses Core Learning Outcomes 1, 2, 3, 4.

**ECE 137****School Age Child Care**

3

Focus on programs for children ages five through age twelve and their after-school needs. Family issues, health and safety, program and activity planning and children's individual needs are covered in the context of providing developmentally appropriate school-age programs. This course includes laboratory requirement. Assesses Core Learning Outcomes 1, 2, 3, 4.

**ECE 140D****Family Culture and Self-concept**

5

(D) Examines family culture, stages of social development and development of self-concept in young children. Exploration of family as a foundation for social learning; considers culture, bias and stereotyping as issues having impact on young children. Assesses Core Learning Outcomes 1, 2, 3, 4.

**ECE 150**  
**ECE Winter Conference** 1  
Attendance of annual early childhood conference presenting focus workshops. Areas and issues covered are developmentally appropriate practices, children with special learning needs, language/literacy issues, math/science/music concepts, health/safety practices, and diversity issues. Assesses Core Learning Outcomes 1, 2, 3, 4.

Prerequisites: Instructor permission.

**ECE 207**  
**Applications of Math/Science in Early Childhood Education** 5  
Hands-on exploration of Math and Science curriculum appropriate for young children. Recommended for Elementary Education majors. This course has laboratory requirements. Assesses Core Learning Outcome 2.

Prerequisites: ECED& 160 or instructor permission

**ECE 215**  
**Art and Storytelling for Young Children** 5  
The study of storytelling and art to meet the developmental domains of young children. Critical components of best practices in early childhood curriculum explored using art techniques and oral storytelling. Students will investigate theory, curriculum, appropriate language, cultural and diversity integration in regards to open-ended art processes and creative development through stories for young children. This course has laboratory requirements. Assesses Core Learning Outcomes 1, 2.

Prerequisites: EDUC& 115D and either ECED& 105 or EDUC& 202

**ECE 233**  
**Practicum Lab III** 2  
Practical experience and application of early childhood competency areas of development. Students will be placed in an early childhood education setting under the guidance of a faculty member. Assesses Core Learning Outcome 1.

Prerequisites: ECE 132 or instructor permission.

**ECE 239**  
**Leadership and Mentoring in ECE** 5  
Develop leadership, coaching and mentoring roles for program directors, program supervisors and aspiring leaders that support continual development, professionalism, ethics, and reflective practice for self and staff. This course has a laboratory component. Assesses Core Learning Outcomes 2, 3, 4.

**ECED& 105**  
**Introduction to Early Childhood Education** 5  
(SS) Overview of 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. This course has laboratory components. Assesses Core Learning Outcomes 1, 5.

**ECED& 107**  
**Health, Nutrition and Safety** 5  
Develop knowledge and skills to ensure good health, nutrition and safety of children in group care and education programs. Recognize the signs of abuse and neglect, responsibilities for mandated reporting, and available community resources. This course has laboratory requirements. Assesses Core Learning Outcome 5.

**ECED& 120**  
**Practicum - Nurturing Relationships** 2  
Apply best practice in an early learning setting for engaging in nurturing relationships with children. Focus on keeping children healthy and safe while promoting growth and development. This course has laboratory requirements. Assesses Core Learning Outcomes 1, 3, 4.

**ECED& 132**  
**Infants and 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. This course has laboratory requirements. Assesses Core Learning Outcome 4.

Prerequisites: EDUC& 115D and ECED& 120; and either ECED& 105 or EDUC& 202

**ECED& 139**  
**Administration of Early Learning** 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. This course has laboratory requirements. Assesses Core Learning Outcome 5.

Prerequisites: EDUC& 115D and ECED& 120; and either ECED& 105 or EDUC& 202

**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 to age eight). This course has laboratory requirements. Assesses Core Learning Outcome 2.

Prerequisites: EDUC& 115D and either ECED& 105 or EDUC& 202

**ECED& 170**  
**Environments - Young Child** 3  
Design, evaluate, and improve indoor and outdoor environments which ensure quality learning, nurturing experiences, and optimize the development of young children. This course has laboratory requirements. Assesses Core Learning Outcome 4.

Prerequisites: EDUC& 115D and either ECED& 105 or EDUC& 202

**ECED& 180**  
**Language and Literacy Development** 3  
Develop teaching strategies for language acquisition and literacy skill development examined at each developmental stage (birth - age 8) through the four interrelated areas of speaking, listening, writing, and reading. This course has laboratory components. Assesses Core Learning Outcomes 1, 4.

Prerequisites: EDUC& 115D and either ECED& 105 or EDUC& 202

**ECED& 190**  
**Observation and Assessment** 3  
Collect and record observation of and assessment data on young children in order to plan for and support the child, the family, the group and the community. Practice reflection techniques, summarizing conclusions and communicating findings. This course has laboratory requirements. Assesses Core Learning Outcomes 1, 4.

Prerequisites: EDUC& 115D and either ECED& 105 or EDUC& 202

## ECONOMICS

The study of economics will help students develop critical thinking skills and improve their ability to use economic concepts to analyze "real world" problems. Economic courses provide basic knowledge for students to become well informed global citizens and decision-makers. The Associate in Business DTA degree students are required to take ECON& 201 Microeconomics and ECON& 202 Macroeconomics. ECON 101D will meet the social science distribution and diversity requirement for non-transfer degrees.

**Faculty Advisor:**  
**D. Hu** 425-388-9364 dhu@everettcc.edu

**ECON 101D**  
**Understanding Economics** 5  
(SS, D) A survey course to help students better understand economic issues. Economic analysis of current events as a major activity. Not appropriate for DTA degree in Business Administration.

**ECON& 201**  
**Micro Economics** 5  
(SS) Study of factors of supply and demand on production and prices. Emphasizes economic behavior of business firms in regulated and unregulated environments and International Trade issues. Prepares students for upper-division courses in microeconomics theory and managerial economics. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: MATH 092 or MATH 096 or MATH 099, or eligibility for MATH 138 via a math assessment

**ECON& 202****Macro Economics****5**

(SS) Study of national economy: What determines national income level, economic growth and prosperity? What are the effects of government fiscal and monetary policies to the economy? Student exams issues regarding inflation, unemployment, government spending, taxation, money supply and impact of globalization. Various theories are put forth to explain business cycles in the U.S. and world economy. Prepares students for upper-division macro economic courses. ECON 101 may be substituted for ECON& 202 in vocational/technical business degree programs. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: MATH 092 or MATH 096 or MATH 099, or eligibility for MATH 138 via a math assessment

**EDUCATION**

The Education Program at Everett Community College is designed to give students an opportunity to explore the teaching profession, and to assist them in completing an Associate of Arts and Sciences - DTA that articulates with four-year schools. To become a K-8 elementary teacher in Washington State, students complete an AAS degree and transfer to an accredited four-year college or university for a Bachelor's degree and elementary teaching certification, or they can remain on the Everett campus to complete a Bachelor's degree and teaching certification at Western Washington University's program in elementary education.

Students wishing to become an 8-12 secondary education teacher complete an AAS and Bachelor's degree in the discipline they wish to teach, and then enter a secondary teaching certification program at a four-year college or university, including Western's Master in Teaching - Secondary Education degree program at Everett's University Center.

The Education Program also offers an Associate of Technical Arts degree for students interested in becoming an educational paraprofessional (current paraprofessionals employed in local K-12 school districts can possibly have work experience count as credit by equivalency), courses that satisfy requirements for the Early Childhood Education Program and participation in an active Teachers of Tomorrow student organization.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- **Subject Matter Knowledge:** Students will explain the central concepts, foundations, theories and intellectual frameworks of professional teaching, including the tools of inquiry and structures of the disciplines they wish to teach in order to construct learning experiences that apply these aspects of the profession and disciplines.
- **Personal and Professional Self-understanding:** Students will analyze through observation and reflection a variety of educational philosophies and approaches and will examine issues of professional self-understanding in order to develop personal learning styles and individual teaching styles.
- **Communication Skills:** Students will employ interpersonal, instructional and cultural communication techniques in order to foster future active learning, dialogue, collaboration, and positive interaction and relations with peers, school officials, agencies, parents and learners.
- **Instructional Planning and Design:** Students will design instructional lessons by recognizing curriculum as a process of creating learning objectives, developing the scope and sequence of instructional content, and establishing formal and informal assessment strategies to evaluate instructional effectiveness.
- **Multiple Teaching Strategies:** Students will compare a variety of instructional strategies and methods that address individual learners and learning styles in order to develop collaborative critical thinking and creative problem solving skills in a variety of student populations.
- **Knowledge of Human Development and Learning:** Students will discuss a variety of perspectives on human development and learning in order to design learning experiences to support the cognitive, psychological and social differences and needs of cross-cultural and generational learners.

- **Professional Commitment and Responsibility:** Students will describe what it means to be a competent, ethical and professional teacher in a democratic, diverse and technological society in order to develop commitment to professional growth and to the legal and ethical responsibilities of American public school teachers.

**Faculty Advisor:****K. White****425-388-9498****kwhite@everettcc.edu****P. Krock****425-388-9964 x7387****pkrock@everettcc.edu****EDUC& 115D****Child Development****5**

(SS) Build a functional understanding of the foundation of child development, prenatal to adolescence. Observe and document physical, social, emotional, and cognitive development of children, reflective of cross cultural and global perspectives. This course includes a laboratory requirement. Assesses Core Learning Outcome 2.

**EDUC& 130****Guiding Behavior****3**

Examine the principles and theories promoting social competence in young children and creating safe learning environments. Develop skills promoting effective interactions, providing positive individual guidance, and enhancing group experiences. This course has laboratory requirements. Assesses Core Learning Outcome 1.

Prerequisites: EDUC& 115D and ECED& 120; and either ECED& 105 or EDUC& 202

**EDUC& 150D****Child, Family and Community****3**

(D) 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 communications. This course has laboratory requirements. Assesses Core Learning Outcomes 1, 4.

Prerequisites: EDUC& 115D and either ECED& 105 or EDUC& 202.

**EDUC 182****Service Learning****1-2**

Service Learning combines the opportunity of volunteerism with academic applications of educational social, economic, and political issues important to the local community. Provides for real-life application of skills and knowledge that extends learning beyond the classroom and into the community. May be repeated up to six credits. Assesses Core Learning Outcome 1.

Prerequisites: Instructor permission and completion of EDUC& 202.

**EDUC 190****Education Controversies****2**

Seminar designed to introduce education students to controversies in education. Through readings that represent arguments of leading educators and reflect a variety of viewpoints, discussions will be on opposing viewpoints, thinking critically and reaching considered judgments.

Prerequisites: EDUC& 202 or instructor permission.

**EDUC& 202****Introduction to Education****5**

(SS) Survey of historical, sociological, political and philosophical aspects of American public education. Includes investigation of the human experience of being a teacher, contemporary problems in education, classroom observations, and the application of educational frameworks to issues of teaching and learning. Assesses Core Learning Outcomes 1, 3, 5, 6.

**EDUC& 203****Exceptional Child****3**

(TE) Explore the basic areas of need that result in qualifying for special education services for birth-8th grade students. Coverage of legislation that mandates an inclusive model for exceptional learners. Assesses Core Learning Outcomes 1, 4.

Prerequisites: EDUC& 115D and ECED& 120; and either ECED& 105 or EDUC& 202



## EDUC 210

### Education Philosophies

2

Readings and discussions about educational philosophies within the context of education as social construction; and more broadly, as a process of human existential growth where understanding of the world are continually transformed.

**Prerequisites:** EDUC& 202 or instructor permission.

## EDUC 250

### Education in Action

1-4

(TE) Cooperative work experience in a field-based setting for education majors (see EDUC 256). Allows students to earn college credit for work experience in public school classrooms. Practical observation and work under supervision of a teacher. Students will have the opportunity to explore the teaching profession, and experience a wide variety of hands-on experiences during their placement, including observation, tutoring, facilitating learning groups and teaching lessons. If possible, students should begin their observation before the beginning of the quarter. Assesses Core Learning Outcomes 3, 4.

**Corequisites:** EDUC 256.

**Prerequisites:** EDUC& 202 or concurrent enrollment in EDUC& 202 or instructor permission.

## EDUC 251

### Education in Action

1-4

(TE) Cooperative work experience in a field-based setting for education majors (see EDUC 256). Allows students to earn college credit for work experience in public school classrooms. Practical observation and work under supervision of a teacher. Students will have the opportunity to explore the teaching profession, and experience a wide variety of hands-on experiences during their placement, including observation, tutoring, facilitating learning groups and teaching lessons. If possible, students should begin their observation before the beginning of the quarter. Assesses Core Learning Outcomes 3, 4.

**Corequisites:** EDUC 256

**Prerequisites:** EDUC& 202 or concurrent enrollment in EDUC& 202 or instructor permission.

## EDUC 252

### Education in Action

1-4

(TE) Cooperative work experience in a field-based setting for education majors (see EDUC 256). Allows students to earn college credit for work experience in public school classrooms. Practical observation and work under supervision of a teacher. Students will have the opportunity to explore the teaching profession, and experience a wide variety of hands-on experiences during their placement, including observation, tutoring, facilitating learning groups and teaching lessons. If possible, students should begin their observation before the beginning of the quarter. Assesses Core Learning Outcomes 3, 4.

**Corequisites:** EDUC 256

**Prerequisites:** EDUC& 202 or concurrent enrollment in EDUC& 202 or instructor permission.

## EDUC 256

### Education in Action Seminar

2

(TE) Seminar to support field work in local schools (see EDUC 250, EDUC 251, EDUC 252). Student will discuss their field experiences, and participate in micro-teaching in order to apply ideas from EDUC& 202, EDUC 250, EDUC 251 and EDUC 252. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.

**Corequisites:** EDUC 250, EDUC 251 or EDUC 252.

**Prerequisites:** Instructor permission or completion of EDUC& 202 or concurrent enrollment in EDUC& 202.

## EDUC 270

### Education Portfolio

2

Course designed to introduce education students to the electronic teaching portfolio, and assist them to document their pre-service teaching activities and fulfill professional expectations of many colleges and universities. Assesses Core Learning Outcomes 1, 3, 6.

**Prerequisites:** EDUC& 202 or ECE 130 or instructor permission.

## EMERGENCY SERVICES

See also Fire Science

This course provides fundamental training required to perform as emergency service medical personnel and to become certified as an EMT. This skills-oriented course involves extensive hands-on training in the evaluation and treatment of the sick and injured.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Patient assessment/management of a trauma patient,
- Patient assessment/management of a medical patient
- Cardiac arrest management/AED
- Bag-valve-mask ventilation of an apneic patient
- Spinal immobilization
- Long bone fracture immobilization
- Joint dislocation immobilization
- Traction splinting,
- Bleeding control/shock management
- Upper airway adjuncts and suction, mouth-to-mouth ventilation with supplemental oxygen, and supplemental oxygen administration to a breathing patient.
- Students must also successfully complete the NREMT psychomotor examination.

**Faculty Advisor:**

J. Stewart

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## EMS 050

### CBT: Competency Based Training for EMTs

Series of education courses on state-mandated topics following initial EMT certification to maintain and enhance skill and knowledge to meet educational requirements for recertification. CBT requires the successful completion of cognitive, affective and psychomotor evaluations following completion of each topic presentation to determine student competence of topic content. Assesses Core Learning Outcome 1.

**Prerequisites:** Washington State re-certification requirements for EMTs.

## EMS 151

### Emergency Medical Technician Training

13

Designed to prepare participants in all phases of pre-hospital emergency care. Participants are eligible for the Washington State EMT-B examination and the National Registry examination upon successful completion of the course. An application is required prior to registration, including documentation of the following: immunization checklist, high school or GED completion. Content includes lecture and hands-on practice in emergency care, bleeding and shock, soft tissue injuries, environmental emergencies, lifting and moving patients, HIV/AIDS education, emergency childbirth, and other topics. Assesses Core Learning Outcomes 1, 2, 3, 5.

**Prerequisites:** Placement into ENGL 097 and MATH 079 and instructor permission.

## EMS 152

### Advanced Cardiac Life Support

1

Enhanced skills for Advanced Cardiac Life Support (ACLS) providers, in treating victims of cardiac arrest or other cardiopulmonary emergencies. Knowledge and skills for treating patients in special resuscitation emergencies and conditions, and to apply for American Heart Associate ACLS certification. Advanced preparation for the assessment, diagnosis and treatment of ST-Elevation Myocardial Infarction (STEMI) patients. Resuscitation airway products and skills. Recognition of cardiac arrhythmias in clinical practice, with emphasis on electrocardiogram (ECG) and drug treatment knowledge. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Instructor permission.

## EMS 153

### Pediatric Advanced Life Support

1

Pediatric Advanced Life Support (PALS) skills for healthcare providers who respond to emergencies in infants and children. Successful course completion satisfies the requirements for a PALS course completion card. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Instructor permission.



**EMS 154**  
**National Registry Emergency Medical Technician (NREMT) Refresher Course**
**3**

A refresher course that provides a review of basic emergency medical care based on the identified topics outlined by the DOT (Department of Transportation) and NREMT (National Registry Emergency Medical Technician). Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

Prerequisites: Instructor permission.

**ENGINEERING**

Engineering courses provide preparation for Engineering transfer and Engineering Technology transfer programs or related disciplines.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Demonstrate analytical problem solving skills.
- Apply scientific processes.
- Collaborate effectively.
- Communication technical information.
- Apply engineering design processes.

**Faculty Advisors:**

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**ENGR 101**  
**College Success in Engineering and Computer Science**
**2**

(TE) Orientation to academic and career opportunities in engineering and computer science. Introduction to functions, responsibilities and characteristics of professionals in engineering, computer science and related disciplines. Includes presentations by guest speakers from industry and universities sampling the breadth of educational and professional options. Development of academic and personal skills and attitudes that promote success in college study. Satisfies COLL 101 requirement for new degree seeking students. Assesses Core Learning Outcome 1.

**ENGR& 104**  
**Intro to Design**
**5**

(TE) Explores the role of creativity, teamwork, and communication in promoting innovative design. Develop knowledge and skills in all three areas through a series of hands-on projects and reflective activities. Students will work in teams to complete the projects and present their experiences and results through various communication formats. Assesses Core Learning Outcomes 2, 3.

Prerequisites: ENGL 098 or placement into ENGL& 101; or instructor permission.

**ENGR 108**  
**Engineering Orientation/Introduction to Vector Algebra**
**3**

(TE) Introduction to engineering functions, professional responsibilities, and educational opportunities. Includes an introduction to analysis and solution of engineering problems using vector algebra. Scientific calculator required.

Prerequisites: MATH& 142 or MATH& 144 or instructor permission.

**ENGR 110**  
**Introduction to Engineering Analysis**
**4**

(NS) Introduction to analysis and solutions of engineering problems. Emphasis on applications of algebra in engineering. Development of a systematic analytical problem solving approach. Topics include unit systems, mathematics review, introductory physics, chemistry and engineering concepts, and an introduction to spreadsheet applications. Scientific calculator required. Assesses Core Learning Outcome 2.

Prerequisites: MATH 092 or MATH 099 or placement into MATH& 141 or higher; or concurrent enrollment in MATH 092 or MATH 099.

**ENGR 111**  
**Introduction to Engineering I: Modeling and Analysis**
**5**

(NS) A project based introduction to engineering analysis, problem solving, and mathematical modeling. Working in teams, students will complete a series of hands-on projects designed to emphasize a systematic, analytical problem solving approach and explore the engineering disciplines at a technical level. Topics include introductory engineering concepts; engineering for sustainability; teamwork skills; the application of mathematics, physics, and chemistry in engineering; unit systems; and an introduction to spreadsheet applications. Assesses Core Learning Outcomes 1, 2, 3, 5.

Prerequisites: Eligibility for ENGL& 101 AND MATH 092 or MATH 096 or MATH 099, or eligibility for MATH& 141 via a math assessment; OR instructor permission

**ENGR& 114**  
**Engineering Graphics**
**4**

(NS) Methods of depicting three-dimensional objects and communicating design information. Emphasis on using parametric solid modeling software as a design tool. Freehand sketching is used to develop visualization skills and as an instrument for design conceptualization and communication. Assesses Core Learning Outcomes 2, 3, 6.

Prerequisites: Eligibility for MATH& 107 or higher; OR ENG T 100, OR instructor permission.

**ENGR 120**  
**Introduction to Scientific Computing**
**2**

(NS) Introduction to modern scientific computing applied to problems in engineering, mathematics, and science. Introductory instruction using MATLAB software with topics including array and matrix manipulation, functions, graphical analysis, and basic script programming. Assesses Core Learning Outcomes 2, 3, 6.

Prerequisites: MATH& 142 or MATH& 144 or instructor permission.

**ENGR 121**  
**Introduction to Engineering 2: Computing and Design**
**5**

(TE) Second course in the Introduction to Engineering sequence. Explores the role of creativity, teamwork, and communication in promoting innovative design. Includes an introduction to computing, microcontroller programming and basic parameter optimization. Students develop knowledge and skills in all areas through a series of hands-on design projects. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: MATH& 142 and ENGR 111; or MATH& 152, or instructor permission.

**ENGR 201**  
**Fundamentals of Materials Science**
**5**

(NS) Atomic, molecular, and crystalline structures of the materials and the relation to electrical, mechanical, thermal, and chemical properties. Introduction to materials processing and fabrication techniques. Assesses Core Learning Outcome 2.

Prerequisites: CHEM& 161, AND PHYS& 241 or concurrent enrollment; OR instructor permission.

**ENGR 202**  
**Design of Logic Circuits**
**6**

(TE) 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. Assesses Core Learning Outcomes 2, 6.

Prerequisites: MATH& 151 AND one of the following: CS& 131, CS& 141, ENGR 121; OR instructor permission.

## ENGR& 204

### Electric Circuits

5

(TE) Introduction to basic circuit and systems concepts. Development of mathematical models of components including resistors, sources, capacitors, inductors, operational amplifiers and transistors. Solution of first and second order linear differential equations associated with basic circuit forms. Steady state sinusoidal excitation and phasors. Assesses Core Learning Outcomes 2, 6.

Prerequisites: ENGR 121, AND PHYS& 243 or concurrent enrollment; OR instructor permission.

## ENGR 205

### Electric Circuits Lab

1.5

(NS-L) Laboratory applications of electrical circuits principles and instrumentation. Measurement of transient and steady-state responses of electrical circuits. Assesses Core Learning Outcomes 2, 3, 6.

Prerequisites: ENGR 204 or concurrent enrollment; or instructor permission.

## ENGR& 214

### Statics

5

(NS) Fundamentals of engineering statics using vector notation in problem solving. Scientific calculator required. Assesses Core Learning Outcome 2.

Prerequisites: ENGR 121 or concurrent enrollment AND PHYS& 241 or concurrent enrollment; OR instructor permission.

## ENGR& 215

### Dynamics

5

(NS) Kinematics and dynamics of particles; systems of particles; and rigid bodies including energy and momentum methods. Assesses Core Learning Outcomes 1, 2.

Prerequisites: MATH& 152 AND ENGR& 214, both with a grade of C or higher, or instructor permission

## ENGR 216

### Integrated Computer Aided Design

4

(NS) Computer Aided Design (CAD) and its applications in engineering design and analysis. Emphasis on advanced features in CAD software and the engineering design process. Topics include fundamentals of surface modeling, combined surface and solid modeling, advanced part/assembly techniques, CAD-based computational structure/flow/motion analysis, and complete documentation for an engineering design. Discussion of recent engineering innovations and their impact on the direction of engineering trends. Applying knowledge, skills and perspectives to real-world engineering practice. Assesses Core Learning Outcomes 2, 3, 6.

Prerequisites: ENGR& 114 and ENGR& 214, or instructor permission.

## ENGR 220

### Mechanics Breaking Lab

2

(TE) Mechanical behavior of materials and application to engineering structures. Hands-on experience in various material testing and experimental stress analysis methods. Introduction to engineering data analysis and report writing. Investigate various types of mechanical behavior in response to loading conditions. Topics will include tension, impact, fatigue, and torsion testing, stress wave experimentation, strain gages, and combined stress analysis. Assesses Core Learning Outcomes 2, 3, 6.

Prerequisites: ENGR& 225 or concurrent enrollment, OR instructor permission.

## ENGR& 224

### Thermodynamics

5

(NS) Thermodynamic properties of matter. First and second law analysis of engineering systems. Energy interactions, performance and efficiency of engineering devices, power cycles, and refrigeration cycles. Assesses Core Learning Outcomes 2, 7.

Prerequisites: CHEM& 162 AND MATH& 152 AND PHYS& 241; OR instructor permission.

## ENGR& 225

### Mechanics of Materials

5

(NS) Introduction to mechanics of solids; stress, strain and their relationships; torsion; and bending. Assesses Core Learning Outcome 2.

Prerequisites: MATH& 152 AND ENGR& 214 with grade of C or higher; OR instructor permission.

## ENGR 240

### Applied Numerical Methods

5

(NS) 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. Assesses Core Learning Outcomes 2, 6.

Prerequisites: MATH& 163 with grade of C or higher; OR instructor permission.

## ENGR 298

### Interdisciplinary Design Project

1-2

(TE) Design projects open to all students in design and manufacturing related fields. Class structure guides interdisciplinary student teams through a process of conceptualizing a project, developing and documenting a detailed design, fabricating a prototype, testing, analysis, and reporting. All students are engaged in all aspects of their project regardless of their home program or discipline. Design projects may be oriented toward regional design competitions. Specific project requirements are tailored to students' educational and practical experience levels. Course may be repeated for credit, enabling students to pursue projects one to three quarters in duration. Lab section provides access to college fabrication facilities and is optional.

Prerequisites: Instructor permission.

## ENGINEERING TECHNOLOGY

See also Manufacturing Technology / Precision Machining Engineering

The Engineering Technology program is designed to provide skills and knowledge in a variety of technical design subjects, including computer aided design (CAD) software such as CATIA version 5, Solid Works and AutoCAD. Skills learned in this program are taught using applied methods where training is practical and hands-on.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Solve technical mathematical problems
- Utilize basic engineering graphics with 2D CAD
- Create multi-view drawings using 2D and 3D CAD
- Create assembly drawings from 3D models
- Create complex surfaced part models using 3D CAD
- Design for producability and manufacturing ease
- Document technical activities in written and verbal reports
- Be prepared for successful employment

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## ENG T 100

### Introduction to Engineering Graphics and 2D AutoCAD

4

Theory and application of engineering drawing; sketching and block lettering; geometric construction; representation of normal, inclined oblique, and cylindrical surfaces; standard, section and auxiliary views; dimensioning; and an introduction to designing with a 2D CAD system. Assesses Core Learning Outcomes 1, 2, 6.

Prerequisites: Placement into MATH 076 or higher AND MFG T 102, or instructor permission

## ENG T 101

### Introduction to Graphics and Measurement

5

An introduction to reading and interpreting engineering graphics using technical drawings of mechanical systems for manufacturing technology students with an emphasis on identifying 2D (plane geometrical) shapes. The student will be also use engineering and mechanical scales and precision measuring instruments to measure sizes, lengths and locations of shapes and features. Algebraic, geometric and trigonometric concepts will be applied. Scientific calculator required. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Placement into MATH 076 or higher AND MFG T 102, or instructor permission

**ENG T 102****Technical Problem Analysis****5**

This course is designed to apply basic algebra, geometry and trigonometry to practical problems encountered in technical design and the manufacturing industry. The course includes problems focusing on composites, technical design, welding, precision machining and CNC topics. Students will be introduced to an electronic spreadsheet to perform their calculations. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** ENG T 101 or MATH 76 or placement into MATH 086 or higher

**ENG T 103****Introduction to Revit****4**

Introduction to Revit architectural design and documentation software tools and features. The course will explore the Building Information Modeling interface and focus on the basics of building creation, view controls navigation and the settings for controlling graphic properties, constrain the building designs with dimensions and relationships between elements, practice key editing and manipulating tools. Assesses Core Learning Outcomes 1, 2, 6.

**Prerequisites:** Placement into MATH 076 or higher AND MFG T 102, or instructor permission

**ENG T 104****Mechanical Blueprint Reading****3**

Instruction in interpreting mechanical/manufacturing blueprints per ASME Y14.5. Emphasis on practical applications of this standard as applied to reading, interpreting, and trouble-shooting engineering production drawings. Assesses Core Learning Outcome 2.

**ENG T 105****Precision, Fits, Tolerancing and GD&T****4**

Theory and application of dimensioning and tolerancing using Solid Works per American Society of Mechanical Engineers (ASME) Y14.5. Use of standard tolerances with a further emphasis on precision fits and geometric dimensioning and tolerancing on engineering production drawings. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** ENG T 108 or ENG T 185 or ENGR& 114 and instructor permission.

**ENG T 108****Engineering Graphics: 3D CAD****4**

Fundamentals of engineering graphics for preparation of designs and working drawings, using parametric solid modeling software as a design tool. Includes generation of detail and assembly drawings. Freehand sketching used to develop visualization skills and as an instrument for design conceptualization and communication. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** Placement into MATH 076 or higher AND MFG T 102, or instructor permission

**ENG T 112****Pneumatic, Hydraulic, and Electrical Circuits****5**

Introductory course examining practical applications using pneumatic, hydraulic and electrical components. Basic theories are discussed and typical hardware used in manufacturing is evaluated. Assesses Core Learning Outcome 2.

**Prerequisites:** ENG T 100 or MATH 076 or eligibility for MATH 086 via a MATH assessment; OR instructor permission.

**ENG T 185****Introduction to CAD with CATIA v5****4**

Introduction to parametric, three-dimensional modeling using CATIA (v5). Focus on how to navigate within this software, how to create three-dimensional solid models using industry best practices, and then how to create and manipulate assemblies made from these parts. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** Placement into MATH 076 or higher, and MFG T 102, or instructor permission.

**ENG T 188****Aerospace Design CATIA V5 Course I****12**

Introduction to parametric, three-dimensional modeling using CATIA V5. Focus on theory and application of engineering graphics, reading and creating technical drawings; navigating CATIA software, how to create 3-D solids and manipulate assemblies and generating 3-D wireframe and surfaces. Two years of industry design experience recommended. Assesses Core Learning Outcomes 1, 2, 3, 6.

**Prerequisites:** Instructor permission.

**ENG T 189****Aerospace Design with CATIA V5****12**

Skills in advanced techniques and mastery of the following work benches: sketcher, part design and assembly, surface and surface analysis. Basic to intermediate introduction in the following workbenches; NC programming, sheet metal for aerospace, tubing and wiring. Assesses Core Learning Outcomes 1, 2, 3, 6.

**Prerequisites:** ENG T 188; or ENG T 100, ENG T 185, and ENG T 193; and instructor permission.

**ENG T 193****Intermediate CAD with CATIA v5****4**

Explores the techniques for using CATIA v5 to produce working level engineering drawings. Detail and assembly drawings are created with attention focused on proper views, text, dimensions, tolerances, bills of material, borders and title blocks. Weldments, flat patterns and other special practices are also examined. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** ENG T 185

**ENG T 194****Tool Design and Product Structure****4**

Introduction to tooling design graphics. Create tooling fixtures used to create or assemble engineering parts. Each fixture will be created in the true 3D coordinates as well as proper techniques in the product structure. Focus on team approach to tool engineering design. Creation of tooling fixtures, composite molding fixture, DJ drill jig, CNC mill fixture and locating jigs used to create or assemble engineering parts. Assess Core Learning Outcomes 2, 6.

**Prerequisites:** ENG T 185

**ENG T 195****Advanced Surfacing with CATIA v5****4**

Expands on the knowledge learned in the Introduction to CAD with CATIA v5 course by introducing tools and methodologies found in the Generative Structural Analysis, Free Style, Wireframe and Generative Shape Design Workbench. Create and analyze surfaces with complex contours and verify its machinability and stress analysis. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** ENG T 185

**ENG T 196****Advanced Workbenches with CATIA v5****4**

Advanced techniques and mastery of the following CATIA v5 work benches: Knowledgeware, DMU Kinematics, Generative Structural Analysis, Generative Sheet Metal Design and Prismatic Machining. Focus on how to embed knowledge in design by applying formulas, using parameters and relations, motion simulation capabilities, performing first order mechanical analysis for 3D systems, designing sheet metal parts in concurrent engineering between the unfolded or folded part representations, and creating NC programs using 3 and 5 axis techniques dedicated to machining parts designed in 3D wireframe or solids geometry as a typical NC Programming techniques. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** ENG T 185 and instructor permission.

**ENG T 203****AutoCAD II - Intermediate****4**

Instruction on the use of AutoCAD tools for efficient creation of engineering drawings. Course includes instruction on the use of layouts and paper space; the creation and effective use of layers; how to use blocks, symbols and X-references to improve drafting productivity; the making of attributes and the means of extracting attribute information for generating of bills of materials and other documentation. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** ENG T 100 AND ENG T 101 or MATH 076, or instructor permission

**ENG T 204****Drafting using CAD****4**

Drafting fundamentals and orthographic interpretation necessary to create, manipulate, and understand mechanical and structural drawings. Proper naming conventions and release procedures. Use of engineering and mechanical scales and precision measuring instruments to measure sizes, lengths and locations of shapes and features; creating orthographic views on a detail, assembly and installation drawings. Print drawing and dataset checking as well as drawing revisions using ASME and ANSI standards; release procedures, naming conventions and applying bill of materials. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** ENG T 185 and ENG T 108

## ENG T 213

### Applied Statics and Strength of Materials

5

Study of forces acting on structures at rest; free-body diagrams, trusses, friction and related material, analysis of tension, compression, shear, deformation, torsion, stress, and deflection of members of commonly used materials in construction. Scientific calculator required. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: ENG T 101 or MATH& 141 or instructor permission.

## ENG T 217

### CAD Design Project

4

CAD Design projects for students in advanced manufacturing and technical design related fields. Students will be required to work individually and as a member of an assigned team to disassemble a precision mechanical assembly and redesign the assembly. Students will develop and document the redesign using a parametric 3D modeler to include a detailed parts list. Precision measuring equipment such as a caliper and micrometer is required for the class. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: ENG T 259 and ENG T 193 or concurrent enrollment, or instructor permission.

## ENG T 225

### Engineering Technology Skills Building 1

2

Designed for the student who is seeking to improve skills in engineering technology in order to meet industry standards through additional lab time or who is seeking practice time prior to taking certifications tests. The class may be taken up to two times for credit. Assesses Core Learning Outcome 2.

Prerequisites: Instructor permission.

## ENG T 226

### Engineering Technology Skills Building 2

2

Designed for the student who is seeking to improve current engineering technology skills through additional lab time or who is seeking practice time prior to taking certifications tests. The class may be taken up to two times for credit. Assesses Core Learning Outcome 2.

Prerequisites: ENG T 225 and instructor permission.

## ENG T 230

### Manufacturing Materials and Processes

3

Examines materials and processes used in manufacturing. Topics include choice of materials and their properties; various processes for converting material into manufactured parts; and the interrelation between materials and processes, particularly regarding feasibility and cost. Assesses Core Learning Outcome 2.

Prerequisites: ENG T 101 or MATH 076

## ENG T 259

### Engineering Graphics: 3D CAD/CAM

4

Use of a 3D modeler (Solid Works) is used to prepare flat patterns, weldments, machining drawings, bills of material, and traditional 2D technical drawings. Use of a 3D CAM package (MasterCAM) to prepare code for a 3-axis milling machine. Assesses Core Learning Outcomes 2, 6.

Prerequisites: ENG T 108 or ENGR& 114 or equivalent, or instructor permission.

## ENGLISH LANGUAGE ACQUISITION

See Transitional Studies

## ENGLISH LANGUAGE AND LITERATURE

The English Department offers courses in composition, creative writing, and literature, as well as tutor training in the Writing Center. College-level composition courses satisfy the Communication Skills requirement of most degree programs. Those in literature, language and creative writing satisfy Humanities and elective requirements.

Initial placement in any composition course is by EvCC-administered assessment test. A grade of C or higher in ENGL& 101 is required for higher level composition courses (102, 103, 105, 211, 230 or 235).

Students who scored 3 or higher on the national AP exam in English may enroll in ENGL& 101 or above. An English 101-level course transferred from another college must be validated by Enrollment Services. A placement test taken at another institution may be reviewed by Enrollment Services for possible substitution at EvCC.

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## Composition and Technical Writing

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Develop appropriate content to support claims in expository, persuasive, and critical writing.
- Arrange content in appropriate patterns—spatial, chronological, relational, logical—to develop ideas persuasively.
- Edit to meet readers' expectations for clarity and grammatical correctness.
- Analyze and evaluate the choices writers make to achieve rhetorical and aesthetic purposes.
- Locate appropriate primary and secondary sources efficiently in conducting literary research.
- Quote primary and secondary sources correctly and document research correctly and ethically.
- Understand the use and role of technology in the writing process.

## ENGL& 101

### English Composition I

5

(C,D) Writing clear, unified, coherent, and well-developed essays of increasing complexity with an emphasis on critical thinking skills. Essays may be about literary or nonliterary texts, or they may rely upon such texts as points of departure for discussion. Specific sections marked ENGL 101D fulfill the diversity requirement for associate degrees.

Prerequisites: ENGL 098 with a grade of C or higher.

## ENGL& 102

### Composition II

5

(C) Writing single-source and multi-source essays with an emphasis on audience, voice, and current research techniques and documentation. Specific sections marked ENGL 102D fulfill the diversity requirement for associate degrees. Assesses Core Learning Outcomes 2, 3, 5.

Prerequisites: Completion of ENGL& 101 with grade of C or higher.

## ENGL 103

### The Critical Paper

5

(C) Writing critical analyses of culture and the arts, including film, music, art, and popular culture. Assesses Core Learning Outcomes 2, 3, 5.

Prerequisites: ENGL& 101 with a grade of C or higher.

## ENGL 211

### Advanced Composition

2 or 5

(C) Writing essays. Consideration of style, voice, analytical reading, and critical thinking beyond the ENGL& 101 level. Assesses Core Learning Outcomes 2, 3.

Prerequisites: ENGL& 101 with grade of C or higher.

## ENGL& 230

### Technical Writing

3

(C) Writing memorandums, business letters, and technical reports. Includes study of tone, style, unity, audience, and purpose in business and technical communication. Assesses Core Learning Outcomes 2, 3.

Prerequisites: Completion of ENGL& 101 with a grade of C or higher.

**ENGL& 235****Technical Writing and Research****5**

(C) Writing memoranda, business letters, and a variety of technical documents such as technical definitions, descriptions, and specifications, proposals, instructions, and analytical reports that incorporate primary and secondary research and visual design elements. Emphasis on the analysis of audiences from lay to expert and rhetorical strategies to satisfy their information needs. Assesses Core Learning Outcomes 2, 3, and 5.

**Prerequisites:** ENGL& 101 with a grade of C or higher

**Creative Writing and Publication**

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- **Creative Skill-building:** Students will be able to describe and discuss how the "creative" in creative writing grows out of specific, demonstrable skills and techniques, both traditional and innovative, and not just open-ended, ad hoc, piecemeal attempts at "writing one's feelings."
- **Community/Historical/Interdisciplinary awareness:** Students will gain an understanding of the history, tradition, and current practices of the writing disciplines, and how they relate to the other arts, both through research and through active participation in local, current literary events.
- **Professional Development (AFA):** Students will gain practical experience in design and production of literary events and magazines, and familiarity with the editorial process.

**ENGL 105****Creative Nonfiction****5**

(C,H) Composition course in which various literary, journalistic and investigative techniques are applied to the writing and revision of experiential, informative and critical essays. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** Completion of ENGL& 101 with a grade of C or higher.

**ENGL 106****Poetry I****3 or 5**

(HP) Introduction to the writing, constructive analysis and revision of poetry. Poetic forms and terms will be learned and students will apply instructive critical analysis to both their own and other students' work. Tendencies and potentials will be identified for each student. Assesses Core Learning Outcomes 2, 3.

**ENGL 108****Fiction I****3 or 5**

(HP) Introduction to the writing, constructive analysis and revision of fiction. Fiction terms and techniques will be presented and applied to original student work and constructive analysis of original work will provide practical application. Assesses Core Learning Outcomes 2, 3.

**ENGL 109****Screen and Play Writing I****3 or 5**

(HP) Introduction to the writing, constructive analysis, and revision of original creative works for the visual media. Terminology, essential formats, and basic structural principles will be presented and applied to student work. Assesses Core Learning Outcomes 2, 3.

**ENGL 110****Editing and Publication I****5**

(HP) Introduction to the history and practice of editing for publication in print and digital formats, including magazine and book production. In a practicum setting, students edit and publish literary manuscripts, gaining hands-on experience with the campus literary magazine, Poetry Northwest, and related projects. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Completion of ENGL 105, 106, 108, or 109; or JOURN 101 with a C or better

**ENGL 165****Nonfiction II****3 or 5**

(HP) Intermediate course in techniques of fiction, poetry and drama as applied to nonfiction using constructive criticism. Development of writing, constructive analysis and revision skills in creative nonfiction. Students will apply a wide variety of writing techniques and critical perceptions to subjects

of their own selection. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** ENGL 105 or instructor permission.

**ENGL 166****Poetry II****3 or 5**

(HP) Intermediate course in structural and content analysis as applied to student and professional examples of poetic techniques. Development of writing, constructive analysis and revision skills in poetry. Students are individually encouraged to pursue their own directions and to learn from the variety of student directions observed in the class. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** ENGL 106 or instructor permission.

**ENGL 168****Fiction II****3 or 5**

(HP) Intermediate development of writing, constructive analysis and revision skills in fiction. Exercises and comparative examples of original creative work will be presented and analyzed with student participation to further critical abilities and applications to student work. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** ENGL 108 or instructor permission.

**ENGL 169****Screen and Play Writing II****3 or 5**

(HP) Intermediate development of writing, constructive analysis and revision of original creative works for the visual media. Detailed analysis of student effort will provide the basic material for development and application of dramatic and visual principles to original creative screen and/or play writing. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** ENGL 109 or instructor permission.

**ENGL 205****Nonfiction III****3 or 5**

(HP) Advanced development of writing, constructive analysis and revision skills in creative nonfiction. Advanced techniques of fiction, poetry and drama will be applied to nonfiction and techniques of constructive criticism will be applied to the developing stages of the nonfiction writing. Students will apply a wide variety of writing techniques and critical perceptions to subjects of their own selection. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** ENGL 165 or instructor permission.

**ENGL 206****Poetry III****3 or 5**

(HP) Advanced development of writing, constructive analysis and revision skills in poetry. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** ENGL 166 or instructor permission.

**ENGL 208****Fiction III****3 or 5**

(HP) Advanced development of writing, constructive analysis and revision skills in fiction. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** ENGL 168 or instructor permission.

**ENGL 209****Screen and Play Writing III****3 or 5**

(HP) Advanced development of writing, constructive analysis and revision of creative works for the visual media. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** ENGL 169 or instructor permission.

**ENGL 210****Editing and Publication II****5**

(HP) Extended practice in editing for publication, using print and digital formats, including magazine and book production. In a practicum setting, students edit and publish literary manuscripts, gaining hands-on experience with the campus literary magazine, Poetry Northwest Editions, and related projects. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Completion of ENGL 110



## Literature and Language

In addition to the Student Core Learning Outcomes, the

Program Specific Outcomes include:

- Ask questions about the meaning and value of human life and experience.
- Analyze how culture, history, and memories are passed on from generation to generation.
- Understand how diverse cultures and people see the world and our place in it, and how diverse cultures and people express themselves.
- Develop multiple perspectives and approaches to a subject through reading and analysis.
- Develop and utilize criteria for understanding excellence of achievement in this subject area
- Demonstrate understanding of the role creativity plays in human experience.

### ENGL& 111

#### Introduction to Literature

5

(H) Study of literary backgrounds, approaches, types, and techniques as a basis for reading, understanding, and enjoying literature. Assesses Core Learning Outcomes 2, 3.

### ENGL& 113

#### Introduction to Poetry

3 or 5

(H) Study of selected poets and their works designed to increase understanding and appreciation of poetry through reading and analysis. Assesses Core Learning Outcomes 2, 3.

### ENGL 120D

#### Native American Literature

5

(H,D) Exploration of theme, voice, and meaning through reading, analysis and discussion of selected poetry and prose works by Native American writers. Includes literary, cultural, and social frameworks. Assesses Core Learning Outcomes 2, 3.

### ENGL 135D

#### Introduction to Cultural Studies

5

(H, D) Introduction to main issues, theories and methods in cultural studies, employing literary methodologies. Specific topics may include communication and mass culture; images and texts concerning contemporary production and consumption; issues of race, gender, class and the social construction of identity; and cultural and historical analysis of visual arts, music, film, literature, myth, ritual, everyday practices, built environments and material culture. Assesses Core Learning Outcomes 2, 3.

### ENGL 171

#### Special Topics in Language and Literature

3 or 5

(H) Study of texts which focus on particular aspects of human experience. Specific focus will vary from term to term, but approach remains the same: analytical reading, writing, and discussion. May be repeated for credit with different topics. Assesses Core Learning Outcomes 2, 3.

Prerequisites: Instructor permission required for some sections.

### ENGL 173

#### Science Fiction

5

(H) Study of science fiction as depicted in novels, short stories, films, TV shows and other media. Exploring and critical thinking about the human experience as presented in these works. Assesses Core Learning Outcomes 3, 4.

