

Welcome! My wife, Janet, and I are both proud Snow College alums, and we are honored to have been asked to serve in this capacity. We reflect fondly upon our memories as Badgers, and we hope to help all students have a similar experience.

Having spent a career in education, I know the value and importance of quality, effective teaching. You won't find a better place than Snow College to begin your college years. Our class sizes are small, our residential campuses are engaging, and our cost is affordable. Most importantly, you should know our employees are exceptional, and our students are superb.



My office is always open. I invite you to drop in and say hello, and there's a good chance I'll see you out-and-about on our campuses as well. There are so many good things happening here including being nationally ranked as the best two-year college in America, watching students bask in opportunities, and knowing lives are being changed. Join us in recognizing Snow College's tradition of excellence, culture of innovation, and atmosphere of engagement. I am confident this incredible school will continue to grow, expand offerings, and better the lives of many.

Go Badgers!

Gary L. Carlston
Interim President



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- INDM
- MTT
- NURP
- OLE
- PHAR
- WELD

Fine Arts

Communication & New Media

- ART
- COMM
- DANC
- MUSC
- THEA
- New Media

Humanities

- ENGL
- ESL
- LANG
- PHIL
- TESL

Natural Science & Mathematics

- BIOL
- CHEM
- CS
- ENGR
- GEO
- MATH
- NR
- PHYS

Social & Behavioral Science

- ANTH
- CJ
- ECON
- EDUC
- GEOG
- HIST
- HFST
- POLS
- PSY
- PE
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- EDUC
- GEOG
- HIST
- HFST
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- SOC

Academic Support Services

Community Programs

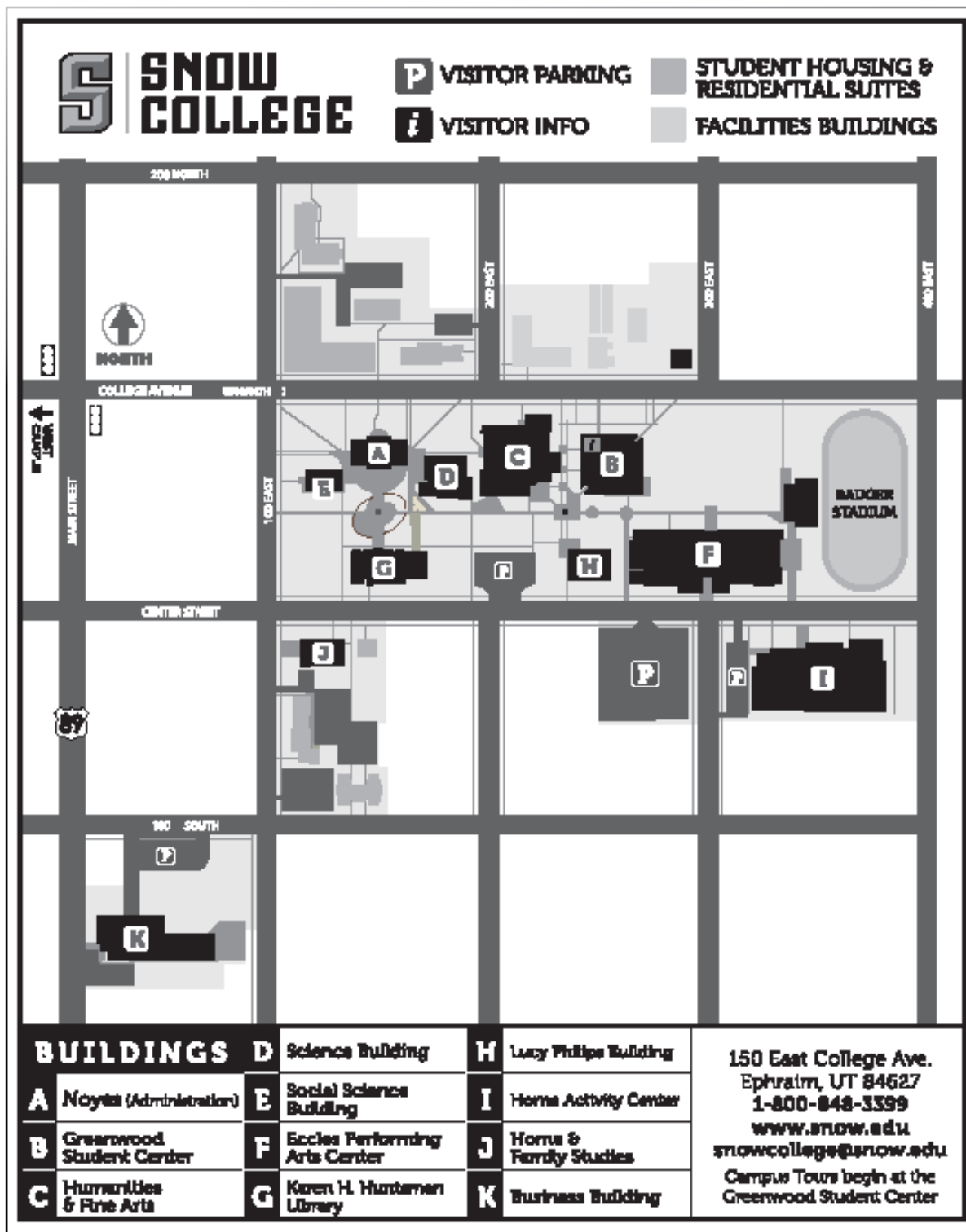
Student Life

Student Policies

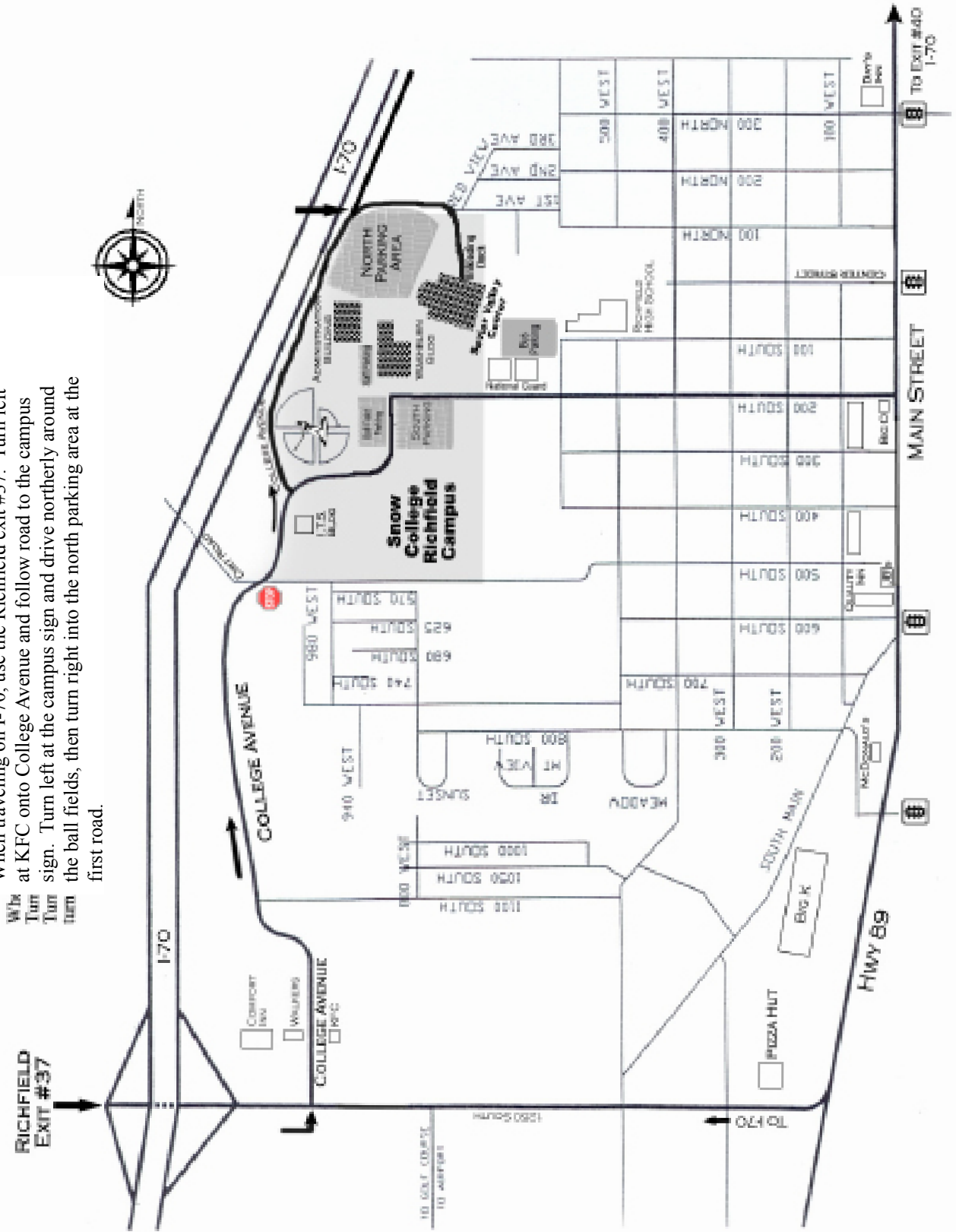
Administrative Services

Course Descriptions

Personnel



When traveling on I-70, use the Richfield exit #37. Turn left at KFC onto College Avenue and follow road to the campus sign. Turn left at the campus sign and drive northerly around the ball fields, then turn right into the north parking area at the first road.



Academic Calendar 2014-15

Fall Semester 2014

| | |
|------------|--|
| Aug 18-19 | New Student Orientation |
| Aug 20 | Fall Semester classes begin |
| Aug 29 | Last day to add or withdraw a 1st Half Semester course without a \$25 fee or "W" on record |
| Sept 1 | Labor Day Holiday |
| Sept 10 | Last day to pay tuition & fees |
| Sept 10 | Last day to add/withdraw from a Reg. Fall Semester course without a \$25 fee or "W" on record |
| Sept 24 | Final day to add or withdraw a 1st Half Semester course |
| Oct 10 | 1st Half Semester classes end |
| Oct 13 | 2nd Half Sem. classes begin |
| Oct 16, 17 | Fall Vacation |
| Oct 24 | Last day to add/withdraw a 2nd Half Semester course without a \$25 fee or "W" (record) |
| Oct 30 | Final day to add or withdraw from a Regular Fall Semester course |
| Nov 18 | Final day to add or withdraw from a 2nd Half Semester class |
| Nov 26-28 | Thanksgiving Break |
| Dec 8 | Fall Semester classes end |
| Dec 9-12 | Final exams |
| Dec 17 | Grades due |

Spring Semester 2015

| | |
|------------------|--|
| Jan 1 | New Year's Day |
| Jan 5 | Spring Semester classes begin |
| Jan 14 | Last day to add or withdraw from a 1st Half Semester course without a \$25 fee or "W" on record |
| Jan 19 | Martin Luther King Holiday |
| Jan 26 | Last day to pay tuition & fees |
| Jan 26 | Last day to add or withdraw from a Regular Spring Semester course without a \$25 fee or "W" on record |
| Feb 9 | Final day to add or withdraw from a 1st Half Semester course |
| Feb 16 | Presidents' Day Holiday |
| Feb 27 | 1st Half Semester classes end |
| March 2 | 2nd Half Semester classes begin |
| March 11 | Last day to add/withdraw a 2nd Half Semester course without a \$25 fee or "W" on record |
| March 17 | Final day to add or withdraw from a Regular Spring Semester course |
| March 23-27 | Spring Break |
| April 10 | Final day to add or withdraw from a 2nd Half Semester course |
| April 27 | Spring Semester classes end |
| April 28 - May 1 | Final exams |
| May 2 | Commencement |
| May 6 | Grades due |

Maymester 2015

| | |
|--------|---|
| May 4 | Maymester classes begin |
| May 6 | Last day to add or withdraw from a course without a \$25 fee or "W" on record |
| May 14 | Final day to add or withdraw from Maymester classes |
| May 21 | Maymester classes end |
| May 22 | Maymester Final Exams |
| May 25 | Memorial Day Holiday |
| May 28 | Grades due for Maymester |

Summer Term 2015

| | |
|---------|---|
| June 1 | Classes begin |
| June 11 | Last day to add or withdraw from a course without a \$25 fee or "W" on record |
| July 3 | Independence Day Holiday |
| July 8 | Final day to add or withdraw from a Summer Term class |
| July 24 | Pioneer Day Holiday |
| July 28 | Summer Term classes end |
| July 29 | Summer Term Final Exams |
| Aug 3 | Grades Due for Summer Term |

Note: May Term and Summer Term dates on the Richfield campus may vary.

All information herein is correct at the time of publication. However, Snow College reserves the right to change its policies or course offerings at any time.

The most current copy of the Snow College Catalog can be found at www.snow.edu.

General Information

Divisions & Departments

Business & Applied Technologies

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HISTORY

Snow College, founded in 1888, is one of the oldest two-year state colleges in the West. It is a dynamic institution, devoted to retaining the best of the past and to answering the demands of changing times. Snow College has an important place in the history of education in Utah. Its story is an integral part of the long struggle to establish schools, first in the Utah Territory and then in the State. In the true sense of the word, Snow College is a pioneer school. It began as the Sanpete Stake Academy founded by the Church of Jesus Christ of Latter-day Saints, November 5, 1888, forty years after the first settlers came to Ephraim, and eight years before Utah was admitted to the Union. Twelve years after its founding, the school was renamed Snow Academy in honor of Lorenzo Snow, President of the Church of Jesus Christ of Latter-day Saints, and his cousin Erastus Snow, who was instrumental in helping settle the Sanpete Valley. At the close of the academy era in 1917, when new educational demands were made on the school, the name was changed to Snow Normal College. With the rise of the American-created junior college system, the name was, for a brief period (1922-1923), changed to Snow Junior College. In 1923, the college's name was changed to Snow College, which it has retained since that time. In addition to offering the traditional two-year pre-university education, Snow has offered applied technology courses throughout its century-long history. In 1998, the Utah State Legislature merged the former Sevier Valley Applied Technology Center, located in Richfield, with

Snow College. The Richfield campus adds a strong program of applied technology education offerings and a growing number of academic courses to complement the offerings on the Ephraim campus. Today, Snow College is a state college offering liberal arts, applied technology, short-term training and vital student support services.

Over the years, the emphasis on quality has made Snow College the intellectual, artistic, musical, educational and sports center of central Utah. Encouraged by Snow's high academic standards and dedication to the pursuit of knowledge, thousands of graduates have gone on to earn higher degrees at colleges and universities throughout the country. Thousands of others have graduated from Snow fully prepared to find employment in a wide variety of fields, and to take their place in family and community life. Today, as in the past, the best evidence of Snow's success is its successful graduates.



MISSION STATEMENT AND CORE THEMES FOR SNOW COLLEGE

Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

Snow College strives to fulfill its mission by: Honoring its history and advancing its rich tradition of learning by providing a vibrant learning environment that empowers students to achieve their educational goals, encouraging and supporting innovative initiatives that create dynamic learning experiences for the college community, and creating learning and service opportunities, locally and globally, to engage students, faculty, staff, and surrounding communities.

The Core Themes for the College are Tradition of Excellence, Culture of Innovation, and Atmosphere of Engagement.

ACCREDITATION

Snow College is accredited by the Northwest Commission on Colleges and Universities. Credits and degrees earned at Snow College are accepted by most American colleges and universities.

The Horne School of Music at Snow College is an accredited member of the National Association of Schools of Music.

Snow College is accredited at the baccalaureate level for the Bachelor of Music degree program in Commercial Music.

The Theatre Department at Snow College is an accredited member of the National Association of Schools of Theatre.

The Business Division at Snow College is an accredited member of the Association of College Business Schools and Programs.

AMERICANS WITH DISABILITIES ACT

Any student with a disability who feels that he or she needs an accommodation may contact the Americans with Disabilities Act Coordinator at (435) 283-7321. Any campus visitor or guest with a disability who feels that he or she needs an accommodation to participate in a campus event may contact the Office of the President at (435) 283-7010 for assistance in contacting the appropriate office for requesting the accommodation.

Any student, visitor or guest who feels he or she has been discriminated against because of a disability may contact the Americans with Disabilities Act Coordinator at (435) 283-7321. If a student or guest wishes to appeal a ruling by the coordinator, he or she may contact the Vice President for Student Success at 435-893-2216. The full grievance procedure is found on page 295 of the online catalog or at www.snow.edu/ada/.

NOTICE OF NON-DISCRIMINATION

In compliance with federal laws and regulations (Americans with Disabilities Act (ADA), Title I, Title VI, Title VII, Title IX or Section 504), Snow College is an equal opportunity institution providing education and employment opportunities without regard to age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran status. Discrimination is prohibited in admissions, clubs, counseling, course offerings, employment, financial aid, housing, intercollegiate athletics, and other educational programs and activities.

In addition, Title IX of the Education Amendments specifically prohibits sex discrimination in federally supported programs. In order to comply with Title IX, Snow College affirms its commitment to this policy by prohibiting any form of sexual harassment, which includes any form of sexual violence. Local, state and federal laws will be enforced on Snow's campuses. Violations of the Student Code of Conduct should be referred to the Director of Student Life and Leadership for appropriate sanctions.

Inquiries concerning the adherence to and application of these regulations should be directed to the following individuals:

Employment and employee ADA inquiries- Director of Human Resources, (435) 283-7058, Noyes Building, Room 242.

Student and student ADA inquiries- Accessibility Services Coordinator, (435) 283-7121, Greenwood Student Center, Room 239.

General Information

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Social & Behavioral Science

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2014-2015

Information about enforcement of Title IX at Snow College or concerns about possible sex discrimination-
Snow College Title IX Coordinator, (435) 283-7037,
Horne Activity Center, Room 102B.

OR

Office for Civil Rights, Department of Education,
Denver Region, 1961 Stout Street, Denver, CO 80294

**The most current copy of the Snow
College Catalog can be found at [www.
snow.edu](http://www.snow.edu).**



DIRECTORY

(area code for Ephraim and Richfield is 435)

EPHRAIM CAMPUS

General Information..... 283-7000
www.snow.edu

Academic Advisement.....283-7313

Administration283-7010

ACT Testing.....283-7197

Activities, Student283-7121

Activity Center283-7020

Admissions283-7144
 800-848-3399

Alumni.....283-7060

American Disability Act Coordinator283-7321

Athletic Director/Coaches283-7020

Bookstore283-7211

Business Information Systems283-7291

Business Office283-7255

Campus Radio Station (KAGE)283-7426

Campus Public Safety.....283-7170 or 7172

Career Services.....893-2221

Cashiers.....283-7256 or 283-7253

Center for Global Engagement.....283-7430

Communications/PR/Branding.....283-7017

Computer Help Desk283-7331

Conferences and Programs283-7033

Continuing Education.....283-7320

Daycare/Preschool.....283-7488

**Faculty/Staff Instructional
 Assistance Center283-7340**

Financial Aid.....283-7133

Food Services.....283-7271

Foundation.....283-7060

GBEEC.....283-7159

Housing283-7280

Human Resources Services ...283-7058 or 283-7057

Institutional Research & Info Team283-7346

Graduation283-7143 or 7145

Library283-7363

Loan Collections.....283-7135

Lost and Found283-7264

Mailroom.....283-7264

Outreach283-7376

Payroll Office.....283-7257

Physical Plant Operations283-7220

Personnel Office283-7057

Purchasing283-7260

Records.....283-7141,7142 or 4146

Registration283-7141 or 7142 or 7146

Residency283-7159
 800-848-3399

Scholarships.....283-7150
 800-848-3399

Snow College Ephraim Campus.....435-283-7000

Snowdrift (School Newspaper)283-7385

Sports Ticket Information.....283-7020

Student Affairs Office 435-283-7100

Student Life283-7121

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General Information

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SNOW COLLEGE ADMINISTRATION

Interim President283-7010
 Carlston, Gary L.
 Assistant to the President for Institutional
 Affairs.....283-7010
 Larsen, Marci
 Vice President for Academic Affairs283-7301
 Hood, Steven
 Administrative Assistant to the Vice President for
 Academic Affairs.....283-7300
 Mullen, MarKay
 Interim Vice President for Finance and Administrative
 Services.....283-7200
 Hill, Spencer
 Administrative Assistant to Interim Vice President
 for Finance and Administrative Services..283-7011
 Walker, SueAne
 Vice President for Student Success.....893-2216
 Mathie, R. Craig
 Administrative Assistant to the Vice President for
 Student Success283-7100
 Adams, Diane

RICHFIELD CAMPUS

Administration893-2246
 Vice President for Student Success.....893-2216
 Mathie, R. Craig
 Assistant to the President893-2246
 Daniels, Patsy

DIVISIONS AND DEPARTMENTS
Ephraim and Richfield Campuses

Division of Business and Applied Technology
 Medley, Michael (Dean) 893-2264

Allied Health.....(435) 893-2232 & (435) 283-7588
 Brereton, Dean
 Carter, Karen
 Dunning, Jane
 Epling, Amber (Director)
 Jorgensen, Cyndi
 Laupapa, Mickell
 Lund, Michelle
 Parry, Helen
 Sampson, Debi
 Wiemer, Kaye

Business.....283-7376
 Anderson, Lisa
 Barnhurst, LaFaun
 Casperson, Morris
 Johnson, Russ
 McIff, Stacey (Chair)
 Olsen, Jay
 Roberts, Cozette
 Ward, Whitney
 Wheelwright, Jamee (Admin. Asst.)

Construction Technology.....283-7575
 Nunley, Tracy
 Saltzman, Donald

Industrial Technology Department893-2250
 Avery, Ken
 Hart, Alan (Chair)
 Palmer, Alan

Information Technology Department.....893-2264
 Medley, Mike (Chair)

Service Technology Department893-2261
 Achenbach, Lisa
 Mason, Teri (Chair)
 Price, Chad

Transportation Technology Department...893-2215
 Gary, Robert
 Reese, Brent (Chair)
 Wheelwright, Lon

Division of Fine Arts
 Larsen, Vance (Dean) 283-7465
 Nielson, Sherry (Administrative Assistant) 283-7472

Art..... 283-7416/7417
 Allred, Scott (Chair)
 Jorgensen, Amy
 Larsen, Adam
 Taggart, Brad

Communication283-7405
 Bjerregaard, Malynda
 Chidester, Gary
 Compton, Elaine (Chair)
 Peterson, Ivo
 Wheeler, Rick

Dance.....283-7419
 Meredith, Patty

Music283-7466
 Hanna, Trent
 Hansen, Kathleen
 Johnson, Madeline
 Jorgensen, Elaine
 Larsen, Vance (Dean)
 Meredith, Steven (Chair)
 Smith, Brent

Theatre 283-7482/7480
 Olsen, Brad
 Weeks, Milinda

Division of Humanities
 Sheryl James Bodrero (Dean) 283-7457
 Rebecca Adams (Secretary) 283-7411

ESL/TESL.....283-7436
 Kilmer, Sharon
 Ogden, Diane (Chair)
 Peterson, Alex

English.....283-7404
 Allred, David (Chair)
 Anderson, Jannette
 Bean, Kent
 Benson, Celia
 Brooks, English
 Carney, Jeff
 Faatz, Erick
 Holdsworth, Kevin (Richfield)
 Jenkins, Melanie
 Keller, Rachel
 Kowalski, Michael
 Lamb, Ron
 Wright, Gregory

Foreign Languages.....283-7406
 James Bodrero, Sheryl (Dean)
 Jensen, William
 Schiffman, Travis (Chair)

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- COMM
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- MUSC
- THEA
- New Media

Humanities

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Natural Science & Mathematics

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- ENGR
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- MATH
- NR
- PHYS

Social & Behavioral Science

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Philosophy.....283-7462

Kowalski, Michael
Wright, Gregory (Chair)

Division of Natural Sciences and Mathematics

www.snow.edu/natsci

natsci@snow.edu

Black, Daniel (Dean) 283-7534

Biological Sciences283-7503

www.snow.edu/biology

biology@snow.edu

Cook, LaMar

Fisher, John

Gardner, Paul

Gordillo, Luis

Johnson, Heidi (Richfield)

Papenfuss, Joseph

Sorensen, Kevin

Stevens, Allan (Chair)

Chemistry.....283-7504

www.snow.edu/chemistry

chemistry@snow.edu

Black, Daniel (Dean)

Wendel, Doug

Engineering/Computer Science283-7505

www.snow.edu/engineering

engineering@snow.edu

Newbold, Brian R.

Olson, Ted

Platt, Kenyon

Smith, Larry

Sorenson, Garth (Chair)

Wendel, Doug

Geology.....283-7507

www.snow.edu/geology

geology@snow.edu

Faatz, Renee Mauche (Chair)

Math283-7508

www.snow.edu/math

math@snow.edu

Alder, Cindy

Arnoldsen, Kari (Chair)

Bodrero, Jonathan

Balls, Daniel

Dalley, Ron

Hansen, Brian

Hughes, Lorie

Jacobsen, Mel

Jeffery, Janalee (Richfield)

Olson, Ted

Platt, Kenyon

Smith, Larry

Zollinger, Steve

Natural Resources283-7337

www.snow.edu/lifesci/majorprep.html

Dewey, Chad

Physics.....283-7509

www.snow.edu/physics

physics@snow.edu

Olson, Ted (Chair)

Smith, Larry

Newbold, Brian

Wendel, Doug

Division of Social & Behavioral Sciences

Dalley, Sue (Dean) 283-7490

Education283-7409

Bodrero, Jonathan

Cragun, Kim

Squire, Richard (Chair)

Home & Family Studies.....283-7490

Bradley, Tracie

Cragun, Kim (Chair)

Dalley, Sue

Larsen, Danni

Wallace, Jeffery

Social Science.....283-7545

Brenchley, Mike

Cox, Jon

Faatz, Renee Mauche

Hansen, Kerry

Marsing, Nick

Ostler, Jon

Seibt, Michael

Wendel, Doug

Physical Education.....283-7551

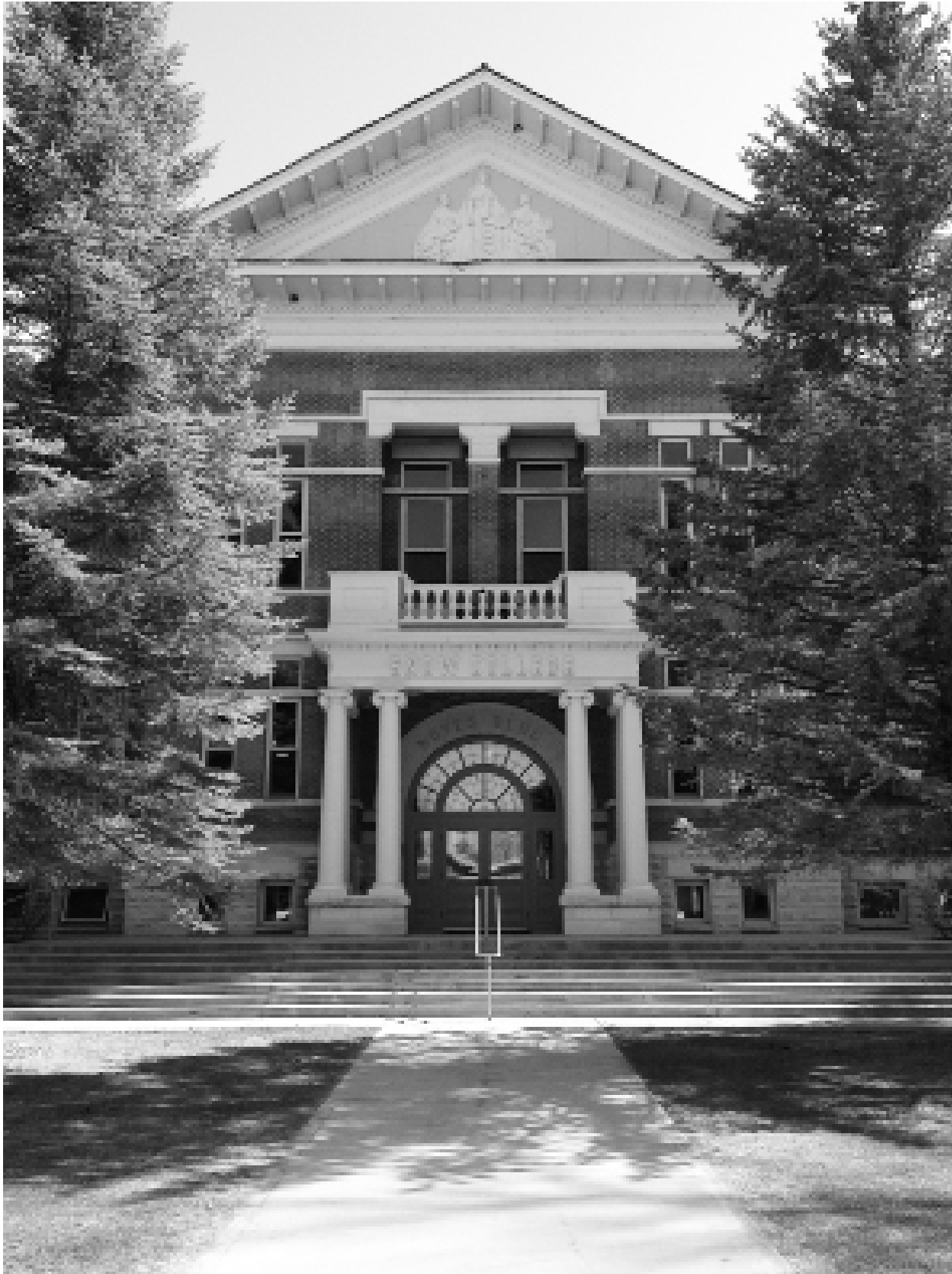
Atwood, Jake

Maughan, Britt

McKenzie, Gary

Visger, Natalie

Ward, Whitney



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ADMISSIONS

Ephraim Campus:

Email: snowcollege@snow.edu

Web: www.snow.edu/welcome

Phone: 435-283-7144 or 800-848-3399

Fax: 435-283-7157

Richfield Campus:

Campus Relations Director: 435-893-2256

The Admissions Office, on the Ephraim campus, is located in room #243 on the second floor of the Greenwood Student Center.

NOTE: Snow College's admission policy is subject to change. The policy printed on the current Snow College Application for Admissions is always considered the most current.

ADMISSIONS POLICY

Snow College is an open admission institution, committed to a policy of equal opportunity and nondiscrimination in educational services to our students, employees, and the public.

ENROLLMENT DEADLINE

Snow College does not have an admissions deadline, but the enrollment deadline for Snow College is the first day of the semester for which a student is attending. This means that a student would need to be admitted by that date to enroll in classes. If a student is starting during a late starting or mid semester class, the deadline is the

first day those classes begin. To gain the advantage of early course registration, applicants are encouraged to submit an application for admission and all supporting documents (transcripts, ACT or SAT test scores) as early as possible. Students seeking scholarship consideration must have their Applications for Admission and Scholarship postmarked on or before the scholarship deadline. Applications for admission to Snow College are always accepted. If a student has missed an enrollment deadline, the admission application will be considered for the following semester.

Exceptions to deadline

On rare occasions an exception to the enrollment deadline may be granted. To be eligible to apply for that exception and be considered for enrollment after the first day of the semester, a student must:

1. Have graduated from high school or passed a GED exam. High school graduates must have a cumulative GPA of 2.0 or higher. (Note: Transfer students with more than 20 post high school credits must have a cumulative 2.0 GPA.)
2. Submit a composite ACT score of at least 16 or composite SAT score of at least 770 (out of 1600).
3. Be able to either pay for the semester in full or sign up for a college-approved payment plan the day of enrollment.
4. Be able to immediately begin attending the next upcoming session of each of the classes registered for.
5. Have the approval of the Director of Admissions and Director of Student Success Advising (or their designees).

Exceptions to the deadline are reviewed on a case-by-case basis. Factors such as past academic background, course availability, date of request and reason for the request will all be taken into consideration. Denials of late enrollment can be appealed to the Vice President for Student Success.

ADMISSION PROCEDURES

Admission Requirements

To be officially admitted to Snow College, all applicants must do the following:

1. Complete the admissions application;
2. Include a check or money order for \$30 (payable to Snow College) for the nonrefundable application fee. The fee for former Snow College students who are readmitting is \$15. Students who have successfully completed Snow College concurrent enrollment coursework should contact our Admissions Office, or their high school counselor, to determine the appropriate application fee.

3. Send both to: Admissions Office
Snow College, Box 1028
150 College Avenue
Ephraim, UT 84627
4. Provide documents such as high school transcripts, GED, college transcripts, and/or ACT or SAT test scores, *as specified below*.

Any student seeking Federal Financial Aid, FAFSA, MUST have a high school diploma, or GED equivalent.

ACT Waiver with ADA Documentation

If a student submits documentation of a disability as defined under the ADA statutes, the ACT may upon the student's request be waived as a requirement for admission. This documentation must be on file with the Snow College Accessibility Resource Center. If a student requests and is granted this waiver, the student must:

- Take English 0980 prior to enrolling in English 1010

AND

- Start in Math 0950 or take the Accuplacer Test at Snow College for proper placement.

A student who does not take the ACT because of a documented ADA disability must check with the Scholarship Office for alternate scholarship requirements.

General Admission

A student who intends to complete a degree must:

1. Submit ACT or SAT scores to Snow College or take the ACT residual test at Snow College. Test scores are not required of students 22 years of age or older.
2. Submit a copy of high school transcript(s) or GED to Snow College.

Transfer Students

A student who has successfully completed 20 or more credits at another college must:

Submit an official transcript of all college credits to Snow College. (See Transfer Credit section of this catalog for detailed transfer credit requirements.)

Note: Students transferring from another college or university with less than 20 credits completed must complete the general admissions requirements above.

Early Admission

A student may attend Snow College prior to high school graduation if he or she:

1. Is at least 16 years of age,
2. Submits a letter from a parent or legal

guardian giving the student permission to attend Snow College, AND

3. Submits a minimum ACT composite score of 16 or a minimum SAT composite score of 770.
4. Meet approved course prerequisites that apply to both regular college students and concurrent enrollment students, e.g. Math (ACT and/or math placement score).

A student admitted under this option will be admitted for one semester at a time, and will be allowed to continue only if he or she earns a semester grade point average of 2.00 (C) or higher.

Non Degree Seeking Students

A student who wants to take a class for personal interest but does not plan to complete a degree need only submit the Application for Admission and the \$30 application fee.

NOTE: Students admitted under this option will be admitted for one semester at a time and will not be eligible for financial aid or scholarships.

Non High School Graduates or

Home School Students

A student who has not graduated from high school but whose graduating class has graduated must:

1. Submit ACT or SAT scores to Snow College, or take the ACT residual test at Snow College. Test scores are not required of students who are 22 years of age or older.
2. Submit any high school transcripts, accredited home school transcripts, or college transcripts.

Any student seeking Federal Financial Aid, FAFSA, MUST have a high school diploma, or GED equivalent.

Credit: Transfer and Other

Transfer, advanced placement and concurrent enrollment credit should be submitted with an official transcript from the institution. We encourage students to provide these transcripts before registering for classes.

There is a \$10 per credit fee for posting Advanced Placement, Military Training and Foreign Language Credits.

International Students

See information on International Student Admissions on page 18.

Concurrent Enrollment Students

Concurrent enrollment classes are college level classes offered to high school students for both high school and college credit. Both vocational and general education classes may be offered. Classes may be located

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on the high school or college campus and may be taught by high school teachers who have been approved for adjunct faculty status at the college or by college faculty members.

Eligibility requirements for Snow College Concurrent Enrollment are as follows:

1. Must be seniors in high school, with some exceptions for juniors.
2. Have a grade point average which predicts success, generally considered to be a B.
3. Meet individual Snow College department specific prerequisites for enrollment in certain departmental courses, e.g. English 1010.
4. Meet approved course prerequisites that apply to both regular college students and concurrent enrollment students.
5. Pass common final course examinations, which are required of concurrent enrollment students when those examinations are required of regular college students.

Students applying for Snow College Concurrent Enrollment must submit a Snow College Application for Concurrent Enrollment with a \$30 application fee. This is not an application for admission to Snow College.

A student who completed Snow College concurrent enrollment classes may enter Snow College without paying an additional admission fee if there is no break between the time of high school graduation and attendance on campus. A student with a break longer than one semester, summer session not included, must pay the \$15 readmission fee.

RESIDENCY

Snow College will determine student residency in accordance with Utah Law and the policy of the State Board of Regents. Please see <http://www.utahsbr.edu/policy/r512.htm> for an understanding of the current policy.

Resident tuition applies to permanent residents of the State of Utah. Students must also be able to show intent of becoming a Utah resident before an application for residency may be filed.

International students on temporary visas do not have the ability to become Utah residents for tuition purposes.

Applicants for resident classification should complete an Application For Residency, available at the Admission Office or the Welcome Center in the GSC. The application, including all supporting documents, must be submitted by the end of the second week of the semester for which residency is requested. Late applications will be considered for the next applicable semester. Specific questions should be directed to the Admission Office.

ACADEMIC PREPARATION

Even though Snow College is an open admission institution, strong preparation is still recommended. Students with solid academic and study skills are more likely to succeed at Snow. Students are expected to have the reading, writing, and thinking skills necessary for college-level coursework.

Those who need remedial help should understand that Snow College does not have a developmental education program.

ACADEMIC ASSESSMENT

Assessment testing is required of all new degree-seeking students. Students may meet this requirement by:

1. taking the ACT or SAT I test and having a copy sent to Snow College, or
2. taking a TABE (Test of Adult Basic Education) if enrolling in career and technical education programs.

The ACT or SAT I scores are required of all applicants unless they have completed 20 semester hours of post-secondary college credit with a minimum GPA of C, or are 22 years of age or older, or are enrolling in applied technology programs for non-credit.

English Placement Guidelines for New Students

Students who have an English ACT of 10 or below are required to take English 0980. Students with English ACT scores from 11 to 17 are strongly encouraged to take English 0980. Any student who would like help deciding upon placement should take a writing assessment exam in the Testing Center.

Math Placement Guidelines for New Students

Snow College offers a variety of math classes to meet the needs of students who have different levels of math skills. The goal at Snow is to help students find the class that best meets their needs. Rather than a course that is too advanced, or a class that is too basic, students should be enrolled in a math course that best matches their skills. Mandatory placement in Math 0950, 0990, and 1010 is based upon students ACT score. Students who score 16 and below will be placed in Math 0950 or 0990. Students who score 17-22 will be placed in Math 1010. Students who score 23 or higher may choose which class they feel best meets their needs.

To challenge this placement, students may contact the Student Success Center to schedule a time to use the Accuplacer Assessment tool and talk with a faculty member about their placement.

Note: Prerequisite courses or test scores must be less than two years old. If Snow College does not have a record that a student has taken a math class, the ACT, or a placement test in the past two years, the student must

(re)take the placement test to ensure placement in the appropriate math class.

Participation in Assessment Activities

Snow College's commitment to its mission and goals requires conducting regular evaluations of progress in achieving those goals. A student enrolled at Snow College may be asked to participate in assessment by taking special tests, by allowing the college access to scores on nationally standardized examinations, by completing questionnaires and surveys, and by serving as members of focus groups or other discussion groups designed to obtain information.

Some assessment work requires statistical sampling of the student population, so it is important that students be willing to help with assessment when asked. Students should feel no reluctance about participating in assessment because any information obtained is used solely in the improvement of college instruction at the curricular or programmatic level and in ways that do not reflect individually on the student. The scores will not be part of any student's official record.

INTERNATIONAL STUDENT ADMISSIONS

Assistant Director: Alex Peterson

Director of International Student Services:

Dennis Faatz

Admissions Assistant: Becky Adams

Email: international@snow.edu

Phone: 435-283-7411

Snow College ESL Program Mainstreaming Statement

Track One: Unconditional Admission

Students whose native language is not English may be admitted unconditionally to Snow College. In order to qualify for this track students must submit a TOEFL score of at least 500 (173 Computer Based Test, or 63 iBT with a minimum of 15 in each section) on the Test of English as a Foreign Language (TOEFL). The Snow College Institutional school code is 4727.

After meeting these requirements, Track One students will be allowed to register as full-time academic students

Track Two: Conditional Admission

Students whose native language is not English may be admitted conditionally to Snow College. In order to qualify for this track, students must meet the Snow College academic eligibility requirement, but do not need to submit a TOEFL score. Students in this track

are admitted into the ESL program. Students whose TOEFL score is below 500 (173 CBT or 63 iBT with a minimum of 15 in each section) are automatically admitted to this track, as well. All students in this track are given a placement exam upon arrival at Snow College.

After taking the Placement Exam, Track Two students are placed in one of four different levels. Students who earn a score of 88 or better on the placement exam will be admitted into regular academic courses and will need to take only ESL 1051 as a prerequisite for ENGL 1010. Students may challenge ESL 1051 by taking a written essay exam that is graded by three ESL faculty members. Students must pass this with an 85% or better by at least two of the three raters.

Exit Criteria

Students in the Snow College ESL program must pass all required ESL courses with a minimum grade of B (85%) or higher before exiting the program and matriculating as full-time academic students.

Students who do not pass all of the ESL coursework will be on a probationary status and monitored by the Center for Global Engagement staff until the exit requirement has been satisfied. The Center for Global Engagement acts as Primary Designated School Official for all SEVIS and immigration/status related matters. Any issues that affect the immigration status of an international student in the ESL program are subject to decision by the Center for Global Engagement.

Passing required ESL courses with a grade of B (3.0) or better satisfies the foreign language requirement for graduation from Snow College with the AA degree. Students entering on Track 1 also satisfy the foreign language requirement.

If students wish to enter academic programs directly, they should arrange to take the Test of English as a Foreign Language (TOEFL) in their home countries and have the results sent to:

Snow College International Student Admissions
150 E. College Avenue
Ephraim, UT 84627 U.S.A.

For information concerning dates and location of the TOEFL exam in various countries, write to:

TOEFL
CN6155
Princeton, New Jersey 08541-6155 U.S.A.
www.ets.org/toefl/

Students who wish to apply to Snow College should write to International Student Admissions or email

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esl@snow.edu requesting the necessary application forms or access a form at snow.edu/international/apply.html. When the forms have been completed, they should be returned to the International Admissions Office along with their secondary school grades in English. The same procedure should be followed if students have completed any college or university work. The college or university transcript must be translated into English.

Students must come fully prepared to meet the necessary financial obligations for the full time they will be in the United States. It is estimated that each student will need at least \$14,500* per academic year (9 months). This is exclusive of travel. Below are estimated costs:

| | |
|-------------------------------|------------------|
| Tuition and fees (9 months) | \$10,600 |
| Board and room (estimate) | 3,500 |
| Personal expenses (estimate) | 1,500 |
| Books and supplies (estimate) | 900 |
| Total | \$18,300* |

* Plus transportation

* Cost may change

Presently, there are no loans available for international students. International students are eligible to apply for any academic and departmental scholarships or the International Student Endowment Scholarship which is offered to students who are fully matriculated and have completed one semester of study at Snow College. International Students on an F-1 visa may also find employment on campus at a minimum wage but may not work more than twenty (20) hours per week. Off-campus work is not permitted for international students.

In order for international students to be admitted, they must make a statement concerning their financial intentions for the entire academic year.

Entry documents will be issued to students after students have received official acceptance.





REGISTRATION

Registrar & Graduation Coordinator:

Margie Anderson

Registration Assistants: Chris Amore (Richfield), Tina Carlson, Christine Ray, Patty Peterson

Dates for registration are listed in the class schedule online prior to each semester. Students may choose to register over the Internet (www.snow.edu) or in person at the registration windows or Student Success office. Instructions for using these systems are available each semester in the online class schedule. Students are strongly encouraged to see an advisor prior to registration each semester.

Students must be registered for a class to receive credit. It is imperative that they check their class schedule at the Registration Office prior to the third week of school to make sure that they are officially enrolled in classes. Students must not attend classes if the official course roll does not include their name.

AP or transfer credit should be received at least three weeks prior to registration.

Currently Enrolled Students

During each semester students are currently enrolled, they will be given the opportunity to register for the following semester during announced registration dates and times. For Spring Semester, continuing students need to meet with their advisors between early October and their registration day. For Fall Semester, continuing students meet with advisors between late February and

their registration day. Students need to make appointments early, especially with faculty advisors who are teaching classes during registration times. Students must make payments of fees according to deadlines listed in the semester class schedule.

New and Transfer Students. After students have been admitted to the college, they can register by:

- Scheduling an on-campus appointment in advance with the Student Success Center, Advisement services. Please call 435-283-7313 to schedule an appointment for the Ephraim Campus or (435) 893-2211 for the Richfield Campus. During the advisement session, an advisor will help students select classes appropriate to their major, goals, and interests. Students outside of the state of Utah may call the Student Success Center to make a phone appointment.
- Completing Snowstart Pre-Advisement at www.snow.edu/advise, communicating via e-mail about major and educational plans, and then registering for classes over the Internet on their assigned registration date. Whether students choose an in-person meeting or the e-mail option, advisement is strongly encouraged.

Adding and Dropping Classes

Students may add or drop classes over the Internet through the first five days of class or by coming to the Registration Office or Student Success Center. Deadlines for adding and dropping classes are listed each semester in the online schedule. (See change of program information below.)

Change of Name

A student who has had a change to his or her name and wishes the name change to be reflected on Snow College records must submit appropriate documentation and make a request for a name change.

Change of Program Form

Once a semester has begun, a student who wishes to add or drop a course must file a Change of Program Form with the Registration Office. The student bears the full responsibility for acquiring the appropriate signatures and filing the form by the appropriate deadline. Deadlines for adding and dropping classes are listed each semester in the online schedule. Failure to meet this responsibility for any reason may significantly impact a student's academic record.

Open Entry/Open Exit Courses

Some departments offer courses that have no specific deadlines by which a student must add or drop. Such courses are exempt from the calendar policies that follow.

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Change Fee

Any change of program outlined below may be accomplished during the first three weeks of instruction without a fee being charged. Any time after the third week of instruction, a \$25 Change of Program Fee will be charged.

Changes During Weeks 1-3

A student may add or drop a course through the last day of the third week of instruction of any regular semester by submitting a completed Change of Program Form to the Student Success Center or the Registration Office. Listed below are the signature requirements:

- a. Week One -- Adding a class:
 - Class open = No instructor signature is required
Students may add online.
 - Class closed = Instructor signature IS required
- b. Weeks Two and Three -- Adding a class:
 - Instructor signature required for all open and closed courses
- c. Week One -- Dropping a class:
 - No instructor signature required
Students may drop online.
- d. Weeks Two and Three -- Dropping a class:
 - No instructor's signature required, but a Change of Program form must be submitted.
- e. Off-campus online students contact the Student Success Center at advisement@snow.edu for assistance.

Changes During Weeks 4-10

1. A student may add or drop a course from the first day of the fourth week of instruction through the last day of the tenth week of instruction of any regular semester as long as the following conditions are met:
 - a. the student has the signature of the instructor teaching the course;
 - b. the student has filed a Change of Program Form with the Student Success Center or the Registration Office.

Note: Adding a student to a class is done at the instructor's discretion. Instructors are under no obligation to add a student to any class at any time. Students should be aware that in many courses it is difficult to make up missed labs, lectures or assignments. A change of program should not be treated lightly. Students, instructors and advisors should do what is best for the student's academic success.
2. When a student drops a course during this period, the student's permanent record will show a grade of "W" for the course. A "W" does not affect the student's grade point average.

Note: Students are expected to attend all classes for which they are registered until the class is officially dropped from their schedule.

Exceptions to the 10th Week Deadline

Exceptions to the 10th week deadline for adding or dropping classes can be made only by:

- a. an appeal to the Academic Standards Committee
- b. providing documentation of medical reasons to the Accessibility Services Coordinator

Unofficial Withdrawals

If a student stops attending class as shown by excessive unauthorized absences, missed exams and/or assignments but does not file a signed Change of Program Form with the Registration Office, the student's permanent record will show a grade of "UW" or "F" for the course. Both of these are failing grades and will drastically lower a student's grade point average. To avoid the impact of a "UW" on his/her grade point average, a student must officially withdraw from a course by submitting an add/drop form to the Student Success Center or Registration Office. **A faculty member cannot officially withdraw a student. This is the student's responsibility.**

Jury and Witness Leave (Students)

Students necessarily absent from school in compliance with an official requirement to appear for jury service or with a subpoena to appear as a witness at a trial, deposition, or other official proceeding, will be able to make up any missed schoolwork.

This allowance covers only time while actually engaged in jury service or attendance as a witness, and time spent in reasonable travel to and from the place of such service.

This policy does not apply when an individual appears in court on his/her own behalf.

Students excused for jury duty should keep their teachers informed of required absences and attend school during those periods when not required to be in court. Students must file documentation of jury or witness duty with the Vice President for Student Success in, Room 206, Greenwood Student Center. For the Richfield Campus, Room 125 Administration Building.

Withdrawal From College

Students are permitted to completely withdraw from school through the last official day of class. No withdrawals will be accepted once Final Exams begin. Withdrawal forms may be obtained from the Student Success Center or Registration Office. Students must submit their completed request for withdrawal from school to the Cashier's office. **Withdrawal from college does not cancel any debt owed to the college and**

is subject to the published refund policy. Exceptions to the policy are considered by the Financial Relief Committee. Contact the committee chair person, room #205 GSC.

State Distance Education Authorization

Snow College has complied with the authorization requirements to offer distance and correspondence education in other states. A current list of the states included in this authorization can be found at www.snow.edu/online/ under the State Authorization link.

If you reside in a state that is not included in this list and you desire to participate in the institution's distance or correspondence education opportunities, you will need to contact the registrar's office before you will be allowed to register in the program to determine whether the school is able to obtain the authorization that is required by your state.

Adding & Dropping Non-Traditional Session Classes

Students may add or drop non-traditional session classes (classes which do not begin or end with regular session classes) at the Registration Office. Deadlines for adding and dropping non-traditional session classes are published in the online class schedule. All transactions require student and instructor signatures.

Attendance

Regular and prompt attendance is expected of every student. Instructors may vary in their individual attendance policies. An instructor may submit an administrative drop or unofficial withdrawal ("UW") if a student:

- misses the first day of class;
- ceases to attend class as evidenced by excessive unauthorized absences, missed exams and/or assignments.

When an unofficial withdrawal is submitted by a faculty member, a "UW" will be assigned to the student's record. A "UW" is calculated as a failing grade (F) in the grade point average. To avoid the impact of a "UW" on his/her grade point average, a student must officially withdraw from a course by submitting an add/drop form to the Student Success Center or Registration. **A faculty member cannot officially withdraw a student. This is the student's responsibility.**

Auditing A Course

If students wish to audit a course, they will be admitted on a space-available basis only. The intent to audit a course must be stated at the time of registration and requires instructor approval. The tuition and fees for auditing a course are the same as for registering to receive credit. A grade of "AU" will be given and may not be changed to any other grade.

Student Responsibility

It is the student's responsibility to ensure the accuracy of a class schedule. Check for accuracy:

- at the time of registration;
- when a class is added or dropped;
- if the first day of class is missed for any reason;
- if a class is missed for more than two consecutive times;
- before the last day to add or drop classes.

Students may check their class schedules at any time by going to the Student Success Center, the Registration Office, or the Internet (www.snow.edu). If students will not be at the first class meeting for any reason, they must inform the instructor prior to class time, or they may be administratively withdrawn. (Given a failing grade of "UW").

Class Load

A minimum of 63 semester credits is required for graduation from Snow College. If students intend to complete all requirements in **four semesters**, they should register for approximately 16 credits per semester (summer session not included). To graduate in **five semesters**, a credit load varying from 12-13 credits is required. Opportunities to take courses in a Summer Term can assist students in reaching their educational goals. Students should prepare to study a minimum of two hours outside of class for every hour spent in class.

Excess Credit

Maximum registration without special permission is 18 credit hours per semester for entering freshmen and 20 credit hours per semester for students who have completed 15 credit hours. To register for excess credit, permission must be obtained from the Student Success Center or the Registration office. Students must have a cumulative GPA of at least B (3.0) or higher depending on the amount of credits being attempted and submit a petition for excess credit to the Registration Office or Student Success Center. Petition forms are available at the registration windows or Student Success Center.

Senior Citizen Registration

Residents of the state of Utah who are 62 years or older can sign up for an unlimited number of Snow College classes for a one-time \$30 admission fee and a \$20 per semester fee with the following steps:

- Fill out the admission application, pay the one-time \$30 admission fee and submit it to Admissions Office.
- On the first day of class request the instructor's signature on the Change of Program form and submit the form to the Registration Office. Registration is on a space available basis. Classes can be taken

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on an auditing basis only, not for credit. Students are responsible for any special fees which may be attached to a class, such as books and lab fees.

Special Projects

Credit through a special project may be earned if there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. Credit for a special project normally should be one to two credit hours, depending on the work completed. These projects are numbered 2800.

Special Project forms may be obtained at the Registration Office. Unless approved in the contract, special project credit may not be used to satisfy general education requirements.

Semester Course Number System.

- 0001-0999 Pre-College preparatory courses
- 1000-1999 Primarily freshmen or beginning level courses
- 2000-2999 Primarily sophomore or second-level courses

General Education Identification

General education courses are identified with the following:

- AI American Institutions
- E1 & E2 English
- FA Fine Arts
- HU Humanities
- LS Life Sciences
- MA Mathematics
- OC Oral Communication
- PE Physical Education
- PS Physical Sciences
- SI Science Inquiry
- SS Social Sciences

RECORDS

Transcripts

Official transcripts are protected by the Family Educational Rights and Privacy Act of 1974 (FERPA). Only college personnel with a “need-to-know,” as determined by their duties, have access to transcript documents. Parents, spouse, friends, other students, etc., may not pick up a copy of the transcript without written release from the first party.

How to Order Transcripts from Snow College

Transcripts can be requested in the following ways:

1. **In Person.** The registration windows are located on the second floor of the Greenwood Student Center. Pay the required \$2.00 fee at the registration window and bring a photo ID to the window to

obtain your transcript or have it sent to another institution.

2. **By Mail or Fax.** Written and faxed transcript requests should contain the following information:
 - Name (include all names and aliases used previously)
 - Identification Number
 - Birth date
 - Years attended Snow College
 - Address and/or fax where transcripts are to be sent
 - Your area code and telephone number
 - Your signature

Include appropriate fees by check or money order if mailing your request.

Mail to: Snow College
 ATTN: Transcripts
 150 E College Avenue
 Ephraim, UT 84627

If faxing your request, please include a credit card number (Visa, Mastercard, and Discover), expiration date, card holder name and a current phone number. Fax to:

Fax Number: (435) 283-7149

Transcript fees are as follows:

- \$2.00 for an official transcript
- \$3.00 for transcript request faxed to Snow College but mailed to the receiving institution
- \$5.00 for a transcript request faxed to Snow College and faxed to the receiving institution. Fees must be paid before a transcript is mailed or faxed. If there are any holds, the transcript will not be released. For further transcript information call (435) 283-7147 or check online at www.snow.edu/alumni under the "Resources" link.

Grade System

The current grade system consists of the following:

| Letter | Description | Point Value |
|--------|------------------------------|-------------|
| A | Excellent | 4.0 |
| A- | Excellent | 3.7 |
| B+ | Above Average | 3.3 |
| B | Above Average | 3.0 |
| B- | Above Average | 2.7 |
| C+ | Average | 2.3 |
| C | Average | 2.0 |
| C- | Below Average | 1.7 |
| D+ | Below Average | 1.3 |
| D | Below Average | 1.0 |
| D- | Below Average | 0.7 |
| F | Failing | 0.0 |
| CR | Credit (does not affect GPA) | |
| I | Incomplete | |
| IE | Incomplete Expired | 0.0 |

| | | |
|----|----------------------------------|-----|
| NC | No Credit (does not affect GPA) | |
| P | Pass | |
| F | Fail | 0.0 |
| AU | Audit (does not affect GPA) | |
| W | Withdrawal (does not affect GPA) | |
| UW | Unofficial Withdrawal | 0.0 |

ACADEMIC HONORS-DEAN'S LIST

To be placed on the semester Dean's List, a student must do the following:

1. complete a program of at least 15 hours of Snow College credit numbered 1000 or above during the semester. Transfer credit does not apply.
2. have a B+ (3.50) or better GPA for that semester.

A student maintaining a B+ (3.50) or better cumulative GPA at graduation will graduate with honors.

ACADEMIC STANDARDS POLICY

The Academic Standards Policy at Snow College is intended to ensure that students are making satisfactory academic progress toward completion of their academic goals. This policy seeks to identify students who need additional academic support and to direct those students to available services. However, each student attending Snow College is ultimately responsible for monitoring his/her satisfactory academic progress.

Academic Status

Academic Warning:

If a student's GPA falls below a 2.0, he/she will be placed on academic warning. A hold will be placed on the student account to ensure that the student meets with a Student Success Advisor to receive academic guidance and/or assistance.

NOTE: A Student receiving Financial Aid whose GPA falls below a 2.0 will be placed on *Financial Aid probation*. If, in any semester, a student's GPA falls below a 1.0, the student will automatically be placed on **No Further Aid** by the *Financial Aid Office*.

Requirements for keeping a scholarship are stated clearly on the student's scholarship contract and may differ from one award to another but are strictly enforced.

Academic Probation:

If a student is on academic warning and does not achieve either a current or cumulative GPA over 2.0, he/she will be placed on academic probation and must meet with a Student Success Advisor to

establish an academic contract. A hold will be placed on the student account.

NOTE: A student receiving Financial Aid whose GPA falls below a 2.0 a second time may be placed on **No Further Aid**.

Academic Suspension:

If a student does not earn a 2.0 in either his/her cumulative or current GPA the semester following being placed on academic probation or if the student does not fulfill the academic probation contract, the student may be subject to dismissal. This means the student will not be allowed to register for at least one regular (fall or spring) semester.

Layout semesters will be enforced only during fall semester, though a student may choose spring semester as his/her layout semester. Summer term does not count as a layout semester with the exception of full-year programs in Cosmetology.

(NOTE: Students who are subject to dismissal may enroll in classes during summer semester).

Appeals Process for Academic Suspension:

If a student is subject to academic suspension, he/she may petition the Academic Standards Committee to be allowed to register. A written appeal must be submitted at least two weeks prior to the beginning of the desired semester of attendance. An appeal form may be obtained from the Student Success Center or the Registration Office.

Appeals denied by the Academic Standards Committee may continue to the Curriculum Committee.

Good Standing

Students will be in "good standing" when all of the following conditions are met.

1. The student completes more than 50% of the attempted credits in the most recent semester.
2. The student has a cumulative GPA of 2.00 or higher.
3. The student has a 2.00 or higher GPA in the most recent semester.

Academic Renewal

Academic renewal allows students the opportunity to recalculate their GPA by discounting grades of D+, D, D-, E, F, or UW which were earned five or more years prior to the date of petition. The following conditions apply:

1. The applicant must be currently registered at

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Snow College, attending, and have tuition paid in full.

2. Before applying for academic renewal, the student must have completed at least 12 credits of graded coursework with at least a 2.50 GPA in all courses.
3. Students who have completed a certificate or degree may not petition for renewal of grades earned before the certificate or degree was awarded.
4. Academic renewal may be requested only once during a student's academic career and is irreversible.
5. "Renewed" courses do not complete General Education requirements nor count toward credits for graduation.
6. "Renewed" courses remain on the student's transcript. Grades are never removed from the transcript.
7. Academic renewal does not apply to credit that is transferred into Snow College from another institution. Likewise, Snow College credit that is transferred to another institution will carry the original grades.

The Federal Higher Education Act will not allow academic renewal for federal financial aid purposes. Students who plan to apply for financial aid must contact the Financial Aid Office *before* requesting academic renewal.

Academic renewal cannot be used to make an otherwise ineligible athlete eligible. Only a student's original grades are considered for athletic eligibility.

Academic renewal petition forms are available in the Registrar's Office. A \$25 processing fee will be assessed.

ACADEMIC HONESTY

Snow College expects all students to uphold the highest standards of academic honesty. As a matter of principle, the college expects students to submit work that reflects their own learning, skills, and efforts. A student who knowingly cheats, commits fraud, or plagiarizes is in violation of this principle. Snow College does not tolerate such violations.

I. ACADEMIC DISHONESTY

Definitions and examples of the most common forms of academic dishonesty are provided below for the sake of clarity. This list is meant to be instructive rather than exhaustive.

Cheating

- 1.0 Cheating is the use, gift, or acquisition of unauthorized assistance (i.e. assistance that has not been au-

thorized by the instructor). The following behaviors are considered cheating:

- 1.1 using unauthorized assistance when taking a quiz, test, or exam, or when completing a graded assignment, whether the work is done in a class room, a testing facility, or any other location;
- 1.2 giving unauthorized assistance to a student taking a quiz, test, or exam, or completing a graded assignment, whether the work is done in a class room, a testing facility, or any other location;
- 1.3 substituting for another student, or allowing someone else to substitute for oneself, when taking a quiz, test, or exam, or when completing a graded assignment, whether the work is done in a classroom, a testing facility, or any other location;
- 1.4 acquiring, by any means, a quiz, test, exam, or other course material before the instructor has authorized its use by the student in question;
- 1.5 continuing to work after time has expired for a quiz, test, exam, or other graded assignment;
- 1.6 submitting essentially the same work for credit in more than one course. (An exception can be made when the amount of work submitted meets or exceeds the total amount of work required; other restrictions may also apply.)

Fraud

- 2.0 Fraud is the deliberate misrepresentation of knowledge. The following behaviors are considered fraud:
- 2.1 citing a source (book, article, etc.) that does not exist;
- 2.2 citing a source for information that it does not contain;
- 2.3 citing a source for a proposition that it does not support;
- 2.4 identifying a source in a bibliography when the source is not cited in the text of the accompanying project;
- 2.5 intentionally distorting the meaning or applicability of data beyond a legitimate range of interpretation;
- 2.6 misrepresenting fictitious information as real.

Plagiarism

- 3.0 Plagiarism is the unacknowledged use of works or ideas taken from an outside source (which may be a book, article, film, television program, CD, web page, student essay, etc.). The alert scholar should realize that plagiarism is a breach of honesty no matter how little material has been borrowed. The following behaviors are considered plagiarism:
- 3.1 plagiarism of words: using the exact works of a source (that is, word-for-word copying) without indicating that the words have been borrowed (usually by placing them within quotation marks):
- 3.2 plagiarism of ideas: presenting the ideas of a source without citing the source (at the very least by naming the source; in a documented paper, by providing bibliographic information as well);
- 3.3 “Whole-cloth” plagiarism: misrepresenting the work of another person (an encyclopedia article, a friend’s essay, an essay purchased from a service, etc.) as one’s original work.

Attempted Dishonesty

- 4.0 An attempted act of academic dishonesty is as contemptuous as a completed one and will be treated in a similar fashion.

II. INVESTIGATION AND REPORTING

Every instructor is professionally obligated to investigate the slightest suspicion of academic dishonesty. An instructor who has reason to believe that an act of academic dishonesty has occurred will gather enough information to form a reasonable inference of guilt or innocence. When circumstances permit, the instructor will confer directly with each student under suspicion. In every case, the instructor will respect the privacy and dignity of any student who may be involved.

An instructor who is certain that an act of academic dishonesty has occurred will, for each student under suspicion, file a Record of Academic Dishonesty with the Office of the Registrar. The instructor will give each student a copy of the Record and explain the significance and likely consequences of the infraction.

A Record of Academic Dishonesty must be filed within five business days of the instructor’s discovery of the act in question.

Upon receiving a Record of Academic Dishonesty, the Office of the Registrar will determine if the case should be forwarded to the Academic Standards Committee for further review.

A Record of Academic Dishonesty is kept indefinitely on file in the Office of the Registrar unless it is removed on appeal or, if the case should be reviewed by the Academic Standards Committee, by a finding of not guilty.

III. LEVELS OF SEVERITY

Snow College recognizes three levels of academic dishonesty.

Level-One

An act of academic dishonesty is considered Level One when there is evidence that the act was committed spontaneously or under coercion—or, more simply, when there is no evidence that a more serious infraction has been committed.

Most Level-One Infractions occur in a testing environment. In the case of assignments written elsewhere, an infraction (such as plagiarism) may be considered Level One if the means by which it occurred required no special effort to obtain.

Level-Two

An act of academic dishonesty is considered Level-Two when there is evidence of premeditation, or when a student has committed a second Level-One Infraction during his or her time at Snow College.

Level-Three

An act of academic dishonesty is considered Level-Three when there is evidence that the act was committed in association with illegal activity (such as theft or vandalism) or commercial activity (such as purchasing an essay or paying a test substitute), or when a student has committed a third Level-One Infraction or a second Level-Two infraction during his or her time at Snow College.

A student who has been found guilty of a Level - Three infraction will be sanctioned by the Academic Standards Committee in one of the following ways:

1. The student may be immediately suspended from the college;
2. The student may be immediately expelled from the college.

IV. DUE PROCESS

Any student accused of academic dishonesty will be apprized of the accusation and given an opportunity to dispute it. The exact means by which an accusation can be disputed varies with the severity of the infraction.

Level-One Infractions are addressed by the instructor, usually in private consultation with the student. The instructor has sole discretions to determine what evidence shall be applied to the case and what sanctions, if any,

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shall be imposed, so long as those sanctions are within the instructor's normal purview.

Level - Two and - Three Infractions are investigated by the Academic Standards Committee. If the committee finds that an accusation has merit, with all due speed it will schedule a hearing on a date that is reasonably convenient for all parties, and which gives the student at least five business days to prepare a defense.

The hearing must take place no later than one month (30 days) from the date on which the Record of Academic Dishonesty was filed, or by the fifth day of the following regular semester, whichever comes first. Ordinarily, it should take place as soon as possible. The student may be accompanied by an advisor of his or her choice, including legal counsel, who will be permitted to attend, but not directly participate in, the proceedings. A student who chooses to be accompanied by legal counsel shall notify the Chair of the Academic Standards Committee at least three business days before the hearing.

If the student chooses not to attend the hearing, no admission of guilt shall be inferred by the committee, nor shall the student's right to appeal the outcome be denied.

The Chair of the Academic Standards Committee shall moderate the hearing.

During the hearing, the committee shall examine evidence and call witnesses. The student shall likewise have the right to present evidence and witnesses and to cross examine other witnesses.

Ordinarily, only factual evidence having an immediate bearing on the case at hand shall be admitted, through other kinds of evidence may be admitted at the discretion of the committee.

The student shall be found guilty of academic dishonesty when 3/4 of the committee agrees that there is a preponderance of evidence to that effect. Otherwise, the student shall be found not guilty.

V. SANCTIONS

The following sanctions shall be imposed for academic dishonesty.

Level-One

Level-One Infraction is normally addressed by the instructor of the course. Sanctions may include a reduced or failing grade on the assignment, a failing grade for the course, or, as previously noted, any other sanction that is within the instructor's normal purview.

Level-Two

A student who has been found guilty of a Level-Two infraction will be sanctioned by the Academic Standards Committee in one of the following ways:

- The case may be remanded to the instructor, who may sanction the student as if the infraction were a Level-One;
- The student may receive a failing grade for the course in which the infraction occurred;
- The student may be immediately suspended from the college.

Suspension

Suspension is a temporary separation from the college. It occurs as follows:

1. the student leaves Snow College for the rest of the semester;
2. the student receives a failing grade for the course in which the infraction occurred;
3. the student receives a UW for every other course in which he or she was enrolled at the time of the infraction;
4. if the semester is more than 70% complete, the student must lay out an additional regular semester.

Expulsion

Expulsion is a permanent separation from the college. It occurs as follows:

1. the student leaves Snow College immediately and may not be readmitted;
2. the student receives a failing grade for the course in which the infraction occurred;
3. the student receives a UW for every other course in which he or she was enrolled at the time of the infraction.

Additional Sanctions

Regardless of the outcome, a student suspected of violating other policies or laws will be reported to the appropriate authorities.

VI. APPEALS

A student who is dissatisfied with the outcome of an academic dishonesty matter has the right to appeal.

To appeal an instructor's sanctions:

A student who is dissatisfied with an instructor's sanctions must follow the appeals process outlined for any grade dispute.

To appeal a Record of Academic Dishonesty:

A student who wishes to dispute a Record of Academic

Dishonesty should contact the Chair of the Academic Standards Committee to schedule a hearing. This hearing will be carried out as described.

To appeal a sanction imposed by the Academic Standards Committee:

A student who is dissatisfied with sanctions imposed for a Level Two or - Three Infraction should contact the Vice President for Academic Affairs. If the Vice President determines that grounds for an appeal exist, he or she will create an ad hoc committee to hear the case.

The only legitimate grounds for appeal are as follows:

1. Questions of fact. The student plans to argue that the facts presented at the original hearing were in error, or that new facts may lead to a different judgment.
2. Questions of judgment. The student plans to argue that the Academic Honesty Policy has been misinterpreted.
3. Questions of process. The student plans to argue that the process outlined in this policy has not been followed.
4. Questions of fairness. The student plans to argue that the policy itself is unfair or has been applied unfairly.
5. Questions of legality. The student plans to argue that the policy is unlawful or otherwise exceeds the powers of the college.

OTHER ACADEMIC INFORMATION

Classification of Students

All students who have completed fewer than 30 credits are classified as freshman. All students who have completed 30 hours or more of satisfactory college work are classified as sophomores.

Confidentiality of Records

The policy of Snow College concerning confidentiality of student academic records reflects a reasonable balance between the obligation of the institution for the instruction and welfare of the student and its responsibility to society. The College will make every effort to maintain student academic records in confidence by withholding information from unauthorized individuals. The policy reflects the efforts of the College to comply with the provisions of the Family Educational Rights and Privacy Act of 1974.

Upon presentation of appropriate identification, and under circumstances that preclude alteration or mutila-

tion of records, students may inspect their personal records. Each student is entitled to an explanation of any recorded data and may initiate action leading to a hearing, if necessary, to correct or expunge information considered to be inaccurate or misleading.

Faculty and administrative officers with a legitimate need to use student records are allowed access to such records without prior permission from the student. A request for records from an educational institution to which the student has applied for admission may be granted without the student's permission. Similarly, data may be furnished to college accrediting bodies and governmental officials without permission of the student.

No student information other than public information will be given to any third party (except those mentioned above) without written consent of the student. In any event, only those records accessible to the student will be released. The term "third party" is construed to include parents, employers, government agencies, or any other people or organizations. Court orders and subpoenas for records will be referred to and acted upon by the Registrar.

The following items are considered directory information at Snow College:

- Students' full names
- Addresses
- Electronic mail addresses
- Telephone numbers
- Residency status
- Degrees conferred, dates awarded and honors received
- Major field of study
- Enrollment status
- Participation in officially recognized activities/sports
- Dates of attendance
- Dates of birth
- Athletes' heights and weights
- Photographs

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 and the Confidentiality of Records Policy of the College, students have the right to place restrictions on their directory information. To place a restriction or hold on their records, students must make a request in writing at the Registrar's Office.

Statute of Limitations

Students wishing to appeal their academic records must do so within twelve (12) months from the time the record was established.

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Student Consumer Complaints

Students who have complaints against the school relating to fraud, false advertising, or other deceptive practices can file a complaint with the Utah Division of Consumer Protection, 1.60 East 300 East, 2nd Floor, Salt Lake City, UT 84111, Telephone No. 801_530_6601, Toll Free in Utah at 1-800-721-SAFE. In addition, students involved with distance and correspondence education can file a complaint with their state's enforcement authority www.snow.edu/online/State_Regulators

Students who have complaints relating to issues that are covered by the student code of conduct should follow the institution's process for filing a complaint. The student code of conduct is found at www.snow.edu/studentlife/code/.

Students who have complaints relating to the school's quality of education or other issues appropriate for its accrediting body to consider, can file a complaint with the Northwest Commission on Colleges and Universities at www.nwccu.org.

Copies of documents describing the school's accreditation and state approval are available for review upon request.

Other Academic Appeals

If students wish to petition for exceptions to a college policy, they should be aware of the following:

1. Exceptions to policy are only considered in cases of circumstances beyond a student's control. Procrastination, forgetfulness, or ignoring published policy are not acceptable reasons for exceptions.
2. Using the form available from the Office of the Vice-President of Student Success, address your petition to the Academic Standards Committee.
3. Attach any supporting documentation you might have, such as a letter from a faculty member or advisor, and a copy of add/drop form, etc.
4. Bring the petition and supporting documents to Room #206 of the Greenwood Student Center, prior to the committee meeting.
5. It could be helpful to your request to be available when the committee meets to answer possible questions. The meetings are usually held in the Glen Larson Conference room (room #224) of the Greenwood Student Center. Ask for details when you pick up the form.
6. The decision relating to your appeal will be mailed or e-mailed to you following the committee meeting. You may also stop by room #206 of the GSC building.

Student Right to Know

Snow College's drug and alcohol policy, crime awareness and campus security statistics, graduation rates, athletic participation rates, financial aid information, and the complete FERPA policy are available at www.snow.edu/right2know. Paper copies are also available by contacting the Student Success Office, Room #206 Greenwood Student Center, 435-283-7100.

Credit Hour Policy

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is not less than

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as approved by Snow College, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Grade Reports

Grade reports for each semester may be accessed over the Internet at www.snow.edu.

Grade Changes/Appeals

Changes are generally made only when the instructor has made a clerical error in computing or recording grades or when a student has completed necessary work for an incomplete grade. The instructor must submit an official grade change card with the instructor's and dean's signatures to the Registrar's Office.

If a student is dissatisfied with a grade he/she is assigned for a course or with other class-related issues, the student has the right to appeal. The student should first contact the instructor of the course and attempt to resolve the matter. If the student remains dissatisfied, he/she may contact the dean of the division which sponsored the course in question. The dean shall make his/her effort to resolve the dispute through whatever means he/she deems appropriate. The results of the review of the disputed issue by the dean shall be documented in writing and copies sent to the student and to the instructor. If either party is not satisfied with the dean's response, the next level of appeal is to the Vice President for Academic Affairs. He/she will then form an ad hoc committee to review the case consisting of three faculty members (selected by the Faculty Senate), three students (selected by the Student Body President), and chaired by the Vice President for Academic Affairs.

(who will vote only in the case of a tie). No dispute will be considered later than one year following the end of the course in question.

Students should be aware that it is rare in U.S. colleges and universities for faculty-assigned grades to be changed without the consent of the instructor. Therefore, students should make their best effort to resolve their disputes with the instructor and the dean before appealing to the Vice President for Academic Affairs.

Americans with Disabilities Act

Any student with a disability who feels that he or she needs an accommodation may contact the Americans with Disabilities Act Coordinator at (435) 283-7321. Any campus visitor or guest with a disability who feels that he or she needs an accommodation to participate in a campus event may contact the Office of the President at (435) 283-7010 for assistance in contacting the appropriate office for requesting the accommodation.

Any student, visitor or guest who feels he or she has been discriminated against because of a disability may contact the Americans with Disabilities Act Coordinator at (435) 283-7321. If a student or guest wishes to appeal a ruling by the coordinator, he or she may contact the Vice President for Student Success at 435-893-2216. The full grievance procedure is found on page 295 of the online catalog or at www.snow.edu/ada/.

Incomplete Grades

An Incomplete "I" grade may be given if students have completed a substantial portion of the required class work, but are unable to complete the work for a legitimate reason (i.e. illness, accident). The procedure for obtaining an Incomplete Grade in a course is:

1. Obtain an Incomplete Grade Agreement from the registration window.
2. Negotiate the agreement with the instructor of the course.
3. Include in the agreement the reason an incomplete grade is needed, the work to be completed, and the date work is to be completed.

Incomplete grade forms must be submitted to the Registration Office not later than six weeks after the term has ended. The maximum time to complete the work is 12 months from the end of the semester in which the "I" was assigned unless otherwise specified in the Incomplete Grade Agreement. A failing grade of "IE" (Incomplete Expired) will be recorded if work is not submitted by the specified date. A Grade Change Request form should be submitted to the Registration Office by the instructor when a final grade is assigned. An incomplete may not be completed by registering for the class in another semester.

Early Final Exams

A request to take a final exam at any time other than when it is officially scheduled must be initiated with the Vice President for Academic Affairs. A charge of \$30.00 per exam will be assessed if the request is approved. Students are discouraged from taking early final exams.

Excused Examinations

Students excused from school during an examination for approved school functions, will be allowed to take make-up examinations if the appropriate excused absence form has been signed by the instructor. Make-up examinations for other reasons will be at the discretion of the teacher, who will be the sole judge of the situation.

In addition, if a student has 3 or more officially scheduled final exams on the same day, he or she may request a change without paying a fee by contacting the office of the Vice President for Academic Affairs, Noyes Building, room 310.

Repeating a Course

A course may be repeated to obtain a higher grade. Both courses will show on the academic record; however, only the last grade earned is calculated in the grade point average and the credit is only counted once. (A student wishing an earlier grade to count over a more recent one should submit a letter to the Academic Standards Committee explaining his/her rationale for the change.) Retakes are limited to two per course (a total of 3 attempts at any one course). Once a retake has been completed, students need to contact the Registration Office to be sure the first grade is discounted from the GPA. Students must register and pay tuition for the semester in which the class is repeated. Hours earned in repeat courses may be counted toward graduation requirements only once. An exception is any course designated as "repeatable" as stated in the class schedule or catalog. These courses will be given credit each time the course is taken. Note: A course repeated at another institution cannot be used to change the GPA on a Snow College transcript.

Repeated Course Charges

By Board of Regents policy, the State of Utah requires that students be charged the "full cost of instruction" the third time they enroll in the same course. This means an additional charge of \$100 will be charged per credit hour for the repeated class. Subsequent registrations in the course will also be assessed the \$100 per credit hour charge. This policy does not apply to classes taken prior to Fall Semester 2002. This charge does not apply to courses that are repeatable as designated in the class schedule or catalog or to classes required to complete a program of study. Students may appeal to the Academic Standards Committee if they have extenuating circumstances that should be taken into consideration.

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Communication &

New Media ART

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New Media

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These repeat course charges will be added to a student's account after the semester commences.

CREDIT BY EXAMINATION OR TRANSFER

Students must be currently enrolled at Snow College to receive any credit by examination or petition. A maximum of thirty-two (32) semester hours of credit toward graduation from Snow College may be earned by examination in one or all of the following programs. Students should be aware that if credit is received by exam, credit cannot also be received for enrolling in and completing the same course(s).

Advanced Placement Credit

This type of credit is given if students have enrolled in advanced placement courses at their high school and successfully passed the AP exam, with a score of three or higher. By state agreement, if students pass an AP exam with a score of three or higher, they will be awarded college credits for each exam passed. These credits will be either ungraded elective credit or ungraded general education credit. Depending on the AP test score and on department agreements, the credits given may be divided in varying amounts among these types of credit. Questions regarding this credit should be addressed to the Admissions Office at 435-283-7144. AP Credit is not considered resident credit. There is a \$10 per credit fee for posting AP credit. **Note: Many majors will not accept AP credit for courses that are required for major preparation. AP Credit guidelines are subject to change without notice. See chart on page 34.**

Comprehensive Equivalency Examination

Students who feel they have sufficient competence and wish to pass a comprehensive equivalency examination in a given course should apply to the Registrar rather than registering for the course using the following procedures and guidelines:

1. Contact the course instructor. The instructor and the department dean must approve the credit by examination request. The instructor must prepare and administer the exam. Some classes may not be challenged;
2. Pay a fee at the cashier's office;
3. Take the credit-by-exam form and receipt to the instructor and take the final exam. Students must earn the equivalent of a C grade to receive credit for the course.

The course will not have a grade reported on the student's transcript but will show as Credit By Exam.

College Level Examination Program (CLEP) Credit

Successful completion of the College Level Examination Program (CLEP) Exams may yield credit in general education or provide elective credits. CLEP course work is ungraded and is not considered resident credit. A student may not receive credit for both the exam and cor-

responding courses completed. Credit is not accepted for all CLEP Exams.

Foreign Language Credit (BYU FLATS Test)

Enrolled students may earn foreign language credits, or exclude up to three previously earned letter grades in lower-division foreign language courses (1010, 1020, and 2010) in the same language, with earned credit from the BYU FLATS (Foreign Language Achievement Testing Services) Test. Students are responsible for any and all actions required to register for the test and transfer credits back to Snow College. There is a \$10.00 per credit Snow College fee for transfer of credit. (See "Other Fees Ephraim Campus"). Go to <<http://flats.byu.edu>> to register for the exam, or see the Humanities Division secretary in HU 127A.

International Baccalaureate Credit

Students will receive credit for IB exams passed with a score of 5, 6, or 7. Policy for acceptance of IB credit is currently under review. A student must be enrolled at Snow College in order to receive credit.

Military Training Credit

Snow College accepts the recommendations of the American Council on Education for training completed in the military, provided that equivalent courses are available at Snow College. The student must submit a copy of his/her Form DD 214 (Certificate of Release of Discharge from Active Duty) which lists the training completed. Official transcripts and other credit documents must be submitted to the Office of Admissions at the time of admission to Snow College. There is a \$10 per credit fee for posting Military Training credit.

Police Officer Standards and Training (P.O.S.T)

Snow College accepts the recommendation of the State of Utah Department of Public Safety Council on Peace Officer Standards and Training for Training completed at P.O.S.T. The student must submit a copy of his/her State of Utah Department of Public Safety Certificate of Completion which lists the training completed. Certification of training completed must be submitted to the Office of Admissions at Snow College. Snow College accepts P.O.S.T. for credit as follows: 5 weeks of training (Phase 1) is equal to 3 elective credits and 1 P.E. credit, ten weeks of training (Phase 2) is equal to 6 elective credits and 1 P.E. credit and 15 weeks of training (Phases 1 and 2) is equal to 9 elective credits and 2 P.E. credits. The maximum number of credits awarded for P.O.S.T. is 11 (9 elective and 2 P.E.) credits. There is a \$10 per credit fee for posting these credits.

Transfer Credit

Transfer credit from other regionally accredited institutions may be used to satisfy general education requirements at Snow College. Students must provide the Admissions Office with official transcripts from all

colleges and universities which they have attended. For the credit to be accepted, the following criteria are used:

- Courses must be non-remedial in nature and must be generally acceptable toward a degree or certificate.
- **Minimum grades for transfer credit are the same as for Snow College credit. A D- is acceptable as a minimum grade for G. E. and elective credit except in the following G. E. areas: American Institutions (C-), Math (C-) and English I and 2 (C-).** This requirement applies to all credits earned in courses taken Fall Semester 2010 and after. For all courses taken prior to Fall Semester 2010, a minimum grade of C- must have been earned in the course to be transferred.
- Courses must appear on an official transcript from the sending institution. Transcripts issued to the student are not acceptable.
- There is no limit to the number of transfer credits which may be accepted.
- Transfer courses will not be accepted from other institutions for the purpose of posting a grade change or repeat on a course previously taken at Snow College.
- The transfer credit evaluation is subject to audit and reevaluation.
- Transfer credit must be received at least three weeks prior to registration.
- Credit obtained from an institution that is not regionally accredited may be reviewed on a course by course basis. A course description and/or course syllabus is required in order to evaluate credit.
- A cumulative 2.0 (C) grade point average (GPA) is required to graduate from Snow College. That GPA factors in both institutional and transfer credit.

International Transcripts

Students who have earned credit at a foreign post secondary institution must submit a certified copy of the transcript from World Education Services please call 212-966-6311 for more information. International students should contact the admissions office (435-283-7144 or Lorie.Parry@snow.edu) if you have questions. Only courses that are equivalent to Snow College general education courses will be accepted toward an Associate Degree.

Transfer Students Requiring Completed General Education Certification

Any Utah System of Higher Education (USHE) institution shall consider its General Education requirements completed by transfer students who have completed the General Education requirements of any other USHE

institution. Upon request by transferring students, a sending institution shall provide certification when students have fully completed its General Education requirements.

Student Email Policy

Snow College provides all students an email account. Students should check this account at least once a day. Snow College will deliver official campus email communications including registration, graduation, library and payroll notices, financial aid information, and student activities notifications through this email.

For instructions on accessing your email account, forwarding messages, or more features, visit: www.snow.edu/email. The student's email address is: BadgerID@badgermail.snow.edu.