### ENGL 175D

#### Introduction to African American Literature and Culture

5

(H,D) Introductory study of literary works and cultural achievements by African Americans. Assesses Core Learning Outcomes 1, 2, 3, 4.

### ENGL 180D

#### American Working-Class Literature

5

(H,D) Examination of literary and first-person authored texts written by and about the American working class over the past two hundred years. Readings may include slave songs, folk songs, and narratives,

letters from pre-Civil War textile factory workers, works by and about workers in the rapidly expanding industrial sector in post-Civil War and early 20th-century America. Focus on poems, short stories and novels by and about workers, especially by immigrants from eastern and southern Europe and black and white migrants from rural America pouring into rapidly expanding American cities, and texts from our own time by and about service workers and new immigrants from different parts of the world in an increasingly unequal, deindustrializing American society. Assesses Core Learning Outcomes 1, 2, 3.

### ENGL 183

#### Children's Literature

5

(H) Introduction to the rich literary tradition of books for children, with wide reading and in-depth analysis to determine a criteria for excellence. Includes the study of illustrations, historical perspectives, multicultural influences, and current trends in picture books, traditional tales, realistic and historical fiction, and modern fantasy. (Specific sections marked ENGL 183D fulfill the diversity requirement for associate degrees.) Assesses Core Learning Outcomes 3, 4.

### ENGL 203

#### Young Adult Literature

5

(H) Representative adolescent literature; an examination of the qualities that characterize the teen novel and an application of literary standards to them; a brief history of the genre; and a comparison of books from 1960 to the present. (Specific sections marked ENGL 203D fulfill the diversity requirement for associate degrees.) Assesses Core Learning Outcomes 2, 3.

### ENGL& 224

#### Shakespeare I

5

(H) Reading and analysis of the comedies, history plays, and tragedies selected largely from the first half of Shakespeare's career. Assesses Core Learning Outcomes 2, 3.

### ENGL& 225

#### Shakespeare II

5

(H) Reading and analysis of Shakespeare's problem plays, major tragedies, and late romances selected from the latter half of his career. Assesses Core Learning Outcomes 2, 3.

### ENGL 229

#### Survey of British Literature

5

(H) The study of representative works from British writers. Assesses Core Learning Outcomes 2, 3.

### ENGL 233

#### Modern British Literature

5

(H) Study of the writings of major British writers of the 19th and 20th centuries. Assesses Core Learning Outcomes 2, 3.

### ENGL 240D

#### Introduction to American Literature

5

(H,D) An exploration of American Literature (fiction, poetry, autobiography, essays and drama) from its inception in 1492 through the American Civil War, to include classic authors such as Franklin, Wheatley, Douglass, Emerson, Thoreau, Poe, Hawthorne, Whitman, Dickinson and Twain, emphasizing diverse themes and the voices of women, the working class, African Americans and Native Americans. Assesses Core Learning Outcomes 2, 3.

### ENGL& 246

#### American Literature III

5

(H) An exploration of American writers, Black, White, Hispanic, Native, Asian, male, and female in American poetry, novels, and short stories beginning with American modernism (approx. 1910-1945), and continuing through the post-modern era. (Specific sections marked ENGL& 246D fulfill the diversity requirement for associate degrees.) Assesses Core Learning Outcomes 2, 3.

### ENGL 247

#### Modern Grammar

5

(H) Principles of modern English, including its sound system, methods of word formation, parts of speech, phrase structure, grammatical relations and complex structures. Not an ESL or developmental course. Assesses Core Learning Outcomes 2, 3.

Prerequisites: Completion of ENGL& 101 or sophomore standing.

**ENGL 251**  
**Myth and Literature of Greece and Rome** 5  
 (H) Study of major literary works of ancient Greece and Rome. Assesses Core Learning Outcomes 2, 3.

**ENGL 252**  
**Medieval and Renaissance Literature** 5  
 (H) Study of major works of European literature from the Middle Ages, Renaissance, and Enlightenment (AD800-1800). Assesses Core Learning Outcomes 2, 3.

**ENGL 253**  
**Modern European Literature** 5  
 (H) Study of major works of European literature from 1800 to the present, including Romanticism, Realism, Modernism, and Postmodernism. Assesses Core Learning Outcomes 2, 3.

**ENGL& 254D**  
**World Literature I: Themes** 5  
 (H,D) Examination of literary and critical texts from a variety of cultures in the United States and/or throughout the world. Reading and analysis of fiction, poetry, drama, non-fiction and/or film texts based on a specific theme or geographical location. Special emphasis on literary and cultural texts and writers often marginalized, under-represented, or ignored in traditional literature courses. Assesses Core Learning Outcome 1.

**ENGL 263D**  
**The Holocaust in Literature** 5  
 (H,D) Study of the portrayal of the Holocaust in fictional genres. Issues addressed include the institutionalization of intolerance; the adequacy of language in the face of atrocity; the tension between the expectation of authenticity and the literary imagination; literature's role in liberating the silenced voices of persecuted minorities and the resonance of these voices with contemporary American concerns. Assesses Core Learning Outcomes 2, 3, 5.

## Skill Development

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Demonstrate an understanding of the relevance of language and composition in different contexts.
- Engage constructively in the challenges of writing and reading.
- Demonstrate an understanding of the basic conventions of language and composition.

**ENGL 090**  
**The Writing Center - Practical Writing** 5  
 A basic writing and reading course with an instructor and peer tutoring support designed to improve fundamental academic skills in the areas of writing and reading. Emphasizes the development of reading comprehension, sentence structure, grammar, punctuation, and vocabulary. Useful for non-native English speakers and others who need to further language skills in order to prepare for ENGL 092, 097 or 098. May be repeated one time for credit.

Prerequisites: ASSET score of 23-32 or COMPASS score of 0-22.

**ENGL 091**  
**Practical Writing for the Workplace** 3  
 Introduction to basic writing skills for the workplace. Practice letters, memos, and resumes. Review basic grammar and punctuation. Meets general education requirement for vocational certificates.

**ENGL 092**  
**Practical Grammar** 5  
 Thorough introduction to the mechanics of the sentence. Especially useful for native speakers preparing for ENGL 097 and ENGL 098.

Prerequisites: Placement by assessment score on the writing portion of assessment test.

**ENGL 097**  
**Beginning Grammar and Writing** 5  
 Writing clear and effective sentences and paragraphs, including parts of speech, sentence function and pattern, and the dynamics of coherent paragraphs. Assesses Core Learning Outcome 3.

Prerequisites: Placement by assessment score.

**ENGL 098**  
**Introduction to College Writing** 5  
 Writing and revising of paragraphs and essays of various types. Includes the writing process, diction, grammatical structures, paragraph and essay patterns, and rhetorical devices such as parallelism, transition, and analogy. (Specific sections marked ENGL 098D fulfill the diversity requirement for associate degrees.) Assesses Core Learning Outcome 3.

Prerequisites: (1) See placement information above or (2) grade of C or higher in ENGL 097 or ESL 097 or IELP 097.

## Tutor Training and Independent Study -

**ENGL 150**  
**Tutor Training and Practice** 1-5  
 (TE) Peer tutoring techniques. Learn from supervised tutoring experiences in the Writing Center and from seminar discussions. One credit for 20 tutoring hours and one credit for ten seminars. May be repeated up to five credits. Assesses Core Learning Outcomes 2, 3.

Prerequisites: Grade of B or better in ENGL& 101 and Writing Center Coordinator's permission.

**ENGL 151**  
**Tutor Training and Practice** 1-5  
 (TE) Peer tutoring techniques. Learn from supervised tutoring experiences in the Writing Center and from seminar discussions. One credit for 20 tutoring hours and one credit for ten seminars. May be repeated up to five credits. Assesses Core Learning Outcomes 2, 3.

Prerequisites: ENGL 150

**ENGL 152**  
**Tutor Training and Practice** 1-5  
 (TE) Peer tutoring techniques. Learn from supervised tutoring experiences in the Writing Center and from seminar discussions. One credit for 20 tutoring hours and one credit for ten seminars. May be repeated up to five credits. Assesses Core Learning Outcomes 2, 3.

Prerequisites: ENGL 151

## ENVIRONMENTAL SCIENCE

Environmental Science courses provide the preparation for environmental science/planning/policy disciplines. These courses satisfy the Natural Science (NS) and Natural Science Lab (NS-L) graduation distribution requirement.

**Faculty Advisors:**  
**R. Kratz** 425-388-9503 rkratz@everettcc.edu

**ENVS& 100**  
**Survey of Environmental Science: Sustaining Our Earth** 5  
 (NS) Biological and ecological principles and how they pertain to current issues of population growth and control, diminished food supply, water, air and noise pollution, and similar environmental issues. Credit may not be earned in both ENVS& 100 and ENVS& 101. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Eligibility for ENGL& 101 AND eligibility for MATH 096

**ENVS& 101**  
**Introduction to Environmental Science: with Lab** 5  
 (NS-L) Effects of human population growth on changing ecosystems, energy flow, biological diversity, and sustainability of living resources. Credit may not be earned in both ENVS& 100 and ENVS& 101. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Eligibility for ENGL& 101 AND eligibility for MATH 096

**ENVS 250**  
**Environmental Studies Internship and Seminars** 2  
 (NS) Students will participate in a minimum of thirty hours of a supervised internship which will require integration of knowledge of biological and environmental concepts with environmental economics and an eco-justice perspective. Assesses Core Learning Outcomes 1, 3, 7.

Prerequisites: ENVS& 100 or ENVS& 101 or NAT S 103 with grade of C or higher or instructor permission.

## FABRICATION

See Welding and Fabrication

## FILM/CINEMA

See also Philosophy 150, Psychology 150 or Sociology 150.

### FILM 100

#### Introduction to Film

5

(H) Critical survey of form, style and content of American and international film. Narrative and non-narrative forms. Design, cinematography, editing and sound as elements of style. Cultural content of film. Assesses Core Learning Outcome 2.

### FILM 102

#### International Film

5

(H) Critical survey of process (production, distribution, exhibition), style, and content of American and international film from earliest technology in the U.S. and Europe to emerging film industries around the globe. Narrative forms, emphasizing development of emerging nations, relationships between cinematic and national ideologies. Cultural content of film, emphasizing perspectives of diverse populations and development nations. Assesses Core Learning Outcome 2.

## FIRE SCIENCE

The primary intent of the fire science program is to acquaint new firefighters with history, traditions, terminology, organization and operation of the service.

Fire Science courses provide preparation for fire service careers and career advancement. This is accomplished through classroom knowledge and hands-on training in simulated scenarios, which will form a foundation for future proficiency in your career.

Everett Community College's Fire Science Program offers an Associate in Applied Science degree.

#### Faculty Advisor:

J. Stewart

425-388-9517

jstewart@everettcc.edu

### FIRE 100

#### Firefighter Academy

22.5

Basic fire fighting skills includes orientation and safety, fundamentals of fire behavior, building construction, personal protective equipment, department communication, extinguishers, water supply, fire hose, ropes and knots, ground ladders, fire control, ventilation, rescue and extrication, loss control, fire detection, alarms and suppression systems, hazardous materials, first aid, and fire prevention/public education. Three class sessions will be held at the North Bend Fire Academy. Live fire experience will be included. Meets NFPA 1001. Successful students will be qualified to sit for the state Fire Fighter I, Firefighter II, and Hazardous Materials Operations written and practical exams. For entry into the Fire Academy complete the National Testing Network Ergometrics exam with a passing score of 75, pass the Candidate Physical Ability Test. Complete the course application and attend a mandatory orientation. Assesses Core Learning Outcomes 1, 2, 3, 5.

Prerequisites: Instructor permission.

### FIRE 102

#### Introduction to the Fire Service

5

Acquaints students with the history, traditions, terminology, and organization of the fire service. Describes the fire service as a career; explains fire service organizations; and covers fire department organization, equipment and facilities; physical fitness and health considerations. Also provides an introduction to accountability and the Incident Management System (IMS). Meets the requirements for NFPA 1001, NFPA 1500. Assesses Core Learning Outcomes 1, 2.

### FIRE 103

#### Engine Company Basic Operations

3

Covers fire flow testing, relay and shuttle operations, and water supply management, size and carrying capacity of mains, hydrant specifications, maintenance procedures, relevant maps and recordkeeping procedures. Explains the characteristics of fire and water, describes the types of water streams and nozzles, and covers the procedures for developing streams. Overview of pumper, tankers, brush apparatus and aerial apparatus. Details the basic methods of handling hose, including large diameter hose; hose and coupling construction and maintenance; fire behavior procedures. NFPA 1001, NFPA 1002. Assesses Core Learning Outcomes 1, 2.

Prerequisites: FIRE 102 or instructor permission.

### FIRE 104

#### Fire Department Community Relations

3

Provides development of communication skills in assigning instruction, orders, and information. Promotes customer service and shows how it is intertwined with fire prevention and public education. Meets the requirements for NFPA 1035. Assesses Core Learning Outcomes 1, 2, 5.

Prerequisites: FIRE 102 or instructor permission.

### FIRE 106

#### Fundamental Ladder Company Operations

3

Fundamentals of a ladder company operation, including handling and maintaining various types of ground ladders and factors affecting ladder placement; introduction to different methods and systematic ways of ventilating buildings with heated air, smoke, and gases; rope applications, including hauling tools, accomplishing rescues from areas of different elevations, stabilizing vehicles, and cordoning off areas; forcible entry; special rescues; salvage and overhaul; and vehicle operation. Meets the requirements for NFPA 1001, NFPA 1002. Assesses Core Learning Outcomes 1, 2.

Prerequisites: FIRE 102 or instructor permission.

### FIRE 110

#### Fire Suppression Systems

3

Concepts and standards of fire protection systems including fire detection devices, alarms, and sprinkler systems. Fire codes and how they are enforced. NFPA 1001, NFPA 1002, and NFPA 1031. Assesses Core Learning Outcomes 1, 2.

Prerequisites: FIRE 102 or instructor permission.

### FIRE 120

#### Pump Operations/Hydraulics

5

Hydraulic laws and formulas, pump design, practical operation of pumps, pump operation theory, methods for testing, inspecting and maintaining fire pump installations. Addresses the driver/operator's manual on operating fire pumps and pumping apparatus. Assesses Core Learning Outcomes 1, 2.

Prerequisites: FIRE 102 or instructor permission.

### FIRE 122

#### Fire Company Strategy & Tactics I

3

In-depth course in the Incident Management System and how it is used on the fire ground including first-in company tactics. Meets the requirements for National Fire Protection Agency (NFPA) 1026. Assesses Core Learning Outcomes 1, 2, 6.

Prerequisites: FIRE 102 or instructor permission.

### FIRE 124

#### Hazardous Materials Awareness/Operations

5

Awareness and operations level study of explosive, toxic, and hazardous materials with emphasis on intelligently handling fire situations. Students will learn to recognize and identify hazardous materials through introduction to systematic classification of relationships between groups of materials with similar characteristics, showing how and where they are used. Students will learn to evaluate shipping documentation for dangerous materials identification, and learn where assistance can be found for hazardous materials emergencies. Meets the requirements for National Fire Protection Agency (NFPA) 472. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: FIRE 102 or instructor permission.

### FIRE 200

#### Fire Company Strategy & Tactics II

5

Officer level training in multi-level planning, implementing, and evaluating basic and advanced fire tactics. Meets the requirements for NFPA 1021. Assesses Core Learning Outcomes 1, 2.

Prerequisites: FIRE 102 or instructor permission.

### FIRE 202

#### Fire Investigations

3

Overview of the methods used to determine fire origin, fire causes, fire spread, and fire behavior. Recognition of accidental and incendiary fires, securing and preserving evidence of suspected arson, witness interrogation methods. Meets the requirements for National Fire Protection Agency (NFPA) 1033. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: FIRE 102 or instructor permission.

**FIRE 203**  
**Building Construction for Fire Protection** 5  
 Course covers the basic building construction and design necessary for providing proper fire protection features; emphasizes types of construction materials used, flame spread, fire restiveness, and fire retardant qualities for certain types of occupancy and building use. Meets the requirements for NFPA 220. Assesses Core Learning Outcomes 1, 2.

Prerequisites: FIRE 102 or instructor permission.

**FIRE 205**  
**Fire Department Company Officer** 5  
 Introduction to government and fire department structure, roles, responsibilities and legal liability of the first line supervisor. Also covers concepts of leaders and supervision, public education, labor relations, budgeting, communications, fire prevention, fire suppression, and fire fighter safety. Meets the requirements for NFPA 1021. Assesses Core Learning Outcomes 1, 2.

Prerequisites: FIRE 102 or instructor permission.

**FIRE 240**  
**Instructor I Certification** 3  
 Prepares candidates to demonstrate the knowledge and ability to conduct instruction from prepared materials. Covers characteristics of good instruction, role of the instructor in the fire service, summary of psychology of learning, procedures for planning and presenting instruction, evaluation, and testing techniques. Includes instructional planning, development, methods, techniques, materials, aids, and evaluation/testing. Meets NFPA Standard 1041. Assesses Core Learning Outcomes 1, 2.

Prerequisites: Instructor permission.

**FIRE 249**  
**Wildland Fire Fighting** 2.5  
 Training in basic wildland fire fighting through DNR standards. Includes the effects of fuel, weather and topography on wildland fire behavior; wildland water supply; initial fire ground command; fire suppression methods; wildland/urban interface; and fire protection planning. Successful completion makes participants eligible for Red Card upon employment with a qualifying agency. NFPA 1051. Assesses Core Learning Outcomes 1, 2.

Prerequisites: Instructor permission.

**FIRE 260**  
**Firefighter II and Hazardous Materials Operations Preparation** 1  
 Successful students will be qualified to take the International Fire Service Accreditation Congress (IFSAC) Firefighter II, and Hazardous Materials Operations written and practical exams, National Fire Protection Association (NFPA 1001) and (NFPA 472). Assesses Core Learning Outcomes 1, 2, 3, 5.

Corequisites: Firefighter I, Haz-Mat Awareness certification

Prerequisites: Instructor Permission

**FSM 218**  
**Fire Officer I** 9  
 The crucial building blocks in developing the proper mindset for the fire officer and how this perspective influences his/her operational effectiveness as an emergency services supervisor. The importance of the first-line supervisor being a personal team developer for tasks and challenges that relate to organizational enhancement. In addition to being responsible for suppression operations on the fire ground, the fire officer also plays a key role in the fire cause determination process, evidence preservation, and fire scene security. Assesses Core Learning Outcomes 1, 2, 3, 5.

Prerequisites: Must have Firefighter I & II, Haz-Mat Ops and Instructor I certification

**FSM 220**  
**Fire Officer II** 8  
 Overview of governmental regulations as they relate to a fire service organization and the legal framework under which a fire company operates. Tactical decisions are generally based on preplanned information derived from inspections, hazard identification, and knowledge of building construction features focus attention on the life safety problems that officers and firefighters will encounter. Assesses Core Learning Outcomes 1, 2, 3, 5.

Prerequisites: Fire Officer I certificate

## FOREIGN LANGUAGES AND LITERATURE

See World Languages

### FRENCH

See World Languages

Don't see the language you are looking for? Please visit our [EverettCC.edu/World Languages](http://EverettCC.edu/WorldLanguages) for a list of language courses offered at EvCC and at our 5-Star Consortium member colleges.

### GEOGRAPHY

Geography is an interdisciplinary science that focuses on human and physical processes, and the interaction of these processes. There are currently two geography classes that focus on diversity and culture. Geography classes will transfer to four-year schools, and directly prepare students for careers in planning, marketing, communications, and education. A background in geography also creates better global citizens and educates students on most contemporary issues facing the world and local regions today.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Demonstrate knowledge of a range of facts, terminology, events, and/or methods that social scientists in various disciplines must possess in order to investigate, analyze or give a history of, or predict human, group, or societal behavior.
- Demonstrate the ability to apply classifications, principles, generalizations, theories, models, and/or structures pertinent to social scientific efforts to organize conceptual knowledge in various fields.
- Demonstrate the ability to reach conclusions/make arguments across a range of social science topics that are tied to a defensible sifting of appropriate evidence relative to the questions involved.
- Demonstrate an understanding and recognition of the diversity of perspectives, cultural understandings, and ways of thinking that others bring to bear on social science questions.

Faculty Advisor:

K. Lyste

425-388-9381

[klyste@everettcc.edu](mailto:klyste@everettcc.edu)

**GEOG 101**  
**Introduction to Geography** 5  
 (SS) General introduction to the physical and cultural processes and features of different world regions. Study of various regions in terms of physical and cultural elements to demonstrate contrasting uses of the physical environment around the world. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

**GEOG 102D**  
**World Regional Geography** 5  
 (SS, D) Globalization and diversity of the major geographical regions of the world. A study of cultural coherence and diversity, population and settlement, geopolitical framework, environmental geography, and economic and social development of each region. Major regions of study include former Soviet Union, Europe, Asia (east, southeast, south and southwest), Africa, North and South America. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

**GEOG 200**  
**Economic Geography** 5  
 (SS) Survey of the distribution of industrial, agricultural, resource extraction, and consumption activities of the world. A study of the local, national, and international economic relationships and spatial organization of such. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

**GEOG 201D**  
**Cultural Geography** 5  
 (SS,D) Study of the interrelationship between cultural or human factors and physical environment in different world regions; research of such cultural factors as religion, language, political systems, economic activity, human migrations, settlement patterns, population factors, and present environmental concerns. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.



## GEOG 205

### Physical Geography

5

(NS-L) A comprehensive study of all systems that comprise physical geography. Survey of physical features of the natural environment and their control, formation, and distribution, including: atmosphere and climate, water bodies, soils, vegetation, the earth's composition, and landforms. Course will utilize a broad variety of computer and geographic skills in interpreting physical geography with spatial analysis, cartography, remote sensing, global positioning systems, and geographic information systems. Students will be exposed to a wide variety of geographic projects and design through lab assignments. Students will experience cutting edge technology that is used in practice by government agencies and private industry. Assesses Core Learning Outcomes 3, 5, 6.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 076 or MATH 080 or eligibility for MATH 086 via a math assessment

## GEOG 220

### Geography of Asia

5

(SS) Geographical study of the Asian nations, excluding Russia. Regions studied include Southwest Asia (Middle East), South Asia, Southeast Asia, Central Asia, and East Asia. Physical and cultural environments and inter-Asian relations are studied. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

## GEOG 230

### Political Geography

5

(SS) Introduction to the study of politics and physical territory as they affect the geographic environment. A spatial analysis of the present geopolitical phenomena worldwide; including the emergence of new nation-states, international organizations, and nation-state alliances in the United Nations. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

## GEOG 240

### Geography of the Pacific Northwest

5

(SS) Survey of the physical and cultural features of the Pacific Northwest (particularly Oregon and Washington). The physical features include the geological development, landforms, climate, natural vegetation, soils, water bodies, and geographical location. The cultural features include history, population patterns, economic patterns, and the contemporary environment. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

## GEOLOGY

Geology courses involve studying the origin, composition, structure, and shape of Earth's surface and internal features. Most geology courses satisfy the Natural Science Lab (NS-L) graduation distribution requirement.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Apply quantitative analysis to solve problems: by solving problems through the use of algebra, analyzing and predicting outcomes from graphical data, and converting between scientific units.
- Apply the scientific method: by forming hypothesis based upon observations, design and implement simple experiments, and draw reasonable conclusions.
- Critically evaluate the science related content: by interpreting data from graphs and tables.
- Effectively communicate scientific processes: by writing laboratory reports that includes data in tabular and graphical format, and summarizing results to explain the phenomena studied.

### Faculty Advisor:

S. Grupp

425-388-9450

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## GEOL 102

### Introduction to Geological Science I

5

(NS-L) Introduction to geologic processes, emphasizing composition and structure of Earth. The dynamic nature of Earth's crust, mantle, and core. The forces that have shaped Earth: earthquakes, volcanoes, plate tectonics and mountain building. Laboratory projects stress hands-on experiments and field experiences. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 076 or MATH 080 or eligibility for MATH 086 via a math assessment

## GEOL& 103

### Historical Geology

5

(NS-L) Introduction to the geologic history of Earth, emphasizing North America and the Pacific Northwest. Topics include plate tectonics, colliding and rifting of the continents, reconstruction of past environments, and the origin and evolution of life. Laboratory projects stress hands-on experiments and field experiences. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 076 or MATH 080 or eligibility for MATH 086 via a math assessment

## GEOL 104

### Introduction to Geological Science II

5

(NS-L) Introduction to the dynamic geologic processes responsible for shaping Earth's surface. Emphasis on the forces that shape Earth's surficial features: rivers, glaciers, groundwater, oceans, and deserts. How humans interact with Earth: geologic hazards, environmental geology and resource management. Laboratory projects stress hands-on experiments and field experiences. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 076 or MATH 080 or eligibility for MATH 086 via a math assessment

## GEOL 105

### Dinosaurs and Extinctions

5

(NS) The Era of Dinosaur evolution and extinction. Emphasizes observation and interpretation techniques used to infer past geological conditions and events. Topics include fossilization, evolution, geologic time, extinction hypotheses, and dinosaur classification and anatomy. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 076 or MATH 080 or eligibility for MATH 086 via a math assessment

## GEOL 106

### Survey of Earth Science

5

(NS-L) Study of Earth as a diverse system of interrelated processes. The origin and nature of Earth's surface, interior, oceans, atmosphere, and surrounding space. Emphasis on the interactions between humans and Earth. Laboratory projects stress hands-on experiments and field experiences. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 076 or MATH 080 or eligibility for MATH 086 via a math assessment

## GEOL 107

### Earth Science for Everybody

5

(NS-L) Hands-on exploration of the Earth and processes that shape its landscape. For non-science majors. Highly recommended for elementary education majors. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 076 or MATH 080 or eligibility for MATH 086 via a math assessment

## GEOL 108

### Geological Natural Disasters – Living with the Earth

5

(NS-L) The underlying geologic processes that cause natural hazards and disasters such as earthquakes, volcanic eruptions, tsunamis, floods, and landslides. How humans evaluate and confront the dangers posed by these natural processes. Monitoring, predicting, and mitigating natural hazards and impending disasters. Assesses Core Learning Outcome 2.

**Prerequisites:** MATH 076 (or equivalent) or eligibility for MATH 086 or higher. ENGL 098 or eligibility for ENGL& 101.

## GEOL& 110

### Environmental Geology

5

(NS-L) Exploration of the relationships and interactions between humans and Earth. Survey and evaluation of Earth's hazardous processes, such as earthquakes, volcanoes, floods, and landslides. The origin and nature of Earth's geologic resources. The environmental implications of extracting and using Earth's resources. Laboratory projects stress hands-on experiments and field experiences. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 076 or MATH 080 or eligibility for MATH 086 via a math assessment



**GEOL 190****Regional Geoscience Field Exploration****1-5**

(NS-L) Field trips to localities of geologic interest in the western United States. Emphasis on use of geologic principles to interpret field evidence found in landscapes and rocks. May be repeated two times for credit. Assesses Core Learning Outcome 2.

Prerequisites: ENGL 098 (or equivalent).

**GEOL& 208****Geology of the Pacific NW****5**

(NS-L) Geologic history of Washington, Oregon and Idaho. Emphasis on use of geologic principles to interpret field evidence found in landscapes and rocks. Weekly field trips to local areas of geologic interest. Optional weekend field trips. Assesses Core Learning Outcome 2.

Prerequisites: Eligibility for ENGL& 101 AND MATH 076 or MATH 080 or eligibility for MATH 086 via a math assessment

**GEOSCIENCE**

See Geology

**GERMAN**

See World Languages

Don't see the language you are looking for? Please visit [EverettCC.edu/WorldLanguages](http://EverettCC.edu/WorldLanguages) for a list of language courses offered at EvCC and at our 5-Star Consortium member colleges.

**GLOBAL STUDIES**

Global education provides for the study of international issues within a multidisciplinary framework. An education that focuses on the interdependence of communities fuels your ability to contribute to important decision-making processes.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Students learn how to collect information from different types of written sources.
- Students present a synthesis of the data they collect in the form of written and/or oral presentations.
- Students incorporate a cultural relativistic perspective into all course work.
- Students demonstrate how the biocultural model is integral to understanding global issues from a holistic perspective.
- Students analyze the human condition, both in a historical context and from the stance as a global citizen.
- Students demonstrate how social science theories inform our understanding of global issues.
- Students analyze social institutions that affect global issues, from interdisciplinary perspectives.

Faculty Advisor:

E. Dinter

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**GS 101D****Introduction to Global Studies****5**

(SS, D) Introduction to contemporary global issues, drawing on the integrated knowledge and methodologies of multiple disciplines. Topics include population growth, food and water insecurities, environmental impacts, patterns of consumption, the fate of indigenous peoples, global health, and civic activism. Writing assignments represent a significant component of coursework. Assesses Core Learning Outcomes 2, 3, 4.

Prerequisites: Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101

**GS 102****Survey of the United States in a Global Context****2**

(H, SS) This course presents an introduction to the core values of the United States political, economic and social/cultural system. The survey will follow a transnational approach, reflecting upon the United States through a global context: what impact the world has on the United States and what impact the historical transformation of the United States into a super power had on the rest of the world. This course

assists international students to gain a better understanding of the forces that have altered the USA and consequently have shaped many regions of the world. Assesses Core Learning Outcomes 1, 2, 3, 4.

Prerequisites: Eligibility for ENGL 097, ESL 097 or IEP 097 or higher.

**GS 103****Survey of United States Citizenship in a Global Discourse****3**

(H, SS) This course strengthens the understanding of the United States core values by looking in depth at primary source texts relating to the United States' government, Constitution, Bill of Rights and citizenship. This course explores how US citizenship compares to Global citizenship and what rights, duties and responsibilities are inherent to citizenship. Students will debate and analyze the United States political, economic and social/cultural system. This course assists international students to gain a better understanding of the forces that have altered the USA and shaped the world. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

Prerequisites: Eligibility for ENGL 098 or higher, and completion of GS 102 with a grade of C or higher.

**GS 105D****Global Issues Through Film****5**

(H, D) Examination of contemporary global issues, drawing on films beyond the Hollywood perspective. Topics include the global economy and capitalism, scarcity and distribution of natural resources, global health issues, natural disasters and their effects, and religious/ethnic oppression and conflicts. Films and readings focus on and mostly originate from local and/or native perspectives around the world. Writing assignments represent a significant component of coursework. Assesses Core Learning Outcomes 2, 3, 4.

Prerequisites: Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 required.

**GS 185D****Introduction to Latin America****5**

(H, D) Introduction to the cultures and societies of Latin America, including selected countries' arts, customs, languages, literature, film, music, peoples and traditions. Assesses Core Learning Outcomes 2, 3, 4.

Prerequisites: Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101

**GS 186D****Pacific Island Cultures****5**

(SS, D) Students explore the cultures of the Pacific Islands (also called Oceania). Examines the social issues that impact these island countries in Melanesia, Polynesia, and Micronesia, including struggles for cultural survival, environmental degradation, the effects of tourism, and migration of populations. Writing assignments represent a significant component of coursework. Assesses Core Learning Outcomes 2, 3, 4.

Prerequisites: Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

**GS 187D****Introduction to the Middle East****5**

(SS, H, D) With the increased involvement of America in Middle East regions and inflowing groups of diverse immigrants to this country, we are being exposed to Middle East cultures through ethnic diversity, politics, media, business, management, and especially academia. This course is an introduction and survey of Middle East cultures. Covers major issues such as history, religion, women's rights, language, and politics. Assesses Core Learning Outcomes 1, 2, 3, 4.

Prerequisites: Completion of ENGL 098, ESL 098 or IELP 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

**GS 188D****Introduction to China****5**

(D, H, SS) This course is an introduction to the people, places, events and issues shaping the People's Republic of China today, and the future direction of America-China relations. Students will discover the history of the PRC as it relates to their own history, explore the meaning of civilization and discover their opportunities for personal application in a global society. This course highlights the political, economic and social vectors which influence the PRC and how those same forces impact students' lives. Students will interact with leaders in America-China relations in Snohomish County, Washington State and the nation. Assesses Core Learning Outcomes 1, 2, 3, 5, 7.

Prerequisites: Eligibility for ENGL& 101 or instructor permission.

**GS 281D**  
**Introduction to Indonesia** 5  
(H, SS, D) A multi-disciplinary analysis of modern Indonesia. Topics introduced include consequences of European colonialism, environmental and social impacts of industrialization, cultural plurality, socioeconomic indicators, population growth, patterns of consumption, indigenous rights, medical pluralism, and civic activism. In part, these topics will be explored using examples of Indonesian customs, traditions, art, economics, education, history, health care systems, language, literature, music, and political institutions. Assesses Core Learning Outcomes 2, 3, 4.

Prerequisites: Placement into ENGL& 101.

## GRAPHIC ARTS

Graphic Arts courses emphasize the communication of ideas through the use of image and typography. Students may pursue a three course endorsement, a one-year certificate or an Associate in Fine Arts degree. Industry-standard software is used in all courses.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Critique work, verbally and in writing, using the language of the chosen discipline. Students will be able to relate such work to other disciplines in visual or performing arts.
- Describe and interpret, verbally and in writing, their own and other's work in the chosen discipline.
- Create a body of work that demonstrates mastery of skills and demonstrates personal development within the chosen discipline.
- Integrate knowledge of the chosen discipline with understanding of the social, historical and aesthetic context of artistic work.
- Describe educational and vocational opportunities and options in the chosen discipline.

Faculty Advisor:

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**GRAPH 100**  
**Introduction to the Digital Studio** 3  
Introduction to the digital studio environment and the tools, terms, and techniques of visual imagery and design. Includes the Macintosh operating system and related equipment such as printers, scanners, and back-up media. General overview of the technology available in the digital studio with focus on the primary software programs used. Required for students in the Visual Communications program. Assesses Core Learning Outcome 6.

**GRAPH 103**  
**Adobe Photoshop** 2  
Practices and principles of digital imaging, illustration, and photographic manipulation using Adobe Photoshop. Students will gain "hands on" experience with the tools and techniques used by artists and designers to create effective digital imagery for print and web publication. Assesses Core Learning Outcomes 2, 6.

**GRAPH 106**  
**Adobe Illustrator** 2  
Fundamentals of Adobe Illustrator with easy to follow, practical examples. Includes the use of basic tools and techniques of Illustrator, including creating and editing objects, as well as preparing layouts for use in publications. Techniques covered include creating and editing vector illustrations, using color, blends, gradients, patterns, creating symbols, layers, and masks. Assesses Core Learning Outcome 6.

**GRAPH 109**  
**Adobe InDesign** 2  
Fundamentals of Adobe InDesign with easy to follow, practical examples. Includes the use of basic tools of InDesign, including opening, editing documents and preparing layouts for use in publications. Create new documents of varying sizes and pages, using master pages, style sheets, and page hierarchy to organize content on a page, including PDFs for print, multipage documents and text flow. Assesses Core Learning Outcome 6.

**GRAPH 110**  
**Foundations of Graphic Design** 5  
Fundamental components of graphic design principles are incorporated with problem definition to provide students with experiences in the ideation, research, execution and presentation of projects. Students will develop an understanding of the elements and principles of graphic design and how to use color and form to visualize ideas in a unique and compelling way. Assesses Core Learning Outcomes 3, 6.

**GRAPH 113**  
**Graphic Design and Typography** 5  
Study of design concepts introducing formal compositional issues, including layout design with typography. Focuses on letter-form as image and the relationship between visual and verbal language. Type terminology, technical hierarchy and scale are addressed. Assesses Core Learning Outcomes 3, 6.

Prerequisites: GRAPH 110 with a grade of C or higher or instructor permission.

**GRAPH 115**  
**Infographic Design** 5  
Create symbols, icons, maps, charts, diagrams, interactive and motion graphics that blend typography, audio and graphic design. Emphasis is on informative graphics that can be shared in print and across Internet and media platforms. Assesses Core Learning Outcome 2.

Prerequisites: GRAPH 110 or concurrent enrollment in GRAPH 113, or instructor permission.

**GRAPH 118**  
**Graphic Design Process** 5  
Introduction to a three-step creative problem solving process to explore the development of new ideas in graphic design. Exploring design problems (Inquire), developing ideas (Ideate) and producing graphical products (Implement.) Creation of visual tools to track the creative process from idea through construction and then to post-production analysis using discussions, critiques, course exercises, and visual logs. Assesses Core Learning Outcome 2.

Prerequisites: GRAPH 110 with a grade of C or higher or instructor permission.

**GRAPH 120**  
**History of Graphic Design** 5  
(TE) Survey of graphic design history through slide lectures and integrated design projects. Provides an overview of the origins of visual and written communication, the development of graphic design and its evolution through international, social, political, and technological developments since 1450. Emphasis on printed work from 1880 to 1990 and new media design to the present day. Assesses Core Learning Outcome 6.

**GRAPH 128**  
**Digital Illustration Workshop** 5  
Workshop in digital illustration for graphic and fine artists who are seeking an open creative environment to explore digital imaging applications as a tool to expand their graphic and artistic expression. Lectures, classroom demonstrations, self-guided tutorial exercises and assigned design exercises. Focus on developing a personal style using digital imaging tools. May be repeated two times for credit. Assesses Core Learning Outcome 6.

Prerequisites: GRAPH 115 with a grade of C or higher or instructor permission.

**GRAPH 130**  
**Coding for Web Design** 5  
Beginning course in web page construction. Students develop skill in the use of HTML coding to structure a page and the use of CSS to style the page. Assesses Core Learning Outcome 6.

Prerequisites: GRAPH 110 or instructor permission.

**GRAPH 195**  
**Foundation Portfolio Review** 2  
Portfolio review of student's work upon successful completion of program core curricula courses. Student works individually with an assigned program instructor in evaluating their submitted portfolio to determine their readiness for advanced level courses leading to an AFA degree. Assesses Core Learning Outcome 3.

Prerequisites: ART 110, GRAPH 110, GRAPH 113, GRAPH 120, and PHOTO 110 or instructor permission.

**GRAPH 201**  
**Advertising Design**

5

Fundamentals of advertising design, the breakdown of roles within an advertising agency, and the function of the advertising designer relative to this hierarchy. Emphasis placed on accurate communication of the advertiser's message through development of concepts, words and visuals that reflect strategy, positioning and brand personality. Assesses Core Learning Outcome 2.

**Prerequisites:** GRAPH 231 with a C or higher or concurrently with GRAPH 231 or instructor permission.

**GRAPH 202**  
**Package Design**

5

Introductory course in designing and identifying graphic communication for packaging structures. Use of pre-made templates with an emphasis on the creation of original package design, examining their structures and then using type, color and images on prototypes in three dimensions. Experimentation with different materials is explored while addressing the client's brief and the design rationale, being conscious of the target market, point of sale and project budget. Assesses Core Learning Outcome 2.

**Prerequisites:** GRAPH 201 with a C or higher or instructor permission.

**GRAPH 213**  
**Brand Identity Design**

5

Create two identity systems: one for a traditional company and one for a socially constructive campaign. While a traditional identity system is defined as a logo and a set of rules for that logo's application, the goal of this class is to expand upon the ways a brand identity can be expressed through the manipulation of language, materials, and audience expectation/participation. Assesses Core Learning Outcome 2.

**Prerequisites:** GRAPH 231 with a C or higher or instructor permission.

**GRAPH 231**  
**Advanced Typography**

5

Advanced typography skills including the history and foundation of letterforms. Emphasis on the placement of display and type in a formatted space and the relationships between the appearance and readability of letterforms. Students work in a traditional context of hand rendering type and are introduced to contemporary technology setting type in page layout software. Assesses Core Learning Outcome 2.

**Prerequisites:** GRAPH 113 with a grade of C or higher or instructor permission.

**GRAPH 240**  
**Graphic Design For The Web**

5

Principles of graphic design as applied to website design. Use of tools necessary to create websites that are strategic, interactive, energetic and visually imaginative. This course covers the latest methods of website design, development, and production including standards-based HTML, CSS, and media integration. Students will learn the most current techniques for planning, designing, building and testing a fully functional website from start to finish. Assesses Core Learning Outcome 2.

**Prerequisites:** GRAPH 130 or concurrent enrollment in GRAPH 130, or instructor permission.

**GRAPH 242**  
**Content Management Systems**

5

Installation, customization, and management of a content management system website. Covers working with CSS, integrating media queries, incorporating screen optimized graphics, vital plugins for site enhancements, and search engine optimization. Assesses Core Learning Outcome 2.

**Prerequisites:** GRAPH 240 with a C or higher or instructor permission.

**GRAPH 244**  
**Professional Projects: Web Design**

5

Current trends, professional issues and practices. Projects include creation of advanced level web design pieces, including corporate identity. Topics include printing issues, project planning, studio practices, contracts and invoicing. Assesses Core Learning Outcomes 3, 6.

**Prerequisites:** GRAPH 242 with a grade of C or higher or instructor permission.

**GRAPH 250**  
**Graphic Arts Internship**

2-5

Supervised work experience as an intern. May be with a qualified employer or in a project with a private or public agency. Students must have completed most of the required coursework and must obtain a recommendation for internship from their instructor. It is the student's responsibility to obtain

the internship. Performance will be evaluated by the college instructor and the internship supervisor. Internship can apply once to AFA degree electives. May be repeated two times for credit. Assesses Core Learning Outcomes 3, 6.

**Prerequisites:** Instructor permission.

**GRAPH 251**  
**Publication Design I**

5

Fundamentals of art publication design producing the annual art and literary publication of student works, Vibrations Magazine. Topics include layout, digital pre-press, digital image preparation for print, planning a major print project, working directly with a printer through all prepress issues and processes. Assesses Core Learning Outcomes 3, 6.

**Prerequisites:** GRAPH 201 or instructor permission.

**GRAPH 252**  
**Booklab**

5

An examination of the form and design of the printed book, the book cover and eBooks. The primary project is the annual publication of Vibrations Magazine. This course will examine the environment surrounding books and reading—the bookshelf, the library, the bookstore, and the Internet. Assesses Core Learning Outcome 3.

**Prerequisites:** GRAPH 231 with a C or higher or instructor permission.

**GRAPH 261**  
**3D Computer Illustration**

5

Study of 3D modeling utilizing Maya® software. Creating 3D objects from 2D shapes, creating primitives, polygonal modeling lighting, using texture maps, plus simple camera and object animation techniques. Assesses Core Learning Outcome 6.

**Prerequisites:** GRAPH 110 with a grade of C or higher or instructor permission.

**GRAPH 262**  
**3D Computer Illustration II**

5

Advanced techniques in three-dimensional computer illustration. Focus on advanced modeling, creating techniques, creating photo-realistic materials, lighting for a variety of moods and special effects, dramatic camera angles, texture mapping, color theory, rendering optimizing mesh objects for visual effects, creating photo-realistic 3D images. Continued work in preparing files for output to print, web, and computer-centered media. May be repeated one time for credit. Assesses Core Learning Outcome 6.

**Prerequisites:** GRAPH 261 with a grade of C or higher or instructor permission.

**GRAPH 271**  
**Dynamic Media Design**

5

Fundamentals of creating interactive prototypes through directed exercises using applications and the open source language processing. Applications include developing interactive graphics, mock-ups and rapid prototypes that address multiple users in a variety of scenarios. Assesses Core Learning Outcome 2.

**Prerequisites:** GRAPH 115 with a C or higher or instructor permission.

**GRAPH 272**  
**2D Animation II**

5

Advanced techniques in 2D animation techniques with emphasis on storyboarding projects, timing, keyframe manipulation, rotoscoping animation, merging animations and use of audio and video elements. Students will produce an animation short and record to both CD-ROM and videotape. Lectures and presentation lab exercises, guest presentations, and development of personal style. May be repeated one time for credit. Assesses Core Learning Outcome 6.

**Prerequisites:** GRAPH 271 with a grade of C or higher or instructor permission.

**GRAPH 281**  
**3D Computer Animation I**

5

Introduction to 3D computer animation. Basic animation techniques, key framing, manipulating tracks and keys, animated materials, animating lights and cameras, animation for real-time recording and combination of these sequences with simple audio sequences to create finished animation. Focus on the tools and skills needed to create a simple, three-dimensional animation. Assesses Core Learning Outcome 6.

**Prerequisites:** GRAPH 110 with a grade of C or higher or instructor permission.

## GRAPH 282

### 3D Computer Animation II

5

Advanced computer animation techniques with emphasis on lighting to create mood, realistic movement with attention to physical behaviors and materials, use of inverse kinematics, story board techniques for short run animation, and the use of audio and video elements. Students will produce an animation short and record to both CD-ROM and videotape. Lectures and presentation lab exercises, guest presentations, and development of personal style. May be repeated one time for credit. Assesses Core Learning Outcome 6.

Prerequisites: GRAPH 281 with a grade of C or higher or instructor permission.

## GRAPH 292

### Business Practices For Graphic Design

2

An in-depth study of the business aspects of the graphic design profession. Common design problems are emphasized, including pricing, estimates, invoices, client relations and professional business conduct. Class uses lectures, demonstrations, research and studio work. Assesses Core Learning Outcome 3.

Prerequisites: Instructor permission.

## GRAPH 295

### Portfolio Development

5

Advanced course designed for students nearing the completion of their Institute work in graphic arts. Professional portfolio techniques, including interviewing, resume preparation, portfolio design and development, editing, and self-assessments will be presented and explored. Lectures and presentation lab exercises, guest presentations, and development of personal style. Assesses Core Learning Outcome 3.

Prerequisites: Adviser or faculty recommendation required.

## GRAPH 297

### Poetry Northwest Graphic Arts Internship

2-5

Supervised professional work experience as an intern for Poetry Northwest, a literary magazine with international distribution. Students gain practical experience in all aspects of layout and production of a print magazine and development of eReader and interactive web versions. Must have completed most of the required coursework for a graphics degree. Performance will be evaluated by the graphics instructor in conjunction with the editor of Poetry Northwest. Assesses Core Learning Outcomes 1, 3, 6.

Prerequisites: Instructor permission.

## GRAPH 298

### Degree Project

5

The degree project is an independent project in interactive or graphic design and is subject to the department's approval. Projects are proposed using an official form. The completed degree project has four components; (1) the design brief, developed to outline problem objectives, deadlines for all components, and resources; (2) a body of professional quality work; (3) documentation including your proposal and record of your work progress; and (4) presentation or exhibition in which your work will be shared publicly. Visiting critics and faculty are invited to review the completed project. Assesses Core Learning Outcomes 2, 5.

Prerequisites: Instructor permission.

## GRAPH 299

### Special Projects

2

Special Projects

## HEALTH SCIENCES

Health Sciences program offerings include certificate and degree options in Medical Assisting, as well as certificates in Phlebotomy Technician, Healthcare Risk Management and Medical Spanish Interpreter. Additionally, a range of Health Science courses are offered for general interest and/or prerequisites for Nursing, Physical Therapy Assistant, Radiology Technology and other health care professions.

Contact: Health Sciences Office - 425-388-9461

Faculty Advisors:

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**Healthcare Risk Management** - EvCC's Health Sciences Department offers a 15-credit series in Healthcare Risk Management. The three classes in this program are targeted at clinical and administrative healthcare professionals seeking strategies for reducing errors and establishing practices that will safeguard healthcare workers and their clients. A department certificate will be awarded following successful completion of the coursework.

See HLTH 206, HLTH 207, and HLTH 208.

**Medical Assisting** - The Everett Community College Medical Assisting Certificate program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Commission on Accreditation of Allied Health Education Programs (1361 Park Street, Clearwater, FL 33756, 727/210-2350).

This program offers a path to a nationally accredited certificate to students who prepare as a multi-skilled professional working under the supervision of a physician or other licensed health care provider. As defined by Washington State Law, a medical assistant is an unlicensed person who assists a licensed health care practitioner in providing health care to patients. Upon completion of the program the student is eligible to write for the national certification examination. Students earn a Certificate in Medical Assisting and have the option to earn an Associate in Technical Arts (ATA) degree. (Approved by the State of Washington Higher Education Board.)

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains
- To prepare students to perform within the ethical and legal boundaries of the Medical Assistant's scope of practice
- To prepare students to integrate and value the needs of the individual patient, within his/her family, culture, society and health circumstances
- To prepare students to display professionalism and cultural sensitivity while interacting and communicating with providers, staff and patients
- To prepare students to participate as team players within the various settings of health care delivery
- To prepare students to maintain currency within their field through continuing education
- To prepare students to integrate and promote the Certified Medical Assistant credential

Program length: Certificate - 78 credits ATA - 90 credits

See Health Sciences course listings.

**Medical Interpreter** - Spanish - EvCC's Health Sciences Department offers a ten-credit series in Medical Interpreting for Spanish focused on the linguistic skills required of medical interpreters to successfully perform their interpreting duties in a medical setting. Native-like fluency in both languages is required. A department certificate will be awarded following successful completion of the coursework.

See HLTH 100 and HLTH 160.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Communicate effectively: Students will develop the organizational and research skills necessary to write and speak effectively. The students will demonstrate awareness of different audiences, styles, and approaches to oral and written communication.
- Participate in diverse environments: Students incorporate a cultural relativistic perspective in all coursework.
- Act as an effective member of the health care team: Students will develop a fundamental skill set necessary for effective and timely communication and



collaboration amongst members of the health care team. Students will be provided with simulated clinical experiences, homework assignments, projects, role play scenarios, and testing situations.

- Act as an effective provider of care: Students will be able to integrate course concepts in the care of their patients, implement care plan directives from their physician-employer, as well as accurately communicate amongst healthcare team members. Students will be provided with simulated clinical experiences, homework assignments, projects, role play scenarios, and testing situations.

**Phlebotomy Technician** - This ten-credit course provides students with the phlebotomy skills necessary to work in the healthcare field as Phlebotomy Technicians. Upon successful completion of didactic and clinical externship training, the successful student is eligible to sit for the national certification exam for Phlebotomy (PBT) sponsored by the American Society for Clinical Pathologists (ASCP). Program prerequisites include English 098 or 101&, Health 100 and Health 102.

See HLTH 220.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- To prepare competent entry-level phlebotomy technician in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domain.
- To prepare students to perform within the ethical and legal boundaries of the phlebotomy technician's scope of practice.
- To prepare students to integrate and value the needs of the individual patient, within his/her family, culture, society and health circumstances.
- To prepare students to display professionalism and cultural sensitivity while interacting and communicating with providers, staff and patients.
- To prepare student to participate as team players within the various settings of health care delivery.
- To prepare students to maintain currency within their field through continuing education.
- To prepare students to integrate and promote the Phlebotomy Technician, PBT(ASCP) credential.

#### **HLTH 080 HIV/AIDS Training** .7

Satisfies the mandatory seven-hour HIV/AIDS educational requirement of the State of Washington for health care professionals. Topics include transmission, disease process, and current treatment options for HIV/AIDS. Testing and counseling guidelines and requirements are also discussed. Additionally, legal, ethical and psychosocial issues are addressed. Assesses Core Learning Outcome 4.

#### **HLTH 100 Medical Terminology** 5

Study of medical terminology, relating terms to the anatomy and physiology of the body. This course is designed for students working toward proficiency in medical language as well as for students entering health occupations, such as medical assistants, medical transcriptionists, receptionists, administrative support, and billing specialists. Assesses Core Learning Outcome 1.

#### **HLTH 101 Fundamentals of Medical Terminology** 3

Study of medical terminology, relating to terms to the anatomy and physiology of the body and its systems. This course is designed for the student interested in health sciences professions and the language associated with those professions.

Prerequisites: Eligibility for ENGL 098.

#### **HLTH 102 Applied A & P** 5

Emphasizes the relationship between the structures of the human body, related functions, and clinical applications in both healthy and unhealthy states. Concepts of homeostasis will be explored, along with the consequences to the human body when homeostasis is disrupted. Familiarity with medical terminology is desired. No prior knowledge of biology or chemistry is required. Assesses Core Learning Outcome 1.

#### **HLTH 103 Fundamentals in Health Care Delivery** 4

Overview of current healthcare professions including career and market information. Provides information on healthcare delivery systems, medical insurance, health organization structure, patient rights and quality care, healthcare and life values, ethics, and essential behaviors in the workplace. Personal healthful living practices, OSHA standards and workplace safety, and interpersonal communications will be examined as well. Assesses Core Learning Outcomes 1, 2, 3, 5.

Prerequisites: Completion of ENGL 097 or placement into ENGL 098.

#### **HLTH 104 Critical Inquiry in Healthcare** 3

Offers a systems perspective to provide students with opportunities for analysis, synthesis, and application of critical inquiry, reflective thinking and decision making within healthcare. Assesses Core Learning Outcomes 1, 2, 3.

#### **HLTH 106 Administrative Skills - Office Management** 5

Covers general medical office management, including medical records management, mail processing, scheduling appointments, managing the physician's professional schedule, developing office policies and procedures, and providing information to patients related to community resources and health education. Assesses Core Learning Outcomes 1, 5, 6.

Prerequisites: HLTH 100 with a grade of C or higher. ENGL& 101, BUS 130 or MATH 076 or any math course numbered 086 or higher

#### **HLTH 107 Administrative Skills - Computer Applications** 3

Provides the student with opportunity to practice computer applications as they apply to the medical office. The student will use the fundamental writing skills to format letters, memos, and reports. Additionally, the student will demonstrate correct proofreading skills, will learn use of additional office equipment, including fax machines and multi-line phones, and will use correct medical charting methods to document medical information accurately and concisely. Assesses Core Learning Outcomes 1, 3, 5, 6.

Prerequisites: HLTH 100 with a grade of C or higher. ENGL& 101, BUS 130 or MATH 076 or any math course numbered 086 or higher.

#### **HLTH 108 Administrative Skills - Practice Finances** 4

Covers all aspects of medical practice finances, including bookkeeping systems, third-party billing, coding systems, accounting and banking procedures, and employee payroll. Students will gain knowledge and skills related to managing medical practice finances and will have practical experience using computer software to perform the management functions integral to an ambulatory care facility. Assesses Core Learning Outcomes 1, 2, 3, 5.

Prerequisites: HLTH 100 with a grade of C or higher. ENGL& 101, BUS 130 or MATH 076 or any math course numbered 086 or higher.

#### **HLTH 130 Disease and Pathology** 5

Overview of the disease processes of major conditions, including infectious diseases, major neoplastic conditions, and major congenital diseases. The focus is on human diseases that are first diagnosed in the clinical setting. The etiology, signs and symptoms, diagnosis, treatment and prognosis of each disease are studied. Primary prevention of the disease is also discussed. Assesses Core Learning Outcome 2.

#### **HLTH 140 Emergency Care Procedures** 3

Focus is on emergency care education, the ability to perform patient assessments, and treat life-threatening conditions. Identifying the need for emergency preparedness, by performing and developing various emergency, environmental, and disaster plans. Assesses Core Learning Outcome 1.

Prerequisites: Valid CPR card American Heart Association BLS Provider, "Heartcode" BLS Course or Military Health Network Course)



**HLTH 141**  
**Industrial Safety** 3  
Reviews key elements and requirements of a safety and health management program in today's manufacturing environment. This is part of a sequence of courses designed to help a student achieve a two-year ATA degree in Advanced Manufacturing Technology. Assesses Core Learning Outcome 2.

**Prerequisites:** ENGL 098 or equivalent or instructor permission.

**HLTH 150D**  
**Intercultural Communication in Health Care** 5  
(D, R) Introduction to intercultural interpersonal communication techniques as they apply in a healthcare setting. Focuses on the roles of verbal and nonverbal codes in the development of intercultural interpersonal relationships, explains cultural competence and its implications within the healthcare delivery system, discusses obstacles to intercultural communication, examines role behaviors and attitudes regarding healthcare and describes communication with people who have altered health states. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

**Prerequisites:** Successful completion of ENGL& 101 with grade of C or higher.

**HLTH 160**  
**Medical Interpreting - Spanish** 5  
Provides a framework for understanding the role of the professional Spanish/English medical interpreter which includes medical interpreting standards of practice, ethics, and cultural advocacy. Skill development includes a range of interpreting tasks as well as medical vocabulary, phraseology, and expressions necessary to interpret the most common medical signs, symptoms, and treatment-related terminology used during patient-provider interactions. Assesses Core Learning Outcomes 3, 4.

**Prerequisites:** Completion of HLTH 100 with grade of C or higher or concurrent enrollment.

Native-like fluency in Spanish and English will be evaluated by the instructor the first week of class.

**HLTH 182**  
**Health Care Service Learning** 1-2  
Health Care Service Learning combines the opportunity of volunteerism with academic applications of health care, economic, and ethical issues important to the local community. Provides for real-life application of skills and knowledge that extends learning beyond the classroom and into the community. A maximum of six credits may be earned. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL 098 or ESL 098 or IELP 098 with a grade of C or higher or eligibility for ENGL& 101; and instructor permission.

**HLTH 191**  
**Clinical Skills - Surgical** 4  
Develops the skills needed to perform the duties of the medical assistant. Areas include sterile techniques, OSHA requirements, equipment preparation, identification and sterilization, pre-surgical procedures, decontamination after surgery, wound care management, orthopedic and rehabilitation needs, assisting with minor office procedures, radiologic and diagnostic imaging procedures, and preparation for patient education. Instructor permission required to repeat course. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** ENGL& 101 AND BUS 130 or MATH 076 or higher, AND HLTH 100, AND HLTH 106 or HLTH 107 or HLTH 108.

**HLTH 192**  
**Clinical Skills - Clinical Microbiology** 5  
This course is designed to develop the skills needed to perform duties of a medical assistant in the laboratory of a general outpatient medical practice. The student will learn the concepts of laboratory safety, quality assurance, microbiological features of various pathogenic and nonpathogenic microbes, transmission based precautions, laboratory techniques for specimen collection, specimen handling and processing. Students will acquire skills and techniques utilized to support and enhance the physician's diagnostic procedures and treatment options. Students will develop their critical thinking skills by participating in simulated laboratory exercises, simulated patient care via written formats and simulated laboratory results evaluation and processing. Instructor permission required to repeat course. Assesses Core Learning Outcomes 1, 2, 3, 6.

**Prerequisites:** ENGL& 101 AND BUS 130 or MATH 076 or higher, AND HLTH 100, AND HLTH 106 or HLTH 107 or HLTH 108.

**HLTH 202**  
**Advanced A&P** 5  
Gross human anatomy as it applies to physical therapy. Muscle, tendon, ligament, and nerve innervation of the trunk and upper extremity, head, neck, and lower extremity. Structural identification and function of the spine, heart, lungs, abdominopelvic organs, circulatory and sensory systems. Neuroanatomy of the nervous system, emphasizing structure and functional relationships. Relates the structural relationships of the central and peripheral nervous systems to brain dysfunction and pathology. Assesses Core Learning Outcomes 1, 2.

**Prerequisites:** HLTH 102

**HLTH 205**  
**Medical Law and Ethics** 4  
Designed to incorporate the principles of critical thinking, the course will focus on pertinent laws at the federal and state levels, examining their application to the clinical practice including: confidentiality, HIPPA regulations, release of patient information, licensure, medical malpractice, and risk management. Examination of current bioethical issues and their impact on the practice of medicine. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

**Prerequisites:** Successful completion of ENGL& 101.

**HLTH 206**  
**Introduction to Healthcare Risk Management** 5  
Introduction to the concept of risk management in the healthcare setting, including a historical perspective on the development of healthcare risk management, the role of a risk manager, and compliance with federal and local agencies in various healthcare settings. Assesses Core Learning Outcomes 1, 2, 3, 5.

**Prerequisites:** Completion of or concurrent enrollment in ENGL 098 or above.

**HLTH 207**  
**Law, Healthcare, and Patient Safety** 5  
Overview of applicable federal, state and local health and safety laws relevant to the practice of healthcare risk management and patient safety, including occupational and environmental risk exposures, accident prevention, and emergency management. Assesses Core Learning Outcomes 1, 2, 3, 5.

**Prerequisites:** Completion of or concurrent enrollment in ENGL 098 or above.

**HLTH 208**  
**Healthcare Risk Management and Liability** 5  
Overview of the principles of malpractice and liability insurance, the conduct of malpractice litigation, and the settlement of malpractice claims. This course will provide students with information on accurate documentation in the medical record and an introduction to the emerging liabilities facing healthcare organizations. Assesses Core Learning Outcomes 1, 2, 3, 5.

**Prerequisites:** Completion of or concurrent enrollment in ENGL 098 or above.

**HLTH 210**  
**Principles of Pharmacology** 4  
Addresses the forms and classifications of medications, drug actions and uses, the effects of drugs on the body systems and possible side effects of medications. Important aspects of patient safety, pharmacodynamics and medication reactions are studied. Evaluates and addresses issues in educating patients, including age, gender, disease processes and psychosocial and cultural influences. Emphasis on the fifty most commonly prescribed drugs. Assesses Core Learning Outcomes 1, 2, 3, 5.

**Prerequisites:** HLTH 100 with a grade of C or higher. ENGL& 101, BUS 130 or MATH 076 or any math course numbered 086 or higher.

**HLTH 211**  
**Medication Administration** 4  
Emphasizes the methods and procedures used for calculating, preparing and administering medications to patients across the lifespan. Addresses safety regulations and procedures as well as the legal and administrative responsibilities involved in prescribing, dispensing and administering medications. Instructor permission required to repeat this course, one time beyond initial enrollment. Assesses Core Learning Outcomes 1, 2, 5, 6.

**Corequisites:** HLTH 212

**Prerequisites:** Instructor permission.

**HLTH 212****Principles of Phlebotomy****4**

Psychomotor instruction in phlebotomy procedures and techniques for students with no prior experience in drawing blood. Covers documentation, various laboratory tests, quality control and safety rules regarding lab equipment and chemicals. Assesses Core Learning Outcomes 2, 3.

**Corequisites:** HLTH 211

**Prerequisites:** Instructor permission.

**HLTH 213****Introduction to Electronic Medical Records****2**

Effective management, documentation, and communication using electronic health information. Hands-on activities to navigate through the various applications found in a typical electronic medical record system. Upon completion, students will be able to use electronic health records as a tool before, during, and after a patient encounter. Assesses Core Learning Outcome 1, 2, 5, 6.

**Prerequisites:** ENGL& 101, BUS 130 or MATH 076 or TS 076 or higher, and HLTH 100 (C or higher)

**HLTH 214****Clinical Skills - Ambulatory****5**

Focus on medical assisting concepts of professionalism, therapeutic communication, patient care, equipment and diagnostic procedures utilized during examinations to assist the licensed medical provider. Clinical skills include vital signs, cardiopulmonary exams, vision and hearing screening exams, preventative healthcare coaching and maternal/pediatric care. Weekly simulated clinical scenarios will be utilized. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** Instructor permission.

**HLTH 220****Phlebotomy Technician Training****5**

Preparation for national phlebotomy certification examinations. Designed for those with no prior knowledge of phlebotomy procedures. Includes advanced cardiovascular anatomy and physiology, therapeutic communication, healthcare professionalism, ethical considerations, phlebotomy techniques, quality assurance, and medical laboratory information. All procedures developed from the Clinical Laboratory Standards Institute. Assesses Core Learning Outcomes 1, 2.

**Prerequisites:** Instructor permission.

**HLTH 221****Phlebotomy Practicum****4**

Preparation for national Phlebotomy certification examinations. Practicum allows students to integrate phlebotomy skills, quality assurance, and relevant medical laboratory knowledge into the care of patients. Includes 120 hour unpaid clinical externship at area hospitals or clinics as arranged by instructor. Assesses Core Learning Outcomes 1, 2.

**Prerequisites:** Instructor permission.

**HLTH 251****Medical Assisting Clinical Practicum****6**

Provides students a safe, supervised clinical work experience, in an outpatient ambulatory setting, in which to apply didactic theories. The externship experience provides students an opportunity to put into practice their administrative and clinical skills, to foster professional growth and self-confidence in the role of a medical assistant. Students are also provided an opportunity to discuss professional concerns, events, and activities that pertain to medical assisting. Weekly seminar topics will be chosen. 160 clinical hours. Instructor permission required to repeat course. Assesses Core Learning Outcomes 1, 2, 5, 6.

**Prerequisites:** Instructor permission.

**HLTH 290****Certified Medical Assisting Exam Review****2**

Group workshop to assist new medical assisting graduates and professional medical assistance to prepare for the national exam given by the American Association of Medical Assistance for certification or recertification. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility to take or recertify for national certification by the AAMA.

**HIGH SCHOOL COMPLETION**

Everett Community College offers a High School Completion Program for students wishing to finish their diploma requirements. Most students within our traditional High School Completion (HSC) program are 19 years of age and older. This program evaluates previous high school transcripts and works with the students to take the classes needed to fill in the subject gaps from high school. Our High School 21+ (HS21+) program is designed for students 21 years of age and older. Just as our HSC program does, EvCC will evaluate previous high school transcripts and work with the student to fill in the subject gaps. Within HS21+, in addition to taking classes to fulfill subject gaps, a student can also show competency for subject matter in a variety of ways. To get started, a student should request their official transcripts from their previous high school, submit them to Everett Community College, and attend a Transitional Studies Orientation.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Students taking High School Completion classes will successfully complete their course requirements in order to complete their diploma.
- Increased access to High School Completion advising for international students.

**Faculty Advisors:**

**N. Benedetti** 425-388-9377

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**J. Jennings** 425-259-8745

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**HSC 012****High School Arithmetic Review and Problem Solving****5**

Review of basic concepts and applications of whole and decimal numbers in daily life. Emphasis is on building skills and problem solving.

**Prerequisites:** Instructor permission

**HSC 014****High School Mathematics for Life and the Workplace****5**

Review of basic concepts in mathematics with applications in everyday life and the workplace. Prime factorization and operations on rational numbers, and applications using ratios, proportions, and percents are included. Not intended for ABE students. HSC 014 is competency based. It is possible for a student to earn fewer than 5 credits. Equivalent to MATH 070.

**Prerequisites:** Ability to perform whole number arithmetic.

**HSC 017****High School Preparation for Algebra****5**

Fractions, decimals, percents, order of operations, scientific notation, formulas, signed numbers, exponents, radicals, geometric figures, and applications.

**Prerequisites:** HSC 014 or strong working knowledge of arithmetic.

**HSC 021****High School Completion English 1****5**

Individual attention in basic grammar, punctuation, paragraph construction, development of literary response techniques and interpretation of American literature through reading, writing and seminars. Requirements may include oral presentations.

**HSC 022****High School Completion English 2****5**

Individual attention in basic grammar, punctuation, paragraph construction, development of literary response techniques and interpretation of American literature through reading, writing and seminars. Requirements may include oral presentations.

**HSC 023****Intro/Reading Literature****5**

Individual attention in basic grammar, punctuation, paragraph construction, development of literary response techniques and interpretation of American literature through reading, writing and seminars. Organization of grammar and composition skills into comprehensive written communication assignments.

**HSC 031****Reading High School US History I****5**

Analysis of important themes in American social and political history from Revolutionary America to the present. Development of literacy, response techniques and interpretation of materials with an emphasis on cause and effect.

**HSC 034**  
**Reading WA State History** 5  
Regional dimension of American history in Washington State and the Pacific Northwest and the Washington State Constitution.

**HSC 062**  
**Earth/Space Science I** 5  
Earth/Space Science I

**HSC 066**  
**Basic Math Skills** 5  
Fractions, decimals, proportions, order of operations; evaluation and simplification of algebraic expressions with whole numbers; solving algebraic equations with whole numbers. Assesses Core Learning Outcome 2.

**Prerequisites:** Placement into HSC 066 via an assessment OR instructor permission

**HSC 070**  
**Preparation for Algebra** 5  
Proportions and percentages; integers; order of operations; evaluation and simplification of algebraic expressions; solving algebraic equations with fractions, decimals and integers. Assesses Core Learning Outcome 2.

**Prerequisites:** Placement into HSC 070 via an assessment or completion of TS 060 or HSC 066 with a C (2.0), or instructor permission

**HSC 076**  
**Mathematical Literacy** 5  
Review of basic concepts in mathematics focusing on real-world applications and conceptual understanding. Topics include: prime factorizations; operations on rational numbers; evaluation of algebraic expressions; ratios, proportions, and percentages; reading graphical interpretations of data; plotting graphs; writing linear relationships using algebra. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for HSC 076, TS 076 or MATH 076 via a math assessment OR permission of a math instructor.

**HSC 081**  
**Geometry I** 5  
A basic introduction to congruence, proof, and constructions; similarity and trigonometry; extending to three dimensions. Assesses Core Learning Outcome 2.

**Prerequisites:** TS 080, HSC 080 or MATH 080 with a grade of C (2.0) or higher, or via an assessment, or instructor permission

**HSC 086**  
**Essentials of Intermediate Algebra** 5  
An introductory course in mathematical reasoning, focusing on real-world applications and conceptual understanding. Topics include ratios and percentages; linear models; simple quadratic applications. Also features some algebraic manipulation and geometry. Assesses Core Learning Outcome 2.

**Prerequisites:** HSC 076, TS 076, MATH 076 (or equivalent) with a C (2.0) or better OR eligibility for HSC 086, TS 086 or MATH 086 via a math assessment OR permission of a math instructor.

## HISTORY

The study of history provides context and better prepares a person to understand the current state of affairs in our world. Studying history teaches an individual to critically think and analyze complex situations. These skills are invaluable in the world of today. One does not need to be a history major to benefit from taking an array of history courses while pursuing a transfer degree into another discipline. The study of history will enable a student to engage life and the professional world with a depth of understanding and ability.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Demonstrate knowledge of a range of facts, terminology, events, and/or methods that social scientists in various disciplines must possess in order to investigate, analyze or give a history of, or predict human, group, or societal behavior.
- Demonstrate the ability to apply classifications, principles, generalizations, theories, models, and/or structures pertinent to social scientific efforts to organize conceptual knowledge in various fields.

- Demonstrate the ability to reach conclusions/make arguments across a range of social science topics that are tied to a defensible sifting of appropriate evidence relative to the questions involved.
- Demonstrate an understanding and recognition of the diversity of perspectives, cultural understandings, and ways of thinking that others bring to bear on social science questions.

**Faculty Advisor:**

**J. Ripper**

425-388-9171

jripper@everettcc.edu

**HIST 100**  
**Ancient & Medieval Worlds** 5  
(H,SS) Development of human endeavors from prehistoric time to the late Middle Ages. Emphasis on the cultural, social, political and economic aspects of the great civilizations of this period. Assesses Core Learning Outcome 2.

**HIST 103D**  
**World Civilization** 5  
(H,SS,D) General introduction to world history, emphasizing understanding and respect for diverse cultures and tracing the broad themes of historical change from a variety of perspectives, including social organization, art, literature, and spiritual values. Follow the appearance and evolution of the major religious traditions of the world, witness the construction, decay, and collapse of major civilizations, and inquire about the meaning of life in the company of the great teachers of the past, including Confucius, the Buddha, Socrates, Ibn Khaldun, St. Thomas Aquinas, and many others. Assesses Core Learning Outcomes 2, 5.

**HIST 111**  
**Western Civilization to 1648** 5  
(H,SS) Survey of the history of the Ancient Near East, Mediterranean civilizations, and ancient and early modern Europe from the Stone Age through the Thirty Years' War. Major developments in politics, technology, philosophy, religion and the arts. Topics include ancient Sumer and Egypt, Israel, Greece, Rome, the Middle Ages, the Renaissance, the Reformation, the voyages of discovery, and the national monarchies. Credit cannot be earned in both HIST 100 and 111. Assesses Core Learning Outcomes 2, 5.

**HIST 112**  
**Western Civilization 1648 to Present** 5  
(H,SS) Survey of the history of early modern and modern European civilization from the Thirty Years' War to the present. Major developments in politics, technology, philosophy, religion, and the arts. Topics include national monarchies, the Enlightenment, the American and French Revolutions, Napoleon, the Industrial Revolution, nationalism, socialism, imperialism, the world wars, Hitler and Stalin, the Cold War, and industrial democracy. Assesses Core Learning Outcomes 2, 5.

**HIST 170D**  
**Multicultural American History** 5  
(H,SS,D) This course examines 400 years of American ethnic diversity, beginning with Native Americans and the first African and European "foreigners" arriving in the Colonial era to the diverse ethnic makeup that characterizes life in the United States today. Assesses Core Learning Outcomes 1, 2, 3.

**HIST 210**  
**The Vietnam War** 5  
(H,SS) A survey of the history of the war in Vietnam from 1945 to 1975 and the conflict's postwar impact on Vietnam and the United States. Assesses Core Learning Outcomes 1, 2, 3.

**HIST& 146**  
**US History I** 5  
(H,SS) First of a three-part survey of American history. Discovery and colonization of the Americas, growth of a new culture, independence, organization of the American union, growth and expansion of American nationalism, Jeffersonian and Jacksonian democracy. Assesses Core Learning Outcomes 1, 2, 3.

**HIST& 147**  
**US History II** 5  
(H,SS) Second of a three-part survey of American history. Slavery, the Civil War, Reconstruction, industrialization and urbanization, the late 19th century agrarian protest movement, America's development as a world power, the Progressive movement and America's involvement in World War I. Assesses Core Learning Outcomes 1, 2, 3.

**HIST& 148**  
**US History III** 5  
 (H,SS) Third of a three-part survey of American history. Emphasis on the critical changes in domestic and foreign affairs which have shaped the character of contemporary life. Assesses Core Learning Outcomes 1, 2, 3.

**HIST& 214**  
**Pacific Northwest History** 5  
 (H,SS) Topics covered include Indian culture, exploration, economic expansion, racial problems, reform movements, labor organizations, political institutions and urban development. Assesses Core Learning Outcomes 1, 2, 3.

## HUMAN DEVELOPMENT

Human Development courses are designed to support students' success in their educational, career and personal development. Human Development courses can be applied toward most transfer degrees as List B: Applied Electives. Contact: Counseling and Career Services, third floor Parks Building, 425-388-9263.

### Faculty Advisors:

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<b>D. Skinner</b>	<b>425-388-9178</b>	<b>dskinner@everettcc.edu</b>
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**H DEV 095**  
**College and Career Directions** 1-2  
 Examination of next steps in regards to educational and career possibilities. Activities focus on current and future labor market trends, career resources and educational options. Resume and job interviewing skills will be introduced. Class targets pre-college students. Assesses Core Learning Outcome 1.

**H DEV 103**  
**Moving Through Loss and Grief** 2  
 Moving through a significant loss requires a series of actions and small steps. This class will guide students in this process and help them to discover the strength within themselves to recover. Assesses Core Learning Outcome 3.

**H DEV 105**  
**Overcoming Math Anxiety** 2  
 Helps students confront math anxiety and develop coping strategies in order to be more successful in mathematics courses. Assesses Core Learning Outcomes 1, 5.

**H DEV 110**  
**Career and Life Planning** 3  
 Examination of personal career possibilities in the world of work. Activities focus on self-assessment through testing, values clarification, occupational surveys, and identification of strengths. Resume writing and job interviewing skills may be covered. Class composition and need determine which areas instructor emphasizes. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

**H DEV 118**  
**Orientation to College** 1  
 Orientation to college for first-time college students. Includes information about college programs, classes, procedures and resources. Designed to enable students to take full advantage of student services and educational opportunities during their college career. Guest lecture format.

**H DEV 150**  
**Transfer Success** 1-2  
 Examination of the essential skills and the information needed for preparation to transfer to a four-year university or college. Activities focus on self-assessment in exploring a college major and strategies necessary to transfer. Specific topics will include academic planning and choosing a major, selecting a college, financial aid and scholarship opportunities, networking, the admission process, deadline dates, writing personal statements and other related topics. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

**H DEV 155**  
**Human Relations in the Workplace** 3  
 (R) Principles and techniques for building and maintaining successful relations with co-workers, supervisors, and employees. Includes job beginnings, goal setting, leadership styles, self-motivation, effective communication, and conflict management.

\* Human Relations (R) – This course meets the college criteria for fulfillment of the Human Relations requirement in professional/technical programs. Assesses Core Learning Outcomes 2, 3, 4.

**H DEV 156**  
**Stress Management** 2  
 Helps students become more aware of the sources of stress in their lives, the consequences of stress for the way they think, feel, and act, and methods of reducing and coping with stress. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

**H DEV 160**  
**Life Transitions** 2  
 Foundation of theory and skills for individuals experiencing life transitions. Includes theories of adult development, change and resilience. Introduces skills for managing stress, coping with changes in identity, developing new goals and mobilizing individual and community resources. Assesses Core Learning Outcomes 1, 3.

**H DEV 173**  
**Self-Esteem and Goal Setting** 2  
 Identify factors that affect self-esteem and explore constructive ways to build positive self-esteem. Students will be encouraged to design and implement a plan to achieve both immediate and long-term goals. Assesses Core Learning Outcome 3.

**H DEV 180**  
**Relating Assertively** 2  
 Practical application of assertiveness techniques which include improving conversational skills, stating opinions, handling criticism, identifying and sticking to the issue, making requests, and learning to negotiate. Assesses Core Learning Outcome 3.

**H DEV 183**  
**Anger Management** 2  
 Addresses ways to express anger and respond to frustrating situations in constructive and appropriate ways. Assesses Core Learning Outcome 3.

**H DEV 201D**  
**Living and Working in a Diverse Society** 5  
 Introduction to building and developing skills for living and working within a diverse society. Focus on understanding multiple cultural traditions and values as well as learning interaction skills across cultures. Topics and concepts such as race, ethnicity, age, gender, social class, religion, abilities and sexual orientation are explored in the class. Assesses Core Learning Outcomes 1, 2, 3, 4, 6.

Prerequisites: Completion of ENGL 098 or ESL 098 or IELP 098 with C or higher or placement into ENGL& 101.

## HUMAN SERVICES

Human Services courses are designed to introduce students to the field of Human Services. Many Everett Community College students transfer to Western Washington University's Human Services bachelor's degree program located in Everett. (425-259-8919)

### Faculty Advisors:

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<b>D. Skinner</b>	<b>425-388-9178</b>	<b>dskinner@everettcc.edu</b>
<b>C. Sullivan</b>	<b>425-388-9267</b>	<b>csullivan@everettcc.edu</b>

**HUMS 101**  
**Introduction to Human Services** 3  
 (TE) Survey of the historical and theoretical perspectives of human services. Includes investigation of contemporary issues and discussions of career and educational opportunities. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.



## HUMS 182

### Service Learning

1-2

Service Learning combines the opportunity of volunteerism with academic applications of social, economic, and political issues important to the local community. Provides for real-life application of skills and knowledge that extends learning beyond the classroom and into the community. May be repeated up to six credits. Assesses Core Learning Outcome 1.

Prerequisites: Instructor permission.

## HUMANITIES

The Humanities include disciplines that ask questions about meaning, value, and significance and use interpretive, non-quantitative methodologies to probe and express the human condition.

Interdisciplinary study in the Humanities provides you with an arena for the integration of learning, focusing the smorgasbord of general education courses into a more coherent and integrated foundation for your later academic endeavors and preparing you for a future that demands breadth as well as depth of preparation. Students wishing to complete a Humanities emphasis for their Associate in Arts and Sciences - DTA degree should obtain a copy of the Humanities program map.

### Faculty Advisors:

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<b>M. VanQuickenborne</b>	<b>425-388-9385</b>	<b>mvanquickenborne@everettcc.edu</b>
<b>J. Ripper</b>	<b>425-388-9171</b>	<b>jripper@everettcc.edu</b>

## HUM& 101

### Introduction to Humanities

5

(H) An interdisciplinary introduction to the Humanities as they raise questions of meaning, value, and significance and probe, transmit, and critique the experiences of humanity. Also explores the Humanities as a primary vehicle of cultural memory. The Humanities are those disciplines, such as history, art, music, philosophy, and literature, that employ interpretive, non-quantitative methodologies to express the human condition in all of its diversity. Emphasizes reading, critical thinking, and writing skills. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

## HUM 110D

### Introduction to American Cultural Studies

5

(H,SS,D) An interdisciplinary introduction to American Cultural Studies as an analysis of issues, concepts and theories of the Americanization process and American cultural values. Topics such as race, ethnicity, social class, privilege, gender and religious beliefs are explored through history, literature, sociology, art and communication. Assesses Core Learning Outcome 3.

Prerequisites: Completion of ENGL 098 with a grade of C or higher, or eligibility for ENGL& 101.

## HUM 125

### Negotiating Nature

3 or 5

(H) Investigation of the concepts of nature and wilderness in America through the lens of those disciplines, such as history, art, music, philosophy and literature, that employ interpretive, non-quantitative methodologies to probe and express the human condition. Assesses Core Learning Outcomes 1, 2.

## HUM 150D

### Surviving the Holocaust

5

(H,D) Written, filmed, and live testimony of Holocaust survivors considered from the perspectives of literature, history, sociology, psychology, art, film, philosophy, and theology. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

Prerequisites: Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

## HUM 160D

### Introduction to Japanese History and Culture

5

(H,D) Analysis of the historical development of Japan and its effects on modern-day Japanese society, as well as the study of Japanese values and behaviors, to better understand communication styles, social and business relations and management styles. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

Prerequisites: Completion of ENGL 098 or eligibility for ENGL& 101.

## HUM 166D

### Germany in Transition - Toward a Multi-Ethnic Civilization 5

(H,D) Survey of past and modern German cultures, concentrating on major periods in literature, language, politics, art, architecture, religion, film and music. Humanities 166D focuses on the increasingly multi-ethnic population of Germany, its position and future in the European Union and its relationship to the Global community. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

## HUM 170

### Berlin - City of the Future

5

(H) Interdisciplinary course focusing on Berlin's historical significance, its role in politics, literature, language, art, film, music and its future position as a vibrant metropolis of the European Union. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

Prerequisites: Completion of ENGL 098 or eligibility for ENGL& 101.

## HUM 175

### Introduction to Italian History and Culture

5

(H) Survey of modern Italy, beginning with its unification, Il Risorgimento in 1860, through the country's evolution from a ravaged, post-war agrarian society into one of the leading industrialized countries in the Western World. Other topics will include Italian fascism, Mussolini, political structure, separation of church and state, economic recovery, social transformation in the 1950s and 1960s, terrorism, organized crime, Italy's low birth rate and aging population, and recent waves of immigration. Overview of Italy's historical, cultural, political, and social characteristics.

Prerequisites: Completion of ENGL 098 or eligibility for ENGL& 101.

## HUM 178D

### Introduction to Modern Russia

5

(H,SS) With the collapse of the Soviet Union in 1991, Russia emerged as a new country. This course is an introduction and survey of Modern Russia with a focus on the new economy, new society and politics. Topics include Russian culture and customs, Russian immigration and emigration, multi-ethnic communities, arts, languages, literature, film, music, peoples and traditions. Assesses Core Learning Outcomes 1, 2, 4.

Prerequisites: Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

## HUM 180D

### Introduction to Latinos in the United States

5

(H,SS,D) Introduction to the history, culture, and socio-economic development of Latino communities in the U.S. Specifically, the course will examine the communities of Cuban, Mexican, and Puerto Rican origin as well as post-1965 immigrant populations from various sending areas of the Americas. Through the study of history, current events and literature, students will be able to articulate the diversity within the largest ethnic group in the United States as well as the dominant themes that characterize the lives of U.S. Latinos. Assesses Core Learning Outcomes 3, 4.

Prerequisites: Eligibility for ENGL& 101.

## HUM 182

### Service Learning

1-2

Allows students to explore the expression of the Humanities in our community, combining the opportunity of volunteerism with academic applications. Provides for real-life application of skills and knowledge that extends learning beyond the classroom and into the community as students get involved in such activities as working with local organizations to promote the humanities or planning on-campus Humanities-oriented conferences. May be repeated up to six credits. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

Prerequisites: Instructor permission.

## HUM 184

### Humanities Showcase

1-2

(HP) Allows students to showcase their creative work in the Humanities at an EvCC Humanities conference/festival. May be repeated up to six credits. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

Prerequisites: Instructor permission.



**HUM 195**  
**Honors Seminar: The Integration of Knowledge** 3  
 (H) In-depth examination of a selected theme (such as happiness) from an interdisciplinary perspective while emphasizing writing skills, critical thinking, and information literacy. Students will also begin creating a portfolio to showcase their academic accomplishments as they plan for the future. This course is one of two gateway courses required for admission to the Honors program. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

**Prerequisites:** ENGL& 101 with a grade of B or higher.

**HUM 196**  
**Honors Symposium** 2  
 (H) Focused exploration of a selected annual topic (such as "Revolutions"), alternating guest faculty presentations from a variety of disciplines with students' round-table discussions and presentations. All guest faculty presentations will be open to the campus community in order to stimulate wider dialogue. Emphasis on critical thinking abilities, written and oral skills, and intellectual collaboration. This course is one of two gateway courses required for admission to the Honors program. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

**Prerequisites:** ENGL& 101 with a grade of B or higher.

**HUM 210**  
**Introduction to Women's Lives in the United States** 5  
 (H) Introduction to the richness and diversity of women's lives in the United States, including their social realities, issues and contributions from an interdisciplinary perspective (social sciences, humanities and the arts). Special attention will be given to the intersection of race, class and sexuality on women's experiences and contributions. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

**HUM 227**  
**History of the American Comic Book** 5  
 (H) Introduction to the American comic book, with a focus on the medium's development within the larger context of U.S. history. Topics include comic-book elements, styles, creators, characters, genres and historical periods. Assesses Core Learning Outcome 2.

**HUM 247D**  
**Introduction to World Religions** 5  
 (H,D) Survey of the world's major religions including Islam, Judaism, Christianity, Hinduism, Buddhism, and others. Examination of the beliefs, rituals, experiences, stories, theologies, ethical codes, institutions, and physical manifestations of these religions. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

**HUM 248**  
**Women, Religion and Society** 5  
 (H) Survey of the roles, beliefs, attitudes and practices related to women's spiritual lives in the major world religions and several of the indigenous traditions. Also offered as SOC 248. Credit may not be earned in both HUM 248 and SOC 248. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

**Prerequisites:** Completion of ENGL 098 with a C or higher or eligibility for ENGL& 101.

## INFORMATION LITERACY

Information Literacy courses focus on development of students' ability to recognize when information is needed, and to locate, evaluate, effectively use and communicate information in its various formats. These courses support the following Student Core Learning Outcomes: utilize information literacy skills.

### Faculty Advisors:

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<b>J. Goodhope</b>	<b>425-388-9348</b>	<b>jgoodhope@everettcc.edu</b>

**INFO 000N**  
**Netbook Quarterly Rental - Lenovo S10e**  
 Lenovo S10e netbook quarterly rental. Windows XP with Office 2010. No login required. No access to hard drive or network drive – save all work to included USB thumb drive. Use course item number to register online or at the Enrollment Services Office. There will be a non-credit netbook use fee of \$10. After registering pick up netbook in the library starting the first Thursday of the quarter.

**INFO 100**  
**Information Research Skills** 3  
 Survey of information research techniques to locate and analyze information, develop search strategies and use a variety of information resources including the Internet and other computerized information tools. Assesses Core Learning Outcome 5.

**INFO 102**  
**Research in the Information Age** 5  
 Skills and techniques for locating, evaluating, and applying information resources in the research process. Discussion of related issues including intellectual property, censorship, and freedom of information. Assesses Core Learning Outcome 5.

**INFO 110**  
**Information Toolkit** 2  
 Develops skills needed to locate, evaluate and use information technology and information sources to carry out discipline specific research. Assesses Core Learning Outcome 5.

**INFO 120**  
**Introduction to the World Wide Web** 5  
 Overview of the World Wide Web with emphasis on finding, sharing and evaluating information, using search tools, developing search techniques, and understanding basic HTML components. Assesses Core Learning Outcome 5.

**INFO 200N**  
**Netbook Quarterly Rental - Lenovo X131e**  
 Lenovo X131e netbook quarterly rental. Windows 7 with Office 2010. Student login with ability to save to hard drive and network drive (when on campus). Use course item number to register online or at the Enrollment Services Office. There will be a non-credit netbook use fee of \$20. After registering pick up netbook in the library starting the first Thursday of the quarter.

## INFORMATION TECHNOLOGY

Everett Community College offers degrees and certificates in Information Technology. The Computing Technician certificate includes the CompTIA A+ certification and Microsoft MTA certifications in the Windows Operating System and Networking. It prepares students for entry-level positions such as PC repair, workstation deployment, or end-user technical support. The Systems Specialist certificate builds on this foundation with more advanced courses. It includes Microsoft MTA certifications in Windows Server and Security. The Networking Specialist certificate prepares students to manage small and medium-sized computer networks. It includes the Cisco CCENT and CCNA certifications.

Students seeking a two-year degree will earn an Associate in Technical Arts (ATA) degree in Information Technology after completing the requirements for all three certificates (Computing Technician, Systems Specialist, and Networking Specialist), fulfilling general education requirements, and a completing a required Computer Careers Internship. In addition, students who are ultimately seeking a bachelor's degree may elect to pursue an Associate in Applied Science - Transfer (AAS-T) degree that satisfies transfer requirements for Central Washington University, Western Governors University, and other four-year partner institutions.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Assess business problems and implement the best solutions both independently and as a dependable team member
- Demonstrate how and when to self-start, especially in learning and seeking new knowledge, and anticipate and prepare for a variety of unknown situations that might impact the operation of a computer system or network in an ever-changing industry.
- Communicate both in writing and verbally about computing concepts and processes using technical terms effectively to both professional and lay audiences in order to secure and maintain employment.
- Operate ethically, integrating, law, company rules and policies, and individual decision-making to foster personal growth and better appreciate the diverse world in which we live.

- Demonstrate knowledge of mathematics and logical approaches to problem solving in order to analyze a situation and anticipate and prepare for a variety of unknown events that might impact the operation of a computer system or network.
- Demonstrate technical computing skills to prepare for industry certification or to be technically competent in a particular computing position or job field.
- Demonstrate safe work habits that reflect concern and care for self and an understanding of the local and global impact of computing on individuals, organizations, and society in the context of sustainability.

#### Faculty Advisors:

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### IT 101 Information Technology Foundations 5

Orientation to academic and career opportunities in the Information Technology field. Topics include computer terminology, hardware, operating systems, data management, security concepts and ethics. Students explore Information Technology career options and prepare for internships in the field. Each student creates a personal academic pathway. Learning resources and continuing education opportunities are introduced. This class offers the CompTIA IT Fundamentals industry certification. Assesses Core Learning Outcomes 1, 6.