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Communication &

New Media

ART
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New Media

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LANG
PHIL
TESL

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CS
ENGR
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| ADVANCED PLACEMENT EXAM CREDIT (Subject to Change) | | | |
|---|-------|--------|--|
| Adv. Placement Exams | Score | Credit | Courses |
| Art History | 3 - 5 | 6 | ART 1010 (FA) 3 credit hours + 3 hours elective credit |
| Art Studio Drawing | 3 - 5 | 3 | Must present portfolio to department for review |
| Art Studio General | 3 - 5 | 3 | Must present portfolio to department for review |
| Biology | 3 - 5 | 6 | BIOL 1010/1015 (LS) - 3/1 credit hours + 2 elective credit |
| Chemistry | 3 - 4 | 6 | CHEM 1210/1215 (PS) - 4/1 credit hours + 1 hour elective credit |
| | 5 | 10 | CHEM 1210/1215 (PS) - 4/1 credit hours & CHEM 1220/1225 - 4/1 credit hours |
| Computer Science A (half-year course) | 3 | 4 | CS 1400/1405 - 3/1 credit hours |
| | 4 - 5 | 8 | CS 1400/1405 - 3/1 credit hours & CS 1410/1415 - 3/1 credit hours |
| Computer Science AB | 3 - 5 | 8 | CS 1400/1405 - 3/1 credit hours & CS 1410/1415 - 3/1 credit hours |
| Economics: Micro (half-year course) | 3 - 5 | 3 | ECON 2010 (SS) - 3 credit hours |
| Economics: Macro (half-year course) | 3 - 5 | 3 | ECON 2020 (SS) - 3 credit hours |
| English Lang/Comp | 3 - 5 | 6 | ENGL 1010 (E1) & ENGL 1410 - 3 credit hours each |
| English Lit/Comp | 3 | 6 | ENGL 1010 (E1) - 3 credit hours + 3 hours elective credit |
| English Lit/Comp | 4 - 5 | 6 | ENGL 1010 (E1), ENGL 2200 (HU) - 3 credit hours each |
| Environmental Studies (half-year course) | 3 - 5 | 4 | 4 hours elective credit |
| French Language | 3 - 5 | 8 | FREN 1010 & 1020 - 4 credit hours each |
| Geography (Human -half year course) | 3 - 5 | 3 | 3 credit hours SS |
| German Language | 3 - 5 | 8 | GERM 1010 & 1020 - 4 credit hours each |
| Government & Politics U.S. (half-year course) | 3 - 5 | 3 | POLS 1100 (AI) - 3 credit hours |
| History, European | 3 - 5 | 6 | HIST 1500 (SS) & HIST 1510 (SS) - 3 credit hours each |
| History, United States | 3 - 5 | 3 | HIST 1700 (AI) - 3 credit hours |
| History, World | 3 - 5 | 6 | HIST 1500 (SS) & HIST 1510 (SS) - 3 credit hours each |
| Latin | 3-4 | 6 | 6 credit hours HU |
| | 5 | 8 | 8 credit hours HU |
| Math: Calculus AB | 3 | 6 | 6 hours elective credit & waives QL |
| | 4 - 5 | 6 | MATH 1210 - 5 credit hours + 1 hour elective credit |
| Math: Calculus BC | 3-5 | 6 | MATH 1210 - 5 credit hours + 1 hour elective credit |
| Math Stats (half-year course) | 3 - 5 | 3 | MATH 1040 (MA) - 3 credit hours |
| Music: Theory | 4 - 5 | 3 | MUSC 1110 |
| Physics B | 3 | 6 | Physics Elective Credit |
| | 4 - 5 | 8 | Physics Elective Credit |
| Physics C: Mechanics (half-year course) | 3 - 5 | 4 | Physics Elective Credit |
| Physics C Electricity: Electives | 3 - 5 | 4 | Physics Elective Credit |
| Psychology (half-year course) | 3 - 5 | 3 | PSY 1010 (SS) - 3 credit hours |
| Spanish Language | 3 - 5 | 8 | SPAN 1010 & 1020 - 4 credit hours each |



TUITION & FEES

Tuition and fees are determined annually and are approved by the Board of Regents. Only payment of tuition and fees or signing up for the monthly payment plan will guarantee classes are held.

Tuition and general fees must be paid in full as indicated on the payment deadline schedule. Students should check their account balance each time a change is made to their schedules to determine the new balance due. Students who fail to pay their tuition and fees or sign up for a monthly payment plan option by the applicable deadline will be charged a \$70 late payment fee and assessed an additional \$40 fee per month on any unpaid balance.

Students enrolled in a fifteen week semester who have not paid anything toward their tuition and fees or made payment arrangements by the 28th day of classes will be dropped from all classes.

AGREEMENT TO PAY TUITION CHARGES

When a student registers for courses at Snow College the student agrees to the terms of the "Agreement to Pay Tuition Charges." The agreement states:

I agree by registering for classes at Snow College that I have incurred tuition and fee charges. I, therefore, promise to pay Snow College the tuition and fees assessed to me for these courses by the published due dates. I also agree to pay for any additional fees and interest

charges that are assessed to my account each semester. I hereby agree to pay any late fees that are assessed to my account due to failure to pay tuition and fees according to the published deadlines. I also agree that Snow College may garnish any Utah State income tax refunds if I have a balance due. In the event I default on this agreement and it becomes necessary to place my account for collection, I agree to pay collection fees not to exceed 50% of the original principal balance, plus any court and/or attorney fees resulting from failure to pay tuition and fees. Any collection costs stated above are in addition to the principal fees and interest due on my account. I agree that Snow College may call me on my cell phone, and I understand and agree that by providing my telephone numbers, Snow College or anyone working on its behalf, may contact me at the numbers provided by manually dialing the number or by using automated dialing technology to try and collect. In the event of default on any of the terms of this agreement, I hereby give to the Snow College Controller or his/her designee, Power of Attorney to apply all monies due me from Snow College to any delinquent portion of this note until the all costs are paid in full. I further understand that my acceptance of these terms represents my acknowledgement and acceptance of my tuition account balance qualifying as a qualified education loan under I.R.C. 221, and as such, is exempt from discharge under federal bankruptcy code 11 U.S.C. 523 (a) (8).

PAYMENT

Snow College encourages students to pay online for their classes. Students may pay by check, VISA, MasterCard, Discover, or American Express by logging in to their account at badgerweb.snow.edu and going into Student Records within the student tab. There are no additional fees assessed for paying with credit cards.

BILLING STATEMENTS

Tuition and fee statements are available on Badger Web by choosing the Student Records link and then Account Summary. Students will be sent statements electronically to their Badger e-mail. Students are responsible for viewing up to date balances or e-statements. It is the student's responsibility to know what the account balance is and make sure it is paid on time. A paper billing statement will only be mailed at the student's request by contacting Snow College at 435-283-7135.

PAYMENT DEADLINES

The payment deadline is determined based on the length of the semester as follows:

Fifteen Week Semester - 21 calendar days from the first day of class

Seven Week Session - 10 calendar days from the first day of class

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Fifteen Day Block - 3 calendar days from the first day of class

If a student changes his/her schedule by adding classes after these payment deadlines, the student has one week to pay the balance or the late fee will be assessed to the student account.

Students are responsible to contact the campus cashier's office **PRIOR TO** these payment deadlines to resolve any issues or concerns related to payment on time of tuition and fees.

MONTHLY PAYMENT PLAN OPTION

The payment plan option is a program intended to help students who are not able to pay their account in full by the tuition and fee deadline. Instead of one large payment, tuition and fees are broken down into equal monthly payments. Enrollment in a plan becomes available prior to the beginning of each semester and should be signed up for before the applicable payment deadline. See www.snow.edu/finaid/paymentplan.html for details about monthly payment plans.

TRANSCRIPT AND REGISTRATION HOLDS

Students with unpaid tuition, fees, room and board, fines or other fees due to Snow College will have a hold placed on their records until such obligations are paid in full. The hold will prevent the student from registering for future semester, sending transcripts and will delay graduation.

GENERAL FEES

The \$195.00 fees are refundable upon withdrawal from classes up until the day classes begin. **After classes begin, fees are not refundable.**

Students taking fewer than ten (10) credit hours do not pay full fees. Students in this category can participate in the activities funded by these fees by paying the full fees.

TUITION AND FEES

Subject to change by the Utah State Board of Regents without prior notice. Please check current class schedule bulletin, Cashier's Office, or website (www.snow.edu).

**RESIDENT TUITION AND FEE SCHEDULE
REGULAR SEMESTER**

| Credit Hours | Tuition | Fees | Total |
|--------------|------------|----------|-------------|
| 0.5 | \$ 98.00 | --- | \$ 98.00 |
| 1 | \$ 133.00 | --- | \$ 133.00 |
| 1.5 | \$ 167.00 | --- | \$ 167.00 |
| 2 | \$ 202.00 | --- | \$ 202.00 |
| 2.5 | \$ 237.00 | --- | \$ 237.00 |
| 3 | \$ 534.00 | \$ 57.00 | \$ 591.00 |
| 3.5 | \$ 603.00 | \$ 66.00 | \$ 669.00 |
| 4 | \$ 672.00 | \$ 76.00 | \$ 748.00 |
| 4.5 | \$ 741.00 | \$ 91.00 | \$ 832.00 |
| 5 | \$ 810.00 | \$100.00 | \$ 910.00 |
| 5.5 | \$ 879.00 | \$110.00 | \$ 989.00 |
| 6 | \$ 949.00 | \$119.00 | \$ 1,068.00 |
| 6.5 | \$1,018.00 | \$129.00 | \$ 1,147.00 |
| 7 | \$1,087.00 | \$138.00 | \$ 1,225.00 |
| 7.5 | \$1,155.00 | \$147.00 | \$ 1,302.00 |
| 8 | \$1,224.00 | \$157.00 | \$ 1,381.00 |
| 8.5 | \$1,293.00 | \$167.00 | \$ 1,460.00 |
| 9 | \$1,362.00 | \$176.00 | \$ 1,538.00 |
| 9.5 | \$1,431.00 | \$185.00 | \$ 1,616.00 |
| 10-20 | \$1,499.00 | \$195.00 | \$ 1,694.00 |
| 20.5 | \$1,569.00 | \$195.00 | \$ 1,764.00 |
| 21 | \$1,639.00 | \$195.00 | \$ 1,834.00 |
| 21.5 | \$1,708.00 | \$195.00 | \$ 1,903.00 |
| 22 | \$1,777.00 | \$195.00 | \$ 1,972.00 |
| 22.5 | \$1,845.00 | \$195.00 | \$ 2,040.00 |
| 23 | \$1,914.00 | \$195.00 | \$ 2,109.00 |
| 23.5 | \$1,983.00 | \$195.00 | \$ 2,178.00 |
| 24 | \$2,052.00 | \$195.00 | \$ 2,247.00 |
| 24.5 | \$2,121.00 | \$195.00 | \$ 2,316.00 |
| 25 | \$2,190.00 | \$195.00 | \$ 2,385.00 |

**MUSIC 3RD & 4TH YEAR
RESIDENT TUITION AND FEE SCHEDULE**

| Credit Hours | Tuition | Fees | Total |
|--------------|------------|----------|-------------|
| 0.5 | \$ 118.00 | --- | \$ 111.00 |
| 1 | \$ 160.00 | --- | \$ 150.00 |
| 1.5 | \$ 200.00 | --- | \$ 190.00 |
| 2 | \$ 242.00 | --- | \$ 229.00 |
| 2.5 | \$ 284.00 | --- | \$ 269.00 |
| 3 | \$ 641.00 | \$ 57.00 | \$ 698.00 |
| 3.5 | \$ 724.00 | \$ 66.00 | \$ 790.00 |
| 4 | \$ 806.00 | \$ 76.00 | \$ 882.00 |
| 4.5 | \$ 889.00 | \$ 91.00 | \$ 980.00 |
| 5 | \$ 972.00 | \$100.00 | \$ 1,072.00 |
| 5.5 | \$1,055.00 | \$110.00 | \$ 1,165.00 |
| 6 | \$1,139.00 | \$119.00 | \$ 1,258.00 |
| 6.5 | \$1,222.00 | \$129.00 | \$ 1,351.00 |
| 7 | \$1,304.00 | \$138.00 | \$ 1,442.00 |
| 7.5 | \$1,386.00 | \$147.00 | \$ 1,533.00 |
| 8 | \$1,469.00 | \$157.00 | \$ 1,626.00 |
| 8.5 | \$1,552.00 | \$167.00 | \$ 1,719.00 |
| 9 | \$1,634.00 | \$176.00 | \$ 1,810.00 |
| 9.5 | \$1,717.00 | \$185.00 | \$ 1,902.00 |
| 10-20 | \$1,799.00 | \$195.00 | \$ 1,994.00 |
| 20.5 | \$1,883.00 | \$195.00 | \$ 2,078.00 |
| 21 | \$1,967.00 | \$195.00 | \$ 2,162.00 |
| 21.5 | \$2,050.00 | \$195.00 | \$ 2,245.00 |
| 22 | \$2,132.00 | \$195.00 | \$ 2,327.00 |
| 22.5 | \$2,214.00 | \$195.00 | \$ 2,409.00 |
| 23 | \$2,297.00 | \$195.00 | \$ 2,492.00 |
| 23.5 | \$2,380.00 | \$195.00 | \$ 2,575.00 |
| 24 | \$2,462.00 | \$195.00 | \$ 2,657.00 |
| 24.5 | \$2,545.00 | \$195.00 | \$ 2,740.00 |
| 25 | \$2,628.00 | \$195.00 | \$ 2,823.00 |

EPHRAIM CAMPUS

GENERAL FEES

(Subject to change without prior notice)

| | |
|--------------------|----------|
| Activity | \$ 34.15 |
| Activity Center | \$ 13.50 |
| Athletics | \$ 21.00 |
| Building | \$ 88.15 |
| Computer | \$ 15.95 |
| Communications | \$ 4.00 |
| Insurance | \$ 4.80 |
| Intramurals | \$ 6.00 |
| Music | \$ 3.00 |
| Theater | \$ 4.45 |
| Total Student Fees | \$195.00 |

RICHFIELD CAMPUS

GENERAL FEES

(Subject to change without prior notice)

| | |
|-----------------------|----------|
| Academic Support | \$ 3.00 |
| Activity | \$ 40.15 |
| Banner Technology | \$ 5.00 |
| Building | \$ 88.15 |
| Computer | \$ 12.95 |
| Distance Education | \$ 5.00 |
| Fine Arts | \$ 4.95 |
| Insurance | \$ 4.80 |
| Library | \$ 16.00 |
| Student Organizations | \$ 10.00 |
| Testing Center | \$ 5.00 |
| Total Student Fees | \$195.00 |

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Business & Applied Technologies

ACCT
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NURP
OLE
PHAR
WELD

Fine Arts

Communication & New Media

ART
COMM
DANC
MUSC
THEA
New Media

Humanities

ENGL
ESL
LANG
PHIL
TESL

Natural Science & Mathematics

BIOL
CHEM
CS
ENGR
GEO
MATH
NR
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Social & Behavioral Science

ANTH
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**NON-RESIDENT TUITION AND FEE SCHEDULE
REGULAR SEMESTER**

| Credit Hours | Tuition | Fees | Total |
|--------------|------------|----------|------------|
| 0.5 | \$ 356.00 | --- | \$ 356.00 |
| 1 | \$ 483.00 | --- | \$ 483.00 |
| 1.5 | \$ 603.00 | --- | \$ 603.00 |
| 2 | \$ 736.00 | --- | \$ 736.00 |
| 2.5 | \$ 855.00 | --- | \$ 855.00 |
| 3 | \$1,971.00 | \$ 57.00 | \$2,028.00 |
| 3.5 | \$2,221.00 | \$ 66.00 | \$2,287.00 |
| 4 | \$2,471.00 | \$ 76.00 | \$2,547.00 |
| 4.5 | \$2,721.00 | \$ 91.00 | \$2,812.00 |
| 5 | \$2,972.00 | \$100.00 | \$3,072.00 |
| 5.5 | \$3,222.00 | \$110.00 | \$3,332.00 |
| 6 | \$3,473.00 | \$119.00 | \$3,592.00 |
| 6.5 | \$3,723.00 | \$129.00 | \$3,852.00 |
| 7 | \$3,974.00 | \$138.00 | \$4,112.00 |
| 7.5 | \$4,224.00 | \$147.00 | \$4,371.00 |
| 8 | \$4,474.00 | \$157.00 | \$4,631.00 |
| 8.5 | \$4,724.00 | \$167.00 | \$4,891.00 |
| 9 | \$4,976.00 | \$176.00 | \$5,152.00 |
| 9.5 | \$5,226.00 | \$185.00 | \$5,411.00 |
| 10-20 | \$5,476.00 | \$195.00 | \$5,671.00 |
| 20.5 | \$5,726.00 | \$195.00 | \$5,921.00 |
| 21 | \$5,977.00 | \$195.00 | \$6,172.00 |
| 21.5 | \$6,228.00 | \$195.00 | \$6,423.00 |
| 22 | \$6,478.00 | \$195.00 | \$6,673.00 |
| 22.5 | \$6,728.00 | \$195.00 | \$6,923.00 |
| 23 | \$6,979.00 | \$195.00 | \$7,174.00 |
| 23.5 | \$7,229.00 | \$195.00 | \$7,424.00 |
| 24 | \$7,479.00 | \$195.00 | \$7,674.00 |
| 24.5 | \$7,730.00 | \$195.00 | \$7,925.00 |
| 25 | \$7,981.00 | \$195.00 | \$8,176.00 |

**MUSIC 3RD & 4TH YEAR
NON-RESIDENT TUITION AND FEE SCHEDULE**

| Credit Hours | Tuition | Fees | Total |
|--------------|------------|----------|-------------|
| 0.5 | \$ 427.00 | --- | \$ 427.00 |
| 1 | \$ 580.00 | --- | \$ 580.00 |
| 1.5 | \$ 724.00 | --- | \$ 724.00 |
| 2 | \$ 883.00 | --- | \$ 883.00 |
| 2.5 | \$1,026.00 | --- | \$1,026.00 |
| 3 | \$2,365.00 | \$ 57.00 | \$ 2,422.00 |
| 3.5 | \$2,665.00 | \$ 66.00 | \$2,731.00 |
| 4 | \$2,965.00 | \$ 76.00 | \$3,041.00 |
| 4.5 | \$3,265.00 | \$ 91.00 | \$3,356.00 |
| 5 | \$3,566.00 | \$100.00 | \$3,666.00 |
| 5.5 | \$3,866.00 | \$110.00 | \$ 3,976.00 |
| 6 | \$4,168.00 | \$119.00 | \$ 4,287.00 |
| 6.5 | \$4,468.00 | \$129.00 | \$ 4,597.00 |
| 7 | \$4,769.00 | \$138.00 | \$ 4,907.00 |
| 7.5 | \$5,069.00 | \$147.00 | \$ 5,216.00 |
| 8 | \$5,369.00 | \$157.00 | \$ 5,526.00 |
| 8.5 | \$5,669.00 | \$167.00 | \$ 5,836.00 |
| 9 | \$5,971.00 | \$176.00 | \$ 6,147.00 |
| 9.5 | \$6,271.00 | \$185.00 | \$ 6,456.00 |
| 10-20 | \$6,571.00 | \$195.00 | \$ 6,766.00 |
| 20.5 | \$6,871.00 | \$195.00 | \$ 7,066.00 |
| 21 | \$7,172.00 | \$195.00 | \$ 7,367.00 |
| 21.5 | \$7,474.00 | \$195.00 | \$ 7,669.00 |
| 22 | \$7,774.00 | \$195.00 | \$ 7,969.00 |
| 22.5 | \$8,074.00 | \$195.00 | \$ 8,269.00 |
| 23 | \$8,375.00 | \$195.00 | \$ 8,570.00 |
| 23.5 | \$8,675.00 | \$195.00 | \$ 8,870.00 |
| 24 | \$8,975.00 | \$195.00 | \$ 9,170.00 |
| 24.5 | \$9,276.00 | \$195.00 | \$ 9,471.00 |
| 25 | \$9,577.00 | \$195.00 | \$ 9,772.00 |

Online Course Tuition

Students residing in Utah and/or attending one of Snow's campuses who take online courses as all or part of their course load will be charged tuition according to their resident or non-resident status.

Students who take online courses from Snow while residing outside of Utah will be charged in state resident tuition for those classes. This tuition rate applies to online courses only.

Students with questions about the tuition charged for online courses should contact the Student Success Center at (435) 283-7313 for assistance.

SUMMER SCHOOL TUITION

All students enrolling in regular course work will be charged resident tuition only. See Resident Tuition and Fees. ESL students will be required to pay additional ESL fees during summer session.

Students auditing courses are required to pay the same tuition and fees as those who register for credit and the same refund policies apply.

Senior Citizen Students

Senior citizens, age 62 and over, may enroll on an audit basis in any Snow College course offered (as space is available) by completing an Application for Admission and paying a one-time application fee. The Admissions Office will issue a registration form to be signed by the instructor not earlier than the first day of class. A \$20.00 registration fee, which covers all costs except books and lab fees, is required each semester. Senior citizens desiring credit for courses taken should register according to regular registration policies and procedures. Senior citizens, age 62 and over, enrolling in non-credit courses will receive a half-tuition waiver for any non-credit course offered, except some of the exercise-type courses.

CONTINUING EDUCATION, OFF-CAMPUS AND CORRESPONDENCE COURSE TUITION AND FEES (RESIDENT STUDENTS)

Most credit courses and programs that are not included in the regular fall and spring daytime schedule of the college are managed by the Continuing Education Division or the Richfield campus. Fees cover the cost of delivering an off campus class or program to areas or locations outside of the regular on-campus college program. Continuing Education students are not eligible for yearbooks, athletic events, or other on-campus activities. Students attending Snow College and carrying 10 or more credit hours are eligible to enroll in the Voluntary Student Health Insurance Plan.

Continuing Education, Off-Campus and Correspondence Courses are under the same Tuition Schedule as Resident Students. Please see page 35.

**OTHER FEES
EPHRAIM CAMPUS**

(Subject to change without prior notice)

| | |
|--|-------|
| ACCT 2200, 2210, 2600 | 10.00 |
| Admissions Application Fee | 30.00 |
| Admission Change of Status Fee | 15.00 |
| AGRI (with lab) Agriculture | 10.00 |
| AHNA 1000 Nursing Assistant | 16.00 |
| AP Credit posting fee (per credit) | 10.00 |

| | |
|---|--------|
| ART 1020 Basic Drawing | 5.00 |
| ART 1030 Basic Design | 15.00 |
| ART 1040 Art Studio Practices 2D | 20.00 |
| ART 1050 Basic Photography | 80.00 |
| ART 1160 Art Studio Practices 3D | 20.00 |
| ART 1110 Drawing I | 5.00 |
| ART 1120 2-D Design | 15.00 |
| ART 1130 3-D Design | 60.00 |
| ART 1140 Photo I | 80.00 |
| ART 1150 Jewelry Making | 45.00 |
| ART 1200 Art Talks | 50.00 |
| ART 1300 Digital Media Fundamentals | 95.00 |
| ART 1400 Experimental Video I | 95.00 |
| ART 1500 Silver & Alternative Photography | 90.00 |
| ART 1510 Creative Visualization | 50.00 |
| ART 1800 Digital Print & Interactive Media | 90.00 |
| ART 2110 Drawing II | 25.00 |
| ART 2140 Photo II | 95.00 |
| ART 2230 Printmaking I | 60.00 |
| ART 2240 Printmaking II | 85.00 |
| ART 2250 Digital Design | 35.00 |
| ART 2300 Animation I | 95.00 |
| ART 2600 Intro to Sculpture | 80.00 |
| ART 2650 Intro to Ceramics | 60.00 |
| ART 2900 Figure Drawing | 75.00 |
| AUTO Automotive Class | 30.00 |
| Automotive Technology Shop Coat | 36.00 |
| BB & FB Sports Officiating | 9.00 |
| BIOL 1810 Biological Careers | 5.00 |
| BIOL Life Science Labs | 30.00 |
| BUS Classes Business Technology | 10.00 |
| BUS Computer Course | 10.00 |
| BUS 2700 Pro Business Leadership | 24.00 |
| CHEM Chemistry Lab | 30.00 |
| CIS Computer Course | 10.00 |
| COMM 1870, 2870 Radio Performance classes | 10.00 |
| CS Computer Science Classes | 10.00 |
| COOP Co-op Cooperative Education Courses | 25.00 |
| CPSC Computer Courses | 10.00 |
| DMT 1810 (Truck Driving)* | 100.00 |
| DMT 1820 (Truck Driving)* | 150.00 |
| DMT 1825 (Truck Driving) per hour* | 50.00 |
| DMT 1830 (Truck Driving)* | 100.00 |
| DMT 1840 (Truck Driving)* | 30.00 |
| Drafting Computer Course | 10.00 |
| ENGR Engineering Classes with labs | 7.00 |
| ESL Classes (semester) | 225.00 |
| ESL Classes (half semester) | 112.50 |
| ESL Activities Fees | 75.00 |
| ESL Activities Fees (half semester) | 37.50 |
| ESL Foreign Student Fees (semester) | 160.00 |
| ESL Foreign Student Fees (half semester) | 80.00 |
| Equivalency Exam for Credit (per semester hour) | 15.00 |

General Information

Divisions & Departments

Business & Applied Technologies

- ACCT
- AGRI
- AHNA
- AUTO
- BUS
- CIS
- CM
- COSB
- DMT
- FRM
- INDM
- MTT
- NURP
- OLE
- PHAR
- WELD

Fine Arts

Communication & New Media

- ART
- COMM
- DANC
- MUSC
- THEA
- New Media

Humanities

- ENGL
- ESL
- LANG
- PHIL
- TESL

Natural Science & Mathematics

- BIOL
- CHEM
- CS
- ENGR
- GEO
- MATH
- NR
- PHYS

Social & Behavioral Science

- ANTH
- CJ
- ECON
- EDUC
- GEOG
- HIST
- HFST
- POLS
- PSY
- PE
- SW
- SOC

Academic Support Services

- Community Programs
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2014-2015

| | |
|--|--------|
| Foreign Language posting fee | 10.00 |
| (per credit) | |
| GEO 1015 Survey of Geology | 20.00 |
| GEO 1065 Environmental Geology | 10.00 |
| GEO 1080 Oceanography | 20.00 |
| GEO 1220 Historical Geology..... | 25.00 |
| GEO 2500 Geology Field Studies..... | 30.00 |
| GNST 0990 New Student Orientation | 15.00 |
| GNST 1060 Convocations | 5.00 |
| Graduation..... | 25.00 |
| HESC EMT Class | 100.00 |
| HFST 2120 & Food Labs..... | 22.00 |
| HFST 2620 Creative Exp. for Children | 22.00 |
| HFST 2750..... | 35.00 |
| (Child Development Center/Student Teacher) | |
| Honors Thesis (ENGL 2014) Printing Fee*. | 10.00 |
| Military Training Credit posting fee | 10.00 |
| MUSC Private Musice-Non Majors..... | 340.00 |
| MUSC Group Guitar..... | 100.00 |
| MUSC Group Piano..... | 30.00 |
| MUSC Private Music-Major..... | 400.00 |
| MUSC 2166 A Cappella..... | 10.00 |
| NURP 1102 Fundamentals of Nursing..... | 20.00 |
| NURP 1109 Practical Nursing | 40.00 |
| NURP 1110 IV Therapy..... | 50.00 |
| Nurse Assistant | 16.00 |
| Nurse Assistant Testing..... | 20.00 |
| Outdoor Survival (Backpacking)* | 40.00 |
| PBL Enrollment | 24.00 |
| PE Cycling | 40.00 |
| PE 1625 Skiing Cross Country & Downhill | 40.00 |
| PE 1130 Beginning Golf..... | 17.00 |
| PE 1131 Golf II..... | 46.00 |
| PE 1135, 1136 Archery | 38.00 |
| PE 1340 Lifeguarding..... | 7.50 |
| PE 1505 Kayaking | 40.00 |
| PE Backpacking..... | 40.00 |
| PE 1145 Bowling | 50.00 |
| (collected by Bowling Alley) | |
| PE Rock Climbing | 40.00 |
| PE 1543 First Aid..... | 8.00 |
| PE 2600 Intro to Sports Medicine | 7.00 |
| PHSC 2105 Honors Lab | 30.00 |
| PHYS Physics Lab | 30.00 |
| PHYS 1060 Astronomy..... | 10.00 |
| Practical Nursing Clinical | 10.00 |
| Practical Nursing Testing..... | 40.00 |
| Practical Nursing HOSA Enrollment | 20.00 |
| Proctor Fee (non-student) | 25.00 |
| Skills Classes Skills | |
| USA-Level I, II, III,IV | 25.00 |
| Student I.D. Card (one-time charge)..... | 5.00 |
| Student I.D. Card (lost/replacement) | 10.00 |
| THEA 1530 Life Mask..... | 20.00 |
| Transcript of Credits, Official | 2.00 |
| WELD Welding Classes..... | 30.00 |
| Welding Locker..... | 5.00 |

* May be refunded through the seventh calendar day of the semester
 + Non-Refundable

TUITION REFUND

(Effective Summer 2013)

Fall & Spring Semesters:

- Beginning the 1st day of the semester through the 21st calendar day – **100% REFUND of tuition**
- After the 21st calendar day – **NO REFUND of tuition**

Summer, Blocks, Terms, Workshops, Camps or Classes with beginning or ending dates that do not correspond with regular semester beginning or ending dates::

- Through 20 % of class taught – **100% REFUND of tuition**
- Over 20% of class taught – **NO REFUND of tuition**
- After the day classes begin general fees and not refunded.

Students should complete an official Withdrawal from School form which can be obtained from the Registration Windows, Greenwood Student Center, second floor or the Richfield Registration Office. The official date for refund purposes shall be the day this form is returned to the Cashier's Office for processing.

Financial Aid will continue to do last-date-of-attendance forms and will calculate refunds and repayments according to the guidelines in the Financial Aid Handbook.





FINANCIAL AID

Snow College participates in the Department of Education's Title IV Programs. These programs consist of federal education grants, loans, and work study. Financial Aid may also include funds from state grant programs when available. Financial Aid awards are based on need and other eligibility criteria established by the Department of Education and are subject to change without notice. There is no discrimination based on race, color, religion, age, sex, national origin, health-related conditions, handicap, or veteran's status.

Access

Snow College is currently using a "one stop shop" approach within the Student Success Office. The Financial Aid Office in conjunction with the Student Success Office will help all qualified applicants secure aid, however resources are limited. Due to limited resources students applying for aid must meet certain deadlines.

Deadlines:

Some federal grants require a priority deadline of March 1st. These funds are very limited, thus the early deadline, not all students meeting the deadline will receive funds. Students should be able to submit a FAFSA and supporting documents by this date.

The general financial aid deadline, to have funds available for fall semester, is June 1st. Any student whose file is completed after this date is not guaranteed to have funds available when school starts.

Tuition Due Dates

All fall financial aid applicants whose files are incomplete as of August 1st must make financial arrangements to pay tuition and fees before the Business Office payment deadline. Failure to make arrangements will result in an assessment of late fees. Payment plans are available for those individuals who miss deadlines; in these cases the use of these plans is strongly encouraged.

Spring files must be complete by November 1st those with incomplete file must make financial arrangements to pay tuition and fees before the Business Office payment deadline. Payment plans are available for those individuals who miss deadlines; in these cases the use of these plans is strongly encouraged.

Summer files must be complete by March 15th those with incomplete file must make financial arrangements to pay tuition and fees before the Business Office payment deadline. Payment plans are available for those individuals who miss deadlines; in these cases the use of these plans is strongly encouraged.

Receiving financial aid does not replace the student's obligation to pay for educational costs when they come due. Costs that accrue before you receive aid may include housing, books and fees, additional meal plans, as most of these costs are from outside vendors, you should not plan on your aid covering these items.

New Limitations

Pell Grant Lifetime Limit:

The Department of Education has now limited a student's Pell eligibility to a total of 12 full-time semesters (or 6 full years) of Pell Grant eligibility during his/her lifetime. This limit applies to all students, regardless of when they received their first Pell Grant. Once a student has received a Pell Grant for 12 full-time semesters they will no longer be eligible for further Pell Grant funding. (This is not appealable to any individual or institution.)

150% Stafford Loan Subsidized Limit

The Department of Education has also change loan subsidy. First time borrowers and prior borrowers without an outstanding loan balance as of July 1, 2013, are subject to the new subsidy provisions. Individual borrowers who enroll in programs and do not complete their program within 150 percent of the allowable time will lose their loan subsidy. Students who back transfer from a standard program to a program of lesser length will also lose their subsidy.

Understand that subsidy can be lost on your subsidized Stafford loans prior to graduation and repayment.

Proration of Financial Aid

Students who are enrolled in less-than-full time status will have their Pell Grants and Direct Stafford Loans prorated. Your award letter will list the maximum

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Fine Arts.

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Social & Behavioral Science

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amount based on full-time enrollment. Proration rates, the amounts you will actually receive, will match your enrollment. Full time enrollment is 12 credit hours and above. If you are three-quarter time, 9-11 hours, your eligible grant and loan amounts will be multiplied by 0.75 and you will receive that portion. If you are half-time, 6-8 hours, your eligible grant and loan amounts will be multiplied by 0.50 and you will receive that portion. If you are less than half time your grants will be adjusted to match the Federal Pell charts. If you are less than half time, 1-5 hours, you are not loan eligible.

Repeating Courses

Pell Grant funding may not be used to repeat a course more than twice where a student received a passing grade (A through D-). Once a student has completed any course twice with a passing grade they are no longer eligible to receive Pell Grant funding for that course in the future. There are no exceptions to this Federal regulation.

Applying for Financial Aid

1. Apply for admission: Students are not eligible for any financial aid until they have been successfully admitted to Snow College as a matriculated, degree seeking student, in an eligible program.
2. Apply for a Pin Number at www.pin.ed.gov. This pin number becomes your electronic signature for the FAFSA, student loan promissory notes, and loan counseling.
3. Apply for Financial Aid: Students must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. The FAFSA should be completed as quickly as possible after January 1st for the upcoming academic year. It is the best practice to have processed the prior year's federal income tax information for both the student and parent. Snow College's institutional code is 003679.

Student Eligibility

To receive Federal Title IV assistance:

- A student must demonstrate financial need, as determined by the Department of Education (FAFSA).
- Must have a high school diploma or GED certificate on file with the College prior to the first day of class.
- Is not enrolled in elementary or secondary school.
- Is a U. S. citizen or eligible non-citizen.
- Is enrolled in an eligible program of study and is seeking a certificate or degree. (Taking Prerequisites for transfer is not an eligible program.)

- Has a valid Social Security Number.
- Must maintain satisfactory academic progress.
- Certify that they are not in default on a student loan or owe an overpayment to the Department of Education.
- If male, is registered for selective service before age 26.
- For loan purposes, is at least a half-time (6 credit hour) student.
- Has not borrowed in excess of federal loan limits.
- Meets all other federally prescribed eligibility criteria.

Financial Aid Process

This is the sequence of events that students must follow in order to receive financial aid:

- Student submits the FAFSA with Snow College's school code 003679.
- The Department of Education processes the FAFSA and calculates an EFC.
- Student receives the SAR and Snow College receives the ISIR.
- Snow College notifies each student by mail and or email requesting additional information, which may include verification materials if the student is chosen for verification and a signed Satisfactory Academic Progress form. (If you have completed the FAFSA and have not heard from us for a minimum of two weeks please initiate contact with our office.) During busy times email works best, financialaid@snow.edu
- Student returns information to Snow College.
- Financial aid staff verifies documents for accuracy and conflicting information.
- Financial aid staff creates a financial aid award package.
- Student logs on to Badger Web and follows the terms and conditions to accept the award. Pell will be accepted automatically all other awards must be accepted online by the student.

How Financial Aid is Calculated

When a completed FAFSA is received by the United States Department of Education, a formula mandated by Congress called Federal Methodology is used to calculate the Expected Family Contribution or EFC. The EFC is an index used by the school to see what grants or loans a student is eligible for. The Financial Aid Office compares the EFC to the federal Pell charts and the schools' estimated cost of attendance. The cost of attendance minus the EFC is financial need. This financial need is used to determine aid. In almost every case the school does not have the availability of financial resources to fund all financial need.

(Each school determines its cost of attendance by estimating tuition and fees, room and board, books and supplies, transportation and miscellaneous personal expense. These items are the schools budget for financial aid purposes.)

Awards

An Expected Family Contribution (EFC) is assigned to each applicant; the EFC determines the amount of aid a student may be eligible for. An EFC from 0 to 5000 is generally eligible for some Pell Grant, the lower the EFC the higher the Pell eligibility. Expected Family Contributions above this bench mark are not Pell eligible. In most cases those with higher EFC’s are only loan eligible. (EFC are subject to change during the Verification process.) All awards are tentative and subject to change.

Financial Aid Disbursements

Most financial aid (with the exception of Federal Work Study) is credited to the student’s account to pay institutional charges, such as tuition and fees and on-campus room and board. Any remaining balances, after school charges are deducted, are to be used for other educational expenses. Disbursements occur generally the first day of class. If the amount of financial aid exceeds the costs of institutional charges the student can request those amounts to be directly deposited into a bank account or the college will mail them a check. Unless the student gives the College specific instructions checks will be mailed to the permanent address on file in our accounting system. Consequently, you may be at school and your check is sent home. Students should review mailing address every semester for accuracy.

Verification

The Financial Aid Office completes verification of all files that the Department of Education chooses for verification. We will also review the files of siblings or spouses who are also enrolled to check for conflicting information. All files with conflicting information must be resolved. Siblings and spouses should take the time in the application process to insure accuracy of their respective files. We recommend FAFSA forms are submitted at the same time when multiple family members apply. Individuals that have already been funded may find that awards are reduced when corrections are required to resolve conflicting information between related applicants.

Satisfactory Academic Progress (SAP)

Snow College Office of Financial Aid is responsible for ensuring that all students receiving federal financial aid meet minimum standards. Federal aid is Pell Grant, Loans, and Work Study. It is ultimately the student’s responsibility to know if they are making progress towards their certificate or degree. A student should check their grades each semester and not assume they

are eligible because we did not inform them. Not knowing or checking is not a valid excuse. Satisfactory Academic Progress is reviewed at the end of each payment period (fall, spring, summer)

A student must successfully meet the following minimum requirements:

1. Qualitative – Snow College grade point average above a 2.00.
2. Quantitative (Pace) – Completion of a minimum of 70 percent of attempted credit hours.
3. Maximum Time Frame – Complete an Associate Degree within 95 credit hours and a Bachelor of Commercial Music in 189 credit hours. (All attempted credits whether a grade is earned or not will count against the attempted hours.)

Each student will be asked to sign a Satisfactory Academic Progress form each academic year as part of the application process. This is to serve as a reminder of the importance of meeting SAP.

Within Satisfactory Academic Progress we ask if a student has already received a degree from Snow College or any other post-secondary institution. Because we are primarily a two year school we cannot pay a student who has a degree to take pre-requisite classes towards a Bachelor degree once they have their degree. If you are seeking a Bachelor degree you must be admitted to the four year school and be taking courses from that institution to be eligible for aid. Taking pre-requisite classes to transfer is not a degree seeking program and therefore is not fundable. This is statutory within the Department of Education’s definition of an eligible program. If you have a degree and do not disclose it in an attempt to receive aid we will consider it fraud and report the findings to the Office of Inspector General and to the Utah State Attorney General’s Office for possible prosecution.

Failing Grades

Students who fail all of their classes in a payment period are subject to the all “F” policy. Within one week of final grades being posted a student who has received all failing grades must do the following:

1. Provide proof of attendance in every class. This can be done by turning in graded papers, exams, quizzes or a letter from the instructor that you indeed attended all of the semester and earned the failing grade.
2. If you did not attend the entire length of the semester, provide the last-date-of-attendance by submitting an academically related activity as mentioned above. This date will be used to calculate the Federal Return of Title IV Funds for the unearned portion of your aid.

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Divisions & Departments

Business & Applied Technologies

- ACCT
- AGRI
- AHNA
- AUTO
- BUS
- CIS
- CM
- COSB
- DMT
- FRM
- INDM
- MTT
- NURP
- OLE
- PHAR
- WELD

Fine Arts.

Communication & New Media

- ART
- COMM
- DANC
- MUSC
- THEA
- New Media

Humanities

- ENGL
- ESL
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It is the student's responsibility to turn in the documentation in a timely manner. Letters are sent only as a courtesy. Those who fail to provide adequate documentation will have all of their aid returned to the Department of Education. Once a student loan is returned it cannot be reversed. When aid is returned the student then becomes liable for all aid received in the payment period. Unpaid balances are subject to all collection processes available to recover debt. No funds will be disbursed the following semester as the student will be suspended from financial aid. Save your documentation!

(If you get a grade change you must notify the Financial Aid Office immediately or we will presume you earned failing grades. If you fail to notify us before we return funds we will not be able to bring them back, particularly loans.)

Reinstatement

Students can regain eligibility by bringing their cumulative totals in line with the Department of Education and Snow College's minimum standards. This requires a written appeal.

SAP Appeals

Students who have been suspended can appeal their suspension by submitting an appeal form and providing documentation of extenuating circumstances. Situations for poor performance must be extenuating, beyond the student's control, to be considered. Students may also be required to submit a functional degree plan signed by a Student Success Advisor and stick with that plan in future enrollment periods. Appeals must be turned in before the end of the 3rd week of the new term to be considered.

Return of Title IV Funds

Students earn financial aid by the length of time they are enrolled in the semester. Those who withdraw from school (W), stop attending, receive unofficial withdrawals (UW grades), or those who receive failing (F) grades, are subject to the Return of Title IV Funds policy. Depending on the last-date-of-attendance, or the last academically related activity, students will owe a portion of their aid back to the Department of Education because they have not earned all of their aid for the payment period.

To avoid the Return of Title IV Funds a student must complete the semester and earn their aid. Any student who fails to earn their aid will owe a portion back to the Department of Education. Regrettably there is no clause for catastrophic events or unusual circumstances. If you leave school you will owe back funds. Return of Title IV Funds is not appealable, it is a statutory requirement. (34 CFR 668.22).

All federal monies owed back to the Department of Education through the Return of Title IV Funds calculations are not eligible for Snow College Financial Relief.

Consortium Agreements

The Federal law mandates that you only receive aid from one school. Therefore, the purpose of the consortium is to allow you to take courses from multiple schools but have one school be the home school or school that provides you financial aid. It is the student's responsibility to pay tuition and fees to the schools that are on consortium.

Snow College has signed consortium agreements with Southern Utah University, Utah State University, Weber State University and the state schools working with Utah E-Learning Connection. Regrettably we do not participate with Utah Valley University at this time. Also, we currently do not participate with schools outside of Utah.

Good Standing

To be eligible for financial aid there are expectations of good citizenship. Financial aid may be terminated for any of the following infractions of the good-standing code:

- Violations of civil law
- Destruction of property
- Illegal use or distribution of drugs or alcohol
- Lying, stealing, cheating or other moral infraction
- Disruption of classes and violations of school policies
- Use of financial aid funds for another purpose other than authorized expenditures
- Discourteous or abusive language or actions
- Harassment
- Violations of Snow College computer use policies. (Violations of copyright infringement, P2P software, Piracy etc.)

Eligible Programs

Not all programs are eligible for financial aid. A program must meet specific federal guidelines regarding weeks of instruction or clock hours. Programs such as CDL licensure, CNA licensure, Pharmacy Technician, Correspondence/ Independent study, (sections coded 108-110), classes that take a year to complete are not eligible. Credit hours in these courses will not count toward enrollment for financial aid purposes. Other programs may be introduced by the college but until a program is approved by the Department of Education financial aid may not be available.

Misuse of Federal Funds

Federal Law [P.L. 99-498, Sec. 490 (a)] states “Any person who knowingly and willfully embezzles, misapplies, steals or obtains by fraud, false statement, or forgery and funds, assets, or property provided or insured under Title IV is subject to a fine of not more than \$1,000.00 or imprisonment of not more than five years, or both. Federal regulations require that students who may have violated this law may be referred to appropriate law enforcement agencies for investigation and prosecution.

If we suspect fraud we are obligated to refer individuals to the Office of Inspector General.

Types of Aid

Grants

Federal Pell Grant

The Federal Pell Grant is non-repayable aid for eligible students. The amount of the award is based upon expected family contribution (EFC), as determined by the Department of Education’s Federal Methodology, the institution’s cost of attendance, and the federal payment schedule issued by the U.S. Department of Education.

Supplemental Educational Opportunity Grant:

Snow College receives a limited amount of funds for this program, it is awarded to Pell Grant recipients with exceptional need. Not all Pell recipients will qualify or receive these funds.

Utah Educational Disadvantage Funds

The Utah Educational Disadvantage Grant is available to state of Utah residents only. It is combined with other financial aid. This is a small state grant and is very limited.

Higher Education Success Stipend Program

The HESSP fund is available to Utah residents only. It may be used as a grant or for work study. This is a small state grant and is very limited.

Loans

Snow College participates in the Federal Direct Loan Program, it is imperative that a student knows the difference between a grant and a loan. A grant does not need to be paid back a loan does, the award letter will clearly identify the aid that has been awarded by the name of the associated fund, Federal Pell Grant as opposed to Federal Direct Stafford Subsidized Loan or Federal Direct Unsubsidized Loan.

Loan Processing Deadlines:

Fall - December 1st

Spring - April 14th

Summer - June 5th

To receive a Federal Direct Loan a student will need to do additional processes to get a loan. A student will need to complete a Master Promissory note, this is done online, they will also need to finish the Snow College default prevention class, and they will need to do online loan counseling. Instruction to do these processes will be included in the award letter. All of these process will need to be complete before any loan funds are disbursed.

A student does not need to accept the awarded amount, they can notify the Financial Aid Office and request lesser amounts. They can also decline the loan at any time before disbursement. Once a loan is disbursed a student will need to contact the Financial Aid Office to reduce or cancel the loan. They will have to return the disbursed amounts to the Snow College Cashiers Office.

All loans that a student receives are monitored by the National Student Loan Data System (NSLDS), this information is accessible by guarantee agencies, servicers, lenders and schools determined to be authorized users.

Once a loan is disbursed the borrower has a legal obligation to pay the full amount regardless whether the borrower completes the program of study, is unable to obtain employment upon completion, or is otherwise dissatisfied with or did not receive the educational or other service the borrower purchased from the school.

In the event the student withdraws from school some of the Direct Stafford Loan will need to be paid immediately as part of the Return of Title IV Funds policy.

Loans may be deferred in some cases, there are also cases for loan forbearance, the detail for these terms and options can be accessed at, <https://studentloans.gov>

Loan Disbursements

The law requires that loans be disbursed in multiple disbursements, if you are enrolled in one semester, half of your loan will be disbursed at the beginning of the semester and the second half of your loan will be disbursed at the midpoint of the semester. This may cause late fees to accrue if your balance is not paid with the Cashiers Office.

Subsidized Loans are loans that the Department of Ed pays the interest while you are in school, subsidy can be lost by the new 150 percent rule. The amount borrowed depends on the student’s need, cost of attendance, and year in school. The interest rate is variable

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and changes annually. The minimum monthly payment begins at \$50.00, there is a six month grace period that begins once you are no longer a minimal half time student.

Unsubsidized Loans are available to those students who did not qualify, in whole or in part, for a subsidized loan. Interest begins accruing as soon as you receive a disbursements. Interest does not stop until the loan is paid in full. If you are not paying interest your loan is capitalizing interest. You are paying interest on previous month's accrued interest and principle. If you allow your interest to capitalize your principle can and will grow to an amount greater than the original amount you borrowed. The amount of the loan depends on need, cost of attendance, and year in school. The interest rate is variable and changes annually. The minimum monthly payment begins at \$50.00.

Federal Parent PLUS Loan is a loan that a parent can originate in the dependent student's behalf. A parent may borrow up to the cost of attendance, less other aid, for each dependent student. As with other loans there are maximum limits for each student.

Federal Work Study

The Federal Work Study Program is an opportunity to work with various employers on campus, if you are awarded it does not guarantee you employment. It allows you to apply for a select number of work opportunities on campus. Jobs are posted online through the Human Resources Office.

Financial Aid Staff

Jack E. Dalene: Director
Denise Duncan: Specialist
Merrill Worthington: Specialist
Chris Adams: IT Systems Specialist





VETERAN'S AFFAIRS

**National Guard/Reservists/Dependents of Veterans
Veterans' Coordinator: Jack Dalene
Greenwood Student Center 208
Phone: (435) 283-7130
Email: jack.dalene@snow.edu
Fax: (435) 283-7134**

This section of the catalog contains important information for Reservists, Veterans, National Guard, and Dependents of Veterans attending Snow College on the G. I. Bill. Students needing to find out if they are eligible for benefits should call: 1-888-442-4551. The Veterans Administration (VA) and the State Approving Agency (SAA), state their requirements regarding satisfactory progress, conduct, and enrollment of veterans and dependents who receive educational benefits under the provision of Title 38, United States Code (USC). The following explanations outline these requirements as they apply to students at Snow College.

Important Web Sites

The following are important web sites containing information and resources for those seeking Veterans Benefits: Veterans Administration (Application forms and online processes are available for download on this site.) www.gibill.va.gov. Army National Guard Educational Benefits (Federal Tuition Assistance, Participant must have a virtual army account and password, all

tuition assistance is now done electronically, there are no paper applications.) www.goarmyed.com.

Important Phone Numbers

Monthly Verification of Enrollment: 1-877-823-2378
Veterans Administration - Muskogee, Oklahoma: 1-888-442-4551

Snow College does not determine Veterans Administration benefit eligibility. All eligibility is determined by the Department of Defense and the Veterans Administration.

Benefit Eligibility is based upon:

- The completion of all required forms
- Satisfactory Progress as a fully matriculated student
- Prompt reporting of changes in enrollment or status to the Snow College Veterans Affairs Office

Matriculation

Students receiving benefits must be matriculated (accepted by the college as a degree or certificate seeking student) within two semesters of initial enrollment. The Registrar's office and the Veteran Coordinator cannot certify enrollment of non-matriculated students.

Satisfactory Progress

Satisfactory Progress required for received VA benefits means successful completion of classes required by the college for the student's degree program, according to the following criteria:

- Students must maintain a 2.00 (C) cumulative grade point average (GPA).
- Students must also maintain a 2.00 (C) GPA each semester. Students who do not earn a 2.00 (C) GPA or complete their classes on a semester basis will be put on a probationary status.
- Two successive semesters of a GPA less than 2.00 (C) or failure to complete classes are considered to be grounds for suspension of benefits.
- Students who do not earn above a 1.00 (D) GPA may be terminated without a probationary semester.

The Veterans Administration allows students who fail to meet these criteria no more than one semester to show improvement. During this probationary semester, they must achieve a semester grade point average (computed in accordance with the above requirements) of at least 2.00 (C). They will remain on probation until their CGPA is 2.00 (C) or above. Failure to make significant improvements during the probationary period will result in suspension of benefits which can be reinstated only

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after counseling with the Veterans Administration. Students who experience academic difficulties for any reason should contact Student Support Services for tutoring assistance, Academic Advisement and Support Center, or the campus.

Approved Classes

The VA will pay only for classes which are accepted by the college for meeting degree or certificate program requirements. No course previously taken for credit or if an "I" grade has been granted, can be repeated for benefits unless repetition of that particular class is required for graduation. Unauthorized classes, which students count as part of certified hours for VA benefits, will result in an over-payment which the student must repay to the VA. The VA will only award aid or benefits for up to 63 credit hours at Snow College. This is the required number of credits to graduate with an associate degree. Credits above this amount must be approved by the VA.

Reporting Changes

Students must report immediately any changes in credit hours because this affects their benefits and the amount paid. Changes in addresses, major areas of study, number of dependents, and withdrawals from classes, must be reported to the Snow College VA Coordinator. Failure to report changes may result in over-payments that the student will have to repay to the Veterans Administration. Forms to report all changes are available through the VA Coordinator.

Semester Certification

Each semester, a student eligible for Veterans Benefits must be recertified by the Snow College VA coordinator. This means that each semester the student must complete and sign a green card showing the payment of benefits address, verification of enrollment at Snow College, and a current personal telephone number.

Tuition and Fees

All students are responsible for paying tuition and fees to the college. Students cannot wait for benefits to arrive in order to pay tuition and fees. If tuition and fees are not paid by the deadline dates published in the class schedule and the catalog, students will not appear on the college records of current students, and benefits will be suspended as of the last day to pay fees. It is the student's responsibility to make sure tuition and fees are paid on time.

Remember that the VA will only pay for approved classes. Therefore, students need to closely follow the curriculum outlined for their degree or certificate program in the Snow College catalog. Veterans must apply to receive credit for previous military training

or schooling, by submitting a copy of their Release From Active Duty form, DD-214, to the Admission Office and request an evaluation for military credit. For example; a student might receive 4 credit hours of physical education/health credit for completing Basic Training. Veterans must also submit a copy of form DD-214 to the Veteran's Coordinator.

Definition of a Veteran

When applying for benefits, a veteran is defined as a person who has been on active duty in the Armed Forces and was released with other than a dishonorable discharge, or who is serving the National Guard, or Selective Reserves. Veterans may contact the VA Regional Office for additional information or assistance by calling 1-888-442-4551.

Student Status

For receipt of benefits

Full-time = 12 credits or more each semester

3/4 time = 9, 10, or 11 credits per semester

1/2 time = 6, 7, or 8 credits per semester

1/4 time = 3, 4, or 5 credits per semester

(Chapter 31 veterans are not authorized below 1/2 time.)

Prior Credit Evaluation

Students must submit official transcripts from all colleges/applied technology schools, and military schools previously attended to the Snow College Admissions Office.

Veterans Eligibility, Remedial Coursework:

The Veterans Administration will allow and pay for remedial coursework given the documented need based on ACT and SAT scores and Accuplacer testing.

Placement testing for remedial coursework:

Snow College is using Accuplacer as a placement test to assist students in Academic Advisement. Students scoring below 54 in the Accuplacer exam will be placed in the foundation math courses.

(Accuplacer will be available to all students but will be particularly applied to students without ACT or SAT scores. Non-traditional students over the age of 22 are not required to have ACT or SAT scores for admittance purposes, therefore, Accuplacer will be the primary assessment tool.)

English:

English 0980 (Beginning Composition)

This course is a review of the basics of English. This course is required for students who score less than 10 on the ACT or less than 750 on the SAT. The course is

recommended for students who score between 11-17 on the ACT or below 1210 on the SAT English Exam.

English 0990 (Beginning Grammar) Student Support Services Student Only

This course is also a review of the basics of English, and is recommended for Student Support Services students. This course is required for students who score less than 10 on the ACT or less than 750 on the SAT. The course is recommended for students who score between 11-17 on the ACT or below 1210 on the SAT English Exam.

Math:

Snow College offers a variety of math classes to meet the needs of students who have different levels of math skills.

Math 0950 (Pre-Algebra):

This three-credit course is for students if they need to review basic arithmetic/mathematics. (If Math ACT scores are 14 and below or if SAT scores are below 350 or if Accuplacer scores are 39 and below.)

Math 0990 (Beginning Algebra):

This is a course in beginning algebra. (If Math ACT scores are 15-17 or if SAT scores are 350-400 or if Accuplacer scores are 40-53.)

Math 1010:

This four-credit course of intermediate algebra is for students who have only had one year of high school algebra or if they have had two years of high school algebra and averaged a grade of C+ or below. (If Math ACT scores are 18-22 or if SAT scores are 870-1030. Accuplacer scores are between 54-89.)

Disclaimer

The content of the veterans section of the catalog is provided for the information of the student. It is accurate at the time of printing but is subject to change without notice in order for Snow College to stay in compliance with federal and state regulations or to accommodate circumstances beyond the college's control.

VETERANS AFFAIRS' STANDARDS OF PROGRESS, ATTENDANCE, AND CONDUCT FOR NON-COLLEGE DEGREE (NCD) SCHOOLS AND STUDENTS

Both accredited and non-accredited schools are required by law to have and to enforce standards of progress and conduct in order for their programs to be approved for VA educational benefits. The Utah State Approving Agency (SAA) also requires all schools offering non-college degree (NCD) certificate and

diploma programs to have attendance standards for students in those programs.

Schools must maintain an academic record for each student. The record must show the results of each enrollment period to include the unit courses or subjects taken and the final result (e.g., grade, passed, failed, withdrawn, and incomplete). The record must be cumulative and document the progress being made toward completion of the program. When a student is discontinued for unsatisfactory progress, attendance, or conduct, the student may be reentered if one of the following conditions exists:

- Enrollment is resumed at the same institution in the same program, and the institution approves the eligible student's enrollment and certifies the enrollment to the VA;
- Or
- The cause of unsatisfactory progress has been removed, and VA determines that the program being pursued is suitable to the student's aptitudes, interests and abilities.

NOTE: Reentrance may be for the same program, for a revised program, or for an entirely different program depending on the cause of the discontinuance and removal of that cause.

Satisfactory Attendance Policy

Absence is defined as any portion of the regularly scheduled class day for which a student is not in attendance. Total hours of class absence will be converted to days for each month. There is no carryover of absences from one calendar month to another. All absences will be recorded based on the school's approved method of recording attendance.

- A student should attend a minimum of 85% of the scheduled classes or class hours in a given month, or not miss more than three full days per month, or the student will be placed on probation for the succeeding month or 30-day period.
- In the event that the student violates the attendance policy while serving a 30-day probation, VA benefits for the student must be terminated. The school may elect to continue the student's training, but VA benefits for the student will be terminated as of the last date of unsatisfactory attendance.
- Any make-up of class work must be approved in writing by the institution and a copy of each approval given to the Snow College VA office by the student.

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- Official school holidays or breaks such as summer vacation or Christmas holidays, etc. are not considered as days of absence.

NOTE: Mitigating circumstances regarding attendance may include conditions beyond the student's control that prevent him/her from continuing in school or cause him/her to reduce credit. Examples are documented as illness or injury to the student, a death in the immediate family, an unavoidable change in employment, an unavoidable transfer, immediate family or financial obligations beyond control of the claimant requiring him/her to suspend pursuit of the program by the school, unanticipated active military service, or unanticipated difficulties with child care arrangements made for the period during which the student is attending classes. This list is not all inclusive. The Muskogee RPO, however, will make final determinations on acceptable mitigating circumstances.

Students failing to meet the school's established attendance policy may be terminated from VA education benefits. The school's certifying official will report the termination to the VA on VA Form 22-1999b, Notice of Change in Student Status, within 30 days of determining the actual last date of the student's attendance. The last date of attendance can be determined through any of the following methods:

- Last active date recorded in the instructor's record;
- Last papers submitted;
- Last examination completed; or
- A student's reasonable statement of last date of attendance.

Upon termination of a student, the school will refund all unused tuition and fees in accordance with the approved school refund policy within 40 days.

Leaves of Absence

Leaves of absence must be reasonable in duration, and not exceed the length approved in the school's catalog. All requests for leaves of absence must be in writing, signed by both the student and the appropriate school official, recorded on the school attendance records, and documented in the student's file.

Although the school may grant a leave of absence for a specific and acceptable purpose, a leave of absence will interrupt VA education benefits for the duration of the leave. This includes military leaves. The school certifying official is responsible for reporting all leave of absence to the Department of Veterans Affairs on VA Form 22-1999b, Notice of Change in Student Status. The leave of absence will be reported as termination (withdrawal or interruption) and a notation in the remarks section may be made to show that the student has taken an approved leave of absence. Any leave of absence must be

reported to the VA within 30 days of the beginning date of the leave of absence.

When a student returns from leave and seeks resumption of VA education benefits, the school certifying official must complete a new Enrollment Certification (VA Form 22-1999), showing all credit accrued prior to the leave. If the student fails to return from a leave, a refund of all unused tuition and fees in accordance with approved refund policy must be made within 40 days of the school's notification that the student will not return.

All students must be in compliance with Snow College's Code of Student Behavior as outlined by the college throughout this catalog. Students not following the College's code of conduct are subject to loss of benefits.



SCHOLARSHIPS

Scholarship Coordinator: Sara Golding

Phone: (435) 283-7150

Email: scholarships@snow.edu

Web: www.snow.edu/scholarships

The Scholarship Office, on the Ephraim campus, is located on the second floor of the Greenwood Student Center, room 258.

Snow College scholarships and/or “waivers” are awarded on a competitive basis with regard to merit and excellence, leadership and service experience, specific talents and financial need. The purpose of scholarships is to give talented, deserving students the opportunity to attend Snow College, thereby enriching institutional programs. Many of the scholarships awarded are defined as waivers. A “waiver” has no cash value.

Scholarship Contract

The scholarship award letter is a contract between the student and Snow College. By accepting the scholarship online, the student accepts the responsibility to maintain the requirements to keep the award from one semester to the next. Students who have any questions regarding the award, or who have misplaced their scholarship offer should contact the scholarship office at 435.283.7150, or email scholarships@snow.edu

NOTE: Students with disabilities, or needing special consideration should contact the scholarship office immediately. Circumstances may arise during a semester that would prohibit a student from achieving the requirements of a scholarship. In such cases, it is the

student’s responsibility to inform the scholarship office that she or he may need special consideration before the completion of the semester.

Academic Scholarships

NOTE: While a student may qualify for an academic scholarship, these awards are awarded based on available funds. We encourage ALL students to apply as early as possible.

Incoming freshmen (see definition below): New freshmen academic scholarships are based on overall academic achievement while in high school. The following factors are used to determine scholarship awards:

1. Overall high school GPA;
2. Composite ACT score;
3. Date of Application;
4. Available funds.

Academic scholarships pay for part or full resident tuition. All students receiving an academic scholarship will be required to complete a minimum number of credit hours each semester and maintain a certain GPA. These requirements are set by the Scholarship Office and are stated plainly on the scholarship contract. It is the responsibility of the student to understand and maintain these requirements. Questions should be directed to the Scholarship Office.

SAT to ACT comparison

Snow College uses the following to determine the comparable SAT to ACT test scores for scholarship purposes. NOTE: we use the sum of Mathematics and Verbal scores from the SAT test; the writing test is not included.

| | |
|-----------|-----------|
| 770 - 16 | 1210 - 27 |
| 820 - 17 | 1240 - 28 |
| 860 - 18 | 1280 - 29 |
| 910 - 19 | 1320 - 30 |
| 950 - 20 | 1360 - 31 |
| 990 - 21 | 1410 - 32 |
| 1030 - 22 | 1460 - 33 |
| 1060 - 23 | 1530 - 34 |
| 1100 - 24 | 1580 - 35 |
| 1140 - 25 | 1600 - 36 |
| 1170 - 26 | |

ACT Waiver with ADA Documentation

If a student submits documentation of a disability as defined under the ADA statues, the ACT may upon the student’s request be waived as a requirement for admission. This documentation must be on file with the Snow College Accessibility Resource Center.

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A student who does not take the ACT because of a documented ADA disability must check with the Scholarship Office for alternate scholarship requirements.

Western Undergraduate Exchange Award (WUE)

is granted to Snow College by the State of Utah and may be adjusted without prior notice. This is awarded as an academic scholarship and consideration for this award is based on high school GPA, ACT or SAT I test scores, and the student's admission date. An index of 115 or higher is required to be granted this award. Current Snow students and transfer students will be considered based on their GPA on post-high school credit and the date they submit their Returning/Transfer Academic Scholarship application. A minimum grade point average of 3.0 is required while maintaining 15 credit hours in order to renew this award. Participating states include: AK, AZ, CA, CO, HI, ID, MT, ND, NM, NV, OR, SD, WA, WY. The students will be placed on the award list based on the student's date of admission. The scholarship is awarded based upon availability of funds. This award reduces a student's nonresident portion of tuition to 150% of resident tuition. Any credits earned by students on a WUE scholarship cannot be used to meet the requirements for Utah residency. This scholarship cannot be used in conjunction with any other nonresident waiver. This scholarship cannot be deferred.

NOTE: Any credits earned by students on a WUE scholarship cannot be used to meet the requirements for Utah residency. This scholarship cannot be deferred.

Non-Resident Tuition Waiver (NRTW) is granted to Snow College by the State of Utah and may be adjusted without prior notice. The NRTW is a one-year scholarship open to all "new" non-resident students, from any state. This is awarded as an academic scholarship and consideration for this award is based on high school GPA, ACT or SAT I test scores and the student's admission date. An index number of 115 or higher is required to be granted this award. After the first semester of enrollment, students must have completed 15 credit hours while maintaining a minimum 3.0 grade point average to receive the waiver for the second semester. The amount of the award is equal to one half of the difference between non-resident and resident tuition. The students will be placed on the awarding list based on the student's date of admission. The scholarship is then awarded based upon availability of funds. A student can only be awarded one non-resident scholarship. The NRTW scholarship is considered first for students not of a WUE state but a student from a WUE state can choose to have a NRTW. The NRTW cannot be deferred.

Alumni Legacy Nonresident Waivers are granted to Snow College by the State of Utah and may be adjusted without prior notice. This award allows Snow College to

waive an amount up to the full nonresident portion of tuition for children and grandchildren of Snow College graduates. This is to recognize the legacy of past graduates and promote a continued connection to their alma mater. This waiver is only for the children and/or grandchildren of Snow College graduates who live outside of Utah. A student must have at least one parent or grandparent who has graduated from Snow College with an associate's degree or higher. A minimum grade point average of 2.5 is required in order to be granted this waiver from one semester to the next. Any credits earned by students on the Alumni Legacy Waiver cannot be used to meet the requirements for Utah residency. This waiver cannot be used in conjunction with any other nonresident waiver. The Alumni Legacy Waiver cannot be deferred.

Leadership Scholarships

Leadership scholarships are available to students who have shown leadership qualities through experience in high school as student body officers, class officers, club officers, team captains, etc. In addition to the demonstration of leadership abilities, the student will also be expected to have above average grades. Leadership awards never exceed resident tuition. Students applying for leadership scholarships are expected to submit a resume, the leadership application, and have a personal interview with responsible supervisors. The interview may be required BEFORE the scholarship application deadline. Students should read the application carefully and discuss any questions with the Scholarship Office. See the leadership application for specific deadlines.

Private Scholarships

Many of our scholarships come from generous donations to Snow College. The requirements to receive and/or keep these scholarships are set by the individual, foundation, or company making the donation. To obtain a Foundation Scholarship you must be admitted and complete the Snow College Scholarship Application. An application for Federal Financial Aid, FAFSA, is also required for many of these awards.

Departmental and Performance-based Scholarships

Performance Based and Departmental Scholarships are awarded according to talent or excellence in specific areas and may require an audition or portfolio. Each department, in conjunction with the scholarship coordinator, sets their own requirements. Students should read the applications carefully and discuss any questions with the scholarship office. See the performance-based and departmental scholarship applications for deadlines.

Diversity Scholarships

The Diversity Scholarship takes into account ethnic origin, grade point average, as well as geographic location, and is awarded by the Multicultural commit-

tee. Students should read the applications carefully and discuss any questions with the scholarship office. See the Diversity application for deadlines.

Duplication of Awards

Due to limited scholarship resources and the need to distribute scholarships among as many students as possible, Snow College limits the amount awarded to each student. Therefore, if a student is awarded two scholarships from different departments, the student may be required choose and accept only one of the awards. In such cases the student should read carefully the scholarship contract for each award before making any decision.

Deferment of Scholarships (Scholarship Hold)

Students who wish to hold a scholarship must complete a Leave of Absence form, available from the Scholarship Office and online at www.snow.edu/scholarships, and provide documentation supporting the request.

Some Snow College scholarships are not eligible for deferment. The scholarship award letter clearly identifies deferment eligibility.

Scholarships may be held by those students wishing to interrupt their education for military service, medical reasons, or organized service programs through the student's church, community or government. Students must also notify the office in writing at least two months prior to their return and confirm their intention to use the scholarship. Scholarships will be held for a period of 32 months.

Returning or Transfer Student Scholarships

Students currently attending or transferring to Snow College may apply for academic, performance-based, departmental and/or leadership scholarships. Awards are based on the student's academic performance, talent, or leadership experience and available funds. Any student with **95 credits or more** must petition the Scholarship Committee for consideration for any Snow College Scholarship. Please refer to the scholarship application for deadlines.

Requirements for Keeping Scholarships

Requirements to keep a scholarship are stated on the student's scholarship contract. These requirements differ from one award to another and are strictly enforced. Students are encouraged to read their contract carefully to make sure they completely understand the conditions of the award. Students may appeal the loss of a scholarship by completing a Scholarship Appeal by the third Friday of each semester.

Application Deadline

Applications for all Snow College scholarships should be postmarked on, or before, the deadline as posted on the scholarship application. **NOTE:** While you

may qualify for an academic scholarship, these awards are awarded based on available funds. We encourage students to apply as early as possible.

STUDENT DEFINITIONS (FOR SCHOLARSHIP PURPOSES)

New Freshman Student is defined as a student with no previous college experience. This includes students who have had concurrent enrollment courses in high school, but are now entering Snow as regular admitted students.

Returning Student is defined as any student who has completed at least one semester of post-secondary coursework (after completing high school), with a minimum of 12 credit hours, on a Snow College campus. This includes online courses.

Transfer Student is defined as any student who has completed at least 20 credits of college coursework at another regionally accredited college or university after high school graduation, or GED, and intends to transfer that credit to Snow College and continue his/her education. Students not meeting these requirements will not be considered for academic scholarships, but may be considered for other Snow College awards.



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DEGREES OFFERED AT SNOW COLLEGE

- Bachelor of Music in Commercial Music
- Associate of Arts
- Associate of Science
- Associate of Science-Business
- Associate of Pre-Engineering
- Associate of Applied Science

BACHELOR OF MUSIC with an emphasis in COMMERCIAL MUSIC

The Bachelor of Music degree with an emphasis in Commercial Music is a 124-credit hour baccalaureate degree designed for students who are preparing to make all or part of their living in the music industry. As a Bachelor of Music degree, the program provides all qualified students with high levels of academic and musical training, divided into three distinct areas of study: 1) a broad-based education in music technique including theory, aural skills, history, keyboard skills and solo and ensemble performance; 2) training in the skills needed by those in the music industry, including music technology, arranging, conducting, songwriting, improvisation and live concert production; 3) training in music industry and entrepreneurship, including courses in music business, business law, accounting, economics and management. In order to complete the Bachelor of Music degree, students must also complete one of the associate degrees (AA/AS) offered by Snow

College. **Please note:** enrollment in the program is by audition only. Arrangements for an audition may be made on the music department website at www.snow.edu/music, or by contacting the department directly.

ASSOCIATE OF ARTS (AA), ASSOCIATE OF SCIENCE(AS) ASSOCIATE OF SCIENCE BUSINESS ASSOCIATE OF PRE-ENGINEERING

The Associate of Arts, the Associate of Pre-Engineering, the Associate of Science, and the Associate of Science Business degrees are offered for students who plan to transfer to a four year college or university to complete a baccalaureate degree.

ASSOCIATE OF ARTS (AA)

For students wishing to transfer to a four-year institution, the Associate of Arts degree may qualify as the first two years of a bachelor's degree and can be used to satisfy general education requirements of four year institutions in the Utah System of Higher Education. Most accredited four year institutions outside the state of Utah accept the AA degree. The learning outcomes for the Associate of Arts Degree are identical to the Associate of Science with the addition of 4 credit hours in one foreign language numbered 1020 or above. See page 58 for a list of general education courses.

The language requirement for non-native English speaking students entering on Track 2 may be met by completing each of the required English as a Second Language courses with a grade of B (3.0) or better. International non-native English speaking students entering on Track 1(TOEFL IBT score of 63 or better) also satisfy the foreign language requirement for the AA degree.

ASSOCIATE OF SCIENCE (AS)

For students wishing to transfer to a four-year institution, the Associate of Science degree may qualify as the first two years of a bachelor's degree and can be used to satisfy general education requirements of four year institutions in the Utah System of Higher Education. Most accredited four year institutions outside the state of Utah accept the AS degree. For the Associate of Science Degree, students must complete a minimum of 63 credit hours including a minimum of 36 credits of general education, and achieve the general education learning outcomes by demonstrating that they:

- Read effectively, constructively, and critically,
- Write clearly, informatively, and persuasively,
- Speak effectively in a variety of contexts,
- Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media,

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- Apply a cultural and historical awareness to a variety of phenomena,
- Apply computational skills to a variety of contexts,
- Apply scientific reasoning to a variety of contexts,
- Apply ethical reasoning to a variety of contexts,
- Respond with informed sensitivity to an artistic work or experience, and
- Apply personal fitness and wellness-management principles to lifestyle choices.

See page 63 for a list of general education courses.

ASSOCIATE OF SCIENCE BUSINESS

The Associate Science Business (ASB) degree is designed for the student who wants to transfer to a four year institution as a business major. Please note that a business major includes all business programs e.g., accounting, administration, business information systems, finance, human resource management, etc. This degree allows the student to transfer with advanced standing which means the student is a junior and can register for upper division classes. The ASB may qualify as the first two years of a baccalaureate degree and can be used to satisfy general education requirements of four year institutions in the Utah System of Higher Education. The Associate of Science Business has all the Associate of Science learning outcomes requirements with the addition of a Business Core.

The Associate of Science Business (ASB) degree is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Please see index of page references for details regarding the Associate of Science Business and General Education courses.

ASSOCIATE OF PRE-ENGINEERING DEGREE

The Associate of Pre-Engineering (APE) degree is offered to students who plan to transfer to a university and pursue a baccalaureate degree in any of the traditional fields of engineering. This degree requires an emphasis of course work in engineering, mathematics, and science; with fewer general education requirements than the Associate of Science (AS) or the Associate of Arts (AA) degree. It is anticipated that the balance of the general education requirements necessary for the baccalaureate degree will be taken as a junior or senior at the four year institution. This program of taking some general education classes at the upper division level is consistent with recent Accreditation Board for Engineering and Technology (ABET) standards. The Associate of Pre-engineering Degree requires 64 credit hours, 24 credits of general education and demonstration of 9

pre-engineering outcomes. See the engineering section of the catalog page 145 for specific requirements of the APE degree.

ASSOCIATE OF APPLIED SCIENCE DEGREE (AAS)

The Associate of Applied Science degree is offered for students who plan to seek employment immediately after completing their program of study. It requires a majority of the training to be in specific career and technical education theory and skill courses.

College work for the Associate of Applied Science degree includes 63 to 69 credit hours. Specific requirements of the degree can be found in the appropriate sections of this catalog. The field of study completed will be indicated on the diploma.

The Associate of Applied Science Degree is awarded in the following areas:

Automotive Technology
 Building Construction and Construction Management
 Child Care Management
 Computer Information Systems
 Cosmetology/Barbering
 Diesel & Heavy Duty Mechanics Technology
 Industrial Mechanics
 Machine Tool Technology
 Natural Resources
 Teaching Second or Foreign Languages
 Traditional Building Skills
 Welding Technology

MULTIPLE DEGREE POLICY

Students may receive multiple associate degrees from Snow College during the same semester with the exception that students may not receive both the Associate of Arts and Associate of Science degrees within the same semester. Students must pay the appropriate fees for each degree received.

CERTIFICATE/DIPLOMA PROGRAMS

Certificates of Completion: Certificates are awarded to students who satisfactorily complete a series of classes as outlined by the respective department. Certificates indicate a student's readiness for entry-level employment. Students should contact individual departments for specific requirements. Please see index for page references.

Agribusiness Technology
 Building Construction and Construction Management
 Business
 Computer Information Systems

Family Life
Practical Nursing
ESL

Diplomas: Diplomas are awarded for programs of study that take more than one year but less time than a degree. Currently, the Building Construction and Construction Management is the only department offering a diploma program of study.

Proficiency Certificates: Departments in the Business and Technologies Division may award proficiency certificates to students completing particular courses or sequences of courses. These certificates indicate mastery or competency in useful and marketable skills. These certificates by themselves are not eligible for financial aid and do not lead to graduation. Students should contact individual departments for specific requirements.

Non-Credit Offerings: A number of career and technical education courses are also available on a non-credit basis for high school and adult students who are not currently pursuing a degree, diploma, or certificate program. Students may be enrolled in non-credit course sections at a lower tuition rate for adults and at no tuition for high school students. To determine if non-credit course work will meet your needs please visit with an academic advisor.

COMPUTER AND INFORMATION LITERACY CERTIFICATION

Director: (435) 283-7560

Email: lisa.anderson@snow.edu

The environment in which students learn has significantly changed in the last decade. The ability to use computers to access and present information is now an essential basic skill for educational success and work readiness. Snow College Computer and Information Literacy certification was implemented for that very reason. This same certification is part of the general education program at many of the colleges and universities in Utah.

Many students coming to Snow College may already have acquired some or all of these skills through high school course work or other means. Some students and many nontraditional students haven't had the opportunity to acquire computer literacy skills. Today's students and tomorrow's employees must be able to communicate by electronic mail, access library databases, and use Internet resources. They must be able to present information in well-designed spreadsheets, word processing documents, and slide shows. Students will find themselves at a disadvantage in future courses and employment without these skills.

What is the CIL Certification?

The CIL or Computer and Information Literacy certification program defines a set of basic computer use and information access skills needed by all college students. Competency for this certification is measured by seven specialized tests in the areas of

1. Operating Systems
2. Computer Concepts
3. Ethical Use of Computers
4. Information Research and Professional Databases
5. Word Processing Document Preparation
6. Spreadsheet presentation and analysis
7. Slideshow Presentation

How can a student earn CIL Certification? Are there courses available that offer the specialized tests?

A student can earn the certification by registering for BUS 1020 Introduction to Computer and Technology Applications, passing all seven certification tests with 80% or higher and successfully completing coursework. The Business Department offers multiple sections throughout the week at varying times throughout the day during fall and spring semesters.

Does Snow College or my major require CIL certification? Why should I take the course?

Some majors do require the CIL certification. Students should check with their adviser to see if it is required for their chosen major. Some departments at Snow College encourage their students to complete CIL certification because it is a significant help to the student in their other coursework.

Students who plan to transfer to one of the universities that require CIL certification have the opportunity to earn it at Snow College at lower tuition rates. Successful completion of this course with a B- or better is accepted by other colleges and universities who require CIL certification.

Although Snow College does not presently require the completion of CIL certification for graduation, all students who attend and/or intend to graduate from Snow College would benefit from meeting the CIL certification regardless of major.

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GENERAL EDUCATION

The total number of credits required to complete General Education (GE) is 36. General Education completion is required for the Associate of Arts (AA); Associate of Science (AS) and Associate of Science Business (ASB).

Only courses numbered 1000 or above are counted toward graduation. A 2.00 (C) cumulative grade point average or better must be earned on work completed at Snow College.

At least 21 semester credits must be resident credit earned at Snow College. AP, CLEP, and Credit By Exam are not considered resident credit.

The following General Education Worksheets should be studied carefully as students prepare semester schedules. In addition students should check their individual majors' departments for recommended classes and prerequisites. With careful planning, many courses can do double duty by filling both a general education requirement and a departmental prerequisite.

Transfer Credit (Snow College)

Transfer credit from other regionally accredited institutions may be used to satisfy general education requirements at Snow College. Students must provide the Admissions Office with official transcripts from all colleges and universities which they have attended. For the credit to be accepted, the following criteria are used:

- Courses must be non-remedial in nature and must

be generally acceptable toward a degree or certificate.

- **(Effective Fall 2010)**

Minimum grades from transfer credit are the same as for Snow College credit. (D-) is acceptable as a minimum grade for G.E. and elective credit except in the following G. E. areas: American Institutions (C-), Math (C-) and English 1 and 2 (C-).

- Courses must appear on an official transcript from the sending institution. Transcripts issued to the student are not acceptable.
- There is no limit to the number of transfer credits which may be accepted.
- Transfer courses will not be accepted from other institutions for the purpose of posting a grade change or repeat on a course previously taken at Snow College.
- The transfer credit evaluation is subject to audit and reevaluation.
- Transfer credit must be received at least three weeks prior to registration.
- Credit obtained from an institution that is not regionally accredited may be reviewed on a course by course basis. A course description and/or course syllabus is required in order to evaluate credit.
- The GPA from transfer credit is not calculated in the Snow College GPA.

Time Requirements Under Which a Student Graduates

Students seeking an Associate Degree and who are admitted to Snow College beginning Fall Semester 2009 are required to complete the General Education requirements in effect for Fall Semester 2009.

Students seeking an Associate Degree who have completed fewer than 24 college credits prior to Fall Semester 2009, or who have transfer credit only are required to complete the General Education requirements in effect for Fall Semester 2009.

Students seeking an Associate Degree who have completed a minimum of twenty-four college credits prior to Fall Semester 2009 with at least twelve Snow College credits have two options:

1. Complete all graduation requirements including the old General Education courses in effect from Fall Semester 1998 through Summer Term 2009. Under this option, all degree requirements must be completed by the end of Summer Term 2014.

OR

2. Complete all graduation requirements including the new General Education courses effective Fall Semester 2009.

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Credits not earned within the five years prior to the time of graduation from Snow College may be subject to review by both the Academic Standards Committee and the departments concerned.

Transfer Students with Completed General Education

Any USHE institution shall consider its General Education requirements completed by transfer students who have completed the General Education requirements of any other USHE institution. Upon request by transferring students, a sending institutions shall provide certification when students have fully completed its General Education requirements. Contact the Registrar's office to request certification.

GENERAL EDUCATION MISSION

“A man’s mind is stretched by a new idea or sensation, and never shrinks back to its former dimensions.”
(Oliver Wendell Holmes)

The mission of general education at Snow College is to stretch students’ minds and enlarge the foundation of their intellectual and practical skills in order to create in them a lifelong love of learning.

The general education curriculum is designed to accomplish several goals: to provide students with a broad exposure to different academic disciplines in order to assist them in selecting their course of study; to introduce a variety of ways of making knowledge so that students understand the complexity of information and knowledge; to facilitate the development of a passion for a specific area of study and a love of learning in general; to provide connections between disciplines by providing interdisciplinary, integrated learning opportunities; to prepare students to participate fully in human culture, ask probing and thoughtful questions, and engage as responsible citizens.

As many of the world's great thinkers have observed before, a general education is more than a bunch of facts and numbers: it is that part of the self that remains when the details have been forgotten. At Snow College, first and foremost, general education is who we are.

Specific courses are selected for inclusion in the general education curriculum only when the GE Committee has evidence that the course advances the GE mission, fulfills General Education learning outcomes, fulfills core or knowledge area outcomes, and articulates a coherent assessment plan. Courses approved for GE credit will participate in the General Education assessment for the

knowledge area and report assessment results to the GE committee.

LEARNING OUTCOMES

1. has a fundamental knowledge of human cultures and the natural world, with particular emphasis on:
 - American institutions;
 - the social and behavioral sciences;
 - the physical and life sciences;
 - the humanities;
 - the fine arts;
 - and personal wellness;
2. can read, retrieve, evaluate, interpret, and deliver information using a variety of traditional and electronic media;
3. can speak and write effectively and respectfully as a member of the global community, and work effectively as a member of a team;
4. can reason quantitatively in a variety of contexts;
5. can respond with informed sensitivity to an artistic work or experience;
6. can reason analytically, critically, and creatively about nature, culture, facts, values, ethics, and civic policy;
7. can address complex problems by integrating the knowledge and methodologies of multiple disciplines.

A student who graduates from Snow College with an AA degree:

8. can speak, read, and write a foreign language with basic proficiency.

GE Requirements

The General Education curriculum is made up of courses that formulate a GE core (which is mandated by the state of Utah) and a selection of course options that fall into several knowledge areas:

GE Core

- Quantitative Literacy (MATH 1030, 1040, 1050, or 1080)
- American Institutions (ECON 1740, HIST 1700, POLS 1100, HIST 2700, or HIST 2710)
- English (ENGL 1010 and ENGL 2010)

Knowledge Areas

- Fine Arts

- Oral Communication
- Physical Education
- Humanities
- Social and Behavioral Science
- Physical Science
- Life Science
- Science Inquiry

Fine Arts

Courses to be designated as a Fine Arts (FA) General Education experience are expected to provide students with an understanding of the basic conceptual frameworks, historical and cultural contexts of artistic works, and be instilled with a sensibility of the creative process. Assessment will occur through the student's ability to critically evaluate creative works using the language and methodology appropriate to the disciplines of dance, music, theater, and/or the visual arts.

Outcomes: General education courses in this area allow students to be able to:

- Students who complete a course designated to fulfill the Fine Arts (FA) General Education requirement at Snow College should be able to:
- Articulate the dynamics of the creative process including the development of a lifetime sensibility as it applies to the disciplines of dance, music, theater, or visual arts.
- Provide an informed synopsis of the performing and/or visual arts in the contexts of culture and history through reading and interpreting pertinent information using a variety of traditional and electronic media.
- Demonstrate an understanding of the conceptual and elemental principles fundamental to the creation of various forms of artistic expression.
- Exhibit an ability to critically analyze artistic works using appropriate techniques, vocabulary, and methodologies.

Oral Communication

The ability to effectively communicate orally is frequently considered a top skill that employers are looking for in prospective employees. The ability to give effective presentations is an essential building block that students need in order to be successful as they continue their education and as they transition into the workforce. In other words, oral communication is a fundamental skill students need so that they have the opportunity to compete in contemporary society or in virtually every field of communication.

The National Communication Association puts forward that oral communication involves organizing thoughts logically, tailoring the message to the audience, speaking for maximum impact, and adapting to listener feedback. It involves expressing and sharing ideas and information as well as influencing others through verbal and nonverbal communication.