### IT 108 Operating Systems Fundamentals 5

Introductory course focusing on the fundamentals of computer operating systems and the user interface. This course includes hands-on experience in both Microsoft Windows and Linux, with a strong emphasis on the Windows operating system. Operating system topics include: configuration, installation and upgrades, virtualization, application management, file management, device drivers, and maintenance tasks. Students passing the final exam for this course will receive a Microsoft MTA certification demonstrating competency in the Windows Operating System. Assesses Core Learning Outcome 6.

### IT 111 Networking Fundamentals 5

Fundamentals of computer networking including hands-on experience in Windows networking. Network infrastructure, wireless, network hardware such as cabling, switches, and routers, and protocols, and TCP/IP tools. Passing the final exam will result in a Microsoft MTA certification demonstrating competency in the fundamentals of networking. Assesses Core Learning Outcome 6.

Prerequisites: IT 101, or concurrent enrollment, or instructor permission

### IT 115 Device and Mobility Fundamentals 5

Introductory course focusing on student ability to accomplish technical tasks such as understanding the fundamentals of device configuration, data access and management, device security, cloud services, and enterprise mobility. This course includes hands-on experience. Students passing the final exam for this course will receive a Microsoft Technical Associate industry certification. Assesses Core Learning Outcome 6.

Prerequisites: IT 111 or instructor permission

### IT 117 CCNA 1: Introduction to Networking 5

Architecture, structure, functions, components, and models of the internet and other computer networks. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced. Introduction to the OSI Reference Model and building simple LANs, performing basic configurations for routers and switches, and implementing IP addressing schemes. Assesses Core Learning Outcomes 1, 6.

Prerequisites: IT 111 or instructor permission.

### IT 122 CCNA 2: Networking Routing and Switching Essentials 5

Concepts and configuration skills involved in designing, installing, and maintaining a Cisco switched Local Area Network (LAN). Layers 1 and 2 of the OSI model. Using hubs and switches to create a segmented network. Cisco Internet Operating System Command Line configurations will be used. Assesses Core Learning Outcome 6.

Prerequisites: IT 117 or instructor permission.

### IT 145 Digital Forensics 5

Examining the fundamentals of system forensics, such as the nature of forensics, the role of computer forensics specialists, computer forensic evidence, and application of forensic analysis skills. It also gives an overview of computer crimes, forensic methods, and laboratories. It then addresses the tools, techniques, and methods used to perform computer forensics and investigation. Explores emerging technologies of digital forensics. Assesses Core Learning Outcome 6.

### IT 161 Computer Hardware and Technical Support 4

Fundamentals of computing device hardware and technical support, in alignment with the first of two CompTIA A+ industry certification objectives. Hands-on experience with computer hardware assembly and repair including laptop and printer troubleshooting and Windows networking Operational procedures, customer service, and documentation. Assesses Core Learning Outcomes 5, 6.

Prerequisites: IT 111 or concurrent enrollment or instructor permission

### IT 162 Computing Operation and Troubleshooting 4

Computing operation and advanced troubleshooting of hardware and operating systems in alignment with the second of two CompTIA A+ industry certification exams. Students receive hands-on experience with operating system installation and configuration, computer security principles, and mobile device operation. Assesses Core Learning Outcomes 5, 6.

Prerequisites: IT 111 or Instructor permission.

### IT 163 Computer Hardware and Technical Support 6

Students receive hands-on experience with computer hardware assembly and repair, operating system installation and configuration, device driver installation, and troubleshooting. This course aligns with the CompTIA A+ Certification objectives. Assesses Core Learning Outcomes 4, 5, 6.

Prerequisites: IT 108 with a grade of C or higher or instructor permission.

### IT 180 Information Security Fundamentals 5

Presents the principles of information security. Includes examples of challenges faced by information technology professionals and tools for designing security policy, acceptable use policy, materials disposal policy, and access management policy. Threat assessment, risk assessment and disaster recovery strategy are discussed. Course offers opportunities for hands-on experience with security software tools. Students passing the final exam for this course will receive a Microsoft MTA Certification demonstrating competency in the fundamentals of security. Assesses Core Learning Outcomes 1, 4, 6.

Prerequisites: IT 111 or instructor permission

### IT 202 Server Administration Fundamentals 5

Local Area Network (LAN) server installation, configuration and management. Covers topics such as equipment choice, network operating system choice, user account administration, system security, data protection, Internet connectivity, and monitoring system performance. This course aligns with the Microsoft certification for Server Fundamentals. Assesses Core Learning Outcomes 1, 6.

Prerequisites: IT 111 and IT 115, or instructor permission.

### IT 210 Network Application Support 5

Presents the Microsoft Office suite and other common workplace applications from both user and administrator perspectives. Lab exercises will emphasize typical support issues such as communication methods, deployment/upgrade automation, remote administration and the way these factors affect customer satisfaction. Assesses Core Learning Outcomes 1, 2, 5, 6.

Prerequisites: IT 202 or instructor permission

### IT 217 CCNA 3: Scaling Networks 5

Architecture, components, and operations of routers and switches in configured for larger and more complex networks. Covers configuration and troubleshooting of routers and switches and resolve common issues with OSPF, EIGRP, and STP in both IPv4 and IPv6 networks. Knowledge and skills needed to implement a WLAN in a small-to-medium network. Assesses Core Learning Outcomes 1, 2, 6.

Prerequisites: IT 122 or instructor permission.

**IT 222**  
**CCNA 4: Connecting Networks** 5  
 Experience with Wide Area Networking (WAN) technologies and network services required in a complex network. Selection criteria of network devices and WAN technologies to meet network requirements. Configuration and troubleshooting network devices and resolve common issues with data link protocols. Develop knowledge and skills needed to implement secured virtual private network (VPN) operations in a complex network. Final course in the CCNA series. Students completing this course will be prepared to take the Cisco CCNA certification exam. Assesses Core Learning Outcomes 1, 2, 6.

**Prerequisites:** IT 217 with a grade of C or higher, or instructor permission.

**IT 240**  
**Linux Systems Administration** 5  
 Presents the Linux operating system from the perspective of a systems administrator. Topics include Linux shell commands and essential tools, administration of local and remote systems, file systems, storage management, operating system deployment, user account management, and security. Assesses Core Learning Outcomes 1, 5, 6.

**Prerequisites:** IT 202 or instructor permission

**IT 245**  
**Network Defense** 5  
 Principles of network defense and protocol analysis including data carving from network packet captures. Intrusion detection using flow records, analyzing wireless based encryption cracking attacks, reconstructing a suspect's web surfing history and uncovering DNS-tunneled traffic. Uncover evidence of and analyze attacks on routers, firewalls, IDS, web proxies, and many other network devices. Assesses Core Learning Outcome 6.

**Prerequisites:** IT 240 or instructor permission

**IT 251**  
**Computer Careers Internship** 1-5  
 Provides students with a safe, supervised work environment to apply their academic skills. This allows the student to put into practice administrative and technical skills, to foster professional growth, and to gain self-confidence directly associated with certification and/or the degree focus of the student. Assesses Core Learning Outcome 6.

**Prerequisites:** Instructor permission.

**IT 252**  
**Advanced Computer Careers Internship** 1-5  
 On-the-job work experience in occupations directly related to student's career choice. This advanced internship reinforces the student's expertise gained in the Computer Systems courses. Internships are arranged with private industry, government agencies, and/or nonprofit organizations. Internships may be paid or unpaid as available. Assesses Core Learning Outcome 6.

**Prerequisites:** Instructor permission.

**IT 261**  
**Cloud Fundamentals** 5  
 Concepts, principles, and considerations used in storing and maintaining information. Utilizing a combination of hands on practical exercises and clear explanation with real-world examples, students will learn to create and maintain storage options ranging from local to public cloud. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** IT 202 and IT 240 or instructor permission

**IT 280**  
**Ethical Hacking and Countermeasures** 5  
 Ethical hacking methodology that can be used in a penetration testing or ethical hacking situation preparing students for the EC-Council ANSI accredited Certified Ethical Hacker credential 312-50. Lab intensive environment developing in-depth knowledge and practical experience with the current essential security systems. Develop understanding how perimeter defenses work and then will be led into scanning and attacking lab networks; no real network is harmed. Understand how intruders escalate privileges and what steps can be taken to secure a system through Intrusion Detection, Policy Creation, Social Engineering, Buffer Overflows and Penetration Testing. Assesses Core Learning Outcomes 2, 3, 6.

**Prerequisites:** IT 245 with a grade of C or higher, or instructor permission

**IT 281**  
**Certification in Ethical Hacking and Countermeasures** 3  
 This course covers the learning objectives for EC-Council ANSI accredited Certified Ethical Hacker (CEH) credential 312-50. Students will receive and study authorized CEH course ware and complete practice quizzes that prepare the student for the official exam. The hands on labs offered in IT 280 provide the student with technical experience and 281 provides CEH concepts and methodology. A passing score on exam 312-50 is required for a passing grade. Assesses Core Learning Outcome 6.

**Prerequisites:** IT 280, or concurrent enrollment in IT 280.

## INTENSIVE ENGLISH PROGRAM

The English Preparation Program is for students admitted through the International Programs office. It is designed to give students the English skills they need to succeed in college level classes. Many students have continued their studies and earned Associate degrees from Everett Community College and have gone on to earn Bachelor Degrees from top ranking colleges and universities throughout the USA.

In our English Preparation Program, students learn more than just the basics of conversation, reading and writing. Students also learn important skills that will help them in their college level courses and help them become familiar with college services; such as how to use the Writing Center and how to write a college level essay.

### Faculty Advisors:

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**AEP 067**  
**Academic Listening and Speaking** 3  
 Designed for non-native speakers of English to practice advanced listening and speaking skills to specifically prepare for academic environments in an American classroom. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Placement by oral assessment into AEP 067 or completion of IEP 065 with a grade of "C" or higher or instructor permission.

**AEP 067V**  
**Academic Listening and Speaking** 3-6  
 Designed for non-native speakers of English to practice advanced listening and speaking skills to specifically prepare for academic environments in an American classroom. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Placement by oral assessment into AEP 067 or completion of IEP 065 with a grade of "C" or higher or instructor permission.

**AEP 077**  
**Academic English Grammar** 4  
 Advanced English grammar for non-native speakers with an emphasis on sentence function and pattern, parts of speech, and punctuation. Various types of clauses, compound, complex, and compound-complex sentences will be mastered. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Placement by grammar assessment into AEP 077 or completion of IEP 075 with a grade of "C" or higher or instructor permission.

**AEP 077V**  
**Academic English Grammar** 3-6  
 Advanced English grammar for non-native speakers with an emphasis on sentence function and pattern, parts of speech, and punctuation. Various types of clauses, compound, complex, and compound-complex sentences will be mastered. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Placement by grammar assessment into AEP 077 or completion of IEP 075 with a grade of "C" or higher or instructor permission.

## AEP 097

### Academic Reading and Writing 5

Academic reading and writing for non-native speakers with an emphasis on paragraph development, writing process, summarizing reading materials, scanning for information, and vocabulary development. AEP 097 is equivalent to English 097 and may be substituted by English 097. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3.

**Corequisites:** Concurrent enrollment in, exemption from, or completion of both AEP 67 AND AEP 77 with a "C" or higher, OR instructor permission.

**Prerequisites:** Placement by writing assessment into AEP 097 OR completion of IEP 075, IEP 085, AND IEP 095 with a grade of "C" or higher, OR instructor permission.

## AEP 098

### Introduction to College Reading and Writing 5

Academic reading and writing for non-native speakers in preparation for college writing, including the writing process and different styles of essay writing. Reading skills such as scanning for critical information, identifying main ideas, and supporting details. AEP 098 is equivalent to English 098 and may be substituted for English 098. \*Only for students admitted through the International Programs office.

**Prerequisites:** Placement by writing assessment into AEP 098 OR completion of AEP 067, AEP 077, AND AEP 097 with a grade of "C" or higher OR instructor permission.

## IELP 070

### English for Success 2-12

Introduces and strengthens basic English and communication skills of new international students. Introduces international students to American culture through field trips to places of interest, guest speakers, and activities that promote interaction with their new community. Assesses Core Learning Outcomes 4, 5, 6.

**Prerequisites:** Instructor permission

## IEP 051

### American Culture 3

For non-native speakers of English who wish to develop familiarity with American culture. This class is contextualized and integrates learning English as a Second Language with themes (including but not limited to the US college system, citizenship, contemporary issues in the US, and current events) that will be rotated quarterly and determined by student interest. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3.

## IEP 051V

### American Culture 2-6

For non-native speakers of English who wish to develop familiarity with American culture. This class is contextualized and integrates learning English as a Second Language with themes (including but not limited to the US college system, citizenship, contemporary issues in the US, and current events) that will be rotated quarterly and determined by student interest. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3.

## IEP 053

### English for Specific Purposes 3

For non-native speakers of English who have identifiable academic and/or professional goals and wish to develop familiarity with the language and culture of a specific field of study. This class is contextualized and integrates learning English as a second language in order to familiarize students with the English vernacular of and current issues in the specific field in which they plan to pursue their studies. This course is rotated quarterly based upon themes (including but not limited to nursing, engineering, business, education, and aviation) and determined upon student interest. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3.

## IEP 053V

### English for Specific Purposes 2-6

For non-native speakers of English who have identifiable academic and/or professional goals and wish to develop familiarity with the language and culture of a specific field of study. This class is contextualized and integrates learning English as a second language in order to familiarize students with the English vernacular of and current issues in the specific field in which they plan to pursue their studies. This course is rotated quarterly based upon themes (including but not limited to nursing, engineering, business, education, and aviation) and determined upon student interest. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3.

## IEP 055

### English Skills Modules 3

For non-native speakers of English who wish to focus on a specialized area of English language learning. This class is contextualized and integrates learning English as a Second Language with themes (including but not limited to TOEFL test preparation, technical writing, and vocabulary) that will be rotated quarterly and determined by student interest. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3, 5.

## IEP 055V

### English Skills Modules 2-6

For non-native speakers of English who wish to focus on a specialized area of English language learning. This class is contextualized and integrates learning English as a Second Language with themes (including but not limited to TOEFL test preparation, technical writing, and vocabulary) that will be rotated quarterly and determined by student interest. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3, 5.

## IEP 063

### Intensive Listening and Speaking 1 3

Designed to prepare non-native English speakers in gaining confidence with speaking and listening in a variety of situations with an emphasis on vocabulary and idiomatic expressions. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Placement by oral assessment into IEP 063 or instructor permission.

## IEP 063V

### Intensive Listening and Speaking 1 3-6

Designed to prepare non-native English speakers in gaining confidence with speaking and listening in a variety of situations with an emphasis on vocabulary and idiomatic expressions. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Placement by oral assessment into IEP 063 or instructor permission

## IEP 065

### Intensive Listening and Speaking 2 3

Designed to prepare non-native English speakers to utilize speaking and listening in a variety of situations with an emphasis on vocabulary and idiomatic expressions with increased fluency and accuracy. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Placement by oral assessment into IEP 065 or completion of IEP 063 with a grade of "C" or higher or instructor permission.

## IEP 065V

### Intensive Listening and Speaking 2 3-6

Designed to prepare non-native English speakers to utilize speaking and listening in a variety of situations with an emphasis on vocabulary and idiomatic expressions with increased fluency and accuracy. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Placement by oral assessment into IEP 065 or completion of IEP 063 with a grade of "C" or higher or instructor permission.

## IEP 073

### Intensive Grammar 1 4

Basic English grammar for non-native speakers with an emphasis on simple and progressive present, past, and future verb tenses, use of pronouns, singular, plural, and count nouns. Parts of speech, capitalization, and punctuation are also addressed. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Placement by grammar assessment into IEP 073 or instructor permission.

## IEP 073V

### Intensive Grammar 1 3-6

Basic English grammar for non-native speakers with an emphasis on simple and progressive present, past, and future verb tenses, use of pronouns, singular, plural, and count nouns. Parts of speech, capitalization, and punctuation are also addressed. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Placement by grammar assessment into IEP 073 or instructor permission.



**IEP 075**  
**Intensive Grammar 2** **4**  
 Intermediate English grammar for non-native speakers with an emphasis on verb tenses, sentence structure, and error correction. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Placement by grammar assessment into IEP 075 or completion of IEP 073 with a grade of "C" or higher or instructor permission.

**IEP 075V**  
**Intensive Grammar 2** **3-6**  
 Intermediate English grammar for non-native speakers with an emphasis on verb tenses, sentence structure, and error correction. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Placement by grammar assessment into IEP 075 or completion of IEP 073 with a grade of "C" or higher or instructor permission.

**IEP 083**  
**Intensive Reading 1** **4**  
 Designed to improve academic reading skills for non-native speakers of English. This class focuses on mastery of reading vital information for daily living skills in our community, using resources to build skills, and basic reading strategies. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Placement by reading assessment into IEP 083 or instructor permission.

**IEP 083V**  
**Intensive Reading 1** **3-6**  
 Designed to improve academic reading skills for non-native speakers of English. This class focuses on mastery of reading vital information for daily living skills in our community, using resources to build skills, and basic reading strategies. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Placement by reading assessment into IEP 083 or instructor permission.

**IEP 085**  
**Intensive Reading 2** **4**  
 Designed to improve academic reading skills for non-native speakers of English. This class focuses on using reading strategies for successful mastery of comprehension for academic reading, as well as improvement of critical thinking skills. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Placement by reading assessment into IEP 085 or completion of IEP 083 with a grade of "C" or higher or instructor permission.

**IEP 085V**  
**Intensive Reading 2** **3-6**  
 Designed to improve academic reading skills for non-native speakers of English. This class focuses on using reading strategies for successful mastery of comprehension for academic reading, as well as improvement of critical thinking skills. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Placement by reading assessment into IEP 085 or completion of IEP 083 with a grade of "C" or higher or instructor permission.

**IEP 093**  
**Intensive Writing 1** **4**  
 Academic writing skills for non-native speakers of English. Basic writing skills for the successful mastery of complete simple sentences with correct punctuation, utilization of descriptive vocabulary, and the writing process. \*This course is only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 3, 6.

**Prerequisites:** Placement by writing sample into IEP 093 or instructor permission.

**IEP 093V**  
**Intensive Writing 1** **3-6**  
 Designed to improve academic writing skills for non-native speakers of English. This class focuses on basic writing skills for the successful mastery of complete simple sentences with correct punctuation, utilization of descriptive vocabulary, and the writing process. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 3, 6.

**Prerequisites:** Placement by writing sample into IEP 093 or instructor permission.

**IEP 095**  
**Intensive Writing 2** **4**  
 Development of academic writing skills for non-native speakers of English, including complete simple sentences and improvement towards creating compound and complex sentences within a well-structured basic paragraph. \*This course is only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 3, 6.

**Corequisites:** Concurrent enrollment in:

- IEP 051 or 052 or 053
- IEP 065
- IEP 075
- IEP 085

OR instructor permission.

**Prerequisites:** Placement by writing assessment into IEP 095 OR completion of IEP 073, IEP 083, AND IEP 093 with a grade of "C" or higher OR instructor permission.

**IEP 095V**  
**Intensive Writing 2** **3-6**  
 Designed to improve academic writing skills for non-native speakers of English. This class focuses on building writing skills for the successful mastery of complete simple sentences and improvement towards creating compound and complex sentences within a well-structured basic paragraph. Only for students admitted through the International Programs office. Assesses Core Learning Outcomes 1, 3, 6.

**Prerequisites:** Placement by writing sample into IEP 095 or completion of IEP 093 with a grade of "C" or higher or instructor permission.

## ITALIAN

See World Languages

Don't see the language you are looking for? Please visit [EverettCC.edu/WorldLanguages](http://EverettCC.edu/WorldLanguages) for a list of language courses offered at EvCC and at our 5-Star Consortium member colleges.

## JAPANESE

See World Languages

Don't see the language you are looking for? Please visit [EverettCC.edu/WorldLanguages](http://EverettCC.edu/WorldLanguages) for a list of language courses offered at EvCC and at our 5-Star Consortium member colleges.

## JOURNALISM & MEDIA COMMUNICATION

See Communication Studies

Understanding mass media and communications has never been more important than in today's interconnected global community. Students who enroll in journalism & media communication courses benefit from specialized work in the crafts of writing and editing, and learn the importance of media literacy through an introduction to mass media. These courses support the Student Core Learning Outcomes with particular emphasis on the following: think critically and communicate effectively.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Apply critical thinking and creative problem solving skills to a variety of journalism and publication issues.
- Demonstrate news-gathering skills, including research and interviewing methods.
- Write grammatically correct, accurate, objective, and comprehensive accounts.



- Demonstrate a working knowledge of ethical journalism, including an understanding of the purpose of journalism.
- Articulate and apply the principles of media literacy.

## Faculty Advisor:

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### JOURN 101

#### Introduction to Journalism

5

(H) Survey course introducing journalism history, fundamentals, and current best practices. Topics include news judgment, reporting, interviewing, news and feature writing, editing, and media law and ethics. Assesses Core Learning Outcomes 2, 3.

Prerequisites: Grade of C or higher in ENGL 098 or placement in ENGL& 101.

### JOURN 110

#### Media Writing

5

(HP) An introduction to writing for mass media. This course examines techniques and current best practices for both journalism and media communications, and explores the differences in writing for print, multimedia and social media. Assesses Core Learning Outcomes 2, 3.

Prerequisites: ENGL 098 with a grade of C or higher or placement in ENGL& 101.

### JOURN 111

#### Multimedia Journalism

5

(HP) Conventions of Web journalism emphasizing immediacy, interactivity, accuracy and reliability within the context of ethical journalistic practices. Requires a facility with the fundamentals of newsgathering. Effective practice of journalism in the multimedia environment of the Web, including reporting, presenting and evaluating the news. Assesses Core Learning Outcome 3.

Prerequisites: Grade of C or higher in ENGL 098 or placement in ENGL& 101.

### JOURN 170

#### Student News Media

3

(TE) Production course for The Clipper, EvCC's student news organization. This collaborative, student-led lab sees participants exploring and applying journalism skills including ethics, writing, editing, photography, design and multimedia. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: JOURN 101 or instructor permission.

### JOURN 195

#### Foundation Portfolio Review

2

Portfolio review of student's work upon successful completion of program core curricula courses. Student works individually with an assigned program instructor in evaluating their submitted portfolio to determine their readiness for advanced level courses leading to an AAS (DTA) degree. Assesses Core Learning Outcome 3.

Prerequisites: JOURN 101, JOURN 102, JOURN 110 and one quarter of JOURN 170, or instructor permission.

### JOURN 250

#### Journalism Internship

2-5

Supervised work experience as an intern. May be with a qualified employer or in a project with a private or public agency. Students must have completed most of the required coursework and must obtain a recommendation for internship from their instructor. It is the student's responsibility to obtain the internship. Performance will be evaluated by the college instructor and the internship supervisor. Internship can apply once to AFA degree electives. May be repeated two times for credit.

Prerequisites: Instructor permission.

### JOURN 299

#### Special Projects

5

Special Projects

## LAW ENFORCEMENT

See Criminal Justice

## LEARNING COMMUNITIES

Learning Communities are created through co-registration (block scheduling), that links two or more existing courses. Students take the courses together and have an opportunity for deeper understanding and integration of the subjects and materials being studied. The communities are usually structured around a theme, allowing students to think critically and to look at issues from multiple perspectives. The learning community format provides greater interaction between students and between students and teachers, and supports students by creating social networks; learning communities are a very good option for students new to the college. For more information, go to EverettCC.edu/LC.

## LINGUISTICS

### Faculty Advisors:

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### LING 200

#### Introduction to Linguistic Thought

5

(H,SS) Language as the fundamental characteristic of the human species; diversity and complexity of human languages; phonological and grammatical analysis; dimensions of language use; language and writing; impact of historical linguistics on contemporary theory. Assesses Core Learning Outcomes 2, 3.

Prerequisites: Completion of ENGL& 101 with a grade of C or higher or instructor permission.

## MANAGEMENT

See Business

## MANUFACTURING TECHNOLOGY / PRECISION MACHINING

Advanced Manufacturing Technology provides tracks in Composites, Technical Design, Mechatronics, Precision Machining, and Welding and Fabrication. All of these programs include courses from a variety of disciplines, including manufacturing technology.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Solve technical mathematical problems.
- Read and understand basic engineering drawings.
- Understand and utilize machine technology.
- Write programs and setup CNC machines.
- Operate and perform maintenance on CNC machines.
- Document technical activities in written and verbal reports.
- Be prepared for successful employment

### Faculty Advisor:

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### Mechatronics

This state-of-the-art training integrates skills in electrical mechanics, computerized components, and industrial manufacturing and assembly. Mechatronics offers a certificate or degree to prepare students for an in-demand job as an electro-mechanical technician working in robotics operations, testing, and equipment maintenance.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Understand and explain the principal operations of the mechatronics subsystems in a complex system
- Understand how these subsystems work together
- Recognize potential or impending malfunctions and contact expert assistance in order to keep the production line functioning and to prevent production loss

- Perform routine, preventative maintenance, localize, and identify causes and sources of malfunctions where possible.
- Read and understand the technical documents, reports and outlines specific to the systems and subsystems, and be able to consult with experts, be able to document malfunctions
- Work effectively as a team member and coordinate the activities with upstream and downstream operations
- Understand and implement safety regulations required for operation of the system

Faculty Advisor:

K. Ackerman      425-388-9570      kackerman@everettcc.edu

### **MECH 118** **Predictive Maintenance and Operations Efficiency** 2

Predictive and preventive maintenance components used in industrial applications to keep equipment in good working order, and to maximize efficiency and accuracy. Introduction to continuous improvement concepts in plant operation, maintenance, troubleshooting, and repair tasks to ensure optimal manufacturing operations. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: MFG T 100 and instructor permission

### **MECH 119** **Introduction to Robotics** 5

Basics of robotic operation, basic programming, interfacing, and material handling in a complex mechatronic system. Students will gain conceptual, technical, and practical knowledge of robotic applications and how it's applied in industrial tasks using hands-on, interactive robotic devices. Learning topics will include basic robot operation, manual operation, homing, end effector operation, interfacing, material handling, movement and end effector commands, looping and speed commands, and basic robot programming. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: Eligibility for ENGL& 101 AND ENG T 101 or eligibility for MATH 086, AND instructor permission.

### **MECH 120** **Electrical Components** 5

Basic functions and physical properties of electrical components, and the roles they play within a complex mechatronics system. Includes technical documentation such as data sheets, schematics, timing diagrams, and system specifications, preventative maintenance, safety issues. By understanding the complete system, students will learn and apply trouble shooting strategies to identify, localize possible malfunctions. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

Prerequisites: ENG T 101 or eligibility for MATH 086 and ENGL 098 AND instructor permission.

### **MECH 121** **Mechanical Components and Electrical Drives** 5

Basics of mechanical components and electrical drives in a complex mechatronics system. Students will understand the flow of energy, troubleshooting, preventive maintenance and safety issues. Students will learn basic functions and physical properties of mechanical components, electrical drives (AC and DC) and their roles in the system, increasing efficiency, reducing wear, and lubrication requirements. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

Prerequisites: ENG T 101 or eligibility for MATH 086 and ENGL 098 AND instructor permission

### **MECH 122** **Electro-Pneumatic and Hydraulic Control Circuits** 5

Basics of pneumatic, electro-pneumatic and hydraulic control circuits in a complex mechatronics system. Students will learn the functions and properties of control elements based on physical principles, and the roles they play within the system. Technical documents, circuit diagrams, displacement step diagrams and function charts will be covered. Students will learn and apply troubleshooting strategies, preventative maintenance, and safety issues. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

Prerequisites: ENG T 101 or eligibility for MATH 086 and ENGL 098 AND instructor permission

### **MECH 123** **Digital Fundamentals and Programmable Logic Controllers 4**

Fundamentals of digital logic and an introduction to programmable logic controllers (PLCs) in a complex mechatronics system with a focus on the automation system and appropriate programming software. Students will learn basic elements of PLC functions by writing and testing small programs on an actual system. Students will learn to identify malfunctioning PLCs, apply troubleshooting strategies, identify and localize problems caused by PLC hardware. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

Prerequisites: ENG T 101 or eligibility for MATH 086 and ENGL 098 AND instructor permission

### **MECH 124** **Controls and Instrumentation** 5

Fundamentals of controls and instrumentation troubleshooting in a mechatronics system, using knowledge of circuit boards, sensors and photo eyes; calibration and loop tuning; and final control elements, including AC, DC, and servo motors, variable speed drives, motor control, relays and motor starters. Students will build skills in troubleshooting motors and variable speed drives, adjusting speed and direction; interpreting relay logic and sizing of components for various applications. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: MECH 120, MECH 121, MECH 122, MECH 123 and instructor permission

### **MECH 225** **Mechatronics Skills Building 1** 3

Designed for the student who is seeking more lab time to improve skills in hydraulics, mechanical and electrical components, and PLC applications. Open shop time allows student to trouble-shoot mechatronics system components to industry standards. Assesses Core Learning Outcome 2.

Prerequisites: MECH 120, MECH 121, MECH 122, MECH 123 and instructor permission

### **MECH 226** **Mechatronics Skills Building 2** 3

Designed for the student who is seeking more lab time to improve their skills in hydraulics, mechanical and electrical components, and PLC applications. Open shop time allows student to trouble-shoot mechatronics system components to industry standards. Assesses Core Learning Outcome 2.

Prerequisites: MECH 225 and instructor permission

### **MECH 295** **Mechatronics Internship 1** 1-5

Intern course focused on the fundamental mechatronic skills required to work in a manufacturing company. Students may work either in an instructional/ hands-on or solely hands on mode. This experience may entail "job-shadowing" to learn what support functions are needed in the manufacturing environment. Variable credit from 50-250 clock-hours. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Instructor permission

### **MECH 296** **Mechatronics Internship 2** 1-5

Intern course focused on the fundamental mechatronic skills required to work in a manufacturing company. Students may work either in an instructional/ hands-on or solely hands on mode. This experience may entail "job-shadowing" to learn what support functions are needed in the manufacturing environment. Variable credit from 50-250 clock-hours. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Instructor permission

### **MFG T 100** **Safety for Manufacturing** 4

Introduction to the basic safety requirements of the manufacturing sector. Students will be introduced to tool and power equipment safety, set up and operations. Students will also receive training for an OSHA 10 Safety Certification.

Prerequisites: Instructor permission

## Manufacturing Technology – Precision Machining

The Precision Machining program is designed to provide students with the basic skills necessary to gain employment as machine operators. Students will be developing skills in applied machining including basic math, basic and advanced blueprint reading, conventional lathe and mill operations, small shop tools and operation, shop safety and teamwork.

### MFG T 101

#### Introduction to Machining

5

Introduction to machining and manufacturing processes commonly used in the industry. The course will cover setup and operations of manual milling machines, lathes, drill presses, band saws and basic blue print reading. Introduction to Mastercam will lead to the setup and operations of CNC (computer numeric controlled) 3 axis vertical mills and basic CNC lathe work. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: Instructor permission

### MFG T 102

#### Manufacturing Employment Readiness

12

Introduction to manufacturing. The knowledge and skills required for entry level positions in diverse workplace scenarios with special emphasis on aerospace. Content includes a survey of mechanical concepts, precision measurement, blueprint reading, quality assurance, workforce skills/communication, ergonomics, lean manufacturing, and sustainable business practices. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: Completion of IEP/AEP Level 2 or placement into Level 3 AND Instructor Permission.

### MFG T 103

#### Machining and Manufacturing Laboratory for Engineers

2

The course will introduce machining and manufacturing processes commonly used in the industry. The course will cover setup and operations of manual milling machines, lathes, drill presses, band saws and basic blue print reading. Introduction to Mastercam will lead to the setup and operations of CNC (computer numeric controlled) 3 axis vertical mills and basic CNC lathe work. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: Instructor permission

### MFG T 104

#### Machine Operator 1

20

Applied machinist math including measurements, basic blue print reading, conventional lathe and mill operations, small shop tools operation and an introduction to CNC (Computer Numerical Controlled) machines. Introduction to processes and procedures, and shop safety and teamwork. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: Eligibility for MATH 076 via a math assessment, AND permission of a MFG T 104 instructor

### MFG T 105

#### Machine Operator 2

20

Course develops skills in advanced blueprint reading including understanding of Geometric Dimensioning and Tolerance; applied math skills including geometry and trigonometry, technical core skills in CNC (Computer Numerical Controlled) Machine programming and operation are further developed. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: MFG 104 with a grade of C (2.0) or higher OR instructor permission.

### MFG T 107

#### Machining with Mastercam

4

Students will be introduced to the Computer Aided Manufacturing software Mastercam. Students will learn the various steps and techniques required to perform basic design operations utilizing Sketcher to create wire frame geometry, the Xform function to manipulate the geometry and the Post Processing function, to produce basic machine programs along with their associated production documents. Assesses Core Learning Outcomes 2, 3, 6.

Prerequisites: MFG T 105 or instructor permission.

### MFG T 110

#### Introduction to Manufacturing

3

Provides a historical overview of manufacturing systems and organizations. Addresses elements contained in a lean manufacturing operation. Assesses Core Learning Outcomes 2, 3.

Prerequisites: ENGL 098 with a grade of C or higher or skills assessment at ENGL& 101 or higher level.

### MFG T 117

#### Blueprint Reading and Schematics

3

Drafting fundamentals and orthographic interpretation necessary to read, manipulate and understand a mechanical part print; and schematic components, symbols and connectors used to describe electrical, electronics, pneumatics, hydraulics, and piping circuits. Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Eligibility ENGL 098 AND eligibility for MATH 076 via a math assessment, and instructor permission.

### MFG T 119

#### Introduction to Robotics

5

Basics of robotic operation, basic programming, interfacing, and material handling in a complex mechatronic system. Students will gain conceptual, technical, and practical knowledge of robotic applications and how it's applied in industrial tasks using hands-on, interactive robotic devices. Learning topics will include basic robot operation, manual operation, homing, end effector operation, interfacing, material handling, movement and end effector commands, looping and speed commands, and basic robot programming. Assesses Core Learning Outcomes 1, 2, 3, 6.

Prerequisites: Eligibility for MATH 080 and ENGL 098 AND instructor permission.

### MFG T 120

#### Electrical Components

5

Basic functions and physical properties of electrical components, and the roles they play within a complex mechatronics system. Includes technical documentation such as data sheets, schematics, timing diagrams, and system specifications, preventative maintenance, safety issues.

By understanding the complete system, students will learn and apply trouble shooting strategies to identify, localize possible malfunctions. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

Prerequisites: Eligibility for MATH 080 and ENGL 098 AND instructor permission.

### MFG T 121

#### Mechanical Components and Electrical Drives

5

Basics of mechanical components and electrical drives in a complex mechatronics system. Students will understand the flow of energy, troubleshooting, preventive maintenance and safety issues. Students will learn basic functions and physical properties of mechanical components, electrical drives (AC and DC) and their roles in the system, increasing efficiency, reducing wear, and lubrication requirements. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

Prerequisites: Eligibility for MATH 080 and ENGL 098 AND instructor permission.

### MFG T 122

#### Electro-Pneumatic and Hydraulic Control Circuits

5

Basics of pneumatic, electro-pneumatic and hydraulic control circuits in a complex mechatronics system. Students will learn the functions and properties of control elements based on physical principles, and the roles they play within the system. Technical documents, circuit diagrams, displacement step diagrams and function charts will be covered. Students will learn and apply troubleshooting strategies, preventative maintenance, and safety issues. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

Prerequisites: Eligibility for MATH 080 and ENGL 098 AND instructor permission.

### MFG T 123

#### Digital Fundamentals and Programmable Logic Controllers

4

Fundamentals of digital logic and an introduction to programmable logic controllers (PLCs) in a complex mechatronics system with a focus on the automation system and appropriate programming software. Students will learn basic elements of PLC functions by writing and testing small programs on an actual system. Students will learn to identify malfunctioning PLCs, apply troubleshooting strategies, identify and localize problems caused by PLC hardware. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

Prerequisites: Eligibility for MATH 080 and ENGL 098 AND instructor permission.

**MFG T 124**  
**Controls and Instrumentation** 5  
 Fundamentals of controls and instrumentation troubleshooting in a mechatronics system, using knowledge of circuit boards, sensors and photo eyes; calibration and loop tuning; and final control elements, including AC, DC, and servo motors, variable speed drives, motor control, relays and motor starters. Students will build skills in troubleshooting motors and variable speed drives, adjusting speed and direction; interpreting relay logic and sizing of components for various applications. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** MFG T 120, MFG T 121, MFG T 122, MFG T 123 and instructor permission.

**MFG T 125**  
**Mechatronics Skills Building 1** 3  
 Designed for the student who is seeking more lab time to improve skills in hydraulics, mechanical and electrical components, and PLC applications. Open shop time allows student to trouble-shoot mechatronics system components to industry standards.

**Prerequisites:** MFG T 120, MFG T 121, MFG T 122, MFG T 123 and instructor permission.

**MFG T 126**  
**Mechatronics Skills Building 2** 3  
 Designed for the student who is seeking more lab time to improve their skills in hydraulics, mechanical and electrical components, and PLC applications. Open shop time allows student to trouble-shoot mechatronics system components to industry standards. Assesses Core Learning Outcome 2.

**Prerequisites:** MFG T 125 and instructor permission.

**MFG T 130**  
**OSHA 30 Safety** 4  
 The class provides basic knowledge of: OSHA's history and mission, worker rights under OSHA, employer responsibilities under OSHA, OSHA standards, OSHA inspections, and safety and health resources, including how to file an OSHA complaint. Assesses Core Learning Outcome 1.

**MFG T 171**  
**Manufacturing Internship I** 1-5  
 50-250 clock-hour intern program in which students focus on the fundamental shop skills required to work in a manufacturing company. Students may work either in an instructional/hands-on or solely hands-on mode. This experience may entail "job-shadowing" to learn what support functions are needed in the manufacturing environment. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Instructor permission.

**MFG T 172**  
**Manufacturing Internship II** 1-5  
 50-250 clock-hour intern program in which students may perform functions or "job shadow" in a specific area of their choosing relative to their program of study. Program focuses on student working with an expert in a manufacturing related area of the student's choice. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Instructor permission.

**MFG T 202**  
**LEAN Operations Management** 5  
 Principles and practices in converting engineering information into production information suitable for driving manufacturing operations. Includes preparing production work plans, implementing controls and reporting production activity results. Also covers inventory handling, quality control and continuous improvement plans. Assesses Core Learning Outcomes 1, 2, 3, 6.

**Prerequisites:** Eligibility for ENGL 098

**MFG T 225**  
**Machining Skills Building 1** 2  
 Designed for the student who is seeking more shop time to improve their machining skills or seeking NIMS certifications. The class will provide students with open shop time to build industry standard machining skills. Students will have the opportunity to use the manufacturing equipment taught to them in MFG-T 104 and MFG-T 105. Additionally, open shop will allow students to work closely with the instructor, to work through any problems they may have encountered during their regular class time. Assesses Core Learning Outcomes 2, 5.

**Prerequisites:** MFG T 104 and instructor permission

**MFG T 226**  
**Machining Skills Building 2** 2  
 Designed for the student who is seeking more shop time to improve their machining skills or seeking NIMS certifications. The class will provide students with open shop time to build industry standard machining skills. Students will have the opportunity to use the manufacturing equipment taught to them in MFG-T 104 and MFG-T 105. Additionally, open shop will allow students to work closely with the instructor, to work through any problems they may have encountered during their regular class time. Assesses Core Learning Outcomes 2, 5.

**Prerequisites:** MFG T 225 and instructor permission

**MFG T 229**  
**Manufacturing Team Project** 5  
 Capstone course designed to allow students to integrate knowledge they have gained of manufacturing technology and demonstrate this in a collaborative, team-based project in which they design and produce a manufactured product and a final project report. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Instructor permission

**MFG T 230**  
**Manufacturing Team Project AerosPACE** 5  
 Through AerosPACE (Aerospace Partners for the Advancement of Collaborative Engineering), students will construct a 3/4 scale aircraft design, build, and fly project in distributed teams with members from multiple schools. Conceptualizing a project, developing and documenting a detailed design, fabricating a prototype, testing, analysis, and reporting. Students will need to commit to three quarters in duration, and be willing to travel for presentations and product demonstrations. Lab section provides access to college fabrication facilities and is an integral part of the process. Course may be repeated twice for credit. Assesses Core Learning Outcomes 1, 2, 3, 6.

**Prerequisites:** Instructor permission.

## MATHEMATICS

Mathematics courses provide preparation for applying quantitative skills in vocational/technical, health science/math/engineering, social science/communications, and humanities disciplines.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- **Analytical reasoning:** assessed by evaluating students' work in graphical representations, narrative descriptions, and word problems that require analytical reasoning to complete.
- **Interpret and present mathematical knowledge:** assessed by evaluating students' work on graphical representations, narrative descriptions, and group work presentations.
- **Make connections between mathematics and the real world:** assessed by evaluating student work on assignments and presentations that require designing mathematical solutions for real-world data sets and conditions.
- **Examine relationships and draw conclusions:** assessed by evaluating student work on graphical representations of data and assignments that require drawing correlations between data.

### Faculty Advisors:

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**MATH 060**  
**Professional/Technical Math - Cosmetology** 3  
 Designed to meet the needs of the cosmetology student. Topics in arithmetic of whole numbers, decimals and fractions, percents, ratios and proportions, and measurement with applications. Assesses Core Learning Outcomes 1, 2.



## MATH 070

### Basic Mathematical Concepts with Applications 5

Review of basic concepts in mathematics with applications related to consumer activities. Prime factorization and operations on rational numbers. Applications using ratios, proportions and percents. Equivalent to HSC 014; Credit may not be earned in both MATH 070 and HSC 014. Assesses Core Learning Outcomes 1, 2, 6.

**Prerequisites:** Placement in MATH 070 or higher via an assessment test score OR permission of a math instructor.

## MATH 075

### Professional/Technical Math - Aviation/Welding/Precision Machining 5

Designed to meet the needs of the aviation/welding/precision machining student. Topics in arithmetic, algebra, geometry, right triangle trigonometry and applications. Assesses Core Learning Outcomes 1, 2, 6.

**Prerequisites:** MATH 070 or HSC 014 with a C (2.0) or higher OR placement into MATH 080 via MATH 079 or an assessment test OR permission of a math instructor.

## MATH 076

### Mathematical Literacy 5

Review of basic concepts in mathematics focusing on real-world applications and conceptual understanding. Topics include: prime factorizations; operations on rational numbers; evaluation of algebraic expressions; ratios, proportions, and percentages; reading graphical interpretations of data; plotting graphs; writing linear relationships using algebra. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for MATH 076 via a math assessment OR permission of a math instructor.

## MATH 078

### Review of Arithmetic and Algebra 2

Self-paced review of arithmetic and algebra concepts in a computer-mediated lab setting. Intended as a review of arithmetic prior to enrolling in MATH 076 and/or a review of algebra concepts in order to improve mathematics course placement and pre-requisite knowledge and skills for entering MATH 076, 086, 096, & 107 or & 146 or PHIL& 120 or BUS 130. Upon demonstrating this knowledge, students are directly placed into MATH 076, 086, 096, & 107 or & 146 or PHIL& 120 or BUS 130. Topics concerning anxiety, study skills, and math course advising are also covered. Assesses Core Learning Outcome 1.

**Prerequisites:** Placement in MATH 079 or higher via an assessment test score OR permission of a math instructor.

## MATH 079

### Self-Paced Arithmetic and Algebra 5

Self-paced review of arithmetic and algebra concepts in a computer-mediated lab setting. Intended as a review of arithmetic prior to enrolling in MATH 076 and/or a review of algebra concepts in order to improve mathematics course placement and pre-requisite knowledge and skills for entering MATH 076, 086, 096, & 107 or & 146 or PHIL& 120 or BUS 130. Upon demonstrating this knowledge, students are directly placed into MATH 076, 086, 096, & 107 or & 146 or PHIL& 120 or BUS 130. Topics concerning anxiety, study skills, and math course advising are also covered. Assesses Core Learning Outcome 1.

**Prerequisites:** Placement in MATH 079 or higher via an assessment test score OR permission of a math instructor.

## MATH 080

### Introduction to Algebra 5

Fractions, decimals, proportions and percents; U.S. Customary and metric systems of measurement; plane and solid geometric figures; signed rational numbers; exponents, scientific notation and radicals; order of operations; evaluation and simplification of algebraic expressions; solving algebraic equations.

**Prerequisites:** Placement into MATH 080 via MATH 079 or an assessment OR HSC 014 with a C (2.0) or higher OR permission of a math instructor.

## MATH 085

### Technical Geometry and Trigonometry with Applications 5

A course designed to meet the needs of the welding and precision machining student. Topics in geometry and trigonometry with a focus on real-world applications faced by professionals in the fields of welding and precision machining. Assesses Core Learning Outcome 2.

**Prerequisites:** MATH 080 (or equivalent) with a C (2.0) or higher; or placement into MATH 085 via MATH 079 OR an assessment OR permission of a math instructor.

## MATH 086

### Essentials of Intermediate Algebra 5

Introductory course in mathematical reasoning, focusing on real-world applications and conceptual understanding. Topics include ratios and percentages, linear models, quadratic applications, algebraic manipulation, and geometry. Assesses Core Learning Outcome 2.