Outcomes. Oral communication is a disciplined, self-directed, systematic framework for thinking, speaking, listening, responding, and problem solving appropriate to the communication context. It includes the ability to organize thoughts logically, tailor the message to the audience, speak for maximum impact, and adapt to listener feedback. Oral communication involves expressing emotions, sharing ideas/information as well as influencing others through ethical verbal and nonverbal communication. Students who satisfy this requirement will demonstrate that they are able to do the following:

- Analyze and critique the oral communication of oneself and others.
- Develop appropriate rhetorical patterns (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) to influence attitudes, beliefs and actions, while demonstrating speaking skills from process to product.
- Communicate orally in ways that are appropriate to the goal, communication channel, context of the communication episode while employing effective use of organizational strategies, communication ethics, verbal and nonverbal language, vocalics, and communication apprehension techniques.
- Manage and coordinate credible/relevant information gathered from multiple sources for the purposes of problem solving, decision-making, speech building, and supporting an argument.
- Communicate effectively interpersonally with others in conversation, interview, and group/team contexts.
- Understand and manage conflict in a variety of communication contexts with an emphasis on team building.
- Explain the role human communication plays in the development and maintenance of societies including academic, social, and professional endeavors; communicate an understanding of vocabulary, concepts, materials, techniques, and methods of intellectual inquiry in communication.

Humanities

The Humanities are a group of academic disciplines that study the many ways by which humans have attempted to understand themselves and their world. At Snow Col-

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lege, the Humanities focus on cultural traditions that are expressed largely through text or which have a strong textual component: languages, literature, and philosophy. The methods by which the Humanities study culture are at once analytical and interpretive, objective and subjective, historical and aesthetic.

Outcomes. General education courses in this area enable students to:

- Ask and explore a variety of philosophical and theoretical questions about human thought and experience.
- Understand how knowledge is created through the study of language systems, literature, and/or philosophy.
- Understand cultural traditions within an historical context and make connections with the present.
- Critically read and respond to primary texts (original, uninterpreted) from a Humanities' perspective.
- Write effectively within the Humanities discipline to analyze and form critical and aesthetic judgments.

Social and Behavioral Sciences

Students will develop understanding of the world around them through study of content and the processes used by social and behavioral scientists to discover, describe, explain, and/or predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, from a social scientist's perspective, and methodologies, and come to an informed sense of self and others.

OUTCOMES: A student who earns General Education in the Social and Behavioral Sciences will be able to:

- Explain social institutions, structures, and processes across a broad range of historical periods and cultures from a social and behavioral science perspective.
- Develop and communicate hypothetical explanations for individual human behavior within the large-scale historical or social context.
- Draw on the social and behavioral sciences to evaluate contemporary problems using social science research methodology.
- Describe and analytically compare social, political, economic, cultural, geographical, and historical settings and processes other than one's own.
- Explain and use the social-scientific method to test research questions and draw conclusions.
- Write effectively within the social science discipline, using correct disciplinary guide

lines, to analyze, interpret, and communicate about social science phenomena.

Natural Science (Life and Physical Science)

For the natural sciences, science is the systematic inquiry into natural phenomena organizing and condensing those observations into testable models and hypotheses, theories or laws. The success and credibility of science is anchored in the willingness of scientists to: 1) expose their ideas and results to independent testing and replication by other scientists which requires the complete and open exchange of data, procedures, and materials; 2) abandon or modify accepted conclusions when confronted with more complete or reliable experimental evidence. Adherence to these principles provides a mechanism for self-correction that is the foundation of the credibility of science (Adapted from a statement by the Panel on Public Affairs of the American Physical Society which was endorsed by the Executive Board of the American Associations of Physics Teachers in 1999).

Broad categories of the Natural Science disciplines include Physics, Astronomy, Chemistry, Geology, Meteorology, and Biology. At Snow College, the first five are considered physical sciences and biology the life science. While properties of matter and energy in the physical sciences are common to life science, the emergent properties resulting from the complexities of life require additional study to amplify and clarify the scientific mechanisms of nature.

Outcomes. A student who has earned Snow College General Education **Life Science** Learning Outcomes will be able to:

- Explore from the perspective of the scientific method most of the following concepts: simple chemistry, cell structure and function, metabolism, binary fission, mitosis, and meiosis, transmission genetics, biological information flow from DNA to RNA to protein (central dogma), evolution, systematics and taxonomy, diversity and ecology.
- Explain how these concepts relate to the natural world and to the human experience.
- Acquire knowledge by trained observation and experimentation (lab courses).
- Find, read, and understand assignments in textbooks, lab manuals, library journals, handouts, etc.
- Identify something acquired in the course about which he/she has become passionate.

Outcomes. A student who has earned Snow College General Education **Physical Science** Learning Outcomes will be able to:

- Apply scientific reasoning in a variety of contexts.
- Use the concepts of physical science to solve daily problems.
- Understand how physical scientists think and form judgments about the physical world.
- Assess the credibility of scientific information.
- Recognize the manifestations of physical science in phenomena of the everyday world.
- Acquire the tools necessary for life-long learning in physical science.
- Identify something acquired in the course about which he/she has become passionate.

Science Inquiry

Science Inquiry is designed to give students an additional experience with the scientific method. The category includes courses from Social and Behavioral Science, Life Science, and Physical Science.

Outcomes. General education courses in this area allow students to be able to:

- Use the scientific method to test research and draw conclusions about the physical world, the natural world, and/or the science of society.
- Critically read and assess the creditability of scientific texts.
- Understand how knowledge is created using the scientific method.

ASSOCIATE OF APPLIED SCIENCE EDUCATION OUTCOMES

A student who graduates from Snow College with an AAS degree:

1. can describe the scope and principal features of his/her field of study, citing its core theories and practices, and use the current terminology of the field;
2. can read, retrieve, evaluate, interpret, and deliver information using a variety of traditional and electronic media;
3. can speak and write effectively and respectfully as a member of the global community, and work effectively as a member of a team;
4. can reason quantitatively in a variety of contexts;

5. can reason analytically, critically, and creatively about his/her field of study;
6. can address complex problems by integrating the knowledge and methodologies of multiple disciplines;
7. can generate products, recreate products, or provide services respective to his/her field;
8. has acquired entry-level skills specific to and appropriate for employment in his/her field of study;
9. is aware of industry specific certifications and has developed skills sufficient to acquire the same;

A student who graduates from Snow College with an AAS degree with career specific hazards:

10. can demonstrate safe practices and awareness of potential hazards in his/her field of expertise;

General Information

Divisions & Departments

Business & Applied Technologies

ACCT
AGRI
AHNA
AUTO
BUS
CIS
CM
COSB
DMT
FRM
INDM
MTT
NURP
OLE
PHAR
WELD

Fine Arts.

Communication &

New Media

ART
COMM
DANC
MUSC
THEA
New Media

Humanities

ENGL
ESL
LANG
PHIL
TESL

Natural Science & Mathematics

BIOL
CHEM
CS
ENGR
GEO
MATH
NR
PHYS

Social & Behavioral Science

ANTH
CJ
ECON
EDUC
GEOG
HIST
HFST
POLS
PSY
PE
SW
SOC

Academic Support Services

Community Programs

Student Life

Student Policies

Administrative Services

Course Descriptions

Personnel

| General Education Requirements - Associate of Arts Bold = Prerequisites Required or Instructor's Permission Required | |
|---|--|
| AMERICAN INSTITUTIONS (AI) Minimum Grade C- (choose one) | |
| ECON 1740 HIST 1700 POLS 1100 HIST 2700 and HIST 2710 | U. S. Economic History America Civilization American/US National Government U.S. History to 1877 U.S. History from 1877 (must complete both 2700 & 2710 for AI) |
| MATH (MA) Minimum Grade C- (choose one) | |
| MATH 1030 MATH 1040 MATH 1050 MATH 1080 | Quantitative Literacy Intro. to Statistics College Algebra (or any other MATH course requiring MATH 1050 as a prerequisite) Pre-calculus |
| FINE ARTS (FA) Complete 3 credits | |
| ART 1010 ART 1020 ART 1030 ART 1040 ART 1050 ART 1060 ARTH 2710 ARTH 2720 DANC 1075 ENGL 2150 ENGL 2160 MUSC 1010 MUSC 1030 MUSC 1031 MUSC 1032 MUSC 1100 MUSC 2010 MUSC 2020 MUSC 3010 MUSC 3020 MUSC 3630 MUSC 3640 MUSC 3650 THEA 1013 THEA 1023 THEA 1031 THEA 1032 THEA 1033 THEA 1513 | Intro. to the Visual Arts Basic Drawing (non majors) Basic Design (non majors) Art Studio Practices - 2D (non majors) Basic Photography Art Studio Practices - 3D (non majors) Art History Survey I Art History Survey II Introduction to Dance Intellectual Traditions of the West Intellectual Traditions of the West Intro. to Music Intro. to Jazz and Popular Music History of Rock and Roll Rap & Hip Hop & the Ascendance of Black Culture in America Fundamentals of Music - 2 credits Music History & Literature I Music History & Literature I Music History & Literature I Music History & Literature II Music History & Literature I Music History & Literature II Music History & Literature III Survey of Theatre Survey of Film Theatre History & Lit Classical Theatre History & Lit. Modern Acting I Stage Craft |
| ENGLISH (E1 & E2) Minimum Grade C- Complete both of the following courses (6 credits) | |
| ENGL 1010 ENGL 2010 or ENGL 2014 | Introduction to Writing Intermediate Writing Honors English |
| ORAL COMMUNICATION (OC) Complete 3 credits | |
| BUS 1270 BUS 2450 COMM 1020 COMM 1560 COMM 1870 COMM 1880 COMM 2070 COMM 2110 COMM 2150 COMM 2170 COMM 2200 COMM 2270 COMM 2300 COMM 2870 COMM 2880 DANC 2080 THEA 2080 | Strategic Selling Presentations for Business Public Speaking Radio Production Radio Performance - 1st year Radio Performance - 2nd year Oral Interpretation of Literature Interpersonal Communication Intercultural Communication Organizational Communication TV Production Argumentation and Debate Introduction to Public Relations Radio Performance - 2nd year Radio Performance - 2nd year Dance Improvisation Theatre Improvisation |
| PHYSICAL EDUCATION (PE) | |
| PE 1096 | Fitness and Wellness (Waived for students 31 and older) |
| HUMANITIES (HU) Complete 3 credits | |
| COMM 1500 ENGL 2130 ENGL 2150 ENGL 2160 ENGL 2200 ENGL 2210 ENGL 2220 ENGL 2230 ENGL 2240 ENGL 2300 ENGL 2400 ENGL 2410 ENGL 2420 ENGL 2430 ENGL 2510 ENGL 2520 ENGL 2610 ENGL 2620 ENGL 2650 ENGL 2660 PHIL 1000 PHIL 2050 PHIL 2600 TSFL 2650 TSFL 2660 | Introduction to Mass Media Science Fiction Literature Intellectual Traditions of the West Intellectual Traditions of the West Introduction to Literature Folklore and Literature Introduction to Fiction Classic Myths and Folk Tales Introduction to Poetry Introduction to Shakespeare Special Topics in Lit. & Culture Western American Literature Literature of the Outdoors Gothic & Supernatural Literature Masterpieces of American Lit. Masterpieces of American Lit. Masterpieces of British Lit. Masterpieces of British Lit. Language in Society Introduction to Language Introduction to Philosophy Ethics and Values World Religion and Scripture Language in Society Introduction to Language Systems |

SOCIAL & BEHAVIORAL SCIENCE (SS)

Complete 3 credits

| | |
|-----------|--------------------------------------|
| ANTH 1000 | Introduction to Anthropology |
| BUS 1210 | Personal Finance |
| CJ 1010 | Introduction to Criminal Justice |
| ECON 1010 | Economics as a Social Science |
| ECON 2010 | Introduction to Microeconomics |
| ECON 2020 | Introduction to Macroeconomics |
| GEOG 1300 | People and Places of the World |
| HFST 1400 | Courtship and Marriage |
| HFST 1500 | Human Development |
| HIST 1500 | Ancient World Civilization |
| HIST 1510 | Modern World Civilization |
| HIST 2340 | History of England |
| HIST 2350 | History of the American West |
| HIST 2700 | U.S. History to 1877 (online only) |
| HIST 2710 | U.S. History from 1877 (online only) |
| PSY 1010 | General Psychology |
| PSY 1100 | Developmental Psychology |
| SOC 1010 | Introduction to Sociology |
| SOC 1020 | Social Problems |

PHYSICAL SCIENCE (PS) Complete 3 credits.Science majors: you **MUST** meet with an advisor to see which classes you need.

| | |
|----------------|---|
| GEO 2100 | 1 CREDIT COURSE Evolution of the Earth-Honors |
| PHSC 2105 | Honors Physical Science Laboratory |
| GEO 2100/2105 | 2 CREDIT COURSES Evolution of the Earth-Honors/Honors Lab |
| PHSC 1440 | Cosmos |
| PHYS 1000 | Conceptual Physics |
| PHYS 1150 | Intro. to Meteorology |
| PHYS 2100 | Honors Physics |
| GEO 1080 | 3 CREDIT COURSES Oceanography |
| PHSC 1000 | Interdisciplinary Physical Science |
| PHYS 1060 | Astronomy: Star & Galaxies |
| PHYS 2100/2105 | Honors Physics/Honors Lab |
| CHEM 1010/1015 | 4 CREDIT COURSES Introduction Chemistry/lab |
| CHEM 1110/1115 | Elementary Chemistry/lab |
| CHEM 1120/1125 | Elementary Organic/Biochemistry/lab |
| CHEM 1210/1215 | Principles of Chemistry |
| CHEM 1220/1225 | Principles Chemistry II |
| GEO 1010/1015 | Survey of Geology/lab |
| GEO 1060/1065 | Environmental Geology/lab |
| GEO 1110/1115 | Physical Geology/lab |
| GEO 1220/1225 | Historical Geology/lab |
| GEOG 1000/1005 | Physical Geography/lab |
| PHYS 1010/1015 | Elementary Physics/lab |

LIFE SCIENCE (LS) Complete 3 credits. Science majors:you **MUST** meet with an advisor to see which classes you need. (* lab optional)

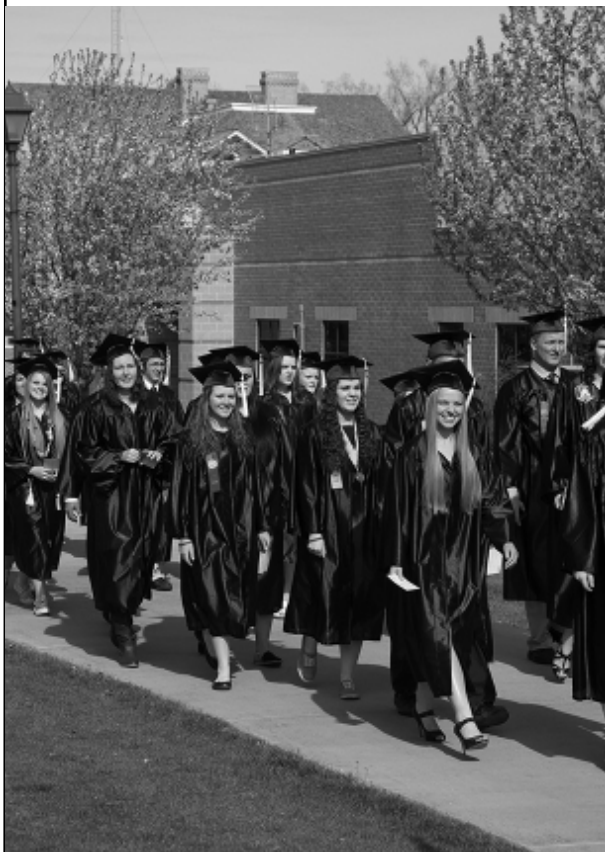
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|----------------|----------------------------------|
| BIOL 1010/1015 | General Biology/lab* |
| BIOL 1050/1055 | Human Biology/lab* |
| BIOL 1610/1615 | Biology I/lab |
| BIOL 1620/1625 | Biology II/lab |
| BIOL 2060/2065 | Introductory Microbiology/lab |
| BIOL 2200/2205 | General Microbiology/lab |
| BIOL 2300/2305 | Plant Taxonomy/lab |
| BIOL 2320/2325 | Human Anatomy/lab |
| BIOL 2420/2425 | Human Physiology/lab |
| BIOL 2580/2585 | Introduction to Soil Science/Lab |

NATURAL SCIENCE LAB - One Lab credit required

either Life Science or Physical Science

FOREIGN LANGUAGE (FL) For Associate of Arts

(AA). Complete 4 credits of one language numbered 1020 or above. (Undergraduate Tutoring and 2800 special project, excluded).

**General Information****Divisions & Departments****Business & Applied Technologies**

ACCT
AGRI
AHNA
AUTO
BUS
CIS
CM
COSB
DMT
FRM
INDM
MTT
NURP
OLE
PHAR
WELD

Fine Arts**Communication &****New Media**

ART
COMM
DANC
MUSC
THEA
New Media

Humanities

ENGL
ESL
LANG
PHIL
TESL

Natural Science & Mathematics

BIOL
CHEM
CS
ENGR
GEO
MATH
NR
PHYS

Social & Behavioral Science

ANTH
CJ
ECON
EDUC
GEOG
HIST
HFST
POLS
PSY
PE
SW
SOC

Academic Support Services

Community Programs

Student Life

Student Policies

Administrative Services

Course Descriptions

Personnel

General Education Requirements - Associate of Science
Bold = Prerequisites Required or Instructor's Permission Required

| | | | |
|--|--|--|---|
| AMERICAN INSTITUTIONS (AI) Minimum Grade C- (choose one) | | ORAL COMMUNICATION (OC) Complete 3 credits | |
| ECON 1740 HIST 1700 POLS 1100 HIST 2700 and HIST 2710 | U. S. Economic History America Civilization American/US National Government U.S. History to 1877 U.S. History from 1877 (must complete both 2700 & 2710 for AI) | BUS 1270 BUS 2450 COMM 1020 COMM 1560 COMM 1870 COMM 1880 COMM 2070 COMM 2110 COMM 2150 COMM 2170 COMM 2200 COMM 2270 COMM 2300 COMM 2870 COMM 2880 DANC 2080 THEA 2080 | Strategic Selling Presentations for Business Public Speaking Radio Production Radio Performance - 1st year Radio Performance - 2nd year Oral Interpretation of Literature Interpersonal Communication Intercultural Communication Organizational Communication TV Production Argumentation and Debate Introduction to Public Relations Radio Performance - 2nd year Radio Performance - 2nd year Dance Improvisation Theatre Improvisation |
| MATH (MA) Minimum Grade C- (choose one) | | PHYSICAL EDUCATION (PE) | |
| MATH 1030 MATH 1040 MATH 1050 MATH 1080 | Quantitative Literacy Intro. to Statistics College Algebra (or any other MATH course requiring MATH 1050 as a prerequisite) Pre-Calculus | PE 1096 | Fitness and Wellness (Waived for students 31 and older) |
| FINE ARTS (FA) Complete 3 credits | | HUMANITIES (HU) Complete 3 credits | |
| ART 1010 ART 1020 ART 1030 ART 1040 ART 1050 ART 1060 ARTH 2710 ARTH 2720 DANC 1075 ENGL 2150 ENGL 2160 MUSC 1010 MUSC 1030 MUSC 1031 MUSC 1032 MUSC 1100 MUSC 2010 MUSC 2020 MUSC 3010 MUSC 3020 MUSC 3630 MUSC 3640 MUSC 3650 THEA 1013 THEA 1023 THEA 1031 THEA 1032 THEA 1033 THEA 1513 THEA 1740 | Intro. to the Visual Arts Basic Drawing (non majors) Basic Design (non majors) Art Studio Practices - 2D (non majors) Basic Photography Art Studio Practices - 3D (non majors) Art History Survey I Art History Survey II Introduction to Dance Intellectual Traditions of the West Intellectual Traditions of the West Intro. to Music Intro. to Jazz and Popular Music History of Rock and Roll Rap & Hip Hop & the Ascendance of Black Culture in America Fundamentals of Music - 2 credits Music History & Literature I Music History & Literature II Music History & Literature I Music History & Literature II Music History & Literature I Music History & Literature II Music History & Literature III Survey of Theatre Survey of Film Theatre History & Lit Classical Theatre History & Lit. Modern Acting I Stage Craft Survey of Musical Theatre | COMM 1500 ENGL 2130 ENGL 2150 ENGL 2160 ENGL 2200 ENGL 2210 ENGL 2220 ENGL 2230 ENGL 2240 ENGL 2300 ENGL 2400 ENGL 2410 ENGL 2420 ENGL 2430 ENGL 2510 ENGL 2520 ENGL 2610 ENGL 2620 ENGL 2650 ENGL 2660 PHIL 1000 PHIL 2050 PHIL 2600 TSFL 2650 TSFL 2660 | Introduction to Mass Media Science Fiction Literature Intellectual Traditions of the West Intellectual Traditions of the West Introduction to Literature Folklore and Literature Introduction to Fiction Classic Myths and Folk Tales Introduction to Poetry Introduction to Shakespeare Special Topics in Lit. & Culture Western American Literature Literature of the Outdoors Gothic & Supernatural Literature Masterpieces of American Lit. Masterpieces of American Lit. Masterpieces of British Lit. Masterpieces of British Lit. Language in Society Introduction to Language Introduction to Philosophy Ethics and Values World Religion and Scripture Language in Society Introduction to Language Systems |
| ENGLISH (E1 & E2) Minimum Grade C- Complete both of the following courses (6 credits) | | | |
| ENGL 1010 ENGL 2010 or ENGL 2014 | Introduction to Writing Intermediate Writing Honors English | | |

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|--|---|
| SOCIAL & BEHAVIORAL SCIENCE (SS) Complete 3 credits | |
| ANTH 1000 BUS 1210 CJ 1010 ECON 1010 ECON 2010 ECON 2020 GEOG 1300 HFST 1400 HFST 1500 HIST 1500 HIST 1510 HIST 2340 HIST 2350 HIST 2700 HIST 2710 PSY 1010 PSY 1100 SOC 1010 SOC 1020 | Introduction to Anthropology Personal Finance Introduction to Criminal Justice Economics as a Social Science Introduction to Microeconomics Introduction to Macroeconomics People and Places of the World Courtship and Marriage Human Development Ancient World Civilization Modern World Civilization History of England History of the American West U.S. History to 1877 (online only) U.S. History from 1877 (online only) General Psychology Developmental Psychology Introduction to Sociology Social Problems |
| PHYSICAL SCIENCE (PS) Complete 3 credits. Science majors: you MUST meet with an advisor to see which classes you need. | |
| GEO 2100 PHSC 2105 | 1 CREDIT COURSE Evolution of the Earth-Honors Honors Physical Science Laboratory |
| GEO 2100/2105 PHSC 1440 PHYS 1000 PHYS 1150 PHYS 2100 | 2 CREDIT COURSES Evolution of the Earth-Honors/Honors Lab Cosmos Conceptual Physics Intro. to Meteorology Honors Physics |
| GEO 1080 PHSC 1000 PHYS 1060 PHYS 2100/2105 | 3 CREDIT COURSES Oceanography Interdisciplinary Physical Science Astronomy: Star & Galaxies Honors Physics/Honors Lab |
| CHEM 1010/1015 CHEM 1110/1115 CHEM 1120/1125 CHEM 1210/1215 CHEM 1220/1225 GEO 1010/1015 GEO 1060/1065 GEO 1110/1115 GEO 1220/1225 GEOG 1000/1005 | 4 CREDIT COURSES Introduction Chemistry/lab Elementary Chemistry/lab Elementary Organic/Biochemistry/lab Principles of Chemistry Principles Chemistry II Survey of Geology/lab Environmental Geology/lab Physical Geology/lab Historical Geology/lab Physical Geography/lab |
| LIFE SCIENCE (LS) Complete 3 credits. Science majors: you MUST meet with an advisor to see which classes you need. (* lab optional) | |
| BIOL 1010/1015 BIOL 1050/1055 BIOL 1610/1615 BIOL 1620/1625 BIOL 2060/2065 BIOL 2200/2205 BIOL 2300/2305 BIOL 2320/2325 BIOL 2420/2425 | General Biology/lab* Human Biology/lab* Biology I/lab Biology II/lab Introductory Microbiology/lab General Microbiology/lab Plant Taxonomy/lab Human Anatomy/lab Human Physiology/lab |

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| NATURAL SCIENCE LAB OPTIONS | |
| Option #1 Complete two lab credits from Life Science (LS) and/or Physical Science (PS) in addition to the six credits fulfilling the Physical Science (PS) and Life Science (LS) course requirements. (The student must also complete the Science Inquiry (SI) requirement.) 2 credits of Science labs 3 credits of Life Science 3 credits of Physical Science 3 credits of Science Inquiry | Option #2 Complete one lab credit and three course credits from Life Science (LS) and/or Physical Science (PS) in addition to the six credits fulfilling the Physical Science (PS) and Life Science (LS) course requirements. (Three of the course credits may fulfill the Science Inquiry (SI) requirement.) 1 credit of Life Science or Physical Science Lab plus 3 credits of Life Science 3 credits of Physical Science and an additional 3 credits of Life Science or Physical Science |
| SCIENCE INQUIRY (SI) - Complete 3 credits | |
| Natural & Physical Sciences Choose any course(s) with the following prefixes: AGRI BIOL CHEM GEO PHSC PHYS (Co-op and special projects are excluded) HONR 2851 Honors Interdisciplinary Studies in Science | Social & Behavioral Sciences Choose any course(s) with the following prefixes: ANTH CJ ECON GEOG PSY SOC OR one of the following courses: HFST 1020 Principles of Nutrition HFST 1400 Courtship & Marriage HFST 1500 Human Development HFST 2400 Family Relations HIST 1510 Modern World Civilizations HONR 2851 Honors Interdisciplinary Studies in Science |

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- Divisions & Departments**
- Career & Technical Education**
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 - AUTO
 - BCCM
 - CIS
 - CLA
 - COSB
 - CRT
 - DMT
 - DRFT
 - FRM
 - MTT
 - NURP
 - WELD
- Business & Technology**
- ACCT
 - BUSADM
 - BMGT
 - BT
 - TBSI
- Fine Arts**
- ART
 - DANC
 - MUSC
 - THEA
- Humanities**
- COMM
 - ENGL
 - ESL
 - LANG
 - PHIL
 - TSFL
- Natural Science & Mathematics**
- AGRI
 - BIOL
 - CHEM
 - CS
 - ENGR
 - GEO
 - MATH
 - PHYS
- Social & Behavioral Science**
- ANTH
 - CJ
 - ECON
 - EDUC
 - GEOG
 - HIST
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 - POLS
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 - PE
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- Course Descriptions
- Academic Support Services
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- Student Policies
- Administrative Services
- Personnel

SEMESTER PLANNING

| Summer Semester | Cr | Fall Semester | Cr | Spring Semester | Cr |
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| Total Credits | | Total Credits | | Total Credits | |
| Summer Semester | Cr | Fall Semester | Cr | Spring Semester | Cr |
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| Total Credits | | Total Credits | | Total Credits | |

MATH TRANSFER REQUIREMENT

To qualify for graduation from Snow College, each student must earn a minimum grade of C- in a GE level math course (Math 1030, Math 1040, Math 1050, etc.). Please note that some schools that require these math courses as part of their program will only count the course as meeting the prerequisite if the student has earned at least a C. Please check with your transfer institution to verify minimum grade requirements for your program.

NATURAL SCIENCE LAB REQUIREMENT

For a student earning the Associate of Arts degree, three credits of Life Science and three credits of Physical Science are required. One credit of lab is required. The lab may be Life Science or Physical Science. Most labs must be taken concurrently with the lecture. Both the class and the co-requisite lab must be completed with passing grades in order to satisfy the GE requirements.

For a student earning the Associate of Science degree, three credits of Life Science, three credits of Physical Science, and three credits from the Inquiry Science category are required. Two credits of lab are required. The labs may be both Life Science, Physical Science, or one of each. Most labs must be taken concurrently with the lecture. Both the class and the co-requisite lab must be completed with passing grades in order to satisfy the GE requirements.

HONORS PROGRAM

The Snow College Honors Program is an exciting educational opportunity available to any student entering the college with a 3.5 high school GPA or a composite ACT score of 26 (or any current Snow College student with a Snow cumulative GPA of 3.5). The Honors Program attempts to provide a deeper, more engaging experience in general education and not only welcomes students planning to complete the honors program, but also those who wish to take one or two honors classes simply for the honors experience.

Snow College is known for the personal attention given to its students, and this is especially true in the Honors Program. Honors students work closely with their professors and even pursue individual research projects with faculty mentors. Also, honors classes are interactive, allowing students to read about, discuss, and explore significant human questions. A Snow College honors student may major in any of a number of fields, but he or she should enjoy engaged learning and have a curiosity about the world and how knowledge in different fields connects.

The Honors Program offers students a variety of benefits. Each semester, honors students are given opportunities to participate in out-of-classroom learning experiences as well as cultural and social events. Hon-

ors students also take classes with each other and form a social support system while receiving strong preparation to succeed in upper division classes at four-year schools. Finally, a limited number of honors program scholarships are available for students.

To complete the program and have a permanent honors designation on the student's transcript, a student must do the following:

1. Complete the online application for the Snow College Honors Program available at (www.snow.edu/honors/) and be accepted into the program.
2. Complete 12 credits of honors classes from the list below.
3. As part of that 12 hours, complete English 2014, the honors thesis class (in place of English 2010), and complete English 2150 or 2160.

For a complete list of honors courses & their availability, consult the honors webpage: www.snow.edu/honors

SERVICE SCHOLARS RECOGNITION AWARD

The Service Scholars Recognition Award is designed for students interested in enhancing their educational experience through community service. Through the program, students address real community issues by providing service to and learning from people in Central Utah and beyond. Students will enhance their academic experience with the knowledge and awareness they gain through increased civic engagement. At the same time, they will be helping others and building personal character, becoming better members of society. Service Scholar Graduates must complete the following:

- An integrated service project (ISP)
- 150 service hours (100 from outside the ISP)
- GNST 1100 (Intro to Civic Engagement & Service-Learning)
- 8 credit hours of service learning courses (including GNST 1100)

Graduates from the program are recognized each year with the following:

- Special recognition at the graduation ceremony
- A certificate of achievement
- A service learning distinction on their transcripts

For additional information or for a list of qualified service learning courses, please go to www.snow.edu/servicelearning

General Information

Divisions & Departments

Business & Applied Technologies

ACCT
AGRI
AHNA
AUTO
BUS
CIS
CM
COSB
DMT
FRM
INDM
MTT
NURP
OLE
PHAR
WELD

Fine Arts.

Communication &

New Media

ART
COMM
DANC
MUSC
THEA
New Media

Humanities

ENGL
ESL
LANG
PHIL
TESL

Natural Science & Mathematics

BIOL
CHEM
CS
ENGR
GEO
MATH
NR
PHYS

Social & Behavioral Science

ANTH
CJ
ECON
EDUC
GEOG
HIST
HFST
POLS
PSY
PE
SW
SOC

Academic Support Services

Community Programs

Student Life

Student Policies

Administrative Services

Course Descriptions

Personnel



STUDENT SUCCESS CENTER Advisement Services

Director: Susan Larsen

Assistant Director: Katie Jean Larsen

Office Manager: Jackie Beck (435) 283-7313

Greenwood Student Center 241

Advisors : Laura Adams, Jan Cragun, Barbara Dalene, Jeanne Tripp, Andy Naylor, Nathalie Wilson

Advisement@Snow.edu, www.snow.edu~advise

Office Hours: 9:00 AM-noon and 1:00-4:00 pm
Monday - Friday.

To serve more students, the advisors work with walk-in students the week prior to school starting and the first week of each semester. At other times throughout the semesters or summer, appointments are preferred. Please call 435-283-7313 to make an appointment on the Ephraim Campus and 435-893-2211 for appointments on the Richfield Campus.

Richfield Campus Advisors:

Cynthia Avery, cynthia.avery@snow.edu,
(435) 893-2205

Cliff Whatcott, cliff.whatcott@snow.edu
(435) 893-2234

The Student Success Center at Snow College is a "One-Stop Center" for student services in the areas of admissions, academic advisement, scholarships, financial aid, student account information, referrals to faculty advisors and other campus support services, registration,

and career advisement. Student Success advisors are a primary resource for all of these college-related services.

It is important to develop a balanced and coherent program of study as students work towards graduation, and all students are strongly encouraged to plan their class schedules in consultation with a Student Success Advisor. These interactions will assist students to remain on track for graduation from Snow College, avoid unnecessary schedule changes, answer academic, financial aid and scholarship questions, and provide suggestions regarding major pre-requisites and transfer issues. The advisors will also talk to the students about their goals and interests and assist them in developing a plan to achieve their academic goals. They will provide suggestions regarding courses appropriate to students' goals and academic levels, inform students about Snow College academic policies and procedures as well as explain the importance of pertinent academic deadlines. It is recommended that students meet at least once per semester with a Student Success Advisor.

Completion of the "PreAdvisement" (Snowstart) session is required for all new students and is available on the Snow College Advisement website (<http://www.snow.edu/advise/preadvise/>). This brief online session introduces students to some important Snow College academic information as well as the registration process.

Ultimately, it is the students' responsibility to ensure that they are on track to meet academic goals, including graduation. The fact is that much of college success lies in whether students learn to access information and work within the system of the college. Advisors are here to help students learn the system.

Additional Student Responsibilities:

- Complete the PreAdvisement session online (<http://www.snow.edu/advise/preadvise/>)
- Make an appointment for academic advisement (435-283-7313)
- Assume responsibility for and monitor academic progress while attending Snow College (with guidance from Student Success Advisor)
- Monitor the student Badger Web account and Badger email account regularly
- Assume responsibility for knowing Snow College rules, regulations and policies (consult Snow college catalog)
- Verify the accuracy of student schedule immediately after registering, if a class is added or dropped, if the first day of class is missed for any reason, before the last day to add and drop a class. (Students may check their schedules at any time online or by going to the Student Success Center or the Registrar's office)

SOME OTHER IMPORTANT REMINDERS FOR STUDENTS:

- Student status
 - * Full-time status for federal financial aid: 12 credits per semester
 - * Status for most scholarships: 15 credits per semester
- To complete an associate degree in four semesters: Students should take 15 credits the first semester and 16 credits the remaining three semesters (total of 63 credits)
- Students receiving financial aid must be careful not to reduce their credit hour load below the minimum number of hours awarded each semester through financial aid or the amount of financial aid will also be reduced
- Students may add classes once school starts through the end of the first full week of classes in that semester. After that, students must procure an “add” card with the instructor’s signature which must be turned in to the Student Success Center for processing
- If a class is full, instructor permission is required with an “add” card and instructor signature which must be turned in to the Student Success Center. Instructors are under no obligation to add students to a full class
- If students do not attend the first day of class and did not receive instructor permission, they may be administratively dropped from that course

Academic Support

College is difficult, but the good news is that academic support is available at Snow. The best source of help is Snow College faculty. As long as students attend class, complete all assignments and readings, and put forth genuine effort, most faculty are anxious to help students outside of the classroom. To meet with faculty, students should make an appointment and/or visit them during their posted office hours.

Snow College strongly encourages students to organize and participate in study groups for most of their classes. The Student Success Center offers Help Sessions led by study group leaders for some classes. The College also has a Math/Science Lab, a Writing Lab, and computer labs. For those who qualify, Student Support Services offers extensive academic support (see Snow College catalog). The Student Success Center on the Richfield campus offers math and English developmental courses, study groups, and study skills information.

Students should seek help during the *first* weeks of each semester. Faculty and other sources of help are most effective when accessed *early* in the semester.

Career Exploration

Many students are unsure of their major or career, but resources are available to help students explore their options.

Students are encouraged to take a careers class (AGBU 1100 – Career Exploration in AgriBusiness; BIOL 1810 – Biological Careers; BIOL 1820 – Medical Careers; or GNST 1500 – Career Decisions); talk to faculty and advisors about career ideas; and take a wide variety of classes. In addition, students can take the Myers-Briggs Personality Type inventory which may help them clarify careers. Students who remain undecided about their careers should take classes which will improve their “skill set” for employment. Recommended courses that strengthen real-world skills include: communication courses, math courses, business courses, writing courses, foreign language courses, and computer courses. By being involved in clubs and committees, students also improve their planning, organizing, leadership, and interpersonal abilities while gaining resume-building activities.

Transfer Information

Most Snow College students indicate that their long term goal is to complete a bachelor’s degree and will eventually transfer to a four-year university. The process of transferring can be a confusing one, but the Student Success Advisors can help students achieve a smooth transition.

Students who intend to transfer should:

- Find out which universities have which majors. All colleges do not have all majors
- Investigate the requirements for admission into both the university and the major. The prerequisites for admission into a major may include: specific courses, field experiences, entrance exams, and grade requirements. Almost all majors expect students to take specific courses in their first two years in order to be ready for transfer. Furthermore, major prerequisites may vary from one university to another for the same major. Advisors can help students make sense of this
- Become acquainted with Snow faculty. They often have valuable connections at the universities. Remember – students often need letters of recommendation from faculty when they transfer

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- Become familiar with how Snow courses will transfer by contacting advisors, both at Snow and at the university level
- Check university websites for admission and scholarship deadlines
- Access the best time to transfer

Careful planning (with the help of a Student Success Advisor) can make the difference between a four-year Bachelor’s degree or a six-year degree!

Know the types of courses that are required for a Bachelor’s degree:

LOWER DIVISION COURSES:

- (Numbered 1000-2999, usually taken at Snow)
- General Education
- Major Prerequisites
- Minor Prerequisites (if needed)
- Recommended Courses

UPPER DIVISION COURSES:

- (Numbered 3000-4999, usually taken at a university)
- University Requirements/Breadth Requirements
- Major Courses
- Minor Courses (if needed)
- Recommended Courses

REMEMBER: communicate with Advisors “early and often” – at Snow and at the four-year level.

Intent to Transfer Program for New Students

Snow College has Intent to Transfer agreements with Southern Utah University (SUU) and Utah State University (USU). These agreements are designed for new freshmen who know their majors and who are planning to transfer to either SUU or USU. The key advantage is that students who are accepted into these programs receive advising from both Snow College and university advisors while the students are still attending Snow College, and they develop educational plans that guarantee efficient transfer.

Applications for these programs are available in the Student Success Center at Snow College.

COOPERATIVE EDUCATION

The Cooperative Education Program enables students to earn college credits while working in jobs related to their majors. Students enrolled in Cooperative Education are able to integrate classroom study with a planned and supervised work experience. Paid or volunteer Cooperative Education experience helps students be better prepared to seek employment in their field. Snow College offers two Cooperative Education plans. The **Parallel Plan** requires that students attend class while working part-time during a given semester. The **Alternate Plan** allows students to alternate full time study one semester with full time work the next semester.

Benefits of Cooperative Education to the student

- Permits resting of career choices
- Increases employability and earning power
- Increases potential to advance
- Relates education to real life

Eligibility to participate in Cooperative Education

- Admission to attend Snow College
- A job relating to the student’s career goals
- Registration through the Cooperative Education Office
- Development of job performance objectives with the faculty coordinator and employers approval

Credit

The basis for awarding credit involves:

- The number of hours the student spends on the job (45 hours of work equals one credit hour)
- The quality of the work experience as related to the student’s personal and career goals



GRADUATION OFFICE

Graduation Coordinators: Margie Anderson
Greenwood Student Center 219 & 223

Phone: (435) 283-7145 or 283-7143

Email: margie.anderson@snow.edu

GENERAL GRADUATION INFORMATION

- Sixty-three total credits are required for an Associate Degree.
- Twenty-one semester credits must be resident credit earned at Snow College. College credits earned through AP, CLEP, and credit by exam are not considered resident credit.
- A cumulative grade point average of C (2.00) or better must be earned on work completed at Snow College. In addition a grade of C- (1.7) or higher is required in the GE groups of Math, English, and American Institutions.
- Only course numbers 1000 or above are counted toward credits needed to graduate.
- Repeated courses count only once towards graduation. The exception would be any course classified as “repeatable” in the course schedule or catalog.
- Official transcripts from all institutions attended must be submitted to Snow College. Transfer

GPA is not calculated with the Snow College GPA.

- All student accounts must be paid in full. Diplomas and degrees will not be issued if there are any outstanding obligations.
- A student in continuous enrollment in regular fall and spring semesters at Snow College must, for purposes of meeting graduation requirements, elect to meet requirements in effect at the time of entering the college or at the time of graduation. If enrollment is interrupted, students must elect to meet requirements in effect at the time of reentry or the time of graduation.
- Credits not earned within the five years prior to the time of graduation from Snow College may be subject to review by both the Academic Standards Committee and the departments concerned.

General Education Requirements

Students seeking an Associate Degree and who are admitted to Snow College beginning Fall Semester 2009 or later are required to complete the General Education requirements in effect for Fall Semester 2009.

Students seeking an Associate Degree who have completed fewer than 24 college credits prior to Fall Semester 2009, or who have transfer credit only are required to complete the General Education requirements in effect for Fall Semester 2009.

Students seeking an Associate Degree who have completed a minimum of twenty-four college credits prior to Fall Semester 2009 with at least twelve Snow College credits have two options:

1. Complete all graduation requirements including the old General Education courses in effect from Fall Semester 1998 through Summer Term 2009. Under this option, all degree requirements must be completed by the end of Summer Term 2014.

OR

2. Complete all graduation requirements including the new General Education courses effective Fall Semester 2009.

Graduation Deadlines

Based on deadline dates listed below, please submit an application for graduation. Students should apply after completion of approximately 31 credits. Application forms are available from the Registration Office, the Student Success Center, or on the Snow College website under the Registrar's page.

FOR SUMMER 2014

Apply by April 18, 2014

Pay \$25 Application Fee
 No late fee = \$25

Apply after April 18

Pay \$25 Application Fee
 plus \$25 late fee = \$50

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2014-2015

FOR FALL 2014

Apply by May 17, 2014 Pay \$25 Application Fee

Apply after May 17 Pay \$25 Application Fee
plus \$25 late fee = \$50

FOR SPRING 2015

Apply by Oct. 26, 2014 Pay \$25 Application Fee
No late fee = \$25

Apply after Oct. 26 Pay \$25 Application Fee
plus \$25 late fee = \$50

FOR SUMMER 2015

Apply by April 17, 2015 Pay \$25 Application Fee
No late fee = \$25

Apply after April 17 Pay \$25 Application Fee
plus \$25 late fee = \$50

FOR FALL 2015

Apply by May 22, 2015 Pay \$25 Application Fee

Apply after May 22 Pay \$25 Application Fee
plus \$25 late fee = \$50

Commencement Exercises

The commencement exercises in May 2015 include all students who have graduated in Fall Semester 2014, or who will graduate in Spring Semester 2015, or Summer Term 2015. The college wants all candidates for graduation to be present at Commencement. Students deserve to be honored on this day. Unfortunately there is a limited amount of spectator space in the gymnasium area of the Activity Center where the ceremony is held. There is considerable amount of overflow seating available to family and friends who wish to attend graduation exercises in the lifetime sports area of the Activity Center. Any person who feels he or she may need special accommodations connected with the graduation ceremonies may contact the Americans With Disabilities Act Coordinator at 435-283-7321.

Richfield Campus Commencement

A separate commencement exercise is held on the Richfield campus for students completing certificates and degrees in Career and Technical Education programs. Students completing their Associate of Arts or Associate of Science degrees on the Richfield campus may also choose to participate. Students who want to participate in the Richfield campus commencement must apply and pay fees on the campus according to Snow College's published deadlines and fee schedule.

Graduation with Honors

Students who have completed all graduation require-

ments and have earned a cumulative grade point average at Snow College as follows will graduate with honors. Only courses numbered 1000 or above are counted.

| | |
|-------------|-----------------|
| 3.50 - 3.74 | Cum Laude |
| 3.75 - 3.89 | Magna Cum Laude |
| 3.90 - 4.00 | Summa Cum Laude |

SERVICE SCHOLARS RECOGNITION AWARD

The Service Scholars Recognition Award is designed for students interested in enhancing their educational experience through community service. Through the program, students address real community issues by providing service to and learning from people in Central Utah and beyond. Students will enhance their academic experience with the knowledge and awareness they gain through increased civic engagement. At the same time, they will be helping others and building personal character, becoming better members of society. Service Scholar Graduates must complete the following:

- An integrated service project (ISP)
- 150 service hours (100 from outside the ISP)
- GNST 1100 (Intro to Civic Engagement & Service-Learning)
- 8 credit hours of service learning courses (including GNST 1100)

Graduates from the program are recognized each year with the following:

- Special recognition at the graduation ceremony
- A certificate of achievement
- A service learning distinction on their transcripts

For additional information or for a list of qualified service learning courses, please go to www.snow.edu/servicelearning

Graduation Survey

In order to evaluate the quality of the education students receive at Snow College, each graduate is asked to take an assessment and complete a survey before graduation. The survey is an assessment of students general opinions about the college. The results of the assessment and survey are confidential. They do not appear on transcripts and have no bearing on graduation status. The results from all students are combined to provide faculty, administration, and the Utah Board of Regents information about the knowledge and opinions of Snow College students. To complete this request, students should visit the Testing Center during March and April prior to commencement. Extra study or preparation in advance is not necessary.

INSTITUTIONAL RESEARCH & PLANNING

Director: Dr. Rebecca Hermansen (EdD)

Noyes Building Rooms 313

Phone: (435) 283-7346

The purpose of Institutional Research is to gather and analyze data about Snow College and connect this information with the primary functions of the school, and report the data to external agencies. The basic activities of Institutional Research & Planning are as follows.

1. Cohort collection and longitudinal tracking;
2. Collecting and reporting data on Snow College performance;
3. Collecting data on population, market, and other higher educational trends;
4. Collecting data from specific populations through surveys;
5. Analyzing and interpreting the data into information that can be used to support institutional planning and decision-making.

Disclosure of Graduation and Transfer-out Rates of Degree /Certificate Seeking, First-time Freshman Undergraduates

Snow College provides the following information regarding our institution's graduation/completion and transfer-out rates. The information is provided in compliance with the Student-Right-to-Know Act of 1990 (P.L. 101-42). The rates reflect the completion and transfer-out status of the general student body who entered fall semester as a full-time, first-time freshman during the 2000 school years at a point at which 150% of the normal time-to-completion has elapsed.

During the fall semester of 2000, 1347 first-time, full-time degree-seeking undergraduate students entered Snow College. After three years (i.e., as of August 31, 2003), 37% of these students had graduated or completed their programs and 22% had transferred to other higher education institutions.



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ACADEMIC DIVISIONS AND DEPARTMENTS

DIVISION OF BUSINESS AND APPLIED TECHNOLOGIES

Mike Medley, Dean
Phone: (435) 893-2264
Email: mike.medley@snow.edu

RICHFIELD CAMPUS

Snow College offers degrees and certificates in the following career and technical education programs on the Richfield campus. Some non-credit courses and certificates are also available.

- Automotive Technology
- Business
- Commercial Driver's License
- Computer Information Systems
- Cosmetology/Barbering
- Diesel and Heavy Duty Mechanics Technology
- Farm/Ranch Management
- Industrial Mechanics
- Machine Tool Technology
- Nail Technician
- Nursing Assistant
- Pharmacy Technician
- Practical Nursing
- Registered Nursing
- Welding Technology

EPHRAIM CAMPUS

- Building Construction and Construction Management
- Business
- Commercial Driver's License
- Nursing Assistant
- Outdoor Leadership and Entrepreneurship
- Pharmacy Technician
- Practical Nursing
- Registered Nursing

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Fine Arts.

Communication &

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- COMM
- DANC
- MUSC
- THEA
- New Media

Humanities

- ENGL
- ESL
- LANG
- PHIL
- TESL

Natural Science &

Mathematics

- BIOL
- CHEM
- CS
- ENGR
- GEO
- MATH
- NR
- PHYS

Social & Behavioral Science

- ANTH
- CJ
- ECON
- EDUC
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ALLIED HEALTH

Associate Director: Amber Epling, MSN, RN
Director, Department Chair
(435) 893-2228

Administrative Assistants

Melissa Blackner

Richfield Campus

Allied Health Admissions

(435) 893-2232

Joan Shand

Ephraim West Campus

CNA and Pharmacy Technician Admissions

(435) 283-7588

DESCRIPTION

The Snow College Allied Health department offers courses of study in the following entry-level health-related occupations:

Nursing Assistant

Pharmacy Technician

Practical Nurse

Registered Nurse (PN-RN)

CAREERS

Registered Nurses may find career opportunities in such places as hospitals, home health, public health, and long term care.

Licensed Practical Nurses may find career opportunities in such places as doctors' offices, hospitals, home health care facilities, and long term care facilities.

Certified Pharmacy Technicians may find career opportunities in such places as private, corporate, or hospital pharmacies.

Certified Nursing Assistant positions are available at hospitals, home health care centers, and long term care facilities.

NURSING ASSISTANT/HOME HEALTH AID

Instructors: Karen Carter, LPN
Helen Parry, BSN, R.N.
Jane Dunning, LPN

Preparation for State Certification

Most nursing programs in the state require candidates to be certified nursing assistants. This course combines classroom and clinical experience to prepare students to pass the state certification exam. Financial aid is not available for this course by itself. Online registration is not available for the Nursing Assistant program and special requirements may apply. Nursing assistant outreach courses are offered at Delta, Ephraim, Fillmore, Nephi, Piute County, Richfield and Wayne County. For information about the Ephraim and Nephi classes call (435) 283-7588. For information about Richfield and all other classes call (435) 893-2232.

AHNA 1000 Nursing Assistant.....6

OUTCOMES

- Students who complete the Snow College CNA program:
- Will learn basic health care knowledge, skills, safety, and techniques necessary for certification, which will be evidenced in the state exam results for CNA;
- Will demonstrate acquired skills and techniques in clinical settings;
- Will find a job in trained area.

ADMISSION REQUIREMENTS

1. Student must be at least 16 years old to begin the CAN course;
2. Preference is given to students 17 years or older;
3. Student must have a TB test before entering the CNA program;
4. Student must have a background check before entering the CNA program;
5. Applying student must provide the following:
 - High school students: a copy of their ACT with a score of 16 or higher in Math and 15 or higher in Reading or a copy of your high school transcript with a GPA of 2.5 or higher;
 - College student must provide proof of current or past enrollment as a college student;
 - Adult;non-credit student must have proof of current or past enrollment as a college student or a copy of an ACT with a score of 16 or

higher in Math and 15 or higher in Reading or a high school transcript showing a GPA of 2.5 or higher.

PHARMACY TECHNICIAN

Instructors: Carolyn Moffitt
Mickell Laupapa

Preparation for State Certification

This program requires six courses offered Fall and Spring semester at both Richfield and Ephraim campuses and prepares students for the National Pharmacy Technician Certification Exam. It is a 20 credit hour program requiring approximately 435 hours of combined instruction and clinical rotation time.

OUTCOMES

Snow College Pharmacy Technician students will gain knowledge:

- Fundamentals of pharmacies and ethics;
- Understanding drugs and their applications;
- Review laws and regulations;
- Pharmacy calculations.

ADMISSION REQUIREMENTS

1. Student must be 18 years of age prior to January 1st of Spring semester. Students cannot complete clinical hours if they are not 18 years old.
2. Provide a copy of their ACT results to registrar with the following:
 - ACT score of 18 in Math or successful completion of MATH 0990 with a C grade or better;
 - ACT score of 17 in Reading or successful completion of ENGL 1010 with a C grade or better;
 - Student can take the Accuplacer Exam through the Student Success Center.
3. Students must complete a Background check before entering the program.
4. Suggested courses before taking this program:
 - Human Physiology;
 - High school or college Chemistry;
 - Medical Terminology.

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RECOMMENDED CURRICULUM

PHAR 1010 Introduction of Pharmacy Practice....2
 PHAR 1020 Pharmacy Practice3
 PHAR 1100 State and Federal Pharmacy Laws.....3
 PHAR 1210 Pharmacology for Pharmacy Tech4
 PHAR 1220 Pharmacology for Pharmacy Tech II.4
 PHAR 1960 Pharmacy Clinical Practicum.....4

| Fall | | | Spring | | |
|--------------|-------------|----------|---------------|-------------|-----------|
| PHAR | 1010 | 2 | PHAR | 1020 | 3 |
| PHAR | 1100 | 3 | PHAR | 1220 | 4 |
| <u>PHAR</u> | <u>1210</u> | <u>4</u> | <u>PHAR</u> | <u>1960</u> | <u>4</u> |
| Total | | 9 | Total | | 11 |

NURSING

PRACTICAL NURSING

Assistant Professors:

- Dean Brereton, MSN, RN
- Debi Sampson, MSN, RN

Instructors:

- April Anderton, BSN, RN
- Cyndi Jorgensen, MSN, RN
- Michelle Lund, MSN, RN

Preparation for State Certification

The Practical Nursing program offers the students a Certificate of Completion in Practical Nursing and eligibility to take the State Board Examination leading to licensing as a Practical Nurse in Utah.

The Practical Nursing program is accredited by the National Accreditation Commission for Education in Nursing Inc. (ACEN).

National League of Nursing Accrediting Commission
 3343 Peachtree Road NE, Suite 500
 Atlanta, GA 30326
 Phone: (404) 975-5000
 Fax: (404) 975-5020
 www.acenursing.org

Classes will be held at Snow College Richfield campus, as well as at Ephraim and Nephi outreach sites, using video conferencing technology. Clinical laboratories are held in designated facilities. Practical nurses are prepared to work under the supervision of the registered nurse or licensed physician in a variety of health care delivery systems.

OUTCOMES

Students who complete the Practical Nursing program at Snow College will demonstrate that they:

- know basic principles from the biological and behavioral sciences and nursing theory to determine nursing actions for individuals and their families in a variety of health care settings;
- participate as a member of a nursing team by contributing to assessments, planning, implementation, and evaluation of nursing care to assist clients of all ages meet their functional needs;
- safely implement psychomotor skills;
- use effective communication skills in relating to clients, family members, and health team members;
- provide informal health education for individuals, families, and peers;
- demonstrate concern for socio-cultural and spiritual values when interacting with clients and health team members in a variety of settings;
- demonstrate responsibility and accountability for his/her nursing care utilizing ethical and legal principles within their scope of practice;
- select appropriate goals for continued self-growth and vocational mobility to achieve his/her full potential;
- demonstrate service to instructors, classmates, clients, family, and health team members.

Admission into the Practical Nursing program is on a point system as there is limited space available. Points are primarily based upon GPA and references.

ADMISSION REQUIREMENTS

Admission Procedures

1. Obtain an application packet from the Allied Health department secretary (435-893-2232) or download a packet at www.snow.edu/nursing.
2. The application deadline is April 15.
3. Applications **must** be submitted to the Allied Health department at Snow College and include:
 - official high school transcript or GED certificate;
 - official college transcripts;
 - two letters of recommendation, preferably from previous employers or teachers;
 - \$25 non-refundable Nursing Application fee payable to Snow College.

4. provide evidence of math competency by one of the following methods:
 - ACT test results with a minimum math score of 23;
 - Accuplacer test score of 90 or above;
 - Completion of MATH 1010 with a minimum of a "C" grade.
5. provide proof of current Certified Nursing Assistant license;

All pre-nursing classes **must** be passed with a "C" grade or better; any grade below a "C" will not be accepted.
6. prerequisite classes **must** be completed prior to entering the Practical Nursing program Fall semester;
7. co-requisite nursing requirements:
 - co-requisite nursing courses can be taken concurrently in the nursing program;
 - courses must be completed and passed with a "C" or better grade to progress to the next semester or complete the nursing program.
8. recommended courses

It is recommended that students take courses listed below to enhance learning the Practical Nursing program. These are not required.

- BIOL 2060 Intro to Microbiology
- HFST 1020 Principles of Nutrition
- HESC 1050 Medical Terminology *or*
- NURP 1000 Intro to Medical Terminology
- NURP 1101 Drug Dosages and Calculations
- HFST 1500 Human Growth and Development

Prerequisite Requirements

- Prerequisite General Education requirements include:
- BIOL 2320 Human Anatomy with lab 4
 - BIOL 2420 Human Physiology with lab..... 4
 - ENGL 1010 Expository Composition..... 3
 - Total Prerequisite Credits 11**

Acceptance into the Practical Nursing program will be by letter of notification before June 15 of the current year. Applicants who are not admitted for the current year but wish to be considered for admission the following year, should indicate this in a letter to the Director of the Allied Health department.

Prospective students are not considered as applicants or re-applicants until such time as all admission procedures have been met.

Co-requisite courses

- First Fall or Spring Semester
- PSY 1010 General Psychology 3

Post Admission Requirements

These requirements are to be submitted to the Allied Health department before the first day of the fall semester.

1. Applicants **must** have a physical examination by a physician which indicates that the applicant is free from any physical or emotional condition that would preclude successful participation and completion of the program.
2. Applications **must** have proof of current immunizations, which include chickenpox, T-DAP, rubella or rubella titer, hepatitis B, TB test or chest X-ray, and flu vaccine.
3. Students **must** pass a drug screen test, as well as a background check.
4. Students **must** review and agree to adhere to the policies and guidelines outlined in the Snow College Practical Nursing Handbook.

RECOMMENDED CURRICULUM

PRACTICAL NURSING (PN)

Certificate of Completion

| | |
|--|-----------|
| NURP 1102 Fundamentals of Nursing*..... | 4 |
| NURP 1103 Pharmacology | 3 |
| NURP 1106 Pediatric - Maternity Nursing I..... | 2 |
| NURP 1107 Pediatric - Maternity Nursing II | 3 |
| NURP 1109 Professional transition for the Practical Nurse+..... | 2 |
| NURP 1114 Caring for the Adult I..... | 4 |
| NURP 1115 Caring for the Adult II | <u>3</u> |
| Credit Requirements for Certificate | 21 |

*A safety component is included in this course.
+Includes Human Relations requirement.

PRACTICAL NURSING

Certificate of Completion - Curriculum

| Fall | | | Spring | | |
|------------------|-----------|--|------------------|----------|--|
| NURP 1102 | 4 | | NURP 1115 | 3 | |
| NURP 1103 | 3 | | NURP 1107 | 3 | |
| NURP 1114 | 4 | | <u>NURP 1109</u> | <u>2</u> | |
| <u>NURP 1106</u> | <u>2</u> | | Total | 8 | |
| Total | 13 | | | | |

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- OLE
- PHAR
- WELD

Fine Arts

Communication &

New Media

- ART
- COMM
- DANC
- MUSC
- THEA
- New Media

Humanities

- ENGL
- ESL
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- TESL

Natural Science & Mathematics

- BIOL
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- MATH
- NR
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PN TO RN program

The PN to RN program offers the students an Associate of Science in Nursing and eligibility to take the National Council Licensure Examination (NLCEX-RN). Students will be prepared to go directly into the workforce and/or choose to continue to study towards a higher nursing degree.

Classes will be held at Snow College on both the Ephraim and Richfield campuses. Clinical laboratories are held in surrounding facilities. Registered Nurses are prepared to work in a variety of health care settings.

OUTCOMES

Students who complete the Registered Nursing program at Snow College will demonstrate that they:

- know basic principles from the biological and behavioral sciences and nursing theory to determine nursing actions for individuals and their families in a variety of health care settings;
- participate as a member of a nursing team by contributing to assessments, planning, implementation, and evaluation of nursing care to assist clients of all ages meet their functional needs;
- safely implement psychomotor skills;
- use effective communication skills in relating to clients, family members, and health team members;
- provide informal health education for individuals, families, and peers;
- demonstrate concern for socio-cultural and spiritual values when interacting with clients and health team members in a variety of settings;
- demonstrate responsibility and accountability for his/her nursing care utilizing ethical and legal principles within their scope of practice;
- select appropriate goals for continued self-growth and vocational mobility to achieve his/her full potential;
- demonstrate service to instructors, classmates, clients, family, and health team members;
- display leadership abilities through application of management principles, critical thinking, delegation, and prioritization of care.

ADMISSION REQUIREMENTS

Admission into the PN to RN program is on a point system as there is limited space available. Points are primarily based upon GPA, work experience, and references.

Admission Procedures

1. Obtain an application packet from the Allied Health department secretary (435-893-2232) or download a packet at www.snow.edu/nursing.
2. The application deadline is March 1.
3. Applications **must** be submitted to the Allied Health department at Snow College and include:
 - a completed application;
 - a \$25, non-refundable Nursing Application fee, payable to "Snow College";
 - submit a current, unrestricted Utah State LPN license. Students accepted into the RN program with appending license have until August 1 to submit a copy of their licensure;
 - official transcripts of any/all colleges and/or universities attended to date must be received by the Allied Health department by March 1 of current year;
4. Prerequisite classes **must** be completed prior to entering the Registered Nursing program Fall semester:
 - All prerequisite classes **must** be passed with a "C" grade or better; any grade below a "C" will not be accepted.
5. a minimum grade of "B-" is required in all nursing courses. Students with lower than a "B-" must show at least part-time (24 hrs/week) experience working as an LPN for a minimum of one year.
 - All pre-nursing classes **must** be passed with a "C" grade or better; any grade below a "C" will not be accepted.
6. graduate of an ACEN Accredited Practical Nursing program or equivalent program;
7. recommended courses.

It is recommended that students take courses listed below to enhance learning the PN-RN program. These are not required.

BIOL 2060 Intro to Microbiology
 HFST 1020 Principles of Nutrition
 BIOL 2650 Pathophysiology

Pre-Nursing courses (required for RN)

LPN license
 Prerequisite General Education requirements include:
 BIOL 2320 Human Anatomy3
 BIOL 2325 Human Anatomy Lab1
 BIOL 2420 Human Physiology.....3
 BIOL 2420 Human Physiology Lab1
 CHEM 1110 Elementary Chemistry with lab5
 ENGL 1010 Expository Composition.....3
 PSY 1010 General Psychology3
 GE Courses*3
Total Prerequisite Credits22

Co-requisite courses

First Fall or Spring Semester
 ENGL 2010 Intermediate Research Writing3
 MATH 1040 Introduction to Statistics*3

*Associate degrees require a quantitative literacy course i.e. MATH 1030 or higher; however, students transferring to a BSN or higher nursing program will need MATH 1040.

Acceptance into the PN to RN program will be by letter of notification before April 30 of the current year.

Post Admission Requirements

These requirements are to be submitted to the Allied Health department before the first day of the fall semester.

1. Applicants **must** have a physical examination by a physician, which indicates that the applicant is free from any physical or emotional condition that would preclude successful participation and completion of the program.
2. Applicants **must** have proof of current immunizations, which include chickenpox, T-DAP, rubella or rubella titer, Hepatitis B, TB test or chest X-ray, and flu vaccine.
3. Students **must** pass a drug screen test, as well as a background check.
4. Students **must** review and agree to adhere to the policies and guidelines outlined in the Snow College Registered Nursing Handbook.

RECOMMENDED CURRICULUM

**Registered Nurse (PN to RN)
 Program curriculum**

Associate of Science Degree
 NURP 2114 Advanced Nursing Care of the Adult and Child.....3
 NURP 2214 Advanced Nursing Care of the Adult and Child Clinical4

NURP 2130 Treatment Modalities.....2
 NURP 2180 Mental Health Nursing Across the Lifespan.....2
 NURP 2280 Mental Health Nursing Across the Lifespan Clinical.....1
 NURP 2190 Patient Care Management2
 NURP 2290 Patient Care Management Clinical....3
Credit Requirements for Certificate17

**REGISTERED NURSING (LPN to RN)
 Associate Degree – Curriculum**

| Fall | | Spring | |
|--------------------|-----------|--------------------|-----------|
| NURP 2130 | 2 | NURP 2180 | 2 |
| NURP 2114 | 3 | NURP 2280 | 1 |
| NURP 2214 | 4 | NURP 2190 | 2 |
| GE courses* | 3 | NURP 2290 | 3 |
| Total | 12 | GE courses* | 6 |
| | | Total | 14 |

*GE requirements American Institutions, Fine Arts, and Humanities 3 credits of each.

Suggested Course of Study for students planning on completing the LPN and PN to RN program

| Prerequisite Courses | | |
|----------------------|--------------------------|-----------|
| Course | | Credit |
| BIOL 2320/2325 | Human Anatomy w/lab | 4 |
| BIOL 2420/2425 | Human Physiology w/lab | 4 |
| ENGL 1010 | Expository Composition | 3 |
| GE Course | General Education Course | 3 |
| Total Credits | | 14 |

| 1st Fall Semester Courses | | |
|---------------------------|-----------------------------------|-----------|
| Course | | Credit |
| NURP 1102 | Fundamentals of Nursing | 4 |
| NURP 1103 | Pharmacology | 3 |
| NURP 1106 | Pediatric-Maternity Nursing I | 2 |
| NURP 1114 | Caring for the Adult I | 4 |
| PSY 1010 | Co-requisite (General Psychology) | 3 |
| Total Credits | | 16 |

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| 1st Spring Semester Courses | | |
|-----------------------------|---|-----------|
| Course | | Credit |
| NURP 1115 | Caring for the Adult II | 3 |
| NURP 1107 | Pediatric-Maternity Nursing II | 3 |
| NURP 1109 | Professional Transition for the Practical Nurse | 2 |
| CHEM 1110/1115 | Elementary Chemistry w/lab | 5 |
| Total Credits | | 13 |



| 2nd Fall Semester Courses | | |
|---------------------------|---|-----------|
| Course | | Credit |
| NURP 2114 | Advanced Nursing Care of the Adult and Child | 3 |
| NURP 2214 | Advanced Nursing Care of the Adult & Clinical | 4 |
| NURP 2130 | Treatment Modalities | 2 |
| ENGL 2010 | Intermediate Research Writing | 3 |
| GE Course | General Education Course | 3 |
| Total Credits | | 15 |

| 2nd Spring Semester Courses | | |
|-----------------------------|--|-----------|
| Course | | Credit |
| NURP 2180 | Mental Health Nursing Across the Lifespan | 2 |
| NURP 2280 | Mental Health Nursing Across the Lifespan Clinical | 1 |
| NURP 2190 | Patient Care Management | 2 |
| NURP 2290 | Patient Care Management Clinical | 3 |
| MATH 1030, 40*, or 50 | Intro. to Statistics * see application packet | 3 |
| GE Course | General Education Course | 3 |
| Total Credits | | 14 |

Elective courses required by Snow College for Associate Degree (may be taken at any time):

Humanities (3 credits), Fine Arts (3 credits), and American Institution (3 credits)

Total Number of required credits for a Snow College Associate Degree in Nursing: 72 in 5 semesters



BUSINESS DEPARTMENT

Associate Professor: Lisa B. Anderson, LaFaun Barnhurst, Morris O. Casperson, Russ Johnson, Cozette Roberts

Assistant Professor: Stacey McIff (Chair), Whitney Ward

Instructors: Kip Larsen, Jay Olsen

Accounting
Agribusiness
Business Management
Entrepreneurship
Marketing
Outdoor Leadership & Entrepreneurship

Business has a history at Snow College spanning more than 100 years. The founders were passionate about education and practical in providing knowledge and skills to help their children become useful and successful in the world of business and industry. The Business Department is committed to build on this distinguished history. The goal of serving students with exceptional programs remains unchanged, but the methods have evolved to meet the changing world.

Students can pursue the business careers described in this catalog by means of certificates of proficiency, Certificate of Completion, Associate of Science, Associate of Science Business, and Associate of Arts degrees.

ASSOCIATE OF SCIENCE BUSINESS

The Associate Science Business (ASB) degree is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), one of the most recognized names in business education worldwide, known for having the highest standards of excellence in accreditation.

The Associate Science Business (ASB) degree requires a minimum of 63 credits. The ASB is designed for the student who wants to transfer to a four year institution as a business major. Please note that a business major includes all business programs e.g., accounting, management, business information systems, finance, human resource management, marketing, international business, etc. The ASB degree allows the students to transfer with advanced standing which means that the student can register for upper division classes as a junior. In most cases, the student will have completed the pre-business core required for advanced standing at the transfer institution.

OUTCOMES

The Associate of Science Business (ASB) program is designed to benefit students by 1) providing a solid foundation in basic business principles; 2) allowing students to complete general education requirements; 3) establishing a pathway for seamless transfer to a four-year program.

A student who completes the ASB degree at Snow College should expect the following outcomes from the program:

Acquire Substantive Knowledge

- Students will understand the fundamentals of business and the relationship of business to society.
- Students will be able to demonstrate knowledge of local and national laws as they relate to business.

Communications

- Students will be able to deliver oral presentations that are customized for the intended audience, well organized, and effectively delivered.
- Students will be able to produce clear, concise, purposeful, and grammatically correct written documents.

Computation

- Students will be able to use industry standard software or calculator to perform accurate calculations and summarize data effectively.
- Students will be able to choose and perform appropriate analyses for quantitative and qualitative data.

Professionalism

- Students will be able to collaborate effectively in teams, complete responsibilities, and assist teammates.
- Students will be able to articulate an educational pathway that meets the needs of their desired career.

Technology

- Students will be able to effectively use business technology to accomplish tasks in a changing and dynamic workplace.
- Students will be able to produce professional-looking documents and projects using industry standard hardware and software tools.

Students who complete an ASB degree have also obtained all general education requirements, which are separately assessed by the college.

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Fine Arts

Communication &

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Humanities

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CAREERS

Students who complete an Associate of Science Business degree at Snow College and complete any additional training needs usually should be eligible for employment in the following occupations:

- Entry level positions within a business institution where additional skill training and experience are required for advancement
- Management training or mid-management positions where additional management training and experience are required
- Entrepreneurial ventures where the acquired knowledge is sufficient for the success of the new enterprise.

Associate of Science Business Degree Core Requirements: (64 crs.)

| | | |
|--|-----------------------------------|-----------|
| ACCT 2010 | Financial Accounting..... | 3 |
| ACCT 2020 ⁺ | Managerial Accounting..... | 3 |
| BUS 1200 | Business Careers Seminar..... | 1 |
| BUS 1700 | Prof. Business Leadership I..... | 1 |
| BUS 2200 | Business Communication..... | 3 |
| BUS 2010 ⁺ | Business Computer Proficiency.... | 3 |
| BUS 2050 | Business Law..... | 3 |
| ECON 2010 ⁺ | Principles of Microeconomics..... | 3 |
| ECON 2020 ^{+*} | Principles of Macroeconomics..... | 3 |
| MATH 2040 ^{+*} | Applied Statistics..... | 4 |
| COMM 1020 [*] | Public Speaking..... | 3 |
| General Education Requirements (see pg 64) | | 34-37 |
| TOTAL | | 63 |

⁺Prerequisites Required.

^{*}Can be counted with GE

•Not required for all students; see an advisor

*** MATH 1100** is required for certain majors at certain transfer institutions. Please see an advisor.

Note: There are some differences in the General Education preferences depending on the transfer institution. Students are strongly encouraged to contact advisors at the institution to which they plan to transfer and to do so in their first year at Snow.

RECOMMENDED CURRICULUM

ASSOCIATE OF SCIENCE BUSINESS

For the student who wants to transfer to a four year institution as a business major, refer to the Associate of Science Business Degree Core Requirements.

Suggested Curriculum for ASB Degree - Business Administration:

Fall Y1

| | | |
|-----------|---|---|
| BUS 1200 | Business Careers Seminar..... | 1 |
| COMM 1020 | Public Speaking..... | 3 |
| BUS 1020 | Computer Technology and Applications..... | 3 |
| BUS 1700 | Professional Business Leaders..... | 1 |
| ENGL 1010 | Introduction to Writing..... | 3 |
| MATH 1010 | Intermediate Algebra..... | 4 |

Spring Y1

| | | |
|-------------------------------|-------------------------------------|---|
| BUS 2010 | Business Computer Proficiency*..... | 3 |
| BUS 2200 | Business Communication..... | 3 |
| MATH 1050 | College Algebra *..... | 4 |
| American Institutions GE..... | | 3 |
| ENGL 2020 | Intermediate Writing..... | 3 |
| Physical Science GE..... | | 3 |

Fall Y2

| | | |
|---|--------------------------------|-----|
| Humanities GE..... | | 3 |
| ACCT 2010 | Financial Accounting..... | 3 |
| ECON 2010 | Microeconomics*..... | 3 |
| BUS 1600 | Entrepreneurship Seminars..... | 1 |
| MATH 1100 Applied Calculus * (required only for certain majors - see advisor) .. | | 4 |
| PE 1096 | Fitness and Wellness..... | 3 |
| Science Inquiry GE +..... | | 3-4 |

Spring Y2

| | | |
|------------------------|------------------------------|-----|
| BUS 2050 | Business Law..... | 3 |
| ECON 2020 | Macroeconomics *..... | 3 |
| ACCT 2020 | Managerial Accounting *..... | 3 |
| Fine Arts GE..... | | 3 |
| Life Science GE +..... | | 3-4 |
| MATH 2040 | Applied Statistics..... | 4 |

*** Prerequisites Required**

+ See General Education worksheet to determine appropriate Life Science and Science Inquire requirements

A minimum of 63 credit hours required to graduate.

Snow College has developed specific articulation agreements with: USU, WSU, U of U, BYU, UVU, and SUU. If students know the institution to which they will be transferring, they should visit with their advisor to develop a schedule specific to that institution. If students are not sure to which institution they will be transferring or are planning to transfer out of state, Snow recommends the generic Associate of Business schedule outlined above. This schedule should meet most pre-business requirements. Students transferring to BYU or the U of U may need to meet different requirements for matriculation.

ONE YEAR CERTIFICATE IN BUSINESS:

The Certificate in Business Management is a one-year program consisting of 32 credits, tailored for those students desiring an entry or management training position in the job market. This program requires Business Department pre-approval.

Proficiency Certificates

The Business Department awards proficiency certificates to students completing particular courses or sequences of courses. These certificates indicate mastery or competency in useful and marketable skills. These certificates by themselves are not eligible for financial aid and may count only as electives towards a degree. Students should contact the Business Department for specific requirements.

BUSINESS DEPARTMENT CERTIFICATES OF PROFICIENCY - Smart Electives

Certificate of Proficiency in Marketing

| Course # | Title | Credit Hours |
|--------------------------------|----------------------------------|--------------|
| BUS 1110 | Digital Media Tools | 4 |
| BUS 1270 | Strategic Selling | 3 |
| BUS 1300 | Social Media Marketing | 3 |
| BUS 1010 | Introduction to Business | 3 |
| | <i>Or</i> | |
| COMM 2300 | Introduction to Public Relations | 3 |
| COMM 1500 | Introduction to Mass Media | 3 |
| Total Number of Credits | | 16 |

Certificate of Proficiency in Business and Music

| Course # | Title | Credit Hours |
|--------------------------------|--|--------------|
| BUS 1110 | Digital Media Tools | 4 |
| BUS 1020 | Computer Technology & Application | 3 |
| BUS 1300 | Social Media Marketing | 3 |
| BUS 2200 | Business Communication | 3 |
| MUSC 3750 | Survey of Music Business | 3 |
| MUSC 1100 | Intro to Music Theory | 2 |
| MUSC 1200 | Survey of Music Technology | 2 |
| MUSC 1901 | Performing Arts Exploratory: Music Careers | 1 |
| Total Number of Credits | | 19 |

Certificate of Proficiency in Entrepreneurship

| Course # | Title | Credit Hours |
|--------------------------------|---|--------------|
| BUS 1020 | Computer Technology & Applications | 4 |
| BUS 1060 | Quick Books for Small Business | 3 |
| BUS 1270 | Strategic Selling | 3 |
| BUS 1600 | Entrepreneurship Seminars | 1 |
| BUS 2650 | Management Principles for Entrepreneurs | 3 |
| BUS 1300 | Social Media Marketing | 3 |
| BUS 2222 | Entrepreneurship | 3 |
| Total Number of Credits | | 19 |

Certificate of Proficiency in Outdoor Leadership and Entrepreneurship

| Course # | Title | Credit Hours |
|--------------------------------|---|--------------|
| BUS 1600 | Entrepreneurship Seminars | 1 |
| BUS 2222 | Entrepreneurship | 3 |
| OLE 1000 | Introduction to Outdoor Leadership | 3 |
| OLE 1010 | Outdoor Leadership Business and Careers | 1 |
| OLE 1542 | Wilderness First Responder | 3 |
| OLE 2000 | Outdoor Skills | 2 |
| OLE 2100 | Outdoor Leadership Ethics and Environment | 2 |
| OLE 2200 | Expedition Leadership | 1 |
| Total Number of Credits | | 16 |

Certificate of Proficiency in Agribusiness

| Course # | Title | Credit Hours |
|--------------------------------|---|-----------------|
| AGRI 1010 | Fundamentals of Animal Science | 4 |
| | <i>Or</i> | |
| NR 1030 | Fundamentals of Food Production | 2 |
| AGBU 1100 | Agribusiness Career Explorations | 2 |
| AGBU 2020 | Agricultural Business Management and Production | 3 |
| AGBU 2030 | Managerial Analysis and Decision Making | 3 |
| BUS 1060 | Quick Books for Small Business | 3 |
| BUS 1600 | Entrepreneurship Seminar | 1 |
| BUS 2650 | Management Principles for Entrepreneurs | 3 |
| Total Number of Credits | | 17 or 19 |

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ACCOUNTING

See Associate of Science Business

AGRIBUSINESS

Advisor: Jay Olsen
(435) 283-7335

DESCRIPTION

The Agriculture Business program offers a sound educational background in agriculture business management. The curriculum is organized to prepare students to: 1) successfully manage their own farm or ranch business, 2) enter the job market at an entry or mid-level position with an understanding of management that allows them to contribute to the business, 3) transfer to other institutions, to further their education in agriculture business and/or production management.

OUTCOME

Students who complete and emphasis in Agriculture Business at Snow College will be expected to demonstrate that they:

- Have acquired a balanced and inclusive knowledge of agriculture business management;
- Know fundamental use of computers in an agriculture business management setting using spreadsheets, accounting software and basic agriculture business analysis software;
- Are familiar with current theories and processes in planning, analyzing, and directing an agriculture business;
- Have the ability to keep financial and production records and apply financial and production records in decision making;
- Are familiar with internal and external business and economic forces that effect the business environment of agricultural business;
- Are comfortable and confident in making decisions, expressing ideas and organizing ideas into presentations and able to interact with others;
- Appreciate the relationship between producing food, fiber and fuel and caring for nature and their physical surroundings due to their understanding of the physical and life sciences;
- Appreciate their role in society as producers of food and fiber and fuel for a growing worldwide population.

CAREERS

Students who complete and emphasis in Agriculture Business at Snow College and complete any additional training should be eligible for employment in the following occupations:

- Mid-level positions in production agriculture businesses
- Entry or mid-level positions in agriculture businesses that support farms and ranches
- Entrepreneurial ventures in production agriculture, value added business opportunities and niche markets.

RECOMMENDED CURRICULUM

The following required core courses: (12 or 16 crs)

| | |
|--|---|
| AGBU 1100 Career Exploration in Agri Business | 2 |
| AGRI 1010 Fundamentals of Animal Science | 4 |
| AGBU 2020 Ag Business Management and Production | 3 |
| AGBU 2030 Managerial Analysis and Decision Making | 3 |

If a livestock emphasis is desired the following core class is required:

| | |
|--|---|
| AGRI 2200 Anatomy and Physiology of Domestic Animals..... | 3 |
| AGRI 2205 Anatomy and Physiology of Domestic Animals Lab..... | 1 |

Twenty one credit hours from the following elective courses depending on the area of emphasis for your career and educational goals: (21 crs)

| | |
|--|---|
| ACCT 2010 Financial Accounting..... | 3 |
| ACCT 2020 Managerial Accounting (Prerequisite: ACCT 2010)..... | 3 |
| BUS 1010 Introduction to Business | 3 |
| BUS 1060 QuickBooks for Small Business | 3 |
| BUS 2050 Business Law | 3 |
| BUS 2650 Management Principles for Entrepreneurs | 3 |
| BUS 1020 Computer Technology and Applications | 3 |
| BUS 2010 Business Computer Proficiency..... | 3 |
| ECON 1010 Economics As A Social Science | 3 |
| ECON 2010 Introduction to Micro Economics (Prerequisites: Math 1010 or higher)..... | 3 |
| ECON 2020 Introduction to Macro Economics (Prerequisite: ECON 2010)..... | 3 |

ADDITIONAL CONSIDERATIONS

Students who wish to transfer to a four-year school to pursue a bachelors degree in business should consider the Associate of Science Business (ASB) degree offered at Snow College.

BUSINESS MANAGEMENT

See Associate of Science Business

FARM/RANCH MANAGEMENT

Program Coordinator: Jay Olsen,
Instructor: Kip H. Larsen
(435) 283-7335 or (435) 893-2242

DESCRIPTION

Snow College offers a Farm/Ranch Management program to assist farm/ranch families in achieving their business and personal goals by improving the profitability of their business.

The program teaches **farmers and ranchers** to keep detailed computerized financial and production records and to use these records in making timely and intelligent business decisions. Some computer literacy is also taught. The focus is on education and not merely a “bookkeeping service.”

The program is designed to be spread over two to three years, depending on the farm/ranch family’s computer and basic business skills. Farm/ranch families may enroll at any time during the year, but it is recommended that they enroll at the beginning of their financial year. Instruction is two to three hours once a month (more if necessary) at the farm/ranch site with some group meetings held to discuss and give instruction in topics of common interest. The instructor provides the necessary computer and printer hardware and software for those students who do not have their own. All financial and production records and other information are kept strictly confidential between the instructor and the student.

Management of a farm/ranch is primarily a decision-making process. To be successful in management and decision-making processes, the course is composed of various units taught in an organized sequence. Approximately 135 contact hours are required to complete the program.

OUTCOMES

Students who complete courses in Farm/Ranch Management will be expected to demonstrate that they

- have record-keeping skills necessary for business decisions;
- maintain a working chart of accounts;
- post income and expenses to the accounting system using the chart of accounts;
- reconcile their accounting system with their monthly bank statements;
- create a profit and loss statement;
- generate and maintain an accurate balance sheet;
- know how to apply the financial and production records in decision making;
- know the principle purpose of financial statements in obtaining loans and providing information for income taxes;
- know how to interpret financial statements in order to analyze strengths and weaknesses of the farm or ranch;
- develop a budget and monitor actual to budget income and expenses;
- have a sense of satisfaction in developing a budget while monitoring their desired outcome;
- feel a sense of accomplishment in their management skills and abilities;
- have a feeling of confidence as they see their financial soundness improve;
- know the contribution that they are making to society by providing food;

SUGGESTED CURRICULUM

In order to complete the basic program a student must successfully complete FRM 2010, Farm/Ranch Management I, and FRM 2020, Farm/Ranch Management II. FRM 2030, Farm/Ranch Management III and Farm/Ranch Management IV are optional to gain extra experience and skills depending on the client’s needs.

| | | |
|-------------|--|-----|
| Fall | FRM 2010 Farm/Ranch Management I..... | 2 |
| Fall | FRM 2020 Farm/Ranch Management II..... | 2 |
| Fall | FRM 2030 Farm/Ranch Management III | 2 |
| Fall | FRM 2040 Farm/Ranch Management IV | 0.5 |

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Community Programs

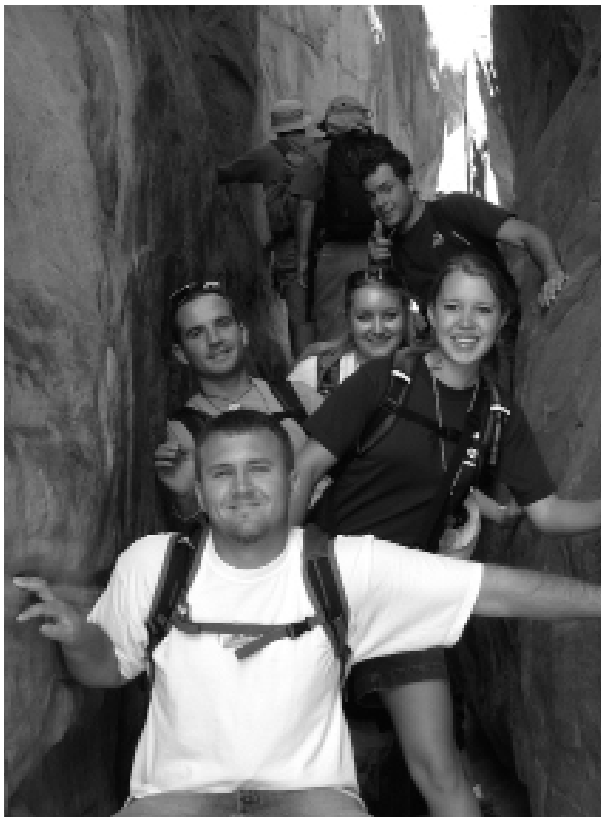
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OUTDOOR LEADERSHIP AND ENTREPRENEURSHIP

Advisor: Whitney Ward
(435) 283-7551

DESCRIPTION

The Outdoor Leadership and Entrepreneurship Program at Snow College is a premier outdoor leadership program in Utah. It is a highly field-based program that offers you unique learning environments, which are characterized by hands-on learning in small classes where students have the opportunity for close interaction with fellow students, faculty, professionals, and the outdoor environments.