**Prerequisites:** MATH 076 or MATH 080 or MATH 091 (or equivalent) with a C (2.0) or better OR eligibility for MATH 086 via a math assessment OR permission of a math instructor.

## MATH 090

### Elementary Algebra: A Review 5

One-quarter review of elementary algebra. Linear equations and inequalities, graphing and linear systems, exponents and polynomials, factoring, rational expressions, roots and radicals, quadratic equations. For students who have done well in algebra previously but need to refresh their skills. The online version of this class requires on-campus orientation and exams; dates to be scheduled. Out-of-area students can arrange for test proctors.

**Prerequisites:** Placement in MATH 090 or higher via an assessment test score OR permission of a math instructor.

## MATH 095

### Essentials of Geometry 2

Basic concepts in geometry including properties of points, lines, planes, angles, triangles, polygons and circles. Study of space figures including prisms, pyramids, cones, cylinders and spheres. Special right triangles and Pythagorean Theorem. Area, perimeter and volume of common geometric figures. Congruent and similar triangles. Basic constructions with straight edge and compass. Assesses Core Learning Outcomes 1, 2.

**Prerequisites:** MATH 082 or MATH 091 (or equivalent) with a grade of C (2.0) or higher OR placement into MATH 092 or MATH 098 or MATH 099 via MATH 079 or an assessment test OR permission of a math instructor.

## MATH 096

### Intermediate Algebra for Precalculus 5

An intermediate algebra course designed for students pursuing careers in science, business, or engineering. Topics include function notation, systems of linear equations, absolute value equations and inequalities, polynomial operations and factoring, rational expressions and equations, rational exponents, radical expressions, quadratic equations and equations in quadratic form, quadratic functions, and exponential functions. Intended for STEM and business students. Assesses Core Learning Outcome 2.

**Prerequisites:** MATH 086 or MATH 091 (or equivalent) with a C (2.0) or better OR eligibility for MATH 096 via a math assessment OR permission of a math instructor.

## MATH 098

### Intermediate Algebra in Context 5

An intermediate algebra course in the context of applications. Linear, quadratic, exponential, radical and power functions, along with logarithms, rational exponents, and systems of equations. Real data, mathematical models, and decision-making. Satisfies the prerequisite for MATH& 107 or MATH& 146. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** MATH 091 (or equivalent) with a grade of C (2.0) or higher; OR placement into MATH 098 via MATH 079 or an assessment; OR permission of a math instructor.

## MATH 099

### Intermediate Algebra 5

Polynomials, rational expressions, exponents, radicals, linear and quadratic equations, inequalities, function notation, systems of equations, logarithms, distance and midpoint formulas, lines and circles. The online version of this class requires on-campus orientation and exams; dates to be scheduled; out-of-area students can arrange for test proctors. Assesses Core Learning Outcome 2.

**Prerequisites:** Placement into MATH 099 via an assessment OR permission of a math instructor.

## MATH 100

### Survey of Mathematics 5

(NS) Introduction to mathematical topics such as deductive and inductive reasoning, sets, Venn diagrams, numbering systems, symbolic logic, basic probability and statistics. For liberal arts and education majors. Assesses Core Learning Outcomes 1, 2.

**Prerequisites:** Eligibility for MATH 086 (or equivalent) or higher; OR instructor permission.



**MATH 105**  
**Trigonometry** 3  
 Trigonometric ratios and function, solving right and oblique triangles, vectors, circle concepts, graphing trigonometric functions, basic identities, and applications. Assesses Core Learning Outcomes 1, 2.

**Prerequisites:** MATH 095 (or equivalent) with a grade of C (2.0) or higher. MATH 082 or MATH 091 or equivalent with a grade of C (2.0) or higher OR placement into MATH 092 or MATH 098 or MATH 099 or higher via MATH 079 or an assessment test OR permission of a math instructor.

**MATH& 107**  
**Math in Society** 5  
 (Q,NS) College-level coverage of practical applications of mathematics methods to areas of management, social sciences, biology and other fields. Topics include discrete mathematics, graph theory, probability and statistics in everyday life. For students not preparing for calculus or the sciences. Assesses Core Learning Outcome 2.

**Prerequisites:** Completion of MATH 086 or HSC 086 or TS 086; OR MATH 092 or MATH 096 or MATH 098 or MATH 099 (or equivalent) with a grade of C (2.0) or higher; OR placement into MATH& 107 or higher, OR permission of a math instructor.

**MATH 138**  
**Applied College Algebra** 5  
 (Q,NS) Equations and inequalities; graphs and functions; linear, quadratic, polynomial, rational, exponential, and logarithmic functions; solving equations and systems of equations; matrices; linear programming and simplex method; mathematics of finance. For students of business, social science or some life sciences (Not intended for math, science, or engineering majors.) Graphing calculator required. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** Completion of MATH 092 or MATH 096 or MATH 099 (or equivalent) with a grade of C (2.0) or higher; OR placement into MATH 138 or higher, OR permission of a math instructor.

**MATH& 141**  
**Precalculus I: College Algebra** 5  
 (Q,NS) A college level algebra course for all students needing general preparation beyond intermediate algebra. The first of a two-course sequence for students intending to take calculus beginning with MATH& 151. Principles of functions and graphs; theory of polynomial equations; graphs of polynomial and rational functions; exponential and logarithmic functions and applications; conics, foci and applications; non-linear systems; determinants and Cramer's Rule. The online version of this class requires on-campus orientation and exams; dates to be scheduled. Out-of-area students can arrange for test proctors. Assesses Core Learning Outcome 2.

**Prerequisites:** Completion of MATH 092 or MATH 096 or MATH 099 (or equivalent) with a grade of C (2.0) or higher; OR placement into MATH& 141 or higher OR permission of a math instructor.

**MATH& 142**  
**Precalculus II: Trigonometry** 5  
 (Q,NS) A college level trigonometry course. The second course in a two-course sequence for students who intend to take calculus beginning with MATH& 151. Right triangle trigonometry and applications; general angle and real number trigonometry and applications; identities, inverses and trigonometric equations; introduction to polar coordinates and parametric equations; vectors and applications. Assesses Core Learning Outcome 2.

**Prerequisites:** MATH& 141 or equivalent with a grade of C or higher OR placement in MATH& 142 via an assessment test score OR permission of a math instructor.

**MATH& 144**  
**Precalculus 1 and 2: Review** 5  
 (Q,NS) A refresher course in college algebra and trigonometry. Primarily intended for students who plan on taking the calculus sequence beginning with MATH& 151. Analysis of functions. Polynomial, rational, exponential, logarithmic and trigonometric functions with applications. Conic sections. Introduction to vectors. Assesses Core Learning Outcome 2.

**Prerequisites:** One year of high school precalculus or college equivalent; or permission of a math instructor.

**MATH& 146**  
**Introduction to Statistics** 5  
 (Q,NS) Introductory course. Analysis of statistical studies, descriptive methods, probability, sampling distributions, hypothesis testing, confidence intervals, correlation. For students in any major. Assesses Core Learning Outcome 2.

**Prerequisites:** Completion of MATH 086 or HSC 086 or TS 086 or MATH 092 or MATH 096 or MATH 098 or MATH 099 (or equivalent) with a grade of C (2.0) or higher; OR placement into MATH& 146 or higher, OR permission of a math instructor.

**MATH& 148**  
**Business Calculus** 5  
 (Q,NS) One-quarter short course in calculus. Limits and continuity, differentiation and applications, exponential and logarithmic functions, integration and applications, functions of several variables. For students in business, biological sciences, social sciences, or disciplines requiring only one introductory quarter of calculus. Students who need more than one quarter should enroll in MATH& 151. Assesses Core Learning Outcome 2.

**Prerequisites:** MATH 138 or MATH& 141 with a grade of C (2.0) or higher OR placement in MATH& 148 or higher via an assessment OR permission of a math instructor.

**MATH& 151**  
**Calculus I** 5  
 (Q,NS) First course in calculus sequence. Limits, continuity, differentiation and antidifferentiation of algebraic and transcendental functions with applications. For majors in engineering, science, mathematics and others requiring more than one quarter of calculus. Assesses Core Learning Outcome 2.

**Prerequisites:** MATH& 142 or MATH& 144 with a grade of C (2.0) or higher OR placement in MATH& 151 or higher via an assessment OR permission of a math instructor.

**MATH& 152**  
**Calculus II** 5  
 (Q,NS) Second course in calculus sequence. Integration of algebraic and transcendental functions and applications of definite integration, including areas, volumes, work, hydrostatic force and centers of mass; polar coordinate calculus and parametric equations. Numerical techniques and improper integrals. For majors in engineering, science, mathematics and others requiring more than one quarter of calculus. Assesses Core Learning Outcome 2.

**Prerequisites:** MATH& 151 or equivalent with a grade of C (2.0) or higher OR permission of a math instructor.

**MATH& 163**  
**Calculus 3** 5  
 (Q,NS) Third course in calculus sequence. Infinite numerical series, power series and Taylor polynomials; vectors in two and three dimensions; lines and planes; partial differentiation with applications; double integrals in rectangular and polar coordinates with applications. For majors in engineering, science, mathematics and others requiring more than two quarters of calculus. Assesses Core Learning Outcome 2.

**Prerequisites:** MATH& 152 or equivalent with a grade of C (2.0) or higher OR permission of a math instructor.

**MATH 199**  
**Mathematics Special Project** 1-5  
 Independent study projects on selected topics in mathematics. Credit to be arranged with supervising instructor.

**Prerequisites:** Instructor permission

**MATH 246**  
**Statistical Methods in Engineering and Science** 5  
 (Q,NS) Calculus-based probability and statistics. Probability models, conditional probability, sample spaces, independence, random variables, discrete and continuous probability distribution functions; Descriptive statistics; Statistical inference, including 1- and 2-sample hypothesis tests and confidence intervals for means and proportions, paired t test and sample size calculations; Point Estimation; Analysis of variance; Comparative experiments, tests, correlation and regression. Engineering applications are emphasized. Assesses Core Learning Outcome 2.

**Prerequisites:** Math& 152 or equivalent with a grade of C (2.0) or higher OR permission of a math instructor.

## MATH& 254

### Calculus IV

5

(Q,NS) Continuation of basic calculus sequence for students who need preparation in multivariate calculus. Partial differentiation, multiple integration, vector calculus, vector analysis to include the theorems of Green, Gauss, and Stokes.

**Prerequisites:** MATH& 153 or MATH& 163 or equivalent with a grade of C (2.0) or higher OR permission of a math instructor.

## MATH 260

### Linear Algebra

5

(Q,NS) Theory and applications of matrices, matrix operations, linear systems, determinants, Euclidean vector spaces and subspaces, linear transformations and changes of bases, eigenvalues and eigenvectors. Assesses Core Learning Outcome 2.

**Prerequisites:** MATH& 153 or MATH& 163 or equivalent with a grade of C (2.0) or higher; OR permission of a math instructor.

## MATH 261

### Differential Equations

5

(Q,NS) Introductory course in ordinary differential equations. Existence and uniqueness theorems, methods of solutions of first order linear and non-linear equations, basic theory and solutions of higher order linear equations, series solutions, systems of equations, Laplace transformations and techniques; applications. Assesses Core Learning Outcome 2.

**Prerequisites:** MATH& 163 or MATH& 254 or equivalent with a grade of C (2.0) or higher OR permission of a math instructor.

## MATH& 264

### Calculus 4

4

(Q,NS) Fourth course in calculus sequence. Triple integrals in rectangular, cylindrical and spherical coordinates with applications, calculus of vector valued functions and space curves, analysis of motion in space, directional derivatives, gradients and applications, line and surface integrals with applications, Green's theorem, Stokes' theorem and the Divergence theorem. For majors in engineering, science, mathematics and others requiring more than three quarters of calculus. Assesses Core Learning Outcome 2.

**Prerequisites:** MATH& 163 or equivalent with a grade of C (2.0) or higher OR permission of a math instructor.

## MECHATRONICS

See Manufacturing Technology

## MEDICAL ASSISTING

See Health Sciences

## MEDICAL CODING

The Medical Coding certificate program utilizes web-based materials designed exclusively for the training of medical coders and includes overview of the healthcare system, including information management, reimbursement, and legal compliance requirements. Medical terminology, anatomy, physiology, pathophysiology and pharmacology provide the basis for accurate coding of medical records. Courses in ICD-10 CM/PCS and CPT and HCPCS Coding teach the skills necessary to assign codes while working with medical reports of increasing complexity.

The program is offered in a fully online environment and may be entered at the beginning of any quarter, and requires approximately 3 hours of work per week per credit earned. A certificate is awarded upon successful completion of this 44-credit program that prepares the student to obtain an entry-level position as a medical coder. Courses may only be taken by students enrolled in the Medical Coding or Medical Billing Specialist Programs. **Prerequisite:** high school diploma or equivalent.

**Faculty Advisor:**

E. Stam

425-388-9311

estam@everettcc.edu

## MC 102

### Introduction to Medical Coding

3

Introduction to the medical coding program including use of program tools, coding resources, and student success measures. Computer fundamentals are also covered, including hardware and system requirements, use of 3M encoder, and use of web browsers. Introduction is made to classifications, nomenclatures and clinical vocabularies, coding guidelines, auditing methods, and automated coding. Coding ethics, physician queries, and severity of illness systems are also included. This course is only open to Medical Coding and Medical Billing Specialist students. Assesses Core Learning Outcomes 3, 5, 6.

**Prerequisites:** Instructor permission

## MC 106

### Health Information, Delivery, Legal, Compliance

2

Overview of medical records pertaining to coding and billing including health information systems and specialty coding systems, archiving of data, retrieval, maintenance, security and integrity processes, and evolution of EHR and PHR. Structure and organization of U.S. healthcare system. Legislative and regulatory processes relating to medical records and licensure, certification and accreditation. HIPAA, standards of ethical coding, and privacy and security policies. This course is only open to Medical Coding students. Assesses Core Learning Outcomes 1, 3, 5, 6.

**Prerequisites:** Instructor permission

## MC 116

### Healthcare Reimbursement

2

Study of medical billing processes and guidelines with focus on reimbursement monitoring and reporting. Federal legislation, compliance strategies, and regulatory guidelines are also presented. This course is only open to Medical Coding students. Assesses Core Learning Outcomes 1, 2, 5, 6.

**Prerequisites:** MC 105 or 106 with a C or better

## MC 120

### Healthcare Vocabulary

4

Study of healthcare vocabulary and terminology used in medical coding, including spelling and understanding meaning, medical word formation, meaning and proper use of common medical abbreviations, creating plural medical words. Includes common diagnostic procedures and laboratory tests. This course is only open to Medical Coding students. Assesses Core Learning Outcomes 1, 2, 5, 6.

**Prerequisites:** Instructor permission

## MC 137

### Structure and Function of the Human Body

3

Study of the basic structure, organization, and functions of human body systems as will be needed to assign correct medical codes. This course is only open to Medical Coding students. Assesses Core Learning Outcomes 1, 2, 5, 6.

**Prerequisites:** MC 101 or 102 with grade of C or higher or concurrent enrollment

## MC 139

### Pathophysiology

4

Study of disease processes, causes, and symptoms in all systems of the human body as they relate to assigning medical diagnostic and procedural codes. This course is only open to Medical Coding students. Assesses Core Learning Outcomes 1, 2, 5, 6.

**Prerequisites:** MC 120 with grade of C or higher

## MC 141

### Basics of Pharmacology

2

Study of drug categories, classifications, routes of administration, and therapeutic effects. Introduction to the most commonly used drugs and pharmacology references. Includes toxicology, immune responses, pain management, poisonings, and anesthesia. This course is only open to Medical Coding students. Assesses Core Learning Outcomes 1, 5, 6.

**Prerequisites:** MC 136 or 137 with a C or higher

**MC 146**  
**Coding with ICD-10 CM/PCS** 7  
 Introduces students to official coding guidelines; provides training for use of ICD-10 CM/PCS (International Classification of Diseases, Version 10, Current Modification/Procedure Coding System) code book to correctly assign medical codes to diagnoses and procedures. Introduction to coding software to make code assignments. This course is only open to Medical Coding and Medical Billing Specialist students. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** MC 102; and MC 137 and MC 139 or concurrent enrollment in MC 139, or instructor permission

**MC 149**  
**Advanced Coding with ICD-10 CM/PCS** 3  
 Provides practice assigning ICD-10-CM (International Classification of Diseases, Version 10, Current Modification) diagnosis codes and ICD-10-PCS (International Classification of Diseases, Version 10, Procedure Coding System) procedure codes to a variety of coding scenarios including multiple and complex situations. Industry certification testing models (AHIMA, AAPC) are included. This course is only open to Medical Coding students. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** MC 146

**MC 151**  
**Principles of Procedural Coding** 7  
 Prepares students to analyze medical records to apply CPT (Current Procedural Terminology) and HCPCS (Healthcare Common Procedure Coding System) guidelines to accurately assign CPT (Current Procedural Terminology) or HCPCS (Healthcare Common Procedure Coding System) codes for clinic and hospital visits, medical procedures, and other treatment modalities. Prioritization and determination of level of code assignments are also taught. This course is only open to Medical Coding and Medical Billing Specialist students. Assesses Core Learning Outcomes 1, 2, 5.

**Prerequisites:** MC 146

**MC 181**  
**Medical Coding Practicum** 7  
 Provides practice assigning ICD-10-CM/PCS (International Classification of Diseases, Version 10, Current Modification/Procedure Coding System), CPT (Current Procedural Terminology), and HCPCS (Healthcare Common Procedure Code System) codes to patient reports that vary in complexity and type (inpatient, outpatient, physician, emergency room, long-term care, etc.). Assignment of Present on Admission Indicators and Diagnostic Related Grouping will also be presented. This course is only open to Medical Coding students. Assesses Core Learning Outcomes 2, 4, 5, 6.

**Prerequisites:** MC 140 or 141, MC 145 or 146, and MC 150 or 151; MC 148 or 149 with C or higher or concurrent enrollment

## MEDICAL TRANSCRIPTION AND EDITING

The Medical Transcription and Editing online certificate program is approved by the Association for Healthcare Documentation Integrity (AHDI) and includes medical terminology, anatomy, physiology, and human disease processes to provide the basis for the student to accurately transcribe and edit medical practitioners' spoken dictation. Courses in grammar, industry-related technology, and transcription and speech recognition editing teach the skills necessary to produce the medical records used for on-going patient care, billing, and legal documentation. Students will transcribe and edit medical dictation of increasing difficulty while learning shortcuts to increase their productivity.

The program is offered in a fully online environment and may be entered at the beginning of any quarter, and requires approximately 3 hours of work per week per credit earned. A certificate is awarded upon successful completion of this 43-credit program that prepares the student to enter the work force as an entry-level healthcare documentation specialist. Courses may only be taken by students enrolled in the MTE Program. **Prerequisite:** high school diploma or equivalent.

### Faculty Advisors:

S. Krajewski	425-388-9311	skrajewski@everettcc.edu
E. Stam	425-388-9311	estam@everettcc.edu

**MTE 099**  
**Medical Transcription and Editing Test Preparation** 0  
 No-fee, noncredit course is designed to help prepare for the Career Step final exam and other pre-employment testing. EvCC graduates are required to take the CS final exam to qualify for Graduate Placement Services. Serves as an opportunity to determine readiness for skills assessment evaluations that are a routine part of the medical transcription and editing (MTE) job application process. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

**Prerequisites:** Instructor permission.

**MTE 110**  
**Medical Records and the MT/MTE** 3  
 Provides an overview of resources, tools, and references necessary to succeed as a medical transcriptionist or editor (MT/MTE) and explores the purpose and content of medical records used in healthcare documentation, as well as industry trends and the MT/MTE's role in the reimbursement cycle and risk management. Only students pursuing the MTE certificate may enroll in MTE courses. Assesses Core Learning Outcomes 1, 3, 6.

**Prerequisites:** Instructor permission

**MTE 120**  
**Language of Medical Transcription and Editing** 2  
 Focuses on the study of medical terminology for proficiency necessary to enter the workforce as a medical transcriptionist or editor (MT/MTE). The meaning of root words, prefixes, and suffixes, spelling and pronunciation, and rules regarding usage are emphasized. Terminology for medical specialties is explored including proper formatting and use of abbreviations. Effective research techniques are introduced and developed. Assesses Core Learning Outcomes 1, 2, 5, 6.

**Prerequisites:** Instructor permission

**MTE 140**  
**Grammar Essentials for MT/MTE** 3  
 Develops grammar skills necessary for the medical transcriptionist and editor (MT/MTE) to produce a finished product correctly utilizing general rules of English usage, punctuation, and grammar. The AHDI Book of Style is utilized as the definitive reference for general style standards. Assesses Core Learning Outcomes 1, 2, 5, 6.

**Prerequisites:** Instructor permission

**MTE 170**  
**Anatomy, Physiology and Disease Processes - MT/MTE** 4  
 Introduces the medical transcription and editing (MTE) student to basic human anatomical structures and body systems and diseases affecting them, including diagnoses, and treatments through an introduction to pathophysiology and disease processes. Appropriate Internet research skills as specifically relating to MTE in general and these specialties in particular are developed. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

**Prerequisites:** MTE 110 with grade of C or higher or concurrent enrollment

**MTE 190**  
**Pharmacology, Lab Data, Physical Exam - MT/MTE** 2  
 Overview of drug actions and effects, absorption, distribution, metabolism, and excretion, as well as classifications and formulary in the context of medical transcription and editing (MTE). Standard pharmaceutical terms and commonly prescribed drugs are introduced. Physical exam and laboratory data are studied in detail with an emphasis on properly expressing findings and values. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

**Prerequisites:** MTE 110

**MTE 200**  
**Beginning Medical Transcription - Clinic Notes** 6  
 Introduces medical transcription as a foundation to medical editing and includes word processing and transcription equipment. While transcribing clinic and progress notes, grammar and punctuation specific to medical dictation, correct usage and spelling of medical terminology and abbreviations are reviewed. Introduction to accented dictation and background noise. Assesses Core Learning Outcomes 1, 2, 5, 6.

**Prerequisites:** MTE 140, MTE 170, MTE 190 MTE 190 may be taken concurrently

**MTE 210**  
**Introduction to Speech Recognition Editing - MTE** 2  
Review of the medical transcription editing (MTE) industry including history, trends, speech recognition (SR) operators, and job roles and responsibilities. Introduction to SR editing theory and actual industry software, keyboard shortcuts, and editing during playback of medical dictation. Assesses Core Learning Outcomes 1, 2, 6.

Prerequisites: MTE 140

**MTE 220**  
**Focus on Medical Specialties for MT/MTE** 3  
Content and formatting of different medical specialties and types of diagnostic reports as they relate to medical transcription and editing. The course emphasizes specialty-specific medical terminology, abbreviations, laboratory results, medications, and procedures. Increased productivity in lines typed per minute is developed when working with these reports. Assesses Core Learning Outcomes 1, 2, 5, 6.

Prerequisites: MTE 110, MTE 140

**MTE 240**  
**Intermediate Medical Transcription - Acute Care** 6  
Transcription of dictation of hospital reports in a variety of formats and specialties including discharge summaries, operative reports, procedure notes, consultations, history and physicals, and radiology and emergency medicine in an acute-care setting to improve speed, accuracy, and productivity. There is continued work with accented dictation and background noise. Assesses Core Learning Outcomes 1, 2, 5, 6.

Prerequisites: MTE 200

**MTE 260**  
**Shortcuts, Technology, Employment - MT/MTE** 3  
Addresses techniques for productivity improvement including macros and expansion software. Industry technology and trends, employment opportunities, compensation, standards including production and accuracy, and workplace expectations in medical transcription and editing (MTE). Regulatory agencies and patient confidentiality requirements are reviewed. Includes preparation of a cover letter and resume. Assesses Core Learning Outcomes 1, 2, 3, 5, 6.

Prerequisites: MTE 140

**MTE 280**  
**Advanced Medical Transcription - Adv. Acute Care** 6  
Improved accuracy and productivity while transcribing a range of accents, dictation styles, and medical specialties. Emphasis on working with a variety of account specifics, ranging from verbatim transcription to complex account instructions. Dictation includes advanced acute care in radiology, ER and operative reports, as well as consultations, history and physicals, procedure and progress notes, and discharge summaries. Assesses Core Learning Outcomes 1, 2, 5, 6.

Prerequisites: MTE 240

**MTE 290**  
**Speech Recognition Editing, Clinic and Acute Care** 3  
Speech recognition technology (SRT) practicum includes clinic notes and hospital and acute care reports in a variety of medical specialties. Using keyboard shortcuts to listen, proofread, and edit medical reports generated with SRT in an industry platform, the student will demonstrate improvement in content understanding, efficiency, accuracy, and production, in addition to working with accented dictation and background noise. Assesses Core Learning Outcomes 1, 2, 5, 6.

Prerequisites: MTE 200, MTE 210

## MULTIMEDIA

See Graphic Arts

G. Kammer 425-388-9439 gkammer@everettcc.edu

**MULTI 195**  
**Foundation Portfolio Review** 2  
Portfolio review of student's work upon successful completion of program core curricula courses. Student works individually with an assigned program instructor in evaluating their submitted portfolio to determine their readiness for advanced level courses leading to an ATA degree. Assesses Core Learning Outcome 3.

Prerequisites: ART 110, GRAPH 110, GRAPH 113, GRAPH 120, and PHOTO 110 or instructor permission.

**MULTI 250**  
**Multimedia Internship** 2-5  
Supervised work experience as an intern. May be with a qualified employer or in a project with a private or public agency. Students must have completed most of the required coursework and must obtain a recommendation for internship from their instructor. It is the student's responsibility to obtain the internship. Performance will be evaluated by the college instructor and the internship supervisor. Internship can apply once to AFA degree electives. May be repeated two times for credit. Assesses Core Learning Outcomes 3, 6.

Prerequisites: Instructor permission.

**MULTI 295**  
**Portfolio Development** 5  
Advanced course designed for students nearing the completion of their Institute work in art, graphic arts, multimedia or photography. Professional portfolio techniques, including interviewing, resume preparation, portfolio design and development, editing, and self-assessments will be presented and explored. Lectures and presentation lab exercises, guest presentations, and development of personal style. Assesses Core Learning Outcomes 3, 6.

Prerequisites: Advisor or faculty recommendation required.

## MUSIC

Music courses emphasize the development of knowledge and skills in music appreciation, history, theory and performance. The majority of Music courses satisfy the Humanities or Humanities - Performance graduation distribution requirement. For the student interested in a two-year terminal degree, EvCC offers a forty-five credit general program in music. Students wishing to transfer to a four-year institution should talk with an advisor about an appropriate plan of study. These courses support the Student Core Learning Outcomes with particular emphasis on the following: engage and take responsibility as active learners and think critically.

**Faculty Advisor:**  
R. Waldron 425-388-9456 rwaldron@everettcc.edu

**MUSC& 105**  
**Music Appreciation** 5  
(H) Lectures, readings, films, and recordings concerning structure, form, and aspects of music for the listener. Historic and stylistic examinations of music from its beginnings in western culture. Assesses Core Learning Outcome 2.

Prerequisites: Eligibility for ENGL& 101

**MUSC 110D**  
**World Music** 5  
(H,D) Introduction to the music of non-western cultures. Classical and folk traditions of Asia, traditional practices of Africa and Native America, and folk and regional styles of Europe and Latin America are studied. Focus is on history, evolution, and performance practices of these musical styles, as well as the aural identification of these musical styles. Study of music as a cultural phenomenon is emphasized including the intercultural influences found in much of the world's music that is a result of historical events such as human migrations, diasporas, invasions, and the effect of technological innovation. Assesses Core Learning Outcome 1.

Prerequisites: Eligibility for ENGL& 101

**MUSC 115**  
**Popular Music in America** 5  
(H) Historical, social, and stylistic study of mainstream popular music in the 20th century, including jazz, country and western, Tin Pan Alley, Broadway musicals, and rock 'n' roll: sources, composers and performers. Assesses Core Learning Outcome 2.

Prerequisites: Eligibility for ENGL& 101



- MUSC 116**  
**Survey of Jazz** 5  
 (H) Historical, social, and stylistic study of the major periods of jazz, beginning with the music's African roots and progressing chronologically to the avant-garde and popular jazz of today. Assesses Core Learning Outcome 2.  
**Prerequisites:** Eligibility for ENGL& 101
- MUSC 117**  
**Class Piano - Elementary, Intermediate** 2  
 (HP) Class instruction in piano. Open to all students. Assesses Core Learning Outcomes 1, 2.
- MUSC 118**  
**Class Piano - Elementary, Intermediate** 2  
 (HP) Class instruction in piano. Open to all students. Assesses Core Learning Outcomes 1, 2.  
**Prerequisites:** MUSC 117 or examination.
- MUSC 119**  
**Class Piano - Elementary, Intermediate** 2  
 (HP) Class instruction in piano. Open to all students. Assesses Core Learning Outcomes 1, 2.  
**Prerequisites:** MUSC 118 or examination.
- MUSC 124**  
**Class Voice I** 3  
 (HP) Basic principles of good singing and performance. Performance of songs from memory. Open to students at any performance level. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 3.
- MUSC 125**  
**Intermediate Class Voice II** 2  
 (HP) Continued development of singing and performance techniques as introduced in MUSC 124. Emphasizes more advanced repertoire and styles of singing. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.  
**Prerequisites:** MUSC 124 or instructor permission.
- MUSC 126**  
**Singing on Stage** 2  
 (HP) Instruction and experience using healthy singing techniques and natural projection to sing on stage focusing on musical theater and operetta repertoires. Some singing experience recommended. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.  
**Prerequisites:** Instructor permission.
- MUSC 128**  
**Class Guitar** 3  
 (HP) Development of fundamental techniques in guitar performance. Introductory course for students with little or no experience. Assesses Core Learning Outcome 1.
- MUSC 140**  
**Performance Ensemble** 2  
 (HP) Vocal ensemble. Students study varied fare from madrigals to jazz and musical theater. Concerts on and off campus. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.  
**Prerequisites:** MUSC 124 or MUSC 125 or instructor permission by audition.
- MUSC& 141**  
**Music Theory I** 5  
 (H) Introduction to concepts and terminology of music including rhythm, notation, scales, key signatures, tonality, and basic chords. Assesses Core Learning Outcomes 1, 2.
- MUSC 147**  
**Everett Youth Symphony** 2  
 (HP) Preparation and performance of standard orchestral literature. Evenings only. Open to interested instrumentalists, maximum age 21, no minimum. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.  
**Prerequisites:** Audition for all new instrumentalists.

- MUSC 151**  
**Individualized Instruction in Applied Music** 1-2  
 (HP) Individual instruction in piano, to be arranged. Instructor assigned by arrangement with chair of music faculty. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.  
**Prerequisites:** Written permission from Chair of Music Department.
- MUSC 152**  
**Individualized Instruction in Applied Music** 1-2  
 (HP) Individual instruction in voice, to be arranged. Instructor assigned by arrangement with chair of music faculty. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.  
**Prerequisites:** Written permission from Chair of Music Department.
- MUSC 153**  
**Individualized Instruction in Applied Music** 1-2  
 (HP) Individual instruction in strings, to be arranged. Instructor assigned by arrangement with chair of music faculty. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.  
**Prerequisites:** Written permission from Chair of Music Department.
- MUSC 154**  
**Individualized Instruction in Applied Music** 1-2  
 (HP) Individual instruction in woodwinds, to be arranged. Instructor assigned by arrangement with chair of music faculty. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.  
**Prerequisites:** Written permission from Chair of Music Department.
- MUSC 155**  
**Individualized Instruction in Applied Music** 1-2  
 (HP) Individual instruction in brass, to be arranged. Instructor assigned by arrangement with chair of music faculty. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.  
**Prerequisites:** Written permission from Chair of Music Department.
- MUSC 156**  
**Individualized Instruction in Applied Music** 1-2  
 (HP) Individual instruction in percussion, to be arranged. Instructor assigned by arrangement with chair of music faculty. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.  
**Prerequisites:** Written permission from Chair of Music Department.
- MUSC 158**  
**Individualized Instruction in Applied Music** 1-2  
 (HP) Individual instruction in accordion, to be arranged. Instructor assigned by arrangement with chair of music faculty. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.  
**Prerequisites:** Written permission from Chair of Music Department.
- MUSC 159**  
**Individualized Instruction in Applied Music** 1-2  
 (HP) Individual instruction in guitar, to be arranged. Instructor assigned by arrangement with chair of music faculty. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.  
**Prerequisites:** Written permission from Chair of Music Department.
- MUSC 217**  
**Private Instruction in Composition and Improvisation** 2  
 (HP) Private instruction in composing music and improvising melodic lines relating to chord structures, harmonic progressions, and appropriate scales and modes. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2.

## NATURAL SCIENCE

Natural Science courses provide preparation for science and education disciplines. These courses satisfy the Natural Science Lab (NS-L) graduation distribution requirement.

**Faculty Advisor:**

**R. Kratz**

425-388-9503

rkrazt@everettcc.edu



## NAT S 103

### Sustainability and Systems

5

(NS) An introduction to systems thinking with an emphasis on understanding the intersection between natural and human systems. Student analysis will focus on how to make human systems more sustainable. Simple models such as population growth and more advanced case studies will be explored with concepts such as connection circles, causal loop diagrams, reinforcing (positive feedback) loops and balancing (negative feedback) loops. Exploration of the effects of time delays upon systems and identification of leverage points for sustainability will occur. Course will include use of STELLA (Systems Thinking for Education and Research) software at an introductory level. Assesses Core Learning Outcomes 2, 3, 6, 7.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 082 or MATH 086 or eligibility for MATH 096 via a math assessment; OR instructor permission.

## NAT S 105

### Science of Music

5

(NS-L) Explores the physical nature of music and musical instruments using hands-on experiments, demonstrations, and discussions. Lays the foundations of the scientific process through the examination of musical sound, and builds on these foundations through individual and group studies of specific families of musical instruments. Suitable for students who are majoring in the arts or who have a personal interest in music. Assesses Core Learning Outcomes 1, 2, 3, 6.

**Prerequisites:** MATH 099 or equivalent; ENGL 098 with a grade of C or higher or skills assessment at ENGL& 101 or higher.

## NAT S 107

### Physical Science for Everybody

5

(NS-L) Hands-on exploration of how motion, energy, and forces affect the way things work. For non-science majors. Highly recommended for elementary education majors. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 076 or MATH 080, or eligibility for MATH 086 via a math assessment

## NAT S 150

### Science of Weight Loss

5

(NS-L) Scientific information on weight and exercise physiology. Principles of healthy weight loss. Health risks of obesity. Physiological and environmental factors that influence weight. Critical evaluation of diets. Assessment methods for determining healthy weight. Recommended for those who want to lose or maintain weight sensibly, future health care providers, future high school health and PE teachers, and those interested in health issues. Assesses Core Learning Outcomes 1, 2.

**Prerequisites:** Eligibility for ENGL& 101 AND MATH 076 or MATH 080 or eligibility for MATH 086 via a math assessment

## NIPPON BUSINESS INSTITUTE

The Nippon Business Institute (NBI) is an undergraduate international studies program concentrating on the practical aspects of Japan - U.S. business relationships. It offers an Concentration in US-Japan Intercultural Fundamentals, which provides for the development of awareness, understanding and skills in critical areas such as culture, history, business practices and the Japanese language.

The NBI offers students a short cultural and language immersion opportunity at EvCC's sister college, Aichi Toho University and through a relationship with Temple University in Japan, offers EvCC graduates the opportunity to complete a U.S.-based university degree in Japan.

The NBI program also facilitates a wide array of interactions between local businesses and Japanese companies, as well as between members of our community and their Japanese friends and associates.

For more information, call the Nippon Business Institute at 425-388-9380.

## NURSING

Nursing is a selective entry program that prepares students for licensure as entry level registered nurses. The Nursing prerequisites include a strong foundation in communication, humanities, and biological and social sciences, which students utilize in the subsequent nursing courses. Students integrate nursing theory and nursing practice in various settings during the Nursing Program, including campus laboratories and classrooms, acute care hospitals, long-term

care facilities, and a variety of community settings. Graduates receive an Associate of Arts and Sciences in Nursing degree, after which they must satisfactorily complete the NCLEX-RN licensing exam to become registered nurses.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Participate with the patient, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of patient-centered care.
- Demonstrate critical thinking skills in the delivery of patient-centered care to well and ill patients.
- Employ effective communication with patients, families, significant others, and other professionals within the context of the healthcare environment.
- Demonstrate behaviors consistent with the legal and ethical framework of nursing.
- Create an environment that promotes caring and professionalism with consideration for the patient's cultural/societal beliefs and practices.
- Utilize scientific and evidence-based knowledge, regarding alterations in health, to guide actions which promote and maintain patient-centered care.
- Demonstrate commitment, accountability, integrity, and discretionary judgment in their nursing practice.
- Recognize their role in shaping healthcare delivery.

Program requirements and application information are available at:

EverettCC.edu/Nursing

Program Approval:

Washington State Nursing Care Quality Assurance Commission (NCQAC)

PO Box 47864

Olympia, WA 98504-7864

360-236-4702

nursing@doh.wa.gov

<http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingEducation/NursingPrograms>

Program Accreditation:

Accreditation Commission for Education in Nursing (ACEN)

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

404-975-5000

[www.acenursing.org](http://www.acenursing.org)

Faculty Advisors:

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## NURS 000

### Nursing Pre-Application

0

Required non-credit class is part of the nursing application process. Must be completed before submitting application for Nursing Program.

**NURS 095**  
**Success Strategies for Nursing Study** 1  
 Course is designed to assist the nursing student to experience success in the nursing program. Content includes problem solving and study strategies specific to the art and science of nursing. Practice is offered in critical thinking and reasoning skills, application of the nursing process, test taking skills, and preparation for learning related to study required for nursing courses.

**Prerequisites:** Admission to the Nursing Program, selection by the Nursing Admission Committee.

**NURS 100**  
**Nursing Assistant Certified** 10  
 Nursing Assistant

**NURS 101**  
**Nursing Clinical Makeup** .05-.5  
 Skill building course to supplement clinical performance for continuation in the program. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Current enrollment in the Nursing Program. Nursing instructor permission.

**NURS 110**  
**Nursing Therapeutics I: Introduction to Nursing and the Client** 11  
 Introduces caring as a framework underlying nursing as a science and a profession. Four concepts are examined: client, nursing, health, and environment. Themes of nursing process, problem solving, communication, teaching, learning ethics, and legal aspects are introduced. Models of health care delivery are explored. Additionally, altered health states of protective and healing mechanisms are introduced to provide a foundation for studying diseases and disorders of human functioning. Topics include cellular injury, inflammation, wound healing, ineffective thermoregulation, infection, immune response, stress, and activity intolerance. During lab, students develop the concept of health promotion as a basis for assessing and intervening to maintain wellness. Holistic dimensions of client assessment are presented along with techniques used in communication, interviewing, history taking, diagnostic reasoning, and health promotion. The student will apply techniques of physical assessment through practice on well adults. Documentation techniques are incorporated throughout the course. Specific health related issues focus on the middle and older aged adult. Basic skills of nursing are included in this course. Assesses Core Learning Outcomes 2, 3, 4, 5, 6.

**Corequisites:** NURS 114/PHIL 114

**Prerequisites:** Acceptance into the Nursing program.

**NURS 114**  
**Ethics and Policy in Healthcare I** 2  
 Explores values, ethics, and legal decision-making frameworks and policies used to support the well-being of people and groups within the context of the healthcare professions. This content is embedded into and taught seamlessly with the theory content in NURS 110. Assesses Core Learning Outcomes 1, 2, 3.

**Corequisites:** NURS 110

**Prerequisites:** Successful admission into Nursing program.

**NURS 120**  
**Nursing Therapeutics II: Chronicity and Rehabilitation** 8  
 Presents an integrated view of mind/body responses to altered health states. Selected health problems of adults are viewed in relation to epidemiology, risk factors, pathophysiological mechanisms and clinical manifestations. Content incorporates rationale for health care interventions, including diagnostic methods and treatment. Explores the application of nursing principles and theories to determine appropriate nursing diagnoses and nursing therapies. Provides opportunities for the development of cognitive, interpersonal, and technical skills essential to the care of adult clients. Alterations in fluid, electrolytes, acid-base balance, mobility, sensation, mood, cognition, integumentary, immunity, and metabolism are addressed. During lab students integrate and apply the art and science of nursing through the use of case studies, scenarios, clinical simulations, client care, and special projects. This course utilizes the nursing process, critical thinking, and self-reflective activities as the basis for collaborative learning in the formulation, implementation, and evaluation of nursing care for adults experiencing selected health alterations.. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.

**Corequisites:** NURS 125/PSYC 125, NURS 126/NUTR 126

**Prerequisites:** NURS 110

**NURS 125**  
**Psychosocial Issues in Healthcare I** 2  
 Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of healthcare. This content incorporates knowledge acquired in prerequisites and is embedded into and taught seamlessly with the theory content in NURS 120. Assesses Core Learning Outcomes 1, 2, 3, 4.

**Corequisites:** NURS 120, NURS 126/NUTR 126

**Prerequisites:** NURS 110

**NURS 126**  
**Nutrition in Healthcare I** 2  
 This content is embedded into and taught seamlessly with the theory content in NURS 120. Principles of nutrition for the adult including the food pyramid for a healthy balanced diet, necessary micro and macronutrients in maintaining homeostasis, types of specialty diets, and guidelines for adequate nutrition needed to maintain optimal health. Additionally, the principles of assessing nutritional status is included by looking at pertinent laboratory values, calculating a patient's BMI, and assessing a patient's ability to ingest and digest their food. We look at how a patient's nutritional status is affected by chronic diseases such as Diabetes Mellitus types 1 and 2, and conditions requiring rehabilitation, and how pharmacokinetics affects and is affected by a patient's nutritional status. The curriculum includes information and training in enteral feedings, with assessment of calorie needs as well as tube feeding rates and issues. Total Parenteral Nutrition is also introduced in this course. These classroom principles are applied practically in the clinical setting with patients in long term care facilities. Students perform assessments on their patients that include nutritional status, as well as elimination needs that can be partially addressed by their nutritional intake. Assesses Core Learning Outcomes 1, 2.

**Corequisites:** NURS 120, NURS 125/PSYC 125

**Prerequisites:** NURS 110

**NURS 130**  
**Nursing Therapeutics III: Acute Illness** 12  
 Continuation of Nursing 120. Explores increasingly complex body system alterations and presents the nursing therapies connected with these alterations. Emphasizes cognitive, interpersonal, and technical activities. Presents problems in oxygenation, oxygen transport, blood coagulation, blood flow and pressure, cardiac output, tissue perfusion, renal/urinary function, gastrointestinal function, and neurobiology of selected psychological disorders. During the lab students develop nursing skills and judgments through the use of the nursing process, critical thinking, and self-reflective activities. Students utilize collaborative learning in the planning, implementation, and evaluation of nursing care for adults experiencing selected health alterations. Assesses Core Learning Outcomes 1, 2, 3, 4, 5.

**Corequisites:** NURS 136/NUTR 136

**Prerequisites:** NURS 120

**NURS 136**  
**Nutrition in Healthcare II** 1  
 This content is embedded into and taught seamlessly with the theory content in NURS 130. Principles of nutrition for the adult with a focus on specialty diets to manage acute and chronic health alterations. Included are guidelines for meeting adequate nutritional needs in the adult patient that contribute to positive outcomes. Instruction focuses on the assessment of the patient condition and consideration of comorbidities to manage the types of diets that promote healing. Additionally, the principles of assessing nutritional status are included in looking at pertinent laboratory values, pharmacological considerations, and a patient's ability to ingest and digest their food. The curriculum includes extensive planning for managing adequate nutritional intake, as well as consulting with interprofessional health care team to meet a patient's changing nutritional needs. These classroom principles are applied practically in the clinical setting with hospitalized patients, and the students perform assessments on their patients that include nutritional status, as well as elimination needs that can be partially addressed by their nutritional intake.

**Corequisites:** NURS 130

**Prerequisites:** NURS 120

**NURS 150**  
**NCLEX Preparatory Course** 2.5  
 Overview of the nursing knowledge base as applied to the NCLEX test plan. Learning experiences target the critical content areas of the examination for the student. The course is designed to enhance the student's probability of successfully passing the NCLEX examination for RN licensure. Assesses Core Learning Outcomes 1, 2, 3, 4, 6.

**Prerequisites:** Successful completion of four quarters of the Nursing program.

**NURS 210**
**Nursing Therapeutics IV: Family Health and Reproduction**
**11**

Presents an integrated view of responses to normal growth and development from infancy through adolescence and the expanding family. Selected health problems of women and children are examined in relation to epidemiology, risk factors, pathologic mechanisms, and clinical manifestations. Content incorporates rationale for health care interventions including diagnostic methods and treatment. Opportunities for the development of cognitive, interpersonal, and technical skills essential to the care of women, children, and families are provided. During the lab students have opportunities to apply the art and science of nursing in the analysis, synthesis, provision, and evaluation of client care. This course utilizes the nursing process and critical thinking skills as a basis for the care of women, children, and families. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.

**Corequisites:** NURS 214/PHIL 214, NURS 216/NUTR 216

**Prerequisites:** NURS 130

**NURS 214**
**Ethics and Policy in Healthcare II**
**1**

Course applies values, ethics, and legal decision-making frameworks and policies to support the well-being of people and groups within the context of the healthcare professions. This content is embedded into and taught seamlessly with the theory content in NURS 210. Assesses Core Learning Outcomes 1, 2, 3.

**Corequisites:** NURS 210, NURS 216/NUTR 216

**Prerequisites:** NURS 130

**NURS 216**
**Nutrition in Healthcare III**
**1**

This content is embedded into and taught seamlessly with the theory content in NURS 210. Principles of nutrition for infant, maternal, and pediatric patients. Instruction includes guidelines for nutritional requirements at preconception, perinatal, and birth through childhood. Additionally, the principles of assessing nutritional status are included in looking at pertinent laboratory values, percentiles via a growth chart, and calculating a patient's BMI. We look at how a patient's nutritional status affects growth and development from infancy through puberty. The curriculum includes assessing for normal growth patterns, and for nutritional deficits and metabolic conditions, as well as specialty diets that promote optimal outcomes. These classroom principles are applied practically in the clinical setting with maternal-child and pediatric patients in a variety of settings. Assesses Core Learning Outcomes 1, 2, 3.

**Corequisites:** NURS 210, NURS 214/PHIL 114

**Prerequisites:** NURS 130

**NURS 220**
**Nursing Therapeutics V: Multisystem Disorders**
**9**

Explores multi-system physical and mental health alterations and related nursing therapies. Presents rationale for interventions, including assessment, diagnostic methods and treatments. Nursing therapies emphasize cognitive, interpersonal and technical activities. Burns, cancer, dissociative disorder, head injury, hepatic failure, HIV/AIDS, perioperative care, personality disorder, renal failure, schizophrenia, shock, and spinal cord injuries are addressed. During the lab students develop increasingly complex nursing skills and judgments through the use of critical thinking, nursing process, and self-evaluation. This course promotes collaboration with peers and health care professionals to plan, implement, and evaluate nursing care for adults with multisystem alterations. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.

**Corequisites:** NURS 225/PSYC 225, NURS 226/NUTR 226

**Prerequisites:** NURS 210

**NURS 225**
**Psychosocial Issues in Healthcare II**
**2**

Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of healthcare. This content incorporates knowledge acquired in prerequisites and is embedded into and taught seamlessly with the theory content in NURS 220. Assesses Core Learning Outcomes 1, 2, 3, 4.

**Corequisites:** NURS 220, NURS 226/NUTR 226

**Prerequisites:** NURS 210

**NURS 226**
**Nutrition in Healthcare IV**
**1**

This content is embedded into and taught seamlessly with the theory content of NURS 220. Review of the principles of nutrition for the adult including the digestion, absorption, and metabolism of needed nutrients for maintenance of optimal health. Instruction includes nutritional requirements for the surgical and nonsurgical wound healing, and how a patient's nutritional status is affected by chronic and acute conditions and diseases, as well as the role nutrition plays in disease prevention. Additionally, the curriculum includes advances nutritional considerations, types of diet, and specific nutrients needed for the management of diseases and conditions such as renal failure, cancer, liver disease, diabetes mellitus types 1 and 2, burns, and HIV/AIDS. Information about the components of parenteral and total parenteral nutrition (TPN) and assessment of a patient's parenteral nutritional needs is included, along with skills training in application of this type of delivery. These classroom principles are applied practically in the clinical setting with patients in acute care facilities, and students perform assessments on their patients examining the interdependence of nutritional status, laboratory values, and disease and condition management in determining the maintenance of homeostasis. Assesses Core Learning Outcomes 1, 2, 3.

**Corequisites:** NURS 220, NURS 225/PSYC 225

**Prerequisites:** NURS 210

**NURS 230**
**Nursing Therapeutics VI: Role Transition into Professional Nursing**
**9**

Addresses aspects of becoming a professional nurse through the exploration of personal values, nursing ethics, legal accountability, power, politics, collective bargaining, and the business of the changing contemporary healthcare system. Includes topics related to personal nursing practice, role transition, stress management, and professional growth and maturation. Identifies and analyzes nursing responsibility and accountability for alleviating suffering, promoting health and facilitating wellness for individuals, families, groups, and communities. During the lab students have clinical experiences in a selected site. In some situations staff nurses serve as mentors or preceptors. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.

**Corequisites:** NURS 234/PHIL 234, NURS 235/PSYC 235

**Prerequisites:** NURS 220

**NURS 234**
**Ethics and Policy in Healthcare III**
**2**

Analyzes and applies values, ethics, and legal decision-making frameworks and policies used to support the well-being of people and groups within the context of the healthcare professions. This content is embedded into and taught seamlessly with the theory content in NURS 230. Assesses Core Learning Outcomes 1, 2, 3, 4.

**Corequisites:** NURS 230, NURS 235/PSYC 235

**Prerequisites:** NURS 220

**NURS 235**
**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. This content incorporates knowledge acquired in prerequisites and is embedded into and taught seamlessly with the theory content in NURS 230.

**Corequisites:** NURS 230, NURS 234/PHIL 234

**Prerequisites:** NURS 220

**NURS 270**
**Current Practices in Nursing**
**16**

Provides content to enable the inactive registered nurse to resume a nursing career. Clinical experiences take place in selected sites using staff nurses as mentors or preceptors. Emphasis is placed on updating, reviewing and expanding nursing knowledge while re-establishing nursing skills. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.

**Prerequisites:** Registered nurse licensure in Washington State ("limited educational" licensure); admission by instructor permission.

## NURSING, CONTINUING EDUCATION

The Nursing Department offers education courses, workshops, and conferences for registered nurses, licensed practical nurses, and other health care personnel as community interest becomes known and as faculty are available. Designed to enhance basic knowledge and enable the participant to remain current with the rapidly growing body of knowledge in the health care field, such offerings vary in length and depth of content. Previous offerings have occurred during both day and evening hours. Contact the Nursing Department for information about current and planned CE offerings (425-388-9463).

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Employ effective communication with clients, families, and other professionals within the context of the environment
- Demonstrate behaviors consistent with the ethical and legal framework of nursing.
- Utilize multiple resources to create an environment that promotes the client's self esteem, dignity, safety, and comfort.
- Recognize their role in shaping health care delivery.
- Demonstrate commitment, accountability, integrity, and discretionary judgment in their nursing practice.

### NURS 100 10 Nursing Assistant Certified

Prepares students to function in a myriad of health care settings. Focuses on acquiring basic technical skills, personal care skills, restorative care skills, psych and social needs and communication skills to work in an entry-level position in acute care, long-term care and home health settings. HIV/AIDS and CPR training are included. Upon completion students may apply for OBRA certification in Washington State. Assesses Core Learning Outcome 3.

Prerequisites: High school diploma or GED and completed student immunization record.

## NUTRITION

Nutrition courses provide preparation for nutrition and other health science disciplines. These courses satisfy the Natural Science (NS) graduation distribution requirement.

**Faculty Advisor:**  
**L. Wild**                      425-388-9056                      lwild@everettcc.edu

### NUTR& 101 5 Nutrition

(NS) Basic principles of nutrition for infants, children adolescents and adults; guidelines for healthy diet, nutrient functions and food sources; and the role of nutrition in maintenance of optimal health, physiological growth and development, and disease prevention. The online version of this class requires on-campus exams; dates to be scheduled. Out-of-area students can arrange test proctors. Assesses Core Learning Outcomes 1, 2.

Prerequisites: Eligibility for ENGL& 101 AND eligibility for MATH 096

### NUTR 120 3 Vegetarian Cooking: Plant-Based Food Plans for People and the Planet

Nutritional benefits and disadvantages of a plant-based diet. Application of knowledge through weekly food preparation sessions for applied learning of course content to include: cultural interpretation of plant-based diets, types of vegetarian diets, plant-based diets and their impact on weight-management, health and digestion, complementarity of proteins, vitamin and mineral status, and practical application in eating away from home. Assesses Core Learning Outcome 2.

Prerequisites: Eligibility for ENGL& 101 AND eligibility for MATH 096

### NUTR 126 2 Nutrition in Health Care I

Principles of nutrition for the adult including the food pyramid for a healthy balanced diet, necessary micro and macronutrients in maintaining homeostasis, types of specialty diets, and guidelines for adequate nutrition needed to maintain optimal health. Assessing nutritional status by looking at pertinent laboratory values, calculating a patient's BMI, and assessing a patient's ability to ingest and digest their food. How a patient's nutritional status is affected by chronic diseases such as Diabetes Mellitus types 1 and 2. Conditions requiring rehabilitation, and how pharmacokinetics affects and is affected by a patient's nutritional status. Enteral feedings, with assessment of calorie needs as well as tube feeding rates and issues. Introduction to Total Parenteral Nutrition. Classroom principles are applied in the clinical setting with patients in long term care facilities. Perform assessments on patients, including nutritional status, as well as elimination needs that can be partially addressed by nutritional intake. Assesses Core Learning Outcomes 1, 2.

Corequisites: NURS 120, NURS 125/PSYC 125

Prerequisites: NURS 110

### NUTR 136 1 Nutrition in Health Care II

Principles of nutrition for the adult with a focus on specialty diets to manage acute and chronic health alterations. Guidelines for meeting adequate nutritional needs in the adult patient that contribute to positive outcomes. Assessment of the patient condition and consideration of comorbidities to manage the types of diets that promote healing. Assessing nutritional status by looking at pertinent laboratory values, pharmacological considerations, and a patient's ability to ingest and digest their food. Planning for managing adequate nutritional intake, as well as consulting with an interprofessional health care team to meet a patient's changing nutritional needs. Principles are applied in the clinical setting with hospitalized patients. Perform assessments on patients that include nutritional status, as well as elimination needs that can be partially addressed by their nutritional intake. Assesses Core Learning Outcomes 1, 2.

Corequisites: NURS 130

Prerequisites: NURS 120

### NUTR 160 5 Sports Nutrition

(NS) Introductory study of sports nutrition and its relationship to health, fitness, and athletic performance. Provides specific nutritional recommendations for individuals participating in recreational exercise as well as for competitive athletes training to improve sports performance. Includes evaluation of ergogenic aids, dietary supplements, and nutritional practices promoted to enhance athletic performance. Body composition analysis also included. Meets AAS DTA Natural Science non-lab science degree requirement (Part B). Assesses Core Learning Outcomes 1, 2.

Prerequisites: Eligibility for ENGL& 101 AND eligibility for MATH 096

### NUTR 180 5 Sustainable Food Systems: What to Eat and Why It Matters

(NS-L) Study of the current food system in the U.S. and its relationship to the environment, the economy and health, particularly the nutritional health of citizens. Specific recommendations to help individuals and institutions promote and implement sustainable practices. Service learning component and weekly food preparation laboratory sessions for applied learning of course content. Exploration of environmental impact of food choices including nutrient value of foods and food safety. Two field trips. Assesses Core Learning Outcome 2.

Prerequisites: Eligibility for ENGL& 101 AND eligibility for MATH 096

### NUTR 216 1 Nutrition in Health Care III

Principles of nutrition for infant, maternal, and pediatric patients. Guidelines for nutritional requirements at preconception, perinatal, and birth through childhood. The principles of assessing nutritional status are included in looking at pertinent laboratory values, percentiles via a growth chart, and calculating a patient's BMI. How a patient's nutritional status affects growth and development from infancy through puberty. Assessing for normal growth patterns, and for nutritional deficits and metabolic conditions, as well as specialty diets that promote optimal outcomes. Principles are applied in a variety of clinical setting with maternal-child and pediatric patients. Assesses Core Learning Outcomes 1, 2, 3.

Corequisites: NURS 210, NURS 214/PHIL 214

Prerequisites: NURS 130



## NUTR 226

### Nutrition in Health Care IV

1

Review of the principles of nutrition for the adult including the digestion, absorption, and metabolism of needed nutrients for maintenance of optimal health. Nutritional requirements for surgical and nonsurgical wound healing, how a patient's nutritional status is affected by chronic and acute conditions and diseases, and the role nutrition plays in disease prevention. Nutritional considerations, types of diet, and specific nutrients needed for the management of diseases and conditions such as renal failure, cancer, liver disease, diabetes mellitus types 1 and 2, burns, and HIV/AIDS. The components of parenteral and total parenteral nutrition (TPN), assessment of a patient's parenteral nutritional needs, and skills training in application of this type of delivery. Principles are applied in the clinical setting with patients in acute care facilities. Performing assessments on patients, examining the interdependence of nutritional status, laboratory values, and disease and condition management in determining the maintenance of homeostasis. Assesses Core Learning Outcomes 1, 2, 3.

Corequisites: NURS 220, NURS 225/PSYC 225

Prerequisites: NURS 210

## OCEAN TECHNOLOGY

### OCEAT 111

#### Ocean Technology

1-5

Conduct ocean sampling using standard oceanographic tools and techniques. Includes techniques for sampling surface and deep water quality, composition, temperature, density, currents, salinity, turbidity, dissolved gases and solids, and plankton; as well as ocean floor sediment and marine life sampling. Determining depth and location. Analysis and interpretation of water and sediment sample data. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 6.

## OCEANOGRAPHY

Oceanography courses involve studying the origin, composition, structure, and motion of Earth's oceans. Oceanography 101 satisfies the Natural Science Lab (NS-L) graduation distribution requirement.

Faculty Advisor:

S. Grupp

425-388-9450

sgrupp@everettcc.edu

### OCEA& 101

#### Introduction to Oceanography w/Lab

5

(NS-L) Introduction to Earth's oceans, including origin and evolution of ocean basins, composition and variability of seawater, oceanic structure and circulation patterns, and marine pollution. Laboratory projects stress hands-on experiments and field experiences. Assesses Core Learning Outcome 2.

Prerequisites: Eligibility for ENGL& 101 AND MATH 076 or MATH 080 or eligibility for MATH 086 via a math assessment

## PHILOSOPHY

To study Philosophy is to pursue the truth. It is a discipline which asks "why?" and probes for deeper answers. It requires an open mind and a desire to evaluate argumentation for its reasonableness. Philosophical investigation applies to every other discipline, from art to science, so whatever you plan to major in, Philosophy may be of interest to you. Those with a degree in Philosophy can find rewarding careers in social and community service, research, and in nonprofit organizations, museums, libraries and communications. A degree in Philosophy is also useful to those who choose to enter the clergy or go into counseling, teaching, law, business or writing.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Demonstrate knowledge of a range of facts, terminology, events, and/or methods that social scientists in various disciplines must possess in order to investigate, analyze or give a history of, or predict human, group, or societal behavior.
- Demonstrate the ability to apply classifications, principles, generalizations, theories, models, and/or structures pertinent to social scientific efforts to organize conceptual knowledge in various fields.

- Demonstrate the ability to reach conclusions/make arguments across a range of social science topics that are tied to a defensible sifting of appropriate evidence relative to the questions involved.
- Demonstrate an understanding and recognition of the diversity of perspectives, cultural understandings, and ways of thinking that others bring to bear on social science questions.

Faculty Advisor:

M. VanQuickenborne

425-388-9385

mvanquickenborne@everettcc.edu

### PHIL& 101

#### Introduction to Philosophy

5

(H,SS) Study of the more important questions that have shaped the development of philosophical thought throughout history. Areas of investigation include: the nature of reality, the nature of knowledge, the nature of personal identity, and the nature of the mind. Assesses Core Learning Outcomes 1, 2, 3, 4.

### PHIL 110

#### Social Ethics

5

(H,SS) Social-ethical study of society focusing on the 'great burning issues of the day.' Students will be encouraged to think for themselves and engage the instructor and one another in dialogue about some of the most controversial disputes of the day. The specific topics covered will vary from year to year. Assesses Core Learning Outcomes 1, 2, 3, 4.

### PHIL 114

#### Ethics and Policy in Healthcare I

2

(H) Explores values, ethics, and legal decision-making frameworks and policies used to support the well-being of people and groups within the context of the healthcare professions. This content is embedded into and taught seamlessly with the theory content in NURS 110. Assesses Core Learning Outcomes 1, 2, 3.

Corequisites: NURS 110

Prerequisites: Successful admission into EvCC Nursing Program

### PHIL& 115

#### Critical Thinking

5

(H,SS) Focus on analyzing, evaluating, and constructing thought in clear logical fashion, with application to various fields. The criteria to be used when determining truth and falsity will also be examined. The course is a non-symbolic approach to logic and does not fulfill a quantitative skills requirement. Assesses Core Learning Outcomes 2, 3, 6.

### PHIL& 120

#### Symbolic Logic

5

(Q,NS) The course is a study of the methods and principles used to distinguish correct from incorrect reasoning. After establishing a few basic concepts, the course will proceed to discuss three types of symbolic logic: Categorical, Propositional, and Predicate. Students are expected to participate in working through problems and proofs presented in the text and in class. (Formerly PHIL& 106). Assesses Core Learning Outcome 2.

Prerequisites: MATH 086 with a grade of C or higher OR eligibility for MATH 096 via a math assessment OR instructor permission OR MATH 092, MATH 096, MATH 098 or MATH 099 with a grade of C or higher.

### PHIL 125D

#### Ethics in 21st Century World Cinema

5

(H,SS) This course is a study of important approaches to moral thought using both philosophical texts and foreign films from the 21st century. Students will become better equipped to understand and critique why individuals from around the world differ in their moral judgments. Assesses Core Learning Outcomes 2, 3.

### PHIL 150

#### Philosophy in the Cinema

5

(H) Discussions of major philosophical questions and theories as they are raised in films from a wide variety of genres, countries, and times. Consists of film presentations, class discussions, short philosophical essays, and student written work in response to these. Assesses Core Learning Outcomes 1, 2, 3, 4.



**PHIL 214****Ethics and Policy in Healthcare II****1**

(H) Course applies values, ethics, and legal decision-making frameworks and policies to support the well-being of people and groups within the context of the healthcare professions. This content is embedded into and taught seamlessly with the theory content in NURS 210. Assesses Core Learning Outcomes 1, 2, 3.

**Corequisites:** NURS 210, NURS 216/NUTR 216

**Prerequisites:** NURS 130

**PHIL 215****Ethics****5**

(H,SS) Study of some of the more important questions that have shaped the development of moral philosophical thought from ancient times to the present. Students will be encouraged to think for themselves and engage the instructor and one another in dialogue about the most ethically correct course of action in a wide variety of applications. Focus is on understanding why individuals differ in their moral judgments, and the tools needed to continue investigations of ethical issues. Assesses Core Learning Outcomes 1, 2, 3, 4.

**Prerequisites:** Eligibility for, or completion of, ENGL& 101

**PHIL 234****Ethics and Policy in Healthcare III****2**

(H) Analyzes and applies values, ethics, and legal decision-making frameworks and policies used to support the well-being of people and groups within the context of the healthcare professions. This content is embedded into and taught seamlessly with the theory content in NURS 230. Assesses Core Learning Outcomes 1, 2, 3, 4.

**Corequisites:** NURS 230, NURS 235/PSYC 235

**Prerequisites:** NURS 220

**PHIL 267****Philosophy of Religion****5**

(H,SS) Philosophical study of religious thought focusing primarily on the religious-philosophical and theological thinking associated with Christianity but not excluding Judaism, Islam, Buddhism or Hinduism. Assesses Core Learning Outcomes 1, 2, 3, 4.

**PHLEBOTOMY**

See Health Sciences

**PHOTOGRAPHY**

Photography courses emphasize skill development in digital photography. The program strives to bridge the gap between the academic and the technical as well as the fine art and commercial applications of the medium.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Critique work, verbally and in writing, using the language of the chosen discipline. Students will be able to relate such work to other disciplines in visual or performing arts.
- Describe and interpret, verbally and in writing, their own and other's work in the chosen discipline.
- Create a body of work that demonstrates mastery of skills and demonstrates personal development within the chosen discipline.
- Integrate knowledge of the chosen discipline with understanding of the social, historical and aesthetic context of artistic work.
- Describe educational and vocational opportunities and options in the chosen discipline.

**Faculty Advisors:**

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**N. Jones** 425-388-9366

**efelsenthal@everettcc.edu**  
**njones@everettcc.edu**

**PHOTO 110****Photography I: Basic Elements****5**

(HP) Beginning course for students majoring or interested in photography. Technical considerations include digital SLR camera operation (depth of field, motion control, exposure determination), basic Photoshop techniques, image processing and output theory and practice, history of photographic materials and techniques. Aesthetic concerns include traditional design and compositional theory. Group critique sessions offer the opportunity for idea development and interpretation and evaluation of photographic imagery via written and verbal exchange. Required for AFA Photography degree. Assesses Core Learning Outcome 6.

**PHOTO 111****Photography II: Black and White Imaging****5**

Second course in the Basic Photography series. Digital black and white image production as the basis for intermediate level exposure and output techniques. Technical considerations include: Zone System theory for image pre-visualization and exposure, use of the histogram for exposure evaluation, use of the RAW filter, black and white image processing and printing and basic toning techniques. Aesthetic concerns include traditional design and compositional theory. Course will also introduce the study of critical theory, including description, interpretation and evaluation of photographic imagery via written and verbal discussion. Assesses Core Learning Outcome 6.

**Prerequisites:** PHOTO 110 or instructor permission.

**PHOTO 112****Photography III: Creative Explorations****5**

Third course in the Basic Photography series. Experimentation with various alternative digital processes as the basis for the study of the aesthetic, perceptual and technical theories of photography, and the exploration of the creative process. Processes may include: Digital Pinhole, Digital Infrared, Scanograms, Scanner as Camera, Use of Alternative Printing Materials, Hand Coloring and Polaroid Transfer, among other possibilities. Group critique sessions offer the opportunity for idea development, interpretation and evaluation of photographic imagery via written and verbal discussion. May be repeated one time for credit. Assesses Core Learning Outcome 2.

**Prerequisites:** PHOTO 110 and PHOTO 111 or instructor permission.

**PHOTO 116****Workshop in Photography****3**

(TE) A workshop designed for the study of various techniques and conceptual considerations important to photography. May include traditional or non-traditional picture-making options. Students develop photographic project with instructor and class assistance. Weekly critique sessions focus on aesthetic, conceptual, and technical considerations.

**Prerequisites:** PHOTO 110 or PHOTO 121 or instructor permission.

**PHOTO 151****Photojournalism I****5**

(HP) Editorial and interpretive photography for publication. Composition and photography of people emphasized; spontaneous expressions and true character of subject. Environmental portraits; interaction in people. 35mm equipment is emphasized. Various lenses, process alterations, flash, sports. Working with editors and project deadlines.

**Prerequisites:** PHOTO 121

**PHOTO 170****College Newspaper Photography****3**

Photojournalism for The Clipper, the college newspaper. News, features, sports, and photo-illustration. Page design and layout emphasized. Photographers work collaboratively with student editors, reporters, and co-advisors. Training for initiative and collaborative work. May be repeated two times for credit.

**Prerequisites:** Instructor permission.

**PHOTO 195****Foundation Portfolio Review****2**

Portfolio review of student's work upon successful completion of program core curricula courses. Student works individually with an assigned program instructor in evaluating their submitted portfolio to determine their readiness for advanced level courses leading to an AFA degree. Assesses Core Learning Outcome 2.

**Prerequisites:** ART 110, GRAPH 110, PHOTO 110, PHOTO 111, and PHOTO 230 or instructor permission.

## PHOTO 210

### Photography IV: Advanced Color Theory and Practice 5

(HP) Basic aesthetic, perceptual, and technical theories of color photography. Exploration of digital color photography as a form of creative expression. Techniques for basic and advanced color correction, including RAW capture, histogram interpretation, digital workflow, and multiple channel color correction. Results in a digital slide show of work and a portfolio of images representative of correction skills. Assesses Core Learning Outcome 3.

Prerequisites: PHOTO 111 or instructor permission.

## PHOTO 211

### Photography V: Advanced Processes 5

(HP) Image restoration and retouching methods to rebuild and restore photographs with age and condition damage. Advanced masking and image compositing techniques, including acquisition strategies, advanced selection methods with channels, layer masks and paths, and blend modes for correction and creative purposes. Photorealistic and creative compositing will be emphasized. Assesses Core Learning Outcome 3.

Prerequisites: PHOTO 210 or instructor permission.

## PHOTO 212

### Photography VI: Visual Thesis Project 5

(HP) Advanced students develop a body of personal work, thematic and sequential in nature. Includes project proposal, print evaluations, advanced printing and presentation methods, and color management strategies. Resultant portfolio of work is publicly exhibited and/or presented. Assesses Core Learning Outcome 2.

Prerequisites: PHOTO 211 or instructor permission.

## PHOTO 230

### History of Photography 5

(H) Overview of the history of 19th and 20th century photography with attention to the sociological and pictorial contexts. Enables both the professional photographer and the lay person to view photographs intelligently as both aesthetic experience and factual report. Assesses Core Learning Outcomes 2, 5.

## PHOTO 243

### Studio Photography I 5

Study of tungsten studio lighting and digital camera techniques. Includes diverse concepts in studio lighting, subject and spatial manipulation, statement control, and digital camera capture workflow. Equipment is provided. Assesses Core Learning Outcome 3.

Prerequisites: PHOTO 111 or instructor permission.

## PHOTO 244

### Studio Photography II 5

Photographing people in studio and location environments using studio and location electronic flash systems and methods, traditional and non-traditional portraits, set design and directing. Student projects may be of personal or commercial nature. Studio and location electronic flash units, all camera formats, tripods, and flash meters are provided. May work in black and white, color, or both. Assesses Core Learning Outcome 3.

Prerequisites: PHOTO 243 or instructor permission.

## PHOTO 250

### Photography Internship 2-5

Supervised work experience as an intern. May be with a qualified employer or in a project with a private or public agency. Students must have completed most of the required coursework and must obtain a recommendation for internship from their instructor. It is the student's responsibility to obtain the internship. Performance will be evaluated by the college instructor and the internship supervisor. Internship can apply once to AFA degree electives. May be repeated two times for credit.

Prerequisites: Instructor permission.

## PHOTO 295

### Portfolio Development 5

(HP) Advanced course designed for students nearing the completion of their Institute work in photography. Professional portfolio techniques, including interviewing, resume preparation, portfolio design and development, editing, and self-assessments, will be presented and explored. Lectures and presentation lab exercises, guest presentations, and development of personal style. Assesses Core Learning Outcomes 1, 3.

Prerequisites: Advisor or faculty recommendation required.

## PHYSICAL EDUCATION, HEALTH AND WELLNESS

The Physical Education, Health and Wellness (PEHW) program provides students with the opportunity and knowledge to establish and maintain a healthy lifestyle through physical activity. A wide variety of classes are available each quarter. Activity classes are appropriate for beginning through advanced skill and fitness levels. Three credits of activity classes may be applied to the AAS Degree - DTA.

### Fitness Activities -

#### PEHW 100

##### Beginning Yoga 1-2

(TE) A unique exercise program to improve fitness through development of flexibility, strength, and vitality. Special emphasis on yoga techniques for stress reduction, relaxation, posture and deep breathing. Introduction to visualization and meditation plus yogic diet, lifestyle and philosophy. May be repeated two times for credit.

#### PEHW 101

##### Intermediate Yoga 1-2

(TE) Progressive training in yoga postures with breath techniques and sequence development. Exploration of yogic diet, lifestyle, meditation and philosophy. Demonstration of greater understanding of yoga and personal practice through teaching yoga within the classroom. Assesses Core Learning Outcomes 1, 2.

Prerequisites: PEHW 100 or Instructor permission.

#### PEHW 102

##### Tai Chi 1

(TE) Classical Chinese exercise. It is effortless, rhythmic art stressing slow breathing and relaxed postures and absolute calmness of mind. It promotes health and inner tranquility. May be repeated two times for credit.

#### PEHW 103

##### Beginning Karate 1-2

(TE) Fundamentals of the martial art of Karate. Basic techniques with a strong emphasis on physical fitness and self-defense. Effectively increases endurance, confidence, coordination and personal strength, both physically and mentally. It is an excellent supplementary sport to increase agility. Strongly recommended for exercise and self-defense for both men and women. May be repeated two times for credit.

#### PEHW 104

##### Intermediate Karate 1-2

(TE) Intermediate karate is the continuation of Beginning Karate/Self-Defense with emphasis on correct mental attitude, physical fitness, and self-defense. Practice on timing, agility and balance, and preparation of students for the first color belt. May be repeated two times for credit.

Prerequisites: Completion of PEHW 103 or instructor permission.

#### PEHW 105

##### Advanced Karate 1-2

(TE) Advanced Karate is the continuation of Intermediate Karate with strong emphasis on perfect execution of advanced techniques. Timing, distance, and use of the correct technique at the correct time are stressed. Strong emphasis on physical fitness and protection for men and women. May be repeated two times for credit.

Prerequisites: Completion of PEHW 104 or instructor permission.

#### PEHW 110

##### International Folk Dance 1-2

(TE) Physical and mental exercise while participating in a variety of international folk and line dances. Basic steps, formations, and dance positions of various international and American folk and line dances. May be repeated two times for credit.

#### PEHW 111

##### Kick Boxing Aerobics 1-2

(TE) Dynamic low impact aerobic workout combining punches, jabs, and variety of kicks to strengthen upper and lower body. Effectively increases endurance, coordination, strength and balance. May be repeated two times for credit.

**PEHW 113****Bench Step Aerobics****1-2**

(TE) Bench stepping for aerobic conditioning. Exercises for flexibility, strength, cross training, and step combinations, performed on a lightweight platform designed for step training. Bench step aerobics is low impact with high intensity fitness training. May be repeated two times for credit.

**PEHW 114****Zumba****1-2**

(TE) Improve your fitness in aerobic exercise routines set to Latin-infused dance music. Routines feature interval training sessions with fast and slow rhythms and resistance training to help tone and sculpt the body. May be repeated two times for credit.

**PEHW 116****Cardio Fusion/Core Workout****1-2**

(TE) Workout set to music is designed to train various aspects of fitness through activities such as "boot camp," High Intensity Interval Training (HIIT), circuit training, and floor and step aerobics. Stability and BOSU® balls, weights, heavy balls, and flex tubing round out total body conditioning. Emphasis on safe and proper technique and body mechanics. No previous exercise experience is necessary. Assesses Core Learning Outcomes 1, 2.

**PEHW 119****Speed, Agility, Quickness****1-2**

(TE) Training exercises to improve speed, agility and quickness. Warm-up, mechanics and movements in each category.

**PEHW 120****Circuit Fitness****1-2**

(TE) Fast fitness! Circuit fitness develops cardiovascular fitness, muscular endurance, and flexibility through the use of weight machines, treadmills, rowing machines, and exercise bikes. Improve your fitness in minimum time with maximum benefits. May be repeated two times for credit.

**PEHW 121****Walk, Jog, Run****1-2**

(TE) Walk, jog, and run your way to improved fitness. Correct techniques, basic physiology, and training methods for walking, jogging, and running. May be repeated two times for credit.

**PEHW 123****Spin Cycling****1-2**

(TE) Indoor stationary cycling combines basic cycling movements with motivational coaching and heart rate training to create a great cardiorespiratory workout with no impact. Designed for all fitness levels. May be repeated two times for credit.

**PEHW 125****Beginning Weight Training****3**

(TE) Basic principles of weight training, exercise selection, safety, fundamental techniques in lifting free and machine weights. Individual program designed for body building or toning. May be repeated two times for credit.

**PEHW 126****Advanced Weight Training****3**

(TE) Advanced weight lifting skills, added weights, repetitions and exercises. Cardiovascular training option with increased interval work and increased distance mileage and pace. Emphasis on definition of muscles. Body building or power lifting (student's choice). Daily weight training and diet. Increased emphasis on improving physical condition of the student. May be repeated two times for credit.

Prerequisites: PEHW 125.

**PEHW 128****Women on Weights****1-2**

(TE) Individualized conditioning program for various components of fitness. Strength on the stability ball, free weights, circuits, cardio/step with additional focus on learning principles of fitness to create personalized workouts. Course is open to all students. May be repeated two times for credit.

**PEHW 135****Swim for Fitness****1-2**

(TE) Aerobic fitness through lap swimming. Students receive instruction and assistance in planning individual fitness programs based on current fitness levels, goals, and swimming ability. May be repeated two times for credit.

**PEHW 136****Aquatic Aerobics****1-2**

(TE) Pool exercises to improve aerobic fitness, muscle tone, flexibility, and relaxation. Appropriate for all fitness levels; good for people with physical limitations preventing participation in similar exercises on land. May be repeated two times for credit.

**PEHW 138****Aqua Zumba****1-2**

(TE) Aqua Zumba® incorporates dance and fitness moves in a low-impact, shallow water fitness class that enhances cardiovascular health and muscle tone. Appropriate for all fitness levels; good for people with physical limitations preventing participation in similar exercises on land. No swimming skills are necessary. Assesses Core Learning Outcome 2.

**PEHW 143****Ice Skating****1-2**

Fundamentals of ice skating including basic skills necessary for competitive or recreational figure skating, ice hockey, or speed skating. Selection, fitting, and care of skating equipment.

**General Physical Education Courses -****PEHW 201****Emergency Response****5**

(TE) Provides information and practice necessary for development of personal judgment, first aid knowledge and skills for self-help, help for others, and preparation for emergencies. Includes all levels of CPR. Successful completion of course may lead to American Red Cross "Emergency Response" and "CPR for the Professional Rescuer" certifications. Assesses Core Learning Outcome 2.

**PEHW 203****Lifetime Health and Wellness****5**

(TE) Dimensions of wellness, principles of and training for health-related fitness, the relationship of lifestyle habits to chronic disease, basic nutrition, stress management, and wellness for life. Assesses Core Learning Outcome 2.

Prerequisites: Completion of ENGL 098 with a grade of C or higher, or eligibility for ENGL& 101.

**PEHW 235****Consumer Health****5**

(TE) Identify reliable sources of health information; differentiate between legitimate and fraudulent nutrition, exercise, weight loss, and health product claims; select appropriate health-care providers, products, and services. Assesses Core Learning Outcome 2.

Prerequisites: Completion of ENGL 098 with grade of C or higher, or eligibility for ENGL& 101.

**Sport Activities -****PEHW 141****Beginning Tennis****1-2**

(TE) Fundamental techniques of the grip, forehand, backhand, serve, volley, lob, smash and related footwork. History, rules, terminology, and etiquette. Strategies and court tactics. May be repeated two times for credit.

**PEHW 142****Intermediate Tennis****1-2**

(TE) Continued development and practice of strokes, serves, and strategy. More emphasis on competitive play. May be repeated two times for credit.

Prerequisites: PEHW 141 or instructor permission.

**PEHW 144****Court Games****1-2**

(TE) Fundamental techniques, terminology, rules, history, etiquette, and strategies of badminton and pickleball. May be repeated two times for credit.

**PEHW 145****Golf****1**

(TE) Practice and development of basic skills: drive, putt, approach shots, stance, grip, and swing. History, terminology, rules, and etiquette. May be repeated two times for credit.

**PEHW 148**  
**Volleyball** 1-2  
 (TE) Practice and development of volleyball skills: serving, passing, setting, and spiking. Rules and court strategy through team play. May be repeated two times for credit.

**PEHW 149**  
**Basketball** 1-2  
 (TE) Basketball techniques and skills: dribbling, passing shooting. Practice and development of offensive and defensive strategy through competitive play. May be repeated two times for credit.

**PEHW 150**  
**Soccer** 1-2  
 (TE) Rules, skills, and strategies for participation. May be repeated two times for credit.

**PEHW 151**  
**Softball** 1-2  
 (TE) Conditioning, basic skills, rules, individual and team strategy for fast and slow pitch. Practice and development of fundamentals and strategy through team play. May be repeated two times for credit.

### Varsity Sports -

**PEHW 160W**  
**Varsity Volleyball** 2  
 (TE) Conditioning, skills, rules, and strategy for competitive intercollegiate volleyball play. May be repeated two times for credit.

Corequisites: Enrollment in Intercollegiate Volleyball.

Prerequisites: Instructor permission.

**PEHW 161M**  
**Varsity Soccer** 2  
 (TE) Men's Conditioning, skills, rules, and strategy for competitive intercollegiate soccer play. May be repeated two times for credit.

Corequisites: Enrollment in Intercollegiate Soccer.

Prerequisites: Instructor permission.

**PEHW 161W**  
**Varsity Soccer** 2  
 (TE) Women's Conditioning, skills, rules, and strategy for competitive intercollegiate soccer play. May be repeated two times for credit.

Corequisites: Enrollment in Intercollegiate Soccer.

Prerequisites: Instructor permission.

**PEHW 162M**  
**Varsity Cross-Country** 2  
 (TE) Men's Conditioning, skills, rules and strategies for running competitive, intercollegiate cross-country. May be repeated two times for credit.

Corequisites: Enrollment in Intercollegiate Cross-Country.

Prerequisites: Instructor permission.

**PEHW 162W**  
**Varsity Cross-Country** 2  
 (TE) Women's Conditioning, skills, rules and strategies for running competitive, intercollegiate cross-country. May be repeated two times for credit.

Corequisites: Enrollment in Intercollegiate Cross-Country.

Prerequisites: Instructor permission.

**PEHW 164W**  
**Varsity Softball** 2  
 (TE) Conditioning, skills, rules, and strategy for competitive intercollegiate softball play. May be repeated two times for credit.

Corequisites: Enrollment in Intercollegiate Softball.

Prerequisites: Instructor permission.

**PEHW 165M**  
**Varsity Baseball** 2  
 (TE) Conditioning, skills, rules and strategies for playing competitive, intercollegiate baseball. May be repeated two times for credit.

Corequisites: Enrollment in Intercollegiate Baseball.

Prerequisites: Instructor permission.

**PEHW 166M**  
**Varsity Track and Field** 2  
 (TE) Men's Conditioning, skills, rules, and strategy for competitive intercollegiate Track and Field competition. May be repeated two times for credit.

Prerequisites: Instructor permission.

**PEHW 166W**  
**Varsity Track and Field** 2  
 (TE) Women's Conditioning, skills, rules, and strategy for competitive intercollegiate Track and Field competition. May be repeated two times for credit.

Prerequisites: Instructor permission.

## PHYSICAL SCIENCE

See Atmospheric Science Geology Oceanography Physics

## PHYSICS

Physics courses provide preparation for science, math, pre-medicine and engineering disciplines. These courses satisfy the Natural Science Lab (NS-L) graduation distribution requirement.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Demonstrate the use of analytical skills in solving scientific problems.
- Demonstrate an understanding of the nature of science and the scientific process.
- Communicate scientific information to others

### Faculty Advisors:

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**Engineering Physics** - This series of courses is intended for those who seek to transfer into an Engineering or Physical Science program at a four-year institution. Lectures emphasize problem-solving techniques as applied to concepts from classical physics. Laboratory focuses on developing experimental and analytical techniques that will allow students to complete an independent laboratory research project.

**PHYS& 231**  
**Engineering Physics I Laboratory** 1.5  
 (NS-L) Basic techniques of analysis useful for modeling experimental results and uncertainties. Working effectively as part of a team. Scientific and engineering report writing. Developing independent research skills. Offered concurrently with PHYS& 241; course material does not directly parallel PHYS&241 course material. Assesses Core Learning Outcomes 1, 2, 3.

Corequisites: PHYS& 241 or instructor permission.

**PHYS& 232**  
**Engineering Physics II Laboratory** 1.5  
 (NS-L) Basic techniques of analysis useful for modeling experimental results and uncertainties. Working effectively as part of a team. Scientific and engineering report writing. Developing independent research skills. Offered concurrently with PHYS& 242; course material does not directly parallel PHYS&242 course material. Assesses Core Learning Outcomes 1, 2, 3.

Corequisites: PHYS& 242 or instructor permission.

**PHYS& 233****Engineering Physics III Laboratory****1.5**

(NS-L) Development and completion of team-designed experiment(s) utilizing instructor-approved topics. Production of a publication-quality report of results. Offered concurrently with PHYS&243. Assesses Core Learning Outcomes 1, 2, 3.

Corequisites: PHYS& 243 or instructor permission.

Prerequisites: PHYS 130 or ART 130.

**PHYS& 241****Engineering Physics I****4**

(NS-L) Mechanics. First quarter of one-year calculus-based sequence (PHYS& 241-243) in classical and modern physics for engineering majors and most science majors planning to transfer. (Formerly PHYS& 221). Assesses Core Learning Outcomes 1, 2.

Prerequisites: Grade of C or higher in MATH& 151; Grade of C or higher in PHYS& 114 or passing Physics Placement test; Eligibility for ENGL& 101.

**PHYS& 242****Engineering Physics II****4**

(NS-L) Thermodynamics and Waves. Second quarter of one-year calculus-based sequence (PHYS& 241-243) in classical and modern physics for engineering majors and most science majors planning to transfer. (Formerly PHYS& 222). Assesses Core Learning Outcomes 1, 2.

Prerequisites: PHYS& 241, MATH& 152.

**PHYS& 243****Engineering Physics III****4**

(NS-L) Electromagnetism. Third quarter of one-year calculus-based sequence (PHYS& 241-243) in classical and modern physics for engineering majors and most science majors planning to transfer. (Formerly PHYS& 223). Assesses Core Learning Outcomes 1, 2.

Prerequisites: PHYS& 242, and MATH& 153 or MATH& 163.

General Physics - Laboratory science courses for liberal arts students and those in pre-professional programs not requiring calculus-based physics. Emphasis on historical development, experimental methods, basic problem-solving skills, and relationships between physics and other areas of study.

**PHYS 102****Concepts and Connections****5**

(NS-L) Laboratory-based introduction to physics that explores the nature of the universe using classical and modern theories of physics. Emphasizes the historical development of these theories and the scientific method and role of measurement in science. Emphasizes conceptual rather than mathematical understanding of physics.

Prerequisites: Eligibility for ENGL& 101 AND MATH 092 or MATH 096 or MATH 099, or eligibility for MATH& 141 via a math assessment

**PHYS 130****Fabrication Skills and Safety****1**

Designed to introduce students to the tools used in woodworking and metal fabrication, instruct students in proper use of these tools and safety protocols associated with the tools and a shop in general. This course is a prerequisite for use of tools in the physics/engineering shop and 3-D arts studio. Credit cannot be earned in both PHYS 130 and ART 130.

**PHYS& 114****General Physics I****5**

(NS-L) First course in a one-year algebra-based General Physics sequence (PHYS& 114-116). Topics include motion, force, momentum and energy. Assesses Core Learning Outcomes 1, 2.

Prerequisites: Eligibility for ENGL& 101; and completion of (or concurrent enrollment in) MATH& 142 or MATH& 144 or equivalent.

**PHYS& 115****General Physics II****5**

(NS-L) Second course in a one-year algebra-based General Physics sequence (PHYS& 114-116). Topics include periodic motion, mechanical waves and thermodynamics. Assesses Core Learning Outcomes 1, 2.

Prerequisites: PHYS& 114, and MATH 138 or MATH& 142 or MATH& 144 or equivalent.

**PHYS& 116****General Physics III****5**

(NS-L) Third course in a one-year algebra-based General Physics sequence (PHYS& 114-116). Topics include electromagnetism and light. (Formerly PHYS& 123). Assesses Core Learning Outcomes 1, 2.

Prerequisites: PHYS& 114, and MATH& 142 or MATH& 144, or equivalent.

**POLITICAL SCIENCE**

Political science involves the critical study of governing institutions, interest groups, mass media, law, and public policy options with special emphasis on the importance of democratic citizen participation in the following courses: American Government, Introduction to Politics, International Relations, and Politics of Diversity. All political science courses can be counted towards either social science distribution credits or as elective credits. Those who earn a degree in political science can pursue a wide variety of careers both in the public and private sectors.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Demonstrate knowledge of a range of facts, terminology, events, and/or methods that social scientists in various disciplines must possess in order to investigate, analyze or give a history of, or predict human, group, or societal behavior.
- Demonstrate the ability to apply classifications, principles, generalizations, theories, models, and/or structures pertinent to social scientific efforts to organize conceptual knowledge in various fields.
- Demonstrate the ability to reach conclusions/make arguments across a range of social science topics that are tied to a defensible sifting of appropriate evidence relative to the questions involved.
- Demonstrate an understanding and recognition of the diversity of perspectives, cultural understandings, and ways of thinking that others bring to bear on social science questions.

**Faculty Advisor:****S. Horn****425-388-9394****shorn@everettcc.edu****POLS& 101****Introduction to Political Science****5**

(SS) Consideration of fundamental and enduring political questions as addressed by philosophers, novelists, playwrights and essayists, as well as political scientists. What is politics? What difference does it make? How do political systems begin? What is political control? What are the threats to political control? What are the similarities and differences in political systems? How are such systems evaluated? How do they change? Can morality inform politics? Assesses Core Learning Outcomes 1, 2, 3.

Prerequisites: Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

**POLS 182****Service Learning****1-2**

Service Learning combines the opportunity of volunteerism with academic applications of social, economic, and political issues important to the local community. Provides for real-life application of skills and knowledge that extends learning beyond the classroom and into the community. May be repeated up to six credits. Assesses Core Learning Outcomes 1, 2.

Prerequisites: Instructor permission.