Students will leave Snow College with a strong educational foundation and real-world experience in both outdoor leadership and entrepreneurship by participating in a variety of experiences including internships, certifications, trainings, and instruction.

The Outdoor Leadership and Entrepreneurship Program prepares to successfully start their own outdoor business, enter the outdoor industry workforce, or continue their education.

OUTCOMES

Students who complete the Outdoor Leadership and Entrepreneurship Associates Degree will:

Communicate effectively in both oral and written contexts.

Work effectively both individually and with others through class projects and through internship experiences.

Apply business principles as they relate to the outdoors. Experience outdoor leadership from a participant/client and manager/operator perspective.

Address and assess industry standards and best management practices.

Convey the history and various theories of outdoor leadership.

Apply outdoor skills in a wilderness environment namely:

- basic camping skills
- equipment and clothing selection and use
- weather
- health and sanitation
- travel techniques
- navigation

Express theoretical knowledge as it relates to outdoor adventure and then demonstrate judgment and decision-making.

Utilize instructional methods as an outdoor adventure leader.

Display and experience critical thinking in the leadership process.

Develop a personal meaning of wilderness.

Apply planning, logistics, and risk management strategies for trip planning/programming.

Demonstrate and articulate professional guiding and outfitting requirements.

CAREERS

The Outdoor Leadership and Entrepreneurship Program will help prepare students for entry to mid level employments for one of 6 million jobs in the outdoor industry. The following are just some of the potential employment opportunities in Outdoor Leadership and Entrepreneurship:

- Adventure Business
- Community Centers (YMCA, Boys and Girls Club etc.)
- Travel Agencies
- Ski Resorts
- City, State and National Parks
- U.S. Forest Service
- Ecotourism

- Recreation Guide
- Outfitter Organizations
- Camp Management
- Youth Risk Programs
- Hotel and Resort Recreation Management
- Education
- Manufacturing
- Retail
- Wilderness Therapy

RECOMMENDED CURRICULUM

Outdoor Leadership Component (21 credits)

Choose 2 credits from the following Outdoor Activities Courses

| | |
|--|---|
| *OLE 1050 Canyoneering..... | 1 |
| *OLE 1500 Canoeing | 1 |
| OLE/PE 1505 Kayaking | 1 |
| *OLE 1510 Whitewater Rafting | 1 |
| *OLE 1516 Team Building | 1 |
| *OLE 1525 Mountaineering | 1 |
| OLE/PE 1527 Rock Climbing | 1 |
| *OLE 1530 Land Navigation | 1 |
| *OLE 1532 Outdoor Cooking | 1 |
| OLE/PE 1535 Backpacking | 3 |
| *OLE 1540 Wilderness Trails | 1 |
| OLE/PE 1550 Mountain Biking | 1 |
| OLE/PE 1625 Cross Country Skiing | 1 |
| OLE/PE 1635 Backcountry Skiing | 1 |
| OLE 1655 Snowshoeing | 1 |
| OLE 1660 Winter Camping | 1 |
| *OLE 1665 Ice Climbing | 1 |

Outdoor Leadership Core

| | |
|---|---|
| ENGL 2420** Literature of the Outdoors | 3 |
| OLE 1000 Introduction to Outdoor Leadership | 3 |
| OLE 1010 Outdoor Leadership Business and Careers.. | 1 |
| OLE 1542 Wilderness First Responder | 3 |
| OLE 2000 Outdoor Skills | 2 |
| OLE 2100 Outdoor Leadership Professional Development | 3 |
| OLE 2200 Expedition Leadership | 1 |
| OLE 2998 Outdoor Leadership Practicum/Internship | 2 |

Choose one of the following – 2

| | |
|---|---|
| OLE 2450 Climbing-based Outdoor Leadership | 2 |
| OLE 2550 Snow-based Outdoor Leadership | 2 |
| OLE 2600 Adventure Education | 2 |
| OLE 2650 Challenge-based Outdoor Leadership | 2 |
| OLE 2750 Water-based Outdoor Leadership | 2 |

Outdoor Entrepreneurship Component (16 credits)

| | |
|--|---|
| BUS 1010 Introduction to Business | 3 |
| BUS 1060 QuickBooks for Small Business | 3 |
| BUS 1270** Strategic Selling <i>or</i> | |
| BUS 2450** Presentations for Business | 3 |
| BUS 1480 Advertising and Promotion <i>or</i> | |
| BUS 1300 Social Media Marketing <i>or</i> | |
| BUS 1801 Web Page Design | 3 |
| BUS 1600 Entrepreneurship Seminars <i>or</i> | |
| BUS 1700 Strategic Innovation | 1 |
| ECON 1010** Econ as a Social Science | 3 |

Fall Y1 (Immersion)

| | |
|---|---|
| OLE 1000 Introduction to Outdoor Leadership.. | 3 |
| OLE 1542 Wilderness First Responder..... | 3 |
| OLE 2000 Outdoor Skills | 2 |
| OLE 2100 Outdoor Leadership Professional Skill Development | 2 |
| OLE 1010 Outdoor Leadership Business and Careers | 1 |
| OLE 2200 Expedition Leadership | 1 |
| PE 1096 Fitness for Life* | 1 |
| BUS 1600 Entrepreneurship Seminars | 1 |
| ENGL 1010 Expository Composition* | 3 |
| 17 | |

Spring Y1

| | |
|--|-----|
| OLE/PE Outdoor Activity Course | 1 |
| MATH 1030 Math* | 3 |
| BUS 1010 Introduction to Business..... | 3 |
| BUS 1270 Strategic Selling* <i>or</i> | |
| BUS 2450 Presentations for Business..... | 3 |
| ENGL 2010 Intermediate Research Writing* | 3 |
| BUS 1700 Strategic Innovation** | 1** |
| GE | 3 |
| 16 | |

Fall Y2

| | |
|--|---|
| ECON 1010 Econ as a Social Science* | 3 |
| BUS 1480 Advertising and Promotion** <i>or</i> | |
| BUS 1300 Social Media Marketing <i>or</i> | |
| BUS 1801 Web Page Design | 3 |
| OLE/PE Outdoor Activity Course | 1 |
| ENGL 2420 Literature of the Outdoors* | 3 |
| GE | 7 |
| 17 | |

Spring Y2

| | |
|--|---|
| BUS 1060 QuickBooks for Small Business..... | 3 |
| OLE 2998 Outdoor Leadership Practicum | 2 |
| OLE 2450 <i>Area Based Outdoor</i> | |
| OLE 2550 <i>Skills/Leadership Development or</i> | |
| OLE 2600 <i>Adventure Education</i> | |
| OLE 2650 | |
| OLE 2750 | 2 |
| GE | 7 |
| 14 | |

General Information

Divisions & Departments

Business & Applied Technologies

ACCT
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OLE
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WELD

Fine Arts

Communication &

New Media

ART
COMM
DANC
MUSC
THEA
New Media

Humanities

ENGL
ESL
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Natural Science & Mathematics

BIOL
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Social & Behavioral Science

ANTH
CJ
ECON
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SOC

Academic Support Services

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Course Descriptions

Personnel

**CONSTRUCTION TECHNOLOGY
DEPARTMENT**

CONSTRUCTION MANAGEMENT

(435) 283-7575

Instructors: Donald Saltzman
Ephraim
Tracy Nunley, CUCF

DESCRIPTION

The Construction Management Program offers students excellent, practical training in state-of-the-art residential and light-commercial construction. Students develop or enhance their skills in areas such as cabinet making and millwork, scheduling, rough and finish carpentry, architectural drafting (including computer-aided drafting systems), and computerized estimating. An advisory committee consisting of industry professionals is consulted regularly to enhance the program and keep its offerings current.

Students who enroll in this program must be in good mental and physical condition so they can perform required tasks. For some courses, a student must be able to lift 100 lbs., climb ladders and scaffolding, and operate power equipment safely. Meeting these requirements will help students work toward a safe and rewarding career in the construction industry.

The two-year curriculum also includes management and business courses students need to become successful contractors, builders, and carpenters.

OUTCOMES

Students who complete an Construction Management will be expected to demonstrate that they

- know practical, state-of-the-art residential construction techniques
- possess the skills necessary to operate and manage a contracting business
- possess related business and architecture design skills
- can frame residential buildings
- can pour vertical and flat concrete
- can complete the interior and exterior finish on residential buildings
- can perform computerized estimate of construction projects

- can construct quality cabinets
- can design a complete set of plans for a residential building
- believe excellence is the hallmark of all work and activities in the program
- are confident their skills will meet the needs of employers

CAREERS

Students who complete an emphasis in Construction Management at Snow College and complete any additional requirement needed to obtain the appropriate license will be eligible for employment in the following occupations:

- Framing and rough carpentry
- Cabinet and millwork
- Estimating and scheduling
- Carpentry
- Subcontracting
- Architectural Design

CERTIFICATES AND DEGREES

Certificate

A Certificate of Completion is awarded after a student completes 12-29 credits. Before the student may take courses that count towards the Certificate, a specific course of study must be worked out and approved by the department. This course of study will be tailored to meet the student's individual needs. Completion of the certificate indicates that the student is skilled in contracting, subcontracting, or a related business in the construction industry.

ASSOCIATE OF APPLIED SCIENCE DEGREE

This two-year degree is awarded upon completion of the following specific requirements (63 credits minimum). The AAS degree certifies that a student is ready to own or manage a contracting business.

Core Courses: (16 Credits Required)

| | |
|--|---|
| CM 1150 Blueprint Reading (1st Half Sem) | 2 |
| CM 2270 Construction Codes and Zoning (1st Half Sem) | 2 |

Choose One 3 credit course from **EACH** of the following Categories (12 credits):

Communication Requirement

- BUS 2200 Business Communications 3
- ENGL 1010 Expository Composition..... 3

Computation Requirement

- CM 1100 Construction Math and Estimating 3

Drafting

- DRFT 1100 Architecture Residential Design 3

Human Relations Requirement

- BUS 1170 Team and Interpersonal Dynamics 3
- COMM 2110 Interpersonal Communications..... 3

Business Courses (9 Credits Required)

- CM 2300+ Advanced Computerized Estimating and Cost Accounting..... 3
- BUS 1010 Introduction to Business..... 3
- BUS 1060 QuickBooks for Small Business..... 3
- BUS 1210 Personal Finance 3
- BUS 1020 Computer Technology and Applications . 3
- +Prerequisite Required

Building Construction Courses (31 Credits Required)

- CM 1200 Building Science Fundamentals 3
- CM 1280 Plumbing Fundamentals (2nd Half Semester) 3
- CM 1290 Electrical Wiring (2nd Half Semester) 3
- CM 1910, 1920 National Association of Home Builders Club - NAHB (1st Year)1-2
- CM 1999 Cooperative Education Experience (1st Year)1-6
- CM 2010 Framing Methods..... 5
- CM 2050 Building Layout and Concrete Construction (2nd Half Sem)..... 3
- CM 2100 Interior Finish 5
- CM 2150 Cabinet Construction 3
- CM 2160 Exterior Finish (2nd Half Sem) 3
- CM 2356 Construction Specialties..... 0.5-3
- CM 2460 Construction Scheduling and Cost Control 2
- CM 2596 Wood Furniture1.5
- CM 2660 Entry and Passage Door Construction 3
- CM 2690+ Woodworking Technology..... 3
- CM 2706 Furniture Refinishing & Conservation..... 1
- CM 2746 Windsor Chair Making 2
- CM 2756 Millwork and Window Fabrication and Restoration 1
- CM 2796 Wood Furniture II 2
- CM 2800 Special Projects1-2

- CM 2910, 1920 National Association of Home Builders Club - NAHB (2nd Year)1-2
- CM 2999 Cooperative Education Experience (2nd Year)1-6

Elective Courses: (7 Credits Required)

Select from any courses in the catalog7

+Prerequisite Required

RECOMMENDED CURRICULUM

63 Credits Required

| Fall – Year 1 | | Spring – Year 1 | |
|--------------------------|-----------|------------------------|-----------|
| CM 1150 | 2 | Construction | 14 |
| CM 2270 | 2 | Business | 3 |
| Construction | 6 | Total | 17 |
| Business | 3 | | |
| Human Relations 3 | | | |
| Total | 16 | | |

| Fall – Year 2 | | Spring – Year 2 | |
|----------------------|-----------|------------------------|-----------|
| Construction | 8 | Construction | 3 |
| Computation | 3 | Business | 3 |
| Drafting | 3 | Human Relations | 3 |
| Total | 14 | Electives | 7 |
| | | Total | 16 |

ASSOCIATE OF ARTS OR ASSOCIATE OF SCIENCE DEGREE

Students may earn an AA or AS while taking a curriculum that emphasizes construction management. This option is designed for students who need advanced training for teaching or management positions that require a bachelor's degree.

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- INDM
- MTT
- NURP
- OLE
- PHAR
- WELD

Fine Arts

Communication & New Media

- ART
- COMM
- DANC
- MUSC
- THEA
- New Media

Humanities

- ENGL
- ESL
- LANG
- PHIL
- TESL

Natural Science & Mathematics

- BIOL
- CHEM
- CS
- ENGR
- GEO
- MATH
- NR
- PHYS

Social & Behavioral Science

- ANTH
- CJ
- ECON
- EDUC
- GEOG
- HIST
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- POLS
- PSY
- PE
- SW
- SOC

Academic Support Services

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Course Descriptions

Personnel

INDUSTRIAL TECHNOLOGY DEPARTMENT

Alan Hart - Department Chair

INDUSTRIAL MANUFACTURING TECHNOLOGY

Instructors: Ken Avery (435) 896-2225

DESCRIPTION

The program is intended for students interested in working in manufacturing settings as a general manufacturing technician for manufacturing, processing, or other production environments. The Industrial Manufacturing Technology program prepares students to install, maintain, diagnose/troubleshoot, and repair complex and integrated manufacturing equipment/systems.

This program is designed to give students a basic knowledge of maintaining and repairing a variety of machines and mechanical systems within manufacturing facilities. Through lecture and practical lab experience students will learn the industrial manufacturing skills needed in today's industry.

Students pay regular college tuition plus the cost of tools, coveralls, and safety equipment during their training. The purchased equipment is the personal property of the student.

As an industrial manufacturing mechanic, students will be maintaining and repairing a wide variety of machines, mechanical systems including factory machinery, food processing machinery, textile machinery, transportation equipment, and metal fabrication machinery. Students will diagnose mechanical pneumatic, hydraulic, and electrical problems. Students will be working with mathematics, blueprint reading, welding, electronics, and computers.

Students will be required to pass an entrance test with math and reading scores of an appropriate level. If the scores are too low, students will need to plan extra time to remediate those skills upon entering the program.

OUTCOMES

Students who complete an AAS degree in Industrial Manufacturing Mechanics Technology will be expected

to demonstrate that they have acquired skills/knowledge in the following areas:

- manual dexterity – when handling very small parts, workers must have a steady hand and good hand-eye coordination
- mechanical skills – use sophisticated diagnostic equipment for troubleshooting
- technical skills – use sophisticated diagnostic equipment for troubleshooting
- troubleshooting skills – must observe and properly diagnose and fix problems that a machine may be having
- design – must have knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models
- mathematics – knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications
- judgment and decision making – industrial manufacturing mechanics must have the ability to measure the relative cost and benefits of potential actions to choose the most appropriate decision
- operation and control – controlling operations of manufacturing equipment or system
- critical thinking – use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

CAREERS

Career opportunities include installing, maintaining, troubleshooting, and repairing factory equipment, conveying systems, production machinery, packaging equipment, and other equipment found in various industrial settings. The industry is expected to grow almost 20 percent in the next 10 years. Students can expect to find positions as Industrial Machinery Mechanics, Maintenance and/or Repair Mechanics, Manufacturing Mechanics, and Industrial Manufacturing Mechanics.

RECOMMENDED CURRICULUM

ASSOCIATE OF APPLIED SCIENCE DEGREE

| | |
|---|---|
| MANF 1100 Manufacturing and Automation Tech ... | 3 |
| MANF 1200 Introduction to Robotics | 3 |
| MANF 1300 Geometric Dimensioning and Tolerancing..... | 3 |
| MANF 1350 Manufacturing Processes and Design... | 3 |
| MANF 1400 Composites | 3 |
| MANF 1500 Quality Control..... | 3 |

| | |
|--|-----------|
| INDM 1050 Industrial Safety and Basics | 1 |
| INDM 1060 Industrial Blueprint Reading | 3 |
| INDM 1100 Industrial Mechanics I | 3 |
| INDM 1600 Industrial Electricity | 3 |
| INDM 1800 Industrial Hydraulics | 3 |
| INDM 1900 Industrial Controls & PLC | 3 |
| WELD 1030 Related Oxy-Acetylene and Arc Welding | 3 |
| DRFT 2332 Mechanical CAD Drafting | 4 |
| MTT 2435 Computer Numerical Control Operations | 4 |
| MTT 2440 Computer Aided Manufacturing | 4 |
| CHEM 1010 Intro to Chemistry | 3 |
| CHEM 1015 Intro to Chemistry Lab | 1 |
| Communication Requirement | 3 |
| Computation Requirement | 3-4 |
| Computer Requirement | 3 |
| Human Relations Requirement | 2 |
| Credit Requirements for AAS Degree | 64 |

Communication Requirement (Choose One)

| | |
|---|---|
| ENGL 1010 Expository Composition* | 3 |
| BUS 2200 Business Communications | 3 |

*If you plan on transferring into a Bachelor degree program, you will need MATH 1050.

Computer Requirement

| | |
|--|---|
| BUS 1020 Computer Technology and Applications .. | 3 |
|--|---|

Human Relations Requirement (Both are required)

| | |
|---|---|
| MANF 1930 Leadership & Professional Development I | 1 |
| MANF 2930 Leadership & Professional Development II | 1 |

Certificate of Proficiency (19 credits):

| | |
|--|---|
| MANF 1100 Manufacturing and Automation | 3 |
| MANF 1200 Introduction to Robotics | 3 |
| INDM 1050 Industrial Safety & Basics | 1 |
| INDM 1060 Industrial Mechanics I | 3 |
| INDM 1800 Industrial Hydraulics | 3 |
| WELD 1030 Related Oxy-Acetylene and Arc Welding | 3 |
| Communication Requirement | 3 |
| Computer Requirement | 3 |

Certificate of Completion (33 credits):

| | |
|--|---|
| MANF 1060 Industrial Blueprint Reading | 3 |
| MANF 1100 Manufacturing and Automation | 3 |
| MANF 1350 Manufacturing Processes and Design... | 3 |
| MANF 1400 Composites | 3 |
| INDM 1050 Industrial Safety & Basics | 1 |
| INDM 1600 Industrial Electricity | 3 |
| INDM 1800 Industrial Hydraulics | 3 |
| WELD 1030 Related Oxy-Acetylene and Arc Welding | 3 |
| Communication Requirement | 3 |

| | |
|-----------------------------------|---|
| Computation Requirement | 3 |
| Computer Requirement | 3 |
| Human Relations Requirement | 2 |

**ASSOCIATE OF APPLIED SCIENCE -
Suggested Curriculum**

**ASSOCIATE OF APPLIED SCIENCE –
Suggested Curriculum**

| Fall – Year 1 | | Spring -Year 1 | |
|--------------------------|-----------|--------------------------|-----------|
| INDM 1050 | 1 | DRFT 2332 | 4 |
| INDM 1060 | 3 | INDM 1100 | 3 |
| INDM 1600 | 3 | INDM 1800 | 3 |
| MANF 1200 | 3 | MANF 1100 | 3 |
| Computation | 3 | MANF 1400 | 3 |
| <u>Human Relations 1</u> | | <u>Human Relations 1</u> | |
| Total | 14 | Total | 17 |

| Fall – Year 2 | | Spring – Year 2 | |
|-------------------------|-----------|------------------------|-----------|
| INDM 1900 | 3 | MTT 2440 | 4 |
| MANF 1350 | 3 | MANF 1300 | 3 |
| MTT 2435 | 4 | MANF 1500 | 3 |
| Computer | 3 | WELD 1030 | 3 |
| <u>Communications 3</u> | | CHEM 1010 | 3 |
| Total | 16 | <u>CHEM 1015</u> | <u>1</u> |
| | | Total | 17 |

GNST 1010 College Study Skills
Depending on your entrance test scores and circumstances, you may be required to take this course. If this is a requirement for you, you should wait to take INDM 1930/2930 within your next two semesters. College Study Skills is worth 2 credits.



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- WELD

Fine Arts.

Communication &

New Media

- ART
- COMM
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Academic Support Services

- Community Programs

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Student Policies

Administrative Services

Course Descriptions

Personnel

INDUSTRIAL MECHANICS TECHNOLOGY

Instructors: Ken Avery (435) 896-2225

DESCRIPTION

This program is designed to give students a basic knowledge of maintaining and repairing a variety of machines and mechanical systems. Through lecture and practical lab experience students will learn the industrial mechanics skills needed in today's industry.

Students pay regular college tuition plus the cost of tools, coveralls, and safety equipment during their training. The purchased equipment is the personal property of the student.

As an industrial mechanic, students will be maintaining and repairing a wide variety of machines, mechanical systems including factory machinery, food processing machinery, textile machinery, transportation equipment, and metal fabrication machinery. Students will diagnose mechanical pneumatic, hydraulic, and electrical problems. Students will be working with mathematics, blueprint reading, welding, electronics, and computers.

Students will be required to pass an entrance test with math and reading scores of an appropriate level. If the scores are too low, students will need to plan extra time to remediate those skills upon entering the program.

OUTCOMES

Students who complete an AAS degree in Industrial Mechanics Technology will be expected to demonstrate that they have acquired skills/knowledge in the following areas:

- manual dexterity – when handling very small parts, workers must have a steady hand and good hand-eye coordination
- mechanical skills – industrial mechanics use sophisticated diagnostic equipment for troubleshooting
- technical skills – industrial mechanics use sophisticated diagnostic equipment for troubleshooting
- troubleshooting skills – industrial mechanics must observe and properly diagnose and fix problems that a machine may be having
- design – industrial mechanics must have knowledge of design techniques, tools, and principals involved in production of precision technical plans, blueprints, drawings, and models

- mathematics – knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications
- judgment and decision making – industrial mechanics must have the ability to measure the relative cost and benefits of potential actions to choose the most appropriate decision
- operation and control – controlling operations of equipment or system
- critical thinking – using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

CAREERS

Career opportunities include installing, maintaining, troubleshooting, and repairing factory equipment, conveying systems, production machinery, packaging equipment, and other equipment found in various industrial settings. The industry is expected to grow almost 20 percent in the next 10 years.

RECOMMENDED CURRICULUM

ASSOCIATE OF APPLIED SCIENCE DEGREE

| | |
|--|--------------|
| INDM 1050 Industrial Safety and Basics | 1 |
| INDM 1060 Industrial Blueprint Reading | 3 |
| INDM 1100 Industrial Mechanics I | 3 |
| INDM 1200 Industrial Mechanics II..... | 3 |
| INDM 1300 Industrial Mechanics III | 3 |
| INDM 1400 Industrial Mechanics IV | 3 |
| INDM 1500 Industrial Pneumatics | 3 |
| INDM 1600 Industrial Electricity | 3 |
| INDM 1620 Industrial Electronics..... | 3 |
| INDM 1800 Industrial Hydraulics | 3 |
| INDM 1820 Industrial Pumps..... | 3 |
| INDM 1840 Industrial Rigging..... | 3 |
| INDM 1900 Industrial Controls & PLC | 3 |
| BMGT 1700 Strategic Innovation..... | 1 |
| CHEM 1010 Intro to Chemistry | 3 |
| CHEM 1015 Intro to Chemistry Lab | 1 |
| MTT 1000 Machine Tool Technology | 2 |
| MTT 1110 Machine Tool I..... | 3 |
| MTT 1125 Machine Tool Shop I..... | 5 |
| WELD 1020 Shielded Metal Arc Welding..... | 4 |
| WELD 2200 Semi-Auto Processes/MIG..... | 2 |
| Communication Requirement | 3 |
| Computation Requirement | 3-4 |
| Computer Requirement | 2-3 |
| Human Relations Requirement | 2 |
| Credit Requirements for AAS Degree..... | 68-70 |

Communication Requirement (Choose One)

| | |
|-----------------------------------|---|
| ENGL 1010 Expository Composition* | 3 |
| BUS 2200 Business Communications | 3 |

*If you plan on transferring into a Bachelor degree program, you will need ENGL 1010.

Computation Requirement (Choose One)

| | |
|----------------------------------|---|
| INDM 1715 Applied Technical Math | 3 |
| MATH 1010 Intermediate Algebra | 4 |
| MATH 1050 College Algebra* | 4 |

*If you plan on transferring into a Bachelor degree program, you will need MATH 1050.

Computer Requirement (Choose One)

| | |
|---|---|
| CIS 1011 Computer Fundamentals | 2 |
| BUS 1020 Computer Technology and Applications | 3 |

Human Relations Requirement (Both are Required)

| | |
|--|---|
| INDM 1930 Leadership & Professional Development I | 1 |
| INDM 2930 Leadership & Professional Development II | 1 |

Certificate of Proficiency (30 credits):

| | |
|--|-----|
| INDM 1050 Industrial Safety and Basics | 1 |
| INDM 1060 Industrial Blueprint Reading | 3 |
| INDM 1100 Industrial Mechanics I | 3 |
| INDM 1200 Industrial Mechanics II | 3 |
| INDM 1300 Industrial Mechanics III | 3 |
| INDM 1600 Industrial Electricity | 3 |
| INDM 1800 Industrial Hydraulics | 3 |
| MTT 1000 Machine Tool Technology | 2 |
| WELD 1020 Shielded Metal Arc Welding | 4 |
| Computation Requirement | 3 |
| Computer Requirement | 2-3 |

Certificate of Completion (32 credits):

| | |
|--|-----|
| INDM 1050 Industrial Safety and Basics | 1 |
| INDM 1300 Industrial Mechanics III | 3 |
| INDM 1500 Industrial Pneumatics | 3 |
| INDM 1600 Industrial Electricity | 3 |
| INDM 1800 Industrial Hydraulics | 3 |
| INDM 1820 Industrial Pumps | 3 |
| MTT 1000 Machine Tool Technology | 2 |
| WELD 1020 Shielded Metal Arc Welding | 4 |
| Communication Requirement | 3 |
| Computation Requirement | 3 |
| Computer Requirement | 2-3 |
| Human Relations Requirement | 2 |

ASSOCIATE OF APPLIED SCIENCE – Suggested Curriculum

Fall – Year 1

| | |
|----------------|---|
| INDM 1050 | 1 |
| INDM 1060 | 3 |
| INDM 1100 | 3 |
| INDM 1200 | 3 |
| INDM 1300 | 3 |
| MTT 1000 | 2 |
| Communications | 3 |

Human Relations 1
Total 19

Spring -Year 1

| | |
|------------------|-----------|
| INDM 1400 | 3 |
| INDM 1600 | 3 |
| MTT 1110 | 3 |
| MTT 1125 | 5 |
| WELD 1020 | 4 |
| Total | 18 |

Fall – Year 2

| | |
|--------------------------|--------------|
| INDM 1500 | 3 |
| INDM 1620 | 3 |
| WELD 2200 | 2 |
| Computation | 3-4 |
| Computer | 2-3 |
| Human Relations 1 | |
| Total | 14-16 |

Spring – Year 2

| | |
|------------------|-----------|
| INDM 1800 | 3 |
| INDM 1820 | 3 |
| INDM 1840 | 3 |
| INDM 1900 | 3 |
| BMGT 1700 | 1 |
| CHEM 1010 | 3 |
| CHEM 1015 | 1 |
| Total | 17 |

GNST 1010 College Study Skills
 Depending on your entrance test scores and circumstances, you may be required to take this course. If this is a requirement for you, you should wait to take MTT 1930/2930 within your next two semesters. College Study Skills is worth 2 credits.

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Fine Arts

Communication & New Media

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- MATH
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- PHYS

Social & Behavioral Science

- ANTH
- CJ
- ECON
- EDUC
- GEOG
- HIST
- HFST
- POLS
- PSY
- PE
- SW
- SOC

Academic Support Services

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Course Descriptions

Personnel

MACHINE TOOL TECHNOLOGY

Instructors: Alan Hart (435) 893-2250

DESCRIPTION

Snow College offers a Machine Tool Technology program of 63 semester hours of instruction that prepares students to meet job entry requirements.

The machine tool program is designed to give students a basic knowledge of machining skills. Items covered include: math, blueprint reading, conventional lathe and mill operation, feeds and speeds, grinder operation, and the operation of computer numerical control (CNC) lathes and mills. Through lecture and practical lab experience, students can learn the machine tool operation skills needed in today's industry.

Students pay regular college tuition plus the cost of tools, coveralls, and safety equipment during their training. The purchased equipment is the personal property of the student.

An Associate of Applied Science degree is offered in this program.

Exact course descriptions and hours for the Snow College Machine Tool Technology program match with other state schools and use national and international curriculum and task lists. There has been a working relationship between institutions to accept student hours and credit. Students have received training at Snow College Richfield campus, formerly SVATC, since 1993.

Students will be required to pass an entrance test with math and reading scores of an appropriate level. If the scores are too low, students will need to plan extra time to remediate those skills before entering the program.

OUTCOMES

Students who complete an AAS degree in Machine Tool Technology at Snow College will be expected to demonstrate that they:

- have knowledge of machining skills; i.e., lathe operation, milling machine operations, CNC basics, drilling machines, and other machine shop support equipment
- know machine shop safety and rules of conduct

- have a basic knowledge of quality control, measuring instruments, and blueprint reading
- know basic knowledge of cutters and material metallurgy
- can follow the guidelines and standards as set by industry requirements
- produce quality machined products in a safe, time efficient manner according to required specifications
- have a sense of pride in their skills and abilities
- grow in individual ingenuity and imagination
- acquire the ability to lead and help others grow with them
- have an increase in individual self-esteem as they receive recognition from a job well done

CAREERS

Students who complete an AAS degree in Machine Tool Technology can expect careers in fields such as aerospace, aircraft, automotive, firearms, marine, and private business to name a few.

RECOMMENDED CURRICULUM

ASSOCIATE OF APPLIED SCIENCE DEGREE

| | |
|---|-----------|
| MTT 1110 Machine Tool I* | 5 |
| MTT 1125 Machine Tool Shop I | 5 |
| MTT 1210 Machine Tool II | 5 |
| MTT 1225 Machine Tool Shop II | 5 |
| MTT 2330 Introduction to CNC | 8 |
| MTT 2430 CNC Operations | 8 |
| DRFT 1010 Technical Drafting | 5 |
| DRFT 1302 Basic CAD | 3 |
| WELD 2320 Metallurgy | 4 |
| Communication Requirement | 3 |
| Computation Requirement | 6-7 |
| Computer Requirement | 2-3 |
| Human Relations Requirement | 2 |
| Electives as needed | 2 |
| Credit Requirements for AAS Degree | 63 |

Communication Requirement (Choose One)

| | |
|-----------------------------------|---|
| BT 2200 Business Communication | 3 |
| ENGL 1010 Expository Composition* | 3 |

*If you plan on transferring into a Bachelor degree program, you will need ENGL 1010.

Computation Requirement (Choose One Option)

| | |
|--|---|
| MTT 1007 Principles or Technology I..... | 2 |
| -and- | |
| MTT 1008 Principles or Technology II | 2 |
| -or- | |
| MTT 1715 Applied Technical Math..... | 3 |
| -and- | |
| MTT 2716 Machine Tool Mathematics/ Measurement..... | 3 |

Computer Requirement (Choose One)

| | |
|--|---|
| CIS 1011 Computer Fundamentals | 2 |
| BUS 1020 Computer Technology and Applications .. | 3 |

Human Relations Requirement (Both are Required)

| | |
|---|---|
| INDM 1930 Leadership & Professional Development I..... | 1 |
| INDM 2930 Leadership & Professional Development II | 1 |

Electives

| | |
|---|-----|
| MTT 1000 Survey of Machine Tool Tech..... | 2 |
| MTT 1999 Cooperative Education | 1-6 |
| MTT 2800 Special Projects | 1-2 |
| GNST 1010 College Study Skills | 1-2 |
| GNST 1020 College Success Skills | 3 |
| WELD 1000 Welding Fundamentals | 2 |
| WELD 1030 Related Oxyacetylene and Arc Welding | 3 |

*A safety component is included in this course.

**ASSOCIATE OF APPLIED SCIENCE -
Suggested Curriculum**

| Fall – Year 1 | | | Spring – Year 1 | |
|--------------------------|-----------|--------------------------|-----------------|--|
| DRFT 1010 | 5 | Computer | 2-3 | |
| MTT 1715 | 3 | MTT 1210 | 5 | |
| MTT 1110 | 5 | MTT 1225 | 5 | |
| MTT 1125 | 5 | <u>Human Relations 1</u> | | |
| <u>Human Relations 1</u> | | Total | 13-14 | |
| Total | 19 | | | |

| Fall – Year 2 | | | Spring – Year 2 | |
|-----------------|-----------|-----------------|-----------------|--|
| DRFT 1302 | 3 | MTT 2430 | 8 | |
| MTT 2330 | 8 | WELD 2320 | 4 | |
| Communication | 3 | <u>MTT</u> 2716 | <u>3</u> | |
| <u>Elective</u> | <u>2</u> | Total | 15 | |
| Total | 16 | | | |

GNST 1010 College Study Skills
Depending on your entrance test scores and circumstances, you may be required to take this course. If this is a requirement for you, you should wait to take MTT 1930/2930 within your next two semesters. College Study Skills is worth 2 credits.

WELDING TECHNOLOGY

Associate Professor: Alan S. Palmer
(435) 893-2220

DESCRIPTION

Snow College offers a Welding Technology program of approximately 63 semester hours of instruction, which prepares the student to meet job entry requirements. This program covers all welding processes commonly used in the fabrication, repair, and construction industries. It is taught by welding on both plate and pipe, and using ferrous and non-ferrous materials.

Students pay regular college tuition plus the cost of tools, coveralls, and safety equipment during their training. The purchased equipment is the personal property of the student.

Students have two options,. They may obtain (1) an Associate of Applied Science degree in Welding Technology, or (2) complete any one or more of specific Welding courses without completing the degree.

Exact course descriptions and hours for the Welding Technology program match with other state schools and use national and international curriculum and task lists. There has been a working relationship between institutions to accept student hours and credit.

OUTCOMES

Students who complete an AAS Welding Technology at Snow College will demonstrate that they

- have a knowledge of welding technology skills; i.e., safety, oxyacetylene welding, cutting, shielded metal arc welding, gas metal arc welding, flux cored arc welding, gas tungsten arc welding, blueprint reading, applied math, metallurgy, electrical safety, etc;
- have a knowledge of codes and standards;
- have a knowledge of tools used in the trade;
- have a knowledge of interpersonal skills;

General Information

Divisions & Departments

Business & Applied Technologies

- ACCT
- AGRI
- AHNA
- AUTO
- BUS
- CIS
- CM
- COSB
- DMT
- FRM
- INDM
- MTT
- NURP
- OLE
- PHAR
- WELD

Fine Arts.

Communication &

New Media

- ART
- COMM
- DANC
- MUSC
- THEA
- New Media

Humanities

- ENGL
- ESL
- LANG
- PHIL
- TESL

Natural Science & Mathematics

- BIOL
- CHEM
- CS
- ENGR
- GEO
- MATH
- NR
- PHYS

Social & Behavioral Science

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- SOC

Academic Support Services

Community Programs

Student Life

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Administrative Services

Course Descriptions

Personnel

- can demonstrate good safety practices in shop;
- complete 80% of skill/task lists for each course;
- correctly weld in all positions;
- have a sense of pride in their skills and abilities;
- understand the need to develop hand-eye coordination;
- have a feeling of confidence as they successfully complete required work assignments.

CAREERS

Students who complete an emphasis in Welding Technology at Snow College should be eligible for employment in the following career fields: construction, fabrication, maintenance, pipeline, industry, and private business.

RECOMMENDED CURRICULUM

ASSOCIATE OF APPLIED SCIENCE DEGREE

| | |
|---|--------------|
| WELD 1010 Oxyacetylene Welding and Cutting Processes* | 4 |
| WELD 1020 Shielded Metal Arc Welding* | 4 |
| WELD 1300 Advanced Arc Welding* | 8 |
| WELD 1310 Welding Inspection | 2 |
| WELD 1600 Electrical | 3 |
| WELD 2200 Semi-Automatic Processes* | 8 |
| WELD 2210 Blueprints for Welders | 6 |
| WELD 2320 Metallurgy | 4 |
| WELD 2400 Industrial Joining Processes* | 8 |
| WELD 2800 Special Projects | 1-2 |
| DRFT 1010 Technical Drafting | 5 |
| MTT 1350 Related Machine Shop | 2 |
| Communication Requirement | 3 |
| Computation Requirement | 3-4 |
| Computer Requirement | 2-3 |
| Human Relations Requirement | 2 |
| Credit Requirements for AAS Degree | 64-67 |

Communication Requirement (Choose One)

| | |
|--|---|
| BT 2200 Business Communication | 3 |
| ENGL 1010 Expository Composition | 3 |

Computation Requirement

| | |
|--|---|
| WELD 1715 Applied Technical Math | 3 |
| MATH 1010 Intermediate Algebra | 4 |
| MATH 1050 College Algebra | 4 |

Computer Requirement (Choose One)

| | |
|---|---|
| CIS 1011 Computer Fundamentals | 2 |
| BUS 1020 Computer Technology and Applications | 3 |

Human Relations Requirement

| | |
|--|---|
| WELD 1930 Leadership Professional Development I | 1 |
| WELD 2930 Leadership Professional Development II | 1 |

Note: For the Communication, Computation, and Human Relations requirements, other courses are available with department approval.

The following suggested curriculum is for **Fall** entering students. Individuals with prior experience or entering at other semesters will need to develop an individualized schedule with department head.

ASSOCIATE OF APPLIED SCIENCE - Suggested Curriculum

| Fall – Year 1 | | Spring – Year 1 | |
|--------------------------|--------------|--------------------------|-----------|
| BUS 1020 | 3 | MTT 1350 | 2 |
| -or- | | WELD 1600 | 3 |
| CIS 1011 | 2 | WELD 1300 | 8 |
| WELD 1020 | 4 | WELD 1310 | 2 |
| WELD 1715 | 3 | <u>Human Relations 1</u> | |
| WELD 1010 | 4 | Total | 16 |
| <u>Human Relations 1</u> | | | |
| Total | 14-15 | | |

| Fall – Year 2 | | Spring – Year 2 | |
|------------------|-----------|------------------|-----------|
| Communication | 3 | DRFT 1010 | 5 |
| WELD 2200 | 8 | WELD 2320 | 4 |
| <u>WELD 2210</u> | 6 | <u>WELD 2400</u> | 8 |
| Total | 17 | Total | 17 |

Non-Credit Offerings

Individual courses are available on a non-credit basis in consultation with instructor, but students must follow the semester schedule.



INFORMATION TECHNOLOGY DEPARTMENT

Michael Medley - Department Chair

COMPUTER INFORMATION SYSTEMS TECHNOLOGY - COMPUTER NETWORKING

Assistant Professor: Michael Medley
(435) 893-2264

DESCRIPTION

This program includes a variety of courses that are designed to train students with high demand, marketable computer skills. Students receiving an Associate of Applied Science degree will complete courses in Computer Networking, Internetworking, PC Hardware and Software configuration, and Computer Programming. Each of these skill-sets is marketable individually; however, the combination will help set students apart as top candidates for employment in this field.

The networking program focuses on industry leading skills to include CISCO Essentials, Routing and Switching, Wireless Networking, VOIP Networking, Network Security, Internetworking, Server Administration, and Network Storage. In addition, the networking program covers Microsoft and Linux operating systems, Web Foundations, Databases, and Cloud Environments.

Students will gain the knowledge and skills to certify in CISCO, BICSI, Microsoft, CIW, and CompTIA certification domain areas.

OUTCOMES

Students who complete a Certificate of Completion or an AAS in Computer Information Systems – Computer Networking from Snow College will be expected to demonstrate that they

- know basic computer skills and the use of a variety of computer programs
- know fundamentals of IT Essentials
- know fundamentals of networking
- know fundamentals of internetworking
- know fundamentals of server management
- know fundamentals of databases
- know fundamentals of project management
- know foundations of Web design and implementation
- know sound business and/or project management

General Information

Divisions & Departments

Business & Applied Technologies

ACCT
AGRI
AHNA
AUTO
BUS
CIS
CM
COSB
DMT
FRM
INDM
MTT
NURP
OLE
PHAR
WELD

Fine Arts

Communication &

New Media

ART
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THEA
New Media

Humanities

ENGL
ESL
LANG
PHIL
TESL

Natural Science & Mathematics

BIOL
CHEM
CS
ENGR
GEO
MATH
NR
PHYS

Social & Behavioral Science

ANTH
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ECON
EDUC
GEOG
HIST
HFST
POLS
PSY
PE
SW
SOC

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Course Descriptions

Personnel

- know rules and regulations that govern their field of expertise
- know business ethics and copyright issues
- follow good business practices
- safely and efficiently perform quality work on computer networking systems
- can assemble and run a computer network
- understand the part that IT plays in a business infrastructure

CAREERS

Students who complete the CIS program can expect careers as computer operators, LAN/WAN technicians, PC Maintenance technicians, Jr. Application Systems Analysts, Jr. Business System Analysts, Jr. Database Analysts, Website Designers, Technical Support Analysts, LSN Support Technicians, Jr. Network Administrators, Jr. Network Security Analysts, and other high-paying technical jobs in the IT industry. The latest equipment is used to provide hands-on training.

RECOMMENDED CURRICULUM

**ASSOCIATE OF APPLIED SCIENCE -
Networking Emphasis**

| | |
|--|-----------|
| CIS Core Courses | 30 |
| CIS Network Administration Courses | 9 |
| CIS Internetworking Courses..... | 6 |
| Communication Requirement | 3 |
| Computation Requirement | 3-4 |
| Human Relations Requirement | 2 |
| CIS Electives | As needed |
| Total | 63 |

**CERTIFICATE OF PROFICIENCY -
Network Administration**

| | |
|---|-----------|
| CIS 1120 IT Essentials: PC Hardware and Software | 3 |
| CIS 1150 PC Copper Structured Cabling Systems | 3 |
| CIS 1200 PC Introduction to Networks | 3 |
| CIS 1205 Routing and Switching Essentials | 3 |
| CIS 2310 Cisco Networking Security Fundamentals | 3 |
| CIS 1930 Leadership & Professional Development -1 | 1 |
| Total | 16 |

**CERTIFICATE OF PROFICIENCY -
Advanced Networking**

| | |
|---|---|
| CIS 1060 IT Project Management | 3 |
| CIS 1155 Optical Fiber Structured Cabling Systems | 3 |
| CIS 2210 Cisco ROUTE: Implementing IP Routing | 3 |

| | |
|--|-----------|
| CIS 2215 Cisco SWITCH: Implementing IP Switching | 3 |
| CIS 2220 Cisco TSHOOT: Maintaining and Troubleshooting IP Networks | 3 |
| CIS 2250 Cisco VOIP Networking Fundamentals | 3 |
| <i>or</i> | |
| CIS 2300 Cisco Wireless Networking Fundamentals | 1 |
| CIS 2930 Leadership & Professional Development -2 | 1 |
| BUS 1750 Strategic Innovation | 1 |
| Total | 20 |

**CERTIFICATE OF PROFICIENCY -
Server Administration**

| | |
|---|-----------|
| CIS 1120 IT Essentials: PC Hardware and Software | 3 |
| CIS 1150 PC Copper Structured Cabling Systems | 3 |
| CIS 1155 Optical Fiber Structured Cabling Systems | 3 |
| CIS 1405 Installing and Configuring Windows Servers | 3 |
| CIS 1410 PC Administering Windows Servers | 3 |
| CIS 2400 Advanced Windows Server Configuration | 3 |
| CIS 1930 Leadership & Professional Development -1 | 1 |
| Total | 19 |

**CERTIFICATE OF PROFICIENCY -
Server Server Administration**

| | |
|---|-----------|
| CIS 1060 IT Project Management | 3 |
| CIS 2500 Enterprise Storage Fundamentals | 3 |
| CIS 2510 Monitoring & Operating Cloud Environments | 3 |
| CIS 2520 Configuring and Deploying Cloud Environments | 3 |
| CIS 1620 Linux Fundamentals | 3 |
| CIS 1930 Leadership & Professional Development -2 | 1 |
| BUS 1750 Strategic Innovation | 1 |
| Total | 17 |

Core Courses (30 Credits)

| | |
|--|---|
| CIS 1120 IT Essentials: PC Hardware and Software | 3 |
| CIS 1200 Introduction to Networks..... | 3 |
| CIS 1205 Routing and Switching Essentials | 3 |
| CIS 2310 Cisco Networking Security Fundamentals | 3 |
| CIS 1620 Linux Fundamentals | 3 |
| CIS 1060 IT Project Management | 3 |
| CIS 2200 Scaling Networks in the Enterprise | 3 |
| CIS 2205 Wide Area Networking Fundamentals | 3 |

| | |
|---|-----------|
| CIS 2300 Cisco Wireless Networking Fundamentals | 3 |
| CIS 2250 Cisco VOIP Networking Fundamentals | 3 |
| Total Core | 30 |

Network Administration Courses (9 Credits)

| | |
|---|----------|
| CIS 1405 Installing and Configuring Windows Servers | 3 |
| CIS 1410 Administering Windows Servers | 3 |
| CIS 2400 Advanced Windows Server Configuration | 3 |
| Total | 9 |

Internetworking Courses (6 Credits)

| | |
|--|----------|
| CIS 1150 Copper Structured Cabling Systems ... | 3 |
| CIS 1155 Optical Fiber Structured Cabling Systems..... | 3 |
| Total | 6 |

Communication Requirement (Choose One)

| | |
|---|---|
| BUS 2200 Business Communication..... | 3 |
| ENGL 1010 Expository Composition* | 3 |

**If you plan on transferring into a B.S. degree program, you will eventually need ENGL 1010.*

Computation Requirement (Choose One)

| | |
|---|---|
| CIS 1715 Technical Math | 3 |
| BUS 1060 QuickBooks for Small Business..... | 3 |
| MATH 1010 Algebra..... | 4 |
| MATH 1050 College Algebra* | 4 |

**If you plan on transferring into a B.S. degree program, you will eventually need MATH 1050.*

Human Relations Requirement (2 Credits Required for AAS)

| | |
|---|---|
| CIS 1930 Leadership and Professional Development - Course 1 | 1 |
| CIS 2930 Leadership and Professional Development - Course 2 | 1 |
| BUS 1170 Team and Interpersonal Dynamics | 3 |

Note: For the Communication, Computation, and Human Relations requirements, other courses are available with department approval.

Electives

| | |
|--|---|
| CIS 1030 Web Foundations | 3 |
| CIS 1640 Database Design - PHP..... | 3 |
| CIS 2210 Cisco ROUTE: Implementing IP Routing | 3 |
| CIS 2215 Cisco SWITCH: Implementing IP Switching | 3 |

| | |
|--|-----|
| CIS 2220 CISCO TSHOOT: Maintaining and Troubleshooting IP Networks | 3 |
| CIS 2500 Enterprise Storage Fundamentals | 3 |
| CIS 2510 Monitoring and Operating Cloud Environments | 3 |
| CIS 2520 Configuring and Deploying Cloud Environments | 3 |
| CIS 1999 Cooperative Education | 1-6 |
| CIS 2800 Special Projects | 1-2 |
| GNST 1010 College Study Skills | 1-2 |

ASSOCIATE OF APPLIED SCIENCE - Suggested Curriculum

| Fall – Year 1 | | | Spring – Year 1 | | |
|--------------------|--------------|--|-----------------------|-----------|--|
| CIS 1120 | 3 | | CIS 1060 | 3 | |
| CIS 1150 | 3 | | CIS 1155 | 3 | |
| CIS 1200 | 3 | | CIS 1401 | 3 | |
| CIS 1205 | 3 | | Human Relations | 1 | |
| CIS 1405 | 1 | | Communications | 3 | |
| Human Relations | 1 | | <u>CIS Electives</u> | <u>3</u> | |
| Computation | 3-4 | | Total | 16 | |
| Total | 16-17 | | | | |

| Fall – Year 2 | | | Spring – Year 2 | | |
|----------------------|-----------|--|----------------------|-----------|--|
| CIS 2200 | 3 | | CIS 2205 | 3 | |
| CIS 2300 | 3 | | CIS 1620 | 3 | |
| CIS 2400 | 3 | | CIS 2250 | 3 | |
| CIS 2310 | 3 | | <u>CIS Electives</u> | <u>6</u> | |
| <u>CIS Electives</u> | <u>6</u> | | Total | 15 | |
| Total | 16 | | | | |

Non-Credit Offerings

Courses can be taken for credit or non-credit but students must follow the semester schedule. A non-credit introductory class for PC Users is offered. Contact the instructor for details.

General Information

Divisions & Departments

Business & Applied Technologies

- ACCT
- AGRI
- AHNA
- AUTO
- BUS
- CIS
- CM
- COSB
- DMT
- FRM
- INDM
- MTT
- NURP
- OLE
- PHAR
- WELD

Fine Arts.

Communication & New Media

- ART
- COMM
- DANC
- MUSC
- THEA
- New Media

Humanities

- ENGL
- ESL
- LANG
- PHIL
- TESL

Natural Science & Mathematics

- BIOL
- CHEM
- CS
- ENGR
- GEO
- MATH
- NR
- PHYS

Social & Behavioral Science

- ANTH
- CJ
- ECON
- EDUC
- GEOG
- HIST
- HFST
- POLS
- PSY
- PE
- SW
- SOC

Academic Support Services

- Community Programs
- Student Life
- Student Policies
- Administrative Services
- Course Descriptions

Personnel



SERVICES TECHNOLOGY DEPARTMENT

Teri Mason - Department Chair, (435) 893-2261

COSMETOLOGY/BARBERING

Instructors: Teri Mason, Chad Price

DESCRIPTION

Snow College offers a Cosmetology/Barbering program of 2,000 hours of instruction and prepares the student to meet requirements for taking the state licensing examination.

The program covers the beauty services of permanent waving, shampooing, hairstyling, haircutting, clipper cutting, facials, scalp treatments, hair coloring, manicuring, and other material essential to being a successful cosmetologist/barber.

Students pay regular college tuition plus the cost of equipment used during their training. This equipment belongs to the student and upon completion of the program they may take it with them.

To be a licensed cosmetologist/barber in the State of Utah, an applicant must complete 2,000 hours of training in a licensed school of cosmetology/barbering. For an Associate of Applied Science degree, a student must complete 2,000 clock hours as well as GE classes, which can be achieved in approximately five semesters. The number of actual semesters a student spends enrolled in Cosmetology/Barbering for a state license will depend on her/his attendance and starting semester.

One GE course per semester can earn clock hours toward licensing only when they are taken during the time the student is officially enrolled in the cosmetology/barbering classes.

Suggested course outlines are for students who start their cosmetology experience at the Snow College Richfield Campus. Those who transfer in from other schools or who took courses several years previous will need to work out an individualized program with the Cosmetology/Barbering department chairperson.

Because of limited space and high demand, entrance into the Cosmetology program for beginning students is allowed three times a year – August, January, and June. Individuals interested in this program must contact the

Richfield Campus Registration Office and request an application for enrollment into the program. Application deadlines are as follows:

Fall semesterMay 1
 Spring semesterOctober 1
 Summer semesterMarch 1

For more details about the selection process, contact the Cosmetology Department at (435) 893-2202 or (435) 893-2261.

OUTCOMES

Students who complete an AAS in Cosmetology/Barbering at Snow College will be expected to demonstrate that they

- have basic knowledge about cosmetology barbering skills; i.e., permanent waving, coloring, hairstyling, shampooing, hair cutting, facials, manicures, and other material essential to becoming a successful cosmetologist/barber;
- have basic knowledge of rules and regulations;
- have basic knowledge of anatomy and physiology;
- have basic knowledge of business management.
- can follow good business practices;
- safely and efficiently perform quality cosmetology/barbering styles and techniques while following state rules, regulations and guidelines;
- have a sense of pride in their skills and abilities;
- develop their artistic talents and abilities;
- understand the part they play in helping others feel good about themselves;
- have feelings of self worth as they receive feedback from satisfied patrons.

CAREERS

Many career opportunities are available for the licensed Cosmetologist/Barber. A licensed Cosmetologist/Barber is qualified to work as a hairstylist or barber in a salon or day spa. Stylists can specialize in any of the service fields with advanced training and knowledge, such as coloring, cutting, perming, chemical relaxing, nail enhancements and basic skin care. Stylists can also work for product distributors or major manufacturers traveling throughout the world showing new products and techniques to other stylists.

STUDENT INSTRUCTOR

Preparation for State Licensure

1000 hours of instruction which includes instruction and lab experience. This course prepares the student for licensure as a Cosmetology/Barbering Instructor.

Prerequisites - One year documented work experience and must be recommended by instruction faculty and approved through and interview process.

COSB 2709 Student Instruction 8-16

NAIL TECHNOLOGY

Instructor: Lisa Achenbach, (435) 893-2224

A nail technology course is also offered, which can be taken for credit or non-credit. It includes 300 hours of training that is required for state licensure as a nail technician.

There will be three sessions offered each year. Enrollment will be determined on the first come **first registered** basis. Applications may be received in the registration office.

Fall semesterMay 1
Spring semesterAugust 1
Summer semester ...January 1

COSB 1810 Theory of Nail Technology 4
 COSB 1811 Nail Technology Practicum..... 6

RECOMMENDED CURRICULUM

CERTIFICATE OF PROFICIENCY

| Course | Credits |
|------------------------|--------------|
| COSB 1001 | 6 |
| COSB 1005 | 7 |
| COSB 1101 | 4 |
| COSB 1105 | 10 |
| COSB 1910 | 0.5 |
| COSB 1201 | 4 |
| COSB 1205 | 10 |
| COSB 1920 | 0.5 |
| COSB 1301 | 3 |
| COSB 1305 | 6 |
| GNST 1001 | 1 |
| Electives | 2-23 |
| TOTAL | 54-75 |

General Information

Divisions & Departments

Business & Applied Technologies

- ACCT
- AGRI
- AHNA
- AUTO
- BUS
- CIS
- CM
- COSB
- DMT
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Fine Arts.

Communication &

New Media

- ART
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- MATH
- NR
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Social & Behavioral Science

- ANTH
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- GEOG
- HIST
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- POLS
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- PE
- SW
- SOC

Academic Support Services

Community Programs

Student Life

Student Policies

Administrative Services

Course Descriptions

Personnel

Additional elective credit courses may be required to reach the 2,000 clock hours required for state licensure.

Electives

| | |
|--|------|
| GNST 1010 College Study Skills | 1-2 |
| GNST 1020 College Success Skills | 3 |
| COSB 1519 1st Yr Cosmetology/Barbering Lab ... | 1-6 |
| COSB 1810 Theory of Nail Technology | 4 |
| COSB 1811 Nail Technology Lab | 6 |
| COSB 2101 Adv.Cosmetology/Barbering Thry1.... | 1-4 |
| COSB 2105 Adv.Cosmetology/Barbering Lab1 ... | 1-10 |
| COSB 2201 Adv.Cosmetology/Barbering Thry2 ... | 1-4 |
| COSB 2205 Adv.Cosmetology/Barbering Lab2 ... | 1-10 |
| COSB 2301 Adv. Barbering Theory | 1-3 |
| COSB 2305 Adv. Barbering Lab | 1-6 |
| COSB 1519 1st Yr Cosmetology/Barbering Lab ... | 1-6 |
| COSB 2519 Adv. Cosmetology/Barbering Lab | 1-6 |
| COSB 2910 Professional Development-Course3... | 0.5 |
| COSB 2920 Professional Development-Course4... | 0.5 |

ASSOCIATE OF APPLIED SCIENCE

Credit requirements:

| | |
|---|--------------|
| Certificate of Proficiency | 54-75 |
| <i>and</i> | |
| COSB 1715 Applied Technical Math | 3 |
| <i>and</i> | |
| BUS 1020 Computer Technology and Applications.. | 3 |
| <i>or</i> | |
| CIS 1011 Computer Fundamentals | 2 |
| <i>and</i> | |
| ENGL 1010 Expository Composition | 3 |
| <i>or</i> | |
| ENGL 1410 English Mechanics | 3 |
| TOTAL | 63-84 |

NOTE: For the communication, computation, and Human Relations requirements, there are other courses available with department approval.

NOTE: COSB 1519 OR COSB 2519 can be used as an equivalent class for: COSB 1205, COSB 1305, COSB 2105 or COSB 2205.

The following suggested curriculum is for fall entering student.

Individuals with prior experience or entering at other semesters will need to develop an individualized schedule with the department chair.

ASSOCIATE OF APPLIED SCIENCE - Suggested Curriculum

FALL-Entering Students

Fall – Year 1

| | |
|------------------|-------------|
| COSB 1001 | 6 |
| COSB 1005 | 7 |
| GNST 1001 | 1 |
| COSB 1101 | 4 |
| <u>COSB 1910</u> | <u>0.5</u> |
| Total | 18.5 |

Spring – Year 1

| | |
|------------------|-------------|
| COSB 1201 | 4 |
| COSB 1205 | 10 |
| COSB 1920 | 0.5 |
| <u>COSB 1715</u> | <u>3</u> |
| Total | 17.5 |

Summer - Year 1

| | |
|------------------|----------|
| COSB 1301 | 3 |
| <u>COSB 1305</u> | <u>6</u> |
| Total | 9 |

Fall – Year 2

| | |
|------------------|-------------|
| COSB 2101 | 1-4 |
| COSB 2105 | 1-10 |
| COSB 2519 | 1-6 |
| COSB 2910 | 0.5 |
| <u>ENGL 1010</u> | <u>3</u> |
| Total | 18.5 |

Spring - Year 2

| | |
|-----------------|-------------|
| COSB 2201 | 1-4 |
| COSB 2205 | 1-10 |
| COSB 2519 | 1-6 |
| COSB 2920 | 0.5 |
| <u>CIS 1011</u> | <u>2</u> |
| Total | 18.5 |



TRANSPORTATION TECHNOLOGY DEPARTMENT

Brent Reese - Department Chair

AUTOMOTIVE TECHNOLOGY

Associate Professor: Brent Reese, (435) 893-2215

Instructor: Robert Gary

DESCRIPTION

Snow College Transportation Technology department offers an Automotive Technology program that follows the eight (8) Automotive Service Excellence (ASE) areas. Students are encouraged to take the ASE certification tests when they complete an area. The areas of ASE Certification and the associated course numbers are as follows:

| | |
|---|-----------|
| Auto Engine Repair Lecture | AUTO 1101 |
| Auto Engine Repair Lab | AUTO 1105 |
| Auto Automatic Trans. & Transaxles | AUTO 1201 |
| Auto Automatic Trans. & Transaxles Lab | AUTO 1205 |
| Auto Manual Trans. & Transaxles | AUTO 1301 |
| Auto Manual Trans. & Transaxles Lab | AUTO 1305 |
| Auto Suspension & Steering Lecture | AUTO 1401 |
| Auto Suspension & Steering Lab | AUTO 1405 |
| Auto Brakes Lecture | AUTO 1501 |
| Auto Brakes Lab | AUTO 1505 |
| Auto Electrical & Electronics I | AUTO 1600 |
| Auto Fuel, Emissions, & Ignition Systems Lecture | AUTO 1801 |
| Auto Fuel, Emissions, & Ignition Systems Lab | AUTO 1805 |
| Auto Electrical & Electronics II Lecture .. | AUTO 2601 |
| Auto Electrical & Electronics II Lab | AUTO 2605 |
| Auto Heating and Air Conditioning | AUTO 2701 |
| Auto Heating and Air Conditioning Lab .. | AUTO 2705 |
| Auto Engine Performance Lecture | AUTO 2801 |
| Auto Engine Performance Lab | AUTO 2805 |

Students pay regular tuition plus the cost of books, tools, and safety equipment during their training. The purchased books, tools, and equipment are the personal property of the students.

Students have two options. They may (1) prepare for certification in any one or more of the above areas, or (2) obtain an Associate of Applied Science degree in Automotive Technology.

The Automotive Technology department started at Sevier Valley Tech in 1961 and has provided trained

entry-level technicians for more than 40 years. Since May 1994, this program has met the requirements and received ASE certification in all eight (8) automotive specialty areas from the National Automotive Technicians Education Foundation, Inc. (NATEF). Curriculum, equipment, and instruction must be constantly updated and reviewed by the NATEF organization and an on-site visit is required every five years. ASE Certification has become a national industry standard and is used for working with Weber State University, Utah Valley State College, and The Utah Applied Technology Colleges to coordinate and articulate programs.

OUTCOMES

Students who complete an AAS degree or specific courses in any or all of the eight ASE areas in Automotive Technology at Snow College will be expected to demonstrate that they

- have basic knowledge of the automobile and its design and function
- have basic knowledge of the individual sub systems in an automobile and their operation
- have basic knowledge of ASE, its requirements, and role in the automobile industry
- have basic comprehension of diagnostic procedures
- work safely and effectively
- follow diagnosis and repair procedures
- complete all Priority 1 tasks, 80% of Priority 2 tasks, and 60 % of Priority 3 tasks required by ASE/NATEF for the areas covered
- have a sense of pride in their skills and abilities
- have feelings of self-worth as they receive positive feedback from completed jobs
- have a positive impact of continuing their technical training by themselves with their employer's help
- have a sense of honesty and integrity in their profession and place of employment.

CAREERS

Some career opportunities in the automotive field are service manager, automotive repair technician, shop foreman, parts technician, and consultant.

General Information

Divisions & Departments

Business & Applied Technologies

ACCT
AGRI
AHNA
AUTO
BUS
CIS
CM
COSB
DMT
FRM
INDM
MTT
NURP
OLE
PHAR
WELD

Fine Arts.

Communication &

New Media

ART
COMM
DANC
MUSC
THEA
New Media

Humanities

ENGL
ESL
LANG
PHIL
TESL

Natural Science & Mathematics

BIOL
CHEM
CS
ENGR
GEO
MATH
NR
PHYS

Social & Behavioral Science

ANTH
CJ
ECON
EDUC
GEOG
HIST
HFST
POLS
PSY
PE
SW
SOC

Academic Support Services

Community Programs

Student Life

Student Policies

Administrative Services

Course Descriptions

Personnel

RECOMMENDED CURRICULUM

ASSOCIATE OF APPLIED SCIENCE DEGREE

Prerequisites:

AUTO 1000 - Automotive Safety and Basics*1

-or-

Demonstrate equivalent knowledge and competency

Satisfactorily complete the following courses:

- AUTO 1101 Auto Engine Repair Lecture 2
- AUTO 1105 Auto Engine Repair Lab..... 3
- AUTO 1201 Auto Automatic Trans. & Transaxles ...2
- AUTO 1205 Auto Automatic Trans. & Tr/axles Lab .3
- AUTO 1301 Auto Manual Trans. & Transaxles 2
- AUTO 1305 Auto Manual Trans. & Transaxles Lab .3
- AUTO 1401 Auto Suspension & Steering Lecture....2
- AUTO 1405 Auto Suspension & Steering Lab..... 3
- AUTO 1501 Auto Brakes Lecture2
- AUTO 1505 Auto Brakes Lab 3
- AUTO 1600 Auto Electrical & Electronics I..... 5
- AUTO 1801 Auto Fuel, Emissions, & Ignition Systems Lecture 3
- AUTO 1805 Auto Fuel, Emissions, & Ignition Systems Lab 2
- AUTO 2601 Auto Electrical & Electronics II 4
- AUTO 2605 Auto Electrical & Electronics II Lab2
- AUTO 2701 Auto Heating and Air Conditioning2
- AUTO 2705 Auto Heating and Air Cond. Lab2
- AUTO 2801 Auto Engine Performance Lecture..... 3
- AUTO 2805 Auto Engine Performance Lab.....2
- BUS 1020 Computer Technology and Applications..3

-or-

- CIS 1011 Computer Fundamentals 2
- Communication Requirement3
- Computation Requirement3-4
- Human Relations Requirement2
- Electives (consult with an advisor)3-4

Credit Requirements for AAS Degree.....63-67

Communication Requirement (Choose One)

- BUS 2200 Business Communication..... 3
- ENGL 1010 Expository Composition.....3
- ENGL 1410 English Mechanics 3

Computation Requirement (Choose One Option)

- AUTO 1007&1008 Principles or Technology I & II .4
- or-*
- AUTO 1715 Applied Technical Math..... 3
 - MATH 1010 Algebra 4
 - MATH 1050 College Algebra 4

Human Relations Requirement

- AUTO 1930 Leadership & Professional Dev. 1 1
- AUTO 2930 Leadership & Professional Dev. 2 1

Electives

- AUTO 1001 Automotive Technology I6
- AUTO 1002 Automotive Technology II6
- AUTO 1039 Automotive Technology III.....2-6
- AUTO 1509 Hot Rod & Performance Vehicles..... 2
- AUTO 1519 Basic Automotive Upholstery2
- AUTO 2900 Special Projects1-2
- AUTO 2990 Shop Practicum I.....2-12
- AUTO 2991 Shop Practicum II2-12
- GNST 1010 College Study Skills1-2

*All other related classes with instructor approval.

Note: For the Communication, Computation, and Human Relations requirements, other courses are available with department approval.

Students transferring to Weber State University may need the following classes:

- CHEM 1010 Introductory Chemistry 3
- HIST 1700 3

ASSOCIATE OF APPLIED SCIENCE - Suggested Curriculum

| Fall | | Spring | |
|------------------|-----------|-----------------|-----------|
| AUTO 1000 | 1 | AUTO 1401 | 2 |
| AUTO 1101 | 2 | AUTO 1405 | 3 |
| AUTO 1105 | 3 | AUTO 1501 | 2 |
| AUTO 1301 | 2 | AUTO 1505 | 3 |
| AUTO 1305 | 3 | AUTO 2701 | 2 |
| AUTO 1600 | 5 | AUTO 2705 | 2 |
| AUTO 1930 | 1 | AUTO 2930 | 1 |
| Total | 17 | BT 1010 | 3 |
| | | <i>-or-</i> | |
| | | CIS 1011 | 2 |
| | | Total | 17 |

| Fall | | Spring | |
|-------------------------------|--------------|----------------|-----------|
| AUTO 1000 | 1 | AUTO 1201 | 2 |
| <i>(if not already taken)</i> | | AUTO 1205 | 3 |
| AUTO 1600 | 5 | AUTO 2601 | 4 |
| <i>(if not already taken)</i> | | AUTO 2605 | 2 |
| AUTO 1801 | 3 | BT 2200 | 3 |
| AUTO 1805 | 2 | Total | 14 |
| AUTO 2801 | 3 | | |
| AUTO 2805 | 2 | | |
| AUTO 1715 | 3 | | |
| Total | 13-19 | | |

Enough Electives for 63-67 credits

ASE CERTIFICATION COURSES

Prerequisites:

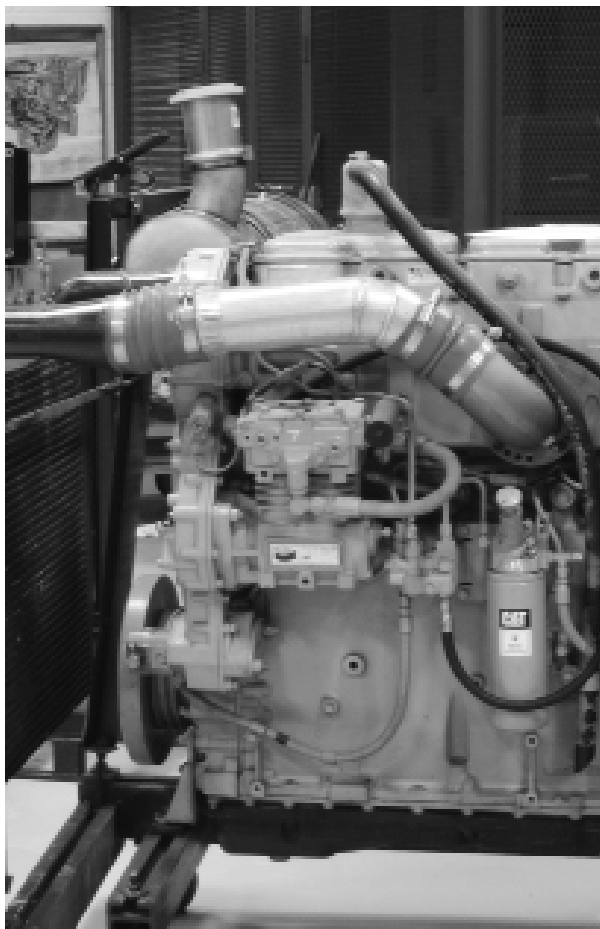
AUTO 1000 Automotive Safety and Basics*6

-or-

Demonstrate equivalent knowledge and competency

The student may complete any one or more of the following courses without completing the whole program.

- AUTO 1101 Auto Engine Repair Lecture2
- AUTO 1105 Auto Engine Repair Lab.....3
- AUTO 1201 Auto Automatic Trans. & Transaxles ...2
- AUTO 1205 Auto Automatic Trans. & Tr/axles Lab.3
- AUTO 1301 Auto Manual Trans. & Transaxles2
- AUTO 1305 Auto Manual Trans. & Transaxles Lab.3
- AUTO 1401 Auto Suspension & Steering Lecture....2
- AUTO 1405 Auto Suspension & Steering Lab.....3
- AUTO 1501 Auto Brakes Lecture2
- AUTO 1505 Auto Brakes Lab3
- AUTO 1600 Auto Electrical & Electronics I.....5
- AUTO 2601 Auto Electrical & Electronics II4
- AUTO 2605 Auto Electrical & Electronics II Lab2
- AUTO 2701 Auto Heating and Air Conditioning2
- AUTO 2705 Auto Heating and Air Cond. Lab2
- AUTO 2801 Auto Engine Performance Lecture.....3
- AUTO 2805 Auto Engine Performance Lab.....2



DIESEL HEAVY DUTY MECHANICS TECHNOLOGY

Instructor: Lon Wheelwright - (435) 283-7378

DESCRIPTION

Snow College offers a Diesel and Heavy Duty Mechanics Technology program, which prepares the student to meet job entry requirements.

This program covers the servicing and repairing of diesel and heavy-duty equipment and machines in preparation for becoming a successful Heavy Duty Mechanic.

Students pay regular college tuition plus the cost of tools, coveralls, and safety equipment during their training. The purchased equipment is the personal property of the student.

Students have two options. They may (1) prepare for certification in any one or more of the following areas: Diesel Engines, Suspension and Steering, Brakes, Electrical and Electronic Systems, Drive Train, Heating and Air Conditioning, Hydraulics and Pneumatics, Engine Performance/Emissions Systems, or (2) obtain an Associate of Applied Science degree.

Exact course descriptions and hours for the Snow College Diesel & Heavy Duty Mechanics Technology program match with other state schools and use national and international curriculum and task lists. For over 34 years there have been hundreds of students who have completed this program and are working in Utah and other states.

OUTCOMES

Students who complete an AAS in Diesel & Heavy Duty Mechanics Technology will be expected to demonstrate that they

- have basic knowledge about diesel and heavy duty mechanics technology skills; ie., safety, computer, electrical systems, diesel engines, fuel systems, air conditioning, hydraulics, powertrains, chassis systems, and other material to become a successful technologist
- have basic knowledge of rules and regulations
- have a basic knowledge of tools used in the trade
- have a basic knowledge of interpersonal skills
- can demonstrate good safety practices in shop
- complete 80% of skill/task lists for each course

General Information

Divisions & Departments

Business & Applied Technologies

- ACCT
- AGRI
- AHNA
- AUTO
- BUS
- CIS
- CM
- COSB
- DMT
- FRM
- INDM
- MTT
- NURP
- OLE
- PHAR
- WELD

Fine Arts.

Communication & New Media

- ART
- COMM
- DANC
- MUSC
- THEA
- New Media

Humanities

- ENGL
- ESL
- LANG
- PHIL
- TESL

Natural Science & Mathematics

- BIOL
- CHEM
- CS
- ENGR
- GEO
- MATH
- NR
- PHYS

Social & Behavioral Science

- ANTH
- CJ
- ECON
- EDUC
- GEOG
- HIST
- HFST
- POLS
- PSY
- PE
- SW
- SOC

Academic Support Services

Community Programs

Student Life

Student Policies

Administrative Services

Course Descriptions

Personnel

- efficiently use the tools acquired while taking the course
- have a sense of pride in their skills and abilities
- develop hand-eye coordination
- have feelings of self-worth as they complete meaningful and high quality work assignments.

CAREERS

Some career opportunities include heavy duty truck technician, agriculture equipment technician, off high-way mechanic, diesel mechanic, and mine mechanic.

RECOMMENDED CURRICULUM

ASSOCIATE OF APPLIED SCIENCE DEGREE

| | |
|--|--------------|
| DMT 1000 Safety and Basics | 1 |
| DMT 1101 Diesel Engine Repair & Overhaul..... | 2 |
| DMT 1105 Diesel Engine Repair & Overhaul Lab ... | 3 |
| DMT 1301 Transmissions & Drivetrains Lecture..... | 3 |
| DMT 1305 Transmissions & Drivetrains Lab..... | 3 |
| DMT 1401 Steering & Suspension Lecture..... | 2 |
| DMT 1405 Steering & Suspension Lab..... | 2 |
| DMT 1501 Brakes Lecture | 2 |
| DMT 1505 Brakes Lab | 2 |
| DMT 1600 Electrical & Electronics I..... | 5 |
| DMT 1801 Computerized Engine Controls & Fuel Systems Lecture..... | 2 |
| DMT 1805 Computerized Engine Controls & Fuel Systems Lab..... | 2 |
| DMT 2311 Hydraulics & Pneumatics Lecture..... | 2 |
| DMT 2315 Hydraulics & Pneumatics Lab | 2 |
| DMT 2601 Electrical & Electronics II Lecture | 4 |
| DMT 2605 Electrical & Electronics II Lab | 2 |
| DMT 2701 Heating & Air Conditioning Lecture..... | 2 |
| DMT 2705 Heating & Air Conditioning Lab..... | 2 |
| DMT 2801 Emissions Control Systems Lecture..... | 2 |
| DMT 2805 Emissions Control Systems Lab | 2 |
| MTT 1350 Related Machine Shop Practice..... | 2 |
| WELD 1030 Related Oxyacetylene & Arc Welding.. | 3 |
| Communications Requirement..... | 3 |
| Computer Requirement..... | 2-3 |
| Computation Requirement | 3-4 |
| Human Relations Requirement | 2 |
| Electives..... | as needed |
| Credit Requirements for AAS Degree..... | 63-65 |

Communication Requirement (Choose One)

| | |
|---------------------------------------|---|
| BUS 2200 Business Communication | 3 |
| ENGL 1010 Expository Composition..... | 3 |
| ENGL 1410 English Mechanics | 3 |

Computer Requirement (Choose One)

| | |
|---|---|
| BUS 1020 Computer Technology and Applications.. | 3 |
| CIS 1011 Computer Fundamentals..... | 2 |

Computation Requirement (Choose One Option)

| | |
|--|---|
| DMT 1007 & DMT 1008 Principles of Technology I & II | 4 |
| <i>-or-</i> | |
| DMT 1715 Applied Technical Math | 3 |
| MATH 1010 Algebra..... | 4 |
| MATH 1050 College Algebra | 4 |

Human Relations Requirement

| | |
|---|---|
| DMT 1903 Leadership & Professional Dev. I | 1 |
| DMT 2930 Leadership & Professional Dev. II..... | 1 |

Electives

| | |
|---|-----|
| DMT 1109 Intro to Diesel Technology | 2 |
| DMT 1810 Commercial Driver License Written Exam Preparation**..... | 0.5 |
| DMT 1820 Commercial Driver License Performance Written Exam Prep.** | 1 |
| DMT 1825 Commercial Driver License Skills Training Lab** | 0.5 |
| DMT 1830 Commercial Driver License Certificate Preparation** | 1 |
| DMT 1840 Commercial Driver License - Class B Written & Performance Exams** | 1 |
| DMT 1999 Cooperative Education..... | 1-2 |
| DMT 2800 Special Projects | 1-2 |
| GNST 1010 College Study Skills | 1-2 |

*A safety component is included in this course.
**CDL course can be taken by contacting Lon Wheelwright at (435) 283-7378. Refer to the Commercial Driver License section of this catalog.

Note: For the Communication, Computation, and Human Relations requirements, other courses are available with department approval.

The following suggested curriculum is for Fall entering students. Individuals with prior experience or entering at other semesters will need to develop an individualized schedule with the department chair.

**ASSOCIATE OF APPLIED SCIENCE -
Suggested Curriculum**

| Fall | | | Spring | | |
|--------------|-------------|-----------|---------------|-------------|-----------|
| DMT | 1000 | 1 | DMT | 1301 | 3 |
| DMT | 1600 | 5 | DMT | 1305 | 3 |
| DMT | 1801 | 2 | DMT | 2701 | 2 |
| DMT | 1805 | 2 | DMT | 2705 | 2 |
| DMT | 2801 | 2 | MTT | 1350 | 2 |
| DMT | 2805 | 2 | DMT | 2930 | 1 |
| DMT | 1930 | 1 | WELD | 1030 | 3 |
| Total | | 15 | Total | | 16 |

| Fall | | | Spring | | |
|--------------|-------------|-----------|------------------|------|--------------|
| DMT | 1101 | 2 | DMT | 2601 | 4 |
| DMT | 1105 | 3 | DMT | 2605 | 2 |
| DMT | 2311 | 2 | DMT | 1401 | 2 |
| DMT | 2315 | 2 | DMT | 1405 | 2 |
| DMT | 1715 | 3 | DMT | 1501 | 2 |
| ENG | 1410 | 3 | DMT | 1505 | 2 |
| Total | | 15 | BUS | 1020 | 3 |
| | | | <i>-or-</i> | | |
| | | | CIS | 1011 | 2 |
| | | | Electives | | 3 |
| | | | Total | | 16-17 |

**COMMERCIAL DRIVERS LICENSE
(CDL)**

Instructor: Lon Wheelwright (435) 283-7378

Courses in this area prepare the student for different parts of the CDL exam. DMT 1810 prepares the student for the written part of the Class A Commercial Driver's License Exam; DMT 1820 prepares the student for the Class A CDL Basic Skills Performance Exam; DMT 1825 prepares the student for the Class A CDL Road Test Performance Exam; and DMT 1830 provides students with preparation for an additional Certificate. DMT 1840 prepares the student for the Written, Pre-Trip Inspection and Basic Skills portions of the Class B CDL. Most courses require additional fees. All classes require instructor permission for enrollment. Students must be able to meet CDL physical requirements.



General Information

Divisions & Departments

Business & Applied Technologies

- ACCT
- AGRI
- AHNA
- AUTO
- BUS
- CIS
- CM
- COSB
- DMT
- FRM
- INDM
- MTT
- NURP
- OLE
- PHAR
- WELD

Fine Arts

Communication &

New Media ART

- COMM
- DANC
- MUSC
- THEA

New Media

Humanities

- ENGL
- ESL
- LANG
- PHIL
- TESL

Natural Science & Mathematics

- BIOL
- CHEM
- CS
- ENGR
- GEO
- MATH
- NR
- PHYS

Social & Behavioral Science

- ANTH
- CJ
- ECON
- EDUC
- GEOG
- HIST
- HFST
- POLS
- PSY
- PE
- SW
- SOC

Academic Support Services

Community Programs

Student Life

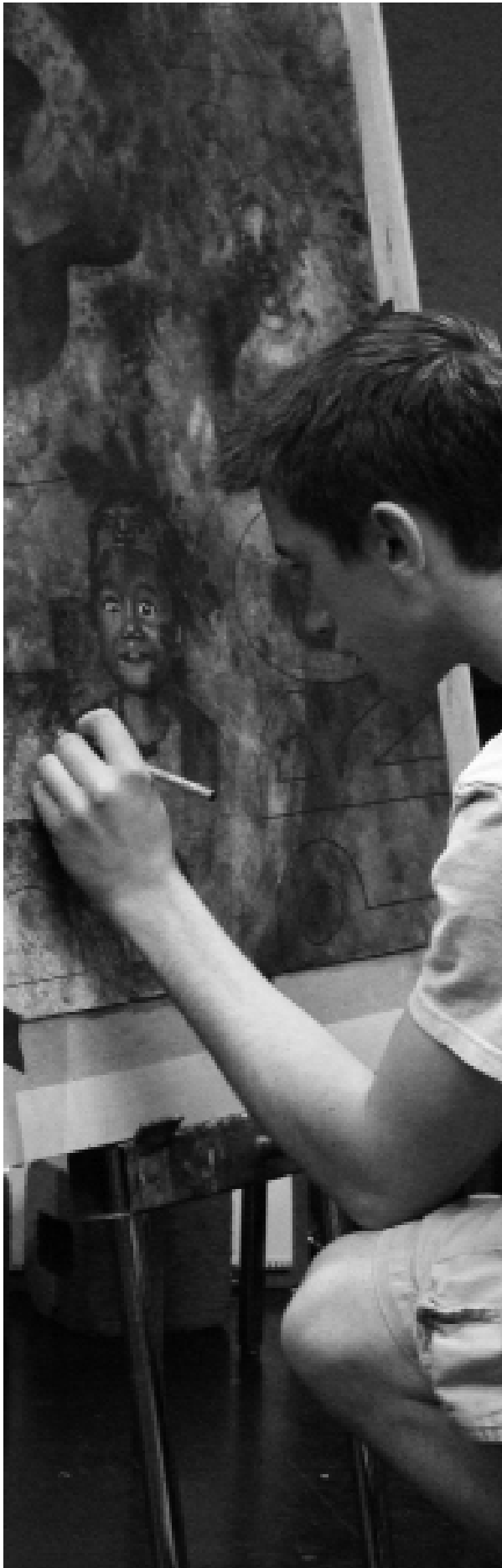
Student Policies

Administrative Services

Course Descriptions

Personnel





DIVISION OF FINE ARTS, COMMUNICATION AND NEW MEDIA

Vance Larsen, Dean

Phone: (435) 283-7465

Email: vance.larsen@snow.edu

Administrative Assistant: Sherry Nielson

Phone: (435) 283-7472

| | | |
|-------|----------------|---------|
| Art | Communications | Dance |
| Music | New Media | Theater |

Associate Professor: Vance Larsen, Steve Meredith, Brad Olsen, Brent Smith, Rick Wheeler

Assistant Professor: Scott Allred, Gary Chidester, Elaine Compton, Trent Hanna, Amy Jorgensen, Elaine Jorgensen, Adam Larsen, Brad Taggart, Milinda Weeks

Instructors: Willie Applewhite, Malynda Bjerregaard, Patricia Meredith, Ivo Peterson

Classes in the Fine Arts Division are designed to satisfy the requirements of the first two years of a college major in the areas listed above, or to satisfy the immediate needs of general education

The division is organized into program areas as follows: Art, Dance, Music, and Theater.

VISUAL ART

Associate Professor: Scott Allred (Chair), Adam Larsen, Brad Taggart

Assistant Professor: Amy Jorgensen

Web: <http://www.snow.edu/~art/>

Email: scott.allred@snow.edu

Phone: (435) 283-7414

DESCRIPTION

Snow College Visual Arts offers a curriculum designed to provide all students with a general understanding of the principles of art which fashion the visual world around us. For art majors, the department provides the visual arts foundation for the first two years of college study. Emphasis is placed on teaching the fundamentals dynamics of art, development of creative and critical thinking skills, instilling historical context, and the exploration of media. It is the goal of the department to expose students to the tools and knowledge necessary

General Information

Divisions & Departments

Business & Applied Technologies

ACCT
AGRI
AHNA
AUTO
BUS
CIS
CM
COSB
DMT
FRM
INDM
MTT
NURP
OLE
PHAR
WELD

Fine Arts, Communication & New Media

ART
COMM
DANC
MUSC
THEA
New Media

Humanities

ENGL
ESL
LANG
PHIL
TESL

Natural Science & Mathematics

BIOL
CHEM
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GEO
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NR
PHYS

Social & Behavioral Science

ANTH
CJ
ECON
EDUC
GEOG
HIST
HFST
POLS
PSY
PE
SW
SOC

Academic Support Services

Community Programs

Student Life

Student Policies

Administrative Services

Course Descriptions

Personnel

to succeed in further study in any art related field they wish to pursue.

MISSION

Snow College Visual Arts educates students in the principles of concept, materials, history, and critical theory. The department promotes the active pursuit of excellence and independent inquiry of visual dialog in an interdisciplinary environment. The student is considered an artist in progress and an integral part of an evolving community of artists and ideas crossing political, social, and cultural boundaries.

OUTCOMES

Students who complete an emphasis in visual arts at Snow College will be expected to:

- Demonstrate fluency in historical content and context
- Demonstrate an understanding of conceptual principles
- Demonstrate a proficiency in materials and techniques
- Demonstrate critical analysis of works of art

CAREERS

Snow College Visual Arts enjoys a long history of excellence in teaching as evidenced by successful articulation to senior institutions where students routinely excel and perform at the top tier of their class. Students who complete their first two years studying visual art and general education at Snow College prepare themselves to articulate into competitive BFA programs. Many of our graduates have successfully completed higher degrees and are now working in the creative industry, education, as studio artists, art therapists and many other fields within the vast visual arts discipline. Below is a brief list of possible career options in the visual arts.

- | | |
|------------------------|---------------------|
| Animator | Industrial Designer |
| Concept Artist | Illustrator |
| Environmental Designer | Art Educator |
| Graphic Designer | Studio Artist |
| Photographer | Art Therapist |
| Entertainment Designer | Gallery Curator |

RECOMMENDED CURRICULUM

Students who wish to transfer to a four-year institution in visual arts should follow the guidelines below. Students who know specifically where they are transferring should contact that institution's art department to obtain specific degree requirements.

RECOMMENDED TWO-YEAR SCHEDULE

This curriculum represents 63 total credits required for the AS degree (with an emphasis in art) preparing students for articulation into a four-year BFA program. BFA bound students are not required to take a foreign language. Students seeking an Associate of Arts(AA) need to complete four credits of a foreign language numbered 1020 or above. Always check with your advisor prior to registration.

Visual Arts Foundation (15 credits)

| | |
|---|---|
| ART 1110 Drawing I* | 3 |
| ART 1120 2D Design* | 3 |
| ART 1140 3D Design | 3 |
| ART 1160 Visual Arts Orientation* | 1 |
| ART 1200 Art Talks* (should be taken each semester) | 4 |
| ART 1300 Digital Media Fundamentals | 3 |
| ART 2260 Art Majors Sophomore Seminar | 1 |

*Courses that should be taken Fall semester of the freshman year

Art History Core (6 credits)

| | |
|---------------------------------|---|
| ARTH 2710 Art History Survey I | 3 |
| ARTH 2720 Art History Survey II | 3 |

The Art History Core should be taken Fall and Spring of the sophomore year.

Art Electives

| | |
|---|-----|
| ART 1140 Photo I+ | 3 |
| ART 1150 Intro to Jewelry/Small Metals | 3 |
| ART 1400 Experimental Video I | 3 |
| ART 1500 Silver & Alternative Photo | 3 |
| ART 1510 Creative Visualization | 3 |
| ART 1800 Digital Print/Interactive Media+ | 3 |
| ART 2110 Drawing II+ | 3 |
| ART 2140 Photo II+ | 3 |
| ART 2200 Painting I+ | 3 |
| ART 2230 Printmaking I+ | 3 |
| ART 2240 Printmaking II+ | 3 |
| ART 2310 Animation I+ | 3 |
| ART 2600 Sculpture I+ | 3 |
| ART 2650 Introduction to Ceramics | 3 |
| ART 2750 Travel Seminar | 0.5 |
| ART 2900 Figure Drawing+ | 3 |
| ART 2950 Experiments in Visual Thinking | 3 |

+Pre-requisite: Faculty advisement is recommended with studio electives to ensure articulation of credit and discipline relevance

General Education (Associate of Science)

HIST 1700 American Civilization (AI)*3
 MATH 1030 Quantitative Literacy (MA)*3
 ENGL 1010 Expository Composition (E1)3
 ENGL 2010 Intermediate Writing (E2)3
 ART 2710/2720 Art History Survey I/II*3
 COMM 1020 Public Speaking (OC)*3
 ENGL 2200 Introduction to Literature (HU)*3
 PHYS 1010 Elementary Physics (PS)*3
 BIOL 1050/1055 Human Biology/Lab (LS)*4
 PE 1096 Fitness for Life (PE)1
 PSY 1010 General Psychology (SS)*3
 BIOL 2150 Human Anatomy for Artists (SI)*3
 OC.....3

*Alternative courses exist in these categories – consult the official GE worksheet for all options.

ADDITIONAL CONSIDERATIONS

Always check with your advisor prior to registration. In addition, check with your transfer institution as soon as possible to obtain specific major degree requirements and transferability of credit.

Students who are seeking an Associate of Arts (AA) need to complete two semesters of one foreign language. The BA requires four semesters.

Examples of student work may be retained by the department for the school’s permanent collection . In that event students will be compensated for the cost of materials.

ENGAGEMENT

Exhibition Opportunities:

The Snow College Art Gallery advances the arts through the annual exhibition of diverse works. The gallery is a vital resource for teacher, student, and community – it is our visual library. It is a training ground for critique, creative imagination, and discussion and it serves as a bridge to the arts outside the boundaries of our campus while promoting artistic dialog among peers. The gallery annually showcases Artists in Residence/Works in Progress, a juried exhibition of student work and a bi-annual faculty exhibition, in addition to national solo and group shows. The Snow College Art Gallery houses and maintains the Snow College Permanent Collection, including the Lund-Wassmer Collection, works donated by patrons, and new acquisitions. All exhibitions and events are free and open to the public.

Altspac and Annex are galleries dedicated to exhibiting independently produced work by visual art students of Snow College. The spaces are designed to foster initia-

tive, independent thought, and professionalism. The student gallery spaces promote studio practice beyond the boundaries of the classroom. Solo and collaborative exhibitions are encouraged. Participants are selected by a jury process and are solely responsible for the content, fabrication, marketing, and installation of exhibitions.

Travel:

Snow College Visual Arts annually sponsors an educational travel opportunity for art students. This experience is designed to engage students with the diversity of the greater art community that exists outside of Utah. This offering provides academic credit for participating students to travel to a major art centers in the United States (New York, Chicago, Los Angeles, San Francisco, Washington DC, Santa Fe, Seattle) and Europe. This cultural exchange is instrumental to the development of a historical and contemporary visual art sensibility.

Visiting Artists:

The Art Talks visiting artist series provides visual art students a weekly dialog and exposure to a diverse selection of working contemporary artists and art professionals. Snow College Visual Arts facilitates this series, in part, because of its rural geography of being isolated from the opportunities that a metropolitan area provides including, access to galleries and a consistent network to artists. In order for students to succeed as emerging artists, it is essential that they engage in the dialog of contemporary art. Art Talks provides students with a constant connection with the greater art world. Lectures are free and open to the public.

Summer Snow Visual Arts Workshops:

Summer Snow is an annual summer workshop series designed to augment regular semester offerings in the visual arts. Each June, Summer Snow students come to campus to work with professional artists during two, weeklong intensive studio sessions. These residencies are designed both for current Snow College students and professional artists, art educators, and art students from other institutions. Summer Snow curriculum has included workshops in the disciplines of, watercolor, drawing, printmaking, photography, sculpture, ceramics, and digital media. Students at all levels of artistic prowess are welcome to participate.

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COMMUNICATION

Associate Professor: Rick Wheeler (Chair)
Assistant Professor: Gary Chidester, Elaine Compton
Instructor: Malynda Bjerregaard, Ivo Peterson
Phone: (435) 283-7405

The Department of Communication offers programs for successful transfer to baccalaureate programs in major areas of communication, including public speaking, interpersonal communication, mass media, broadcasting, intercultural communication, organizational communication, forensics, public relations and journalism. Students may choose from the following areas of emphasis: speech/public relations, journalism, and broadcasting.

Professional experiences are provided through the student newspaper (Snowdrift), radio station (Kagj), television (Snow TV), the Snow College Speech and Debate Team, and various internship opportunities.

Communication students regardless of emphasis should take the following core curriculum courses: COMM 1020, COMM 1500, COMM 2110, and COMM 2150.

MISSION STATEMENT

Snow College Communication Department continues a tradition of excellence in preparing students for successful lifetime interactions, by providing educational opportunities and dynamic experiences in professional areas of emphasis.

OUTCOMES

Students who complete the recommended core communication curriculum at Snow College will be able to:

- construct and deliver a well-organized and logical presentation that demonstrates critical thinking skills and audience adaptation.
- use appropriate delivery techniques(e.g. maintain adequate eye contact, be vocally expressive, avoid distracting or nervous mannerisms, etc.) in an oral presentation.
- use appropriate technology to enhance messages and convey great depths of information, knowledge and feeling in communication settings.
- listen actively and employ critical thinking skills to create meaningful dialogue.
- demonstrate interpersonal competence by using ethical conflict resolution management techniques and mediated message adaptations.

- work together on a team project to enhance communication and collaboration skills through experience.
- develop fundamental knowledge regarding inter cultural differences and cultivate communication strategies to address them.
- have the ability to research, analyze, and process information from a variety of credible sources to utilize as support for various projects.
- recognize the artistic value in a variety of media.
- address current ethical dilemmas facing the world through verbal and written analysis.
- critically analyze facts, values, ethics, or civic policy presented by other students.

Students who complete an emphasis in broadcasting will be able to:

- receive training in audio console operation, use of recorders and/or microphones, and audio editing.
- do basic announcing for radio stations.
- participate in hands-on projects and on-air performance.
- learn video editing techniques specific to broadcast journalism.
- learn writing skills particular to broadcast journalism.
- use writing and editing techniques to produce video projects that tell a story in the broadcast journalism style.
- perform the basic camera moves and compositions.
- understand and produce a string of basic shots into a meaningful sequence.
- recall definitions of basic media production terminology and know their use.
- produce a news story for broadcasting.
- appreciate the impact of broadcasting on the general public.
- appreciate the difference between unrestricted expression and responsible broadcasting.

Students who complete an emphasis in journalism will be able to:

- understand the elements of a basic newspaper story.
- use standard copy editing and proofreading symbols.
- know current trends in newspaper design.
- know basic elements of the Associated Press Style Guide.
- design a newspaper page according to current trends.
- write a publishable new story using the inverted pyramid style and principles of the five "W's".
- analyze various media messages and the effects

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- those messages have on society.
- appreciate the importance of free press in our society.
 - display proper ethical behavior in journalism.
 - employ proper interviewing techniques for news gathering.
 - meet strict deadlines as directed by newspaper staff.

Students who complete an emphasis in public relations will be able to:

- understand basic public relation theory, ethics, principles and practices of building relationships with various publics.
- explain the history, theories, and models of corporate public relations.
- explain the role of the public relations professional in the corporate environment.
- describe the strategies, tactics, and techniques of public relations programs.
- develop an understanding of the various writing tasks for specific audiences and purposes.
- develop a basic communications plan.
- plan, advertise, and market and event using what they have learned about public relations.

Communication courses address the following GE outcomes:

The Communication Department of Snow College provides educational opportunities for student understanding in six of the colleges general outcomes:

A student who graduates from Snow College with an AS or AA degree:

1. has a fundamental knowledge of human cultures and the natural world, with particular emphasis on: The Humanities.

Each of the Core Communication Classes starts with a brief historical view of the development of Humanities through the study of Communications which can be traced to a handbook written on papyrus in Egypt about 4,500 years ago. Each course then demonstrates how communication is used in every field of education in today's society.

2. can read, retrieve, evaluate, interpret, and deliver information using a variety of traditional and electronic media;

Each of the Core Communication Classes requires that students research current topics, evaluate, interpret and deliver information in the traditional

spoken format. Communication Courses also teach the delivery of information in several forms of electronic media.

3. can speak and write effectively and respectfully as a member of the global community, and work effectively as a member of the team;

Each of the Core Communication Classes requires students to speak effectively and respectfully in the global community by creating effective oral presentations about the current issues which face society. Many Communication Classes require students to present a team oral presentation.

4. can respond with information sensitivity to an artistic work of experience;

All Communication Classes develop the ability of students to recognize the artistic values in other people's work by recognizing and reviewing the merit of the oral presentations. Many Communication Classes develop the artistic skills needed to present effective artistic presentation of their own by presenting other authors literature or producing new works of their own.

5. can reason analytically, critically, creatively about nature, culture, facts, values, ethics, and civic policy;

All Core Communication Classes develop the student's ability to reason analytically and critically about facts, values, ethics and civic policy by creating effective oral presentations about the current issues which face society. Many Communication Classes develop the student's ability to reason creatively about nature and culture by presenting oral presentation that explore culture and nature as topics.

6. can address complex problems by integrating the knowledge and methodologies of multiple disciplines.

All Core Communication Classes develop the student's ability to address complex problems by integrating the knowledge and methodologies of multiple disciplines by creating effective oral presentations about the current issues which face society.

CAREERS

There are many career paths that a person with a Communication Major can choose. Here are some job titles Communication Majors hold. Use this as an ideas list, remember that it represents some, but certainly not all of the careers you might consider. Many of these careers will take additional schooling at a university.

Business:

- . Management
- . Mediator
- . Negotiator
- . Manager
- . Newsletter Editor
- . Executive Manager
- . Personnel Recruiter
- . Customer Service Representative
- . Benefits Administrator
- . Trainer Admissions Counselor
- . Sales Representative
- . Training and Development
- . Industrial and Labor Relations
- . Public Information Officer

Advertising:

- . Advertising Specialist
- . Copy Writer
- . Media Planner
- . Account Manager
- . Media Sales
- . Creative Director
- . Public Researcher
- . Marketing Specialist
- . Media Sales Representative

Communication Education:

- . School Counselor
- . Audiovisual Specialist
- . Education Researcher
- . Alumni Officer
- . Language Arts Coordinator
- . Speech Communication Department
- . High School Speech Forensics/Debate Coach
- . Educational Tester
- . Director of College News
- . Educational Fundraiser
- . Educational Administrator

Electronic Media/Radio/Television/Broadcasting:

- . Unit Manager
- . Disc Jockey
- . Comedy Writer
- . Producer
- . News Writer
- . Technical Director
- . Announcer
- . Casting Director
- . Broadcasting Station Manager
- . Film/Tape Librarian
- . Transmitter Engineer
- . Advertising Sales Coordinator
- . Director of Broadcasting
- . Community Relation Director
- . Market Researcher
- . News and Relation Manager

Journalism (Print or Electronic):

- . Reporter
- . Newscaster
- . Copy Writer
- . Editor
- . Author
- . News Service Researcher
- . Acquisitions Editor
- . Script Writer
- . Technical Writer
- . Media Interviewer

Public Relations:

- . Sales Manager
- . Media Planner
- . News Writer
- . Lobbyist
- . Specialist
- . Media Analyst
- . Creative Director
- . Publicity Manager
- . Marketing Specialist
- . Corporate Public Affairs
- . Account Executive
- . Advertising Manager
- . Development Officer
- . Public Opinion Researcher

Theatre/Performing Arts:

- . Performing Artist
- . Arts Administrator
- . Script Writer
- . Performing Arts Educator
- . Casting Director
- . Motivational Speaker

Government/Politics:

- . Campaign Director
- . Program Coordinator
- . Legislative Assistant
- . Public Information Office Writer
- . Research Specialist
- . Elected Official

High Technology Industries:

- . Systems Analyst
- . Language Specialist
- . Technical Copywriter
- . Circuit Television Producer/Director
- . Audio & Visual Computer Display Specialist
- . Trainer for Communication
- . Cognition Researcher

Communication and Health Care:

- . Health Educator
- . Medical Grants Writer
- . Research Analyst
- . Hospice Manager
- . Activities Director
- . Health Care Counselor
- . Medical Center Publications Editor
- . Hospital Director of Communication
- . Clinic Public Relations Director
- . Health Personnel Educator
- . School Health Care Administrator
- . Marketing Director
- . Health Communication Analyst
- . Medical Training Supervisor

International Relations and Negotiations:

- . Translator
- . Diplomat
- . Corporate Representative
- . Foreign Correspondent
- . Student Tour Coordinator
- . On-Air International Broadcasting

Law:

- . Public Defender
- . District Attorney
- . Legal Researcher
- . Legal Secretary
- . Legal Educator
- . Corporate Lawyer
- . Private Practice Lawyer
- . Mediation & Negotiation
- . Legal Reporter

Social and Human Services:

- . Social Worker
- . Human Rights Office
- . Religious Leader
- . Mental Counselor
- . Park Service Public Relations Specialist
- . Public Administrator
- . Recreation Supervisor
- . Community Affairs Liaison

RECOMMENDED CURRICULUM

Students majoring in communication will be encouraged to choose curriculum corresponding to their area of emphasis: Broadcasting, Journalism, Public Relations. All areas require a set of communication core classes be completed in combination with the required coursework for the area of emphasis.

Communication Core:

- The intent of the coursework selected for the communication core emphasis is to produce well-rounded communication major students with a solid basic understanding of all communication concepts. Students are encouraged to develop a strong background in communication principles and practices so that they are able to be effective in the workplace and/or transfer into a larger universities' communication program.

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- All communication majors, regardless their emphasis, must take the following classes:

Communication Core

| Course ID | Title | Credits |
|-----------|----------------------------------|---------|
| COMM 1020 | Public Speaking (OC) | 3 |
| COMM 2110 | Interpersonal Communication (OC) | 3 |
| COMM 1500 | Mass Media (HU) | 3 |
| COMM 2150 | Intercultural Communication (OC) | 3 |

12 Credits Total

Journalism Emphasis

- Classes offered within the Journalism emphasis are designed to help students develop skills necessary to report clearly and coherently in journalism avenues including web publishing and print. Students majoring in Communication within the Journalism Emphasis will work on a team of editors, managers, writers, photographers, advertisement specialist, and production members to create a weekly edition of brightly illustrated, engaging journalism known as the "Snowdrift". Participation in the journalism coursework gives students hands on application and skills implementing the lessons learned throughout the emphasis.

Required Core Classes

- All journalism majors must complete the four required core communication courses as well as the following classes specific to journalism:

Communication Core

| Course ID | Title | Credits |
|-----------|----------------------------------|---------|
| COMM 1020 | Public Speaking (OC) | 3 |
| COMM 2110 | Interpersonal Communication (OC) | 3 |
| COMM 1500 | Mass Media (HU) | 3 |
| COMM 2150 | Intercultural Communication (OC) | 3 |

12 credits total

Required Journalism Courses

| Course ID | Title | Credits |
|-----------|----------------------------|---------|
| COMM 1130 | Media Writing | 3 |
| COMM 1900 | 1st Year Newspaper Writing | 3 |
| COMM 2900 | 2nd Year Newspaper Writing | 3 |

9 credits total

**Additional Recommended Courses
(Pick any two classes)**

| Course ID | Title | Credits |
|-----------|----------------------------------|---------|
| ENGL 2250 | Creative Writing | 3 |
| ENGL 2010 | Intermediate Research Writing | 3 |
| ENGL 2875 | Intermediate Research Writing E2 | 3 |
| COMM 2270 | Argumentation and Debate | 3 |

6 credits total

Broadcasting Emphasis

- The broadcasting program gives Snow Students the opportunity to study and implement visual and audio communications with their own radio show or television broadcasting. Students majoring in broadcasting emphasis gain professional public speaking, operational, and managerial experience; setting a solid background for those wanting to pursue a further broadcasting degree, or enter the workforce.

Required Core Classes

- All journalism majors must complete the four required core communication courses as well as the following classes specific to journalism:

Communication Core

| Course ID | Title | Credits |
|-----------|----------------------------------|---------|
| COMM 1020 | Public Speaking (OC) | 3 |
| COMM 2110 | Interpersonal Communication (OC) | 3 |
| COMM 1500 | Mass Media (HU) | 3 |
| COMM 2150 | Intercultural Communication (OC) | 3 |

12 credits total

Required Broadcasting Courses

| Course ID | Title | Credits |
|-----------|----------------------------|---------|
| COMM 1830 | Beginning Radio Production | 3 |
| COMM 1870 | Radio Performance 1st Year | 3 |
| COMM 2870 | Radio Performance 2nd Year | 3 |
| COMM 2200 | Television Production (OC) | 3 |

12 credits total

Additional Recommended Courses
(Pick any two classes)

| Course ID | Title | Credits |
|-----------|----------------------------------|---------|
| COMM 2080 | Creative Writing | 3 |
| ENGL 2010 | Intermediate Research Writing | 3 |
| ENGL 2875 | Intermediate Research Writing E2 | 3 |
| COMM 2270 | Argumentation and Debate | 3 |

6 credits total

Public Relations Emphasis

- Students interested in Public Relations will understand the fundamentals of how messages are shaped and utilize techniques to improve the reception of those messages. PR students will focus learning on all core elements of communication plus gain experience creating public relations events on campus and for the community.

Required Core Classes

- All Public Relations majors must complete the four required core communication courses as well as the following classes specific to a public relations emphasis:

Communication Core

| Course ID | Title | Credits |
|-----------|----------------------------------|---------|
| COMM 1020 | Public Speaking (OC) | 3 |
| COMM 2110 | Interpersonal Communication (OC) | 3 |
| COMM 1500 | Mass Media (HU) | 3 |
| COMM 2150 | Intercultural Communication (OC) | 3 |

12 credits total

Required Public Relations Courses

| Course ID | Title | Credits |
|-----------|--------------------------------|---------|
| COMM 2300 | Intro to Public Relations (OC) | 3 |
| COMM 1870 | Radio Performance 1st Year | 3 |
| COMM 2170 | Organizational Communication | 3 |
| COMM 2200 | Television Production (OC) | 3 |

12 credits total

Additional Recommended Courses
(Pick any two classes)

| Course ID | Title | Credits |
|-----------|----------------------------------|---------|
| ENGL 2250 | Creative Writing | 3 |
| ENGL 2010 | Intermediate Research Writing | 3 |
| ENGL 2875 | Intermediate Research Writing E2 | 3 |
| COMM 2270 | Argumentation and Debate | 3 |

6 credits total

ADDITIONAL CONSIDERATIONS

Programs may change. Be sure to check with a communication faculty advisor and the appropriate department at your transfer institution to make sure you are making appropriate progress on your educational plan.

It is strongly recommended that students become involved with the Snow College Honor Society.

Cooperative education programs and internships are encouraged for those students who wish to build a strong program. Participation in one or more of the following programs will help to build professional experience:

SNOWDRIFT

The Snow College Snowdrift is a student written, edited and produced weekly newspaper that has its finger on the pulse of Snow College. Student writers have the opportunity to be the voice of campus while developing a printed and online paper of record. Students have real world experiences in writing, editing, photography, design, advertising sales and editorial decisions that give them an experience in a working newsroom.

KAGJ

KAGJ-FM 88.9, the Kage is Snow College's radio station run exclusively by students for students and the surroundings are including most of Sanpete and Sevier Counties.

Every effort has been made to create a professional radio environment. Students have a lot of fun, but also learn and develop the skills, techniques and discipline necessary to enter the professional field of radio broadcasting.

Broadcasting is an interesting, ever-changing field with job opportunities in many different areas. The training in audio production that students receive at the Kage will be useful not only in radio broadcasting, but also in TV, video or film productions, and pretty much anywhere that technical audio skill is needed.

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KAGJ-FM offers a wide variety of entertainment, news, sports, public affairs and specialty programming 24 hours a day.

SNOW TV

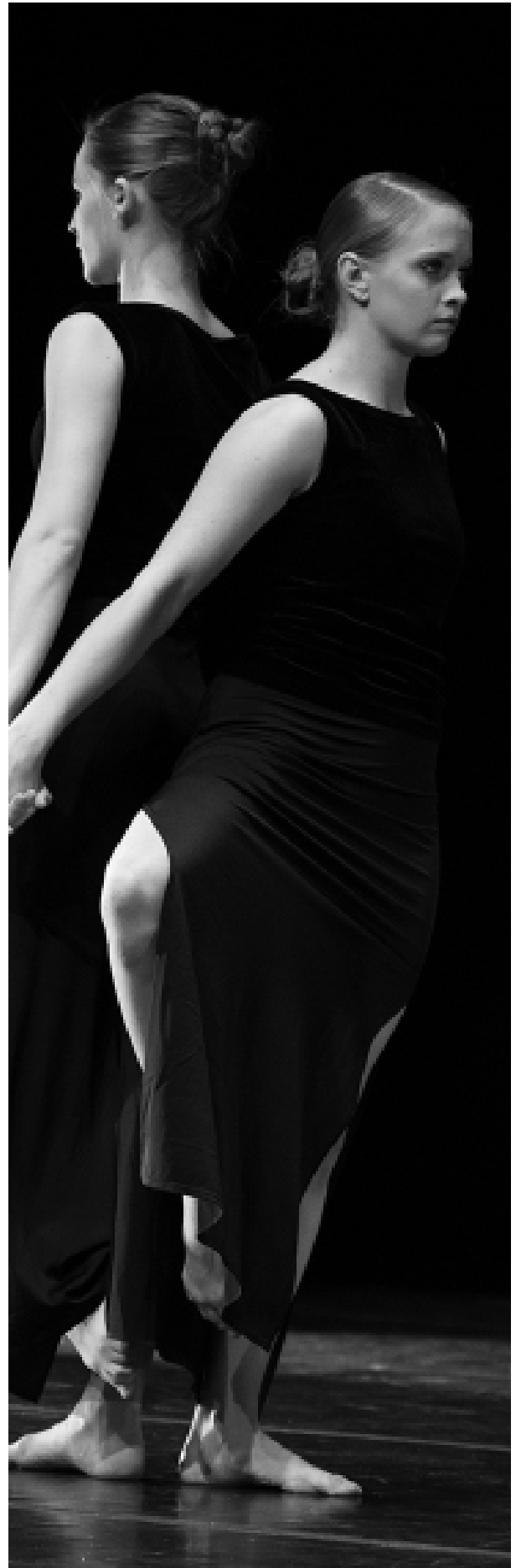
Snow TV currently produces programming of Snow College based events for airing on CentraCom and Manti Telephone cable that serve the major portions of Sanpete and Sevier Counties as well as portions of Juab and Millard Counties.

The programs produced by Snow TV include football games, concerts, weekly convocations, volleyball games, weekly business seminars, men's and women's basketball games, dance recitals, international cinema introductions, softball games and other student productions. Students involved in the Snow TV program get the opportunities to learn to work with HD cameras and the accompanying techniques, sound equipment, video switching (Tricaster), directing, play-by-play and color commentary and post-production editing. All set up and take down is performed by the students under the direction and guidance of professional supervisors.

Students involved with Snow TV receive guidance and supervision with the latest technologies in HD shooting and editing, as well as working in streaming live events and creating post-produced programs in a variety of contexts.

FORENSICS

The communication Department has recently resurrected its national award winning forensic team. The team is in the third year of competition since being reinstated and is already a strong competitor on the forensic circuit. Advisor Malynda Bjerregaard is committed to having as strong of a team as possible and encourages interested students to try out for the team. Each year the team plans on completing in at least six out-of-state tournaments and one national tournament. The department is hopeful that this number will grow in the future. The team competes in parliamentary debate, interp events, and platform speaking. Performance scholarships are awarded for those who qualify. Come join our nationally competitive forensic program.



DANCE

Instructor: Patricia Meredith
Phone: (435)283-7467
email: patricia.meredith@snow.edu
web: www.snow.edu/dance

DESCRIPTION

The dance program at Snow College is an affordable, pre-professional program that allows students to explore, grow, and find their niche in the world of dance. The program offers a wide array of classes ranging from beginning to advanced levels, designed for both the student wishing to just explore or for the serious dancer wishing to develop a higher level of technique.

The Snow College Dance Department offers a curriculum designed to provide all students with a general understanding of the principles of movement that promote dance as an artistic and cultural expression with the power to enrich and transform the individual, community and society. For dance majors, the department provides the technical foundation for the first two years of college study. Emphasis is placed on the fundamentals of dance: ballet, modern dance, jazz, tap, hip hop, social dance, yoga and performance, as well as development of creative skills and exploration of dance theory. It is the goal of the department to expose students to the tools and knowledge necessary to succeed in further study in any dance related field they wish to pursue. The Dance Department offers a unique experience for dance majors to begin their artistic development in small classes with maximum individual contact with instructors.

The Dance Department is an integral part of the Fine Arts Division and is housed in the Dance Wing of the Activity Center and in the Business Building.

OUTCOMES

Students who complete an emphasis in dance at Snow College will be expected to demonstrate that they

- know the general history and can identify the repertory of western theatrical dance;
- know the vocabulary and theory of the major forms of theatrical and social dance;
- can verbalize and demonstrate knowledge of the principles and concepts that govern human movement;

- can demonstrate correct performance and production skills;
- can apply choreographic theory and practice;
- can verbalize their feelings about their own work and the work of others through critical thinking;
- understand the fundamentals of music with an emphasis on its relationship to dance.

CAREERS

Those trained in dance find careers as public and private school teachers, college and university educators (require graduate degree), performers, choreographers, dance historians and critics, arts administrators, dance therapists and professionals in the field of dance science, private studio owners, health and fitness consultants, dance notators and movement analysts.

DESCRIPTION

| | | |
|-----------|---|---|
| DANC 1075 | Dance Orientation: <i>(required for all 1st semester dance students)</i> | |
| | Analysis & Notation | 3 |
| DANC 1100 | Ballet I | 1 |
| DANC 1130 | Ballet II | 1 |
| DANC 1160 | Rhythmic Training | 3 |
| DANC 1200 | Modern Dance I | 1 |
| DANC 1210 | Yoga I | 1 |
| DANC 1220 | Yoga II | 1 |
| DANC 1230 | Modern Dance II | 1 |
| DANC 1300 | Aerial Dance I | 1 |
| DANC 1330 | The Creative Process | 3 |
| DANC 1500 | Jazz I | 1 |
| DANC 1520 | Folk Dance I | 1 |
| DANC 1530 | Jazz II | 1 |
| DANC 1580 | Tap I | 1 |
| DANC 1590 | Hip Hop I | 1 |
| DANC 1690 | Hip Hop II | 1 |
| DANC 1710 | Social Dance II | 1 |
| DANC 1720 | Ballroom Technique I | 1 |
| DANC 1740 | Latin Dance I | 1 |
| DANC 1906 | The Snow Dance Ensemble | 2 |
| DANC 2100 | Ballet III | 2 |
| DANC 2110 | Point I | 1 |
| DANC 2340 | Choreography I | 1 |
| DANC 2350 | Teaching Methods - Children's Dance | 3 |
| DANC 2656 | Drill Team (Badgerettes) | 2 |
| DANC 2700 | Dance Production | 3 |
| DANC 2080 | Dance Improvisation - (a Comm. Gen. Ed. Credit) | 3 |
| DANC 2756 | Snow Ballroom Company | 2 |

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Suggested Schedule for Dance Majors

Fall Semester I

Technique Classes (any level):

| | |
|--------------------------|-----|
| Ballet (1, 2, or 3)..... | 1-2 |
| Modern Dance..... | 1 |
| Dance Performance | 2 |

Dance Lecture Classes:

| | |
|--|---|
| Creative Process | 3 |
| Dance Orientation: Analysis and Notation (required for all 1st semester Dance majors) | 3 |

General Education Classes:

| | |
|--------------------|---|
| English 1010 | 3 |
| Math 1030 | 3 |
| PE 1096 | 1 |

Spring Semester I

Technique Classes (any level):

| | |
|---------------------------|-----|
| Ballet (1, 2, or 3)..... | 1-2 |
| Modern Dance or Folk..... | 1 |
| Dance Performance | 2 |

Dance Lecture Classes: *Methods of Teaching*

| | |
|------------------------|---|
| Children's Dance | 3 |
| Choreography..... | 3 |

General Education Classes:

| | |
|-----------------------------|---|
| American Institutions | 3 |
| Life Science & Lab | 4 |
| English 2010 | 3 |

Fall Semester II

Technique Classes (any level):

| | |
|--------------------------|-----|
| Ballet (1, 2, or 3)..... | 1-2 |
| Modern Dance | 1 |
| Dance Performance | 2 |
| Tap Dance | 1 |

Dance Lecture Classes: *Methods of Teaching*

| | |
|------------------------------|---|
| Rhythmic Theory | 3 |
| *Anatomy for Artists SI..... | 3 |
| Anatomy for Artists Lab..... | 1 |

General Education Classes:

| | |
|------------------------------|---|
| Humanities | 3 |
| * Science Inquiry SI..... | 3 |
| ** Oral Communications | 3 |

(** DANCE 2080 - Dance Improvisation will fill the Oral Communications division)

Spring Semester II

Technique Classes (any level):

| | |
|--------------------------|-----|
| Ballet (1, 2, or 3)..... | 1-2 |
| Modern Dance..... | 1 |
| Dance Performance | 2 |
| Social Dance | 1 |

Dance Lecture Classes:

| | |
|--------------------------------|---|
| Theatrical Lighting | 3 |
| *Introduction to Dance FA..... | 3 |
| Capstone | 1 |

General Education Classes:

| | |
|------------------------------|---|
| Physical Science + Lab | 4 |
| Social Science | 3 |
| *Fine Arts FA | 3 |

ADDITIONAL CONSIDERATIONS

A student who has chosen a transfer institution should check prerequisites unique to that institution. Students are required to take a placement audition at the new institution, which will determine the transferability of credits. Therefore it is wise for students to take as much dance technique as possible while at Snow College to increase the chances for a successful audition. A student who works closely with the Snow College dance advisor will be helped through the transfer process.

EMPLOYMENT OPPORTUNITIES

The dance department employs students to assist in the Dance Department Office and as performance assistants. This is accomplished through the college "Work-to-Learn" program. Students may apply for these positions at the Financial Aid Employment.

SCHOLARSHIP OPPORTUNITIES

Performance Scholarships

To qualify for a dance performance scholarship, you are invited to audition. Please see our web site for audition dates www.snowcollege.edu/dance. Scholarships are awarded to members of the Snow Dance Ensemble and select officers of the Badgerette Drill Team. Further information can be obtained by calling Patricia Meredith (435) 283-7467 or emailing patricia.meredith@snow.edu.





MUSIC

Associate Professor: Vance Larsen, Madeline Johnson, Steve Meredith (Chair), Brent Smith
Assistant Professor: Willie Applewhite, Trent Hanna, Elaine Jorgensen
Instructional Staff: Kathleen Hansen

DESCRIPTION

The music area at Snow College was named the Horne School of Music in January, 2002 by virtue of a substantial gift to the college from the Horne family. The Horne School of Music at Snow College has been an accredited member of the National Association of Schools of Music since 1995 and is also an "All Steinway School." The Horne School of Music is housed in a \$17 million performing arts structure known as the Eccles Center for the Performing Arts.

BACHELOR MUSIC with an emphasis in COMMERCIAL MUSIC DEGREE

In 2012, The Horne School of Music was awarded the first bachelor's degree in the history of Snow College; a Bachelor of Music degree in Commercial Music (BMCM). The focus of this new degree is occupational; the primary goal for students who complete this degree is to be properly prepared to compete for work in the music industry. Along with their General Education courses, students in the BMCM degree program take a rigorous core of courses that prepare them to be professional musicians, plus coursework in business that prepares them to enter the music industry. In addition, through the Merrill Osmond Center for Music Entrepreneurship, students are given the opportunity for internship and other pre-professional experiences while still in school.

BACHELOR OF MUSIC DEGREE OUTCOMES

- Upon graduation, students of the BM degree in Commercial Music will have met the following competencies:
- a. Students will have foundational capabilities in classical performing mediums including the ability to work independently to prepare performances at the highest possible level;
 - b. Students will have knowledge of a wide variety solo and ensemble literature suitable for use in public performance, classroom and private studio;
 - c. Students will show competency in the performance

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- of a wide variety of solo and ensemble performance in both formal and informal settings;
- d. Students will know and be able to demonstrate basic pedagogical techniques related to their instrument;
 - e. Students will demonstrate performance capabilities in various jazz/commercial idioms, including the ability to perform (including doubling on secondary instruments), improvise, compose, arrange, and score;
 - f. Students will demonstrate knowledge of musical theater history and jazz/commercial history and literature, including the cultural sources and influences of these musical genres;
 - g. Students will possess the skills necessary to begin work as a performer and composer/arranger in a variety of jazz and commercial studio music idioms in various settings as a soloist, and with various sizes and types of ensembles. This includes the ability to produce the appropriate expressive style of the music being created or presented;
 - h. Students will possess business and entrepreneurial skills necessary to succeed as entry level professional musicians.

CAREERS IN MUSIC

The music industry, like many others has undergone enormous changes within just the past few years. Today's musician must not only be very competent in their specialty field, but must also be entrepreneurial in seeking as many revenue streams as possible. Because of the size and complexity of the modern music industry, many opportunities, both traditional and contemporary, exist for employment for those completing a music degree. It is the goal of the Horne School of Music to prepare students to compete for work in a wide range of professions in the field of music, an abbreviated list of these jobs includes:

Commercial Arranging and Composition

With today's demands in the music world, the need for composers and arrangers is never scarce. This area of work varies from popular music, commercials, movies and video game scores as just a few examples. A degree is not always required when applying to be a composer or arranger, but the experience will give precedence over other inexperienced writers.

Music Online or Retail Sales

This line of work deals primarily with the changing demands of the buying public. Students looking into this field of study will need business classes as a guide for how to deal with these problems. In this career, students will work with online music programs, sales and dispersal of music to the public.

Private Instruction

There is no degree required to teach privately, but gener-

ally teachers with a degree will be able to gain more students and earn a better income. Private instruction involves individual teaching to help young musicians progress in their chosen instrument.

Music Education

Music majors who earn the Bachelor of Music degree (including the degree in Commercial Music) and certify in secondary education are eligible to teach on the high school and junior high school levels. With a Master's degree, music majors are eligible to teach at a community or two-year college. If a doctoral degree is achieved, the music major will be qualified to teach at a four-year college or university.

Performance

Many music majors audition for and are accepted into performing ensembles of all kinds. In addition, many music majors choose to pursue a career as solo performers. While there is no mandated degree for such a career, the more performers know about music and assimilate it into their lives, the better musicians they will be. Most professional performing musicians have acquired at least a Bachelor's degree in performance on their instrument or voice.

Music Therapy

This career area requires at least a Bachelor's degree and usually a Master's degree. This field combines music with psychology and is very rewarding. Successful candidates help emotionally and mentally traumatized people to improve their lives.

Music Production

Again, no degree is required for this career. However, more and more training and background is being expected in order to be successful in this area. Generally, a Bachelor's degree combined with on-the-job experience is sufficient. This area involves recording other musicians for the audio market, or live event production. It requires a flexible schedule and is very demanding but also very rewarding.

Music Management, Business or Law

This career combines music and business-related areas such as marketing, sales, and management. A minimum of a Bachelor's degree is required and most people complete a Master's degree, including MBA and Law degrees. Examples of this career field are sheet-music or musical instrument store owner, front-office marketing specialist with a major or regional symphony orchestra, a tour manager for a traveling musical ensemble, and so on.

BACHELOR OF MUSIC - CURRICULUM

For more information, please see Barbara Dalene, music adviser, in the Advisement Office.

BACHELOR OF MUSIC with an emphasis in Commercial Music

| General Education Requirements | | |
|------------------------------------|-------------------|---------|
| Division | | Credit |
| American Institutions (AI) | C- grade required | 3 |
| Mathematics (ACT placement) | C- grade required | 3 |
| English 1010 | C- grade required | 3 |
| English 2010 | C- grade required | 3 |
| Fine Arts (FA) | | 3 |
| Oral Communications (OC) | BUS 1270 | 2 |
| Humanities | | 3 |
| Physical Education | PE 1096 | 1 |
| Social and Behavioral Science (SS) | ECON 2010 | 3 |
| Physical Science (PS) | | 3 |
| Life Science (LS) | | 3 |
| Science Lab | | 1 or 2* |
| Science Inquiry (SI) | | 3 |
| Foreign language (AA) | 1020 or above | 5 ** |

- *Associates of Science requires 2 science labs from either Life Science or Physical Science
- **Associates of Arts requires a Physical Science and a Life Science – but only one science lab.
- **Associates of Arts requires - 4 credits of one language numbered 1020 or above. (Undergraduate tutoring and 2800 special projects excluded.)
- Music majors can do either Science or Art requirements

| Music Core Requirements | | | |
|------------------------------------|--------|-----------|--------|
| Course | | Course # | Credit |
| Concert Attendance (4 Semesters) | F/S | 1006/2006 | 0 |
| Music Theory I | F/S | MUSC 1110 | 3 |
| Music Theory II | S/SU | MUSC 1120 | 3 |
| Music Theory III | F | MUSC 2110 | 3 |
| Music Theory IV | S | MUSC 2120 | 3 |
| Sight Singing and Ear Training I | F/S | MUSC 1130 | 1 |
| Sight Singing and Ear Training II | S/SU | MUSC 1140 | 1 |
| Sight Singing and Ear Training III | F | MUSC 2130 | 1 |
| Sight Singing and Ear Training IV | S | MUSC 2140 | 1 |
| *Class Piano III | F | MUSC 2150 | 1 * |
| *Class Piano IV | S | MUSC 2160 | 1 |
| Form & Analysis | F | MUSC 3540 | 3 |
| Beginning Conducting | S | MUSC 2350 | 2 |
| **Music Hist. and Lit. I | S | MUSC 3630 | 3 |
| **Music Hist. and Lit II | F | MUSC 3640 | 3 |
| **Music Hist. and Lit III | S | MUSC 3650 | 3 |
| Jazz & Amer. Pop. History I | F | MUSC 3030 | 3 |
| Jazz & Amer. Pop. History II | S | MUSC 3031 | 3 |
| Private Instruction | F/S | MUSC XXXX | 8 |
| Ensembles | F/S | MUSC XXXX | 8 |
| Songwriting I | F/S/SU | MUSC 3560 | 2 |

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Fine Arts.

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| | | | |
|--------------------------------|------|-----------|---|
| Keyboard Harmony | S/SU | MUSC 4110 | 3 |
| Advanced Conducting | F | MUSC 4359 | 2 |
| Svy. Contemporary Music Styles | F | MUSC 4400 | 2 |
| Senior Recital | F/S | MUSC 4905 | 1 |
| Commercial Music Ensemble | F/S | MUSC 4147 | 1 |

- *Students must demonstrate competence to be placed into Class Piano III or will need to take Class Piano I and /or Class Piano II as a prerequisite.
- ** Complete two of the three Music History and Literature courses. (MUSC 3630,3640,3650)

| Associated Courses - Required to take all of the following: | | | |
|---|-----------|-------|--------|
| Course | Course # | | Credit |
| QuickBooks for Small Business | BUS 1060 | S | 3 |
| Business Law | BUS 2050 | F/S | 3 |
| Strategic Selling | BUS 1270 | F/S | 3* |
| Management Principles for Entrepreneurs | BUS 2650 | F/S | 3 |
| Survey of Music Business | MUSC 3750 | F | 3 |
| Principles of Microeconomics | ECON 2010 | F/S | 3 ** |
| Live Sound/Concert Production | MUSC 4840 | S | 2 |
| Music Technology I | MUSC 3350 | F/S | 2 |
| Music Technology II | MUSC 3352 | S/ SU | 2 |
| Senior Capstone | MUSC 4901 | F/S | 2 |

- * Personal Selling (BMGT 1270) fills Oral Communications for General Education requirements.
- ** Principles of Microeconomics (ECON 2010) fills Social and Behavioral Science for General Education requirements. ECON 2010 also has a MATH 1010 pre-requisite.

| Associated Courses - take 7 credits from the following: | | | | |
|---|-----------------|-----------|-------|------|
| Course | | Course # | | Crdt |
| Improvisation I | Perform. Instr. | MUSC 3306 | F | 2 |
| Improvisation II | Perform. Instr. | MUSC 3406 | S | 2 |
| Contemp. Vocal Styles | Perform Vocal | MUSC 3250 | F | 2 |
| Opera Workshop | Perform. Vocal | MUSC 3960 | F/S | 2 |
| Commercial Arranging | Composition | MUSC 4130 | F | 3 |
| Contemporary Orch | Composition | MUSC 4140 | S | 2 |
| Commercial Comp. | Composition | MUSC 4150 | S | 2 |
| Songwriting II | Composition | MUSC 3570 | S/ SU | 2 |
| Electronic Music | Production | MUSC 4750 | F | 2 |
| A/V Post Production | Production | MUSC 3720 | F | 2 |
| Audio Recording Theory and Techniques | Production | MUSC 4440 | S | 3 |
| Advanced Audio Prod. & Studio Ops. | Production | MUSC 4700 | S | 3 |

- **Instrumentalist** may want to take Contemporary Orchestration and Commercial Composition to fill the required 7 credits in this area.
- **Vocalists** may want to take Commercial Arranging and Contemporary Orchestration to fill the required 7 credits in this area.

MATH PLACEMENT

Students please be aware that you **MAY** have to take more than one semester of math.

| MATH ACT | MATH | MATH | MATH ACT | MATH ACT |
|-----------|-----------|-----------|---------------------|-----------------|
| 0—14 | ACT 15-17 | ACT 18-22 | 23-27 | 28 or higher |
| MATH 0950 | MATH 0990 | MATH 1010 | 1030, 1040, 1050 | 1060 or 1100 |

Math 0950 or 0990 credits do NOT count toward graduation, but they do count towards scholarship and financial aid credit requirements

*To place into a higher level math class you can take a test called “Accuplacer”. There is a \$10 charge. The test can be taken at the Testing Center

Major preparation information is given only as a guide. Information is subject to change without notice. For most recent information, students must visit the Music Department website:

<http://www.snow.edu/music/contactinformation.htm>, or contact the music department at 435-283-7472

BACHELOR OF MUSIC – APPLICATION & AUDITION INFORMATION

The Bachelor of Music degree in Commercial Music program is open by audition only. The process of auditioning for the program differs slightly depending on whether or not a student is new to Snow College (an incoming freshman or transfer students) or a continuing student from the two-year program. The different procedures for auditioning are outlined below. **All students must audition on an instrument or voice to be considered for the program.** If there is additional material that you would like to submit in support of your application (especially in the areas of songwriting or music production) please follow the instructions below.

Audition Procedure – New students

1. All students must first be admitted to Snow College. This may be accomplished by filling out an application online at <http://www.snow.edu/welcome/admissions/application.html>
2. All students must also apply for admission to the Bachelor of Music degree program. This may be accomplished by filling out an application online at www.snow.edu/music
3. All students must audition on their major instrument or voice. You may audition by:
 - A. Participating in annual scholarship auditions, which are typically held during the

middle of February (check the website www.snow.edu/music for details), OR

- B. Audition by appointment with the coordinator of your area:
 - Brass and Percussion areas – Prof. Vance Larsen (vance.larsen@snow.edu)
 - Jazz area – Prof. Willie Applewhite (willie.applewhite@snow.edu)
 - Piano area – Dr. Amber Liao (amber.liao@snow.edu)
 - String area – Dr. Brent Smith (brent.smith@snow.edu)
 - Vocal area – Dr. Steve Meredith (steve.meredith@snow.edu)
 - Woodwind area – Dr. Madeline LeBaron (madeline.johnson@snow.edu)
- C. Video audition for out of state/country students may be arranged by contacting the coordinator of your area (see above);
- D. An audition would typically consist of performance of a solo piece of sophomore-level difficulty. The audition may also include the playing of scales, etudes or a sight-reading skill evaluation.

Note: If you are interested primarily in the concentration areas of Songwriting/Composition or Music Production please **also** include:

- E. a typewritten résumé outlining your experience in your area of interest and samples of your work. Samples might include: recordings (audio or video), notation samples (traditional or lead sheet) in pdf format, links to online samples, etc. These samples should be sent via email to:
 - Songwriting/Composition - Prof. Vance Larsen (vance.larsen@snow.edu)
 - Music Production - Dr. Steve Meredith (steve.meredith@snow.edu)

Audition Procedure – Continuing Students

1. All students must audition on their major instrument or voice. You may audition by:
 - A. Filling out your jury form and checking the box that indicates you are wishing to use your jury as an audition. . If at all possible, use this process. OR,
 - B. Audition by appointment with the coordinator of your area:
 - Brass and Percussion areas – Prof. Vance Larsen (vance.larsen@snow.edu)
 - Jazz area – Prof. Willie Applewhite

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Personnel

- (willie.applewhite@snow.edu)
 - Piano area – Dr. Amber Liao (amber.liao@snow.edu)
 - String area – Dr. Brent Smith (brent.smith@snow.edu)
 - Vocal area – Dr. Steve Meredith (steve.meredith@snow.edu)
 - Woodwind area – Dr. Madeline LeBaron (madeline.johnson@snow.edu)
- C. An audition would typically consist of performance of a solo piece of sophomore-level

Note: If you are interested primarily in the concentration areas of Songwriting/Composition or Music Production please **also** include:

- D. a typewritten résumé outlining your experience in your area of interest and samples of your work. Samples might include: recordings (audio or video), notation samples (traditional or lead sheet) in pdf format, links to online samples, etc. These samples should be sent via email to:
- Songwriting/Composition - Prof. Vance Larsen (vance.larsen@snow.edu)
 - Music Production - Dr. Steve Meredith (steve.meredith@snow.edu)

OTHER MUSIC PROGRAMS

In addition to the BMCM degree, the Horne School of Music also offers a comprehensive two-year music program with emphases in Music Performance (instrumental/vocal) Music Education (choral/instrumental), and Music Therapy. In addition, the School of Music offers numerous courses that satisfy the Fine Arts General Education requirement. For more information, please see Barbara Dalene, music adviser, in the Advisement Office.

ADDITIONAL CONSIDERATIONS

Transfer

A student who has chosen a transfer institution should check prerequisites unique to that institution. A student who works closely with Snow College music faculty will be helped through the transfer process as smoothly as possible.

Instruments

All instrumental music students should secure a professional quality instrument of their own as soon as

possible. This will enable them to progress as far as possible during their college careers. Some instruments are available for rent in limited quantities.

Concert Attire

All members of the Horne School of Music performing ensembles will be required to have black formal concert attire, except when not required by the director. These may be purchased individually before coming to Snow, or through the school of music ensemble in which you are participating.

Recitals and Juries

All music majors are required to perform at one student recital per semester and perform a musical jury at the end of each semester.

Private Lessons

All music majors are required to take private lessons through instructors authorized by the Horne School of Music. There is a \$400.00 fee per semester.





THEATRE ARTS

Associate Professor: Brad Olsen (Chair)

Assistan Professor: Milinda Weeks

Costumer: Kathleen Hansen

Web: <http://www.snow.edu/~theatre>

Phone: (435) 283-7480

The Theatre Department at Snow College is an accredited member of the National Association of Schools of Theatre.

DESCRIPTION

Theatre is the art and craft of play production. It includes the study of dramatic literature and theory, theatre history, acting, set design, lighting design, costume design and film. In addition to the scholarly exploration of these subjects, the theatre program emphasizes the practical application of knowledge gained and skills learned through annual performances before live audiences.

Theatre also explores the historical, cultural and social milieu that produced significant works of dramatic literature.

OUTCOMES

Students who complete an emphasis in theatre at Snow College will be expected to demonstrate that they

- know the historical and cultural development of western dramatic literature and tradition;
- know the characteristics of significant literary schools from classism to Shakespeare;
- are able to criticize significant great works in terms of the period in which they were written;
- are able to perform the basic duties of a stage technician;
- are able to perform a variety of roles from tragic, comic and musical theatre;
- feel or appreciate the literary and humanistic significance of drama;
- feel or appreciate significant works of drama from a variety of schools and authors;
- feel or appreciate the visual and oral elements of theatre.

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CAREERS

Students who complete an emphasis in theatre at Snow College and complete any additional training needed should be eligible for employment in the following occupations.

Teaching

Theatre majors who complete a Bachelor’s degree and certification in secondary education are usually eligible to teach drama at the high school level. Theatre majors who earn a Master’s of Fine Arts degree are eligible to teach performance and production on a college or university level. Majors wishing to teach theatre history and dramatic criticism on a university or college level generally will be required to earn a doctorate degree.

Actor

There are a variety of opportunities in the field of acting to include professional theatre to film, summer stock and television commercials, to voice over work for radio and animation.

Technician

Technical theatre is one of the fastest growing fields of employment in the theatre. Technicians are needed for a variety of jobs in the legitimate theatre, film, opera, dance, concert events, corporate shows, television and theme parks.

Designer

A theatre major may wish to become a designer in one or more of the following areas: scenery, costumes, lighting, hair, makeup and sound. Designers can find employment in theatre, film, opera, television, concert events, corporate shows and theme parks.

Director

Theatre majors who become directors can expect to find work in the following areas: educational theatre, professional theatre, regional theatre, film, opera and television.

RECOMMENDED CURRICULUM

The Department of Theatre Arts offers courses and production experience required for successful transfer to baccalaureate programs. Students wishing to transfer to a particular institution, should consult that institution regarding other course requirements that may be needed.

- THEA 1031 Theatre History and Literature Classic....3
- THEA 1032 Theatre History and Literature Modern...3
- THEA 1033 Acting I.....3
- THEA 1080 Theatre Improv Perf Team.....2
- THEA 1223 Makeup.....2

| | |
|--|-----|
| THEA 1513 Stage Craft..... | 3 |
| THEA 2033 Acting II..... | 3 |
| THEA 2080 Theatre Improvisation | 3 |
| THEA 2140 Directing..... | 3 |
| THEA 2203 Costume Construction | 3 |
| THEA 2210 Basic Scene Design | 3 |
| THEA 2510 Scene Painting | 3 |
| THEA 2540 Stage Lighting | 3 |
| THEA 2716 Production Practicum I..... | 1-2 |
| THEA 2726 Production Practicum II | 1-2 |
| THEA 2736 Production Practicum III | 1-2 |
| THEA 2746 Performance Practicum I..... | 1-2 |
| THEA 2756 Performance Practicum II..... | 1-2 |
| THEA 2766 Performance Practicum III..... | 1-2 |

SUGGESTED SCHEDULE

Performance Majors

| Fall - Year 1 | | Spring - Year 1 | |
|-----------------------|--------------|------------------------|--------------|
| THEA 1031 | 3 | THEA 1032 | 3 |
| THEA 1033 | 3 | THEA 1223 | 2 |
| THEA 2746+ | 1-2 | THEA 2510 | 3 |
| ENGL 1010 | 3 | THEA 2033+ | 3 |
| MATH 1030+ | 3 | THEA 2756+ | 1-2 |
| <u>Social Science</u> | <u>3</u> | <u>Humanities</u> | <u>3</u> |
| TOTAL | 16-17 | TOTAL | 15-16 |

| Fall - Year 2 | | Spring - Year 2 | |
|----------------------|--------------|--------------------------------|--------------|
| THEA 1513 | 3 | THEA 2140+ | 3 |
| THEA 2080 | 3 | THEA 2203 | 3 |
| THEA 2210 | 3 | THEA 2540 | 3 |
| THEA 2766+ | 1-2 | THEA 2766+ | 1-2 |
| ENGL 2010+ | 3 | American Inst. | 3 |
| Life science or | | Life science or | |
| Physical science | 3 | <u>Physical science</u> | 3-4 |
| <u>PE</u> | <u>1</u> | TOTAL | 16-18 |
| TOTAL | 16-17 | | |

+Prerequisites Required.

Production Majors

| Fall - Year 1 | | Spring - Year 1 | |
|-----------------------|--------------|------------------------|--------------|
| THEA 1031 | 3 | THEA 1032 | 3 |
| THEA 1513 | 3 | THEA 1223 | 2 |
| THEA 2716+ | 1-2 | THEA 2510 | 3 |
| ENGL 1010 | 3 | THEA 2203 | 3 |
| MATH 1030+ | 3 | THEA 2726+ | 1-2 |
| <u>Social Science</u> | <u>3</u> | <u>Humanities</u> | <u>3</u> |
| TOTAL | 16-17 | TOTAL | 15-16 |

| Fall - Year 2 | | Spring - Year 2 | |
|----------------------|--------------|-------------------------|--------------|
| THEA 1033 | 3 | THEA 2140+ | 3 |
| THEA 2080 | 3 | THEA 2033+ | 3 |
| THEA 2210 | 3 | THEA 2540 | 3 |
| THEA 2736+ | 1-2 | THEA 2736+ | 1-2 |
| ENGL 2010+ | 3 | American Inst | 3 |
| Life science or | | Life science or | |
| Physical science | 3-4 | Physical science | 4 |
| PE | 1 | TOTAL | 17-18 |
| TOTAL | 17-19 | | |

+Prerequisites Required.

ADDITIONAL CONSIDERATIONS

In the state of Utah, two semesters of a foreign language are required for an AA degree. Generally, theatre majors will graduate from a university with a BFA or a MFA degree which usually does not require a foreign language. However, it is advised that a student contact the particular transfer institution he/she wishes to attend for specifics regarding a language requirement.

As finances allow, those wishing to be performance majors should develop and keep their own makeup kits. They should also have a pair of black character shoes and rehearsal clothes.

Those wishing to be production majors should develop and keep their own set of standard tools: e.g. screwdrivers, pliers, utility knives, and measuring tapes. They should also develop and keep a set of all black crew clothes.

EMPLOYMENT OPPORTUNITIES

The theatre department employs students to assist as carpenters, stage and costume technicians, and box office managers. This is accomplished through the college "Work-to-Learn" and "Work Study" programs. Students may apply for these positions at the Financial Aid Employment Window.

SCHOLARSHIP OPPORTUNITIES

Performance Scholarships

To qualify for a theatre performance scholarship, you are invited to audition for the theatre faculty on the Snow College Campus. The audition should consist of two contrasting pieces (non-musical) each at least two minutes in length but no more than two minutes and 30 seconds for a total audition time of four to five minutes.

A portfolio and/or resume of your performance experience are also requested for presentation at this time.

Further information can be obtained by calling Danni Larsen at (435) 283-7150, Brad Olsen at (435) 283-7481 or email at brad.olsen@snow.edu.

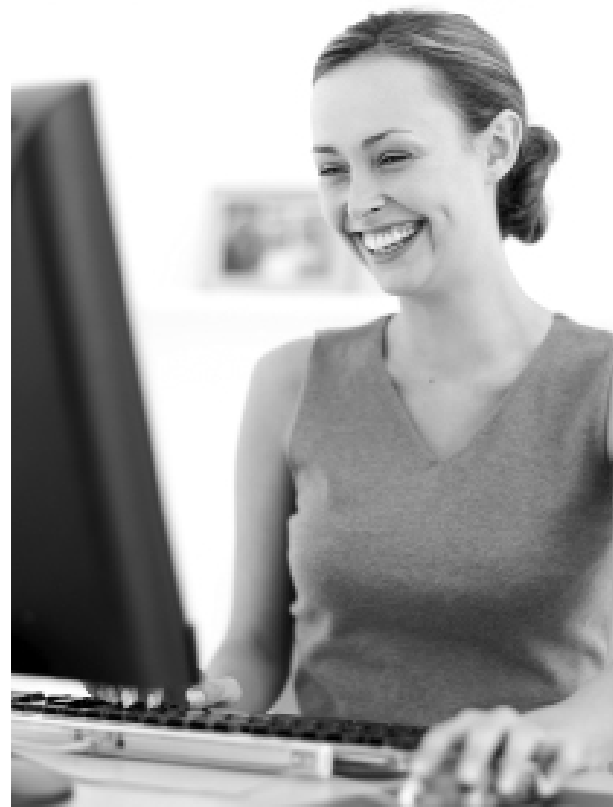
CLUB

Alpha Delts is the theatre club on campus. Alpha Delts members are involved in service projects, staffing the theatre box office, ushering for productions, and sponsoring social events on campus. Any student interested in Alpha Delts can join.

NEW MEDIA

For information about the New Media Program, please contact:

Elaine Compton - (435) 283-7421
elaine.compton@snow.edu



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DIVISION OF HUMANITIES

Sheryl James Bodrero, Dean

Secretary: Rebecca Adams

Phone: (435) 283-7411

English
 English as a Second Language
 Foreign Languages
 Philosophy
 Teaching Second or Foreign Languages

Professor: Mike Kowalski

Associate Professor: David Allred, Jannette Anderson, Kent Bean, Jeff Carney, Erick Faatez, Melanie L. Jenkins, Sheryl James Bodrero, Ron Lamb, Diane Ogden

Assistant Professor: William Jensen, Rachel Keller, Sharon Kilmer, Travis Schiffman, Gregory Wright

Instructor: Celia Benson, English Brooks, Kevin Holdsworth, Alex Peterson

Courses in the Humanities Division are designed to satisfy the prerequisites of a college major in the various areas listed above or to satisfy the immediate needs of general education.

The division is organized into program areas as follows: Communication, English, English as a Second Language, Philosophy, Foreign Languages, and Teaching Second or Foreign Languages.

The Humanities Division strives to help students accomplish five objectives:

1. Enhance social and applied technology skills needed to enter into and operate effectively in the world of work.
2. Better understand oneself and one's relationship to the social and physical world in which we live.
3. Enhance perception and appreciation of beauty and spirituality.
4. Sharpen powers of reason and discernment essential for effective and responsible citizenship.
5. Fulfill requirements and develop competence for smooth and successful transfer into upper division study at other colleges and universities.

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ENGLISH

Professor: Michael Kowalski

Associate Professor: David Allred, Jannette Anderson, Kent Bean, Jeff Carney, Melanie L. Jenkins (Chair), Ron Lamb, Erick Faatz

Assistant Professors: Rachel Keller and Gregory Wright

Instructor: Celia Benson, English Brooks, Kevin Holdsworth

Phone: (435) 283-7404

DESCRIPTION

English is the study of British, American, and world-literature, literary theory, creative writing, technical writing, composition theory, rhetorical theory, and (in some programs) women's studies, American studies, multicultural studies, and film.

English majors study a variety of authors, genres, and literary periods. They study language as a vehicle of utility and pleasure. They study literature as a reflection of the human condition. They read and write extensively.

OUTCOMES

Students who complete the recommended English curriculum at Snow College will be expected to demonstrate that they

- know the elements of most literary genres and the vocabulary used to describe them;
- know the general outline of British and/or American literary history;
- know the scope of several distinct literary theories;
- can respond constructively to an unfamiliar literary work;
- can write a mature essay that interprets a literary work within the framework of a recognized literary theory;
- believe that literature is an important form of expression;
- believe that they are themselves capable of participating in the literary tradition.

CAREERS

Students who earn a degree in English should be able to work in the following areas:

Teaching

English majors who earn a bachelor's degree and certification in secondary education are usually eligible to be high school English teachers. With a master's degree, English majors are eligible to teach in a two-year college. These levels usually emphasize the teaching of writing. With a doctorate, English majors are eligible to teach in a four year college or university. College professors may choose an area of specialization, which is usually related to their doctoral studies; they are usually expected to do research.

Research

Scholarly research in English is usually combined with teaching. Most English scholars research literary theory, authors, genres, or periods; rhetorical theory; or composition theory. Anyone who anticipates a career in research should enjoy reading writing, and working alone.

Editing

Editors usually work for book, magazine, or newspaper publishers. They may have education in journalism as well as English. They are sensitive readers with an excellent command of the language. They develop manuscripts from submission to publication. Most book and magazine editors work in New York City, though some positions do exist in smaller areas.

Technical Writing

Technical Writers write documents for business and industry, such as instruction books, training manuals, and reports. Most of them have graduated from programs that specialize in technical writing. Many technical writers have also been trained in a technical area. Their most important qualification is the ability to write clear, concise prose. Computer skills are usually essential.

Creative Writing

Many English majors write fiction, poetry, drama, or screenplays. Most creative writers have a gift for language and a profound understanding of the human condition. Although a college degree is not required to write creatively, the training offered by college programs (undergraduate and graduate) is often indispensable. Note that few creative writers earn a living from their writing. Most take jobs in other areas (especially teaching) and write in their spare time.

RECOMMENDED CURRICULUM

Enrolling in and completing ENGL 0980 or ENGL 0990 is required for students who score 10 or below on the English portion ACT or lower than 368 on the verbal section of SAT. The course is recommended for students who score between 11-17 on the ACT or below 484 on the SAT English Exam.

Students who wish to transfer to a four-year institution should take courses as recommended below. Note that these recommendations represent a *minimal commitment* to studying English. Students who have a transfer institution in mind should consult that institution's English Department regarding course transferability as soon as possible.

The following four courses:

| | |
|--|---|
| ENGL 2510 Masterpieces of American Literature I.... | 3 |
| ENGL 2520 Masterpieces of American Literature II... | 3 |
| ENGL 2610 Masterpieces of English Literature I..... | 3 |
| ENGL 2620 Masterpieces of English Literature II..... | 3 |

Two courses from the following:

| | |
|---|---|
| ENGL 2150 Intellectual Traditions of the West I | 4 |
| ENGL 2160 Intellectual Traditions of the West II..... | 4 |
| ENGL 2300 Introduction to Shakespeare | 3 |
| ENGL 2200 Introduction to Literature | 3 |

The following course:

| | |
|--|---|
| ENGL 2600 Introduction to Critical Literature/Theory | 3 |
|--|---|

One course from the following:

| | |
|---|---|
| ENGL 2250 Creative Writing | 3 |
| ENGL 2260 Technical Writing | 3 |
| ENGL 2280 Methods and Practice in Tutoring Writers..... | 3 |
| ENGL/TSFL 2660 Introduction to Language..... | 3 |

Students who are considering the English major, but who remain uncertain, are encouraged to take one or more of the following courses:

| | |
|---|---|
| ENGL 2220 Introduction to Fiction..... | 3 |
| ENGL 2230 Classic Myths and Folk Tales..... | 3 |
| ENGL 2240 Introduction to Poetry..... | 3 |

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ADDITIONAL CONSIDERATIONS

Students who wish to be certified in secondary education should consult the education department for additional requirements.

In the state of Utah, two semesters of a foreign language are required for an AA degree. Four semesters are required for a BA (The normal undergraduate degree for an English major is the BA) A reading knowledge of at least one foreign or ancient language is required for most graduate degrees in English.

Students interested in a teaching career may wish to take ENGL 1410 and/or ENGL 2280.

Students interested in a writing career may wish to take ENGL 2250 or ENGL 2260.

English majors should develop as much background as possible in history and philosophy.

As finances allow, English majors should develop a personal reference library that includes the following texts: a hardbound collegiate dictionary; a rhetorical handbook; *Fowler's Modern English Usage*; *A Glossary of Literary Terms*; and *The Cambridge Guide to Literature in English*. (Other significant texts are likely to be acquired as course requirements keep them.)

***Weeds* Literary Magazine**

Once a year, the English Department publishes *Weeds*, a magazine of prose and poetry. *Weeds* is written and produced entirely by students. The editor of *Weeds*, is chosen by the department on the basis of merit.

The Writing Lab

Students in ENGL 2280, Methods and Practice in Tutoring Writers, serve as tutors in the Snow College Writing Lab. Graduates of the course are eligible for paid positions as writing tutors. This tutoring experience provides a unique opportunity to learn what it means to teach English. It is also an excellent way to serve the community.



ENGLISH AS A SECOND LANGUAGE

Associate Professors: Diane L. Ogden, Sharon Kilmer
Assistant Professors: Alex Peterson
Instructors: Udambor Bumandalai
Phone: (435) 283-7434

DESCRIPTION

The ESL Department provides an intensive English program designed for students whose English language skills are not yet developed enough to read, write, take notes and examinations, or do other college-level work in English. Most ESL students complete the program in one or two semesters.

Students in the ESL Program attend classes five to six hours a day for five days a week. ESL courses instruct students in basic English skills such as speaking, listening, reading, and writing. ESL also offers subjects which will help students to live and study at an American college. Unless students have submitted a TOEFL score of 500, 173 CBT, 63 iBT (with a minimum of 15 in each section) or higher, they are required to take the ESL Departmental Placement Exam at an additional cost of \$25.00. The score on this exam will determine where students will begin their studies.

Most students will be placed into Levels 1-4 and must work through the levels until they have passed Level 4. More advanced students will be placed into ESL 1051 Composition while they take regular college courses. Very advanced students may register as fully matriculated students and begin taking regular college courses immediately.

Up to 15 credits of ESL courses numbered above 1000 may be counted toward graduation.

ESL LEARNING OUTCOMES

Writing:

Students will be able to write clearly and effectively to succeed in regular academic course.

Reading:

Students will be able to read effectively to obtain information to succeed in regular academic course.

Communication:

Students will be able to communicate effectively in classes and with instructors to succeed in regular academic courses.

Culture:

Students will have a cultural awareness of the

differences between their own home culture's instructional style and American classroom culture to be able to succeed in regular academic courses.

Grammar:

Students will be familiar with the English tense system and be able to produce grammatically comprehensible discourse.

CAREERS

Students who complete all the ESL course work with a B or better and take the Oral Language Proficiency Interview (OLPI) will receive an ESL certificate of completion. Students are prepared to return to their homes and get jobs that require English language proficiency.

RECOMMENDED CURRICULUM

ESL courses are eight weeks in duration, which means there are two sessions per semester. This allows beginning students to complete the ESL program in four sessions or two semesters. Note: students must pass all ESL courses with a grade of B (85%) or better before they advance to the next level or matriculate into regular college course work.

Level 1

| | |
|---|----------|
| ESL 0211 Level I Listening | 1 |
| ESL 0241 Level I Content - Based Reading..... | 1.5 |
| ESL 0251 Level I Writing..... | 1.5 |
| ESL 0270 Level I Conversation..... | 1 |
| ESL 0280 Level I Grammar..... | 2 |
| ESL 1000 International Student Orientation..... | 1 |
| TOTAL..... | 8 |

Level 2

| | |
|---|------------|
| ESL 0280 Level 1 Grammar | 2 |
| ESL 0411 Level II Listening..... | 1 |
| ESL 0430 American Culture and Values..... | 1.5 |
| ESL 0441 Level II Reading..... | 1.5 |
| ESL 0451 Level II Composition..... | 1.5 |
| ESL 0470 Level II Conversation..... | 1 |
| ESL 1000 International Student Orientation..... | 1 |
| TOTAL..... | 9.5 |

Level 3

| | |
|--|-----|
| ESL 0430 American Culture & Values..... | 1.5 |
| ESL 0970 Level III Conversation | 1 |
| ESL 1011 Level III Listening..... | 1 |
| ESL 1040 Level III Content-Based Reading | 2 |
| ESL 1051 Level III Composition..... | 1.5 |
| ESL 1080 Level III Grammar | 1 |

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ESL 1000 International Student Orientation..... 1
TOTAL..... 9

Level 4

ESL 0975 Level 4 Conversation 1
 ESL 1051 Level III Composition..... 1
 ESL 1130 Level IV American Culture.....1.5
 ESL 1161 Level IV Intro Internet Research.....1.5
 ESL 1170 Level IV Intro Literature 1
 ESL 1191 Level IV TOEFL Prep..... 1
 ESL 1000 International Student Orientation..... 1
TOTAL8

ADDITIONAL CONSIDERATIONS

Individual ESL courses usually do not transfer to another Intensive English Program (IEP), but students who finish the course work will receive a certificate of completion that may be recognized by other IEPs. Furthermore, non native English students who graduate from Snow College with an AA or an AS can be accepted directly into most Utah four-year institutions as a junior without being required to have a TOEFL score.

Snow College ESL Program

- The Snow College ESL program is an Intensive English Program (IEP).
- The purpose of the program is to teach English for Academic Purposes.
- Students should have a basic level of English when they arrive at Snow College. The ESL program does not offer classes at the absolute beginner level. Students should have had some English instruction before entering the ESL program.
- There are five dates during the year when students may enter the Snow College ESL program. If a student desires to enter late, s/he must wait until the next enrollment period.

ESL Program Policies

1. The Snow College catalog states that students are accepted with a TOEFL score of 63 (with a minimum of 15 in each area) that will allow them to enter as mainstream students. Students should, therefore, come with a TOEFL score, not a TOEFL equivalent. IELTS scores are discouraged. If IELTS is considered, the student must have a score of 6.0 to enter as a mainstream student.
2. Students who do not have the minimum TOEFL score must take the English Placement Test and follow the results of the placement test score. (See Snow College catalog International Student Admissions section).
3. The English Placement Test will not be given after the second day of new student orientation. This applies to local students, as well as international students. The only exception will be for those students who have experienced flight delays or cancellations en route to Snow

College. Students with visa delays will have to enter the following session.

4. If Snow College will not allow a student to register for classes because of a hold or for any other reason, that student will not be allowed to attend ESL classes. (See Snow College catalog Registration section).
5. No student, new, returning, or local, will be allowed to register for or attend ESL classes if they arrive later than the first three days of classes.
6. ESL students will not be allowed to attend classes if they are not registered by the end of one week of classes. For example, if classes begin on Wednesday, students must be registered by Wednesday of the next week. This includes new students, returning students, and local students who are registering through Continuing Education.
7. ESL students are expected to be in class for every class period. Students are expected to make normal progress toward completion of the ESL program. Students who are not attending classes regularly will be reported to the PDSO at the end of the third week of each session. At that time, the PDSO will initiate disciplinary action. Any student who has a medical condition that does not allow the student to attend classes regularly will be required to have a written acknowledgement from an American physician stating that fact. That student will still be responsible for turning in assignments, in a timely manner, for the classes missed.
8. A student will not be allowed to take a class more than twice if that student is neglecting to make progress in the class. Neglecting to make progress includes failing a class because of not abiding by attendance policy, or failing a class because of failure to complete homework, coursework, and tests as determined by the teachers' policies.
9. Faculty will keep a written record of all instances of cheating and plagiarism in their ESL classes. All ESL faculty and the director of the Center for Global Engagement will be informed of any incident of cheating or plagiarism.

The first instance of plagiarism will be handled at the teacher's discretion, i.e. talk to the student and let him/her know what score s/he will receive on the assignment (a 0 is possible). All ESL faculty will also be informed of the first incident. If there is a second instance of plagiarism, the student will receive an F in the class, and it will be reported to the director of the Center for Global Engagement.

The first instance of cheating will result in a 0 on the assignment/test. All ESL faculty will be informed of the first incident. If there is a second instance of cheating (even if it is the first instance in another class), the student will receive an F in the class in which the second incident occurred. Repeated instances of cheating could lead to dismissal from the ESL program.

10. ESL students must finish all Level 3 classes before they can register for any regular academic courses. ESL students must finish all ESL classes before taking English 1010.

11. Students do not have the option of dropping ESL classes. If any ESL class is to be dropped, the Chair of the ESL Department will initiate the process.

12. The use of cell-phones and other electronic devices is not allowed in ESL classes. Cell-phones and other electronic devices must be turned off and out of sight during class time. The only exception will be when a teacher allows the use of an electronic device for in-class work.



FOREIGN LANGUAGES

Associate Professor: Sheryl James Bodrero

Assistant Professor: William Jensen, Travis Schiffman (Chair)

Phone: (435) 283-7406

DESCRIPTION

The foreign languages taught at Snow College are Chinese, French, Italian, Japanese, Korean (one semester, online), and Spanish. The study of a foreign language includes the language plus its cultures, civilization, literature, and instruction in effective communication via written and oral modes.

Foreign language majors study the language as a vehicle of personal, academic, and professional expression in a variety of contexts appropriate to the cultures where the language is spoken. They study the people who speak the language, and they investigate attitudes, behaviors, and histories through a variety of media and through interaction with native speakers, or advanced non-native speakers, and texts. Majors also read and write extensively in the foreign language.

Students often combine a foreign language major with a secondary major, thus increasing their career potential.

Mission Statement

The mission of the Foreign Languages Department is to help students achieve their foreign language study goals and to prepare them to engage with diverse world cultures. The department does this by preparing students to communicate with native speakers orally and in writing on a basic level in culturally appropriate ways. The Foreign Languages Department further assists the campus and local communities in expanding their worldview through its extra-curricular activities.

The Foreign Languages Department supports the mission of Snow College in the following ways:

- **Excellence:** the department provides students with personal attention, frequent interaction with native and advanced non-native speakers, and multiple opportunities for assessment and feedback on their progress in learning the language.
- **Innovation:** the department seeks out and evaluates improvements in foreign language teaching methodologies, and implements those that suit its constituents best.
- **Engagement:** the department assists students in de-

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veloping skills that help them navigate cross-cultural experiences in productive ways.

Students

The Foreign Languages Department at Snow College serves a diverse group of students including those with little to no language background and those returning from language-intensive experiences abroad. Students enrolled in foreign language courses seek to meet the foreign language requirement for the AA degree, increase their cultural awareness, or improve communication skills in preparation for future employment where co-workers may speak a language other than English. Those students who have returned from a language-intensive experience abroad may serve as foreign language tutors for credit.

Students seeking the Associate of Arts degree must complete 4 credit hours of language instruction at the 1020 (second semester) level or higher, or demonstrate proficiency at this level through a passing grade on the BYU Foreign Language Achievement Test. Some students who complete the 1020 level obtain the A.A. Other students study a language for personal interest. Many students come to Snow College having already studied a foreign language in high school; these students often desire to strengthen their communication skills in the language, or to earn credits in a course that they know they can be successful in. Some languages attract students seeking majors in specific areas: Spanish attracts business, education and healthcare majors; French and Italian attract music and visual arts majors; Chinese and Japanese attract business and art majors.

STUDENT LEARNING OUTCOMES

Students who complete the recommended foreign language curriculum at Snow College achieve the following outcomes:

Interpretive Communication

- Students will be able to understand the main point in short conversations, messages, and announcements that they hear in the target language. (Novice high listening)
- Students will be able to understand some ideas in simple texts that contain familiar vocabulary. (Novice high reading)

Presentational Communication

- Students will be able to provide basic information on familiar topics using phrases and simple sentences (Novice high spoken production).
- Students will be able to write descriptions and short messages to request or provide information on fa-

miliar topics using phrases and simple sentences. (Novice high written production)

Interpersonal Communication

- Students will be able to exchange information on familiar tasks, topics, and activities.
- Students will be able to handle short social interactions using phrases and simple sentences. They may need help or visuals to keep the conversation going. (Novice high person to person communication)
- Students will express satisfaction with their ability to reach their communication goals.

Cultural Competence

- Students will be able to talk about and describe (in English) aspects of the target culture, such as food, clothing, types of dwellings, modes of transportation, buildings, and monuments.
- Students will be able to make comparisons between their culture and the target culture and explain differences based on linguistic, geographic, historical, etc. cues.
- Students will seek opportunities to learn about and experience new cultures outside of class.

Academic Advising

Most students meet with an adviser in the Student Success Center to determine which language they should study. On occasion the adviser will work with the Foreign Languages Department chairperson or the teacher of the specific foreign language to determine the placement of a student in a particular level.

Students who seek to major or minor in a foreign language most often seek advice about advanced language courses from the faculty member who teaches that language. In these cases students are advised based on their experience, abilities, and interests. Majors and minors are encouraged to contact the foreign language department of their transfer school for specific course requirements and opportunities.

CAREERS

Students who earn a bachelor's degree in a foreign language often choose career paths in the following areas:

Teaching

Combining a foreign language major with teaching certification qualifies graduates to teach language at the K-12 levels, and fosters increased sensitivity when teaching students of different cultural backgrounds. With a master's degree, foreign language majors are eligible to teach in a two-year college where basic through

intermediate levels of language instruction are emphasized. A doctorate in a foreign language prepares majors to teach at a four-year college or university where they may teach language, literature, civilization, and/or linguistics courses to undergraduate and graduate students. College professors usually have opportunities to teach courses focused on their area of specialization. They can also expect to do research.

Note: foreign language majors who choose to pursue graduate work may find opportunities to support their studies by teaching basic language courses for their departments. These programs typically require some training in foreign language teaching methodology.

Business

Combined with a business minor or major, graduates would have an advantage as employers seek candidates to work on international projects targeted at Asia, Europe, the Caribbean, North, Central, and South America.

Public Service/Government/Military

Public servants whose mission is community-oriented will be better able to serve both urban and rural areas due to growing numbers of people who do not speak English as their first language. Those working in diplomatic/political arenas will be able to handle international affairs as well as multicultural national matters. Graduates with a bachelor's degree who enter the military are eligible for officer training. Combined with other degrees, graduates will be better able to specialize in certain areas of military service that require both additional education and the ability to survive in a foreign country. Military assignments may also include those listed below under interpretation and translation.

Basic Interpretation/Translation

Specialization in this area will qualify graduates to work in the private sector as well as in diplomatic settings, providing needed goods and services for businesses and other organizations.

Science and Technology

A combination of foreign language studies with studies in any one of a number of science or technology-related fields may enhance one's career opportunities. In particular, foreign language skills are in considerable demand when combined with studies in majors such as computer information systems, computer science, engineering, microbiology/genetics, medicine, and pharmacology. Consult a member of the foreign language faculty to determine which fields would best suit the study of a particular language.

ADDITIONAL CONSIDERATIONS

Students who have a transfer institution in mind should consult that institution's foreign language departments for exact prerequisites as soon as possible.

A basic knowledge of at least one other foreign language is required for most graduate degrees in foreign languages.

Students who wish to be certified in secondary education should consult the Education Department for additional requirements.

Students interested in a teaching career may wish to take TSFL 1400, 1997, 1998, 1999, 2300, and 2700.

Undergraduate Tutoring

Students with extensive experience in a foreign language may enroll in the 2950 course and serve as tutors. This tutoring experience provides a unique opportunity to experience a teaching role in a foreign language. It is also an excellent way to serve the community.

Documentation of Proficiency by Special Examination

Students wishing credit for a language not taught at Snow College, or who desire consideration for credit when they have language proficiency should schedule an examination with the Brigham Young University Language and Intercultural Research Center. Students should request that the results of that evaluation be sent to the Dean of the Humanities Division at Snow College, who will certify to the Registrar the credits to be awarded. Please call (801) 378-3511. This recording will give the current information regarding test dates and times.



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- THEA
- New Media

Humanities

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- ESL
- LANG
- PHIL
- TESL

Natural Science & Mathematics

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PHILOSOPHY

Professor: Mike Kowalski
Assistant Professor: Gregory Wright (Chair)
Phone: (435 283- 7462

OUTCOMES

Students who complete philosophy classes at Snow College will be expected to demonstrate that they

- can explain how philosophy is done and the major issues in the areas of logic, metaphysics, epistemology, political, and moral philosophy;
- can articulate and argue his or her own beliefs in each of the areas of philosophy;
- can analyze and evaluate an argument in philosophy.

Students who complete an Associate Degree and continue on for further schooling find employment mainly in teaching. In addition many philosophy majors are accepted into law school.

Philosophy courses offered at Snow:

PHIL 1000 Introduction to Philosophy
PHIL 2050 Ethics and Values
PHIL 2600 World Religion and Scripture



TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

Associate Professor: Sheryl James Bodrero, Diane L. Ogden

Assistant Professors: William Jensen, Sharon Kilmer, Alex Peterson

The TESL department offers a training program for students who want to teach their native language or a language in which they have near-native ability to non-native speakers. Students can earn an Associate of Applied Science (AAS) degree in TESL or complete the TESL curriculum while pursuing an Associate of Arts (recommended) or Associate of Science degree.

Preparation:

Students will be prepared to continue in a program to pursue a TESOL minor, a TESOL Bachelor's degree or a Master's in a related field (i.e. TESOL, Second Language Teaching, Applied Linguistics).

Teaching Ability:

Students will be able to teach their native language or a language they are competent in to non-native speakers.

Theory & Practice:

Students will be familiar with Second Language Acquisition Theory and Language Teaching Practices.

Cultural Sensitivity:

Students will be aware of cultural differences and sensitive to cross-cultural issues.

Careers and Certificates

Students who complete the Associate of Applied Science (AAS) will receive a certificate and will be able to find jobs outside the United States teaching English.

| Fall-Year 1 | | | Spring-Year 1 | | |
|-----------------|------|-----------|------------------|--------|-----------|
| TESL | 1400 | 4 | MATH | 1030*+ | 3 |
| ENGL | 1010 | 3 | TESL | 1150 | 1 |
| ENGL | 1410 | 3 | TESL | 1998 | 1 |
| TESL | 1050 | 1 | ENGL | 2010 | 3 |
| TESL | 1600 | 1 | PE | 1096 | 1 |
| TESL | 1997 | 1 | American Inst. | | 3 |
| <u>Elective</u> | | <u>2</u> | <u>Fine Arts</u> | | <u>3</u> |
| TOTAL | | 15 | TOTAL | | 15 |

| Fall-Year 2 | | | Spring-Year 2 | | |
|----------------------|-------------|-----------|-------------------|------|-----------|
| TSFL | 2650 (HU) | 3 | TESL | 2300 | 1 |
| Life Science | | 4 | TSFL(HU) | 2660 | 3 |
| Social Science**(SS) | | 3 | TESL | 2700 | 1 |
| Oral Comm (OC) | | 3 | TESL | 2998 | 1 |
| <u>TESL</u> | <u>2997</u> | <u>1</u> | Phys Science (PS) | | 3 |
| TOTAL | | 14 | <u>Elective</u> | | <u>5</u> |
| | | | TOTAL | | 14 |

+Prerequisites required

***recommended**

**** Must be one of the following: GEOG 1300, SOC 1010, HFST 1500, or ANTH 1000**

Foreign Language Requirement

Students who are pursuing an AAS must take courses in two different foreign languages. Students who are pursuing an AA must take 4 credits of one foreign language numbered 1020 or above.



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Fine Arts.