**POLS& 200****Introduction to Law****5**

(SS) Legal institutions and processes, law as a system of social thought and behavior and a framework in which rival claims are resolved; legal reasoning; law as a process of protecting and facilitating voluntary arrangements in a business environment. Required law course for University of Washington business transfer students. Assesses Core Learning Outcomes 1, 2.

Prerequisites: Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.



**POLS& 202****American Government****5**

(SS) Introductory analysis of the process by which policy is made at the national level in the United States. Constitutional origins and development; ideology; influence through public opinion and media, parties and elections; interest groups and PACs; policy-making by Congress, Presidency and courts; policies, including civil rights and civil liberties. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

**POLS& 203****International Relations****5**

(SS) Introductory analysis of relations between and among nation states and other actors in the global system. Nationalism and its expressions; alternatives to nationalism; formulating and implementing foreign policy; instruments of and restraints on power; major global problems; future scenarios. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

**POLS& 204****Comparative Government****5**

(SS) Introductory comparative analysis of national political systems, including those identified as Western Democratic, Authoritarian and Transitional. Levels of development; ideologies; constitutions; forms of participation; structures of government; policies. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

**POLS 205****State and Local Politics****5**

(SS) Introductory analysis of the process by which policy is made at the subnational level in the United States. Theory of federalism; principles and practices of American federalism; varieties of state environments and experience; political cultures and constitutions; state governments, local governments and their relationship; problems and policies at state and local levels. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

**POLS 210D****The Politics of Diversity****5**

(SS,D) Introductory analysis of majority/minority relations in the American experience; the political meaning of majority and minority status; strategies employed by majority to maintain status; strategies employed by groups with minority status to enhance their power, including assimilation, accommodation, separatism, and radicalism; case studies of groups exemplifying these strategies; future prospects for success of these strategies. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

**PSYCHOLOGY**

The science of psychology looks at the complexities of individual human behavior. It is a broad spectrum of science which looks at the individual determinants of behaviors through examining social influences, physiological mechanisms, and cognitive development. The science of psychology helps us understand the individual differences in human behavior as well as the richness and complexities of the human experience.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Demonstrate knowledge of a range of facts, terminology, events, and/or methods that social scientists in various disciplines must possess in order to investigate, analyze or give a history of, or predict human, group, or societal behavior.
- Demonstrate the ability to apply classifications, principles, generalizations, theories, models, and/or structures pertinent to social scientific efforts to organize conceptual knowledge in various fields.

- Demonstrate the ability to reach conclusions/make arguments across a range of social science topics that are tied to a defensible sifting of appropriate evidence relative to the questions involved.
- Demonstrate an understanding and recognition of the diversity of perspectives, cultural understandings, and ways of thinking that others bring to bear on social science questions.

**Faculty Advisors:****G. Gungor-Munoz** 425-388-9049

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**PSYC& 100****General Psychology****5**

(SS) Psychology as a science focusing on five major theoretical perspectives in contemporary psychology: biological, cognitive, humanistic, psychoanalytical and learning. Topics include the nervous system, heredity and maturation, sensory processes, perception and attention, statistical concepts, motivation, emotion, intelligence, learning and remembering, thinking, personality, adjustment, and social and abnormal behavior. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher, or eligibility for ENGL& 101, or instructor permission.

**PSYC 125****Psychosocial Issues in Healthcare I****2**

(SS) Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of healthcare. This content incorporates knowledge acquired in prerequisites and is embedded into and taught seamlessly with the theory content in NURS 120. Assesses Core Learning Outcomes 1, 2, 3, 4.

**Corequisites:** NURS 120, NURS 126/NUTR 126

**Prerequisites:** NURS 110

**PSYC 150****Psychology and Sociology in the Cinema****5**

(SS) Application of major psychological and sociological theories and concepts to understanding human experience and behavior as it is dramatized in selected feature films. Course format consisting of film presentations, class discussion and student written work. Assesses Core Learning Outcomes 1, 2.

**Prerequisites:** PSYC& 100 or SOC& 101 or equivalent or concurrent enrollment in one of these classes. Completion of ENGL 098 with a grade of C or higher, or eligibility for ENGL& 101, or instructor permission.

**PSYC 182****Service Learning****1-2**

Service Learning combines the opportunity of volunteerism with academic applications of social, economic, and political issues important to the local community. Provides for real-life application of skills and knowledge that extends learning beyond the classroom and into the community. May be repeated up to six credits. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Instructor permission.

**PSYC& 200****Lifespan Psychology****5**

(SS) Study of quantitative and qualitative developmental changes that occur throughout the human lifespan. Emphasis on understanding physical, emotional, social and cognitive development. Assesses Core Learning Outcomes 1, 2, 3, 5.

**Prerequisites:** PSYC& 100 with a grade of C or higher or instructor permission. Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101, or instructor permission.

**PSYC 205****Introduction to Personality****5**

(SS) Examination of theoretical approaches to personality, major philosophical positions, experimental methods, and data used in evaluating various personality theories. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** PSYC& 100 with C or higher or SOC& 101 with C or higher, or instructor permission. Completion of ENGL 098 with C or higher or eligibility for ENGL& 101, or instructor permission.

**PSYC 209****Research Methods in the Social Sciences****5**

(SS) Overview of the scientific method as used in the social sciences. Major topics include the principles of empirical science, hypothesis generation and testing, research design, data analysis and interpretation, the dissemination of scientific knowledge, and ethical issues in research. Credit cannot be earned in both PSYC 209 and SOC 209. Assesses Core Learning Outcomes 1, 2, 3, 5.

**Prerequisites:** Any 100-level Social Sciences course with a grade of C or higher; and ENGL 098 with a grade of C or higher or eligibility for ENGL& 101; and MATH 099 or equivalent with a grade of C or higher, or instructor permission.

**PSYC 210D****Human Sexuality****5**

(SS,D) Survey of biological, psychological, and social determinants of human sexuality and sexual behavior from diverse perspectives as they relate to culture, gender, sexual orientation, disabilities, and age. Topics include cultural diversity, sexual development (physical and psychological), sexual health, reproduction (pregnancy, contraception, abortion), development of sex, gender and sexual orientation, lifespan sexuality, and adult sexual relationships. Assesses Core Learning Outcomes 2, 3, 5, 6.

**Prerequisites:** PSYC& 100 with a grade of C or higher or instructor permission. Completion of ENGL 098 or ESL 098 or IELP 098 with a grade of C or higher or eligibility for ENGL& 101, or instructor permission.

**PSYC& 220****Abnormal Psychology****5**

(SS) Description, development, and dynamics of behavior disorders and personality as related to contemporary conditions of life. Investigation of techniques used or available to modify behavior. Assesses Core Learning Outcomes 1, 2, 3, 5.

**Prerequisites:** PSYC& 100 with grade of C or higher or instructor permission. Completion of ENGL 098 with grade of C or higher, or eligibility for ENGL& 101, or instructor permission.

**PSYC 225****Psychosocial Issues in Healthcare II****2**

(SS) Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of healthcare. This content incorporates knowledge acquired in prerequisites and is embedded into and taught seamlessly with the theory content in NURS 220. Assesses Core Learning Outcomes 1, 2, 3, 4, 5, 6.

**Corequisites:** NURS 220, NURS 226/NUTR 226

**Prerequisites:** NURS 210

**PSYC 230****Human Cognition, Learning and Motivation****5**

(SS) Course aims at establishing enduring links between psychological theory, research, and their classroom applications. The focus of PSYC 230 is on cognitive, motivational, and affective development in children and adolescents. Specifically, this body of knowledge comprises biological, perceptual, cognitive, social, and moral development. Course includes reviews and examinations of contemporary educational trends and their impact on individual learning, the school system, and the community. Assesses Core Learning Outcomes 1, 2, 3, 5.

**Prerequisites:** PSYC& 100 with a grade of C or higher and placement in or completion of ENGL& 101, or instructor permission.

**PSYC 235****Psychosocial Issues in Healthcare III****1**

(SS) Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of healthcare. This content incorporates knowledge acquired in prerequisites and is embedded into and taught seamlessly with the theory content in NURS 230. Assesses Core Learning Outcomes 1, 2, 3, 4.

**Corequisites:** NURS 230, NURS 234/NUTR 234

**Prerequisites:** NURS 220

**PSYC 240****Social Psychology****5**

(SS) Scientific study of the way individuals think, feel and behave in social situations. It applies the scientific method of systematic observation, description, and measurement to the study of individuals in various social situations. Theories and research include person perception, attraction, aggression, altruism, attitudes and attribution. Also offered as SOC 240. Credit may not be earned in both PSYC 240 and SOC 240. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** PSYC& 100 with a grade of C or higher, or SOC& 101 with a grade of C or higher, or instructor permission. Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101, or instructor permission.

**PSYC 256****Special Topics: Psychology Seminar****3-5**

Introduction to contemporary or classic psychological topics. Quarter topics will be determined by faculty or student interest/demand. This format allows for interdisciplinary approaches that include the concept of learning communities. Intended to examine in-depth, current or traditional, psychological issues that normally cannot be examined at this level of interaction-participation in large survey courses. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Completion of any Social Sciences course at or above 100 with a grade of C or higher, and ENGL& 101; or instructor permission.

## RADIOLOGIC TECHNOLOGY

EvCC offers courses that prepare students to apply for admission to the Radiologic Technology degree program at Bellingham Technical College. Upon completion of prerequisite courses at EvCC, students who live in the Everett vicinity may apply for admission to a 21-month full-time program in RT, including the specific RT classes and clinicals. Successful completion results in an Associate in Applied Science degree awarded by Bellingham Technical College. Program graduates are eligible to take the national certification exam administered by the American Registry of Radiologic Technologists. This program is a partnership among several community colleges in this region. For more information contact:

Bellingham Technical College, 360-738-3105

EvCC Educational Planning Center, 425-388-9339

**Faculty Advisors:**

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## RUSSIAN

See World Languages

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## SCIENCE PROGRAMS

Science courses provide preparation for a wide range of science, math, pre-medicine, health sciences, technology and engineering disciplines. Most of these courses satisfy either the Natural Science (NS) or Natural Science Lab (NS-L) graduation distribution requirement.

For specific science course offerings, refer to the following catalog headings: Astronomy, Atmospheric Science, Biology, Botany, Chemistry, Engineering, Environmental Science, Geology, Natural Science, Nutrition, Physics.

### Faculty Advisors:

<b>R. Kratz</b>	<b>425-388-9503</b>	<b>rkratz@everettcc.edu</b>
<b>A. Vanture</b>	<b>425-388-9556</b>	<b>avanture@everettcc.edu</b>

## SOCIOLOGY

Sociologists explore how social forces shape our everyday lives. Sociology courses provide the skills and knowledge necessary to better understand both local and global social issues. Sociological knowledge is useful for all citizens, and will be especially valuable for students who are planning careers in fields such as human services, medicine, education, law, and business.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Demonstrate knowledge of a range of facts, terminology, events, and/or methods that social scientists in various disciplines must possess in order to investigate, analyze or give a history of, or predict human, group, or societal behavior.
- Demonstrate the ability to apply classifications, principles, generalizations, theories, models, and/or structures, pertinent to social scientific efforts to organize conceptual knowledge in various fields.
- Demonstrate the ability to reach conclusions/make arguments across a range of social science topics that are tied to a defensible sifting of appropriate evidence relative to the questions involved.
- Demonstrate an understanding and recognition of the diversity of perspectives, cultural understandings, and ways of thinking that others bring to bear on social sciences.

### Faculty Advisor:

<b>O. Marquez</b>	<b>425-388-9384</b>	<b>omarquez@everettcc.edu</b>
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### SOC& 101

#### Introduction to Sociology 5

(SS) Study of society. General survey of cultural and social systems and their relationship to the lives of individuals. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher, or eligibility for ENGL& 101 or instructor permission.

### SOC 150

#### Psychology and Sociology in the Cinema 5

(SS) Application of major psychological and sociological theories and concepts to understanding human experience and behavior as it is dramatized in selected feature films. Course format consists of film presentations, class discussion and student written work. Credit may not be earned in both SOC 150 and PSYC 150. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** SOC& 101 or PSYC& 100 or equivalent or concurrent enrollment in one of these classes. Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

### SOC 160

#### Gender and Society 5

(SS) Exploration of the impact of gender roles on people's lives. Historical and cultural differences in gender roles. Changes in family and work roles, and movements for equality. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

### SOC 182

#### Service Learning 1-2

Service Learning combines the opportunity of volunteerism with academic applications of social, economic and political issues important to the local community. Provides for real-life application of skills and knowledge that extends learning beyond the classroom and into the community. A maximum of six credits may be earned.

**Prerequisites:** Completion of ENGL 098 with grade of C or higher or eligibility for ENGL& 101 and instructor permission.

### SOC& 201

#### Social Problems 5

(SS) Analysis of structural factors contributing to various social problems. Study of theoretical, historical and practical models to resolve these problems. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

### SOC 209

#### Research Methods in the Social Sciences 5

(SS) This course will provide an overview of the scientific method as used in the social sciences. Major topics include the principles of empirical science, hypothesis generation and testing, research design, data analysis and interpretation, the dissemination of scientific knowledge, and ethical issues in research. Credit cannot be earned in both PSYC 209 and SOC 209. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Any 100-level Social Sciences course with a grade of C or higher; and ENGL 098 with a grade of C or higher or eligibility for ENGL& 101; and MATH 099 with a C or higher or skills assessment at MATH 100 or higher level or instructor permission.

### SOC 220D

#### The Family 5

(SS,D) Analysis of the family as a social institution utilizing cross-cultural, historical, and contemporary perspectives. Examination of the changing conceptions of family, emergent norms, family crises, and the effects of public policy. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

### SOC 230

#### Human Ecology 5

(SS) Examination of world environmental crises from a sociological perspective; exploration of shifting cultural paradigms concerning humans' relation to nature; study of population, technology, consumption of resources, and possibilities for reducing our impact on the planet. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

### SOC 233

#### Sociology of Nonviolence 5

(SS) Explores the social and political foundations of nonviolence in a variety of social institutions and settings: interpersonal, community, national and international. Discussion of secular and religious approaches to nonviolence for both individual and society; exploration of the relationship of social ideals like peace to other social goals such as justice, security, and freedom; and research into various social and political movements based in theories of nonviolence.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

### SOC 240

#### Social Psychology 5

(SS) Social psychology is the scientific study of the way individuals think, feel and behave in social situations. It applies the scientific method of systematic observation, description, and measurement to the study of individuals in various social situations. Theories and research include person perception, attraction, aggression, altruism, attitudes and attribution. Also offered as PSYC 240. Credit may not be earned in both SOC 240 and PSYC 240.

**Prerequisites:** SOC& 101 or PSYC& 100. Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

**SOC 248**  
**Women, Religion and Society** 5  
 (SS) Survey of the roles, beliefs, attitudes and practices related to women's spiritual lives in the major world religions and several of the indigenous traditions. Also offered as HUM 248. Credit may not be earned in both HUM 248 and SOC 248. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

**SOC 255D**  
**Medicine across Cultures** 5  
 (SS,D) Cross-cultural analysis of the environmental, historical, biological and cultural contributions to illness and health. Also offered as ANTH 255D. Credit may not be earned in both SOC 255D and ANTH 255D. Writing assignments represent a significant component of coursework. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101.

**SOC 257**  
**Sociology of Religion** 5  
 (SS) Explores the social foundation of religious experience and institutions. Discussion of the various approaches to the sociological study of religion for both the individual and society; the role of religion in social conflict, social control and social change; and the social construction of religious beliefs and institutions. A variety of religious perspectives will be explored, including the world religions, the shamanic traditions and new religious movements. Assesses Core Learning Outcomes 2, 3, 4.

**Prerequisites:** Completion of ENGL 098 with a grade of C or higher or eligibility for ENGL& 101 or instructor permission.

## SPANISH

See World Languages

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## SPEECH

See Communication Studies

## TECHNICAL DESIGN (CAD)

See Engineering Technology

The Technical Design program offers a certificate or ATA degree to students seeking entry into or career advancement in CAD based design technology. The overall program is designed for maximum flexibility, and may be pursued on a full-time or part-time basis.

**Faculty Advisor:**

D. Primacio 425-267-0160 [dprimacio@everettcc.edu](mailto:dprimacio@everettcc.edu)

## THEATRE

See Drama

## TRANSITIONAL STUDIES

EvCC's Transitional Studies Division helps students improve their basic skills, upgrade job skills, and prepare for college-level courses. Classes are offered in the day and evening, both on- and off-campus. Students can take classes to finish high school in our High School Completion Program and our High School 21+ Program, prepare for the GED test, learn to speak English, and learn basic reading, writing, and math skills.

All students must take a placement test to determine what level they need to begin their studies. Orientation and registration information is available through the Transitional Studies Division Office, Rainier Hall 227, 425-388-9339.

**Faculty Advisors:**

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**ELA 010**  
**ELA Level 1 Communications** 10

First level of communications for non-native speakers. Focus on listening, speaking, reading, writing and computational skills necessary for transition to college and employment. Assesses Core Learning Outcome 3.

**Prerequisites:** Instructor Permission

**ELA 020**  
**ELA Level 2 Communications** 1-10

Continuation of ELA 010. English Language Acquisition skills designed to prepare the student for transitions to college and employability. Assesses Core Learning Outcome 3.

**Prerequisites:** Instructor Permission.

**ELA 030**  
**ELA Level 3 Communications** 1-10

Continuation of ELA 020. English Language Acquisition skills designed to prepare the student for transitions to college and employability. Assesses Core Learning Outcome 3.

**Prerequisites:** Instructor Permission.

**TS 011**  
**Educational Interview** 1-3

A learner-focused course designed to orient students to the ABE/HSC program and other resources and services. Course will appraise students on their current abilities in reading, writing and math, backgrounds, and interests. Course will review goals and create a plan of action to meet those goals. Assesses Core Learning Outcome 1.

**TS 031**  
**Reading High School US History I** 5

Analysis of important themes in American social and political history from Revolutionary America to the Civil War. Development of academic literacy including evaluation of content, examining points of view and text analysis. Assesses Core Learning Outcome 5.

**Prerequisites:** Transitional Studies orientation and CASAS testing or instructor permission.

**TS 032**  
**Reading American Government and Civics** 5

Emphasis of this class on the critical role of American citizenship through discussion of the Constitution and the Bill of Rights. Students will read, write, listen speak and think critically about how our government operates and their rights and responsibilities as citizens. Assesses Core Learning Outcome 5.

**Prerequisites:** Transitional Studies orientation and CASAS testing or instructor permission.

**TS 033**  
**Reading High School US History II** 5

Analysis of important themes in American social and political history from Reconstruction to the 20th Century. Development of academic literacy including evaluation of content, examining points of view, and text analysis. Assesses Core Learning Outcome 5.

**Prerequisites:** Transitional Studies orientation and CASAS testing or instructor permission.

**TS 034**  
**Reading Washington State History** 5

Integrated reading, writing, listening, speaking, and critical thinking focusing on Washington State History through multicultural perspectives. Students will examine Washington's social, cultural, economic, geographical and political history as well as explore current State issues. Focus on analytical reading of primary and secondary sources. Assesses Core Learning Outcome 5.

**Prerequisites:** Transitional Studies orientation and CASAS testing or instructor permission.

**TS 035**  
**Reading Contemporary World Issues I** 5  
 Theme-based reading course focusing on analysis of contemporary issues in a global community. Development of literary response techniques and critical thinking through reading, listening, speaking and collaborative activities. Requirements may include independent and/or group research projects and community activities. Assesses Core Learning Outcomes 1, 5.

**Prerequisites:** Transitional Studies orientation and CASAS testing or instructor permission.

**TS 036**  
**High School Contemporary Problems II** 5  
 Theme-based reading course focusing on analysis of contemporary issues in a global community. Development of literary response techniques and critical thinking through reading, listening, speaking and collaborative activities. Requirements may include independent and/or group research projects and community activities. Assesses Core Learning Outcomes 2, 5.

**Prerequisites:** Transitional Studies orientation and CASAS testing or instructor permission.

**TS 044**  
**Basic ELA Computer Skills** 5  
 This course is designed for ELA students who need basic introductory computer and keyboarding skills. Emphasis is on basic computer skills and learning strategies to help students transition to the college-level classes or workplace. No prior computer experience is necessary; recommended for student who are new to computers and hesitant about using technology in a learning environment. Assesses Core Learning Outcome 6.

**Prerequisites:** Transitional Studies orientation and CASAS testing or instructor permission.

**TS 050**  
**Basic Math Skills I** 5  
 Whole number operations; understanding of benchmark fractions and decimals; order of operations; recall and use mathematical procedures such as basic estimating, counting, sorting, ordering, and grouping. Assesses Core Learning Outcome 2.

**Prerequisites:** Assessment or instructor permission.

**TS 051**  
**Physical Science I** 5  
 Basic development of two of the four core ideas in the physical sciences: structure and properties of matter; chemical reactions. Analysis of scientific methods and critical thinking. Integrated activities and completion of a science project are required. Assesses Core Learning Outcomes 1, 2.

**TS 052**  
**Physical Science II** 5  
 Basic development of two the four core ideas in the physical sciences: forces and interactions; and energy. Analysis of scientific methods and critical thinking. Integrated activities and completion of a science project are required. Assesses Core Learning Outcomes 1, 2.

**TS 053**  
**Life Science I** 5  
 Basic development of two of the five core ideas in the life sciences: structures and function; inheritance and variation of traits. Analysis of scientific methods and critical thinking. Integrated activities and completion of a science project are required. Assesses Core Learning Outcomes 1, 2.

**TS 054**  
**Life Science II** 5  
 Basic development of three of the five core ideas in the life sciences: matter and energy in organisms and ecosystems; interdependent relationships in ecosystems; natural selection and evolution. Analysis of scientific methods and critical thinking. Integrated activities and completion of a science project are required. Assesses Core Learning Outcomes 1, 2.

**TS 055**  
**Earth and Space Science I** 5  
 Basic terminology and themes in the earth sciences, including the analysis of scientific methods and critical thinking. Integrated lab activities and completion of a science project are required. Assesses Core Learning Outcomes 1, 2.

**TS 056**  
**Earth and Space Science II** 5  
 Basic terminology and themes in the space sciences, including the analysis of scientific methods and critical thinking. Integrated lab activities and completion of a science project are required. Assesses Core Learning Outcomes 1, 2.

**TS 060**  
**Basic Math Skills II** 5  
 Fractions, decimals, proportions; order of operations; evaluation and simplification of algebraic expressions with whole numbers; solving algebraic equations with whole numbers. Assesses Core Learning Outcome 2.

**Prerequisites:** TS 050 or assessment or instructor permission.

**TS 064**  
**Reading and Computer Essentials** 3-5  
 Reading, listening and computer skills designed to introduce students to the academic classroom. Focus on personal, social, cognitive and knowledge-building framework for reading. Computer emphasis is on basic computer skills and learning strategies. Assesses Core Learning Outcomes 2, 6.

**Prerequisites:** Transitional Studies orientation and CASAS testing or instructor permission.

**TS 066**  
**Basic Academic Computer Skills** 5  
 Designed for students who need introductory computer, technology and keyboarding skills. Emphasis is on basic computer skills and learning strategies to help students transition to college-level classes. No prior computer experience is necessary; recommended for students who are new to computers and hesitant about using technology in a learning environment. Assesses Core Learning Outcome 6.

**TS 070**  
**Preparation for Algebra** 5  
 Proportions and percents; integers; order of operations; evaluation and simplification of algebraic expressions; solving algebraic equations with fractions, decimals and integers. Assesses Core Learning Outcome 2.

**Prerequisites:** TS 060 or assessment or instructor permission.

**TS 074**  
**Introduction to Study Skills and College Navigation** 5  
 Focus on college preparation, reading for meaning and information, and study skills. This course is designed for the student who is returning to school or is seeking ways to survive in college. Identify learning styles, manage time, utilize student support services, read textbooks, take notes and tests, and use library and EvCC webpage resources. Major and career options will be explored and FAESA will be introduced. Assesses Core Learning Outcome 2.

**Prerequisites:** Transitional Studies orientation and CASAS testing or instructor permission.

**TS 076**  
**Mathematical Literacy** 5  
 Review of basic concepts in mathematics focusing on real-world applications and conceptual understanding. Topics include: prime factorizations; operations on rational numbers; evaluation of algebraic expressions; ratios, proportions, and percentages; reading graphical interpretations of data; plotting graphs; writing linear relationships using algebra. Assesses Core Learning Outcome 2.

**Prerequisites:** Eligibility for HSC 076 or TS 076 or MATH 076 via a math assessment OR permission of a math instructor.

**TS 077**  
**Introduction to Writing** 5  
 Introduction to writing through developing knowledge of grammar, usage and sentence structure. Students learn to organize ideas logically, express opinions and provide supporting ideas. Students learn how to provide a concluding statement, do a short research project and take notes on information they have gathered. Students participate in class and small group discussions and explore further education opportunities. Assesses Core Learning Outcome 3.

**Prerequisites:** Transitional Studies orientation and CASAS testing placement, completion of ELA 030 with a grade of C or better, or instructor permission



**TS 078**  
**Introduction to Algebra Part I** 5  
 Application of rational numbers, exponents; order of operations; evaluation and simplification of algebraic expressions; solving algebraic equations. Assesses Core Learning Outcome 2.

**Prerequisites:** TS 070 or assessment or instructor permission.

**TS 079**  
**Introduction to Algebra Part II** 5  
 Application of rational numbers, exponents, scientific notation and radicals; order of operations; evaluation and simplification of algebraic expressions; solving algebraic equations. Assesses Core Learning Outcome 2.

**Prerequisites:** Completion of TS 078 or instructor permission.

**TS 080**  
**Introduction to Algebra** 5  
 Application of rational numbers, exponents, scientific notation and radicals; order of operations; evaluation and simplification of algebraic expressions using rational numbers; solving algebraic equations using rational numbers. Assesses Core Learning Outcome 2.

**Prerequisites:** TS 070 or assessment or instructor permission

**TS 081**  
**Geometry I** 5  
 A basic introduction to the following concepts: congruence, proof, and constructions; similarity and trigonometry; extending to three dimensions. Assesses Core Learning Outcome 2.

**Prerequisites:** TS 080 or Math 080 or via an assessment or instructor permission.

**TS 082**  
**Geometry II** 5  
 Basic introduction to the following concepts: connecting algebra and geometry through coordinates; circles with and without coordinates; application of probability. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** TS 081 or instructor permission.

**TS 086**  
**Essentials of Intermediate Algebra** 5  
 An introductory course in mathematical reasoning, focusing on real-world applications and conceptual understanding. Topics include ratios and percentages; linear models; simple quadratic applications. Also features some algebraic manipulation and geometry. Assesses Core Learning Outcome 2.

**Prerequisites:** HSC 076, TS 076, or MATH 076 (or equivalent) with a C (2.0) or better OR eligibility for HSC 086, TS 086 or MATH 086 via a math assessment OR permission of a math instructor.

**TS 087**  
**Writing Structure and Academic Planning** 5  
 Development of grammar, punctuation and sentence style skills including compound and complex sentences. Development of a portfolio of current and past personal, employment, and educational experiences in order to create an academic plan for future quarters, finish needed credentials, and transition to college or vocational programs. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Transitional Studies orientation and CASAS testing or instructor permission.

**TS 089**  
**Elementary and Intermediate Algebra Part I** 5  
 First quarter of a three quarter sequence covering topics from beginning and intermediate algebra for qualified students who need to review and extend their algebra skills. Topics include linear equations and inequalities with applications, graphing lines, systems of linear equations and applications, absolute value equations and inequalities, line equations, integer exponents, polynomial operations and factoring, and solving polynomial equations by factoring. Assesses Core Learning Outcome 2.

**Prerequisites:** TS 076 or MATH 076 or TS 080 or MATH 080 or eligibility for TS 086 via a math assessment; OR instructor permission.

**TS 090**  
**Elementary and Intermediate Algebra I Part II** 5  
 Second quarter of a three quarter sequence covering topics from beginning and intermediate algebra for qualified students who need to review and extend their algebra skills. Topics include linear equations and inequalities with applications, graphing lines, systems of linear equations and applications, absolute value equations and inequalities, line equations, integer exponents, polynomial operations and factoring, and solving polynomial equations by factoring. Assesses Core Learning Outcome 2.

**Prerequisites:** TS 089 OR instructor permission

**TS 091**  
**Elementary and Intermediate Algebra I** 5  
 First quarter of a two quarter sequence covering topics from beginning and intermediate algebra for qualified students who need to review and extend their algebra skills. Topics include linear equations and inequalities with applications, graphing lines, systems of linear equations and applications, absolute value equations and inequalities, line equations, integer exponents, polynomial operations and factoring, and solving polynomial equations by factoring. Assesses Core Learning Outcome 2.

**Prerequisites:** TS 076 or MATH 076 or TS 080 or MATH 080 or eligibility for TS 086 via a math assessment; OR instructor permission.

**TS 094**  
**Introduction to Academic Reading Literature** 3-5  
 Reading to advance comprehension, critical thinking and vocabulary skills as well as enhance confidence in preparation for reading college literature assignments. Focus on reading longer works of both fiction and non-fiction with a multicultural perspective. Students will engage in the group process as they discuss different texts. Assesses Core Learning Outcomes 2, 3.

**Prerequisites:** Instructor permission.

**TS 095**  
**Prior Learning Experience** 3  
 Students will assess, with the assistance of instructor, their current academic abilities and needed level of competencies in reading, writing, and math in order to develop a portfolio with future academic and career plans. At the end of the course, students will have completed a plan that details the remaining requirements towards their adult high school diploma or equivalent certificate. Assesses Core Learning Outcomes 1, 3, 5.

**Prerequisites:** Instructor Permission

**TS 096**  
**Transitional Computer Skills** 5  
 This course is designed for students who need basic computer confidence and skill building. Emphasis is on basic computer skills and learning strategies to help students succeed in college-level classes. No prior computer experience is necessary; recommended for students who are new to computers and hesitant about today's technology as used in college classrooms. Assesses Core Learning Outcome 6.

**Prerequisites:** Transitional Studies orientation and CASAS testing or instructor permission.

**TS 097**  
**Introduction to College Paragraphs** 5  
 Prepares students for college writing, including advanced grammar and sentence styles and the paragraph structure. In addition, students will be introduced to information literacy, research skills, and group projects. Assesses Core Learning Outcome 3.

**Prerequisites:** Transitional Studies orientation and CASAS testing or instructor permission.

**TS 098**  
**Introduction to College Essays** 5  
 Prepares students for college writing, including formal academic writing styles and the essay structure. In addition, students will be introduced to information literacy, research skills, and documentation styles in order to transition successfully to college level classes. Assesses Core Learning Outcomes 3, 5.

**Prerequisites:** Transitional Studies orientation and CASAS testing or instructor permission.

**TS 099****Academic Support Modules****1-5**

One- to two-credit modules in pre-college level reading, learning strategies, study skills support, and basic computer technology for academic success in college classes. It is designed for all students needing or desiring extra learning strategies, reading skills, and study skills support in their college courses. Assesses Core Learning Outcome 2.

**Prerequisites:** Transitional Studies orientation and CASAS testing or instructor permission.

## WELDING AND FABRICATION

The Welding Program is designed to meet the expanding needs of the many occupations that utilize welding and fabrication. The welding department provides a balanced course of study including both hands-on learning experiences, technical information and general education courses. Students have the option to choose a course of study that best fits their needs:

(1) preparation for a career in welding with welding certification through the Washington Association of Building Officials and a certificate from Everett Community College; (2) an Associate in Technical Arts degree for those who want to achieve additional welding related goals; (3) welding related skills and information for advancement in their current occupation. Each student will need to purchase about \$200 worth of equipment during the training period.

In addition to the Student Core Learning Outcomes, the Program Specific Outcomes include:

- Build skills toward industry standards.
- Build skills toward State and National welding certifications.
- Work as an effective and dependable team member as well as independently.
- Demonstrate safe work habits that reflect concern and care for self, others and the environment.
- Develop the skills necessary to secure employment.

**Faculty Advisor:****R. White****rowhite@everettcc.edu****WELD 075****Welding Pre-Employment Skills****5 to 12**

Fundamentals and techniques used in basic gas metal arc welding (GMAW) and shielded metal arc welding (SMAW) for students with limited English proficiency and or limited Math proficiency depending on current demand. Course is designed to meet the basic entry level welding competency requirements of local business and industry, obtain an entry level W.A.B.O. (Washington Association of Building Officials) Structural Steel Welding Certification and to develop communication skills and or math skills that are closely related to job performance. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Instructor permission.

**WELD 101****Introduction to Welding****5**

Introduction to welding including safety, set-up and operation of tools and equipment common to fabrication shop, common metallurgical terms, alloying elements used in the production of carbon steels and their effects. Perform various heat treatments on stainless steels and aluminum alloys including use of cryogenics. Assesses Core Learning Outcomes 1, 2.

**Prerequisites:** Instructor permission

**WELD 111****Basic Layout****2**

Includes baseline radial, cylindrical and triangulation layout techniques used to develop flat pattern, pipe intersections and conical shapes. Basic lofting techniques covering the use of base line, radial and flat pattern triangulation common to the sheet metal fabrication and the HVAC industries. May be repeated two times for credit. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Instructor permission.

**WELD 150****Blueprint Reading for Industry****5**

Comprehensive overview of engineering drawings, lines and symbols as applied to the machine and fabrication trades rather than construction. Study of basic lines of a blueprint, three-view, isometric and orthographic drawings, and welding symbols and their interpretation. Course also includes identification of structural shapes, thread patterns and fasteners common to the metal trades industry. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 3.

**Prerequisites:** Instructor permission.

**WELD 151****Carbon Steel Metallurgy for the Trades****3**

Metallurgical terms as applied to carbon steels. Properties of metals, phase changes, melting and solidification rates, weld bead metallurgy, and heat affected zones. Alloying elements, their effects on weld material and the distortion of materials due to thermal conditions. An introduction to flame straightening techniques completes the course. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission.

**WELD 152****Welding Base Materials: Processes and Procedures****3**

Covers base material classification systems and identification systems including S.A.E. (Society of Automotive Engineers), A.S.T.M. (American Society of Testing and Materials), and A.W.S. (American Welding Society). Also includes the study of common welding processes, power supplies and the reading, writing and interpretation of welding procedures. May be repeated one time for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission.

**WELD 153****Non-Ferrous Metallurgy for the Trades****3**

Basic metallurgy of stainless steels and aluminum. Material designation systems, filler metal selection and designation, welding procedures common to non-ferrous metals. Assesses Core Learning Outcomes 1, 2.

**Prerequisites:** Instructor permission.

**WELD 154****Industrial Safety for the Metal Trades****2**

Personal conduct and professional expectations of welding personnel in a plant setting. Application of the standards of the Occupational Safety and Health Act to compressed gas cylinders, power and hand tools and general shop procedures. Interpretation of Safety Data Sheets. Procedures for proper setup and use of welders. Procedures and proper use of metal forming equipment. Assesses Core Learning Outcomes 1, 2.

**Prerequisites:** Instructor permission

**WELD 155****Heat Treatment of Ferrous and Non-Ferrous Metals****2**

Introduction to heat treat equipment, cryogenic equipment, safety protocols for the lab and analyzing results of various heat treatments on ferrous and non-ferrous metals. WELD 151 and/or WELD 153 recommended. Assesses Core Learning Outcomes 1, 2.

**Prerequisites:** Instructor permission

**WELD 190****Oxyacetylene Welding and Cutting****5**

Principles and techniques of oxy-acetylene welding and brazing and oxy-fuel flame cutting to develop solid entry level skills required by industry. Class includes set-up and use of hand and machine torches for straight line, curved line and bevel cuts, use of hand held rosebud heating tips and an introduction to hand held plasma cutting. May be repeated one time for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission

**WELD 191****Basic Arc Welding****5**

The principles and techniques of basic manual Shielded Metal Arc Welding using E 6010 and or E 6011 electrodes to make fillet welds and open root welds acceptable to industry standards in the flat, horizontal, vertical and overhead positions. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission

**WELD 192****Advanced ARC Welding****5**

The principles and techniques of manual Shielded Metal Arc Welding using E 7018 electrodes to produce fillet, and groove welds in all positions acceptable to industry standards in the flat, horizontal, vertical and overhead positions. Development of skills to the level required for code standards and certification. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission

**WELD 193****Basic Pipe Welding****5**

Principles and techniques of pipe welding using Shielded Metal Arc Welding and or Gas Tungsten Arc Welding. Class includes joint preparation, filler metal selection as applied to the 2G, 5G and 6G welding positions and building skills toward the AWS D1.1 Standard. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission

**WELD 194****Gas Tungsten Arc Welding****5**

Fundamentals and techniques used in the Gas Tungsten Arc Welding process. Course includes set-up and adjustment of the GTAW equipment for use with steel, stainless steel and aluminum. Identifying proper filler metals and shielding gasses for use with steel, stainless steel and aluminum. Welding of fillet, butt and groove welds in the flat, horizontal, vertical and overhead positions to the Washington Association of Building Officials Standard 27-13. May be repeated two times for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission

**WELD 195****Gas Metal Arc Welding****5**

Principles and techniques of the Gas Metal Arc Welding process on steel, stainless steel and aluminum. Course will include set-up and adjustment of the GMAW equipment for short arc, spray transfer and pulse spray transfer methods. Welding of fillet, butt and groove welds in the flat, horizontal, vertical and overhead positions to the American Welding Society D1.1 Standard. Build skills necessary for industry certification including Washington Association of Building Officials State welding certification. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission

**WELD 195I****Gas Metal Arc/Flux Core Arc Welding****5**

Principles and techniques of the Gas Metal Arc Welding process on steel, stainless steel and aluminum. Course will include set-up and adjustment of the GMAW equipment for short arc, spray transfer and pulse spray transfer methods. Welding of fillet, butt and groove welds in the flat, horizontal, vertical and overhead positions to the American Welding Society D1.1 Standard. Build skills necessary for industry certification including Washington Association of Building Officials State welding certification. May be repeated two times for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission

**WELD 196****Flux Core Arc Welding****5**

Principles and techniques of Flux-cored Arc Welding (FCAW) processes on mild steel. Shop safety and set-up and adjustment of equipment. Multiple-pass and groove welds in flat, horizontal, vertical and overhead positions. Development of the skills required for American Welding Society (AWS) D1.1 and /or Washington Association of Building Officials (WABO) 27-13 S standard qualification tests in all positions. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission

**WELD 210****Heavy Plate Fabrication****5**

Principles and techniques used in plate fabrication. Class is geared toward the Marine Construction Industry and will include terms, tools and techniques common to ship building. Students will work in teams, from blueprints, to fabricate a small ship hull sections with the use of standard lay-out practices, overhead crane and the set-up and operation of 120 ton hydraulic press brake to fabricate parts. May be repeated one time for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission

**WELD 211****Sheet Metal Fabrication****5**

Procedures and methods of basic sheet metal fabrication. Students plan and produce a variety of projects from prints and drawings utilizing flat pattern lay-out, measuring, bending sequences, spot welding, and the use of hand tools, pan brake, finger brake, roll forms and punches and notching equipment. May be repeated one time for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission

**WELD 212****Pipefitting and Pipe Systems Fabrication****5**

Presents basic pipefitting methods, tools, terms and techniques. Identification of pipe schedules, fitting types and valve types. Working in teams and from blueprints students will fabricate various pipe systems and manifolds using bolted flange connections, welded sections and threaded sections. May be repeated one time for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission

**WELD 213****Practical Fabrication and Advanced Welding Techniques****5**

Sequences and methods of structural steel fabrication and assembly. Identification of structural shapes and their uses. Working from blueprints and or drawings students will plan, fabricate and join various structural shapes and formed parts into a completed project. Student will apply the techniques of out of position welding where vision and accessibility are limited. Proper demonstration of confined space entry, work techniques, and exit are a part of this class. May be repeated one time for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission

**WELD 214****Sub Arc Welding****2**

The components, safety, set up, and operation of the sub arc welding system. Identify the wires and fluxes common to the sub arc process and the selection of the proper wires and fluxes as applied to different base materials. The use of sub arc process to weld various thicknesses of plate and pre-fabricated pipe sections. Assesses Core Learning Outcome 1.

**Prerequisites:** WELD 195/196, WELD 210, or instructor permission.

**WELD 215****Press Brake Operation****3**

The safety, set up, and basic operations of press brake operations. This will include flat pattern lay-out, calculations of bend stretch allowances, bending sequences, forming of multiple bend parts, bump rolling pipe sections and proper choice of various bending dies. The course will also include basic maintenance and adjustments of our 120 ton hydraulic press brake. Assesses Core Learning Outcome 1.

**Prerequisites:** WELD 195/196, WELD 210, or instructor permission.

**WELD 216****Advanced TIG Welding****3**

This course is intended for those who already possess strong basic TIG skills. Advanced TIG welding techniques used in specialized manufacturing such as Aero Space and the Nuclear Industry. Safety, set up and adjustment of water cooled TIG torches. Gas lens selection and use. Set up and use of purge blocks and purge systems. Identification and selection of various tungsten and shielding gasses common to specialized TIG processes. Stainless Steel plate welding in the 3G position and Stainless Steel pipe welding in the 6G position on 2", 3" and 4" pipe. Industry Certification from the Washington Association of Building Officials (W.A.B.O.) is a primary focus of this course. Assesses Core Learning Outcome 1.

**Prerequisites:** WELD 194 or instructor permission.

**WELD 217****Aerospace Sheet Metal Fabrication****5**

Procedures and methods of basic sheet metal fabrication with a special focus on the aerospace industry. Students plan and produce a variety of projects from prints and drawings utilizing flat pattern lay-out, measuring, bending sequences, spot welding, and the use of hand tools, pan brake, finger brake, roll forms and punches and notching equipment. Special emphasis on aerospace sector, tools, equipment, common uses, production parts, quality control techniques and industry tolerances. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 2, 3.

**Prerequisites:** Instructor permission

**WELD 225I****Welding Skills Building 1****2**

Designed for the student who is seeking practice time prior to taking a state welding certification test or for the student seeking to improve current welding skills through additional lab time. May be repeated two times for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** Instructor permission

**WELD 226****Welding Skills Building 2****2**

Designed for the student who is seeking practice time prior to taking a state welding certification test or for the student seeking to improve current welding skills through additional lab time to meet current industry standards. May be repeated two times for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** WELD 225 and instructor permission.

**WELD 285****Computer Numeric Controlled (CNC) Plasma Cutting****5**

Programming and use of computerized cutting system using AutoCAD. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 6.

**WELD 286****Aerospace CNC Plasma Cutting****5**

Programming and use of the computerized cutting system using AutoCad with a special focus on the aerospace industry. Special emphasis on aerospace sector, tools, equipment, common uses, production parts, quality control techniques and industry tolerances. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 2, 3, 6.

**Prerequisites:** Instructor permission

**WELD 287****CNC Waterjet Cutting****5**

This course serves as an introduction to the waterjet cutting process. Students will program the machine based on CAD drawings and learn the setup, adjustments and operation of the CNC waterjet table on a variety of materials including ferrous and non-ferrous metals and carbon fiber composites. Assesses Core Learning Outcome 6.

**Prerequisites:** WELD 285 or WELD 286 or Instructor Permission.

**WELD 288****Aerospace CNC Plasma Cutting 2****5**

Additional programming and use of the computerized cutting system using AutoCad with a special focus on the aerospace industry. Special emphasis on aerospace sector, tools, equipment, common uses, production parts, quality control techniques and industry tolerances to meet current industry standards. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 2, 3, 6.

**Prerequisites:** WELD 286 and instructor permission.

**WELD 291****Basic Arc Welding 2****5**

The principles and techniques of additional basic manual Shielded Metal Arc Welding using E 6010 and or E 6011 electrodes to make fillet welds and open root welds acceptable to industry standards in the flat, horizontal, vertical and overhead positions. May be repeated two times for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** WELD 191 and instructor permission.

**WELD 292****Advanced Arc Welding 2****5**

Principles and techniques of additional advanced manual Shielded Metal Arc Welding using E 7018 electrodes to produce fillet, and groove welds in all positions acceptable to industry standards in the flat, horizontal, vertical and overhead positions. Development of skills to the level required for code standards and certification. May be repeated two times for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** WELD 192 and instructor permission.

**WELD 294****Gas Tungsten Arc Welding 2****5**

Additional fundamentals and techniques used in the Gas Tungsten Arc Welding process. Course includes set-up and adjustment of the GTAW equipment for use with steel, stainless steel and aluminum. Identifying proper filler metals and shielding gasses for use with steel, stainless steel and aluminum. Welding of fillet, butt and groove welds in the flat, horizontal, vertical and overhead positions to the Washington Association of Building Officials Standard 27-13. May be repeated two times for credit. Assesses Core Learning Outcome 1.

**Prerequisites:** WELD 194 and instructor permission.

**WELD 295I****Work Experience Internship****2-5**

Provides students with a safe, supervised work environment to apply their welding and fabrication skills, fostering professional growth and self-confidence in the welding industry. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 4, 5.