Communication &

New Media

- ART
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- THEA
- New Media

Humanities

- ENGL
- ESL
- LANG
- PHIL
- TESL

Natural Science & Mathematics

- BIOL
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- ENGR
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Social & Behavioral Science

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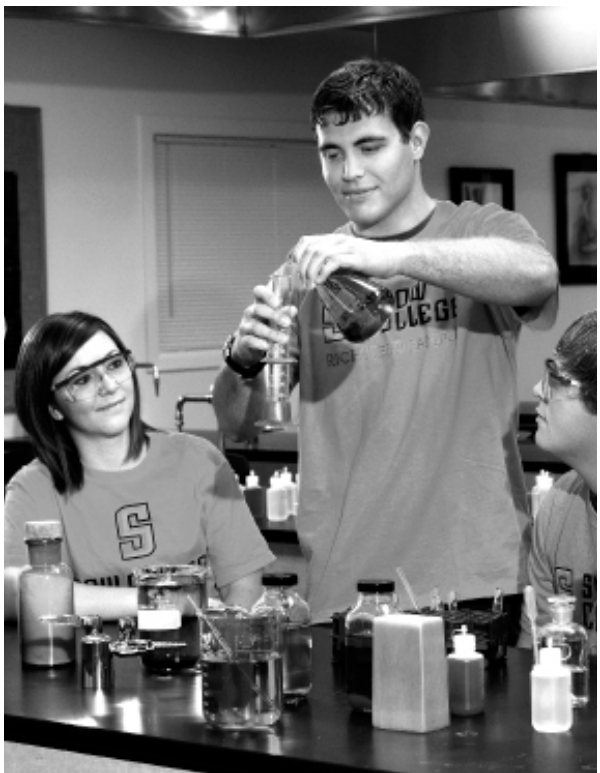
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DIVISION OF NATURAL SCIENCE AND MATHEMATICS

Dan Black, Dean

Phone: (435) 283-7500

Email: natsci@snow.edu

| | |
|---------------------|----------------------------|
| Biology | Math Education |
| Botany (Plant Sci.) | Meteorology |
| Chemistry | Microbiology |
| Computer Science | Natural Resources |
| Engineering | Physical Science Education |
| Geology | Physics |
| Geophysics | Physiology |
| Mathematics | Zoology |

Pre-Professional Programs:

| | |
|----------------------|---------------------------|
| Dentistry | Civil Engineering |
| Medical Technology | Environmental Engineering |
| Medicine | Electrical Engineering |
| Nursing | Computer Engineering |
| Pharmacy | Mechanical Engineering |
| Physical Therapy | Aerospace Engineering |
| Chemical Engineering | |

Professor: Kari Arnoldsen, Paul Gardner, Ted L. Olson, Joseph M. Papenfuss, Larry Smith, Allan Stevens

Associate Professor: Jonathan Bodrero, Renee Mauche Faatz, Garth Sorenson, Douglas Wendel

Assistant Professor: Dan Black, Lamar Cook, John Fisher, Luis Gordillo, Brian R. Newbold, Kenyon Platt, Kevin Sorensen, Mark Wathen

Instructor: Cindy Alder, Daniel Balls, Ron Dalley, Chad Dewey, Brian Hansen, Lorie Hughes, Janalee Jeffery, Heidi Johnson, Clinton King, Steve Zollinger

Lecturer: Mel Jacobsen

Term Faculty: Brian Hansen, Lorie Hughes,

The courses offered in the Division of Natural Science and Mathematics are designed to prepare students for careers in areas of natural science and to fulfill general education science requirements.

Course work has been designed to be transferable to advanced programs at four-year schools. If a student chooses to become a teacher in these areas, the requirements may be considerably different. Advisors are prepared to guide the student in selecting the proper courses for a career in teaching in public schools.

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Fine Arts.

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BIOLOGICAL SCIENCES DEPARTMENT OF LIFE SCIENCES

Professor: Paul A. Gardner, Joseph M. Papenfuss, Allan R. Stevens (Chair)

Assistant Professors: Lamar R. Cook, John Fisher, Kevin Sorensen, Luis Gordillo

Instructors: Heidi Johnson

Web: <http://www.snow.edu/~lifesci/>

Email: biology@snow.edu or lifescience@snow.edu

Phone: (435) 283-7503

DESCRIPTION

Biology is the study of life. It is a very broad discipline which includes key aspects of all the fields in the life sciences. Cell biology studies the function, ultrastructure and internal processes of cells of given organisms. Molecular biology examines these processes on the molecular level of proteins, DNA, RNA, etc. Animal biology or zoology includes more specialized fields of study. Some examples are anatomy (structures), morphology (how shape or form relate to function), physiology (internal processes and functions and their coordination), genetics (heritability of the information that ultimately directs all life functions and responses to the environment), systematics and taxonomy (ordering, classifying and naming of species), evolution (origin and development of species), and ecology (interrelationships of living organisms with each other and the environment). Human biology is an intensively studied area of animal biology. Plant biology or botany is likewise divided into the same specialized fields of study found in zoology. Microbiology includes the study of bacteria, viruses (virology), fungi (mycology) and protists, although many of the latter are studied in plant and animal biology. These component areas of microbiology may be further subdivided into the fields of study mentioned above.

OUTCOMES

Students who complete recommended Life Sciences curricula at Snow College will be expected to demonstrate that they

- know the essential qualities and key processes commonly found in life forms;
- have begun to understand the diversity of living organisms and their myriad interrelationships in the biological world;

- know how to apply systematic methods to understand complexities of an individual organism or to distinguish among diverse species;
- can use microscopes, computers, other commonly available lab equipment and supplies;
- can read the literature of the life sciences flexibly, analytically and imaginatively;
- appreciate that they have been exposed to an unfortunately small number of the myriad beauties and marvels of the living world, extant or extinct;
- have some understanding of the role that biology plays in modern life as well as past history.

CAREERS

Although biology is a very broad discipline, well-prepared students pursuing a course of study in biology can often move from one field or career track to another during their undergraduate college work. Students find the same flexibility in their graduate studies as well. Students trained in biology are knowledgeable in plant biology, animal biology, microbiology, chemistry, math and physics as well as in more specific fields directly related to their career path.

There are three general career paths. Trained professionals generally apply their training to solve or treat recurring problems while working for government and private agencies, industry or agriculture. Many of these find work with bachelor degree level training, but some will have graduate-level training.

Teachers in biology and its component fields work in secondary education, colleges and universities, and in government extension programs. Most college teachers and many in secondary education have graduate degrees.

Researchers work on both applied problems that professionals identify as important but beyond their resources to solve and on basic research to understand key processes and essential aspects of life for the sake of knowledge. Researchers may work for universities, government agencies, or private enterprise. Most will have Ph.D. level training and commonly postdoctoral experience.

The Department of Life Sciences offers students the opportunity to begin the development of an exciting, rewarding career in any one of its numerous fields. The faculty provide solid lower division undergraduate training in classroom and laboratory settings, on field trips, interaction with seminar guest lecturers and in club participation. Students are also encouraged to

participate in campus organizations and extracurricular activities, volunteer work, and to obtain summer jobs and internships. There are opportunities for cooperative education (coop ed), undergraduate teaching and some undergraduate research.

Areas of study within the life sciences that may be initially explored and studied at Snow College include biology, botany, plant taxonomy, human anatomy and physiology, microbiology, genetics, ecology, insect life, human physiology, soil science, and zoology. These areas and courses may lead to majors and careers in their own right or to additional areas of interest.

In the natural resources preparation in majors such as environmental studies, forestry, rangeland resources, fisheries and aquatic sciences, wildlife, recreation resources management, watershed and earth systems is available.

Students may also explore medicine and prepare for medical or dental school or careers in dental hygiene, radiologic technology, respiratory therapy, physical therapy, occupational therapy, pharmacy, nursing, chiropractic, optometry, osteopathy, podiatry, industrial hygiene and public health.

In addition, the Department of Agriculture at Snow College is closely allied with the life sciences and includes related fields and careers including a pre-veterinary option, and preparation for animal and dairy science, animal or plant breeding, horticulture and agriculture.

Students who complete an emphasis in the following life science fields, their general education requirements, and earn their associate degree can usually expect to transfer to a university as juniors and enter any of the following majors or tracks to become trained professionals, teachers and/or researchers.

The life sciences can be subdivided into three main groups: classical biology, human biology and natural resources. The following table lists some majors and careers associated with each of these three groups.

RECOMMENDED CURRICULUM

For the Associate of Science in the Life Sciences

Programs may change. It is very important to check with a biology faculty advisor! Students should also contact the appropriate departments for their majors at the expected transfer institutions to determine if there are any changes to the recommended class schedules below.

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CLASSICAL BIOLOGY

Biology and some Pre-Professional† Majors Suggested Two-year curriculum:

(† Pre-Professional includes pre-dent, pre-med, pre-vet, etc.)

| Fall - Year 1 | | | Spring - Year 1 | | |
|----------------|-------------|-----------|-----------------|-------------|-----------|
| BIOL | 1610 + | 4 | BIOL | 1620 + | 4 |
| BIOL | 1615 | 1 | BIOL | 1625 | 1 |
| ENGL | 1010 | 3 | MATH | 1050 + ◊ | 4 |
| Humanities | | 3 | Fine Arts | | 3 |
| Social Science | | 3 | American Inst | | 3 |
| <u>NR</u> | <u>1010</u> | <u>2</u> | <u>PE</u> | <u>1096</u> | <u>1</u> |
| TOTAL | | 16 | TOTAL | | 16 |

| Fall - Year 2 | | | Spring - Year 2 | | |
|---------------|----------------|-----------|-----------------|----------------|--------------|
| BIOL | 2030 + | 3 | BIOL | 2220 + | 3 |
| BIOL | 2035 | 1 | BIOL | 2225 | 1 |
| CHEM | 1210 + | 4 | BIOL | elective | 3-4 |
| CHEM | 1215 | 1 | CHEM | 1220 + | 4 |
| ENGL | 2010 + | 3 | CHEM | 1225 | 1 |
| <u>MATH</u> | <u>1210 +*</u> | <u>5</u> | MATH | 2040 +* | 4 |
| TOTAL | | 17 | or | | |
| | | | <u>MATH</u> | <u>1220 +*</u> | <u>4</u> |
| | | | TOTAL | | 16-17 |

+ Prerequisites Required.

*MATH 1210, 2040 recommended for USU; MATH 1210, 1220 recommended for U of U.

◊ If taken previously, then interchangeable with BIOL elective.

Biology and some Pre-Professional Majors Suggested Three-year Curriculum:

| Fall - Year 1 | | Spring - Year 1 | |
|------------------|-----------|-----------------|-------------|
| NR 1010 | 2 | MATH 1050 + | 4 |
| BIOL 1010 | 3 | CHEM 1110 | 4 |
| MATH 1010 | 4 | CHEM 1115 | 1 |
| Social Science | 3 | Humanities | 3 |
| Fine Arts | 3 | American Inst | 3 |
| <u>ENGL 1010</u> | <u>3</u> | <u>PE</u> | <u>1096</u> |
| TOTAL | 18 | TOTAL | 16 |

| Fall - Year 2 | | Spring - Year 2 | | | |
|------------------|--------|-----------------|--------------|-------------|-----------|
| BIOL | 1610 + | 4 | BIOL | 1620 + | 4 |
| BIOL | 1615 | 1 | BIOL | 1625 | 1 |
| CHEM | 1210 + | 4 | CHEM | 1220 + | 4 |
| CHEM | 1215 | 1 | CHEM | 1225 | 1 |
| MATH | 1210 + | 5 | ENGL | 2010 + | 3 |
| or | | | BIOL | 2200 | 2 |
| MATH | 1100 + | 4 | <u>BIOL</u> | <u>2205</u> | <u>2</u> |
| <u>Electives</u> | | <u>1-3</u> | TOTAL | | 17 |
| TOTAL | | 15-17 | | | |

| Fall - Year 3 | | | Spring - Year 3 | | |
|------------------|--------|--------------|------------------|--------|--------------|
| BIOL | 2030 + | 3 | BIOL | 2220 + | 3 |
| BIOL | 2035 | 1 | BIOL | 2225 | 1 |
| MATH | 1220 + | 4 | CHEM | 2320 + | 4 |
| or | | | CHEM | 2325 | 1 |
| MATH | 2040 + | 4 | or | | |
| CHEM | 2310 + | 4 | PHYS | 2020* | 4 |
| CHEM | 2315 | 1 | PHYS | 2025 | 1 |
| or | | | or both | | |
| PHYS | 2010* | 4 | <u>Electives</u> | | <u>1-6</u> |
| PHYS | 2015 | 1 | TOTAL | | 15-17 |
| or both | | | | | |
| <u>Electives</u> | | <u>3</u> | | | |
| TOTAL | | 16-18 | | | |

*Can substitute with PHYS 2210/L and 2220/L, if MATH 1210 and 1220 taken.

NATURAL RESOURCES

For degrees in the following fields, refer to the Natural Resources section, pages 156 - 157

- Forestry
- Rangeland Resources
- Conservation Ecology
- Wildlife Restoration Ecology Majors

For degrees in the following fields, refer to the Natural Resources section, pages 156 - 158

- Environmental Studies
- Geography
- Recreation Resources Management Majors

For degrees in the following fields, refer to the Natural Resources section, pages 156 - 158

- Fisheries and Aquatic Sciences Majors

For degrees in the following fields, refer to the Natural Resources section, pages 156 - 158

- Watershed and Earth Systems Majors

Human Biology and some Pre-Professional† Majors Suggested Two-year Curriculum:

(†Pre-Professional includes pre-dent, pre-med, pre-vet, etc.)

| Fall - Year 1 | | Spring - Year 1 | |
|----------------|-----------|-------------------|-----------|
| BIOL 1610+ | 4 | BIOL 1620+ | 4 |
| BIOL 1615 | 1 | BIOL 1625 | 1 |
| CHEM 1210+ | 4 | CHEM 1220+ | 4 |
| CHEM 1215 | 1 | CHEM 1225 | 1 |
| MATH 1210+ | 5 | ENGL 2010+ | 3 |
| BIOL 1820 | 1 | <u>MATH 1220+</u> | <u>4</u> |
| <u>PE 1096</u> | <u>1</u> | TOTAL | 17 |
| TOTAL | 17 | | |

| Fall - Year 2 | | Spring - Year 2 | |
|------------------|-----------|------------------|-----------|
| BIOL 2320 | 3 | BIOL 2420 | 3 |
| BIOL 2325 | 1 | BIOL 2425 | 1 |
| BIOL 2030+ | 3 | Fine Arts | 3 |
| BIOL 2035 | 1 | Social Sciences | 3 |
| Humanities | 3 | <i>and</i> | |
| <i>and</i> | | CHEM 2320+ | 4 |
| CHEM 2310+ | 4 | CHEM 2325 | 1 |
| CHEM 2315 | 1 | <i>or</i> | |
| <i>or</i> | | PHYS 2020+ | 4 |
| PHYS 2010+ | 4 | PHYS 2025 | 1 |
| PHYS 2015 | 1 | <i>or</i> | |
| <i>or</i> | | PHYS 2220+ | 4 |
| PHYS 2210+ | 4 | <u>PHYS 2225</u> | <u>1</u> |
| <u>PHYS 2215</u> | <u>1</u> | TOTAL | 15 |
| TOTAL | 16 | | |

+ Prerequisites Required.

Curriculum assumes MATH 1050, ENGL 1010, and an American Institutions course have already been completed.

Students must take one full year of physics and two full years of chemistry along with one full year of majors biology courses for admittance to medical school.

Dental, chiropractic, optometry, and other schools may have differences in required courses, so consult with your biology faculty advisor.

A three-year program can be adapted from the biology majors suggested three-year curriculum.

Composite Biology Teaching Majors Suggested Curriculum (Utah State University):

| Fall - Year 1 | | | Spring - Year 2 | | |
|----------------|-----------|--|-----------------|-----------|--|
| BIOL 1610+ | 4 | | BIOL 1620+ | 4 | |
| BIOL 1615 | 1 | | BIOL 1625 | 1 | |
| ENGL 1010 | 3 | | MATH 1050+◇ | 4 | |
| Humanities | 3 | | Fine Arts | 3 | |
| Social Science | 3 | | American Inst | 3 | |
| <u>NR 1010</u> | <u>2</u> | | <u>PE 1096</u> | <u>1</u> | |
| TOTAL | 16 | | TOTAL | 16 | |

| Fall - Year 2 | | | Spring - Year 2 | | |
|-----------------|-----------|--|-------------------|-----------|--|
| BIOL 2030+ | 3 | | BIOL 2220+ | 3 | |
| BIOL 2035 | 1 | | BIOL 2225 | 1 | |
| Humanities | 3 | | BIOL 2420 | 3 | |
| CHEM 1110+◇◇ | 4 | | BIOL 2425 | 1 | |
| CHEM 1115 | 1 | | CHEM 1120+ | 4 | |
| GEO 1110+ | 3 | | CHEM 1125 | 1 | |
| <u>GEO 1115</u> | <u>1</u> | | <u>ENGL 2010+</u> | <u>3</u> | |
| TOTAL | 16 | | TOTAL | 16 | |

+ Prerequisites Required.

◇ **MATH 1210 recommended.**

◇◇ **CHEM 1210 recommended with organic chemistry and biochemistry courses at USU for wider career options.**

BIOL 3300 General Microbiology, STAT 3000 Statistics for Scientists, and physics series will need to be taken at USU. If a third year is taken at Snow College, BIOL 2200/2205 may count for BIOL 3300 and MATH 2040 may count for STAT 3000. Either Physics series PHYS 2010/2015 and 2020/2025 or 2210/2215 and 2220/2225 should count.

Medical Laboratory Science (University of Utah) or Clinical Laboratory Science (Brigham Young University) Suggested Curriculum:

University of Utah:

| Fall - Year 1 | | | Spring - Year 1 | | |
|----------------|-----------|--|------------------|-----------|--|
| CHEM 1210+ | 4 | | CHEM 1220+ | 4 | |
| CHEM 1215 | 1 | | CHEM 1225 | 1 | |
| MATH 1050+ | 4 | | BIOL 2320 | 3 | |
| ENGL 1010 | 3 | | BIOL 2325 | 1 | |
| BIOL 1820 | 1 | | COMM 2110 | 3 | |
| BIOL 1010« | 3 | | <i>or</i> | | |
| <i>or</i> | | | COMM 1020 | 3 | |
| BIOL 1610+« | 4 | | <u>MATH 1040</u> | <u>3</u> | |
| <i>and</i> | | | TOTAL | 15 | |
| BIOL 1615 | 1 | | | | |
| <u>PE 1096</u> | <u>1</u> | | | | |
| TOTAL | 17 | | | | |

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Fine Arts

Communication & New Media

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- THEA
- New Media

Humanities

- ENGL
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- LANG
- PHIL
- TESL

Natural Science & Mathematics

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Social & Behavioral Science

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| Fall - Year 2 | | Spring - Year 2 | |
|------------------|-----------|-----------------------|-----------|
| CHEM 2310+ | 4 | PATH 3900* | 3 |
| CHEM 2315 | 1 | BIOL 2420 | 3 |
| BIOL 2030+ | 3 | BIOL 2425 | 1 |
| BIOL 2035 | 1 | American Inst | 3 |
| Fine Arts | 3 | ENGL 2010+ | 3 |
| BIOL 1610+ | 4 | <u>Social Science</u> | <u>3</u> |
| <u>BIOL 1615</u> | <u>1</u> | TOTAL | 16 |
| TOTAL | 17 | | |

+ Prerequisites Required.

«Consult an advisor for approval.

Computer literacy – students are expected to be able to do word processing and Internet searches.

*Make arrangements to take this online biochemistry course through the Medical Technology Program in the Department of Pathology in the U of U Medical School.

*BIOL 2200/2205 is recommended especially for three-year students.

Brigham Young University:

| Fall - Year 1 | | Spring - Year 1 | |
|------------------|-----------|-----------------|-----------|
| CHEM 1210+ | 4 | CHEM 1220+ | 4 |
| CHEM 1215 | 1 | CHEM 1225 | 1 |
| MATH 1050+ | 4 | BIOL 1620+ | 4 |
| BIOL 1610+ | 4 | BIOL 1625 | 1 |
| BIOL 1615 | 1 | HIST 1700 | 3 |
| BIOL 1820 | 1 | Humanities | 3 |
| <u>ENGL 1010</u> | <u>3</u> | <u>PE 1096</u> | <u>1</u> |
| TOTAL | 18 | TOTAL | 17 |

| Fall - Year 2 | | Fall - Year 2 | |
|------------------|-----------|------------------------|-----------|
| BIOL 2030+ | 3 | MATH 2040+ | 4 |
| BIOL 2035 | 1 | ENGL 2010+ | 3 |
| CHEM 2310+ | 4 | CHEM 2320+ | 4 |
| CHEM 2315 | 1 | CHEM 2325 | 1 |
| PHYS 2010+ | 4 | PHYS 2020+ | 4 |
| PHYS 2015 | 1 | PHYS 2025 | 1 |
| <u>Fine Arts</u> | <u>3</u> | <u>Social Sciences</u> | <u>3</u> |
| TOTAL | 17 | TOTAL | 20 |

+ Prerequisites Required.

Advanced Placement (AP) or summer school credit for English 1010, History 1700 or college algebra (Math 1050) will make this schedule more feasible. MATH 1100 is also recommended, if the schedule permits. Students could take either the organic chemistry or physics series at BYU to lighten their schedule. Biochemistry, cell and molecular biology and specific microbiology Prerequisites will need to be taken at BYU. These courses are equivalent to one heavy

semester of 16 to 19 hours.

*BIOL 2200/2205 is recommended especially for three-year students.

Nursing Suggested Curriculum:

4 yr BS transfer to U of U, BYU or Westminster:

| Fall - Year 1 | | Spring - Year 1 | |
|------------------|-----------|------------------|-----------|
| CHEM 1110+ | 4 | CHEM 1120+ | 4 |
| CHEM 1115 | 1 | CHEM 1125 | 1 |
| ENGL 1010 | 3 | ENGL 2010+ | 3 |
| Humanities | 3 | American Inst | 3 |
| MATH 1050+ | 4 | BIOL 2320 | 3 |
| <u>BIOL 1820</u> | <u>1</u> | <u>BIOL 2325</u> | <u>1</u> |
| TOTAL | 16 | TOTAL | 15 |

| Fall - Year 2 | | Spring - Year 2 | |
|----------------|-----------|------------------|-----------|
| BIOL 2420 | 3 | BIOL 2650+ | 3 |
| BIOL 2425 | 1 | BIOL 2655 | 1 |
| PSY 1010◇ | 3 | HFST 1500 | 3 |
| BIOL 1610+ | 4 | MATH 1040 | 3 |
| BIOL 1615 | 1 | Fine Arts | 3 |
| HFST 1020 | 3 | BIOL 2060 | 3 |
| <u>PE 1096</u> | <u>1</u> | <u>BIOL 2065</u> | <u>1</u> |
| TOTAL | 16 | TOTAL | 17 |

+ Prerequisites Required.

◇ SOCI 1010 – Westminster.

Programs are likely to change. Check with an advisor to avoid difficulties.

2 yr. AS transfer:

| Fall - Year 1 | | Spring - Year 1 | |
|------------------|-----------|----------------------|-----------|
| CHEM 1110+ | 4 | BIOL 2320 | 3 |
| CHEM 1115 | 1 | BIOL 2325 | 1 |
| ENGL 1010 | 3 | ENGL 2010+ | 3 |
| MATH 1010 | 4 | HFST 1020 | 3 |
| Humanities | 3 | Fine Arts | 3 |
| <u>BIOL 1820</u> | <u>1</u> | <u>American Inst</u> | <u>3</u> |
| TOTAL | 16 | TOTAL | 16 |

| Fall - Year 2 | | Spring - Year 2 | |
|------------------|--------------|------------------|--------------|
| BIOL 2420 | 3 | HFST 1500 | 3 |
| BIOL 2425 | 1 | BIOL 2650+ | 3 |
| PSY 1010* | 3 | BIOL 2655 | 1 |
| MATH 1040+** | 3 | PE 1096 | 1 |
| <i>or</i> | | BIOL 2060** | 3 |
| MATH 1050+** | 4 | BIOL 2065 | 1 |
| HESC 1050* | 2 | <u>Electives</u> | <u>2-3</u> |
| <u>COMM 1020</u> | <u>3</u> | TOTAL | 15-16 |
| TOTAL | 15-16 | | |

+ Prerequisites Required.

*Highly recommended.

**Math and microbiology (BIOL 2060/2065) interchangeable.

Programs are likely to change. Check with an advisor to avoid difficulties.

Pre-Pharmacy Majors – see **Chemistry Department**.
Pre-Veterinary Majors – see **Agriculture Department**.

Pre-Physical Therapy Majors Suggested Curriculum:

University of Utah:

| Fall - Year 1 | | | Spring - Year 1 | | |
|---------------|-------------|-----------|-------------------|------------|-----------|
| ENGL | 1010 | 3 | ENGL | 2010 + | 3 |
| MATH | 1050 + | 4 | MATH | 1060 +* | 2 |
| PSY | 1010 | 3 | <i>or</i> | | |
| CHEM | 1110 + | 4 | MATH | 1210 + | 5 |
| CHEM | 1115 | 1 | PE | 1096 | 1 |
| <i>or</i> | | | BIOL | 1010 | 3 |
| CHEM | 1210 +* | 4 | BIOL | 1015 | 1 |
| <u>CHEM</u> | <u>1215</u> | <u>1</u> | CHEM | 1120 + | 4 |
| TOTAL | | 15 | CHEM | 1125 | 1 |
| | | | <i>or</i> | | |
| | | | CHEM | 1220 + | 4 |
| | | | CHEM | 1225 | 1 |
| | | | <u>Electives*</u> | <u>0-3</u> | |
| | | | TOTAL | | 18 |

| Fall - Year 2 | | | Spring - Year 2 | | |
|---------------|-------------|-----------|-----------------|-------------|-----------|
| BIOL | 2320 | 3 | BIOL | 2420 | 3 |
| BIOL | 2325 | 1 | BIOL | 2425 | 1 |
| PE | 1543** | 3 | American Inst | | 3 |
| Fine Arts | | 3 | Humanities | | 3 |
| PHYS | 2010 + | 4 | PHYS | 2020 + | 4 |
| PHYS | 2015 | 1 | PHYS | 2025 | 1 |
| <i>or</i> | | | <i>or</i> | | |
| PHYS | 2210 + | 4 | PHYS | 2220 + | 4 |
| PHYS | 2215 | 1 | <u>PHYS</u> | <u>2225</u> | <u>1</u> |
| <u>PE</u> | <u>1096</u> | <u>1</u> | TOTAL | | 15 |
| TOTAL | | 16 | | | |

+ Prerequisites Required.

***If CHEM 1210 series is taken, then CHEM 2310 series is required.**

****HESC 2110 taught is the Spring is an acceptable substitute.**

Also required are 3000 level statistics, professional writing, diversity course and abnormal psychology to be taken at the U of U.

Radiologic Technology Suggested Curriculum:

| Fall - Year 1 | | | Spring - Year 1 | | |
|---------------|-------------|-----------|-----------------|-------------|-----------|
| BIOL | 2320 | 3 | CHEM | 1110 + | 4 |
| BIOL | 2325 | 1 | CHEM | 1115 | 1 |
| BIOL | 1820 | 1 | American Inst | | 3 |
| ENGL | 1010 | 3 | ENGL | 2010 + | 3 |
| MATH | 1050 + | 4 | Fine Arts | | 3 |
| <u>CIS</u> | <u>1010</u> | <u>3</u> | <u>PE</u> | <u>1096</u> | <u>1</u> |
| TOTAL | | 15 | TOTAL | | 15 |

| Fall - Year 2 | | | Fall - Year 2 | | |
|------------------|--------|-----------|------------------|------|-----------|
| BIOL | 2060 | 3 | BIOL | 2420 | 3 |
| BIOL | 2065 | 1 | BIOL | 2425 | 1 |
| PHYS | 1010 + | 3 | Humanities | | 3 |
| PHYS | 1015 | 1 | PSY | 1010 | 3 |
| COMM | 2110 | 3 | <u>Electives</u> | | <u>6</u> |
| <u>Electives</u> | | <u>6</u> | TOTAL | | 16 |
| TOTAL | | 17 | | | |

+ Prerequisites Required.

ADDITIONAL CONSIDERATIONS

Programs may change. It is very important to check with a biology faculty advisor.

Students should also contact the appropriate departments for their majors at the expected transfer institutions to determine if there are any changes to the recommended class schedules above.

Students who wish to be certified in secondary education should consult the Education Department for additional requirements.

It is strongly recommended that students become involved in the Dead Cats Society. This is the biology club for Snow College. It is also strongly recommended that students become involved in clubs, intramural sports and other extracurricular activities on campus.

Cooperative education programs, undergraduate teaching (BIOL 2450) and undergraduate research (BIOL 2800) are strongly recommended for students desiring to build a strong program.

Where time or opportunities permit, additional math and foreign language courses are encouraged.

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- INDM
- MTT
- NURP
- OLE
- PHAR
- WELD

Fine Arts.

Communication &

New Media

- ART
- COMM
- DANC
- MUSC
- THEA
- New Media

Humanities

- ENGL
- ESL
- LANG
- PHIL
- TESL

Natural Science & Mathematics

- BIOL
- CHEM
- CS
- ENGR
- GEO
- MATH
- NR
- PHYS

Social & Behavioral Science

- ANTH
- CJ
- ECON
- EDUC
- GEOG
- HIST
- HFST
- POLS
- PSY
- PE
- SW
- SOC

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Also, please refer to Biological Science section for these majors, pg. 144

CHIROPRACTIC
DENTAL HYGIENE
DENTISTRY
ENTOMOLOGY
GENETICS
HEALTH EDUCATION SCIENCE
MICROBIOLOGY
NURSING
OCCUPATIONAL THERAPY
OPTOMETRY
OSTEOPATHY
PHARMACY
PHYSICAL THERAPY
PHYSIOLOGY
PODIATRY
PRE-MEDICINE
RADIOLOGIC TECHNOLOGY
RESPIRATORY THERAPY
ZOOLOGY



CHEMISTRY

Associate Professors: Dan Black, Doug Wendel

Instructor:

Web: <http://www.snow.edu/chemistry/>

Email: chemistry@snow.edu

Phone: (435) 283-7504

DESCRIPTION

Chemistry is the study of matter and its changes. Chemistry is a very broad discipline that is considered essential training for engineers, physicians, pharmacists, dentists, nurses, and science teachers as well as for all those pursuing any program in life or physical science. Chemistry broadly includes the study of inorganic, organic, and biologically important compounds as well as the physical and analytical characterization of these materials. Snow College has had excellent success providing exceptional preparation for those desiring to continue in chemistry, chemical engineering, pharmacy, and other premedical and science programs. The Chemistry Department offers general education courses to teach basic principles of scientific thought as it applies to matter and its properties and transformations. General Education students also are able to engage in laboratory experiences. Laboratories are an integral part of chemistry studies at Snow College and provide hands-on experience with the concepts discussed in classes.

OUTCOMES

Students who complete an emphasis in chemistry at Snow College will be expected to demonstrate that they

- understand the principles of chemistry and the scientific method;
- understand the impact of chemistry in their lives;
- realize that chemistry is fundamental in understanding other natural sciences;
- can apply chemical principles to solve problems;
- can use chemical laboratory equipment and instruments;
- appreciate the usefulness of chemistry as a tool for solving problems;
- appreciate the way scientific research is done and the importance of the scientific method;
- appreciate medical, industrial and technological innovations resulting from the study of chemistry.

CAREERS

A chemistry degree can act as a powerful springboard to launch graduates into fascinating careers with immediate employment opportunities.

Chemical Technicians

Those with two or more years of chemistry preparation can often find employment conducting chemical analysis and testing, and in assuring the quality of products in various industries.

Research and Development

Chemistry majors who earn a bachelor's or advanced degrees often find employment in research. Here chemists apply their knowledge to solve problems and discover new or improved products for a variety of applications. Those trained to do chemical research find employment in industry, government agencies, and universities. Often chemists work in teams with other scientists and contribute to the solutions of problems and the discovery of new principles and products.

While laboratory research is the traditional career of many chemists, some chemists are employed as executives who manage production facilities, businesses, research groups or laboratories.

Teaching

Chemistry majors who earn a bachelor's degree and a secondary education certificate can teach in high schools. Those who receive a master's degree can teach in two-year colleges and those with a doctorate in chemistry are eligible to teach in a four-year college or university. Many of these teaching positions may include chemical research as part of their job description.

Chemical Engineering

Those interested in chemistry can branch into chemical engineering and find jobs in many areas including oil refining, chemical production, food processing, power generation, waste management, and environmental areas, to name a few. Engineering courses will also be required. See the Engineering Department for a schedule.

Crossover science fields

Those with significant knowledge in chemistry find jobs in such areas as law, marketing, sales, consulting, purchasing, and in many health professions. Other more obvious crossover science fields are biotechnology, forensic science, environmental science, hazardous waste management, and material science, metallurgy, cosmetics, pharmacology, and medicine.

RECOMMENDED CURRICULUM

Chemistry majors who wish to transfer to a four-year institution should take the following courses while at Snow College

Chemistry suggested two-year curriculum*

| Fall - Year 1 | | | Spring - Year 1 | | |
|---------------|------|-----------|-----------------|-------------|-----------|
| CHEM | 1210 | 4 | CHEM | 1220 | 4 |
| CHEM | 1215 | 1 | CHEM | 1225 | 1 |
| MATH | 1210 | 5 | MATH | 1220 | 4 |
| <u>GE</u> | | <u>6</u> | <u>MATH</u> | <u>2270</u> | <u>4</u> |
| TOTAL | | 16 | TOTAL | | 16 |

| Fall - Year 2 | | | Spring - Year 2 | | |
|---------------|------|-----------|-----------------|-------------|-----------|
| CHEM | 2310 | 4 | CHEM | 2320 | 4 |
| CHEM | 2315 | 1 | CHEM | 2325 | 1 |
| PHYS | 2210 | 4 | PHYS | 2220 | 4 |
| PHYS | 2215 | 1 | PHYS | 2225 | 1 |
| MATH | 2210 | 3 | MATH | 2280 | 3 |
| <u>GE</u> | | <u>3</u> | <u>PHYS</u> | <u>2710</u> | <u>3</u> |
| TOTAL | | 16 | TOTAL | | 16 |

*This schedule assumes that MATH 1050 and 1060 and English 1010 and 2010 have already been taken in high school or will be taken in block or summer sessions.

Pre-professional Pharmacy suggested two-year curriculum*

| Fall - Year 1 | | | Spring - Year 1 | | |
|------------------|------|-----------|-----------------|-------------|-----------|
| CHEM | 1210 | 4 | CHEM | 1220 | 4 |
| CHEM | 1215 | 1 | CHEM | 1225 | 1 |
| MATH | 1210 | 5 | MATH | 1220 | 4 |
| BIOL | 1110 | 3 | BIOL | 2320 | 3 |
| BIOL | 1115 | 1 | BIOL | 2325 | 1 |
| <u>FINE ARTS</u> | | <u>3</u> | <u>ENGL</u> | <u>2260</u> | <u>3</u> |
| TOTAL | | 17 | TOTAL | | 16 |

| Fall - Year 2 | | | Spring - Year 2 | | |
|---------------|-------------|-----------|-----------------|-------------|-----------|
| CHEM | 2310 | 4 | CHEM | 2320 | 4 |
| CHEM | 2315 | 1 | CHEM | 2325 | 1 |
| PHYS | 2010 | 4 | PHYS | 2020 | 4 |
| PHYS | 2015 | 1 | PHYS | 2025 | 1 |
| <i>or</i> | | | <i>or</i> | | |
| PHYS | 2210 | 4 | PHYS | 2220 | 4 |
| PHYS | 2215 | 1 | PHYS | 2225 | 1 |
| BIOL | 2420 | 3 | COMM | 1020 | 3 |
| BIOL | 2425 | 1 | <u>ECON</u> | <u>2010</u> | <u>3</u> |
| <u>PE</u> | <u>1096</u> | <u>1</u> | TOTAL | | 16 |
| TOTAL | | 15 | | | |

*This schedule assumes that American Institutions, MATH, 1050 and 1060 and English 1010 and 2010 have already been taken in high school or will be taken in block or summer sessions.

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OLE
PHAR
WELD

Fine Arts

Communication & New Media

ART
COMM
DANC
MUSC
THEA
New Media

Humanities

ENGL
ESL
LANG
PHIL
TESL

Natural Science & Mathematics

BIOL
CHEM
CS
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PHYS

Social & Behavioral Science

ANTH
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Pre-professional Pharmacy suggested three-year curriculum+**

| Fall - Year 1 | | | Spring - Year 1 | | |
|---------------|-------------|-----------|-----------------|-------------|-----------|
| CHEM | 1110 | 4 | MATH | 1050 | 4 |
| CHEM | 1115 | 1 | MATH | 1060 | 2 |
| MATH | 1040 | 3 | ENGL | 2010 | 3 |
| BIOL | 2320 | 3 | BIOL | 2420 | 3 |
| BIOL | 2325 | 1 | BIOL | 2425 | 1 |
| <u>ENGL</u> | <u>1010</u> | <u>3</u> | <u>PE</u> | <u>1096</u> | <u>1</u> |
| TOTAL | | 15 | TOTAL | | 14 |

| Fall - Year 2 | | | Spring - Year 2 | | |
|------------------|----------|-----------|-----------------|-------------|-----------|
| CHEM | 1210 | 4 | CHEM | 1220 | 4 |
| CHEM | 1215 | 1 | CHEM | 1225 | 1 |
| MATH | 1210 | 5 | MATH | 1220 | 4 |
| COMM | 1020 | 3 | BIOL | 2060 | 2 |
| <u>FINE ARTS</u> | <u>3</u> | | BIOL | 2065 | 2 |
| TOTAL | | 16 | <u>ENGL</u> | <u>2260</u> | <u>3</u> |
| | | | TOTAL | | 16 |

| Fall - Year 3 | | | Spring - Year 3 | | |
|---------------|-------------|-----------|-----------------------|----------|-----------|
| CHEM | 2310 | 4 | CHEM | 2320 | 4 |
| CHEM | 2315 | 1 | CHEM | 2325 | 1 |
| PHYS | 2010 | 4 | PHYS | 2020 | 4 |
| PHYS | 2015 | 1 | PHYS | 2025 | 1 |
| or | | | or | | |
| PHYS | 2210 | 4 | PHYS | 2220 | 4 |
| PHYS | 2215 | 1 | PHYS | 2225 | 1 |
| BIOL | 1610 | 4 | ECON | 2010 | 3 |
| <u>BIOL</u> | <u>1615</u> | <u>1</u> | <u>American Inst.</u> | <u>3</u> | |
| TOTAL | | 15 | TOTAL | | 16 |

* This schedule will provide the prerequisites for admission to Pharmacy Schools at the U of U and in most of the surrounding states. Two-year programs are possible in Pre-pharmacy for pharmacy schools in some of these surrounding states. Contact your pharmacy advisor for details.

+This schedule assumes the student has had no college credit classes in high school, and little or no chemistry.

ADDITIONAL CONSIDERATIONS

In any physical science major requiring chemistry, the recommended sequence, CHEM 1210, 1215, 1220, 1225, is designed to be taken in the freshman year. This series is designed to prepare the student for additional work in chemistry leading to a bachelor's degree in chemistry, engineering, chemical engineering, premedical programs and some degrees in biology, agriculture, and nutrition. CHEM 1110, 1115, 1120, 1125, are designed as a terminal courses for those who will not need additional chemistry, such as majors in pre-physical therapy, home economics, pre-nursing and some biological sciences.

Students who wish to be certified in secondary education should consult the education department for additional requirements.

PHYSICAL SCIENCE

See Chemistry pg. 150

Professor: Larry Smith, Ted Olson

Associate Professor: Renee Mauche Faatz, Garth O. Sorenson, Doug Wendel

BACHELOR DEGREES ON THE SNOW COLLEGE CAMPUS

Utah State University offers a bachelors degree in physical science education on the Snow College campus. For information call 1-888-547-4994 or visit the website at www.extension.usu.edu.



COMPUTER SCIENCE

Professor: Larry Smith
Associate Professor: Brian R. Newbold, Garth O. Sorenson (Chair)
Assistant Professor: Kenyon Platt
Web: <http://enr.snow.edu>
Email: engineering@snow.edu
Phone: (435) 283-7505

DESCRIPTION

Computer Science is the systematic study of algorithmic processes that describe and transform information: their theory, analysis, design, efficiency, implementation, and application (Peter Denning et al.).

Computer Science majors study algorithms and data structures, high-level and low-level programming languages. They study computer organization and architecture. Computer Science majors study software methodology and engineering, operating systems and artificial intelligence and robotics. Majors also study database and information retrieval and numerical and symbolic computation. They study social, ethical, and professional issues. They program extensively and analyze and design computing systems, both hardware and software.

OUTCOMES

Students who complete the recommended Computer Science curriculum at Snow College will be expected to demonstrate that they

- know the elements of high-level and low-level programming languages and the vocabulary used to describe them;
- know the common data structures and various implementations of each;
- understand the basics of digital circuits and how a central processing unit works;
- understand number systems; specifically base-2, base-16, and base-10;
- can design and implement a program in a high-level language and low-level language;
- can analyze and synthesize a digital circuit;
- appreciate the social and ethical responsibilities of a computer professional;
- believe that they are capable of participating in the systematic study of algorithmic processes.

CAREERS

Students who earn a degree in computer science should be able to work in the following areas:

Teaching

Computer science majors who earn a bachelor's degree and certification in secondary education are usually eligible to be high school information technology teachers. With a master's degree, computer science majors are eligible to teach in a two-year college. These levels usually emphasize the teaching of programming. With a doctorate, computer science majors are eligible to teach in a four year college or university. College professors may choose an area of specialization, which is usually related to their doctoral studies; they are also expected to do research.

Research

Scholarly research in computer science is usually combined with teaching at four year college or university. In addition, many companies including governmental agencies hire computer scientists to do research.

Software Engineering

Software engineers design and implement software solutions to real problems. They work for a variety of employers, most commonly software companies.

Computer Engineering

Computer engineers design and implement hardware solutions to real problems. They generally work for computer manufacturing companies.

Information Technology

Information Technologists provide support to individuals, groups, organizations, and companies in all sectors who use computers and related technology. They may be employed directly or as consultants. They recommend, install, and maintain computer and related hardware as well as software.

RECOMMENDED CURRICULUM

Students who wish to transfer to a four-year institution should take the following courses while at Snow:

| | |
|--|---|
| CS 1400 Fundamentals of Programming..... | 3 |
| CS 1405 Fundamentals of Programming Lab..... | 1 |
| CS 1410 Object-Oriented Programming..... | 3 |
| CS 1415 Object-Oriented Lab | 1 |
| CS 2420 Data Structures and Algorithms | 3 |
| CS 2810 Computer Organization & Architecture | 3 |
| MATH 1210 Calculus I..... | 5 |
| MATH 1220 Calculus II..... | 4 |

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 OLE
 PHAR
 WELD

Fine Arts.

Communication &

New Media

ART
 COMM
 DANC
 MUSC
 THEA
 New Media

Humanities

ENGL
 ESL
 LANG
 PHIL
 TESL

Natural Science & Mathematics

BIOL
 CHEM
 CS
 ENGR
 GEO
 MATH
 NR
 PHYS

Social & Behavioral Science

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2014-2015

| | |
|--|---|
| MATH 1630 Discrete Math | 3 |
| MATH 2210 Multivariable Calculus | 3 |

One sequence from the following (most universities require physics specifically):

| | |
|--|---|
| PHYS 2210 Physics for Scientists & Engineers I..... | 4 |
| PHYS 2215 Physics for Scientists & Engineers I Lab | 1 |
| PHYS 2220 Physics for Scientists & Engineers II | 4 |
| PHYS 2225 Physics for Scientists & Engineers II Lab..... | 1 |
| or | |
| CHEM 1210 Principles of Chemistry I..... | 4 |
| CHEM 1215 Principles of Chemistry I Lab | 1 |
| CHEM 1220 Principles of Chemistry II | 4 |
| CHEM 1225 Principles of Chemistry II Lab | 1 |

Some four-year institutions may also require the following courses available at Snow:

| | |
|---------------------------------------|---|
| MATH 2270 Linear Algebra | 3 |
| MATH 2280 Differential Equations..... | 3 |
| ENGR 2700 Digital Circuits..... | 3 |
| ENGR 2705 Eidital Circuits Lab | 1 |

Students who are considering the computer science major, but who feel less than adequately prepared, should take one or more of the following exploratory/preparatory courses:

| | |
|---|---|
| MATH 1050 College Algebra | 4 |
| MATH 1060 Trigonometry | 2 |
| PHYS 1000 Conceptual Physics..... | 3 |
| ENGR 1010 Introduction to Engineering | 1 |

Suggested Schedule for two years at Snow

Students who are well prepared can complete the following schedule to be ready to start junior level courses when they transfer to a four year institution. This schedule does not complete the Snow College GE requirements in two years. Previous credit or summer terms would be necessary to graduate with an AS degree from Snow College.

| Fall-Year 1 | | | Spring-Year 1 | | |
|--------------|-------------|-----------|---------------|------|-----------|
| CS | 1400 | 3 | CS | 1410 | 3 |
| CS | 1405 | 1 | CS | 1415 | 1 |
| MATH | 1210 | 5 | MATH | 1220 | 4 |
| ENGL | 1010 | 3 | ENGL | 2010 | 3 |
| GE | | 3 | GE | | 3 |
| <u>PE</u> | <u>1096</u> | <u>1</u> | <u>GE</u> | | <u>3</u> |
| TOTAL | | 16 | TOTAL | | 17 |

Fall-Year 2

| | | |
|--------------|------|-----------|
| CS | 2420 | 3 |
| MATH | 2210 | 3 |
| MATH | 1630 | 3 |
| PHYS | 2210 | 4 |
| PHYS | 2215 | 1 |
| <u>GE</u> | | <u>3</u> |
| TOTAL | | 17 |

Spring-Year 2

| | | |
|--------------|------|-----------|
| CS | 2810 | 3 |
| MATH | 2270 | 3 |
| MATH | 2280 | 3 |
| PHYS | 2220 | 4 |
| PHYS | 2225 | 1 |
| <u>GE</u> | | <u>3</u> |
| TOTAL | | 17 |

Suggested Schedule for three years at Snow

Students who need more preparation or who want a lighter load can complete the following schedule to be ready to start junior level courses when transfer to a four-year institution. This schedule does complete the Snow College GE requirements in three years.

Fall-Year 1

| | | |
|--------------|-------------|-----------|
| CS | 1400 | 3 |
| CS | 1405 | 1 |
| MATH | 1050 | 4 |
| MATH | 1060 | 2 |
| <u>ENGL</u> | <u>1010</u> | <u>3</u> |
| TOTAL | | 13 |

Spring-Year 1

| | | |
|--------------|-------------|-----------|
| CS | 1410 | 3 |
| CS | 1415 | 1 |
| MATH | 1210 | 5 |
| ENGL | 2010 | 3 |
| <u>PE</u> | <u>1096</u> | <u>1</u> |
| TOTAL | | 13 |

Fall-Year 2

| | | |
|--------------|------|-----------|
| CS | 2420 | 3 |
| MATH | 1220 | 4 |
| GE | | 3 |
| <u>GE</u> | | <u>3</u> |
| TOTAL | | 13 |

Spring-Year 2

| | | |
|--------------|-------------|-----------|
| CS | 2810 | 3 |
| MATH | 2210 | 3 |
| GE | | 3 |
| <u>PHYS</u> | <u>1000</u> | <u>3</u> |
| TOTAL | | 12 |

Fall-Year 3

| | | |
|--------------|------|-----------|
| MATH | 1630 | 3 |
| PHYS | 2210 | 4 |
| PHYS | 2215 | 1 |
| <u>GE</u> | | <u>3</u> |
| TOTAL | | 11 |

Spring-Year 3

| | | |
|--------------|------|-----------|
| MATH | 2270 | 3 |
| MATH | 2280 | 3 |
| PHYS | 2220 | 4 |
| PHYS | 2225 | 1 |
| <u>GE</u> | | <u>3</u> |
| TOTAL | | 14 |

ADDITIONAL CONSIDERATIONS

Students who have a transfer institution in mind should consult that institution's Computer Science Department for exact prerequisites as soon as possible.

Students who wish to be certified in secondary education should consult the Education Department for additional requirements.

In the state of Utah, two semesters of a foreign language are required for an AA degree. Four semesters are required for a BA.

Student Employment Opportunities

Students in their sophomore year in computer science have the background necessary to work as tutors, lab assistants, and teaching assistants while at Snow College. This experience provides a unique opportunity to work in a technical job while going to school. It is also an excellent way to serve fellow students.



ENGINEERING

Professor: Ted Olson
Associate Professor: Brian R. Newbold,
 Garth O. Sorenson (Chair), Douglas Wendel
Web: <http://enr.snow.edu>
Email: engineering@snow.edu
Phone: (435) 283-7505

DESCRIPTION

Engineering is a challenging and rewarding profession for young men and women. It requires extensive training in mathematics and science, as well as a mentality that is both creative and practical. The engineer is an adventurer, an innovator, a builder, and, above all, a problem solver. He or she is seeking better, simpler, and more economical solutions to the problems that confront modern society.

Snow College offers the Associate of Pre-Engineering (APE) degree to students who plan to transfer to a university and pursue a baccalaureate degree in any of the traditional fields of engineering. This two-year degree requires an emphasis of course work in engineering, mathematics, and physical science, with fewer general education requirements than the Associate of Science (AS) or the Associate of Arts (AA) degree. It is anticipated that a student will also earn an AS degree while at Snow College, but additional course work will be needed to complete the balance of general education requirements for that degree.

OUTCOMES

Students who complete an emphasis in engineering at Snow College will be expected to demonstrate that they

- have a working knowledge of the theories and principles of physics in the areas of Newtonian mechanics, gravitation, electricity and magnetism, wave motion and physical optics;
- are acquainted with standard methods of mathematical analysis including trigonometry and analytic geometry, differential and integral calculus, matrices and linear algebra, and the solutions to differential equations;
- understand the role of chemistry in our physical and biological environment as it pertains to atomic and molecular structure, the laws of thermodynamics and how energy is exchanged between systems;

General Information

Divisions & Departments

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Fine Arts

Communication &

New Media

ART
 COMM
 DANC
 MUSC
 THEA
 New Media

Humanities

ENGL
 ESL
 LANG
 PHIL
 TESL

Natural Science & Mathematics

BIOL
 CHEM
 CS
 ENGR
 GEO
 MATH
 NR
 PHYS

Social & Behavioral Science

ANTH
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Course Descriptions

Personnel

- can work effectively in a group to accomplish an objective, and make a significant contribution to its outcome;
- can combine the knowledge of physics and chemistry, together with the analytical skills of mathematics to find solutions to technical problems that benefit society;
- can use the computer to store and process technical data, to access information remotely over the internet, and as a computational tool related to the engineering process;
- feel an appreciation for the physical world and the laws that govern it;
- enjoy the beauty of mathematics and elegance of physical theories;
- appreciate the importance of professional ethics as practiced by engineers as they apply their knowledge and skills to serve society.

FURTHER SCHOOLING AND CAREERS

Students who complete an emphasis in engineering at Snow College and transfer to a university usually will

- be able to transfer into a university engineering program at the junior level and continue their studies without loss of time or credits;
- have gained a sufficiently broad and rigorous background in the physical sciences, mathematics, and engineering methods that they will be successful and perform well in comparison to their fellow students at the university.

Students who complete an emphasis in engineering at Snow College and complete any additional needed training usually should be eligible for employment in the following occupations

- oil refining, environmental remediation, composite materials, and nuclear waste management;
- design and construction of transportation systems, structural projects, water systems, agricultural facilities, and mining projects;
- design and manufacture of mechanical systems in the auto industry, aerospace vehicles, farm machinery, and heating and air conditioning systems;
- computer design and manufacturing, electric power production, microwave and radio communications, and signal processing.

REQUIREMENTS FOR ASSOCIATE OF PRE-ENGINEERING DEGREE

The Associate of Pre-Engineering (APE) degree is offered to students who plan to transfer to a university and pursue a baccalaureate degree in any of the traditional fields of engineering. This degree requires an emphasis of course

work in engineering, mathematics, and science; with fewer general education requirements than that required for the associate of science (AS) or the associate of arts (AA) degree. However, it is recommended that a student earn the AS as well as the APE while at Snow College. These additional general education credits can be acquired by transfer of college credit taken while in high school, by taking credits during Maymester or summer term, or by transferring credits back to Snow College from the university. The option of taking some general education classes at the upper division level in the university is consistent with recent Accreditation Board for Engineering and Technology (ABET) standards.

Course work for the APE degree must include the completion of a minimum of 64 semester credit hours as specified below. (At least 21 semesters hours must be resident credit earned at Snow College.) Credit may be transferred from any accredited college or university for which course equivalents have been certified. The minimum grade accepted from transfer credit is C- (1.7). A cumulative grade point average of 2.0 must be earned on course work completed at Snow College.

Engineering Science:

12 credit hours selected from:

| | |
|---|---|
| ENGR 1000 Introduction to Engineering | 2 |
| ENGR 1300 Engineering Graphics & Design | 3 |
| ENGR 2010 Statics | 3 |
| ENGR 2030 Dynamics | 3 |
| ENGR 2140 Strength of Materials..... | 3 |
| ENGR 2240 Survey & Global | 3 |
| ENGR 2250 Analog Circuits | 3 |
| ENGR 2255 Analog Circuits Lab | 1 |
| ENGR 2300 Thermodynamics..... | 3 |
| ENGR 2450 Numerical Methods..... | 3 |
| ENGR 2700 Digital Circuits..... | 3 |
| ENGR 2705 Digital Circuits Lab..... | 1 |

Mathematics:

15 credit hours selected from:

| | |
|--|---|
| MATH 1210 Calculus I..... | 5 |
| MATH 1220 Calculus II..... | 4 |
| MATH 2210 Calculus III | 3 |
| MATH Differential Equations & Linear Algebra | 4 |
| MATH 2270 Linear Algebra | 3 |
| MATH 2280 Differential Equations..... | 3 |

Physical Science:

10 credit hours selected from:

| | |
|--|---|
| PHYS 2210 University Physics I..... | 4 |
| PHYS 2215 University Physics I Lab..... | 1 |
| PHYS 2220 University Physics II..... | 4 |
| PHYS 2225 University Physics II Lab | 1 |
| CHEM 1210 Principles of Chemistry I..... | 4 |
| CHEM 1215 Principles of Chemistry I Lab | 1 |
| CHEM 1220 Principles of Chemistry II | 4 |
| CHEM 1225 Principles of Chemistry II Lab | 1 |

English Composition:

6 credit hours:

| | |
|--|---|
| ENGL 1010 Introduction to Writing..... | 3 |
| ENGL 2010 Intermediate Writing..... | 3 |

General Education:

7 additional credit hours selected from approved general education courses. These can be chosen from:

Humanities, Fine Arts, Life Science, Social & Behavioral Sciences, or American Institutions; plus PE 1096

Note: Additional General Education courses must be taken to earn an Associate of Science Degree.

Engineering Technical Electives:

A minimum of 12 credit hours selected from:

Life Science, Engineering, Computer Science, Mathematics, Physics, Chemistry, Geology, or other engineering-related course work approved by the Engineering Department.

SUGGESTED PROGRAM FOR COMPLETING THE A.P.E DEGREE IN TWO YEARS

(Assumes student has completed math through college algebra)

ELECTRICAL AND COMPUTER ENGINEERING

| Fall-Year 1 | | Spring-Year 1 | |
|--------------|-----------|------------------|-----------|
| CS 1400 | 3 | CS 1410 | 3 |
| CS 1405 | 1 | CS 1415 | 1 |
| ENGR 1000 | 2 | ENGR 2700 | 3 |
| MATH 1210 | 5 | ENGR 2705 | 1 |
| ENGL 1010 | 3 | MATH 1220 | 4 |
| <u>GE</u> | <u>3</u> | <u>ENGL 2010</u> | <u>3</u> |
| TOTAL | 17 | TOTAL | 15 |

| Fall-Year 2 | | Spring-Year 2 | |
|--------------|-----------|---------------|-----------|
| ENGR 2250 | 3 | ENGR 2010 | 3 |
| ENGR 2255 | 1 | MATH 2270 | 3 |
| MATH 2210 | 3 | MATH 2280 | 3 |
| PHYS 2210 | 4 | PHYS 2220 | 4 |
| PHYS 2215 | 1 | PHYS 2225 | 1 |
| <u>GE</u> | <u>4</u> | <u>TE</u> | <u>3</u> |
| TOTAL | 16 | TOTAL | 17 |

CIVIL AND ENVIRONMENTAL ENGINEERING

| Fall-Year 1 | | Spring-Year 1 | |
|------------------|-----------|------------------|-----------|
| CHEM 1210 | 4 | CS 1400 | 3 |
| CHEM 1215 | 1 | CS 1405 | 1 |
| ENGR 1000 | 2 | ENGR 2010 | 3 |
| MATH 1210 | 3 | MATH 1220 | 4 |
| ENGL 1010 | 3 | ENGL 2010 | 3 |
| <u>ENGR 1300</u> | <u>3</u> | <u>BIOL 1010</u> | <u>3</u> |
| TOTAL | 18 | TOTAL | 17 |

Fall-Year 2

| | |
|--------------|-----------|
| PHYS 2140 | 3 |
| ENGR 2240 | 3 |
| MATH 2210 | 3 |
| PHYS 2210 | 4 |
| PHYS 2215 | 1 |
| <u>GE</u> | <u>4</u> |
| TOTAL | 18 |

Spring-Year 2

| | |
|--------------|-----------|
| ENGR 2030 | 3 |
| ENGR 2450 | 3 |
| GEO 1110 | 3 |
| GEO 1115 | 1 |
| MATH 2250 | 4 |
| <u>TE</u> | <u>3</u> |
| TOTAL | 17 |

MECHANICAL AND AEROSPACE ENGINEERING

Fall-Year 1

| | |
|--------------|-----------|
| CHEM 1210 | 4 |
| CHEM 1215 | 1 |
| ENGR 1000 | 2 |
| MATH 1210 | 5 |
| ENGL 1010 | 3 |
| <u>GE</u> | <u>3</u> |
| TOTAL | 18 |

Spring-Year 1

| | |
|--------------|-----------|
| CS 1400 | 3 |
| CS 1405 | 1 |
| ENGR 2010 | 3 |
| MATH 1220 | 4 |
| ENGR 1300 | 3 |
| <u>GE</u> | <u>4</u> |
| TOTAL | 18 |

Fall-Year 2

| | |
|------------------|-----------|
| ENGR 2140 | 3 |
| ENGR 2250 | 5 |
| ENGR 2255 | 1 |
| MATH 2210 | 3 |
| PHYS 2210 | 4 |
| PHYS 2215 | 1 |
| <u>ENGL 2010</u> | <u>3</u> |
| TOTAL | 18 |

Spring-Year 2

| | |
|------------------|-----------|
| ENGR 2030 | 3 |
| ENGR 2450 | 3 |
| MATH 2250 | 4 |
| PHYS 2220 | 4 |
| PHYS 2225 | 1 |
| <u>ENGR 2300</u> | <u>3</u> |
| TOTAL | 18 |

CHEMICAL ENGINEERING

Fall-Year 1

| | |
|--------------|-----------|
| CHEM 1210 | 4 |
| CHEM 1215 | 1 |
| ENGR 1000 | 2 |
| MATH 1210 | 5 |
| ENGL 1010 | 3 |
| <u>GE</u> | <u>3</u> |
| TOTAL | 18 |

Spring-Year 1

| | |
|--------------|-----------|
| CHEM 1220 | 4 |
| CHEM 1225 | 1 |
| ENGR 2010 | 3 |
| MATH 1220 | 4 |
| ENGL 2010 | 3 |
| <u>GE</u> | <u>3</u> |
| TOTAL | 18 |

Fall-Year 2

| | |
|----------------|-----------|
| CHEM 2310 | 4 |
| CHEM 2315 | 1 |
| ENGR 2140 | 3 |
| MATH 2210 | 3 |
| PHYS 2210 | 4 |
| PHYS 2215 | 1 |
| <u>PE 1096</u> | <u>1</u> |
| TOTAL | 17 |

Spring-Year 2

| | |
|--------------|-----------|
| ENGR 2300 | 3 |
| ENGR 2450 | 3 |
| MATH 2250 | 4 |
| PHYS 2220 | 4 |
| PHYS 2225 | 1 |
| <u>TE</u> | <u>3</u> |
| TOTAL | 18 |

General Information

Divisions & Departments

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Fine Arts

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- THEA
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- MATH
- NR
- PHYS

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- HIST
- HFST
- POLS
- PSY
- PE
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Academic Support Services

- Community Programs
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Personnel

SUGGESTED PROGRAM FOR COMPLETING THE A.P.E DEGREE IN THREE YEARS

(For students with less preparation, or who choose to take a less demanding schedule.)

ELECTRICAL AND COMPUTER ENGINEERING

Fall - Year 1

| | |
|------------------|-----------------|
| MATH 1050 | 4 |
| MATH 1060 | 2 |
| ENGL 1010 | 3 |
| <u>GE</u> | <u>4</u> |
| TOTAL | 13 |

Spring - Year 1

| | |
|------------------|-----------------|
| ENGR 1000 | 2 |
| MATH 1210 | 5 |
| ENGL 2010 | 3 |
| <u>GE</u> | <u>3</u> |
| TOTAL | 13 |

Fall - Year 2

| | |
|-------------------------|-----------------|
| CS 1400 | 3 |
| CS 1405 | 1 |
| MATH 1220 | 4 |
| PHYS 2210 | 4 |
| <u>PHYS 2215</u> | <u>1</u> |
| TOTAL | 13 |

Spring - Year 2

| | |
|-------------------------|-----------------|
| CS 1410 | 3 |
| CS 1415 | 1 |
| MATH 2210 | 3 |
| PHYS 2220 | 4 |
| <u>PHYS 2225</u> | <u>1</u> |
| TOTAL | 12 |

Fall - Year 3

| | |
|---------------------|-----------------|
| ENGR 2250 | 3 |
| ENGR 2255 | 1 |
| MATH 2270 | 3 |
| TE | 3 |
| <u>TE/GE</u> | <u>3</u> |
| TOTAL | 13 |

Spring - Year 3

| | |
|---------------------|-----------------|
| ENGR 2010 | 3 |
| ENGR 2700 | 3 |
| ENGR 2705 | 1 |
| MATH 2280 | 3 |
| <u>TE/GE</u> | <u>3</u> |
| TOTAL | 13 |

CIVIL AND ENVIRONMENTAL ENGINEERING

Fall - Year 1

| | |
|--------------|-----------|
| MATH 1050 | 4 |
| MATH 1060 | 2 |
| ENGL 1010 | 3 |
| BIOL 1010 | 3 |
| TOTAL | 12 |

Spring - Year 1

| | |
|-------------------------|-----------------|
| CHEM 1210 | 4 |
| CHEM 1215 | 1 |
| ENGR 1000 | 2 |
| <u>MATH 1210</u> | <u>5</u> |
| TOTAL | 12 |

Fall - Year 2

| | |
|-------------------------|-----------------|
| CS 1400 | 3 |
| CS 1405 | 1 |
| MATH 1220 | 4 |
| PHYS 2210 | 4 |
| <u>PHYS 2215</u> | <u>1</u> |
| TOTAL | 13 |

Spring - Year 2

| | |
|-------------------------|-----------------|
| ENGR 2010 | 3 |
| MATH 2210 | 3 |
| GEO 1110 | 3 |
| GEO 1115 | 1 |
| <u>ENGL 2010</u> | <u>3</u> |
| TOTAL | 13 |

Fall - Year 3

| | |
|------------------|-----------------|
| ENGR 1330 | 3 |
| ENGR 2140 | 3 |
| ENGR 2240 | 3 |
| <u>GE</u> | <u>4</u> |
| TOTAL | 13 |

Spring - Year 3

| | |
|------------------|-----------------|
| ENGR 2030 | 3 |
| ENGR 2450 | 3 |
| MATH 2250 | 4 |
| <u>TE</u> | <u>3</u> |
| TOTAL | 13 |

MECHANICAL AND AEROSPACE ENGINEERING

Fall - Year 1

| | |
|-----------|---|
| MATH 1050 | 4 |
|-----------|---|

Spring - Year 1

| | |
|-----------|---|
| CHEM 1210 | 4 |
|-----------|---|

| | |
|------------------|-----------------|
| MATH 1060 | 2 |
| ENGL 1010 | 3 |
| <u>GE</u> | <u>4</u> |
| TOTAL | 13 |

| | |
|-------------------------|-----------------|
| CHEM 1215 | 1 |
| ENGR 1000 | 2 |
| <u>MATH 1210</u> | <u>5</u> |
| TOTAL | 12 |

Fall - Year 2

| | |
|-------------------------|-----------------|
| CS 1400 | 3 |
| CS 1405 | 1 |
| MATH 1220 | 4 |
| PHYS 2210 | 4 |
| <u>PHYS 2215</u> | <u>1</u> |
| TOTAL | 13 |

Spring - Year 2

| | |
|-------------------------|-----------------|
| ENGR 2010 | 3 |
| MATH 2210 | 3 |
| PHYS 2220 | 4 |
| PHYS 2225 | 1 |
| <u>ENGL 2010</u> | <u>3</u> |
| TOTAL | 14 |

Fall - Year 3

| | |
|------------------|-----------------|
| ENGR 1300 | 3 |
| ENGR 2140 | 3 |
| ENGR 2250 | 3 |
| ENGR 2255 | 1 |
| <u>GE</u> | <u>3</u> |
| TOTAL | 13 |

Spring - Year 3

| | |
|-------------------------|-----------------|
| ENGR 2030 | 3 |
| ENGR 2300 | 3 |
| ENGR 2450 | 3 |
| <u>MATH 2250</u> | <u>4</u> |
| TOTAL | 13 |

CHEMICAL ENGINEERING

Fall - Year 1

| | |
|------------------|-----------------|
| MATH 1050 | 4 |
| MATH 1060 | 2 |
| ENGL 1010 | 3 |
| <u>GE</u> | <u>3</u> |
| TOTAL | 12 |

Spring - Year 1

| | |
|-------------------------|-----------------|
| CHEM 1210 | 4 |
| CHEM 1215 | 1 |
| ENGR 1000 | 2 |
| <u>MATH 1210</u> | <u>5</u> |
| TOTAL | 12 |

Fall - Year 2

| | |
|-------------------------|-----------------|
| MATH 1220 | 4 |
| PHYS 2210 | 4 |
| PHYS 2215 | 1 |
| <u>ENGL 2010</u> | <u>3</u> |
| TOTAL | 12 |

Spring - Year 2

| | |
|-------------------------|-----------------|
| CHEM 1220 | 4 |
| CHEM 1225 | 1 |
| MATH 2210 | 3 |
| PHYS 2220 | 4 |
| <u>PHYS 2225</u> | <u>1</u> |
| TOTAL | 13 |

Fall - Year 3

| | |
|--------------|----------|
| CHEM 2310 | 4 |
| CHEM 2315 | 1 |
| ENGR 2140 | 3 |
| GE | 4 |
| TOTAL | 1 |

Spring - Year 3

| | |
|--------------|-----------|
| ENGR 2010 | 3 |
| ENGR 2300 | 3 |
| ENGR 2450 | 3 |
| TE | 3 |
| TOTAL | 12 |

ADDITIONAL CONSIDERATION

Engineering students who are completing the Associate of Pre-Engineering degree at Snow College need to contact the engineering department at the four-year school where they plan to transfer, and determine the specific pre-engineering courses required.

Students frequently find that it is to their advantage to stay at Snow College an additional semester (beyond two years) to complete all necessary pre-engineering course work

EMPLOYMENT OPPORTUNITIES

Students in their sophomore year in pre-engineering often have the necessary background to work as tutors, lab assistants, and teaching assistants while at Snow College. This is an opportunity to gain valuable experience working in a technical job while going to school.

Also, after taking courses in mathematics, science, and engineering, students are often able to find summer employment with engineering firms, which gives further experience in their chosen field.



GEOLOGY

Associate Professor: Renée Mauche Faatz

Web: <http://www.snow.edu/geology>

Email: geology@snow.edu

Phone: (435) 283-7507

DESCRIPTION

Geology is the study of the earth's materials, its surface and internal processes, and its history.

Geology majors learn to identify and interpret minerals, rocks and fossils. They study the modern processes that act on the earth. They learn to use a variety of maps and aerial photographs to interpret both modern processes and geologic history. Geology majors also spend a great deal of time in the outdoors learning to interpret geology in the field. Field trips are an important aspect of the major experience at Snow College.

OUTCOMES

Students who compete the recommended Geology curriculum at Snow College will be expected to demonstrate that they

- know the common materials of which the earth is composed;
- know the processes that create the different types of rocks;
- know the principal chemical and physical processes at work both on and below the earth's surface;
- know the major events in the geologic evolution of the earth, especially North America and Utah;
- know the significant events in the development of geology as a science;
- can identify common rocks and minerals;
- can read and interpret topographic and geologic maps and aerial photographs;
- can identify common fossils;
- can construct a geologic map from field data;
- can interpret geology in the field;
- can write a scientific style research paper;
- can deliver a professional talk on an area of geologic research;
- can make informed personal and political decisions in the area concerning earth processes;
- appreciate the methods of science as a means of inquiry in the world;
- appreciate the difference between science and pseudo-science;

General Information

Divisions & Departments

Business & Applied Technologies

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Fine Arts

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Academic Support Services

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Course Descriptions

Personnel

- possess a heightened awareness of rocks, land forms and structures around them;
- appreciate the beauty that the understanding of geology brings to one's life.

CAREERS

Students who earn a degree in geology should be able to work in the following areas:

Oil, Gas, Coal and Mineral Exploration:

These areas require a bachelor's degree or master's degree in geology. Geologists are crucial in using their skills to find new deposits of oil, gas and precious metals. Geologists are also hired by active mines to plan and develop new areas of extraction. Often a good deal of time in the outdoors will be expected of geologists in this area.

Environmental Geology:

These areas require a bachelor's degree or master's degree in geology. Geologists in this area work at the prediction and mitigation of geologic hazards such as earthquakes, volcanic eruptions, floods and groundwater contamination.

Hydrogeology:

This area requires a bachelor's degree or master's degree in geology. Hydrogeologists find and maintain adequate water resources for communities and individuals.

Engineering:

Geologists often work with civil engineers in the design and construction of buildings, roads, dams, and so on. This area requires a bachelor's degree or master's degree in geology.

Teaching:

Geology majors who earn a bachelor's degree and certification in secondary education are usually eligible to be high school earth science teachers. With a doctorate, geology majors are eligible to teach in a four-year college or university. In conjunction with a doctorate the geology major will specialize in a variety of subfields including paleontology, glaciology, sedimentology, geophysics, geochemistry, seismology, hydrogeology, marine geology, and geomorphology. Active research and publishing are expected of the university geology professor.

Research:

Scholarly research in geology is often combined with teaching at the university level. However, there are a variety of specializations that allow the geologist to pursue pure research at one of many of private and government sponsored laboratories in the United States

and elsewhere. This area of geology requires at least a master's degree, often a doctorate.

RECOMMENDED CURRICULUM

Students who wish to transfer to a four-year institution as a geology major should take the following geology courses while at Snow:

| | |
|--------------------------------------|-----|
| GEO 1110 Physical Geology | 3 |
| GEO 1115 Physical Geology Lab | 1 |
| GEO 1220 Historical Geology | 3 |
| GEO 1225 Historical Geology Lab..... | 1 |
| GEO 2500 Geology Field Studies..... | 1-4 |

Students who wish to transfer to a four-year institution as a geology major should take the following math courses before leaving Snow:

| | |
|---------------------------------|---|
| MATH 1050 College Algebra | 4 |
| MATH 1060 Trigonometry | 2 |
| MATH 1210 Calculus I..... | 5 |
| MATH 1220 Calculus II..... | 4 |

Students who wish to transfer to a four-year institution as a geology major should take the following additional science courses while at Snow. These require MATH 1050 (Chemistry) or MATH 1220 (Physics) as Prerequisites.

| | |
|--|---|
| CHEM 1210 Principles of Chemistry I..... | 4 |
| CHEM 1215 Principles of Chemistry I Lab | 1 |
| CHEM 1220 Principles of Chemistry II | 4 |
| CHEM 1225 Principles of Chemistry II Lab | 1 |
| PHYS 2210 University Physics I..... | 4 |
| PHYS 2215 University Physics I Lab..... | 1 |
| PHYS 2220 University Physics II..... | 4 |
| PHYS 2225 University Physics II Lab | 1 |

Students who are considering the geology major, but who have not had adequate high-school math or whose math skills are weak, are encouraged to take the following course before attempting those suggested.

| | |
|------------------------|---|
| MATH 1010 Algebra..... | 4 |
|------------------------|---|

Students who are considering the geology major, but who have not had high-school chemistry or physics, are encouraged to take one or both the following course before attempting those suggested:

| | |
|---|---|
| CHEM 1010 Survey of Chemistry..... | 3 |
| CHEM 1030 Survey of Chemistry Lab | 1 |
| PHYS 1010 Introductory Physics | 3 |
| PHYS 1015 Introductory Physics Lab..... | 1 |

ADDITIONAL CONSIDERATIONS

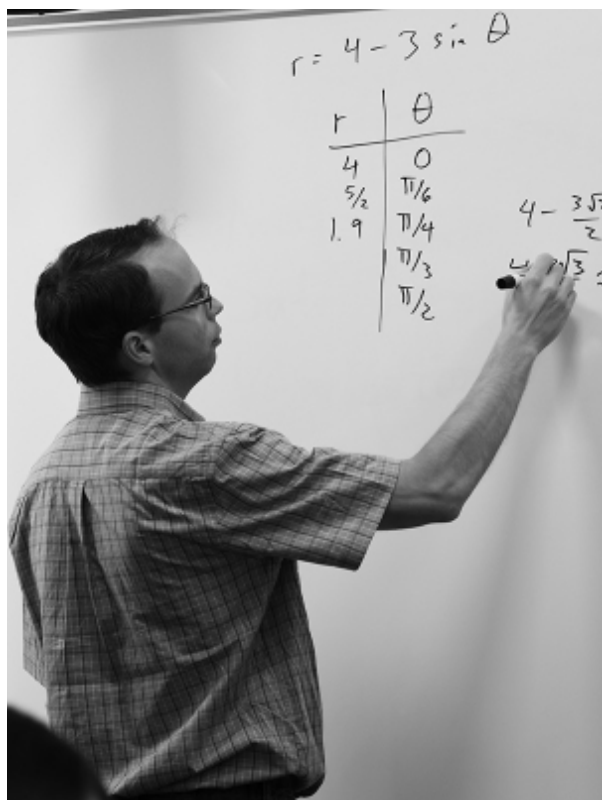
Students who have a transfer institution in mind should consult the institution's geology department for exact Prerequisites as soon as possible. Different geology programs may require significantly different physics, chemistry, and math courses.

Students who wish to be certified in secondary education should consult the education department for additional requirements.

Students interested in geological engineering should follow the engineering curriculum.

Students interested in marine geology may also want to take GEO 1080 - Oceanography.

Students interested in a paleontology may also want to BIOL 1610, 1615, 1620, 1625 (these require a previous chemistry class).



MATHEMATICS

Professor: Kari Arnoldsen (Chair), Jonathan Bodrero, Ted Olson, Larry Smith

Assistant Professors: Kenyon Platt

Instructors: Cindy Alder, Brian Hansen, Lorie Hughes, Daniel Balls, Ron Dalley, Janalee Jeffery, Steve Zollinger

Lecturer: Mel Jacobsen

Web: <http://www.snow.edu/math>

Email: math@snow.edu

Phone: (435) 283-7508

DESCRIPTION

Mathematics: deductive study of numbers, geometry, and various abstract constructs, or structures. The latter often arise from analytical models in the empirical sciences, but may emerge from purely mathematical considerations. Columbia Encyclopedia (5th ed.)

Some definitions of mathematics heard from others:

- That which mathematicians do.
- The study of well-defined things.
- The study of statements of the form "P implies Q".
- The branch of science which you could continue to do if you woke up and the universe were gone.

Contrary to many a layman's perception, mathematics does not consist only of crunching numbers or solving equations. There are also parts of mathematics which have nothing at all to do with numbers or equations, though at Snow College it seems that we do a lot of number-crunching before we can get to the more interesting stuff. For a taste of a mostly-non-number crunching math experience check out MATH 1030.

OUTCOMES

Students who successfully complete a major emphasis in mathematics at Snow College will be prepared to enter a transfer institution at a junior level status and will have demonstrated that they

- know the major concepts and theories underlying calculus, linear algebra and differential equations;
- know the problem-solving techniques for each of the above areas;
- can solve problems in these three areas;
- can use various technologies to aid in solving problems and finding information;
- can explain concepts and ideas to others;

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OLE
PHAR
WELD

Fine Arts

Communication &

New Media

ART
COMM
DANC
MUSC
THEA

New Media

Humanities

ENGL
ESL
LANG
PHIL
TESL

Natural Science & Mathematics

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Social & Behavioral Science

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Personnel

- can read and synthesize math texts and articles;
- appreciate the value of these areas of study in their particular emphases;
- appreciate the contributions others have made to the study of mathematics;
- have a “feel” for the breadth and depth and history of the field of mathematics.

CAREERS

Students who earn a degree in mathematics should be able to work in the following areas:

Teaching

Mathematics majors who earn a Bachelor’s degree and certification in secondary education are usually eligible to be high-school mathematics teachers. With a Master’s degree, mathematics majors are eligible to teach in a two-year college. These levels usually emphasize the teaching of beginning mathematics areas (algebra, calculus, linear algebra, statistics). With a doctorate, mathematics majors are eligible to teach in a four-year college or university. College professors may choose an area of specialization, which is usually related to their doctoral studies; they are also expected to continue to pursue research studies.

National Security Agency

The NSA is currently the largest employer of mathematicians in the world outside of education. This often has to do with code-making and -breaking, but they are hired for other reasons.

Think Tanks

Several corporations (private and government run) hire mathematicians and other science types to create and think and work. If a thinker can produce an idea that can be used even once in a decade the company feels the investment has been well worth it.

Statistics and Actuarial Science

Insurance companies and cities, among others, hire these mathematicians to help them predict and project as they do long-term planning.

Cities, Corporations, etc.

Mathematicians are hired to help cities and others do “management science/planning.” Aspects of game theory and social science mathematics help to do the job.

Biological Sciences, Computer Sciences, Wild-Life Sciences, etc.

Many large science concerns hire mathematicians to do the parts of the experiments that require mathematics. This includes topography and GPS work and range-life

studies. Mathematicians can work and use their knowledge in hundreds of areas.

RECOMMENDED CURRICULUM

Students who wish to graduate from Snow with an AA or an AS degree must complete 31 credit hours of General Education and have a total of 63 credit hours. Students who wish to transfer to a four-year institution in Mathematics should also take the following courses while at Snow:

| | |
|---------------------------------------|---|
| MATH 1210 Calculus I..... | 5 |
| MATH 1220 Calculus II..... | 4 |
| MATH 2210 Calculus III..... | 3 |
| MATH 2270 Linear Algebra..... | 3 |
| MATH 2280 Differential Equations..... | 3 |

One year-long major’s sequence in another science
(some Universities require physics specifically)

| | |
|---|---|
| CHEM 1210 Principles of Chemistry..... | 4 |
| CHEM 1215 Principles of Chemistry I Lab..... | 1 |
| CHEM 1220 Principles of Chemistry..... | 4 |
| CHEM 1225 Principles of Chemistry II Lab..... | 1 |
| PHYS 2210 Physics for Scientists and Engineers I... 4 | |

| | |
|---|---|
| PHYS 2215 Physics for Scientists and Engineers Lab I..... | 1 |
| PHYS 2220 Physics for Scientists and Engineers II.. 4 | |
| PHYS 2225 Physics for Scientists and Engineers Lab II..... | 1 |
| BIOL 1610 Biology I..... | 4 |
| BIOL 1615 Biology I Lab..... | 1 |
| BIOL 1620 Biology II..... | 4 |
| BIOL 1625 Biology II Lab..... | 1 |

It is highly recommended that Mathematics majors take as many of the following as possible:

| | |
|-----------------|---|
| MATH 1030 | 3 |
| MATH 1630 | 3 |
| MATH 2040 | 4 |
| MATH 2100 | 2 |
| PHYS 2100 | 2 |

If a student feels underprepared to begin the calculus series, other courses are available that the student can begin with.

Suggested Schedule for Two Years at Snow:

This schedule is for well-prepared students

| Fall-Year 1 | | | Spring-Year 1 | | |
|--------------------|------|-----------|----------------------|------|-----------|
| MATH | 1210 | 5 | MATH | 1220 | 4 |
| MATH | 2100 | 2 | MATH | 2040 | 4 |
| PHYS | 2100 | 2 | ENGL | 2010 | 3 |
| ENGL | 1010 | 3 | Life Science | | 3 |
| <u>Amer. Inst.</u> | | <u>3</u> | <u>Fine Arts</u> | | <u>3</u> |
| TOTAL | | 15 | TOTAL | | 17 |

| Fall-Year 2 | | | Spring-Year 2 | | |
|--------------------|------|-----------|--------------------------|------|-----------|
| MATH | 2210 | 3 | MATH | 2280 | 3 |
| MATH | 1630 | 3 | MATH | 2270 | 3 |
| PHYS | 2210 | 4 | PHYS | 2220 | 4 |
| PHYS | 2215 | 1 | PHYS | 2225 | 1 |
| Humanities | | 3 | Social Science | | 3 |
| <u>Phys. Ed.</u> | | <u>1</u> | <u>Individual Choice</u> | | <u>3</u> |
| TOTAL | | 15 | TOTAL | | 17 |

Suggested Schedule for Three Years at Snow:

This schedule can accommodate students needing a bit more preparation or who want lighter loads due to employment or other needs.

| Fall-Year 1 | | | Spring-Year 1 | | |
|--------------------|------|-----------|----------------------|------|-----------|
| MATH | 1050 | 4 | MATH | 1060 | 2 |
| ENGL | 1010 | 3 | MATH | 2040 | 4 |
| Fine Arts | | 3 | ENGL | 2010 | 3 |
| <u>Amer. Inst.</u> | | <u>3</u> | Life Science | | 3 |
| TOTAL | | 13 | <u>Phys. Ed.</u> | | <u>1</u> |
| | | | TOTAL | | 13 |

| Fall-Year 2 | | | Spring-Year 2 | | |
|--------------------|------|-----------|----------------------|------|-----------|
| MATH | 1210 | 5 | MATH | 1220 | 4 |
| MATH | 2100 | 2 | MATH | 2270 | 3 |
| PHYS | 2100 | 2 | PHYS | 2220 | 4 |
| PHYS | 2210 | 4 | <u>PHYS 2225</u> | | <u>1</u> |
| <u>PHYS 2215</u> | | <u>1</u> | TOTAL | | 12 |
| TOTAL | | 14 | | | |

| Fall-Year 3 | | | Spring-Year 3 | | |
|--------------------|------|-----------|--------------------------|------|-----------|
| MATH | 2210 | 3 | MATH | 2280 | 3 |
| MATH | 1630 | 3 | MATH | 1030 | 3 |
| Humanities | | 3 | Social Studies | | 3 |
| <u>GE Elective</u> | | <u>3</u> | <u>Individual Choice</u> | | <u>3</u> |
| TOTAL | | 12 | TOTAL | | 12 |

A five semester choice would be easily doable, but pay attention to classes that are only offered once per year.

Placement in Math Classes

Snow College offers a variety of math classes to meet the needs of students with different levels of math skills. The goal at Snow is to help students find the class that best meets their needs. Rather than a course that is too advanced, or a class that is too basic, students should be enrolled in a math course that best matches their skills. Mandatory placement in Math 0950, 0990, and 1010 is based upon student ACT scores or placement test scores. Students who score 17 and below on

the math section of the ACT will be placed in Math 0950 or 0990. Students who score 18-22 on the on the math section of the ACT will be placed in Math 1010. Students who score 23 or higher on the on the math section of the ACT may choose which class they feel best meets their needs. To challenge this placement by ACT score, students may contact the Academic Advisement Center to schedule a time to use the Accuplacer Assessment tool and talk with a faculty member about their placement.

Note: Prerequisite courses or test scores must be less than two years old. If Snow College does not have a record that a student has taken a math class, the ACT, or a placement test in the past two years, the student must (re)take the placement test to ensure placement in the appropriate math class.

MATH 0950 This three-credit course is for students who need to review basic arithmetic/mathematics. Students should take this class if they have never had algebra, or if it has been a very long time since they have had any math classes. Students with a Math ACT of 14 or below will be placed here.

MATH 0990 This course is a review of math principles including order of operations with fractions, exponents, linear equations and inequalities in one and two variables, application problems, polynomials, factoring, and radicals. This course is designed for students who need a condensed review of high school Algebra I. This course prepares students for Math 1010. **Prerequisites: An ACT of 15-17 or an appropriate Accuplacer score. (See the advisement center for more information.)**

MATH 1010 This four-credit course in intermediate algebra is for students who have only had one year of high school algebra, or if they had two years of high school algebra and averaged a grade of C+ or below. Students with a Math ACT of 18-22 will be placed here.

MATH 1030 This three-credit course is for students who are prepared for college math and plan to major in humanities, fine arts, or some other major options. Students should take this class if their ACT math score is 23 or above or if they have successfully completed two years of high school algebra with grades of B or above or MATH 1010 with a C (2.0) or better.

MATH 1040 This three-credit course is for students who are prepared for college math and who plan to major in some social science areas (check with advisor), as well as some other major options including nursing. Students should take this class if their ACT math score is 23 or above, or if they have successfully completed two years of high school algebra with a grade of B or above or MATH 1010 with a C (2.0) or better.

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Fine Arts

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MATH 1050 This four-credit course is for students who are prepared for college math and who plan to major in some science/engineering area, business, or education. This course will help prepare students for college calculus. Students should take this class if their ACT math score is 23 or if they have successfully completed two years of high school algebra with a grade of B or above or MATH 1010 with C or better.

An ACT math score of 28 or higher waives general ed. Math (1030, 1040, 1050).

ADDITIONAL CONSIDERATIONS

Students who have a transfer institution in mind should consult that institution's mathematics department for exact prerequisites as soon as possible. See <http://www.snow.edu/math/otherdepts.html>.

Students who wish to be certified in secondary education should consult the education department for additional requirements.

In the state of Utah, two semesters of a foreign language are required for an AA degree (in addition to the AS requirements). Four semesters of a foreign language are required for a B.A.

Mathematics majors should take GE courses in other divisions. PHIL1000, COMM 2110, and MUSC 1010 are recommended. It is preferable to fill the Individual Choice category outside of the Natural Science division. Foreign languages are also recommended.

It is a good idea for mathematics majors to secure employment as a grader for one of the math professors.

The Math/Science Lab

Mathematics students are often hired as tutors in the Math/Science lab. This is a good way to get extra practice solving problems. One learns anything best by teaching it.



NATURAL RESOURCES

Director of Natural Resources: Chad Dewey

Web: www.snow.edu/lifesci/majorprep.html

Email: chad.dewey@snow.edu

Phone: 435-283-7337

DESCRIPTION

Natural Resources are the materials or substances found in nature that have value. Students will study many different types of natural resources, including: plants, animals, soil, water, air, minerals, and fossil fuels. They will study how biotic resources react with abiotic resources and further understand how to manage those resources for future sustainability. At Snow College, students can choose from the following two degrees.

A.A.S. Degree:

The Associate of Applied Science (AAS) degree is a highly field-based program that prepares students for direct employment upon graduation. It accomplishes this by having students involved in government and private agency projects coupled with pertinent classroom instruction. The program prepares students to have an employment edge by providing certifications, instruction, experience, and knowledge required to be directly employable without the need for extensive on-the-job training. The program is designed to get students immediately involved in fieldwork through internships with public and private organizations such as the Forest Service, BLM, state agencies, and industrial organizations. Students will take fewer General Education (GE) classes, and focus more towards natural resource related courses.

A.S. Degree:

The Associate of Science (AS) degree in natural resources prepares students to transfer to a four year institution upon graduation to obtain a Bachelor's Degree. These students will take required GE courses as well as a large number of hands-on courses directly relating to their desired field of study. They may also be involved in government and private agency projects, as well as certifications and training specific to their field of interest.

OUTCOMES

Students will:

- Be able to write coherent reports and documents
- Be able to explain the history and policies associated with land use

- Be able to be an advocate for multiple and sustainable use of our natural resources
- Be able to evaluate range resource health through proper monitoring techniques
- Be able to demonstrate accurate monitoring procedures
- Be able to apply economic management principles to natural resource use
- Be able to assess present conditions and determine the action needed to obtain desired result based on a critical analysis of situations
- Understand how natural resources provide our food, fiber, standard of living and recreation
- Understand how resources are interconnected and that management of some resources without consideration of other resources can lead to unexpected results
- Learn to work effectively both individually and with others through class projects and through internship experiences
- Be able to communicate in electronic, verbal, and written formats
- Demonstrate competency in utilizing geospatial technologies (Global Positioning System – GPS, Geographic Information System – GIS, and remote sensing)
- Demonstrate the ability to reason scientifically

CAREERS

A natural resources degree will qualify students to obtain jobs in many areas of natural resources as land managers and technicians. Many jobs are available in fields such as: Rangeland Resources, Wildlife Science, Conservation and Restoration Ecology, Forestry, Fisheries and Aquatic Science, Watershed and Earth Systems, Geography, Environmental Studies, and Recreation Resource Management. Within these fields, students could find employment in the private sector in areas such as: oil/gas, mining, timber, environmental consulting, non-profit organizations and agriculture. Within local, state, and federal governments, jobs are available in the many different agencies, including: Forest Service, BLM, USGS, NRCS, BOR, DEQ, State Parks, and Public Works.

RECOMMENDED CURRICULUM

Natural Resources Majors who wish to graduate with an AAS degree and move directly into employment need to take all core classes and at least one class from each cluster.

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Fine Arts.

Communication &

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THEA
New Media

Humanities

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Natural Science & Mathematics

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Core Classes

| <u>Course</u> | <u>Credits</u> |
|--|----------------|
| NR 1010 Introduction to Natural Resources..... | 2 |
| NR 1020 Environmental Sampling and Analysis | 2 |
| NR 2010 Environmental Pcly, Regulation, and Report Writing..... | 2 |
| NR 1030 Fundamentals of Food Production | 2 |
| BIOL 2220/2225 Ecology/Lab (OR) | |
| GEO 1060/1065 Environmental Geology / Lab | 3/1 |
| BIOL 2300/2305 Plant Taxonomy/Lab..... | 3/1 |
| GEO 1800/1805 Global Information Systems/Lab.... | 3/1 |
| NR 1900 Projects /Internship | 1-3 |
| Math 1050 College Algebra (4) (OR) | |
| Math 1040 Statistics (3) | 4-3 |
| ENGL 1010 Expository English | 3 |
| COMM 1020 Public Speaking..... | 3 |
| Total minimum core course credits | 27/3 |

In addition to the courses that fulfill the core requirements (no double dipping) students should take at least 31 credits from the following clusters with at least one course from each cluster and a short-term training course.

Wildlife and Ecology Cluster

| | |
|--|-----|
| NR 2610 Wildland Animal Ecology & Identification | 3/1 |
| BIOL 1010/1015 General Biology/Lab | 3/1 |
| BIOL 1610/1615 Biology I /Lab..... | 4/1 |
| BIOL 1620/1625 Biology II /Lab | 4/1 |
| BIOL 2220/2225 Ecology /Lab..... | 3/1 |
| BIOL 2580/2585 Soil Science /Lab | 3/1 |

Agriculture - Range Cluster

| | |
|--|-----|
| NR 2040 Introduction to Range..... | 3 |
| NR 2050 Range Management and Monitoring | 4 |
| AGBU 2020 Agricultural Business Management | 3 |
| AGBU 2030 Managerial Analysis and Decision Making | 3 |
| AGRI 1010 Fundamentals of Animal Science..... | 4 |
| AGRI 2400 Livestock Feeds and Feeding | 4 |
| AGRI 2600/2605 Anatomy and Physiology of Farm Animals /Lab..... | 3/1 |

Hydrology - Geology Cluster

| | |
|--|-----|
| GEO 1010/1015 Survey of Geology/Lab | 3/1 |
| GEO 1110/1115 Physical Geology /Lab | 3/1 |
| GEO 1060/1065 Environmental Geology /Lab | 3/1 |
| GEOG 1000/1005 Physical Geography /Lab | 3/1 |
| *(Course #) Introduction to Hydrology / Lab | |

Chemistry Cluster

| | |
|--|-----|
| CHEM 1010/1015 Introductory Chemistry | 3/1 |
| CHEM 1110/1115 Elementary Chemistry | 4/1 |
| CHEM 1120/1125 Elementary Organic / Biochemistry..... | 4/1 |
| CHEM 1210/1215 Principles of Chemistry I..... | 4/1 |
| CHEM 1220/1225 Principles of Chemistry II | 4/1 |

Short-Term Training (specific to each student)..... 1-3

AAS in Natural Resources Suggested Two-year Curriculum

| Fall - Year 1 | | Spring - Year 1 | |
|----------------------|-----------|------------------------|-----------|
| NR 1010 | 2 | NR 1020 | 2 |
| MATH 1050 | 4 | NR 1030 | 2 |
| BIOL 2300 | 3 | Cluster | 11 |
| BIOL 2305 | 1 | TOTAL | 15 |
| Cluster | 6 | | |
| TOTAL | 16 | | |

| Fall - Year 2 | | Spring - Year 2 | |
|----------------------|-----------|------------------------|-----------|
| ENGL 1010 | 3 | NR 2010 | 2 |
| COMM 1020 | 3 | BIOL 2220 | 3 |
| NR 1900 | 2 | BIOL 2225 | 1 |
| Cluster | 8 | GEO 1800 | 4 |
| TOTAL | 16 | Cluster | 6 |
| | | TOTAL | 16 |

Total Credits 63

Forestry, Rangeland Resources, Conservation Ecology, and Wildlife Restoration Ecology Majors Suggested Curriculum:

| Fall - Year 1 | | Spring - Year 1 | |
|----------------------|-----------|------------------------|-----------|
| BIOL 1610 + | 4 | BIOL 1620 + | 4 |
| BIOL 1615 | 1 | BIOL 1625 | 1 |
| MATH 1050 + | 4 | MATH 1100 + | 4 |
| COMM 1020 | 3 | BIOL 2300 + | 3 |
| NR 1010 | 2 | BIOL 2305 | 1 |
| Humanities | 3 | HIST 1700 | 3 |
| TOTAL | 17 | TOTAL | 16 |

| Fall - Year 2 | | Spring - Year 2 | |
|----------------------|-----------|------------------------|-----------|
| CHEM 1210 + | 4 | CHEM 1220 + | 4 |
| CHEM 1215 | 1 | CHEM 1225 | 1 |
| ENGL 1010 | 3 | BIOL 2220 + | 3 |
| PE 1096 | 1 | BIOL 2225 | 1 |
| Fine Arts | 3 | MATH 2040 + | 4 |
| BS/SS | 3 | ENGL 2010 + | 3 |
| TOTAL | 15 | TOTAL | 16 |

+ Prerequisites Required.

Environmental Studies, Geography and Recreation Resources Management Majors Suggested Curriculum:

| Fall - Year 1 | | Spring - Year 1 | |
|----------------|-----------|-----------------|-----------|
| BIOL 1010 | 3 | MATH 2040 + | 4 |
| BIOL 1015 | 1 | HIST 1700 | 3 |
| MATH 1050 + | 4 | COMM 1020 | 3 |
| GEOG 1000 + | 3 | BIOL 2300 + | 3 |
| GEOG 1005 | 1 | BIOL 2305 | 1 |
| ENGL 1010 | 3 | <u>PE 1096</u> | <u>1</u> |
| <u>NR 1010</u> | <u>2</u> | TOTAL | 15 |
| TOTAL | 17 | | |

| Fall - Year 2 | | Spring - Year 2 | |
|-------------------|-----------|-------------------|-----------|
| CHEM 1110 + | 4 | NR 1020 | 2 |
| CHEM 1115 | 1 | BIOL 2220 + | 3 |
| GEOG 1110 + | 3 | BIOL 2225 | 1 |
| GEOG 1115 | 1 | ENGL 2010 + | 3 |
| BIOL 2580 + | 3 | Fine Arts | 3 |
| BIOL 2585 | 1 | <u>Humanities</u> | <u>3</u> |
| <u>SOC 1010</u> ◊ | <u>3</u> | TOTAL | 15 |
| TOTAL | 16 | | |

+ Prerequisites Required.

◊ Any BS/SS for Environmental Studies but SOCI 1010 required for Recreation Resources Management majors.

Fisheries and Aquatic Sciences Major Suggested Curriculum:

| Fall - Year 1 | | Spring - Year 1 | |
|------------------|-----------|------------------|-----------|
| BIOL 1610 + | 4 | BIOL 1620 + | 4 |
| BIOL 1615 | 1 | BIOL 1625 | 1 |
| MATH 1050 + | 4 | MATH 1100 | 4 |
| Humanities | 3 | BIOL 2220 | 3 |
| NR 1010 | 2 | BIOL 2225 | 1 |
| <u>ENGL 1010</u> | <u>3</u> | <u>HIST 1700</u> | <u>3</u> |
| TOTAL | 17 | TOTAL | 16 |

| Fall - Year 2 | | Spring - Year 2 | |
|------------------|-----------|------------------|-----------|
| CHEM 1210 + | 4 | CHEM 1220 + | 4 |
| CHEM 1215 | 1 | CHEM 1225 | 1 |
| PHYS 2010 + | 4 | GEOG 1800 | 4 |
| PHYS 2015 | 1 | ENGL 2010 + | 3 |
| PE 1096 | 1 | NR 1020 | 2 |
| BS/SS | 3 | <u>COMM 1020</u> | <u>3</u> |
| <u>Fine Arts</u> | <u>3</u> | TOTAL | 17 |
| TOTAL | 17 | | |

+ Prerequisites Required.

Watershed and Earth Systems Major Suggested Curriculum:

| Fall - Year 1 | | Spring - Year 1 | |
|------------------|--------------|-----------------|--------------|
| BIOL 1610 + | 4 | BIOL 1620 + | 4 |
| BIOL 1615 | 1 | BIOL 1625 | 1 |
| <i>or</i> | | <i>or</i> | |
| BIOL 1010 | 3 | NR 1020 | 2 |
| BIOL 1015 | 1 | PE 1096 | 1 |
| MATH 1050 + | 4 | MATH 1210 + | 5 |
| COMM 1020 | 3 | HIST 1700 | 3 |
| NR 1010 | 2 | GEO 1110 | 3 |
| <u>ENGL 1010</u> | <u>3</u> | <u>GEO 1115</u> | <u>1</u> |
| TOTAL | 16-17 | TOTAL | 15-18 |

| Fall - Year 2 | | Spring - Year 2 | |
|---------------|-----------|------------------|-----------|
| CHEM 1210 + | 4 | GEOG 1800 | 4 |
| CHEM 1210 | 1 | MATH 1220 | 4 |
| PHYS 2010 + | 4 | ENGL 2010 + | 3 |
| PHYS 2015 | 1 | Humanities | 3 |
| BIOL 2580 + | 3 | <u>Fine Arts</u> | <u>3</u> |
| BIOL 2585 | 1 | TOTAL | 17 |
| <u>BS/SS</u> | <u>3</u> | | |
| TOTAL | 17 | | |

+ Prerequisites Required

Natural Resources A.S. Degree Suggested Three-year Curriculum:

| Fall - Year 1 | | Spring - Year 1 | |
|-----------------------|--------------|------------------|--------------|
| NR 1010 | 2 | MATH 1050 + | 4 |
| BIOL 1010 | 3 | HIST 1700 | 3 |
| <i>or</i> | | Fine Arts | 3 |
| CHEM 1110 | 4 | Humanities | 3 |
| CHEM 1115 | 1 | PE 1096 | 1 |
| MATH 1010 | 4 | <u>Electives</u> | <u>1-3</u> |
| ENGL 1010 | 3 | TOTAL | 15-17 |
| <u>Social Science</u> | <u>3</u> | | |
| TOTAL | 16-17 | | |

Follow regular paths in suggested two-year curriculum for natural resources majors.

Replace previously taken courses with core and cluster courses from the Natural Resources AAS degree.

Also, please refer to Natural Resources section for these majors, pg. 165

FOREST SCIENCE
RANGE SCIENCE
SOIL SCIENCE
WILDLIFE RESOURCES

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Fine Arts.

Communication & New Media

- ART
- COMM
- DANC
- MUSC
- THEA
- New Media

Humanities

- ENGL
- ESL
- LANG
- PHIL
- TESL

Natural Science & Mathematics

- BIOL
- CHEM
- CS
- ENGR
- GEO
- MATH
- NR
- PHYS

Social & Behavioral Science

- ANTH
- CJ
- ECON
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- HIST
- HFST
- POLS
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- PE
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Academic Support Services

Community Programs

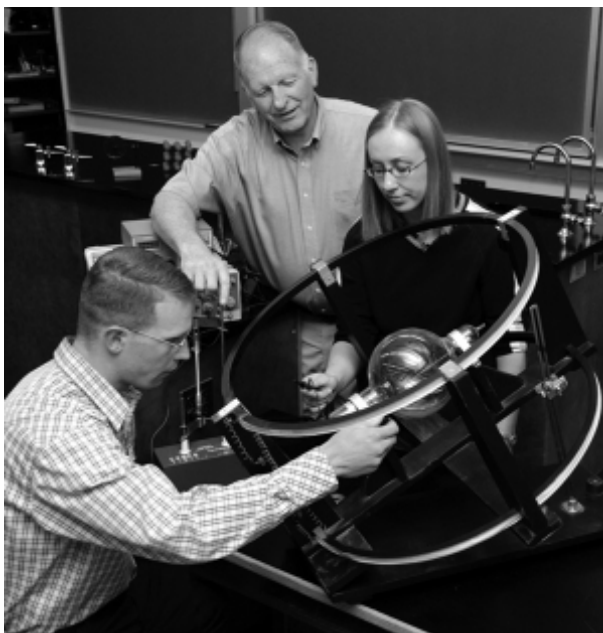
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Course Descriptions

Personnel



PHYSICS

Professor: Ted L. Olson (Chair), Larry Smith

Associate Professor: Doug Wendel, Brian Newbold

Web: <http://www.snow.edu/physics>

Email: physics@snow.edu

Phone: (435) 283-7509

DESCRIPTION

Physics is the study and application of the fundamental laws of nature, including the laws of motion gravity, electromagnetism, thermodynamics, and microscopic interaction. The laws govern the behavior of objects at all scales, from the smallest subatomic particles to the entire observable universe. In between, physicists study nuclear reactions, the interactions of atoms with light, properties of solids, chaotic dynamics of fluids, and the evolution of stars and galaxies, among many other topics. Classical physics is based on Newton's laws of motion and gravitation and Maxwell's equations of electricity and magnetism; while modern physics is based on Einstein's relativity and the theory of quantum mechanics.

“Science is the systematic enterprise of gathering knowledge about the world and organization and condensing that knowledge into testable laws and theories” (from a statement by the American Association of Physics Teachers) and physics is a fundamental science that underlies the other natural sciences.

Physics is one of the liberal arts and was called Natural Philosophy until a century or two ago. Physics is about asking questions and pushing back the frontiers of knowledge. Engineering, in contrast, is more about applications and making things work and could be called Applied Physics. Mathematics is the language of physics and physicists generally really like it. Curiosity is the hallmark of physicists.

OUTCOMES

Students who complete the recommended physics curriculum at Snow College will be expected to demonstrate that they

- know how to approach a problem and solve it;
- know how to apply physics to everyday situations;
- know about the basic laws that govern the universe and the world around us;

- understand that physics is useful in many areas of life;
- understand that physics is a fundamental science that underlies the other natural sciences;
- understand the methods scientists use to do science;
- can do elementary problems in mechanics, electricity & magnetism, gravitation, optics, waves, etc;
- can set up an experiment to test an idea;
- can work with various kinds of physical and electrical equipment including computers comfortably;
- appreciate the pervasiveness of physics in the world;
- appreciate the role of physics in history as well as its role in modern life;
- appreciate technological innovations that result from applied physics;
- feel confident in their abilities to deal with the world.

CAREERS

Students who earn a degree in physics should be able to work in the following areas;

Teaching

Physics majors who earn a bachelor's degree and certification in secondary education are usually eligible to be high-school physics teachers. With a master's degree, physics majors are eligible to teach in a two-year college. With a doctorate, Physics majors are eligible to teach in a four-year college or university. College professors may choose an area of specialization, which is usually related to their doctoral studies; they are also expected to do research. Examples of such areas of specialization include solid state physics, atomic and molecular physics, relativity, quantum mechanics, statistical physics and chaos, optics, particle physics, cosmology, astrophysics, physics education, etc.

Research

Many industries and corporations hire research physicists to do basic or applied research. Defense industries and government research laboratories such as those at Livermore, Los Alamos, and the Oak Ridge also hire many physicists. Communication skills and the ability to work in teams are very important in this context

Instrumentation

Physicists with Bachelor's degrees are often employed to invent, build, maintain, and use various kinds of scientific equipment in many contexts.

Cross-over science fields

Since physics is the foundation of all other sciences there are many cross-disciplinary opportunities to work in astrophysics, geophysics, biophysics, or chemical physics, etc. People with physics degrees are also often employed as engineers.

Other professions

A physics education is a broad education that teaches thinking and problem-solving skills -- the very skills needed in many areas of business, finance, and law. A Bachelor's degree in physics is wonderful preparation for further education in medical or law school or an MBA program.

RECOMMENDED CURRICULUM

Students who wish to transfer to a four-year institution in Physics should take the following courses while at Snow:

| | |
|---------------------------------------|---|
| MATH 1210 Calculus I..... | 5 |
| MATH 1220 Calculus II..... | 4 |
| MATH 2210 Calculus III..... | 3 |
| MATH 2270 Linear Algebra..... | 3 |
| MATH 2280 Differential Equations..... | 3 |

| | |
|--|---|
| PHYS 2100 Honors Physics (recommended)..... | 2 |
| PHYS 2210 Physics for Scientists and Engineers I... 4 | |
| PHYS 2215 Physics for Scientists and Engineers I Lab..... | 1 |
| PHYS 2220 Physics for Scientists and Engineers II.. 4 | |
| PHYS 2225 Physics for Scientists and Engineers II Lab..... | 1 |
| PHYS 2710 Modern Physics | 3 |

One year-long major's sequence in another science (some universities require Chemistry specifically):

| | |
|--|---|
| CHEM 1210 Principles of Chemistry I..... | 4 |
| CHEM 1215 Principles of Chemistry I Lab | 1 |
| CHEM 1220 Principles of Chemistry II | 4 |
| CHEM 1225 Principles of Chemistry II Lab | 1 |

or

| | |
|--------------------------------------|---|
| GEO 1110 Physical Geology | 3 |
| GEO 1115 Physical Geology Lab | 1 |
| GEO 1220 Historical Geology..... | 3 |
| GEO 1225 Historical Geology Lab..... | 1 |

or

| | |
|-------------------------------|---|
| BIOL 1610 Biology I..... | 4 |
| BIOL 1615 Biology I Lab..... | 1 |
| BIOL 1620 Biology II..... | 4 |
| BIOL 1625 Biology II Lab..... | 1 |

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Students who are considering the physics major, but who feel less than adequately prepared, should take one or more of the following exploratory course while bringing their math skills up to calculus level:

| | |
|---|---|
| PHSC 1000 Conceptual Physical Science | 3 |
| PHYS 1000 Conceptual Physics..... | 2 |
| PHYS 1010 Elementary Physics..... | 3 |
| PHYS 1015 Elementary Physics Lab | 1 |
| ENGR 1010 Introduction to Engineering | 1 |

Suggested Schedule for Two Years at Snow:

This schedule is for well-prepared students. This schedule does not complete the Snow GE requirements in two years, so previous credit (AP, concurrent enrollment, etc.) or summer terms would be necessary to graduate with an AS from Snow.

| | | | | | |
|--------------------|-----------|--|----------------------|-----------|--|
| Fall-Year 1 | | | Spring-Year 1 | | |
| MATH 1210 | 5 | | MATH 1220 | 4 | |
| CHEM 1210 | 4 | | CHEM 1220 | 4 | |
| CHEM 1215 | 1 | | CHEM 1225 | 1 | |
| ENGL 1010 | 3 | | Life Science | 3 | |
| <u>PHYS 2100</u> | <u>2</u> | | GE requirement | 3 | |
| TOTAL | 15 | | <u>PE 1096</u> | <u>1</u> | |
| | | | TOTAL | 16 | |

| | | | | | |
|--------------------|-----------|--|-----------------------|-----------|--|
| Fall-Year 2 | | | Spring-Year 2 | | |
| MATH 2210 | 3 | | MATH 2270 | 3 | |
| ENGL 2010 | 3 | | MATH 2280 | 3 | |
| PHYS 2210 | 4 | | PHYS 2220 | 4 | |
| PHYS 2215 | 1 | | PHYS 2225 | 1 | |
| CS 1400 | 3 | | PHYS 2710 | 3 | |
| <u>CS 1405</u> | <u>1</u> | | <u>GE requirement</u> | <u>3</u> | |
| TOTAL | 15 | | TOTAL | 17 | |

Suggested Schedule for Three Years at Snow:

This schedule can accommodate students who need a bit more preparation or who want lighter loads due to employment. This schedule does complete all Snow GE requirements for graduation with an AS after three years if the individual choice category is filled with some of the physics or chemistry listed.

| | | | | | |
|--------------------|-----------|--|----------------------|-----------|--|
| Fall-Year 1 | | | Spring-Year 1 | | |
| MATH 1050 | 4 | | MATH 1210 | 5 | |
| MATH 1060 | 2 | | PHYS 1010 | 3 | |
| ENGL 1010 | 3 | | PHYS 1015 | 1 | |
| CHEM 1210 | 4 | | CHEM 1220 | 4 | |
| <u>CHEM 1215</u> | <u>1</u> | | <u>CHEM 1225</u> | <u>1</u> | |
| TOTAL | 14 | | TOTAL | 14 | |

| | | | | | |
|-----------------------|-----------|--|-----------------------|-----------|--|
| Fall-Year 2 | | | Spring-Year 2 | | |
| MATH 1220 | 4 | | MATH 2210 | 3 | |
| CS 1400 | 3 | | CS 1410 | 3 | |
| CS 1405 | 1 | | CS 1415 | 1 | |
| ENGL 2010 | 3 | | MATH 1630 | 3 | |
| PHYS 2100 | 2 | | PE 1096 | 1 | |
| <u>GE requirement</u> | <u>3</u> | | <u>GE requirement</u> | <u>3</u> | |
| TOTAL | 16 | | TOTAL | 14 | |

| | | | | | |
|-----------------------|-----------|--|-----------------------|-----------|--|
| Fall-Year 3 | | | Spring-Year 3 | | |
| MATH 2270 | 3 | | MATH 2280 | 3 | |
| PHYS 2210 | 4 | | PHYS 2220 | 4 | |
| PHYS 2215 | 1 | | PHYS 2225 | 1 | |
| <u>GE requirement</u> | <u>3</u> | | <u>GE requirement</u> | <u>3</u> | |
| TOTAL | 14 | | TOTAL | 14 | |

A five-semester schedule could also work by combining ideas from the two suggested schedules above (for example, the second semester of CPSC and MATH 1630 could be eliminated, and PHYS could be skipped if physics was taken in high school,) but pay attention to classes that are only offered once per year.

ADDITIONAL CONSIDERATIONS

Students who have a transfer institution in mind should consult that institution's physics department for exact prerequisites as soon as possible. See <http://www.snow.edu/physics/otherDepts.html>.

Students who wish to be certified in secondary education should consult the education department for additional requirements.

In the state of Utah, two semesters of a foreign language are required for an AA degree (in addition to the AS requirements). Four semesters of a foreign language are required for a B.A.



Strong computer skills are essential to physics majors. Students should have programming experience or take CPSC 1400 and CPSC 1405. Students should also become familiar with standard applications such as a spreadsheet program and a math program like MATLAB, Maple, or Mathematica.

Students interested in astronomy or astrophysics should take PHYS 1060.

Students interested in meteorology should take PHYS 1150.

Students interested in geophysics should also take GEO 1110 and GEO 1220.

Physics majors should broaden themselves by taking GE courses in other divisions. PHIL1000, COMM 2110, and MUSC 1010 are recommended. It is preferable to fill the Individual Choice category outside of the Natural Science Division. Foreign languages are also recommended.

Physics majors may wish to secure employment as a grader or lab assistant for one of the physics professors.

As finances allow, physics majors should acquire a graphing calculator and a computer. A large proportion of physics students do not end their formal education with a bachelor's degree but go on to do graduate work in physics or in other fields.

THE MATH/SCIENCE LAB

Physics students are often hired as tutors in the Math/Science lab. This is a good way to get extra practice solving problems. One learns physics best by teaching it.



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Social & Behavioral Science

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DIVISION OF SOCIAL AND BEHAVIORAL SCIENCE

Sue Dalley, Dean
Phone: (435) 283-7490
Email: sue.dalley@snow.edu

| | |
|---------------------------|--------------------|
| Anthropology | Geography |
| Child Care Management | Health |
| Child Development | History |
| Clothing | Economics |
| Criminal Justice | Physical Education |
| Family & Consumer Science | Social Work |
| Education | Sociology |

Professor: Kerry Hansen, K. Michael Seibt
Associate Professor: Tracie Bradley, Kim Cragun, Sue Dalley
Assistant Professor: Michael Brenchley, Nick Marsing
Instructors: Jon Cox, Danni Larsen, Richard Squire
 Jeff Wallace
Teacher: Gary McKenzie

The Division of Social and Behavioral Science offers course work designed to satisfy many needs. Those intending eventual careers in the discipline areas listed above will find courses suitable to the lower-division (freshman and sophomore year) preparation.

Other courses should also be integral parts of the general or liberal education of any college student. Such courses foster understanding and appreciation of our world, our social structure and institutions, and ourselves as dynamic human personalities. Finally, Division of Social and Behavioral Science courses may provide one of life's most satisfying personal experiences, learning for the sheer joy of learning.

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Fine Arts

Communication & New Media

- ART
- COMM
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- THEA
- New Media

Humanities

- ENGL
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- LANG
- PHIL
- TESL

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**CRIMINAL JUSTICE /
SOCIAL WORK**

CRIMINAL JUSTICE

OUTCOMES

Students who complete an emphasis in criminal justice will be expected to demonstrate they

- know the criminal justice process and organizations
- know the basic theories and procedures of criminal justice;
- know the concept and theoretical foundations of the American criminal justice system;
- know the relationship among the three criminal justice components, namely, the police, the courts, and corrections;
- describe the components of the criminal justice system and the role of each component;
- identify the types and need for laws;
- discuss the principles and values that serve as a basic for criminal and social justice;
- appreciate the complexities of justice and due process;
- appreciate the social dilemmas of law enforcement and corrections;
- appreciate the impact of the criminal justice system on American social and cultural systems.

CAREERS

Students who complete an emphasis in criminal justice, the general education requirements, and earn the associate degree can usually expect to transfer to a university as a junior. Students may also enter one of the major branches of the criminal justice system; Law Enforcement, Court System, or Corrections in pursuit of a professional career. Students usually find employment in:

Law Enforcement

Local/State level employment opportunities may include Police Officer, Deputy Sheriff, Highway Patrol Officer. Federal level employment opportunities may include Federal Bureau of Investigation, Department of Justice, Alcohol, Tobacco and Firearms, Border Patrol, or other federal agencies.

Court System

State and Federal employment opportunities may include Bailiff, Court Services Officer, U.S. Marshals

Service. Similar job opportunities exist at the county and local level in the major metropolitan areas of the United States.

Corrections

Local, county, and state level employment opportunities may include Jailer, Corrections Officer, Parole or Probation Officer, Juvenile Probation Officer. Federal level employment opportunities may include Federal Corrections Officer, Federal Probation Officer.

In addition to employment as a sworn officer all criminal justice agencies require and employ civilians (non-sworn) personnel in many support capacities. Some of these include: criminalist, criminologist, crime scene technician, forensic services technician, records maintenance, case worker, and investigative aid

RECOMMENDED CURRICULUM

| Fall | | Spring | |
|----------------------|-----------|----------------|-----------|
| CJ 1010 | 3 | CJ 1010 | 3 |
| CJ 1300 | 3 | CJ 1330/1350* | 6 |
| <u>CJ 1340/2350*</u> | <u>6</u> | <u>CJ 2330</u> | <u>3</u> |
| TOTAL | 12 | TOTAL | 12 |

Note: Please see Criminal Justice Professors for any CJ course advisement.

Other Recommended Courses

- PSY 1010 - General Psychology
- SW 1010 & 2100 - Social Work
- BUS 1020 - Computer Technology and Application
- HFST 1500 - Human Development

Note: Please see Student Success Advisors for General course study.

SOCIAL WORK

OUTCOMES

Students who complete an emphasis in social work will be expected to demonstrate they

- know the history of social work;
- know the roles of social workers in society;
- know the basic concepts of social welfare;
- can discuss social work as a profession;
- can identify the skills and knowledge of social work practice;
- appreciate social welfare from the political perspective;
- appreciate social and biological systems impact on children and childhood;

- appreciate the influence of diversity and social status on human behavior;
- appreciate social work as a helping profession;

CAREERS

Students who compete an emphasis in social work, and the general education requirements can usually expect to transfer to a major university. Upon completing of a four year degree students may continue to a graduate degree program for a Masters of Social Work (MSW) Degree. Upon completion of this degree, students may find employment in a variety of agencies. Examples include: Public Welfare, Mental Health, Public Health, School Social Work, Head Start, Job Corps, Family Services, Services for the Aging, Prison Social Work, Juvenile Delinquent Services, Probation and Parole, Domestic Violence, Services for Children, etc.

RECOMMENDED CURRICULUM

Suggested Schedule:

Utah State University:

| Fall - Year 1 | | Spring - Year 1 | |
|-----------------------------|-----------|-----------------|-----------|
| CIS 1010 & lab | 3 | BIOL 1010 & lab | 4 |
| MATH 1040 (MA) ⁺ | 3 | ENGL 1010 (EI) | 3 |
| HFST 1500 (SS) | 3 | PSY 1000 (IC) | 3 |
| SW 1010 | 3 | ANTH 1000 | 3 |
| <u>Elective</u> | <u>2</u> | <u>Elective</u> | <u>3</u> |
| TOTAL | 15 | TOTAL | 16 |

| Fall - Year 2 | | Spring - Year 2 | |
|-----------------------------|-----------------|---------------------|-----------|
| ENGL 2010 (E2) ⁺ | 3 | American Instit. GE | 3 |
| SW 2100 | 3 | Fine Arts GE (FA) | 3 |
| Phy. Sci. GE (PS) | 3 or 4 | SOC 1010 | 3 |
| PE 1096 (PE) | 1 | Elective | 3 |
| COMM 2110 (HU) | 3 | <u>Elective</u> | <u>4</u> |
| <u>Electives</u> | <u>3</u> | TOTAL | 13 |
| TOTAL | 16 or 17 | | |

⁺Prerequisites Required.

Visit USU's Web site often for the **latest** information at www.usu.edu

University of Utah:

The student must have completed (or currently enrolled in) the following classes:

PSY 1010
 SOC 1010
 BIOL 1010
 POLS 1100
 SW 1010
 SW 2300

Weber State University:

| Fall - Year 1 | | Spring - Year 1 | |
|-----------------------------|-----------|-----------------|-----------|
| CIS 1010 & lab | 3 | BIOL 1050 & lab | 4 |
| MATH 1040 (MA) ⁺ | 3 | ENGL 1010 (EI) | 3 |
| HFST 1500 (SS) | 3 | PSY 1010 (IC) | 3 |
| SW 1010 | 3 | ANTH 1000 | 3 |
| <u>Elective</u> | <u>2</u> | <u>Elective</u> | <u>3</u> |
| TOTAL | 15 | TOTAL | 16 |

| Fall - Year 2 | | Spring - Year 2 | |
|-----------------------------|-----------------|---------------------|-----------|
| ENGL 2010 (E2) ⁺ | 3 | American Instit. GE | 3 |
| SW 2100 | 3 | Fine Arts GE (FA) | 3 |
| Phy. Sci. GE (PS) | 3 or 4 | SOC 1010 | 3 |
| PE 1096 (PE) | 1 | Elective | 3 |
| COMM 2110 (HU) | 3 | <u>Elective</u> | <u>4</u> |
| <u>Electives</u> | <u>3</u> | TOTAL | 13 |
| TOTAL | 16 or 17 | | |

⁺Prerequisites Required.

Visit Weber's Web site often for the **latest** information at www.weber.edu



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EDUCATION

Division Dean: Sue Dalley

Department Chair: Richard Squire

Early Childhood Education Advisor: Kim Cragun

Elementary Education Faculty Teacher Advisors for students transferring to:

BYU: Jonathan Bodrero

Secondary Education Advisors: Since Secondary Education is a shared responsibility, there are various advisors.

The mission of the department is to provide future K-12 teachers with the knowledge, love of learning and commitment to service that will make them outstanding candidates for certification at any university in the country. The department's goals are to introduce future teachers to the historical, philosophical, and cultural foundations of their chosen profession and to give them practical experience observing actual primary and secondary classroom operations. By carefully advising students in their selection of majors, lower division general education requirements, and elective courses, the department seeks to assure their success as they transfer to baccalaureate institutions and go on to enter the teaching profession.

OUTCOMES

Students who complete an emphasis in teacher education will be expected to demonstrate that they

- know the historical, philosophical and cultural foundations of American education;
- know the general outline of how American schools are governed and financed;
- know how the fields of psychology and human development inform the field of education;
- know the uses and possible misuses of technology in education;
- know the activities and daily routines of practicing professional teachers;
- can write a personal teaching philosophy;
- can successfully complete course work in math, and introduction to education;
- can work with teachers in a classroom settings for 24 hours;
- can demonstrate the traits that predict a future as a successful teaching professional;
- can conduct themselves professionally in transfer and job interviews;
- appreciate the high ethical standards expected of teaching professionals;

- appreciate interest in and concern for the welfare of student;
- appreciate commitment to the role of the teacher as learner.

ADDITIONAL CONSIDERATIONS

Getting an Associate Degree is only the first step to becoming an educator in Utah. At Snow, students are able to complete lower division general education requirements as well as many prerequisites.

The certification options for Utah educators are: Early Childhood Education, Elementary Education, Secondary Education, Special Education, Special Education (Birth through Age 5) and Communication Disorders.

Early Childhood Education

An Early Childhood Certificate is required for teaching kindergarten and permits assignment in kindergarten through grade three; it is recommended for those teaching in a formal program below kindergarten level i.e., Head Start. Utah Schools that offer this degree include:

BYU

SUU as a dual certificate with Elementary Education **only**

UVSC as a dual certificate with Elementary Education **only**

USU

U of U

Weber

Westminster

*See suggested curriculum

Elementary Education

An Elementary Teaching Certificate is required for teaching grades 1-8. The 1-8 certificate permits a teacher to teach any academic area in grades 1-6. However the teacher must be subject specific endorsed to teach assigned subjects at the seventh and eighth grade levels.

Those wishing to transfer to SUU, USU, UVU, or WSU. Please see the transfer guide at snow.edu/education to see the classes you will need at Snow College in order to apply for the education program at the above universities. They will require an area of concentration to teach grades 7 and 8. If you want to transfer to the U of U, BYU or Westminster please talk with the department chair as soon as possible to find the path that best fits you.

Secondary Education

A Secondary Teaching Certificate with subject endorsement(s) is required for teaching grades 6-12.

The 6-12 certificate requires a major and minor or a composite major. A composite major is so large that there is not room for a minor i.e., biology is a composite major at most four-year institutions. (BYU, SUU, USU, UVSC, U of U, Weber, Westminster (grades 7-12)

Special Education K-12

A student does not declare special education as a major until the student's junior year after the student has filled prerequisites in either early childhood education, elementary education, or secondary education.

A Special Education Certificate is required for teaching students with disabilities in grades K-12. The endorsements are in the following areas:

Mild/Moderate- permits the holder to teach students with disabilities who need instruction in Core Curriculum based on academic, behavior, and life skill demands, regardless of setting (resource or self-contained), or category of disability. Holders of Special Education certificates may also be issued endorsements in English as a Second Language, Bilingual and Driver Education, but are restricted to providing services to special education students only.

BYU, SUU, USU, U of U, Weber (K-12), Weber (Secondary only), Westminster

Severe- permits the holder to teach students with learning/behavior/adaptive deficits, who need instruction in functional academic, functional behavior, and functional life skill demands, regardless of setting (resource or self-contained), or category of disability.

BYU, USU, U of U

Hearing Impaired- permits the holder to teach students who are deaf or hearing impaired.

USU

Visually Impaired- permits the holder to teach students who are blind or visually impaired.

USU

Special Education Birth - Age 5

A Special Education Certificate is required for teaching infants, toddlers and preschool-age children with disabilities.

USU, U of U

Communication Disorders

A Communication Disorders Certificate is issued by the Utah State Office of Education for teaching pupils with communication disorders. The teacher may be endorsed in either speech/language pathology or audiology or both. This certificate/endorsement permits service at the elementary and/or secondary level (K-12). Students should be aware that there is no employment without a

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2014-2015

Master's degree in this area.

BYU Speech Pathology, Audiology

USU Education of the Deaf and Hard of Hearing
dual only with Early Childhood OR Elementary Education OR Secondary Education OR Special Education.

U of U Speech Pathology, Audiology

Other options available:

Bilingual Education Endorsement- Weber

Elementary Education Math Endorsement- Weber

ESL (K-12) Endorsement- BYU, USU, Weber

Gifted and Talented Endorsement- SUU, USU, Weber

Instructional Technology- SUU, USU, Westminster

Kindergarten Endorsement- BYU

Middle School Endorsement (grades 6-9)- BYU, USU

Music Endorsement (K-12)- BYU, SUU

Physical Education Endorsement (K-12)- SUU

Reading Specialist (K-12)- SUU, USU, Weber

Rehab Counseling- USU

School Counseling- BYU, USU, U of U

School Library Media (K-12)- SUU, USU

School, Psychology- U of U

School Social Worker- U of U

The following courses are of general value to most students considering a career in K-12 teaching:

EDUC 2200

PSY 1010

HFST 1500

MATH 1050

CIS 1010

PE 1543

Students who are leaning toward a particular transfer institution should contact the department chair for more specific requirements. **Education majors are subject to a background check.**



HOME AND FAMILY STUDIES

Associate Professor: Kim Cragun (Chair), Tracie Bradley, Sue Dalley

Instructor: Danni Larsen, Jeff Wallace

Programs in the Department of Home and Family Studies are designed to aid students in meeting their roles in society, both in and out of the work force. Emphasis is placed on human interrelationships as well as basic family science and theory and practical skills. All courses are open to both men and women.

Department Programs:

- Child Care Management
- Early Childhood Education
- Family and Consumer Science Education
- Family Life Certificate

CHILD CARE MANAGEMENT

Child Care Management offers specific training in the education and care of children ages newborn through 5 years of age. The program also offers important business skills needed to start and operate home or commercial child care services. Students who earn an AAS degree (which requires 63 semester hours of study and usually takes two years to complete) are eligible for job entry.

OUTCOMES

Students who complete the recommended Child Care Management curriculum at Snow College will be able to

- apply the major theories of human development to classroom practice.
- identify developmentally appropriate practice as it applies to guidance of young children.
- demonstrate developmentally appropriate management techniques in the multi-age early childhood classroom.
- plan, execute, and measure meaningful and challenging developmentally appropriate curriculum for the early childhood classroom.
- plan nutritious meals for the early childhood classroom.
- implement practice that recognizes growth and developmental characteristics of the infant, toddler, and preschool child.

CAREERS

Students who earn a degree in Child Care Management at Snow College should be able to work in the following areas:

Supervision and Administration

Child Care Management majors who earn an Applied Associate Degree in Child Care Management and are at least 21 years old are usually eligible to be child care center directors. They are also eligible to own and direct family centered day care and preschool programs.

Teaching

Majors in this field are usually eligible for employment as head teachers, teachers, and teacher's assistants in for-profit or not-for-profit center-based day cares; preschool facilities; and Head Start.

Child Care

Other employment possibilities include professional nanny positions, employment with Child Care Resource & Referral, and elementary school para-professional teacher aides.

ADDITIONAL CONSIDERATIONS

A C grade is required for each required Core class.

Students who enter the program after the first semester of their freshman year may take longer to graduate because of class sequencing and should consult the Child Care Management advisor.

RECOMMENDED CURRICULUM

Home & Family Studies Core Requirements

Take all of the following:

| | |
|---|---|
| HFST 1020 Principles of Nutrition..... | 3 |
| HFST 1500 Human Development..... | 3 |
| HFST 2120 Nutrition for Children..... | 3 |
| HFST 2400 Family Relations | 3 |
| HFST 2500+ Early Childhood..... | 3 |
| HFST 2610+Guidance of Young Children..... | 3 |
| HFST 2620 Creative Experiences For Children | 3 |
| HFST 2630 Practicum in Preschool Training A..... | 3 |
| HFST 2635 Practicum in Preschool Training B | 2 |
| HFST 2760+ Seminar in Preschool Teaching..... | 1 |

+Prerequisites Required

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Communication &

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Humanities

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Marketing / Management Core Requirements

Required

HFST 1600 Child Care As A Business 2
and

Choose 6 credits from the following in consultation with advisor

HFST 2250 Personal and Consumer Management 3
 BUS 1010 Introduction to Business..... 2
 BUS 1210 Personal Finance 3
 BUS 1270 Strategic Selling 3
 BUS 1480 Advertising & Promotion 3
 BUS 2650 Management Principles for Entrepreneurs 3
 HFST 2800 Special Projects..... 1-2
 HFST 2997, etc. Cooperative Education..... 1-3
 Others as determined useful to the degree through advisor - student consultation

Required Related Courses:

Computation (Choose one):

MATH 1010 or any Math GE..... 3-4

Communications (Choose one):

ENGL 1010 Introduction to Writing
 ENGL 1410 English Mechanics 3

Human Relations

COMM 2110 Interpersonal Communications..... 3

PE 1096 Fitness and Wellness 1

Related Instruction

PE 1543 First Aid..... 3
 PE 2222 Playground and Recreation 3

Optional Core and Optional Related

Complete 12 to 14 credits from the following
 All HFST courses not counted in other areas. Other classes as determined useful to degree through advisor-student consultation

CHILD DEVELOPMENT / EARLY CHILDHOOD EDUCATION

DESCRIPTION

This program leads to transfer into professional training for teaching in preschool programs, kindergarten, grades 1-3, as well as employment opportunities in day care centers and other social agencies.

OUTCOMES

Students who complete an emphasis in Child Development/Early Childhood Education will be expected to demonstrate that they

- know the major theories of human growth and development;
- understand typical behaviors for the differing stages of development;
- understand the normal patterns of physical, emotional, social, moral and cognitive development;
- know what constitutes developmentally appropriate practice;
- know strategies for positive discipline;
- understand the characteristics of effective care givers;
- recognize the influence of cultural and historical trends on development across the life span;
- can apply theories to real life situations;
- can observe, record, and interpret children’s behavior using their knowledge of human development as a foundation;
- can respond effectively to situations that require adult intervention in the child development lab.

CAREERS

Students who complete an emphasis in child development/early childhood education and complete additional training at a four year institution should be eligible for employment in the following occupations:

1. Public education teacher
2. Daycare/preschool provider

RECOMMENDED CURRICULUM

Associate of Science Degree

General Education Requirements (36 credits):

It is suggested that students use the following courses to fulfill the appropriate general education categories:

HFST 1020 Nutrition (IC)..... 3
 HFST 1500 Human Development (SS)..... 3

Home & Family Studies Suggested Curriculum Core Courses:

| | |
|--|---|
| HFST 1300 Personal & Family Health | 2 |
| HFST 2500+ Early Childhood | 3 |
| HFST 2600 Intro. To Early Childhood Education ... | 2 |
| HFST 2610+ Guidance to Young Children | 3 |
| HFST 2620+ Creative Experiences for Children | 3 |

***Prerequisites Required.**

Suggested Classes

| | |
|---|---|
| HFST 2630 Practicum in Preschool Training A..... | 3 |
| HFST 2635 Practicum in Preschool Training B | 2 |

FAMILY AND CONSUMER SCIENCE

DESCRIPTION

Family and Consumer Science offers an opportunity for students to pursue interests in six subject areas: Foods and Nutrition, Interior Design, Clothing and Textiles, Early Childhood Education, Human Development and Family Relations, and Family Resource Management. This emphasis helps students fill their roles in society, both in and out of the work force. Students investigate human relationships as well as basic family science, theory, and practical skills.

OUTCOMES

According to their areas of interest, students pursuing a course of study in Family and Consumer Science will be expected to demonstrate that they

- know the basic principles underlying nutritional choices and the potential consequences of those choices;
- know the fundamental principles of food preparation and meal management;
- understand the principles and elements of design;
- understand the significance of apparel as a form of non-verbal communication;
- understand the major theories of human development;
- understand the normal patterns of physical, emotional, social, moral, and cognitive development;
- understand developmentally-appropriate practice and strategies for positive discipline;
- understand the skills necessary to make and maintain a healthy, vibrant marriage;
- can plan and prepare nutritious meals;
- can apply the principles and elements of design to choices in their own surroundings;

- can operate a home sewing machine, select fabrics and notions to complete textile projects;
- can apply individuality to clothing choices and plan appropriate dress for various occasions;
- can observe, record, and interpret children’s behavior in the context of developmental theories;
- can intervene effectively when volunteering in the Child Development Lab;
- can make healthy, fulfilling, and effective personal choices;
- can use management theory to optimize the use of resources;
- can set and accomplish goals;
- appreciate the value and benefit that well-designed surroundings can have on their lives;
- appreciate the intrinsic value of personally-designed clothing and textiles and the skill it takes to make them;
- appreciate the way cultural, historical, biological, and environmental factors contribute to the development of the whole child;
- appreciate the benefits of healthy lifestyle choices;
- appreciate how a strong marriage can improve the quality of one’s life.

CAREERS

Students who complete the recommended curriculum in Family and Consumer Science should be able to continue their studies at one of several universities in the state. Students who go on to receive a Bachelors degree should be eligible for employment in public education or work in extension services, or may work as family and/or consumer consultants with various businesses or social agencies.

RECOMMENDED CURRICULUM

Core courses:

| | |
|--|---|
| HFST 1140 Introductory Sewing | 2 |
| HFST 1240 Principles of Food Management | 3 |
| HFST 1400 Courtship and Marriage..... | 3 |
| HFST 2040 Intermediate Sewing | 3 |
| HFST 2130 Interior Design..... | 3 |
| HFST 2250 Personal and Consumer Management.... | 3 |
| HFST 2400 Family Relations | 3 |
| BUS 1210 Personal Finance | 3 |
| EDUC 2200 Intro to Education..... | 3 |

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Additional courses:

HFST 1130 Quiltmaking..... 3
 HFST 1260 Weight Control and Eating Behaviors.... 2
 HFST 1300 Personal and Family Health 2
 HFST 2500 Early Childhood 3
 HFST 2610 Guidance of Young Children..... 3
 HFST 2620 Creative Experiences for Children 3

It is suggested that students use the following course to fulfill the appropriate General Education requirements:

ART 1120 (FA)..... 3
 BIOL 1050 (LS)..... 3
 CHEM 1110, 1115 (PS) 5
 CHEM 1120, 1125 (PS)..... 5
 HFST 1020 Nutrition (IC)..... 3
 HFST 1500 Human Development (SS) 3

Suggested Classes

HFST 2630 Practicum in Preschool Training A..... 3
 HFST 2635 Practicum in Preschool Training B 2

ADDITIONAL CONSIDERATIONS

Students who wish to earn a Bachelors degree in a comprehensive Family and Consumer Science program should plan to transfer to Utah State University, Southern Utah University, or Brigham Young University after finishing their work at Snow.

SPECIAL OPPORTUNITIES

Classes at Snow College are small, allowing students to become well acquainted with both faculty and other students.

Family and Consumer Science students are also given the opportunity to participate with students and professionals from throughout the state in professional workshops and conferences.

FAMILY LIFE CERTIFICATE

This one year certificate program offers practical and theoretical training for the student desiring to be successful in home and family settings. A total of 28 credits are required.

Core courses:

HFST 1020 Nutrition 3
 HFST 1240 Principles of Food Management 3
 HFST 1400 Courtship and Marriage..... 3
 HFST 1500 Human Development 3
 HFST 2120 Nutrition for Children 3
 HFST 2250 Personal and Consumer Management ... 3
 HFST 2400 Family Relations 3

HFST 2610 Guidance of Young Children 3

Additional courses:

HFST 1140 Introductory Sewing 2
or
 HFST 2040 Intermediate Sewing 3
 HFST 1300 Personal and Family Health 2
 HFST 2130 Interior Design 3
 HFST 2620 Creative Experiences for Children 3
 BUS 1210 Personal Finance 3



PHYSICAL EDUCATION

Instructor: Natalie Visgar
Teacher: Gary McKenzie
Phone: (435) 283-7551

DESCRIPTION

The physical education department provides students with the opportunity to become a physically educated person having the knowledge and skills to acquire a life long pursuit of fitness, health and physical well being by participating in activity classes, recreation classes, professional classes, intramural sports and athletic teams.

OUTCOMES

Students who complete the recommended physical education curriculum at Snow College will be expected to demonstrate that they

- know the rules and etiquette for each activity or sport;
- know the strategies and appropriate behavior for each selected activity or sport;
- know the risk and safety factors associated with physical participation;
- know the value of lifetime health principles and activities;
- know the techniques used to execute the skills used in each activity;
- can achieve and maintain a high level of personal fitness;
- can adopt a lifestyle conducive to health and well being;
- can perform skills related to each activity or sport;
- can demonstrate safety techniques relative to each activity;
- can demonstrate leadership and motivational skills in professional and cooperative education classes;
- appreciate the results of regular participation in physical activity;
- appreciate the relationships with other participants;
- appreciate the role life long physical activity plays in health and well being.

CAREERS

Students who earn a degree in physical education should be able to work as physical education teachers, athletic team coaches, athletic trainers. Students wishing to work in higher education must pursue graduate degrees. Students can also pursue careers in parks and recreation and in exercise science.

SPECIAL OPPORTUNITIES

Students may work as lifeguards, water safety instructors, cooperative education teachers and coaches, intramural staff and game officials, athletic team managers and recreation interns.

RECOMMENDED CURRICULUM

Core courses:

General requirements for all physical education majors:

| | |
|---|---|
| BIOL 2420 Human Physiology..... | 3 |
| BIOL 2425 Human Physiology Lab | 1 |
| BIOL 2320 Human Anatomy | 3 |
| BIOL 2325 Human Anatomy Lab..... | 1 |
| COMM 1020 Public Speaking..... | 3 |
| PE 2222 Playground and Recreation and Recreation Leadership | 3 |
| PE 1543 First Aid..... | 3 |
| PE 1096 Fitness and Wellness | 1 |
| PE 2010 Introduction to Physical Education | 3 |
| PSY 1010 General Psychology | 3 |

two team sports and two individual sports.

Physical Education Health Courses

This area is for those desiring to major in physical education and or health core courses.

| | |
|--|---|
| HFST 1300 Personal and Family Health | 2 |
| PE 1543 First Aid..... | 3 |
| PE 2600 Intro to Sports Medicine..... | 3 |

Physical Education Professional Recreation Courses

This area is for those desiring a career in professional and recreation physical education core classes.

| | |
|---|---|
| PE 2222 Playground and Recreation Leadership..... | 3 |
| PE 1535 Outdoor Survival and Backpacking | 3 |
| PE 2010 Introduction to Physical Education | 2 |
| PE 2030 Organization of Intramural Sports..... | 3 |
| PE 2040 Sports Officiating - Football..... | 1 |
| PE 2045 Sports Officiating - Softball | 1 |
| PE 2050 Sports Officiating - Basketball | 1 |
| PE 2060 Sports Officiating - Volleyball..... | 1 |
| PE 1345 Water Safety Instruction | 2 |
| PE 1340 Lifeguard Today | 2 |

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PE Split Semester Plan

Many sections of PE courses are offered on a split semester plan and/or in blocks. Block one meets MTWRF for the first eight weeks of the semester. Block two meets MTWRF for the second eight weeks of the semester.

**SOCIAL SCIENCE****ANTHROPOLOGY**

Assistant Professor: Michael Brenchley

DESCRIPTION

Anthropology is the holistic study of humankind. The field is divided into two major areas of study:

First, the study of physical anthropology which draws on the theories and concepts of biological science in order to place humans in the taxonomy of living primates, and to explain the principles upon which Darwinian and modern evolutionary theory is based.

Second, the study of cultural anthropology, including archaeology, linguistics, ethnography and ethnology. Archaeology explores the artifactual evidence of the appearance of human culture and follows the evolution and diffusion of that culture in successive generations. Linguistics is concerned with the comparison of different language groups and their probable patterns of divergence. Ethnographers collect data from historical sources where possible, and by participant observation among the diverse cultural groups surviving to the present. This data is then studied by ethnologists to derive theories of human family, educational, religious economic and political behavior.

OUTCOMES

Students who complete the Introduction to Anthropology course at Snow College will be expected to demonstrate that they:

- know the major concepts of physical and cultural anthropology;
- understand the scientific theory of physical and cultural evolution.

CAREERS

Anthropology majors are employed in a variety of career fields. Anthropology majors are employed in but not limited to the following job fields: business and industry research, academic institutions, health professions, archeology, non-profit organizations, consulting, government agencies, communications, etc.

A career as a professional anthropologist, whether as a teacher or a researcher, is a long term commitment

requiring the completion of at least a master's degree if one seeks employment as a teacher at the 2-year college level, and a Ph.D. for employment in a teaching or research position at a 4-year college or university.

Government agencies and private foundations may fund projects in anthropology and hire qualified researchers and writers.

ADDITIONAL CONSIDERATIONS

Students should consult the anthropology instructor for recommended courses and transfer advice.

ECONOMICS

Professor: Kerry D. Hansen

DESCRIPTION

Economics studies the patterns of economic behavior from the micro to the macro economic level. Please see the course descriptions for the economics courses for more details. The main emphasis is on the U.S. economic system and capitalism.

OUTCOMES

Students who complete the two economics classes offered at Snow College are expected to demonstrate that they

- know the basic forces of the market system at both the micro and macro levels
- know the basics of the various economic models to which the students are exposed
- know the basic concepts that underlie micro and macro economics
- are familiar with various statistical definitions such as inflation, unemployment, recession, GDP, etc.

CAREERS

The following is a brief list of the many possible careers that someone with a four year degree (or higher) in economics could pursue: teaching, research, business, journalism, politics, consulting, government, law, banking, stock and bond trading.

RECOMMENDED CURRICULUM

Students who wish to transfer to a four-year institution and become an economics major should take the following courses:

- ECON 2010 Microeconomics
- ECON 2020 Macroeconomics
- A statistics course
- A business calculus or calculus course.

ADDITIONAL CONSIDERATIONS

Please realize that Snow College does not offer an economics major, but that the four-year public institutions recommend the above four courses and completion of the general education requirements if a student wishes to enter as a junior in economics.

It is recommended that students seek advice concerning other recommended courses of study while at Snow College from their advisor or from the four-year institutions to which the students plans to transfer.

GEOGRAPHY

Associate Professor: Renee Mauche Faatz,
Douglas Wendel

Instructor: Jon Ostler

DESCRIPTION

Geography is the study of the interaction of human kind with their environment and the world in which we live. It is concerned with the imprints of human activity on the surface of the earth. There are a number of specializations within the discipline; including cultural, regional, physical, spatial organization, cartography, and geographic information systems (GIS) to name a few.

Geography helps students understand the ongoing changes and new directions taking place in our world.

OUTCOMES

Students who complete the recommended geography curriculum at Snow College will be expected to demonstrate that they

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- know the world’s realms, regions and key geographical concepts;
- know all of the world’s political units, along with many of the earth’s physical features;
- have a spatial perspective of the world;
- can develop a lifelong interest in world happenings while becoming familiar with current global events;
- have an appreciation of their own circumstances and recognize their responsibility as stewards of their environment;
- understand the differences between those who live in the developed world and those who live in the less developed areas of the globe;
- understand the inter-connectedness of the global economy and of world trade.

CAREERS

Teaching has traditionally been a career choice of geography graduates, and positions continue to be available in elementary, middle, high schools, colleges and universities. Recently geographers have entered other arenas in increasing numbers. These include business, all levels of government, local, state and federal. Urban planning and jobs that utilize GIS trained graduates are also becoming more numerous.

RECOMMENDED CURRICULUM

Students who plan to transfer to four-year institutions should take the following recommended courses. The four year institution will require many additional courses to fulfill the requirements for a major. These are entry level, foundation courses.

| | |
|--|---|
| GEOG 1000 Physical Geography | 3 |
| GEOG 1005 Physical Geography Lab | 1 |
| GEOG 1300 World Regional Geography | 3 |
| GEOG 1800 Interdisciplinary Intro to GIS/Lab | 4 |

HISTORY

Professor: K. Michael Seibt
Instructor: Jon Cox

DESCRIPTION

History is the study of humanity’s past. All that mankind has written, thought, done, or created is of interest to the historian. The study of history is a liberating endeavor because it enables individuals to appreciate others and to understand themselves in the context of mankind’s collective experiences.

OUTCOMES

Students who complete an emphasis in history at Snow College will be expected to demonstrate that they

- know the historical developments of the nations, cultures, societies, and eras they have studied;
- know the political, economic and legal systems of societies they have studied;
- know the religions, value systems, class structures, and philosophies of societies they have studied;
- know the contributions of leading historical figures to their respective societies;
- know the aesthetic and artistic achievements of diverse cultures;
- know the role which ideologies play in history;
- can interpret and explain historical documents;
- can employ the tools of historical scholarship in historical research and writing;
- can interpret current events by the application of historical knowledge and understanding to contemporary developments;
- can think critically and analytically about historical developments and events, cause and effect relationships, and the meaning and significance of historical events;
- appreciate the way historical understanding broadens intellectual horizons;
- appreciate the way diversity enriches the human experience;
- appreciate the way historical knowledge can foster a more empathetic understanding of the challenges and tribulations which have confronted mankind;
- appreciate the way an awareness of past racial, ethnic, or religious struggles should foster a reluctance to judge and impose one’s own values on others;
- appreciate the way the legacy of freedom and personal liberty bequeathed to us by our fore bears is a privilege to be cherished, nurtured, and preserved.

CAREERS

Historical understanding is basic to the life of an educated person. The ability to see the present in relationship to the past is an essential preparation for almost any career. Specifically, however, students who major in history find it an ideal preparation for entrance into professions such as law, government service, or teaching.

RECOMMENDED CURRICULUM

Students who wish to transfer to a four-year institution should take the courses recommended below. Note that these recommendations represent a *minimal commitment* to studying history. Students who have a transfer institution in mind should consult that institution's history department regarding course transferability as soon as possible.

| | |
|--|---|
| HIST 1500 World History to 1500 | 3 |
| HIST 1510 World History From 1500 to Present | 3 |
| HIST 1700 American Civilization | 3 |

ADDITIONAL CONSIDERATIONS

Students who wish to be certified in secondary education should consult the education department for additional requirements.

In the state of Utah, two semesters of a foreign language are required for an AA degree. Four semesters are required for a B.A.

If time permits, it is recommended that students take HIST 2340 History of England and HIST 2350 History of the American West.

Prospective majors in history should seek to acquire an extensive background in the social and behavioral sciences, with courses in political science, sociology, economics, and geography being especially recommended.

POLITICAL SCIENCE

Professor: Kerry Hansen

PSYCHOLOGY

Assistant Professor: Nick Marsing - (Chair), Dana L. Erskine

DESCRIPTION

Psychology is the study of human behavior and mental processes. Psychologists study behavior, sensation and perception, consciousness, learning, memory, motivation, emotion, development, personality, attitudes and

attitude change, group processes, interpersonal attraction, prosocial behavior, leadership, aggression, and prejudice. They study principles of effective behavior and harmonious interaction. Psychologists also study the methods by which valid psychological knowledge is obtained.

Students who complete the recommended psychology curriculum at Snow College will be prepared to continue their studies at most four-year institutions in Utah.

OUTCOMES

Students who complete the recommended psychology curriculum at Snow College will be expected to demonstrate that they

- know about the marvels of the human body;
- know how people learn, remember, and perceive the world;
- know what motivates human behavior;
- know how to control our thinking, emotions, motives and depression;
- can think logically, critically, and analytically;
- can apply the scientific method to a variety of psychological issues;
- can sustain and complete an independent learning project;
- can listen and take notes effectively;
- appreciate the value of lifelong learning;
- appreciate the interdependence of cultures and people.

CAREERS

Students who earn a degree in psychology should be able to work in the following areas;

Counseling and Guidance

This emphasis usually involves working in an education setting. A Masters degree is preferred by most educational institutions.

Education Psychology

This emphasis is for those who want to assess educational performance or teach psychology. A masters degree or doctorate is preferred by most institutions of higher learning. Some public schools may accept a bachelor's degree.

Industrial or Organizational Psychology

This emphasis prepares individuals to work in business and industry to make them more efficient and productive. This emphasis requires a masters degree or doctorate.

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Child Psychology

This emphasis prepares individuals to help children cope with or improve their lives. A graduate degree is required for most positions with responsibility.

Clinical Psychology

This emphasis prepares individuals to work with clients in formal practice. A doctorate and state licensure are required.

Experimental and Physiological Psychology

This emphasis qualifies one to work in a research setting. A doctorate is preferred.

Sport Psychology

This emphasis prepares individuals to work in the world of professional athletics. Large universities may also employ sport psychologists to enhance athlete performance. A masters degree or doctorate is required.

RECOMMENDED CURRICULUM

Students who wish to transfer to a four-year institution should take the following course. Students who have a transfer institution in mind should consult that institution’s psychology department regarding course transferability as soon as possible.

These courses are foundational:

| | |
|--|---|
| PSY 1010 General Psychology | 3 |
| PSY 2500 Introduction to Social Psychology | 3 |
| PSY 1400 Experimental Analysis of Behavior | 3 |
| ANTH 1000 Anthropology | 3 |
| SOC 1010 Principles of Sociology | 3 |
| SOC 1020 Modern Social Problems | 3 |

These courses should be used to fill General Education requirements;

| | |
|--|---|
| BIOL 1050 Human Biology | 3 |
| BIOL 1055 Human Biology Lab | 1 |
| MATH 1050 College Algebra | 4 |
| PHIL 1000 Introduction to Philosophy | 3 |

ADDITIONAL CONSIDERATIONS

Students should consult a psychology advisor for additional recommended courses.

Students who wish to be certified in secondary education should consult the education department for additional requirements.

SOCIOLOGY

Professor: Kerry D. Hansen

Assistant Professor: Michael Brenchley

DESCRIPTION

Sociology studies the patterns of social structure and interaction from the micro-level through the macro-level of social analysis. It uses human demography and human ecology as a background for three major theoretical frameworks: Symbolic Interaction Theory, Functional Theory, and Conflict Theory. Sociology encourages students to develop a “sociological imagination” through which they may develop insights into how social forces at all levels form a complex playing-field of social life on which, through their interaction with others, students may maximize their opportunities.

OUTCOMES

Students who complete the two sociology courses offered at Snow College are expected to demonstrate that they

- know the major concepts of those courses;
- know the major viewpoints of Symbolic Interaction Theory, Functionalist Theory and Conflict Theory;
- know the concepts behind human ecology and human demography.

CAREERS

A Sociology degree can lead to many different types of careers. Sociology majors are employed in but not limited to the following job fields: academic social service or rehabilitation institutions, corrections and criminal justice, business/industry marketing and research, health professions, government agencies, public relations, management and human resources, etc.

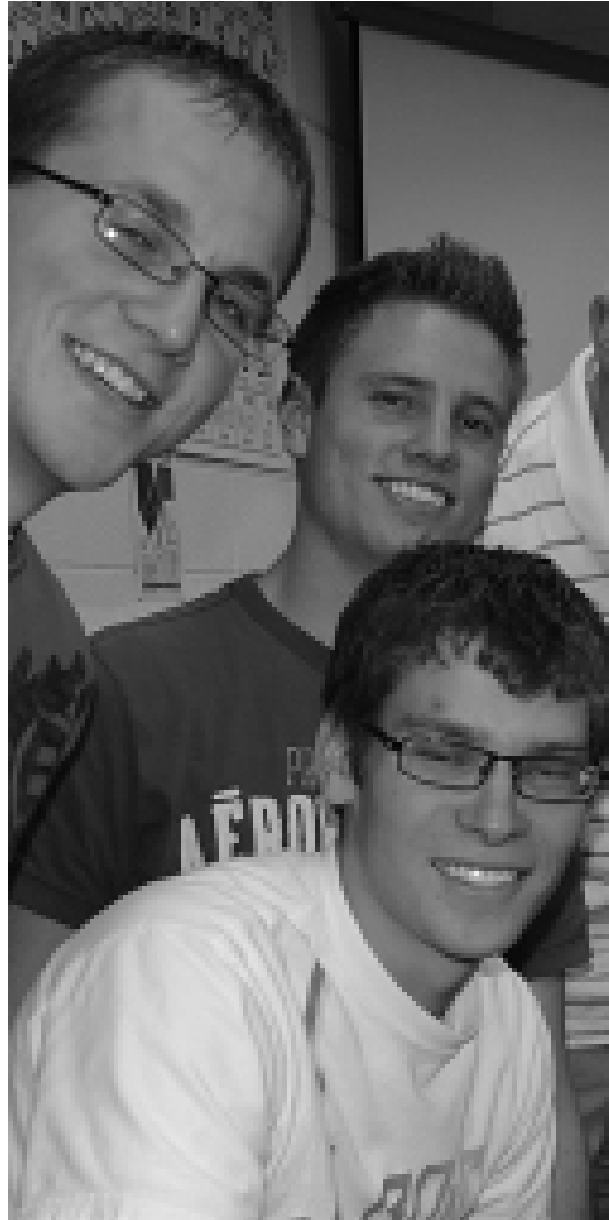
Teaching and research can also be a popular career choice for sociologists.

A career in sociology as a teaching profession is a long-term commitment. One must have a Masters degree if one is to seek employment as a teacher at the two-year college level, and a Ph.D. if one seeks employment at a four-year college or university in either teaching, research, or both.

ADDITIONAL CONSIDERATIONS

Sociology courses are recommended as background courses in a number of other majors requiring less than a Masters or Doctorate degree. Sociology courses are excellent, and sometimes required background courses for persons majoring in education, counseling and guidance, social work, criminal justice, early childhood education, and human resources. Students contemplating such careers should check with the appropriate advisor.

Students who finish the two courses offered in sociology at Snow College at the grade level required by a Utah State Higher Education four-year institution or university offering Bachelors, Masters or Doctorate degrees in sociology may transfer their sociology credits at full face value. Students deciding to major in sociology are advised to make the decision to transfer as early as possible; otherwise, they may find themselves at a disadvantage to sophomore students at the transfer institution who may elect to take some junior level sociology courses which cannot be offered at two-year colleges, such as Snow.



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ACADEMIC SUPPORT SERVICES

ACCESSIBILITY SERVICES

ADA Coordinator: Katie Jean Larsen

GSC 239, (435) 283-7321

Richfield Campus Coordinator: Cindy Avery,
(435) 893-2205

Any student with a disability who feels that he or she needs an accommodation may contact the Americans with Disabilities Act Coordinator at (435) 283-7321. Any campus visitor or guest with a disability who feels that he or she need an accommodation to participate in a campus event may contact the Office of the President at (435) 283-7010 for assistance in contacting the appropriate office for requesting the accommodation.

Any student, visitor or guest who feels he or she has been discriminated against because of a disability may contact the Americans with Disabilities Act coordinator at (435) 283-7321. If a student or guest wishes to appeal a ruling by the coordinator, he or she may contact the Vice President for Student Success at 435-893-2216. The full grievance procedure is found on page 295 of the online catalog or at www.snow.edu/ada/.

Snow College will provide reasonable accommodations, academic adjustments, or auxiliary aids to qualified students with medical, psychological, learning or other disabilities who voluntarily disclose to the Accessibility Services Coordinator (ASC) (435) 283-7321

that they have a disability, provide documentation of the disability, request an accommodation and meet the criteria for receipt of the accommodations.

Consistent with Federal law, Snow College does not provide individualized academic content support such as tutoring or prompters. Snow College does not provide personal services such as aides or living assistants.

Snow College is located in rural central Utah. Students who require specialized physical or psychiatric treatment will need to check treatment availability and consider the distance to services from Ephraim and Richfield.

Snow College Disability Discrimination Grievance Procedure

I. Scope and Purpose

This procedure applies to all Snow College (Snow) students and campus guests. Procedures for college employees who may have experienced discrimination based on a disability are outlined in the Snow College Personnel Policies and are administered by the college's Human Resource Office. The purpose of this procedure is to assist the college in carrying out its responsibilities in administering and enforcing applicable federal and state laws and college policies related to nondiscrimination of students or campus guests on the basis of disability.

II. Policy Statement

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 and other applicable law, Snow takes appropriate action to ensure that its programs and services are readily accessible to qualified individuals with disabilities. No qualified student or campus guest with a disability shall, on the basis of the disability, be excluded from participation in, be denied the benefit of, or otherwise be subjected to discrimination related to any of the institution's programs or activities. All college employees are expected to adhere to Snow College ADA/Sec. 504 policies. The college has the right and responsibility to resolve allegations of discrimination based on disability.

Retaliation is prohibited and Snow also investigates and resolves allegations of retaliation against individuals who have raised claims of discrimination based on disability or who have cooperated in an investigative process in some manner.

III. Filing Process

Grievances must be filed with the Accessibility Services/ADA Coordinator (Coordinator). The Coordinator will ask the Complainant (the student or campus guest claiming there was discrimination) to submit a written report describing the alleged discrimination. The

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Coordinator will arrange assistance with this procedure, if needed. A grievance should be filed as soon as reasonably possible after the incident but will not be accepted more than 90 calendar days from the last act of alleged discrimination. Snow will consider requests to extend this period beyond the 90 calendar days when the Complainant can show he or she needed additional time due to circumstances beyond his or her control.

The Complainant will meet with the Coordinator to discuss the allegation, the resolution process, and options (informal, formal) for proceeding with resolution of the grievance. The Complainant is not required to follow the informal procedure before filing a formal grievance. The Respondent (the individual accused of discrimination) will be notified of the grievance within 10 working days after it is filed.

Informal: The Coordinator may offer the Complainant the opportunity to voluntarily discuss allegations and concerns with the Respondent (directly or through the Coordinator or some other mediator) to attempt to resolve the allegation. The Complainant is not required to do this to move forward with a formal grievance. The Coordinator will notify the respondent that his or her behavior has been questioned and whether informal resolution has been sought. The Coordinator may interview witnesses, obtain statements or other evidence from the Complainant and Respondent, or review other evidence when attempting informal resolution of a grievance. The Coordinator will provide both parties a written summary of the resolution of any grievance resolved through the informal process. If informal attempts to resolve the situation are not successful, the Coordinator will immediately inform the Complainant that he or she may pursue a formal grievance.

Formal: If the Complainant elects to file a formal grievance, the Coordinator will conduct a full investigation complete with written findings to be given to the Complainant and the Respondent. If the Coordinator determines that the alleged discrimination or retaliation occurred, he or she will report this finding and may recommend corrective actions to an appropriate College official through the Office of the Vice President for Student Success. Recommendations may, as appropriate, include a directive to stop any ongoing discrimination or retaliation; suggested disciplinary or other corrective actions against the Respondent or others; suggested relief for the Complainant to remedy the effects of the discrimination or retaliation; and any other action or reasonable accommodation considered necessary to ensure that the discrimination or retaliation will be remedied and not be repeated.

The Coordinator will complete investigations as expeditiously as possible. The investigation shall normally be completed within 45 working days from the filing of a

formal grievance, including written notification of the parties of the outcome of the investigation. In extraordinary circumstances, the Coordinator may extend this time for a reasonable period. All parties will be notified if such an extension is necessary.

Appeal: The findings of a formal grievance investigation may be appealed in writing to the Office of the Vice President for Student Success by the Complainant or Respondent within 10 working days of receipt of the Coordinator's determination. Either party may appeal a decision based on discovery of new evidence previously unavailable, a significant irregularity in the procedural process which could affect the outcome or a claim that the decision was not supported by the facts or the law. The appellant should be as specific as possible in setting out the basis for appeal. The determination of the Office of the Vice President for Student Success is final.

At any time, prior to filing a grievance, or while a complaint proceeding is in progress, a Complainant may file their grievance with an appropriate external agency. A complete list of agencies, along with contact information, is available from the Office of the Vice President for Student Success, 150 East College Avenue, Ephraim, UT 84627. Phone 435-283-7127.

IV. Confidentiality

The Accessibility Services/ADA Coordinator takes any allegation of discriminate or retaliation seriously and is committed to protecting the integrity of the investigation process including confidentiality and the due process rights of all individuals. Note that all those involved (the Respondent, the Complainant, and the witnesses) have privacy interests. Therefore, outside the scope of the investigation, all parties are cautioned not to publicize or divulge the nature of the proceedings or the identity of those involved.

V. Right to Advisor

The Complainant and the Respondent each have the right to bring an advisor to any investigative meeting. If either party chooses to exercise this option, he or she shall submit the name of the advisor in writing to the Accessibility Services/ADA Coordinator at least 72 hours prior to a meeting. If either the Complainant or the Respondent's advisor is a person degreed or qualified in law, the Accessibility Services/ADA Coordinator must be notified.

VI. Responsibilities and Jurisdiction of the Accessibility Services/ADA Coordinator consistent with federal and state laws and university policies related to nondiscrimination, the Accessibility Services/ADA Coordinator investigates complaints of unlawful discrimination and/or retaliation on the basis of physical or mental disability. The Accessibility Services/ADA Co-

ordinator will make an adequate, reliable and impartial investigation of such complaints at Snow and render a written determination following such investigations.

VII. Transfer of Function

If a grievance, whether informal or formal, is directed against the Accessibility Services/ADA Coordinator or the Vice President for Student Success determines there is some other conflict of interest created by the Coordinator's resolving the grievance, the Vice President for Student Success will transfer the Coordinator's function under this procedure to another appropriate official of the College. If a grievance, whether informal or formal, is directed against the Office of the Vice President for Student Success, the functions assigned to that Office by these procedures will transfer to the Office of the Academic Affairs Vice President.

CAREER SERVICES

Director: Lisa Laird

Richfield Campus – Washburn 155

Ephraim Campus – Business 111

www.snow.edu/careerbadger

435-893-2221

Career.Services@snow.edu

We match Snow College students to employers for professional, full-time employment and internships. We also provide job postings for part-time off-campus jobs and for summer jobs to help students succeed while at Snow College.

Core Services:

- We engage and train Students in job search skills and workplace readiness
- We refer Students to full-time professional employment, internships, and part-time jobs
- We consult with Employers to develop employee recruiting programs or internships that meet or exceed national standards and labor regulations
- We advise Faculty on employer outreach and the development of internships for their students
- We advise Administrators on regional labor market conditions and employer training needs
- We work with local, county and regional communities and government agencies to ensure Snow College programs continue to meet their needs

Office Hours

See www.snow.edu/careebadger for the posted office hours at the Ephraim and Richfield campuses.

Job Postings

More than 300 full-time career and part-time off-campus jobs, and internships are posted on Career Badger each month. Students may login at www.myinterfase.com/snow/student using their Badger ID and student PIN. A guest account is available at username: Freshman and password: Badger.

Electronic Resources

We maintain a virtual Career Library at www.myinterfase.com/snow/student and at pinterest.com/careerbadger for those times when students need help with job search skills, resumes, interviews, or LinkedIn profiles and we are not available.

Campus Recruiting Events

Events are posted at www.snow.edu/careerbadger. They include career fairs, practice interview days, federal employment day, employer-hosted job search or interviewing workshops, employer-hosted interviews, and alumni mentoring and resume review.

CENTER FOR GLOBAL ENGAGEMENT

Coordinator of International Students Services

and Activities: Dennis Faatz

Humanities 171 (435) 283-7430

The Center for Global Engagement is available for all students and faculty interested in global experiences. Additionally, The Center for Global Engagement (CGE) is available for international students who need advisement in academic areas, as well as areas of adjustment to life in Snow College.

The CGE reviews files for international student admissions, works with the Immigration and naturalization services to facilitate international students in maintaining their legal status, and processes transfers to and from other colleges and universities. The CGE houses the ESL (English as a Second Language) program and the TSFL (Teaching Second or Foreign Languages) program.

The Center for Global Engagement offers housing placement, monitors insurance coverage and helps with medical needs. In addition, the CGE tracks students' progress while at Snow College and has a tutorial program for students needing help in academic courses.

The CGE sponsors programs such as international partners and community outreach, which help strengthen international education at Snow College. The center also sponsors social activities each semester, the International Festival each Spring, advisement for the student International Club, and some programs for study and travel abroad.

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COMPUTER LAB

Manager: Dave Peterson
Lucy Philips Library
(435) 283-7360

Computer labs offer networked PCs which utilize DOS, Windows, and/or Macintosh operating systems. Access to Internet and laser printers is provided. Lab assistants are on duty during lab hours. (Students who wish to work as lab assistants are encouraged to submit their resumes to Justin Cherry. Business and computer related majors with supervised work experience will be given preference.)

LIBRARY SERVICES**Ephraim Campus****Karen H. Huntsman Library:**

Director of Libraries: Jon Ostler

Administrative Assistant:

(435) 283-7365

Library Systems Administrator: David Peterson

Public Services Librarian: Zachary Allred

(435) 283-7361

Circulation Managers: Nikki Elizabeth, Lisa Dickinson

Evening/Weekend Supervisors: Julia Herbert, Karen Robinson
283-7363

Technical Services Librarian: Lynn Anderson

Acquisitions Clerk: Denise Olson

Cataloging/Serials Clerk: Koriann Workman

Richfield Campus Library:

Campus Librarian: Michelle Olsen (435) 893-2238

Circulation Manager: Laraine Hollingshead, Jolen Holzfaster, Sara Phelps (435) 893-2219

Circulation Supervisor: Jackie Jackman (435) 893-2219

HOURS:**EPHRAIM CAMPUS:****Semester Hours:**

| | |
|-----------|--------------------|
| Mon – Thu | 7:30 am – Midnight |
| Friday | 7:30 am – 7:00 pm |
| Saturday | 12:00 pm – 6:00 pm |
| Sunday | 5:00 pm – 11:00 pm |

Summer Hours:

| | |
|-----------|--------------------|
| Mon – Thu | 8:00 am – 8:00 pm |
| Friday | 8:00 am – 5:00 pm |
| Saturday | 12:00 pm – 6:00 pm |
| Sunday | Closed |

Break Hours:

| | |
|-----------|-------------------|
| Mon – Fri | 8:00 am – 5:00 pm |
| Sat-Sun | Closed |

RICHFIELD CAMPUS:**Semester Hours:**

| | |
|-----------|--------------------|
| Mon – Thu | 7:30 am – 10:00 pm |
| Friday | 7:30 am – 5:00 pm |
| Saturday | 12:00 pm – 4:00 pm |
| Sunday | Closed |

Summer/Break Hours:

| | |
|-----------|-------------------|
| Mon – Thu | 8:00 am – 8:00 pm |
| Friday | 8:00 am – 5:00 pm |
| Sat – Sun | Closed |

With campus libraries in Ephraim and Richfield, the Snow College library serves as a place where students gather to study, research and learn. A variety of traditional and non-traditional services are provided to support the educational activities of library users.

Collections:

The Library is a multimedia facility with collections that include approximately 50,000 books, 90,000 E-books, more than 300 print periodical and newspaper subscriptions, thousands of microforms, CDs, and DVDs. Through cooperative purchases with other college and university libraries in the state, the Library subscribes to several thousand full-text periodicals through the Internet. Special Collections houses materials related to Snow College, local history, Utah history, and other items of special interest.

Services:

Access to the Library's online catalog, other databases and links to library services are available at: <http://www.lib.snow.edu>

Group Study rooms, copy machines, printers, scanners, large format printer, microform scanners, and DVDs are available for use in the library. Video cameras and audio recorders are available for checkout.

The library also has wireless Internet access.

Circulation:

Snow College students, faculty and staff, as well as members of the community, may check out library materials. Inter-library loan services are available to Snow College students, faculty and staff. Students may use their Snow College identification to check out books from any college or university in Utah.

Reserve:

As a service to students and faculty, items used to supplement instruction may be placed "on reserve." Physical items such as books and videos are kept at the circulation desk and typically loaned out for in-house use for 2 hours. Fair use copyright guidelines are followed for items placed on reserve.

Instruction/Information Literacy:

Librarians are available to provide instruction sessions for research/literature reviews, information technology, citations and plagiarism and other areas. Instruction can be tailored to match particular subject/topic areas and other needs. For best results schedule at least one week in advance, but last minute requests may be accommodated. There is also a Library tutorial available in Canvas.