**Prerequisites:** Instructor permission

**WELD 296****Flux Core Arc Welding 2****5**

Designed to help students develop additional skills necessary to weld with the FCAW processes and pass an AWS D1.1 and/or a WABO 27-13 Standard Qualification test in all positions. Class will cover safety as applied to the FCAW processes; set-up and adjustment of equipment; multiple pass welds in the flat, horizontal, vertical and overhead positions; and groove welds in the flat, horizontal, vertical and overhead positions to meet current industry standards. Class is primarily a hands-on lab totaling 100 hours. Assesses Core Learning Outcome 1.

**Prerequisites:** WELD 196 and instructor permission.

**WELD 297****Work Experience Internship 2****2-5**

Provides students with a safe, supervised work environment to apply their additional welding and fabrication skills, fostering professional growth and self-confidence in the welding industry to meet current industry standards. May be repeated one time for credit. Assesses Core Learning Outcomes 1, 4, 5.

**Prerequisites:** WELD 295 and instructor permission.

## WORLD LANGUAGES

Don't see the language you are looking for? Please visit our web-page at [EverettCC.edu/WorldLanguages](http://EverettCC.edu/WorldLanguages) for a list of language courses offered at EvCC and at our 5-Star Consortium member colleges.

The World Languages Department currently offers transferable courses in the nine different languages listed below to develop the global competencies needed by educated citizens who want to succeed in the 21st century. We also offer short and long-term study abroad programs to Germany, Japan, Mexico, Spain and other countries. For further information, contact the appropriate language advisor.

**Placement Tests:** Students with previous knowledge of Chinese, French, German, Russian, or Spanish should take the new online placement test at <https://www.perpetualworks.com> and a \$10 fee applies. For the other languages offered, contact the instructor listed in the course schedule for appropriate placement.

In addition to the Core Learning Outcomes, the Program Specific Outcomes include:

- **Communication:** demonstrate listening, speaking reading and writing skills
- **Cultures:** demonstrate an understanding of traditions, customs and beliefs related to the target language
- **Connections:** link information about the target language and cultures to other disciplines
- **Comparisons:** compare and contrast language and cultural concepts with one's own language and culture
- **Communities:** interact with native speakers, both locally and globally, and gain a world perspective

**Faculty Advisors:**

**E. Dinter** 425-388-9465 edinter@everettcc.edu  
**V. Martin** 425-388-9375 vmartin@everettcc.edu

**American Sign Language - NOTE:** The six ASL courses taught at EvCC do not prepare a person to function in the role of an interpreter.

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

(H) Beginning sequence of three courses in American Sign Language (ASL), a visual and gestural language used by Deaf people. These courses are intended to introduce students to the grammar and vocabulary of ASL while focusing on beginning conversational skills. Introduction to the history and culture of those who identify themselves as Deaf. The focus of each of these courses is ASL, its constructions, use and value to the Deaf community. These courses will encourage small and large group activities with exposure to Deaf culture. Assesses Core Learning Outcomes 1, 3, 4.

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

(H) Second course of beginning sequence in American Sign Language (ASL), a visual and gestural language used by Deaf people. These courses are intended to introduce students to the grammar and vocabulary of ASL while focusing on beginning conversational skills. Introduction to the history and culture of those who identify themselves as Deaf. The focus of each of these courses is ASL, and its construction, use and value to the Deaf community. These courses will encourage small and large group activities with exposure to Deaf culture. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** ASL& 121, placement test or instructor permission.

**ASL& 123****American Sign Language III****5**

(H) Third course of beginning sequence in American Sign Language (ASL), a visual and gestural language used by Deaf people. These courses are intended to introduce students to the grammar and vocabulary of ASL which focusing on beginning conversational skills. Introduction to the history and culture of those who identify themselves as Deaf. The focus of each of these courses is ASL, and its construction, use and value to the Deaf community. These courses will encourage small and large group activities with exposure to Deaf culture. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** ASL& 122, placement test or instructor permission.

**ASL& 221****American Sign Language IV****5**

(H) Continuation of ASL& 121, 122, 123. Sequence of three courses at the intermediate level focusing on developing ASL fluency. Focus on the ability to narrate events that occurred in the past, make suggestions and requests, talk about life events, describe weekend activities, ask about nationality and family names and narrate family immigration history. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** ASL& 123, placement test or instructor permission.

**ASL& 222****American Sign Language V****5**

(H) Continuation of ASL& 121, 122, 123. Second course in sequence at the intermediate level focusing on developing ASL fluency. Focus on the ability to narrate events that occurred in the past, make suggestions and requests, talk about life events, describe weekend activities, ask about nationality and family names and narrate family immigration history. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** ASL& 221, placement test or instructor permission.

**ASL& 223****American Sign Language VI****5**

(H) Continuation of ASL& 121, 122, 123. Third course in sequence at the intermediate level focusing on developing ASL fluency. Focus on the ability to narrate events that occurred in the past, make suggestions and requests, talk about life events, describe weekend activities, ask about nationality and family names and narrate family immigration history. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** ASL& 222, placement test or instructor permission.

**Arabic (Modern Standard) -****ARAB 121****Arabic I****5**

(H) First course in a sequence of three courses to practice fundamental elements of Arabic pronunciation, grammar and culture in the context of practical conversational Arabic. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

**ARAB 122****Arabic II****5**

(H) Second course in a sequence of three to practice fundamental elements of Arabic pronunciation, grammar and culture in the context of practical conversational Arabic. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** ARAB 121 or instructor permission.

**ARAB 123****Arabic III****5**

(H) Last course in a sequence of three to practice fundamental elements of Arabic pronunciation, grammar and culture in the context of practical conversational Arabic. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** ARAB 122 or instructor permission.

**Chinese (Mandarin) -****CHIN& 121****Chinese I****5**

(H) Beginning sequence of courses to practice functional elements of Chinese pronunciation, grammar and culture in the context of practical conversational Chinese. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 3, 4.

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

(H) Beginning sequence of courses to practice functional elements of Chinese pronunciation, grammar and culture in the context of practical conversational Chinese. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 3, 4.

**Prerequisites:** CHIN& 121, placement test or instructor permission.

**CHIN& 123****Chinese III****5**

(H) Beginning sequence of courses to practice functional elements of Chinese pronunciation, grammar and culture in the context of practical conversational Chinese. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 3, 4.

**Prerequisites:** CHIN& 122, placement test or instructor permission.

**French -****FRCH& 121****French I****5**

(H) First in a sequence of courses to practice functional elements of French pronunciation, grammar and culture in the context of practical conversational French. Listening, reading and writing to communicate in a logical, natural, and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

**FRCH& 122****French II****5**

(H) Second in a sequence of courses to practice functional elements of French pronunciation, grammar and culture in the context of practical conversational French. Listening, reading and writing to communicate in a logical, natural, and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** FRCH& 121, placement test or instructor permission.



**FRCH& 123**  
**French III**

5

(H) Third in a sequence of courses to practice functional elements of French pronunciation, grammar and culture in the context of practical conversational French. Listening, reading and writing to communicate in a logical, natural, and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: FRCH& 122, placement test or instructor permission.

**FRCH& 221**  
**French IV**

5

(H) Continuation of FRCH& 123. Active and systematic review of grammar, building of vocabulary, greater emphasis on oral comprehension, compositions, readings and discussions. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: FRCH& 123, placement test or instructor permission.

**FRCH& 222**  
**French V**

5

(H) Continuation of FRCH& 221. Active and systematic review of grammar, building of vocabulary, greater emphasis on oral comprehension, compositions, readings and discussions. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: FRCH& 221, placement test or instructor permission.

**FRCH& 223**  
**French VI**

5

(H) Continuation of FRCH& 222. Active and systematic review of grammar, building of vocabulary, greater emphasis on oral comprehension, compositions, readings and discussions. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: FRCH& 222, placement test or instructor permission.

**German -**
**GERM 190**  
**Student Exchange to Germany**

5

(TE) This cultural exchange program to Germany offers students an opportunity for a three-week home-stay with a German family. Course activities will include visits to a German school, tours of cultural and historical sites, a close-up look at aspects of the German economy, media, and popular culture, as well as geography and politics. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: Instructor permission.

**GERM& 121**  
**German I**

5

(H) First in a sequence of courses to practice functional elements of German pronunciation, grammar and culture in the context of practical conversational German. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

**GERM& 122**  
**German II**

5

(H) Second in a sequence of courses to practice functional elements of German pronunciation, grammar and culture in the context of practical conversational German. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: GERM& 121, placement test or instructor permission.

**GERM& 123**  
**German III**

5

(H) Third in a sequence of courses to practice functional elements of German pronunciation, grammar and culture in the context of practical conversational German. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: GERM& 122, placement test or instructor permission.

**GERM& 221**  
**German IV**

5

(H) Continuation of GERM& 123. Active and systematic review of grammar, building of vocabulary, greater emphasis on oral comprehension, compositions, readings and discussions. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: GERM& 123, placement test or instructor permission.

**GERM& 222**  
**German V**

5

(H) Continuation of GERM& 221. Active and systematic review of grammar, building of vocabulary, greater emphasis on oral comprehension, compositions, readings and discussions. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: GERM& 221, placement test or instructor permission.

**GERM& 223**  
**German VI**

5

(H) Continuation of GERM& 222. Active and systematic review of grammar, building of vocabulary, greater emphasis on oral comprehension, compositions, readings and discussions. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: GERM& 222, placement test or instructor permission.

**Italian -**
**ITAL 121**  
**Italian I**

5

(H) First in a sequence of courses to practice functional elements of Italian pronunciation, grammar and culture in the context of practical conversational Italian. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

**ITAL 122**  
**Italian II**

5

(H) Second course in a sequence to practice functional elements of Italian pronunciation, grammar and culture in the context of practical conversational Italian. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: ITAL 121 or instructor permission.

**ITAL 123**  
**Italian III**

5

(H) Third course in a sequence to practice functional elements of Italian pronunciation, grammar and culture in the context of practical conversational Italian. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: ITAL 122 or instructor permission.

**Japanese -**
**JAPN& 121**  
**Japanese I**

5

(H) Beginning sequence of courses to practice functional elements of Japanese pronunciation, grammar, vocabulary, and sentence patterns in the context of practical conversational Japanese with correct understanding of cultural and social background. The Japanese writing system is taught from early stage to provide total experience of the language. Assesses Core Learning Outcomes 1, 3, 4.

**JAPN& 122**  
**Japanese II**

5

(H) Beginning sequence of courses to practice functional elements of Japanese pronunciation, grammar, vocabulary, and sentence patterns in the context of practical conversational Japanese with correct understanding of cultural and social background. The Japanese writing system is taught from early stage to provide total experience of the language. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: JAPN& 121 or instructor permission.

**JAPN& 123**  
**Japanese III**

5

(H) Beginning sequence of courses to practice functional elements of Japanese pronunciation, grammar, vocabulary, and sentence patterns in the context of practical conversational Japanese with correct understanding of cultural and social background. The Japanese writing system is taught from early stage to provide total experience of the language. Assesses Core Learning Outcomes 1, 3, 4.

Prerequisites: JAPN& 122 or instructor permission.

**JAPN 199A****Japanese I: Review****1**

Additional grammar and practice review that accompanies JAPN& 121 (Intensive Japanese I class) taught only during summer quarter. This course is highly recommended to be taken concurrently with Japanese I.

**JAPN 199B****Japanese II: Review****1**

Additional grammar and practice review that accompanies JAPN& 122 (Intensive Japanese II class) taught only during summer quarter. This course is highly recommended to be taken concurrently with Japanese II.

**JAPN 199C****Japanese III: Review****1**

Additional grammar and practice review that accompanies JAPN& 123 (Intensive Japanese III class) taught only during summer quarter. This course is highly recommended to be taken concurrently with Japanese III.

**JAPN& 221****Japanese IV****5**

(H) Continuation of JAPN& 123. Acquisition of listening, speaking, reading and writing skills through a variety of activities to handle common situations. Reading and writing of essays, diaries, and stories. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** JAPN& 123 or instructor permission.

**JAPN& 222****Japanese V****5**

(H) Continuation of JAPN& 221. Acquisition of listening, speaking, reading and writing skills through a variety of activities to handle common situations. Reading and writing of essays, diaries, and stories. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** JAPN& 221 or instructor permission.

**JAPN& 223****Japanese VI****5**

(H) Continuation of JAPN& 222. Acquisition of listening, speaking, reading and writing skills through a variety of activities to handle common situations. Reading and writing of essays, diaries, and stories. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** JAPN& 222 or instructor permission.

**Russian -****RUSS& 121****Russian I****5**

(H) Beginning sequence of courses to practice functional elements of Russian pronunciation, grammar and culture in the context of practical conversational Russian. Listening, speaking, reading, and writing to communicate in Russian in a logical, natural, and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

**RUSS& 122****Russian II****5**

(H) Second in a sequence of courses to practice functional elements of Russian pronunciation, grammar and culture in the context of practical conversational Russian. Listening, speaking, reading, and writing to communicate in Russian in a logical, natural, and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** RUSS& 121, placement test or instructor permission.

**RUSS& 123****Russian III****5**

(H) Third in a sequence of courses to practice functional elements of Russian pronunciation, grammar and culture in the context of practical conversational Russian. Listening, speaking, reading, and writing to communicate in Russian in a logical, natural, and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** RUSS& 122, placement test or instructor permission.

**RUSS& 221****Russian IV****5**

(H) Continuation of RUSS& 123. Active and systematic review of grammar, building of vocabulary, greater emphasis on oral comprehension, compositions, readings and discussions. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** RUSS& 123, placement test or instructor permission.

**RUSS& 222****Russian V****5**

(H) Continuation of RUSS& 221. Active and systematic review of grammar, building of vocabulary, greater emphasis on oral comprehension, compositions, readings and discussions. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** RUSS& 221, placement test or instructor permission.

**RUSS& 223****Russian VI****5**

(H) Continuation of RUSS& 222. Active and systematic review of grammar, building of vocabulary, greater emphasis on oral comprehension, compositions, readings and discussions. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** RUSS& 222, placement test or instructor permission.

**Spanish -****SPAN 101A****Elementary Spanish I Part A****3**

(H) Equivalent to the first half of SPAN& 121. Slower-paced study of functional elements of Spanish pronunciation, grammar and culture in the context of practical conversational Spanish. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

**SPAN 101B****Elementary Spanish I Part B****2**

(H) Equivalent to the second half of SPAN& 121. Slower-paced study of functional elements of Spanish pronunciation, grammar and culture in the context of practical conversational Spanish. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way.

**Prerequisites:** SPAN 101A, Spanish placement test or instructor permission.

**SPAN 111****Conversational Spanish I****2**

First in a sequence of oral communication courses designed to accompany SPAN& 121, 122 and 123. Emphasis on oral skills with practice and reinforcement of pronunciation, grammar and conversational patterns. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** Concurrent enrollment in SPAN& 121 or SPAN 101B.

**SPAN 112****Conversational Spanish II****2**

Second in a sequence of oral communication courses designed to accompany SPAN& 121, 122 and 123. Emphasis on oral skills with practice and reinforcement of pronunciation, grammar and conversational patterns. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** Concurrent enrollment in SPAN& 122.

**SPAN 113****Conversational Spanish III****2**

Third in a sequence of oral communication courses designed to accompany SPAN& 121, 122 and 123. Emphasis on oral skills with practice and reinforcement of pronunciation, grammar and conversational patterns. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** Concurrent enrollment in SPAN& 123.

**SPAN& 121****Spanish I****5**

(H) First in a sequence of courses to practice functional elements of Spanish pronunciation, grammar and culture in the context of practical conversational Spanish. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

**SPAN& 122****Spanish II****5**

(H) Second in a sequence of courses to practice functional elements of Spanish pronunciation, grammar and culture in the context of practical conversational Spanish. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** SPAN& 121, placement test or instructor permission.

**SPAN& 123****Spanish III****5**

(H) Third in a sequence of courses to practice functional elements of Spanish pronunciation, grammar and culture in the context of practical conversational Spanish. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** SPAN& 122, placement test or instructor permission.

**SPAN 182****Service Learning****1-2**

Service Learning combines the opportunity of volunteerism with academic applications of social, economic, and political issues important to the local community. Provides for real-life application of language skills and knowledge that extends learning beyond the classroom and into the community. May be repeated up to six credits. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** Instructor permission.

**SPAN 199A****Spanish I: Review****1**

Additional grammar and practice review that accompanies SPAN& 121 (Intensive Spanish I class) taught only during summer quarter. This course is highly recommended to be taken concurrently with Spanish I.

**SPAN 199B****Spanish II: Review****1**

Additional grammar and practice review that accompanies SPAN& 122 (Intensive Spanish II class) taught only during summer quarter. This course is highly recommended to be taken concurrently with Spanish II.

**SPAN 199C****Spanish III: Review****1**

Additional grammar and practice review that accompanies SPAN& 123 (Intensive Spanish III class) taught only during summer quarter. This course is highly recommended to be taken concurrently with Spanish III.

**SPAN& 221****Spanish IV****5**

(H) Continuation of SPAN& 123. Active and systematic review of grammar, building of vocabulary, greater emphasis on oral comprehension, compositions, readings and discussions. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** SPAN& 123, placement test or instructor permission.

**SPAN& 222****Spanish V****5**

(H) Continuation of SPAN& 221. Active and systematic review of grammar, building of vocabulary, greater emphasis on oral comprehension, compositions, readings and discussions. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** SPAN& 221, placement test or instructor permission.

**SPAN& 223****Spanish VI****5**

(H) Continuation of SPAN& 222. Active and systematic review of grammar, building of vocabulary, greater emphasis on oral comprehension, compositions, readings and discussions. Assesses Core Learning Outcomes 1, 3, 4.

**Prerequisites:** SPAN& 222, placement test or instructor permission.

## FACULTY

**Ackerman, Ken (2017)**

Mechatronics/Industrial Maintenance  
 A.T.A., Everett Community College  
 B.A., Central Washington University  
 B.S., University of Washington

**Adolphsen, Elizabeth L. (1999)**

Medical Assisting  
 A.T.A., Everett Community College  
 B.A., California State University, Chico

**Alexander, Raylene**

Avionics  
 B.S., M.S. Embry-Riddle Aeronautical University

**Aubrey, Keith (1998)**

English  
 A.A., Spokane Falls Community College  
 B.A., M.F.A., Eastern Washington University

**Ballaru, Prathyusha (2015)**

Health Science  
 M.S. California State  
 B.D.S. Bapuji Dental College

**Barnes, Michelle (2014)**

Early Childhood Education  
 B.S., Western Washington University  
 M.A., Northeastern University  
 M.Ed., Lesley University  
 E.D., Northwestern University

**Baxter, Larry (1989)**

Mathematics  
 B.A., Eastern Montana College  
 M.A., University of Montana

**Beebe, Jennifer (2010)**

Developmental English  
 B.A., M.F.A., University of Washington

**Benedetti, Nina F. (2002)**

High School Completion  
 A.A., College of the Canyons  
 B.A., M.Ed., Seattle University

**Berkley, Linda D. (2006)**

Arts  
 B.F.A. Tufts University  
 4th and 5th Year Diploma, School of the Museum of Fine Arts, Boston  
 M.F.A., University of Arizona

**Bertoldi, Robert X. (2000)**

Public Services Librarian  
 B.A., Western Washington University  
 M.A., University of Washington  
 M.S., Florida State University

**Boeckl, Maximiliane (2014)**

Chemistry  
 B.S., Colorado State University  
 Ph.D., University of Washington

**Bolan, Kevin M. (2002)**

Mathematics  
 B.S., United States Military Academy at West Point  
 M.S., University of Washington

**Boyd, Kristi (2015)**

Nursing, RN, MSN  
 B.A. Linfield College  
 B.S.N., University of Washington  
 M.N., University of Washington

**Brackett, Anne M. (2004)**

Chemistry  
 B.A., Scripps College  
 M.S., University of Washington

**Brown, Diane J. (2008)**

Psychology  
 B.A., University of Washington  
 M.A., University of Northern Iowa  
 Ed.D., Boston University

**Bruemmer, John C. (1999)**

Adult Education  
 A.A., College of Marin  
 B.A., San Francisco State University  
 M.Ed., Western Washington University  
 English as a Second Language Certification, Seattle University

**Cahan, Andrea (2012)**

Mathematics  
 B.S., Western Washington University  
 M.A., City University

**Cain, Jessica (2015)**

College Success  
 B.A., Walla Walla College  
 M.S.W., Western Washington University

**Casperson, Jennifer (2015)**

Nursing  
 B.S.N. Seattle University  
 M.S.N., Northwest Nazarene University

**Casson, Debbie (2015)**

Mathematics  
 M.Ed., Princeton Theological Seminary

**Clarke, Cynthia (2000)**

Anthropology  
 A.A., Southwestern Oregon Community College  
 B.A., B.S., Oregon State University  
 M.S., University of Oregon  
 Ph.D., University of Hawaii

**Connolly, Marie (2015)**

Business  
 B.A., University of Puget Sound  
 M.B.A., University of Washington

**Craft, Kevin (1996)**

English  
 B.A., University of Maryland  
 M.F.A., University of Washington  
 Language Proficiency Certificate, Université de Perpignan

**Dahl, C. Shawn (2001)**

Basic Skills  
 B.A., Western Washington University  
 M.Ed., Western Washington University

**Davis, Richard W., Jr. (1976)**

English  
 B.A., M.A., Brigham Young University

**DePuate, Vanessa**

Nursing, Med/Surg  
 ADN, Everett Community College  
 BSN, MN University of Washington

**Dooley, Frederick (2017)**

Biology  
 B.A., B.S., Ph.D., University of Washington

**Edwards, Jessica (2014)**

English  
 B.A., University of West Florida  
 M.S., Florida State University  
 M.F.A., Georgia College & State University

**El Radie, Eihab**

Computer Science  
 B.S., Islamic University of Gaza  
 M.S., North Dakota State University

**Eppley, Mark (2013)**

Accounting  
 B.S., Central Washington University  
 M.R.E., George Washington University

**Escoto, Rachel (2015)**

IELP/ESL  
 B.S., University of Maryland  
 M.A., University of Illinois, Urbana-Champaign

**Evans, Tina (2000)**

Cosmetology  
 A.A.S., Walla Walla Community College  
 Instructor License, Walla Walla Community College

**Felsenthal, Ellen (2000)**

Photography  
 B.A., B.F.A., University of Texas  
 M.F.A., University of Washington

**Fennell, Jeff (2017)**

Biology  
 B.S., University of Washington  
 M.S., Montana State University

**Fuentes, Matthew (2012)**

Engineering  
 B.S., M.S. University of Tennessee

**Fulton, Karl (2017)**

Welding  
 A.T.A., Everett Community College

**Gungor-Munoz, Gokce (2015)**

Psychology  
 B.A., M.A., Bogazici University  
 Ph. D. University of Kansas

**Goodhope, Jeanie (1989)**

Media Librarian  
 B.A., Mills College  
 M.L.S., University of Washington

**Gough, Christy**

B.S., Washington State University  
 M.S., Seattle Pacific University

**Graber, Joe (2012)**

Engineering  
 B.S., M.S. University of Washington

**Grupp, Steven R. (1999)**

Geosciences  
 A.S., Los Angeles Pierce College  
 B.S., California State University, Northridge  
 M.S., Colorado School of Mines

**Hamburg, Rhonda (2015)**

Health Science  
 A.T.A. Skagit Valley College  
 Certificate in Medical Assistant, Skagit Valley College  
 Certificate in Phlebotomy, Skagit Valley College

**Harrington, Ann (1999)**

English; Coordinator of the Writing Center  
 A.A.S., Whatcom Community College  
 B.A., M.Ed., Western Washington University

**Hedgpeth, Jacalyn (1995)**

Biology  
 B.S., M.S., University of Oregon

**Heinke, Lonnie (2016)**

Computer Science  
 M.S., California State University, Chico  
 B.S., California State University, Chico

**Horn, Steven (2004)**

Political Science  
 B.A., California State University, Sacramento  
 M.A., San Diego State University  
 M.A., Ph.D., University of Southern California

**Houston, Wendy R. (1999)**

Mathematics  
 B.A., Bowdoin College  
 M.A., University of Montana

**Hu, Dongwa (2000)**

Economics  
 B.A., College of Economics and Management, Beijing, China  
 M.A., Western Michigan University

**Hugo, Alys**

Mathematics  
 B.S., Gonzaga University  
 M.S., University of Washington

**Ives, Rich (1985)**

English  
 B.A., Eastern Washington University  
 M.F.A., University of Montana

**Jaramillo, Diana (2015)**

College Success  
 B.A., USC, Los Angeles  
 M.S. Miami University

**Jennings, Jennifer (2015)**

ESL  
 B.A., University of Willamette  
 M.A., University of Warwick

**Jones, Nancy Ellen (2014)**

Photography  
 B.A., Franklin Pierce College  
 M.F.A. Tufts University

**Kammer, Greg (1988)**

Graphic Arts and Web Design  
 B.A., M.F.A., University of Washington  
 M.A., University of New Mexico

**Killingstad, Christopher (2002)**

Mathematics  
 B.S., University of Washington  
 M.S., Western Washington University

**Kneifel, Kathy (1988)**

Business Technology  
 B.A., Central Washington University

**Kontulis, Mark (1999)**

Chemistry  
 B.A., Bowdoin College  
 M.S., University of Washington

**Kratz, Rene F. (1999)**

Biology  
 B.A., Boston University  
 M.S., Ph.D., University of Washington

**Kuwada, Brett G. (2007)**

Psychology  
 B.A., Western Washington University  
 M.A., Psy.D., Argosy University

**Le, Marianne D. (1999)**

Public Services Librarian  
 B.S., University of Washington  
 M.S.I., University of Michigan

**Lee, Thomas (1998)**

Art  
 B.A., State University of New York  
 M.F.A., The Ohio State University

**Lepper, Sandra M. (1998)**

Art  
 B.F.A., University of California, Santa Barbara  
 M.Ed., Western Washington University

**Lerback, Dale**

Aviation  
 B.A., Colorado Technical University

**Linton, Karen (2015)**

Mathematics  
 Ph.D. Vanderbilt University

**Lothyan, Kimberly**

B.S., Brigham Young University  
 M.B.A., Western Washington University

**Lyste, Kerry (2002)**

Geography  
 A.A., Shoreline Community College  
 B.A., University of Washington  
 M.S., Western Washington University

**Malone, Christine (2010)**

Health Sciences  
 B.S., Henry Cogswell College  
 M. HA., University of Washington

**Markovich, Theresa (1988)**

Business Technology  
 B.S., Montana State University  
 M. Ed., University of Washington

**Marquez, Omar (2015)**

Sociology  
 B.A., Loyola University  
 M. Ed., University of Illinois

**Martin, Earl E. (1990)**

Counselor/Human Development  
 A.A., Highline Community College  
 B.A., B.S., M.S., Central Washington University  
 Ed.D., University of Washington

**Martin, Vidal (1993)**

World Languages  
 B.A., M.A., Université De Nantes

**McLean, Gail (2012)**

Nursing  
 B.A., Seattle Pacific University  
 M.N., University of Washington

**Mohn, Shay (2015)**

Aviation  
 B.S., Embry-Riddle Aeronautical University

**Moore, Sharon (2015)**

Adult Basic Education/ESL  
 B.A., Central Washington University  
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**Muñoz, Lynne M. (1996)**

Business Technology  
 A.A., Shoreline Community College  
 B.A., M.Ed., Western Washington University

**Murphy, Mark (1988)**

Communication Studies  
 A.A., Clark College  
 B.A., M.A., Western Washington University

**Mustafa, Omar (2001)**

English as a Second Language  
 B.A., B.S., M.A.T., Gonzaga University  
 TESL Certificate, Portland State University

**Myers, Gina (1994)**

Counselor Human Development  
 B.A. (2), Western Washington University  
 B.A., University of Washington  
 M.Ed., Seattle University

**Nevins, Michael A. (2008)**

Developmental Education Mathematics  
 B.S., Western Washington University  
 M.S., Eastern Washington University

**Newlin, Gary (2000)**

English  
 B.A., Seattle Pacific College  
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**Patching, Michael (2014)**

Manufacturing Technology  
 B.S., Utah Valley University

**Paull, Terry (2015)**

College Success  
 A.A.S., Everett Community College  
 B.A., M.Ed., Western Washington University

**Peterson, Beth (2000)**

Theatre  
 B.S., M.A., Oregon State University  
 M.F.A., University of Texas

**Powell, Steven. M. (2006)**

Chemistry  
 B.S., Kansas State University  
 M.S., University of Washington

**Prabhakar, Renuka (2016)**

Engineering  
 B.S., University of Washington  
 M.S., University of Washington

**Primacio, David (2014)**

Engineering Technology

**Reed, Bill (2002)**

Accounting  
 A.S., Dyersburg State Community College  
 B.S., Union University  
 M.B.A., Western Washington University  
 C.P.A., State of Washington and State of Tennessee  
 C.G.M.A., American Institute of Certified Public Accountants (AICPA)  
 C.F.E., Association of Certified Fraud Examiners  
 C.C.S., Institute for Internal Controls  
 C.H.C., Association for Financial Counseling and Planning Education

**Ripper, Jason T. (2001)**

History  
 A.A., Yakima Valley Community College  
 B.A., M.A., Western Washington University

**Schuetze, Tracy (2017)**

Cosmetology  
 Cosmetology & Esthetics, Gary Manuel Aveda Institute

**Schwab, Kerri K. (2007)**

Developmental Education  
 B.A., Washington State University  
 M.Ed., Lesley College

**Searle, Joshua C. (1999)**

English, Ocean Research College Academy (ORCA)  
 B.A., University of Washington  
 M.I.T., Seattle University

**Serven, Jed (2013)**

Physics  
 B.S., Ph.D., Washington State University

**Sharpe, Hannah**

Nursing  
 A.D.N., Everett Community College  
 B.S., M.S., Western Governors University

**Shen, Phebe Y. (2003)**

English  
 B.A., University of California, Berkeley  
 M.A., University of Washington

**Sickles, Jo-Ann H. (1995)**

Communication Studies  
 B.A., M.A., California State University, Northridge

**Singh, Sumita (2000)**

Chemistry  
 B.S., Miranda College  
 M.S., Delhi University  
 M.S., Ph.D., University of Oklahoma

**Skarr, Dennis (2017)**

Computer Information Systems  
 A.A.S.T., North Seattle Community College

**Skinner, Deanna (2001)**

Counselor/Human Development  
 B.A., Northwest Nazarene College  
 M.Ed., Seattle University

**Soderlund, Kevin (2014)**

Manufacturing Technology  
 AA, South Seattle Community College



**Steele, Isaac (2015)**

Engineering  
 B.S., Southern Oregon University  
 M.S., Washington State University

**Story, Michael (2012)**

Mathematics  
 B.S., University of Chicago  
 M.S., University of Washington

**Sullivan, Christine (2000)**

Counselor/Human Development  
 B.A., University of Wisconsin  
 M.T.S., Harvard Divinity School  
 M.A.Ed., Seattle University

**Townsend, Tawny (2016)**

College Success  
 B.A., Western Washington University  
 M.A., Western Washington University

**Trujillo, Julian (2017)**

Mathematics  
 B.S., M.S., Western Washington University

**Tuggle, Steven (2015)**

Aviation  
 A.S., Community College of the Airforce

**Uhl, Heather (2013)**

Librarian  
 B.A. Humboldt State University  
 MLIS, University of Washington

**VanQuickenborne, Michael A. (1998)**

Philosophy  
 B.A., St. Olaf College  
 M.A., University of Wisconsin, Milwaukee

**Vanture, Andrew (1995)**

Physics/Physical Science  
 B.A., Pomona College  
 M.S., Ph.D., University of Washington

**Venkatachalam, Anusha (2016)**

Engineering  
 B.E., University of Mumbai, India  
 M.S., Syracuse University  
 Ph.D., Georgia Institute of Technology

**Wahl, Andrew (2013)**

Journalism  
 B.A., University of Washington  
 MLS, Fort Hays State University

**Waldron, Richard F. (1986)**

Music  
 B.M., Cornish Institute  
 M.M., North Texas State University

**Ward, Robert (2015)**

Computer Science  
 B.S., University of Hawaii  
 M.A., University of Hawaii-Manoa

**Washburn, Kristine C. (2006)**

Physics  
 B.A., University of Colorado, Boulder  
 M.S. (2), University of Washington

**Weiss-Green, Heidi (1991)**

Mathematics  
 B.S., M.S., Western Washington University

**Whedon, Candace (2001)**

Nursing  
 A.A.S., Everett Community College  
 B.S.N., M.N., University of Washington

**White, Kenneth (1975)**

Education, Communication Studies  
 A.A., Everett Community College  
 B.A., Western Washington University  
 M.Ed., M.A., Ph.D., University of Washington

**White, Robert (2011)**

Welding  
 A.S., Everett Community College

**Willestoft, Kathryn (1986)**

Business Technology  
 B.A., M.Ed., Western Washington University

**Wilner, Shannon (2011)**

Nursing  
 B.A., Seattle Pacific University  
 M.S., University of Washington

**Wilson, Susan (2013)**

Nursing, OB, RN, MSN, MAT, CNM-ARNP  
 B.A., John Hopkins University  
 M.A., Seattle Pacific University  
 M.S., Yale University

**Wisdom-Whitley, Lori L. (1994)**

Communication Studies  
 B.S., Iowa State University  
 M.A., Southern Illinois University

**Zoeller, Nancy R. (2001)**

Nursing  
 A.A.S., Everett Community College  
 B.A., Furman University  
 M.N., University of Washington

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**ADMINISTRATION**


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**Asprey, Miki (2017)**

Director, Nippon Business Institute  
 A.A., Edmonds Community College  
 B.S., Central Washington University  
 M.Ed., University of Washington

**Baker, Brigitte (2018)**

Director, Financial Aid and Scholarships

**Baker, Laura (2017)**

Associate Dean of Advanced Manufacturing Training & Education Center  
 B.A., M.S., Kansas State University

**Balachowski, Margaret M. (2003)**

Associate Dean of Teaching & Learning  
 B.S., Indiana University of Pennsylvania  
 M.S., Michigan Technological University

**Bennett, Heather (2010)**

Executive Director of Resource Development  
 B.A., Birmingham-Southern College  
 M.A., Eastern Washington University

**Beyer, David N. (2006)**

President  
 B.A., M.A., University of Northern Iowa  
 Ph.D., Colorado State University, Fort Collins

**Bonner, John (2008)**

Vice President of Corporate and Workforce Training  
 B.A., Oklahoma Christian College  
 M.A.T., M.P.A., University of Washington

**Bowers, Michael (2017)**

Director, Student Housing  
 B.A., University of North Carolina Asheville  
 M.Ed., Clemson University

**Bredeson, Mary Kaye (2010)**

Executive Director, Center of Excellence for Aerospace & Advanced Materials Manufacturing

**Burke, Shelby (2012)**

Executive Director of Finance  
 B.A., Western Washington University

**Ceniceros, Kesia (2016)**

Associate Dean, TRIO Student Success Programs  
 B.A., M.Ed., Northern Arizona University

**Dotson, Kim (2013)**

Associate Dean of Nursing  
 B.S.N., M.N., University of Washington  
 L.P.N., A.D.N., Seattle Central Community College

**Frallic, Lindsey (2015)**

Director, Grants  
 B.A., University of North Carolina at Chapel Hill

**Frankland, Tammy (2017)**

Executive Vice President of Instruction and Student Services  
 B.A., University of Rochester  
 M.A., University of Oklahoma  
 Ph.D., Colorado State University

**Franklin, Laurie T. (2004)**

Dean of Enrollment and Student Financial Services  
 B.S., M.Ed., Oregon State University

**Friedman, Albert L. (1990)**

Dean of Math and Science  
 B.A., University of Vermont  
 M.A., University of Minnesota

**Ganeson, Visakan (2008)**

Associate Vice President of International Education  
 B.B.A., University of Louisiana  
 M.B.A., Washington State University

**Grant, Jerod (2012)**

Director, Diversity & Equity Center  
 B.A., Eastern Washington University

**Gregory Wyatt, Denise (2018)**

Vice President of Administrative Services  
 B.A., Millersville University  
 M.S., West Virginia University

**Guzman, Andre (2015)**

Associate Dean of Advising & College Success  
 B.A., Eastern Washington University  
 M.Ed., Indiana University

**Kubista, Ray (2010)**

Director of Regional Training  
 A.A., Bellevue Community College  
 B.A., Western Washington University  
 M.P.S., Seattle University

**Kveven, Ardith (2003)**

Executive Director,  
 Ocean Research College Academy (ORCA)  
 B.A., University of Washington  
 M.S.Ed., Western Washington University

**Jensen, Katie (2012)**

Dean of Transitional Studies  
 B.S., University of Kansas  
 B.A., University of Kansas  
 M.A., University of Montana

**Lambole, Rebecca (2015)**

Title IX Coordinator  
 B.A., University of Wisconsin-Milwaukee  
 M.Ed., University of North Dakota

**Landry, Karen (1998)**

Director, College in the High School and Continuing Education Opportunities  
 A.T.A. Everett Community College  
 B.S., Columbia College  
 M.B.A., Columbia College

**Larsen, Maria (2016)**

Director, Admissions  
 B.A., M.A., University of Washington

**Leader, Jeanne (1996)**

Dean of Arts and Learning Resources  
 B.A., Adams State College  
 M.A., Texas Christian University  
 M.L.S., Texas Woman's University

**Lewis, Sharon (2009)**

Director, Human Resources-Faculty  
 B.Ed., Deakin University  
 M.S., Loyola University

**Macklin, Charles (2016)**

Director, Campus Safety and Emergency Management  
 B.A., Columbia College

**Mathis, Rebecca (2005)**

Director, Auxiliary Services

**McAvoy, Eugene (2013)**

Dean of Communication and Social Sciences  
 B.A., University of the State of New York – Regents College  
 M.F.A., Old Dominion University

**McConaha, Kristen (2011)**

Director, Continuing Education  
 B.S., Central Washington University

**Melson, John (2016)**

Director, Educational Technology  
 B.A., Carlton College  
 M.A., University of Chicago  
 Ph.D., Brown University

**Newbury, Deborah (2013)**

Director, Tutoring Center  
 B.S., Western Washington University

**Nichols, Linda (2009)**

Director, Human Resources-Classified  
 B.A., Kennedy Western University

**O'Farrell, Papken (2017)**

Director, Program Development Criminal Justice & Fire Science  
 A.A., Seattle Central College  
 B.A., University of Washington

**Olson, John D. (1990)**

Vice President of College Advancement and  
 Executive Director of the EvCC Foundation  
 B.A., Gonzaga University  
 M.A., Washington State University  
 Ph.D., University of Washington

**Overby, Chayuda (2014)**

Director, BRIDGES Center  
 B.S., King Mongkut's Institute  
 M.Ed., Antioch University

**Pearce, Jeffrey D. (1996)**

Director, Logistics Operations  
 B.A., Biola University  
 M.A., California State University, Sacramento

**Peña, Maria (2014)**

Chief Diversity & Equity Officer  
 B.A., University of California, Irvine  
 M.A., University of California, Los Angeles

**Prosch, Robert (2012)**

Associate Dean of Aviation  
 B.A., Brigham Young University  
 M.M., Brigham Young University  
 M.Ed., Seattle University

**Radcliff, Richard (2018)**

Senior Director of Facilities  
 B.S., M.B.A., Embry-Riddle Aeronautical University

**Rager, Tim (2018)**

Executive Director of Information Technology  
 B.S., University of Pittsburgh  
 M.B.A., Penn State University

**Ramirez, James (2017)**

Director, Outreach and High School Programs  
 B.A. Colorado State University  
 M.A., Ohio State University

**Rhodes, Jennifer (1998)**

Associate Dean, Student LIFE  
 A.A., Shoreline Community College  
 B.A., M.Ed., Western Washington University

**Ritter-Smith, Karl (2001)**

Associate Dean of Enrollment Services and Registrar  
 B.A., Western Washington University  
 M.Ed., Western Washington University

**Robinson, Elise (2011)**

Director, Human Resources-Exempt  
 B.A., Saint Martin's University

**Saunsaucie, Kristina (2015)**

Director, Early Learning Center  
 B.A., The Evergreen State College  
 M.A., Antioch University

**Schiffner, Katherine (2005)**

Director, Public Relations  
 B.A., Western Washington University

**Sisneros, Patrick (1996)**

Vice President of College Services  
 B.S., Santa Clara University  
 M.B.A., University of Pennsylvania

**Smith, Jason Paul (2013)**

Dean of Health Sciences and Public Safety  
 B.A., Whitman College  
 M.S., Central Michigan University

**Studer, Gareth (2017)**

Director of Athletics and NWAC Athletic Commissioner  
 B.A., M.Ed., Washington State University

**Stufflick, William (2018)**

Dean of Business and Applied Technology  
 B.A., M.A., University of Phoenix

**Trekell, Eric (2017)**

Director, Center for Disability Services  
 B.A., Adams State University  
 M.S., Texas A&M

**Tune, Connie (2014)**

Director, Custodial Services

**Wilcox, Amy (2013)**

Director, Development  
 B.A., Washington State University

**Williams, Anthony (2014)**

Dean of Student Development  
 B.A., Carroll College  
 M.Ed., Western Washington University

**Wanjiru, Dorrin (2015)**

Director, Student Success & Retention  
 LLB, University of Dr. Babasahed Marathwada, India  
 Diploma in Law, Kenya School of Law  
 LL.M., University of Notre Dame

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**COLLEGE VOCABULARY**


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**Accredited College**

Certified by a regional accrediting agency as having fulfilled minimum standards. Credits from regionally accredited schools are usually transferable. Some schools are accredited by national accrediting bodies, and in some cases courses from such schools may be transferable.

**Admission**

Admission is the process of completing and submitting a college application. Most students complete the online application via web admissions. Some programs have additional or alternate admission processes.

**Advisor**

A member of the college faculty designated to assist students in planning their programs of study.

**Audit**

Take a class without receiving credit or a grade. Full tuition and fees must be paid.

**Common Course Number (&)**

A course number that contains an ampersand (&) is a course number and course title shared by many colleges in the Washington community and technical college system, thereby assisting students who may transfer from one community college to another.

**Corequisite**

A course that must be taken during the same quarter as another course. Listed as CR in the quarterly class schedule.

**Counselor**

A member of the college faculty who has professional training in counseling and who assists students who have challenges of an academic, career or personal nature.

**Credit, Credit Hour, or Quarter Hour**

A measure of college work. In lecture and seminar classes, one credit hour is given for one clock hour of attendance each week for one quarter. In non-lecture courses, however, two or three clock hours of attendance each week are required to earn one credit.

**Current Student and Returning Student**

A current student is a person who has attended EvCC within the last three quarters. A returning student is a person who attended EvCC more than 3 quarters ago (not including Summer Quarter).

**Curriculum**

The complete list of courses offered by the college. Also, a group of courses required for a specific degree.

**Deficiency**

Lack of credit in a course required for a program or degree.

**Degree or Certificate**

Awarded by the college to signify that a student has successfully completed a prescribed program of study.

**Direct Transfer (DTA)**

An associate degree which confers specific transfer rights to most four-year colleges and universities in the state. See direct transfer degree curriculum guide.

**Division**

An administrative unit within the instructional area of the college, e.g., Social Sciences.

**Elective**

A course which is not required for a particular program, but may be counted toward the total number of credits required for a certificate or degree.

**Full-time**

For enrollment verification purposes, a minimum of 12 credits in a given term is full-time. Note: for summer quarters only, the Veterans' Office sets the minimum credits for full-time status for qualifying veterans.

**General Educational Development (GED)**

A program designed to meet the needs of adults who have not graduated from high school and who want to earn a certificate of high school equivalency. Passage of the GED examinations generally is accepted in lieu of high school graduation.

**Grade Point Average (GPA)**

See academic regulations section of this catalog.

**Guided Pathways**

Groups of related degrees and certificates.

**Incomplete**

A grade given when an instructor agrees to allow the student to finish course requirements beyond the official ending date of the course.

**Lower Division**

Freshman and sophomore-level courses numbered 100-299.

**Major**

The subject or field of study to which the student devotes concentrated attention.

**Non-Resident Student**

See resident student.

**Pre-Professional**

A program designed to prepare students for later specialization in a particular field upon transfer to a college or university.

**Prerequisite**

A course which must be taken before a student is allowed to take another course. For example: Math 099 is a prerequisite for Math & 141. Listed as PR in quarterly class schedule.

**Probation, Academic Dismissal**

A status imposed upon a student because of low grades or lack of completion. See academic regulations section of this catalog.

**Prospective Student**

A student who has never attended Everett Community College.

**Quarter**

A term of instruction consisting of approximately 11 weeks. The regular academic year includes Fall, Winter and Spring quarters; Summer is an optional term.

**Registration**

The process of becoming officially enrolled in a college. Registration is required at the beginning of each quarter.

**Resident Student**

A student who pays resident tuition and fees as defined by Washington state law. See Enrollment Services section of this catalog.

**Transcript**

An official copy of a student's academic record, showing courses completed, grades, credits earned, and degrees earned.

**Transfer Student**

A student who goes on to a four-year college or university after attending a two-year or community college. Also, a student who comes to a community college from another two-year college or a four-year college or university.

**Withdrawal**

A procedure whereby students officially notify the Enrollment Services office when they drop classes in which they are registered. See the college calendar for deadlines



**2000 Tower Street  
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EverettCC.edu**

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