These instruction sessions will take place in Library room 027 for the Ephraim campus unless other arrangements are made. Persons interested in Instruction Sessions or tours may call 435-283-7361 for Ephraim or 435-893-2238 for Richfield.

Reference Assistance:

Phone: Ephraim - 283-7363, Richfield - (435)-893-2219

Text Message: Text "Snowlib" to 66746

Email: library@snow.edu

In person: 1st floor Front desk

Technical Services:

Technical Services is responsible for the acquisition, maintenance, processing and cataloging of all library materials which support the curriculum of Snow College.

The Library provides faculty and staff with several opportunities and resources to make materials requests. Students can also make requests for items to be added to the library.

MATH/SCIENCE LAB

Director: Kari Arnoldsen

Noyes Building 101
(435) 283-7497

The Math/Science Lab provides help with mathematics, chemistry and physics. (Students who wish to work as lab assistants are encouraged to submit their resumes to Kari Arnoldsen.)

RICHFIELD CAMPUS ACADEMIC SUPPORT

The Richfield Campus Student Success Advisement Office has information about courses to brush up math and writing skills, college success skill instruction, study group and tutoring assistance and other academic help. Students can enroll in courses or stop by to get information on test taking, note taking, study skills, time management, and other helpful topics. All students are welcome.

STUDENT CONCERNS

There are two sources for help with student concerns:

1. The Vice President for Student Success serves as the Dean of Students and is available to all students who have concerns about their college experience. In this role, the Vice President offers students a fair and equitable process for addressing concerns, having the responsibility to consider the legitimate concerns and interests of all parties affected by the matter under consideration. The Vice President assists students by listening, providing and receiving information, identifying and reframing issues, developing possible options for dispute resolution, and referring students to appropriate resources. The Vice President also tries to help students develop ways to solve problems themselves. The Vice President is committed to helping students impartially and confidentially. Contact the Vice President in Room #204, Greenwood Student Center, phone (435) 893-2216, email craig.mathie@snow.edu.
2. Members of the Snow College Student Council serve as Student Advocates. The Student Advocate's role is to work to identify general student concerns with college policies or procedures, propose solutions, assist students in finding sources of assistance for their concerns with student services, auxiliary services, student government, academic programs or college administration, and participate as a student voice on the Student Standards Committee. Student Advocates also represent student interests on various administrative committees including the Deans Council and the Student Success Council. Student Advocate can be contacted through the Student Life Office on the second floor of the Greenwood Student Center.

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STUDENT SUPPORT SERVICES**Director:** Mike Anderson**Academic Advisor/Instructor:** Cindy Averett**Tutoring/Transfer Advisor:** Gwenaley Hardy**Office Manager:** Claudia Olsen**Instructors:** Stacey Fletcher, Mel Jacobsen

Greenwood Student Center 250

(435) 283-7390

Student Support Services eligibility requires U.S. citizenship and intention of receiving a bachelors degree. Other qualifiers include income status (guidelines similar to Pell Grant eligibility), or first generation status (neither parent having a bachelor or higher degree), or a certified learning or physical disability.

Courses offered through Student Support Services are tuition-free to students who qualify for this federally funded program. These courses are designed to strengthen competency in English usage (grammar, writing and verbal), mathematics and study skills. Courses numbered under 1000 count as regular hours for receiving financial aid, scholarships and full-time student status. They do not count as hours towards graduation or honors classification. In addition to courses, Student Support Services offer academic advising, tutoring, and transfer assistance that includes visits to In-state universities.

Persons interested in enrolling in this program should contact Student Support Services in the Greenwood Student Center, room 250, or call (435) 283-7390.

TESTING CENTER**Manager:** Danon Jones

Lucy Phillips Building, 1st floor

The Testing Center administers most tests needed by Snow College students, including ACT, CLEP, and GED tests. This center also administers classroom tests scheduled by instructors. A \$25.00 proctoring fee will be assessed to non Snow College Students. For appointments or further information, call (435) 283-7197.

RICHFIELD TESTING CENTER**Coordinator:** Elizabeth Cazier

Portable Building #1

(435) 893-2239

The Richfield testing center administers most tests needed by students in the Utah System of Higher Education; including GED, ACT-National and Residual, CNA. Proctoring is available for business and private individuals – fees apply and vary depending on circumstances. For appointments, proctoring information and fee schedule, please call (435) 893-2239.

Richfield's Semester Testing Center Hours:**Mon-Thurs** 8:00 am – 9:00 pm**Fridays** 8:00 am – 7:00 pm**Saturdays** 9:00 am – 3:00 pm**Closed Sundays and all school holidays. Summer hours will vary.****WRITING LAB**

Director: Erick Faatz

Humanities 183

The Writing Lab is staffed by experienced writers who have been trained to assist fellow students with grammar, organization, and the development of strong ideas. Students are encouraged to use the Writing Lab not only for their English papers, but for all writing assignments. This lab also features a Macintosh computing facility equipped with the latest software for word processing, spell checking, grammar checking, desktop publishing, and using the Internet. Students who wish to be Writing Lab tutors should contact the Writing Lab Director.

**OUTREACH AND
COMMUNITY PROGRAMS****COMMERCIAL DRIVERS LICENSE**

Lon Wheelwright

High Technology Building

(435) 283-7378

The Commercial Drivers License program provides the training and testing needed to obtain a Class "A" CDL. The course is open enrollment and self-paced. Students are provided home study materials for the scholastic part of the course. The skills portion of the course is covered by one-on-one training appointments with instructors, and can be varied to suit individual needs. Credit is also available for the CDL courses. See pg. 83.

CONTINUING EDUCATION

Doug Johnson

Noyes Building, 2nd floor

(435) 283-7320

Continuing education classes can be either credit or non-credit. Often the classes are held during the evening. In addition to evening classes on the Ephraim campus, classes are at off campus sites. Courses may include regular credit classes, personal skill improvement classes, special interest classes, and certificate classes.

RICHFIELD CONTINUING EDUCATION

Anne Ford
Washburn Building #171
435-893-2266

On the Richfield Campus, the Continuing Education Program offers non-credit evening courses for personal enrichment.

CONCURRENT ENROLLMENT

Doug Johnson
Noyes Building, 2nd floor
(435) 283-7320

Students still in high school are able to take college courses and receive college credit, as well as high school credit, through the concurrent enrollment program. All of the high schools in the Central District, after receiving approval from Snow College, may offer courses such as English, history, mathematics, languages, and trades. These courses are taken without the student ever leaving the high school campus. See page 18 for eligibility requirements.

INDEPENDENT STUDY

Doug Johnson
Noyes Building, 2nd floor
(435) 283-7320

Students are able to receive Snow College credit in selected courses by independent study. Classes may be pen and paper based, video, or Internet. For a list of current courses contact the Independent Study Office or visit the Snow College web site.

CONFERENCE PROGRAMS

Director of Summer Programs: Russell Johnson
Hitech Building 116
(435) 283-7571

Conference Programs is responsible for coordinating on-campus resources for both outside conferences and camps as well as college sponsored conferences. These non-credit conferences are held primarily during the summer. This office coordinates all activities and accommodations pertaining to youth conferences, leadership camps, family reunions, Elderhostel programs and other miscellaneous instructional conferences during the summer. Conference Programs also manages the rope course facility used for leadership development and management training. A large variety of groups use the rope course, which is located up Ephraim Canyon, as a part of their experiential learning programs.

CUSTOM FIT AND SHORT TERM INTENSIVE TRAINING

Director: Alan Christensen (435) 283-7372
Field Representative: Keith Church (435) 893-2252
Administrative Assistant - Custom Fit: Lynette Robison (435) 893-2206

Custom Fit Training

Custom Fit Training is a non-profit program using state funds to stimulate economic development, facilitate the creation of new jobs, and provide business with a trained workforce. This is accomplished by providing company specific customized training to business and industry. Large or small companies may qualify for state funds to offset costs associated with development and delivery of training.

Short Term Intensive Training

The mission of Short Term Intensive Training (STIT) is to provide occupationally specific intensive training for persons currently employed or seeking employment. This is done by effectively and economically matching clients' training needs with those of industry, utilizing the resources in each region of the state. The mission is characterized by the following parameters:

- Training is conducted within Utah's existing higher educational system, using available facilities and equipment.
- Training is initiated and terminated based on specific job market demands and economic development strategies.
- Training is short term, intensive (one year or less), non-credit, designed to meet the specific training need of identified employers and match those needs with persons seeking employment.

GREAT BASIN ENVIRONMENTAL EDUCATION CENTER

Located 10 miles east of Ephraim, at 8900 feet on the Wasatch Plateau, the established Great Basin Environmental Education Center is managed and staffed by Snow College. Considered one of the eight birthplaces of the U.S. Forest Service, the facility of nine historic buildings nestled in the pine and aspen forest was originally the Great Basin Experiment Station, established in 1912.

Dormitories, a lodge, classrooms, a field laboratory, a cafeteria, an amphitheater, and a dining hall are all restored and renovated to provide a living-learning center for up to 60 students, teachers and researchers. The site provides an excellent opportunity for a variety of hands-on

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field investigations, as well as a center for workshops, conferences, and retreats by institutions and organizations interested in environmental education.

OUTREACH CAREER AND TECHNICAL EDUCATION

In cooperation with the Utah College of Applied Technology, Snow College provides courses on the Richfield campus and throughout the school districts in the Central Utah region to serve the technical education needs of the area. Outreach courses in applied technology are offered at area high schools as well as on the Snow College West Campus in Ephraim. Courses and programs offered through the outreach effort include credit and non-credit courses for high school students and adults. For more information contact the college CTE director, Leon Stewart at (435) 893-2214.

SEVIER VALLEY CENTER

Director: Joseph Anderson, (435) 893-2283
Office Manager: Elona Lund, (435) 893-2281
Ticket Office: (435) 893-2223
Main Campus Number: (435) 896-8202

The Snow College Richfield campus is home to the Sevier Valley Center. This incredible facility is designed to host a variety of events. The arena seats 4,800 people, making it ideal for sports events, tournaments, concerts, and trade shows. The state-of-art theater has seating for 800, a more intimate venue for musical performances, state plays, and pageants. The Atrium is new this year with five break-out rooms and a kitchenette. This area is great for meetings, small conferences, and banquets. This area can be configured into several different sized rooms to meet specific needs. The Sevier Valley Center is a result of a partnership between Snow College, Sevier County, Richfield City, and the Sevier School District. For more information, please visit our website at www.svc.snow.edu or call one of the phone numbers listed above.

SMALL BUSINESS DEVELOPMENT CENTER

Director: Alan K. Christensen
High Technology 155
(435) 283-7372
Richfield Campus
Assistant Director: Keith Church
(435) 893-2252

Small Business Development Center

The Utah Small Business Development Center is in the business of assisting small businesses, both existing and emerging, to achieve their potential. The Center also as-

sists individuals considering starting a new business. A partnership of the U.S. Small Business Administration, the Utah Department of Community and Economic Development, and Snow College, The SBDC offers assistance in the following:

Core Counseling Services:

- Needs assessment
- Comprehensive business planning
- Market research and market strategy
- Financial statement analysis and control
- Cash flow analysis and financial projections
- Debt and equity funding development
- Valuation methods
- Strategic planning
- Management issues

Core Training Services:

- Initial business orientation
- Business plan preparation
- Customer relations
- Computer training

UPWARD BOUND

Director: Diane J. Gardner
Program Services Specialist: Pennie Mickelson
Phone: (435) 283-7181
High Tech Building, West Campus

Upward Bound serves high school students who exhibit potential for successful post secondary level achievement. Services include tutoring, counseling, individualized instruction, social and cultural field trips and a six-week summer component at Snow College. Students must qualify, based on federal guidelines.

RICHFIELD HIGHER EDUCATION CENTER

Class Room Services

Distance Education Coordinator: Anne Ford
Phone: (435) 893-2266 or 1-800-748-4594
Email: anne.ford@snow.edu

The Higher Education Center on the Snow College Richfield campus is a partnership between three institutions of higher education: Snow College, Southern Utah University (SUU), and Utah State University (USU). Personnel at the Center are available to help students arrange to take courses in Richfield from any of the three institutions. A full range of services are available. The Center offers a variety of programs for area residents who want to pursue Bachelor degrees, Master degrees, special endorsements or individual courses. For complete details on the undergraduate and graduate degrees available, contact the Higher Education Center Office at (435) 893-2266.

Satellite and Online

SUU Degree Programs:

- Bachelor degree in Criminal Justice
- Bachelor degree in Elementary Education
- Master degree in Education

USU Degree Programs

Associate Degrees:

- General Studies
- Office Systems Support

Bachelor Degrees :

- Accounting
- Business
- Communicative Disorders & Deaf Education
- *Composite Teaching Biological Sciences
- *Composite Teaching Physical Science
- *Early Childhood Education
- *Elementary Education
- *English Education
- Entrepreneurship
- Family Life Studies
- Family Consumer and Human Development
- *History
- Interdisciplinary Studies
- Liberal Arts and Sciences
- Management Information Systems
- Mathematics Education
- Psychology
- (coming soon) Recreation Resource Management

Minors:

- Anthropology
- Family & Human Development
- History
- Math Education
- Psychology
- Sociology

Master Degrees:

- Agricultural Systems Technology
- Alternative Route to Licensure (ARL)
- Computer Science
- Elementary Education
- English - Technical Writing
- Family & Human Development
- Health, Physical Education & Recreation
- Instructional Technology in Education
- Natural Resources
- Psychology - School Counseling
- Rehabilitation Counseling
- Secondary Education
- Special Education

Doctorate Program:

- Doctorate in Education

Licensures:

- Administrative/Supervisory
- Alternative Route to Licensure (ARL)

Early Childhood Alternative Teacher Preparation
Secondary Education

Endorsement:

- Distance Learning
- English as a Second Language
- Gifted and Talented
- Reading Endorsement
- School Library Media
- Utah Mathematics

Certificates:

- Deafblindness (Online)
- NEPA
- Personal Financial Planning

* Requires some travel to Ephraim

Contact: Southwest Region

UTAH STATE UNIVERSITY

Snow College West Campus

USU Advising Services: Jacob Christensen

Ephraim, Phone: (435) 283-7592

Email: jacob.christensen@usu.edu
southwest.usu.edu

Toll Free: 1-888-547-4994



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- OLE
- PHAR
- WELD

Fine Arts.

Communication &

New Media

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- COMM
- DANC
- MUSC
- THEA
- New Media

Humanities

- ENGL
- ESL
- LANG
- PHIL
- TESL

Natural Science & Mathematics

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- CHEM
- CS
- ENGR
- GEO
- MATH
- NR
- PHYS

Social & Behavioral Science

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- CJ
- ECON
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STUDENT LIFE

EPHRAIM CAMPUS: GSC 227

www.snow.edu/studentlife

Office (435) 283-7121

Director of Student Life & Leadership

Michelle Brown

Assist. Director of Student Life

Shaun Kjar

RICHFIELD CAMPUS: AB 103B

Student Activities Coordinator

Larene Reynolds

(435) 893-2259

The professional staff of Student Life is engaged in student leadership training, orientation, retention, activities and service to enhance student learning outside the classroom. The primary purpose of Student Life is to provide out-of-class experiences for students to meet other students, socialize, and enjoy their college experience in a safe environment. In addition, Student Life presents opportunities for students to learn responsibility and leadership skills. The areas of focus within Student Life include Activities, Clubs, Diversity and Service.

ACTIVITIES AND CAMPUS ORGANIZATIONS

The Snow College student life office organizes and coordinates campus activities in an effort to help the

institution achieve its primary mission. It offers students numerous opportunities to become involved in clubs, service organizations, student government and leadership teams. Its primary goals are to support student academic success, offer service opportunities and give students training in leadership skills. All student organizations, clubs and leadership teams work in coordination to plan activities, service projects and events to meet these objectives. For more information about campus activities or student organizations, please contact the Student Life Office.

NEW STUDENT ORIENTATION

Starting college can be a big adjustment. We want to help students make a smooth transition to college. We can help them find where their classrooms are, where study help can be found, and make new friends. The program starts just prior to the regular Fall term and includes numerous opportunities to get acquainted with classmates, the campus, and campus resources. It is the best way to start college!

SNOW SERVICE

Coordinator: Shaun Kjar

GSC Student Life

(435) 283-7164

shaun.kjar@snow.edu

Snow Service is the headquarters for service and volunteerism on the Snow College Campus. This club exists to help students develop and learn in the areas of citizenship, interpersonal communication, character building, and awareness of the community around them, through volunteer service. The five pillars of Snow Service are Education, Environment, Global Outreach, Social Justice and Wellness. The services performed focus on community needs and the resolution of real community problems with the goal of making an impact for good on the communities surrounding our campus; the city of Ephraim, Sanpete County, the nation and the world. Students interested in Academic Service Learning should investigate the Service Scholar Award on page 67.

STUDENT GOVERNMENT

The Snow College Student Association (SCSA) is the instrument of student government and is organized according to the official Constitution of the Snow College Student Association. The Student Body President, Student Body Vice-President, Programming Chair for the Richfield campus and the Student Body Advocates are elected each spring for the approaching school year.

Students wishing to run or apply for a student body officer position must meet certain academic standards as

outlined in the SCSA Constitution. Interested students should contact the Student Life Office and attend information meetings held in the Spring.

STUDENT INSURANCE

Students registered for 6 or more credits are covered by an accidental injury insurance program that covers injuries that occur while involved in campus activities (excluding participation in collegiate athletics). This policy is secondary to other insurance coverage a student may have. In the event of an accidental injury please have your supervising faculty or staff member submit an accident report to Public Safety Chief Bob Wright. He can be reached at (435) 283-7170 or robert.wright@snow.edu. Following receipt of the accident report, Chief Wright can assist students with the process of making an insurance claim through the accidental injury insurance provider. Students are responsible for their own medical insurance coverage, either through their parents or themselves.

GREENWOOD STUDENT CENTER

The Greenwood Student Center (GSC) is the community center for all members of the Snow College Campus including students, faculty, staff, and visitors. During the day, the GSC provides business services such as advising, student support, the welcome center, financial aid, cashiers, registration, student life, the bookstore, the mailroom and meal services. The GSC provides a central place for students and others to spend time learning and participating in various activities. The GSC contributes directly to the educational mission of Snow College by providing encouragement and opportunities for participation in educational, cultural, and recreational activities. The GSC is charged with providing a safe and secure place in which a wide array of programs and services may be offered equitably to the campus community. The GSC is a non-profit organization supported primarily by student fees. The use of the building is directed by the Vice President for Student Success. Reservations are taken on a priority and first-come, first-served basis. For further information about use of the building contact should be made with the building scheduler, Diane Adams, 435-283-7100, in GSC 206.

LOST AND FOUND

Greenwood Student Center Mail Room
The college lost and found is located at the information window in the Greenwood Student Center (GSC). Items may be turned in and claimed during regular business hours. Items left at the end of each term will be displayed for appropriate owners to claim. Unclaimed items will be donated to local clothing banks.

OFFICE OF DIVERSITY AND INCLUSION

Greenwood Student Center
Director: Fernando Montano
435-283-7328
fernando.montano@snow.edu

The Mission of the new Office of Diversity/ Inclusion is to support the college mission by improving the retention and completion rates of underrepresented students through:

- Providing support to close the academic achievement gap and completion rates between minority students and their classmates.
- Promoting and creating opportunities for student involvement and leadership to better connect minority students to the college experience.
- Developing a more inclusive, welcoming campus climate for Snow College students and employees of all backgrounds.

The Office of Diversity and Inclusion also provides resources and support to students from all backgrounds through the Multicultural Center. The MCC is a great place to visit between classes, to meet other students, make new friends, study, use the computers or get some rest. The Multicultural Center promotes cultural and diversity awareness through the activities and events presented in campus and by supporting the clubs for diverse student interests such as: The Black Student Union, LGBTSA, Multicultural Club, Latinos in Action, Native American Club and the Polynesian Club. We support the students' academic success and retention through the provision of tutors for the general education classes and by offering a Diversity scholarship for those who qualify. The MCC is also a link between the students and the different departments on campus.

MULTICULTURAL CENTER

Advisor: Paki Moe
(435) 283-7658

The Multicultural Center (MCC), located in the Greenwood Student Center is a branch of Student Life who supports students of all backgrounds who attend Snow College. The MCC is a great place to visit between classes to meet other students, make new friends, study, use the computers or have some rest. The Multicultural Center promotes cultural and diversity awareness through activities and events on campus and by supporting the ethnic clubs students have established such as: the African American Student Union, the Mul-

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ticultural Club, the Latinos in Action Club, the Native American Club and the Polynesian Club. We support the students' academic success and retention through the provision of tutors for general education classes and by offering a Diversity scholarship for those who qualify. The MCC is also a link between the students and the many departments on our campus.

COUNSELING & WELLNESS CENTER

Director: Allen T. Riggs
Social Science Building, room #109
(435) 283-7136
allen.riggs@snow.edu

The Counseling & Wellness Center provides resources to assist students through short-term therapeutic sessions provided by a licensed therapist. We also offer support groups for self-enhancement and to assist with a variety of issues common with college students. In addition, the Counseling and Wellness Center actively promotes safe, alcohol and drug free activities for students.

Students may join the drug, alcohol, and tobacco prevention team sponsored by the Wellness Center. By joining, students are eligible for many no charge seminars and "Super Activities" including a Moab River Trip. Students with an interest in helping others may join the mentoring program where they are trained in a variety of therapeutic skills that assist fellow students and themselves through support and outreach.

RESIDENTIAL LIFE

Director: Jessica Siegfried
Operations Manager: Tevin Noel
Leadership Development: Scott Mathie
Office Manager: Jaquelyn Deneau
Greenwood Student Center 221
435-283-7280
housing@snow.edu

Snow College provides affordable on-campus housing for both single and married students. Applications are available online at www.snow.edu/housing/apply. Students are encouraged to apply prior to March 1st of each year for priority consideration. Students have the option to apply for a Fall Only, Academic Year, Spring Only or Summer Only term contract.

Residence Life provides students with on-campus programming, security, resources and services. Each Residence Hall is equipped with 24-hour camera observation, key card entry access, on-campus security and Resident Assistants (RA) on-duty nightly. Public Safety officials have access to all housing facilities for the purposes of securing buildings and for emergency response.

Residence Halls also include free laundry, parking, Internet, maintenance and all utilities are included.

Residence Life also provides Living Learning Communities in several on-campus housing locations. These locations are designated for students of a particular type of interest such as Fine Arts and Athletics. Students may apply to live in such communities through the Residence Life housing application. Family Housing is also provided on-campus for both married students and students with families. Payment plans are available for students for both housing and meal plan options.

Additionally, Residence Life encourages both the social and academic growth of students and works to provide an environment conducive to such goals. With a staff of both professionals and student para-professionals trained to assist students in personal growth. Applying for on-campus housing has just been made easier with the addition of a new application process. This process



will allow students to select roommates, rooms, meal plans and much more.

DEPARTMENT OF PUBLIC SAFETY

Chief: Robert Wright (435) 283-7170

Assistant Chief: Derek Walk (435) 283-7172

Business Building - 151 South Main Str. , Ephraim

Snow College is a growing college with a population of over 5,000 students, faculty, and staff on both Ephraim and Richfield campuses. In addition, thousands of guests visit the campuses for a variety of special events and other activities. While the campuses are relatively safe, they are subject to some of the same problems experienced in other communities in central Utah.

Snow College campus police officers enjoy a special working relationship with Ephraim City Police Department and the Richfield City Police Department that enhances the level of law enforcement and safety on both campuses.

The mission of the Snow College Department of Public Safety is to provide and enhance a safe & secure educational environment for those that attend, work or visit our campuses. Snow College Public Safety efforts are supportive and are consistent with the goals and ideals of Snow College and its community. Snow College Public Safety's primary purpose is to foster trust, reduce crime, help educate students in life skills and to enhance the quality of life for our students, faculty, staff, and visitors.

Annual Campus Security and Fire Report

Campus Security and Fire Report can be found on the Snow College Public Safety web page at www.snow.edu/publicsafety/, and in Statistical Information on the U.S. Department of Education web page in compliance with the federal CLERY Act.

Campus Facilities Security

Snow College uses a surveillance camera system to document activities in public areas both inside and outside buildings. Do not assume additional safety based on observing a surveillance camera because such cameras are not generally monitored.

Campus Police and Community Cooperation

Snow College Campus Police have complete police authority to apprehend and arrest anyone involved in illegal acts on campus and areas immediately adjacent to the campuses. If minor offenses involving college policies and regulations are committed by college students, the Campus Police may also investigate and refer the individual to the Director of Student Life for disciplinary action.

College police officers are sworn Ephraim City officers; thus they are actively involved with police calls for service off campus. Ephraim City officers have full jurisdiction on campus property within Ephraim City. College officers have full law enforcement authority on the Richfield Campus and the Richfield officers have full jurisdiction on campus property within Richfield City.

Both campuses are part of a 911 emergency system. By mutual agreement with these agencies, Campus Police officers can access the National Crime Information Center database and the Utah Bureau of Criminal Identification (BCI).

After Hours Campus Security on Ephraim Campus

There is typically a student Campus Security Agent on duty from 6:15 PM until 1:30 AM Monday through Sunday. Campus Security Agents assist with special social and sporting events and to provide security checks of campus buildings and the library throughout the evening. They also can provide a safety escort for persons who are walking on or near campus after hours. CSAs are not peace officers and do not have police authority but can provide assistance and will summon proper authorities if necessary.

Campus Security Agents: 435-340-8021 For non-law enforcement calls

- Campus safety escorts
- Access to or secure buildings
- Building type alarms
- Building damage or concerns
- Suspicious circumstances

Police/Fire Dispatch - In an Emergency

- Dial 911
- 435-835-2345 Ephraim Campus
- 435-896-6471 Richfield Campus

After Hours Campus Security on Richfield Campus

All non-emergency safety issues should be reported to the Director of Safety, at 893-2235. All criminal activity and emergencies should be reported to Richfield City Police by calling 896-6471 or 9-1-1.

Off-Campus Violations

Because off-campus housing facilities are not Snow College property, the Ephraim Police Department responds to all calls for service at these locations. Students involved in criminal behavior may be subject to disciplinary action based on that conduct being a violation of the Student Code of Conduct.

Emergency Procedure Quick Reference Guide

Emergency procedure reference guides are posted in

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class rooms, offices and common areas on both campuses. They provide general information for reporting and responding to crimes or emergency incidents.

Fire Alarm

When a fire alarm goes off in a building, individuals should evacuate the building to an open space away from and up wind from any possible fire and remain outside the building at a safe distance until the fire department or law enforcement has indicated the building is safe to re-enter.

Reporting Accidents- Injuries- Incidents- Threats

All college-related accidents, injuries and incidents need to be reported to Risk Management. Report forms are available at www.snow.edu/studentlife/safety.html.

Scroll down to and click on: **ACCIDENT - INJURY - INCIDENT REPORT FORM.**

Completed forms should be turned into the person who supervised the class, work or activity. Incidents should be reported as soon as possible (within 24 hours or next business day) when they occur anywhere on campus or during any college sponsored activity away from Campus.

Any person who becomes aware of a potential threat of violence to self or others should report the threat to any of the following:

- Snow College Campus Police @ 435-283-7170 or 283-7172 - cellular 435-340-0676 or 435-340-1311
- Ephraim City Police/Sanpete Country Dispatch @ 435-835-2345
- Snow College Ephraim Wellness @ 435-283-7121
- Richfield Director of Safety @ 435-893-2235
- Richfield City Police @ 435-893-6471
- Emergency 911

Reporting Potential Safety Concerns:

Please report concerns about lighting, pedestrian hazards, building safety and other types of safety concerns to the Maintenance Department at 435-283-7220 on the Ephraim Campus and 435-893-2235 on the Richfield Campus.

Campus Parking

Under authority granted to Snow College by Utah State Code 53-B-103, 53-B-107, the Public Safety Department regulates parking on the campus and on public streets adjacent to the campus.

Parking of vehicles on the college campuses is on a first come, first served basis except where parking requires a parking permit or gate access. Each individual is not guaranteed a campus parking space and lack of space does not justify violation of college parking regulations.

Regulations are in force at the start of school, during test

week, and when classes are not in session and throughout the year.

The following parking restrictions are enforced on campus;

1. Library/Bell Tower Parking lot by permit only M-F 7 a.m.- 5 p.m.
2. Gated west parking lot on the Richfield Campus. Only authorized faculty and staff may use this parking lot.
3. Reserved parking for individuals with disabilities. Failure to display a valid permit for these spaces will result in the vehicle being ticketed.

Parking violation citations may be paid or contested by contacting:

Ephraim Campus

Ephraim City Justice Court

5 South Main Street, Ephraim 283-4631.

not less than 5 days or more than 14 days from the citation date.

Richfield Campus

Sevier Justice Court

250 North Main Street, Richfield

Room 109, 896-9262 ext. 3 not less than 5 days or more than 14 days from the citation date.

The following fines will be imposed for ticketed parking violations:

1. Spaces reserved for individuals with disabilities \$125.00
2. All other violations \$25.00

Snow College Vice President of Student Success may take administrative action on students that fail to settle any parking violation which may include but not be limited to placing holds on transcripts or preventing registration for the next semester.

College safety personnel may place a parking boot on illegally parked vehicles. The owner/driver will be required to pay a fee or receive a citation from a police officer to have the boot removed.

Vehicle(s) parked in violation of this policy are subject to impound at the owners expense. Fees could exceed \$350.00, not including the fine for improper parking.

SNOW COLLEGE CRIME STATISTICS

For Crime statistics relating to both Campuses, review the Campus Annual Security and Fire Report found on the Public Safety Web Page. www.snow.edu/Public-safety/ or contact Public Safety at 435-283-7170.



STUDENT CODE OF CONDUCT

I. PURPOSE

Snow College is committed to providing a safe, positive learning environment and promoting student success to advance students in the achievement of their educational goals. The Snow College Code of Conduct policy has been implemented to help achieve these goals.

By enrolling at Snow College, students assume the personal responsibility to conduct themselves according to the standards of conduct set forth in this policy. They also are expected to understand that violations of this code of conduct may result in the imposition of appropriate college discipline.

Snow College's campuses are an integral part of the educational, cultural, and recreational fabric of Ephraim and Richfield and their adjacent communities. The college expects its students to be good neighbors and citizens. The members of these communities have the right to expect that Snow students will act responsibly and that the college will apply appropriate discipline when they do not. Therefore for the purpose of this policy and its administration, the cities where Snow College campuses are located and the adjacent communities are referred to as the college community. Snow College intends to enforce this Student Code of Conduct with respect to all on campus violations as well as violations involving off-campus conduct that adversely affect the college community and/or the pursuit of the

college's objectives. The Director of Student Life shall decide whether the Student Code of Conduct shall be applied to conduct occurring off campus on a case-by-case basis.

The primary purpose of this policy is to state the college's authority and responsibility to maintain a safe, positive learning environment, to explain student rights and responsibilities, and to outline discipline, due process, and appeal procedures.

II. AUTHORITY AND RESPONSIBILITY

Daily responsibility for good conduct rests with students as individuals. All members of the college community are expected to use reasonable judgments in their daily college life and to show due concern for the welfare and rights of others.

The ultimate responsibility and authority to enforce the **Student Code of Conduct** rests with the Vice President for Student Success. The Vice President may, and has, delegated responsibility for the administration of the discipline system to the Director of Student Life. The Director of Student Life delegates responsibility to various judicial bodies and administrators. All procedures followed and decisions made by authorized hearing officers and bodies are subject to Director and Vice Presidential review. **Snow College reserves the right to take any necessary and appropriate action to protect the safety and well being of the campus community and its students. This includes contacting the parents of an individual student when his/her well being may be at risk, such as in the case of attempted suicide, illness or accident.**

Any person who becomes aware of a threat of violence or of anti-social behavior that may lead to violence against themselves or others should report the threat or behavior to campus officials, which may include campus police, faculty members, or Student Success staff. They may also want to report the threat or behavior to parents or local police. Snow College will treat as serious any reported threat of violence made by any person toward any member of the college community and follow up as appropriate.

III. STUDENT RIGHTS AND FREEDOMS

Students at Snow College neither lose the rights nor escape the obligations of citizenship. They retain and enjoy all rights secured by the Constitution and laws of the United States, the State of Utah, or local ordinances. Rights and freedoms are best preserved in a community whose members are mutually tolerant of the exercise of rights and freedoms and whose members are free from

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physical violence, force, abuse and threat. Students can reasonably expect the following services, treatment and information.

Equal Access to Snow College

Snow College, an equal opportunity institution, welcomes students for admission according to the standards stated in its current admission application without regard to age, gender, sexual preference, race, color, national origin, disabling condition, religion or veteran status.

Notice of Non-Discrimination

In compliance with federal laws and regulations (Americans with Disabilities Act (ADA), Title I, Title VI, Title VII, Title IX or Section 504), Snow College is an equal opportunity institution providing education and employment opportunities without regard to age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran status. Discrimination is prohibited in admissions, clubs, counseling, course offerings, employment, financial aid, housing, intercollegiate athletics, and other educational programs and activities.

In addition, Title IX of the Education Amendments specifically prohibits sex discrimination in federally supported programs. In order to comply with Title IX, Snow College affirms its commitment to this policy by prohibiting any form of sexual harassment, which includes any form of sexual violence. Local, state and federal laws will be enforced on Snow's campuses. Violations of the Student Code of Conduct should be referred to the Director of Student Life and Leadership for appropriate sanctions.

Inquiries concerning the adherence to and application of these regulations should be directed to the following individuals:

Employment and employee ADA inquiries- Director of Human Resources, (435) 283-7058, Noyes Building, Room 242.

Student and student ADA inquiries- Accessibility Services Coordinator, (435) 283-7121, Greenwood Student Center, Room 239.

Information about enforcement of Title IX at Snow College or concerns about possible sex discrimination, Snow College Title IX Coordinator, (435) 283-7037, Horne Activity Center, Room 102B.

OR

Office for Civil Rights, Department of Education, Denver Region, 1961 Stout Street, Denver, CO 80294

Other Student Rights

The right to reasonably accurate information in advertising, recruitment, and orientation efforts.

The right to free and peaceable inquiry, expression, association and assembly.

The right to reasonable use of college facilities and services intended for individual educational development.

The right to protection against unreasonable surveillance, searches or seizures by members of the college community.

The right to establish a college recognized, democratic student government with authority to legislate and administer, within its constitutional jurisdiction and within the limits of the law, normal democratic safeguards against abuse of power.

The right to establish a college recognized press and other media, free of censorship and advanced approval of copy or program material, as long as these publications and programs remain within the canons of responsible journalism and the laws and regulations of the college, the Board of Regents, the State of Utah and the United States.

The right to expect that all official college student records contain only information reasonably related to the educational mission and goals of the college or the health and safety of the individual and others.

The right to protection against unauthorized disclosures of confidential information contained in college records.

The right of groups and individual students to distribute literature on the campus in areas generally available to the public, provided that the distribution of such written materials:

- does not physically obstruct normal pedestrian or vehicular traffic;
- does not interfere with classes or scheduled meetings;
- does not damage college property; or
- does not unnecessarily litter college property. Those who distribute such materials must identify themselves clearly on the materials distributed.

The right to expect the college to provide reasonable space indoors and outdoors for students and their organizations to post notices and posters. Such notices and posters may deal with subject matter including, but not limited to, notices of meetings or events, and expressions of positions and ideas on social or political topics. Designated posting spaces shall be established at appropriate locations throughout the campus with due regard to convenience and aesthetics. All notices and posters

must be date stamped by the appropriate office, which may impose reasonable restrictions on time and place.

The right to engage in demonstrations as long as the demonstration is not violent and does not disrupt the educational and administrative process of the college or interfere with the rights of other members of the college community. Rules and procedures pertaining to demonstrations are available from the Office of the Director of Student Life.

The right to expect that procedural due process will be exercised before imposition of disciplinary sanctions.

IV. STUDENT RESPONSIBILITIES

GENERAL RESPONSIBILITIES

The following are considered personal organizational standards at Snow College. Any student found to be in violation of such standards may face disciplinary action. All alleged violations should be reported immediately to the Director of Student Life. The college's jurisdiction extends to all admitted or enrolled students while they are present on campus, at college sponsored functions away from campus, or in on campus housing units.

This Student Code of Conduct may also be invoked against students whose off campus behavior potentially harms the institutional or educational interests of the college or the well being of its students and employees. On occasion, instances of student misconduct may constitute offenses against the larger community. Students are responsible for knowing and observing all federal, state, and local laws.

College disciplinary proceedings may be instituted against a student charged with a violation of a law that is also a violation of the Student Code of Conduct. College disciplinary proceedings may proceed regardless of pending court action and may be carried out prior to, simultaneously with, or following civil or criminal proceedings.

Snow College officials will not intervene on behalf of students who have been charged with violations of law. Snow College will provide all proper assistance to law enforcement authorities and will offer appropriate aid to help students conform to proper legal standards. Violations of federal or state laws or local ordinances will be reported to law enforcement authorities, regardless of whether such violations occur on school campus grounds, on other school property, at other college sponsored activities, or in on campus housing units.

Any student arrested for violating a federal or state law or local ordinance may also be subject to Snow College

disciplinary action following a meeting with the college's Director of Student Life. Students who violate Snow College school policies will also be referred to the Director of Student Life, who will investigate the offense and will meet with the complainant to determine whether the case will be resolved by the Director of Student Life or referred to the Student Standards Committee.

SNOW COLLEGE DRUG AND ALCOHOL FREE POLICY

Snow College has a zero tolerance drug and alcohol policy. The Federal Government enacted the Drug-Free School and Community Act on December 12th 1989. Institutions receiving federal funds under any federal program must certify that they have adopted a policy and implemented a program to prevent the unlawful possession, use of, or distribution of alcohol and illicit drugs by students. To comply with this federal requirement, Snow College has established the following drug and alcohol free policy:

Snow College recognizes both the legal and social consideration relative to personal behavior and habits. Any activity that violates state, federal or local law is prohibited at Snow College. This includes driving under the influence; the possessing or drinking of alcoholic beverages by minors; driving under the influence of, possessing, trafficking in, or misusing alcohol, any narcotic, any dangerous/unlawful drug, or any other substance controlled by local, state or federal law, in any college building or on college grounds or elsewhere within the College Community, including on and off-campus housing. Sanctions could include fines, community service hours, mandatory drug/alcohol counseling/education/treatment, probation, suspension, expulsion and referral to civil authorities.

Students who are legally of age to smoke may do so if it does not infringe upon the rights of non-smokers. Smoking is permitted on college grounds, but not in college buildings nor within 25 feet of any building entrance.

Snow College students are responsible for their own citizenship. They are expected to obey all federal and state laws and local ordinances. Students are answerable to law enforcement authorities for law violations.

Violations of federal or state laws or local ordinances will be reported to law enforcement authorities, regardless of whether such violations occur on school campus grounds, school property, in local communities, or at college-sponsored activities. Any student charged with violating federal, state, or local laws will be subject to Snow College disciplinary action regardless of pending court actions.

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Students who violate Snow College's Drug and Alcohol Policy will be referred to the Director of Student Life, who will investigate the offense and will meet with the complainant to determine whether the case will be resolved by the Director of Student Life or referred to the Student Standards Committee.

Alcohol and illegal drugs cause liver, heart, brain, and other organ damage. They also contribute to emotional, mental and psychological disorders. They impair the ability to make safe, responsible decisions. Binge drinking can cause death from alcohol poisoning.

The following resources are available for students who want help with alcohol or drug issues

- Allen.Riggs@snow.edu , Snow College Counseling and Wellness Center, (435) 283-7125, Social Science Building
- IHC Health Center, (435) 283-4076, 525 North Main, Ephraim
- Central Utah Counseling (435) 283-4065 or 1-800-658- 8431, 390 West 100 North, Ephraim or (435)896-8236, 255 South Main, Richfield
- IHC Sanpete Valley Hospital, (435) 462-2441, 1100 South Medical Drive, Mt. Pleasant
- Gunnison Valley Hospital, (435) 528-7246, 64 East 100 North, Gunnison
- IHC Sevier Valley Medical Center, (435) 896-8271, 1000 North Main, Richfield

MISCONDUCT

Misconduct or behavior that will be subject to the disciplinary procedures outlined in this code of conduct include but are not limited to the following:

Academic Dishonesty includes, but is not limited to, cheating on tests, quizzes, or other evaluation instruments, collusion, falsification, deception, or misrepresentation of material submitted as class work and plagiarism.

Assault/Battery includes the following activities which are prohibited by Snow College anywhere within the college community including on and off campus housing units:

- Threatening, attempting or causing injury or bodily harm to an individual.
- Causing physical contact with another when the person knows or should reasonably believe that the other will regard the contacts as offensive or unwelcome.
- Verbal or written assault that is threatening or carries with it the intention to do bodily harm.

Dating Violence is prohibited at Snow College.

Dating violence is any violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the following factors: length of the relationship, type of relationship, and frequency of interaction between the persons involved in the relationship.

Disorderly Conduct/Behavior includes conduct/ behavior which disrupts the academic and social environment or violates fair access to the academic experience on campus or anywhere within the college community. Some examples of disorderly conduct include but are not limited to: drunkenness; physical violence; harassing an instructor, staff or fellow student; obstruction or disruption of disciplinary procedures or other college activities including public functions; or language which incites by making reference to race or ethnic origins on college owned or controlled property, within the college community, in on or off campus housing units, or at college sponsored or supervised functions.

Disruptive Behavior is conduct which significantly interferes with the educational process, the educational environment (including on and off campus housing), or the administrative functions of the college. Whether a student's conduct rises to the level of being disruptive, is evaluated on the basis of the individual situation. Disruptive student conduct includes any behaviors or situations of a student that materially disrupts the study, housing, or other normal activities of other students or staff of the college. Examples of such conduct include:

- Intimidating, threatening, harassing, or violent behavior.
- Abuse of college administrative processes, individual resources of other students or of college administrators.
- Engaging in conduct or threatening to engage in conduct that may endanger the health, safety, of any individual.
- Physical acts, or written statements, gestures, or expressions that communicate direct or indirect threats of harm.
- Failure to follow medical or other professional advice with resultant need for intervention by others, including emergency medical personnel.
- Threatening or attempting suicide or other bodily harm.

Disregard for College Authority occurs when students fail to comply with direction of college officials performing their duties.

Domestic Violence is prohibited at Snow College. Domestic violence is a pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other intimate partner. Domestic violence can be physical, sexual, emotional, or psychological actions or threats that influence another person, including any behaviors that intimidate, manipulate, humiliate, isolate, frighten, coerce, or injure someone.

Dress expectations relative to student appearance are high. For health and safety reasons, appropriate attire, including shoes, are required while indoors on campus.

Explosives, fireworks, or dangerous weapons: The possession or use of explosives, fireworks and other dangerous weapons on campus and/or within the college community including on and off campus housing units is prohibited.

False Information or Obstruction of Justice involves furnishing false information to the college with the intent to deceive or obstruct justice in any way and is unacceptable. Examples include, but are not limited to, the falsification of admissions application information and falsification of academic credentials, such as transcripts from other institutions.

Firearms: The use or possession of firearms is prohibited on campus and in campus housing except as specifically authorized by statute.

Fraud includes altering, falsifying, or otherwise misusing college documents, records or identification cards, including but not limited to registration, attendance or withdrawal forms, or transcripts, and is prohibited.

Gambling in any form on campus and/or within the college community including on and off campus housing units or at any college sponsored activities is prohibited.

Information Technology Acceptable Use:

Computer and information technology facilities operated by Snow College are available for the use of admitted Snow College students, faculty, staff, and authorized guests of the institution. College Information Technology facilities are comprised of numerous components, including such college owned facilities as computer hardware, multimedia hardware, video equipment, software, documentation, communications support, online account administration, support services, internet access and instructional materials. The Information Technology Acceptable Use Policy applies to situations where any person or persons utilize college information technology facilities alone or in combination with other information technology facilities.

Violation of this policy will result in suspension or revocation of use privileges, administrative discipline or immediate termination of the violator's relationship with Snow College and could lead to criminal and civil prosecution. The college is authorized by anyone utilizing its information technology facilities to cooperate with government and civil authorities in the prosecution of any criminal and civil matter against any person who violates this policy, including disclosure of any records, information, data, images, communications, recordings, or other evidence in the custody of or accessible by the college.

Use of any college information technology facility constitutes acceptance of the terms of the Information Technology Acceptable Use Policy. Users acknowledge they have read and understand the policy and they shall be personally responsible for their acts or omissions in connection with utilization that violates this policy.

Authorized uses of the Snow College information Technology facilities include:

- Learning activities facilitating the college's instructional objectives.
- Research conducted in support of educational or research programs authorized by the college.
- Utilization by specifically authorized persons for the administration of the college and its programs.
- Communications necessary to conduct the purposes of the college and its programs.
- Communication between faculty, staff, students and others outside the college containing messages or information, the content of which is not in conflict with this policy.

Unauthorized uses of the Snow College Information Technology facilities include:

- Any utilization infringing on the rights or liberties of another
- Illegal or criminal use of any kind.
- Utilization involving communications, materials, information, data or images prohibited by legal authority as obscene, pornographic, threatening, abusive, harassing, discriminatory, or in violation of any other college policies.
- Deliberately wasting or overloading computing resources.
- Displaying obscene material in a computer lab or other on campus location in a way that potentially places such material in the view of others beyond their reasonable control.
- Accessing, viewing, printing, storing, transmitting, disseminating or selling any, information

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Communication &

New Media

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- NR
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protected by law or subject to privilege or an expectation of privacy.

- Utilization that causes or permits materials protected by copyright, trademark, service mark, trade name, trade secret, confidential or proprietary data and information statutes, or communications of another, to be uploaded to a computer or information system, published, broadcast, or in any way disseminated without authorization of the owner.
- Any attempts to access any resources, features, contents or controls of the information technology facilities that are restricted, confidential or privileged.
- Intentional or reckless utilization of resources causing damage to or altering the operation, functions or design of the information technology facilities or content.
- Granting access to persons not authorized by Snow College to any college information technology facility, either by intentional action such as disclosure of account information or unintentional action such as failure to log off.
- Commercial, profit motivated or partisan political use not related to college programs.

Due to the inherent lack of security in most Internet communications, and due to the right and need for the college to monitor compliance with this policy, use of the Snow College information technology facilities that require strict privacy is not encouraged or supported. While Snow College will exercise due diligence to protect the privacy of technology facilities users, any person using any college information technology facility understands and agrees they are specifically waiving any expectation or right to privacy in their communications, data, programs or other personal information stored, displayed, accessed, communicated, published or transmitted on the facilities.

Littering on the grounds and buildings detracts greatly from the campus atmosphere and is prohibited. The efforts to promote campus beauty and cleanliness need the support of all members of the campus community.

Malicious Treatment and/or Hazing refers to an act or threat, physical or psychological that subjects a student or others to physical pain or discomfort, indignity or humiliation at any time. Such acts are unacceptable behavior, regardless of the consent or cooperation of the recipient. Such behavior includes but is not limited to:

- Misusing authority by virtue of one's class rank or leadership position.
- Striking another by hand or with any instrument.
- Using any form of physical bondage.

- Taking another to an outlying area and dropping him/her off.
- Forcing another into a violation of the law or policy of the college such as indecent exposure, trespassing, etc.
- Obscene gestures toward another individual.
- Having firsthand knowledge that an incident of this type has occurred and failing to report it to appropriate college officials.

Obscene and Abusive Language or any language which is offensive to public taste is discouraged and could be grounds for disciplinary action under this code of conduct.

Sexual Misconduct

Because all members of the college community, guests and visitors have the right to be free from sexual harassment or violence, Snow College has a zero tolerance policy regarding sexual misconduct. Sexual misconduct violations include but are not limited to:

1. **Sexual harassment** is defined as unwelcome sexually-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it unreasonably interferes with, denies or limits someone's ability to participate or benefit from the college's educational program and activities. This includes situations when submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or academic work, when such conduct unreasonably interferes with an individual's work or academic performance by creating an intimidating, hostile or offensive working or academic environment, or when it is retaliation.

2. **Sexual assault** is defined as any intentional sexual contact, touching, or sexual relations that occur without consent and/or by force or coercion. This includes aiding or abetting such activity.

Examples of conduct that may be considered sexual harassment or assault include:

- Inappropriate touching, patting or pinching
- Obscene phone calls, texts, email, or gestures
- Demands or pressure for sexual favors
- Coerced or nonconsensual sexual activity

Consent is clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity. Consent to any one form or occasion of sexual activity cannot automatically imply consent to any other forms or occasions of sexual activity. Previous relationships or prior consent cannot imply consent to future sexual activity.

Snow College is committed to stopping and preventing sexual misconduct within the college community. Allegations of sexual misconduct involving students should be referred to the college's Title IX coordinator for investigation and appropriate administrative action.

Students who have been victims of sexual harassment or sexual assault may seek support and assistance at the college's Counseling and Wellness Center, Room 107 of the Social Science Building, 283-7136.

Smoking in campus buildings violates the Utah Indoor Clean Air Act, as well as rules and regulations governing college facilities and is prohibited. Students and others must observe the 25 foot no smoking zone around building entrances.

Solicitation and sales by students and others on campus is strictly forbidden without prior approval from the Director of Student Life. Distributing advertising leaflets or handbills or using sound tracks and audio equipment to promote sales on college premises without prior written approval is also prohibited.

Stalking is prohibited at Snow College. Stalking Is a pattern of repeated, unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that causes a reasonable person to feel fear.

Tampering involves intentionally setting off a fire alarm or emergency 911 phone, falsely reporting a fire or other emergency, or tampering with fire or other emergency equipment. This is unacceptable behavior, except when done with reasonable belief that a true need exists.

Unauthorized Assembly such as a rally, parade, demonstration, or similar activity shall not be held on campus unless organizers receive permission from the appropriate Snow College office at least three days in advance of the event.

Unauthorized Entry of any college facility and/or property is prohibited.

Vandalism or Theft involves the willful abuse or theft of college property or the property of students, faculty, staff, or guests on campus or anywhere within the college community including on and off campus housing units. Such behavior is prohibited.

Violation of Laws, whether any law of the United States, the State of Utah or of any local or county ordinances, by a Snow College student while he or she is on the campus of another institution of higher education for a college related activity or on college business will

be investigated by Snow College authorities when the governing authorities of the institution request that the college assume jurisdiction over the matter.

College disciplinary proceedings may be instituted against a student charged with violation of U.S., state or local law without regard to the pendency of civil litigation in court or criminal arrest and prosecution. Proceedings under this code of conduct may be carried out prior to, simultaneously with, or following civil or criminal proceedings.

When a student is charged by federal, state or local authorities with a violation of law, the college will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also the subject of a proceeding before a judicial body under the code of conduct, however, the college may advise off campus authorities of the existence of the Student Code and of how such matters will be handled. The college will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus, and also with the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and members of the college community, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

Violation of Probation occurs when students on whom penalties are imposed are placed on probation and fail to observe imposed probationary requirements. Such action violates this code of conduct and may lead to suspension, expulsion, or imposition of other penalties. Some academic programs have more specific standards for probation and dismissal as outlined in that program's student policy guide.

V. SANCTIONS

The following sanctions may be imposed upon any student found to have violated the Student Code of Conduct. Also, a disciplinary hold is typically placed on the student's records which would prevent the student to register for future classes until disciplinary sanctions are removed.

- 1. Warning** - notice in writing to the student that the student is violating or has violated institutional regulations.
- 2. Probation** - a written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating any institutional regulation(s) during the probationary period.

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3. **Loss of Privileges** - denial of specified privileges for a designated period of time. This would include but not limited to: loss of a specific or all computer privileges, loss of access to any college facility or activity.
4. **Fines** - previously established and published fines may be imposed.
5. **Restitution** - compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
6. **Discretionary Sanctions** - work assignments, service to the College or other related discretionary assignments (such assignments must have the prior approval of the Director of Student Life).
7. **Residence Hall Suspension** - separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
8. **Residence Hall Eviction** - permanent separation of the student from the residence halls.
9. **College Suspension** - separation of the student from the Snow College for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
10. **College Expulsion** - permanent separation of the student from Snow College.

More than one of the sanctions listed may be imposed for any single violation.

A SECOND VIOLATION OF THE STUDENT CODE OF CONDUCT MAY RESULT IN SUSPENSION OR EXPULSION FROM SNOW COLLEGE.

Interim Suspension:

In certain circumstances, the Director of Student Life or a designee, may impose a college or residence-hall suspension prior to the hearing before a hearing committee, within a reasonable period of time.

Interim suspension may be imposed only to ensure the safety and well being of members of the college community or preservation of college property; this includes such actions as; threatening or inflicting bodily harm on oneself or others; inflicting serious emotional or mental distress or fear on oneself or others; creating a substantial disruption of normal campus functions, including campus instruction; presenting a threat to the stability and continuance of any normal college function; being arrested on misdemeanor or felony charges; hindering or impeding the progress of any academic; non-academic, or activities group on campus.

During the interim suspension, students shall be denied access to the residence halls and/or to the campus

(including classes) and/or all other college activities or privileges for which the student might otherwise be eligible, as the Director or the judicial body may determine to be appropriate.

Other than college expulsion, disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's confidential record. Upon graduation, the student's confidential record may be expunged of disciplinary actions other than residence-hall eviction, college suspension or college expulsion, upon application to the Office of the Director of Student Life. Cases involving the imposition of sanctions other than residence-hall expulsion, college suspension or college expulsion, shall be expunged from the student's confidential record three years after final disposition of the case.

The following sanctions may be imposed upon groups or organizations:

1. Those sanctions listed above (1) through (5)
2. Deactivation — loss of all privileges, including college recognition, for a specified period of time.

VI. DISCIPLINARY PROCEDURES

Jurisdiction

Snow College has the responsibility and obligation to prevent and correct misconduct, including sexual violence or other forms of sexual harassment, which disrupts or inhibits participation in college activities, classes, or other educational experiences. Prohibited conduct is explained in Section IV of the Student Code of Conduct.

General Guidelines

The following general guidelines apply to the college's student disciplinary procedure.

- The due process rights of individuals involved in a disciplinary procedure will be protected, including being informed about the alleged misconduct and having a reasonable opportunity to be heard and present information before a disciplinary action is taken.
- Retaliation against complainants, witnesses, or others involved in a disciplinary procedure is prohibited.
- Appropriate interim measures to protect the safety and wellbeing of individuals involved in an investigation and possible subsequent disciplinary procedure may be taken. Such measures may include modifying class schedules, modifying campus living arrangements, counseling or other relevant actions.

- Students have the right to pursue criminal complaints simultaneously if they choose to do so.
- Decisions in disciplinary procedures are made based on a preponderance of evidence indicating that a Code of Conduct violation occurred.
- Confidentiality will be protected as much as possible to respect the privacy of individuals involved in disciplinary procedures.
- Disciplinary procedures will be conducted in a timely manner. Officials will work within the published deadlines in following the steps in the process.

Definitions

A **Student Conduct Notice** is a written notice sent to a student by a college official directing the student to report to the Director of Student Life with respect to an alleged violation of the Student Code of Conduct.

The **Student Standards Committee** is group of individuals who have been trained to hear disciplinary appeal cases and make recommendations through the committee chairperson as to what action should be taken.

The **Student Standards Committee Chairperson** means a person authorized by a college official to recommend action regarding a student thought to have violated the Student Code of Conduct.

Disciplinary Process

1. Allegation of student misconduct may be made by any member of the college community —student, faculty, or staff, and, where alleged misconduct occurs outside the college boundaries, by members of the community at large. All cases of alleged student misconduct shall be referred in writing to the Director of Student Life for review.

2. Within a reasonable period of time, the Director of Student Life or designated college officials will review the complaint, conduct appropriate investigations, and gather information about the allegation. Interim measures may be taken if appropriate.

3. A student conduct notice will be sent to the individual involved requesting a meeting with the Director of Student Life within a specific period of time to discuss the allegation. The notice will include the specific alleged misconduct.

4. The Director of Student Life, or designee, shall attempt resolution of the problem at this first step. The charges against the student will be read to him/her and the procedures will be explained. The student will be given an opportunity to present his/her case.

5. The Director of Student Life shall then make a preliminary determination of the necessity for disciplinary action, and, if so warranted, shall set appropriate misconduct penalties as outlined in this Student Code of Conduct. (See Sanctions section.)

6. Upon receiving the Director's decision in writing, the student shall have five class days to file a written appeal to the Student Standards Committee.

7. If a student chooses to appeal to the Student Standards Committee, he/she must notify the Director of Student Life and then follow the procedures for review by the Student Standards Committee. The written appeal request must include the following:

- Name, address and student telephone number.
- Description, date(s), and place(s) of alleged act(s).
- The disciplinary sanction given.
- Date of conference with the Director of Student Life and date of receipt of the written notice from him/her.
- Circumstances which the student feels merit review.
- Signature.

Student Standards Committee Hearings

The procedure that the Student Standards Committee shall follow in considering all student appeals is as follows:

1. This appeal hearing is not to be an adversarial process. The student shall have the right to be accompanied at the Student Standards Committee appeal hearing by an advocate of his/her choice including legal counsel. If ADA accommodations have been granted an appeal may be made in behalf of the student by the ADA coordinator or designee. Should the student choose to be accompanied by an advocate, the student must personally present his or her evidence and position. **Should the student choose to bring legal counsel, he/she must notify the Director at least three days in advance. The college shall also be represented by legal counsel.**

2. The Student Standards Committee Chairperson shall introduce the written appeal to the Student Standards Committee.

3. The appeal hearing shall be closed to the public.

4. Parties shall have the right to present statements, testimony, evidence and witnesses. Each party shall have the right to question witnesses and to hear testimony. Formal rules of evidence shall not be in effect; any evidence having reasonably probative value as to a relevant fact may be admitted.

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5. The committee shall discuss issues, hear testimony, question witnesses and consider available evidence pertaining to the case.
6. There shall be a single verbatim record, such as a digital recording, of all hearings before the Student Standards Committee and it shall be kept in a confidential file in the Office of the Director of Student Life, and shall be available for review by the aggrieved and accused or by the college administration for a period of at least two years. The record shall be the property of the college.
7. Following the presentation of all evidence and statements by the appellant, the student will be excused while the committee deliberates over the case.
8. When the committee's deliberations are concluded, the student shall be called back into the room and informed of the committee's recommendation by the committee chair.
9. The committee shall submit its written findings of facts and its recommendation to Vice President for Student Success within five days of hearing the student's appeal, unless this time is extended for good cause by the committee. The committee chairperson will provide a copy of the report to the Vice President of Student Success, the students involved, and the Director of Student Life.
10. The Vice President for Student Success will review the findings and statements and take any of the following actions:
- Dismiss the charge
 - Modify the recommendations
 - Execute the committee's recommendation
- Copies of this decision will be given to the student, the Student Standards Committee Chairperson, and other appropriate administrative officials within five class days after the decision is made.
11. Except in the case of a student charged with failing to obey a Student Behavior Referral or the summons of a college official, no student may be found to have violated the Student Code of Conduct solely because he/she failed to appear before the Student Standards Committee. In such cases, the available evidence regarding the charges shall be presented and considered.

The decision by the Vice President will be the final decision of the college.

VII. STUDENT CONCERNS AND GRIEVANCES

There are two sources for help with student concerns:

1. The Vice President for Student Success is available to all students who have concerns about their college experience. In this role, the vice president offers students a fair and equitable process for addressing concerns, having the responsibility to consider the legitimate concerns and interests of all parties affected by the matter under consideration. The vice president assists students by listening, providing and receiving information, identifying and reframing issues, developing possible options for dispute resolution, and referring students to appropriate resources. The vice president also tries to help students develop ways to solve problems themselves. The vice president is committed to helping students impartially and confidentially. Contact the Vice President in Room #204, Greenwood Student Center, phone (435) 893-2216, email craig.mathie@snow.edu.
2. Members of the Snow College Student Executive Council serves as Student Advocates. The Student Advocate's role is to work to identify general student concerns with college policies or procedures, propose solutions, assist students in finding sources of assistance for their concerns with student services, auxiliary services, student government, academic programs or college administration, and participate as a student voice on the Student Standards Committee. The Student Advocate also represents student interests on various administrative committees including the Deans Council and the Student Success Council. The Student Advocates can be contacted through the Student Life Office on the second floor of the Greenwood Student Center.

Student Consumer Complaints

Students who have complaints against the school relating to fraud, false advertising, or other deceptive practices can file a complaint with the Utah Division of Consumer Protection, 1.60 East 300 East, 2nd Floor, Salt Lake City, UT 84111, Telephone No. 801_530_6601, Toll Free in Utah at 1-800-721-SAFE. In addition, students involved with distance and correspondence education can file a complaint with their state's enforcement authority www.snow.edu/online/State_Regulators

Students who have complaints relating to issues that are covered by the student code of conduct should follow the institution's process for firing a complaint. The student code of conduct is found at www.snow.edu/studentlife/code/.

Students who have complaints relating to the school's quality of education or other issues appropriate for its accrediting body to consider, can file a complaint with the Northwest Commission on Colleges and Universities at www.nwccu.org.

Copies of documents describing the school's accreditation and state approval are available for review upon request.

Grievance

A grievance is a claim or charge of injustice, oppression or discrimination based upon an event or condition which affects the welfare or conditions of an individual student or group of students. The academic divisions and student service departments on campus each have their own procedures for hearing student grievances and appeals. When students feel they have been subjected to unjust action or denied their rights by a member of the college community, they should first attempt resolution with those involved with the problem. If no resolution is found, the student should contact one of the following departments depending on the nature of the problem:

1. **Office of the Director of Student Life and Leadership**, (435) 283-7127, for possible Student Code of Conduct Violations.
2. **Financial Aid** (435) 283-7133, for financial aid problems, appeals, questions, etc.
3. **Registrar** (435) 283-7145, for academic appeals, or questions.
4. **Scholarships** (435) 283-7150, for scholarship appeals and questions.
5. **Residential Life** (435) 283-7280, for on-campus housing problems ONLY. Students off campus should work with their off-campus housing managers/owners.

For other questions, students may call the Office of the Director of Student Life at (435) 283-7127.

Snow College Disability Discrimination Grievance Procedure

I. Scope and Purpose

This procedure applies to all Snow College (Snow) students and campus guests. Procedures for college employees who may have experienced discrimination based on a disability are outlined in the Snow College Personnel Policies and are administered by the college's Human Resource Office. The purpose of this procedure is to assist the college in carrying out its responsibilities in administering and enforcing applicable federal and state laws and college policies related to nondiscrimination of students or campus guests on the basis of disability.

II. Policy Statement

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 and other applicable law, Snow takes appropriate

action to ensure that its programs and services are readily accessible to qualified individuals with disabilities. No qualified student or campus guest with a disability shall, on the basis of the disability, be excluded from participation in, be denied the benefit of, or otherwise be subjected to discrimination related to any of the institution's programs or activities. All college employees are expected to adhere to Snow College ADA/Sec. 504 policies. The college has the right and responsibility to resolve allegations of discrimination based on disability.

Retaliation is prohibited and Snow also investigates and resolves allegations of retaliation against individuals who have raised claims of discrimination based on disability or who have cooperated in an investigative process in some manner.

III. Filing Process

Grievances must be filed with the Accessibility Services/ADA Coordinator (Coordinator). The Coordinator will ask the Complainant (the student or campus guest claiming there was discrimination) to submit a written report describing the alleged discrimination. The Coordinator will arrange assistance with this procedure, if needed. A grievance should be filed as soon as reasonably possible after the incident but will not be accepted more than 90 calendar days from the last act of alleged discrimination. Snow will consider requests to extend this period beyond the 90 calendar days when the Complainant can show he or she needed additional time due to circumstances beyond his or her control.

The Complainant will meet with the Coordinator to discuss the allegation, the resolution process, and options (informal, formal) for proceeding with resolution of the grievance. The Complainant is not required to follow the informal procedure before filing a formal grievance. The Respondent (the individual accused of discrimination) will be notified of the grievance within 10 working days after it is filed.

Informal: The Coordinator may offer the Complainant the opportunity to voluntarily discuss allegations and concerns with the Respondent (directly or through the Coordinator or some other mediator) to attempt to resolve the allegation. The Complainant is not required to do this to move forward with a formal grievance. The Coordinator will notify the respondent that his or her behavior has been questioned and whether informal resolution has been sought. The Coordinator may interview witnesses, obtain statements or other evidence from the Complainant and Respondent, or review other evidence when attempting informal resolution of a grievance. The Coordinator will provide both parties a written summary of the resolution of any grievance resolved through the informal process. If informal attempts to resolve the situation are not successful, the

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Coordinator will immediately inform the Complainant that he or she may pursue a formal grievance.

Formal: If the Complainant elects to file a formal grievance, the Coordinator will conduct a full investigation complete with written findings to be given to the Complainant and the Respondent. If the Coordinator determines that the alleged discrimination or retaliation occurred, he or she will report this finding and may recommend corrective actions to an appropriate College official through the Office of the Vice President for Student Success. Recommendations may, as appropriate, include a directive to stop any ongoing discrimination or retaliation; suggested disciplinary or other corrective actions against the Respondent or others; suggested relief for the Complainant to remedy the effects of the discrimination or retaliation; and any other action or reasonable accommodation considered necessary to ensure that the discrimination or retaliation will be remedied and not be repeated.

The Coordinator will complete investigations as expeditiously as possible. The investigation shall normally be completed within 45 working days from the filing of a formal grievance, including written notification of the parties of the outcome of the investigation. In extraordinary circumstances, the Coordinator may extend this time for a reasonable period. All parties will be notified if such an extension is necessary.

Appeal: The findings of a formal grievance investigation may be appealed in writing to the Office of the Vice President for Student Success by the Complainant or Respondent within 10 working days of receipt of the Coordinator's determination. Either party may appeal a decision based on discovery of new evidence previously unavailable, a significant irregularity in the procedural process which could affect the outcome or a claim that the decision was not supported by the facts or the law. The appellant should be as specific as possible in setting out the basis for appeal. The determination of the Office of the Vice President for Student Success is final.

At any time, prior to filing a grievance, or while a complaint proceeding is in progress, a Complainant may file their grievance with an appropriate external agency. A complete list of agencies, along with contact information, is available from the Office of the Vice President for Student Success, 150 East College Avenue, Ephraim, UT 84627. Phone 435-283-7127.

IV. Confidentiality

The Accessibility Services/ADA Coordinator takes any allegation of discriminate or retaliation seriously and is committed to protecting the integrity of the investigation process including confidentiality and the due process rights of all individuals. Note that all those involved (the Respondent, the Complainant, and the witnesses) have

privacy interests. Therefore, outside the scope of the investigation, all parties are cautioned not to publicize or divulge the nature of the proceedings or the identity of those involved.

V. Right to Advisor

The Complainant and the Respondent each have the right to bring an advisor to any investigative meeting. If either party chooses to exercise this option, he or she shall submit the name of the advisor in writing to the Accessibility Services/ADA Coordinator at least 72 hours prior to a meeting. If either the Complainant or the Respondent's advisor is a person degreed or qualified in law, the Accessibility Services/ADA Coordinator must be notified.

VI. Responsibilities and Jurisdiction of the Accessibility Services/ADA Coordinator

consistent with federal and state laws and university policies related to nondiscrimination, the Accessibility Services/ADA Coordinator investigates complaints of unlawful discrimination and/or retaliation on the basis of physical or mental disability. The Accessibility Services/ADA Coordinator will make an adequate, reliable and impartial investigation of such complaints at Snow and render a written determination following such investigations.

VII. Transfer of Function

If a grievance, whether informal or formal, is directed against the Accessibility Services/ADA Coordinator or the Vice President for Student Success determines there is some other conflict of interest created by the Coordinator's resolving the grievance, the Vice President for Student Success will transfer the Coordinator's function under this procedure to another appropriate official of the College. If a grievance, whether informal or formal, is directed against the Office of the Vice President for Student Success, the functions assigned to that Office by these procedures will transfer to the Office of the Academic Affairs Vice President.

Snow College Sexual Discrimination/ Harassment Grievance Procedure

1. **Introduction.** College officials are responsible to take prompt necessary steps, including timely and appropriate disciplinary action, to maintain an environment free of sexual discrimination, harassment, retaliation, intimidation and coercion against the complainant (student who believes he/she might be the subject of sexual harassment), witnesses, those conducting the investigation and anyone else involved in the investigative process.

2. **Reporting, Investigation and Resolution.** An immediate investigation must be conducted whenever this type of activity is observed or reported. Therefore, students who are sexually harassed, or who believe that they

might be the subject of sexual harassment, are strongly encouraged to report the behavior and file a complaint by contacting the college's Title IX Coordinator who will explain options and procedures to the complainant. All sexual harassment complaints will be investigated regardless of the severity of the incident.

2. A. **College Employee.** When the alleged harasser is a college employee, the Title IX Coordinator will work with the Director of Human Resources to resolve the complaint. The director will review the complaint within five working days and make a recommendation to the appropriate vice president as to whether the case should be handled informally or formally (by an appointed investigative team). The Director of Human Resources or Title IX Coordinator will notify the appropriate college vice president of the recommendation within two working days.

2. B. **Student.** Sexual harassment complaints involving other students should be referred within two working days to the Director of Student Life and Leadership. The director will review the complaint. A decision will be made within five working days if the complaint is to be handled informally or formally (by an in-vestigative team). The Director of Student Life or Title IX Coordinator will also notify the appropriate vice president within two working days.

2. C **Third Party.** When an employee observes an apparent act of sexual harassment involving someone else, which creates a hostile environment for the observer, this employee should report the conduct to the Title IX Coordinator

3. **Privacy.** Due to the personal nature of such complaints, and the damage that could result to the career and reputation of any person falsely accused of sexual harassment, all investigations and hearings surrounding such matters shall be designed, to the maximum extent possible, to protect the privacy of, and minimize suspicion toward the accused, the complainant, and any individual involved in the investigation. Although confidentiality cannot be guaranteed, it should be exercised by all parties in all phases before, during, and after appropriate action is completed.

4. **Informal and Formal Resolution.** If following review the decision is made that the complaint can be addressed informally, the appropriate director will conduct a timely and thorough investigation. The investigation should take no longer than 20 working days. After completing the investigation, the appropriate director should share his or her findings within two working days with the appropriate vice president.

If there is cause to support a formal investigation, appropriate director and appropriate vice president will have three working days to appoint two individuals (one male and one female) as an investigative team to conduct the investigation.

The investigative team will have a total of 20 working days to conduct the investigation, complete the investigation report and make a recommendation to the appropriate director and appropriate vice president. They may grant an extension of up to 10 working days, if requested prior to the 20 day investigation limit. The team will meet with the college's legal counsel to review the case prior to the investigation. During the investigation, the investigative team will report to the appropriate director and appropriate vice president on a weekly basis. After the investigation, the team will prepare written findings. The team will review the findings with the appropriate director and vice president and make their recommendations. The appropriate vice president will notify those involved, counsel with the college's legal counsel, and determine appropriate action within 10 working days of receipt of the findings and recommendations.

5. **Action Taken.** If there appears to be no foundation to the allegation, no record shall be made of the allegation in either the accused or complainant's official personnel file. However, all investigative notes and documentation should be forwarded to and retained by the appropriate director. Such notes shall not be used in subsequent sexual harassment complaints against an employee who was falsely accused. They will be retained in order to show the college did investigate the original complaint. In the event of an unfair allegation without foundation, the record shall be sealed to all except to verify an investigation occurred and appropriate action was taken. While the college does not condone or permit sexual discrimination, harassment or retaliation against the complainant, or anyone involved in the investigative process, intentional false claims or bad faith allegations in the use of this policy may result in disciplinary action against the accuser.

If a foundation for the allegation exists, the appropriate vice president will determine the corrective action to be implemented against the offending individual. Any disciplinary action will be commensurate with the scope and severity of the occurrence, and may include, but will not be limited to, a warning, reprimand, probation, suspension, or dismissal.

During informal and formal investigations, the original resolution, including complete file/notes and the investigative report, will be hand delivered within two working days to the appropriate administrator for confidential filing. No notes or documentation will be kept

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by the investigative team. In the case where disciplinary action has been taken against a student, a report will be retained by the Vice President for Student Success and promptly forwarded to the Director of Student Life's office.

The Director of Student Life will consult with the vice president for student success to determine the disciplinary action for students who commit sexual harassment following guidelines in the student code of conduct concerning official complaints filed by students.

6. **Appeal.** Both the accusing and accused student may appeal according to the student grievance procedure. A faculty or staff member may appeal according to the college's employee grievance procedure.





ADMINISTRATIVE SERVICES

OFFICE OF ADVANCEMENT

Advancement and Foundation: Rosie Connor

Donor Relations: Michael Lewellen

Alumni: Codi Ramsey

Grants: Emily Peterson

Phone: (435) 283-7060

Emails: giving@snow.edu or alumni@snow.edu

MISSION AND PURPOSE

The mission of the Snow College Office of Advancement is to operate exclusively for educational purposes to assist the College in developing programs, services, and facilities, and to provide educational opportunities to its students, staff, faculty, and the residents of the local area served through gifts, grants, and donations.

The Office of Advancement's overall goals are to:

- Establish annual and long-term financial goals for institutional advancement.
- Administer an organized program for obtaining gift support from alumni, friends, faculty, staff, corporations, organizations, and private foundations to raise funds for scholarships, facilities and equipment, faculty, and curriculum development.
- Serve as a prudent and effective steward of annual, endowment and capital gifts donated to the College through data management and gift processing policies and procedures that ensure integrity and efficiency.

The purposes of the Office of Advancement are, in the broadest sense:

- To create awareness within the private sector of the financial needs of Snow College that are not met by state or federal support. These include the resources necessary to maintain vital existing programs as well as funds needed to enhance the College, furthering academic and institutional excellence.
- To implement a plan for meeting these needs through private gifts and support.
- To provide a vehicle for active alumni engagement and participation.
- To encourage and facilitate the active submission of grant requests by members of the staff and faculty, to keep record of those activities, and to comply with all required reporting regulations for grant writing activity.

ADVANCEMENT OFFICE SERVICES

Coordination of Fundraising Activities

The Snow College Foundation and Advancement Office administer the College's fundraising activities and accept and manage all gifts. The Advancement Office shall have the authority through the College president to approve all fundraising activities undertaken by and on behalf of the College. The Advancement Office manages the Snow College Foundation, a private, nonprofit Utah corporation, through a Memorandum of Understanding with the College.

It is the responsibility of the Office of Advancement, in consultation with the president, to serve as the coordinator for all types of institutional fundraising programs and for all solicitation of funds from alumni, private individuals, foundations, businesses, corporations and organizations. Solicitation of gifts or grants made by anyone for the benefit of Snow College, or any agency or organizational unit thereof, shall require the prior coordination with the Office of Advancement.

Coordination of Grant Activities

The Office of Advancement provides support for grant activities for all divisions of the College, including applications to state, federal, and private sources. Accordingly, the Office of Advancement shall be informed of all grant proposals contemplated by College personnel. The expertise of our staff members can help interested faculty and staff members successfully navigate the intricacies of the grants process.

Coordination of Alumni Activities

The Office of Advancement manages and coordinates alumni activity and provides support to the Snow College Alumni Association. The mission of the Alumni Association is to maintain an active presence on the Snow College campus, communicate campus events to alumni members, recognize distinguished alumni, and serve as a fundraising advocate for the College.

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For assistance with your fundraising, grants, or alumni-related questions, contact the Advancement Office at 435-283-7060. For more information regarding fundraising guidelines and policies at Snow College, please refer to the Advancement Office Policies and Procedures (Section 17.0 of the Snow College Personnel Policies) at <http://www.snow.edu/hr/tblcnts.htm>.

CAMPUS SERVICES

Director: Leslee Cook

Central Services Manager: Mike Duncan

Mechanical Maintenance Manager: Jesse Bratton

Custodial Manager: Frank Montoya

Physical Plant Facilities

(435) 283-7221

Enterprises at Snow College comprising the facilities and auxiliary services organization include Food Services, Bookstore, Central Services, Mechanical Maintenance and Custodial Services.

Food services are provided in the Greenwood Student Center offering a wide variety of menu items. All entrees: salads, deserts, breads, deli, grilled sandwiches, hamburgers, omelets, beverages and juices are available and individually priced. It is a personal approach because the consumer, choose what, where, when, and how much they eat and how much they want to spend each day.

The Snow College Bookstore is located in the Greenwood Student Center. It offers a full range of books and other merchandise to meet both the academic and personal needs of students.

Central Services includes a team of skilled individuals who are counted on to keeping our grounds looking nice for everyone to enjoy. Also includes general maintenance and recycling.

Mechanical Maintenance is a group of skilled employees who work year round with HVAC plumbing and Electrical needs.

Custodial Services works hard at keeping our buildings on campus clean for everyone to enjoy.

Summary

The directors and staff members of the various Administrative Services departments are service-oriented people who are dedicated to the mission of Snow College. They have a keen sense of the value of each student and each member of the faculty and staff to the continuing success of the college. They seek for continuing improvement in their complex assignments. Suggestions and comments are always welcome.

AUXILIARY SERVICES RICHFIELD CAMPUS

A bookstore on the Richfield Campus supplies textbooks, supplies, equipment, and other course materials needed for classes taught on the campus. The bookstore stocks other useful items, including some clothing items, greeting cards and U.S. postage stamps. Contact the store at (435) 893-2204 for more details.

The Richfield Campus is proud of its cafeteria where excellent student-trainees serve lunch menus when school is in session. Meals are prepared under the supervision of an outstanding chef/instructor and are offered to school and community patrons at reasonable prices. Meal tickets are available. Contact the cafeteria at (435) 893-2209 for more details.

OFFICE OF COMMUNICATION

Director: John Stevens (435) 283-71017

Videography/Photography: David Leach

(435) 283-7016

Social Media Specialist: Brooke Allred

(435) 283-7616

Web Services: Jake Nelson **(435) 283-7626**

Email: pr@snow.edu

The Office of Communication's is the college's in-house design/brand/marketing service for all Snow College offices, divisions, departments, centers and organizations. It is responsible for leading the overall integrated marketing communications for Snow College and strengthening the College's visibility and brand to both external and internal constituents. We lead the strategic direction for the College's identity and core messaging, and are responsible for organizing and implementing the College's communications and public relation activities.

Office of Communication's services include publishing, graphic design and marketing services, photography, videography, social media services, branding and licensing management, Web design, marketing plans for departments and programs of Snow College. The Office produces all the videos, main social media portals, blog, brochures, pamphlets, programs, flyers, posters, banners, advertisements, billboards, large production or large distribution of multi-page books, booklets, brochures, projects to be displayed outside of campus, banners, exhibits, displays or large digital printing projects, web design and services.

OFFICE OF INFORMATIONAL TECHNOLOGY

Phil Allred - CIO

Marlin Mason - Assistant CIO/Director of Network Services

Jennifer Bigelow - IT Office Assistant

Chris Adams - Systems Analyst-Financial Aid

Ron Bradley - Network Systems Manager

Justin Cherry - Manager of IP Telephony System/Computer Help Desk

Jason Cherry - Systems Engineer and Systems Administrator

Lawrence Durtschi - Systems Administrator/Analyst

Jim Kittelsrud - Director of Business Information Services

Shawn Lindow - Systems Analyst

David Peterson - Lab and Library Systems Administrator

Jeff Sirrine - Network/Computer Manager, Richfield

Ernie Williams - Oracle DBA/Systems Administrator

The Technology Center manages and maintains:

- Administrative Computing
- E-mail services
- Non-public facing web services
- Network Infrastructure
- Network Servers
- Network Security
- Student Computer Labs
- Computer Helpdesk
- On-Campus Housing Internet Access
- Software Site Licenses
- Remote Access
- Telecommunication Services

Related web sites and email addresses include:

<http://www.snow.edu/it>

<http://www.snow.edu/email>

<http://helpdesk.snow.edu>

helpdesk@snow.edu

<http://www.snow.edu/badgerweb>

Student Email Policy

Snow College provides all students an email account. Students are required to use this address to receive official email communications from Snow College.

Students should check this account at least once a day, or forward this account to another account of their choice. This account can be accessed using <http://www.snow.edu/badgermail>.

Snow College will deliver official campus email communications including academic updates, administrative notices, financial aid information, and student activi-

ties notifications through this email address. Types of administrative notices may include but are not limited to payroll, financial aid, library services, registration, and graduation.

Using Student Email

Snow College email accounts will be provided for all students. For instructions on accessing your email account, forwarding messages, or more features, visit: <http://www.snow.edu/email>. The student's email address is: <Badger ID>@badgermail.snow.edu.

TEACHING AND TECHNOLOGY CENTER (TTC)

The Snow College Teaching and Technology Center provides state-of-the-art computers and software capable of creating all types of digital course materials for use in instruction and presentation. It's friendly staff is here to help and train faculty and staff in the use of these tools at what ever level is needed. Stop in any time to meet our helpful staff.

Services:

Online course development and management
Training of computer software and hardware
Media Transfer and creation
Distance Education technology
Satellite system management

Staff:

Chasey D. Mitchell Jr. - Director of the Teaching and Technology Center - 435-283-7340

Bree Olsen - Teaching and Technology Center Assistant - 435-283-7341

Cathy Beal - EDNET/Interactive Video Classroom (IVC) Manager - 435-283-7080

Anne Ford - Coordinator Distance Education, Richfield - 435-893-2266

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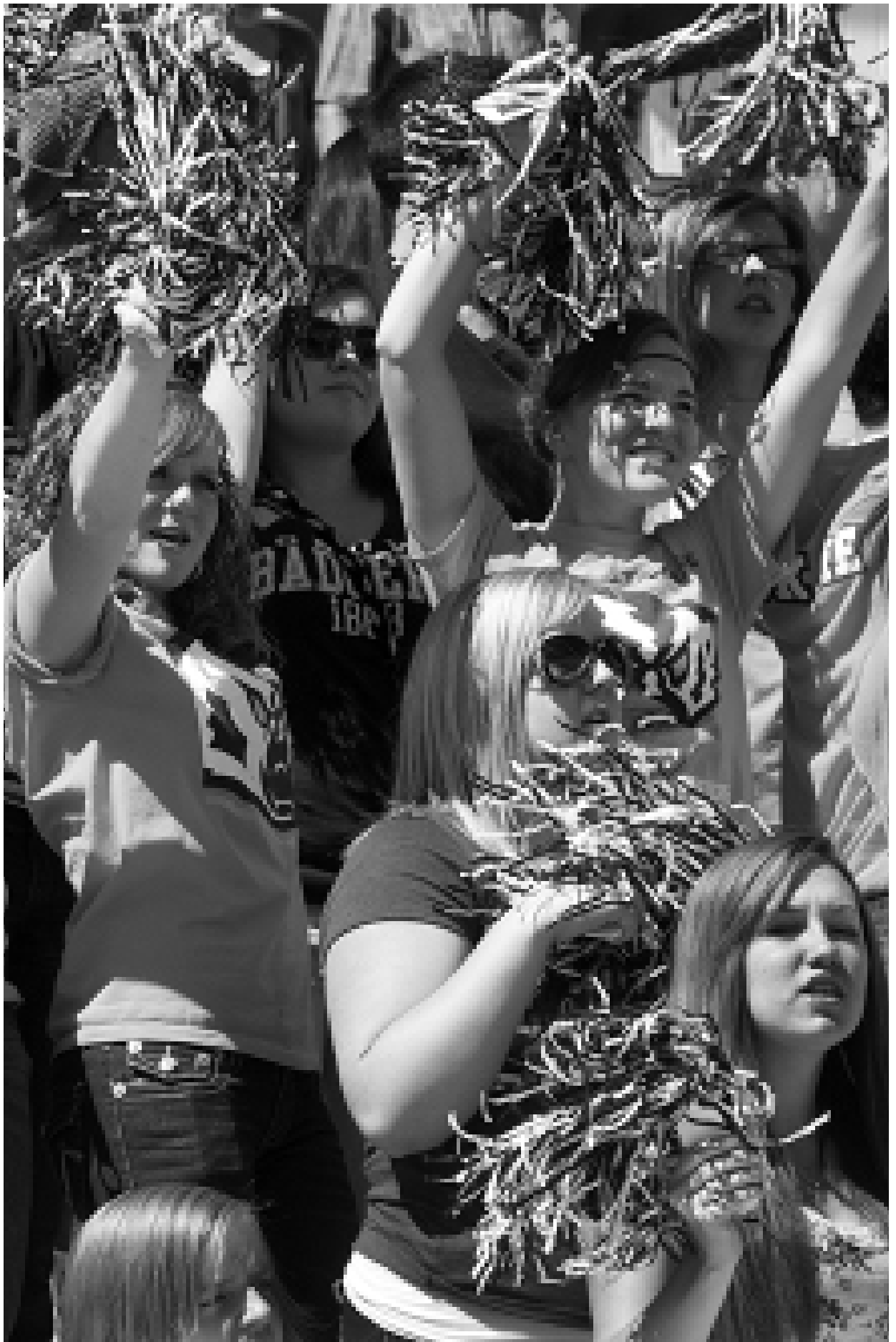
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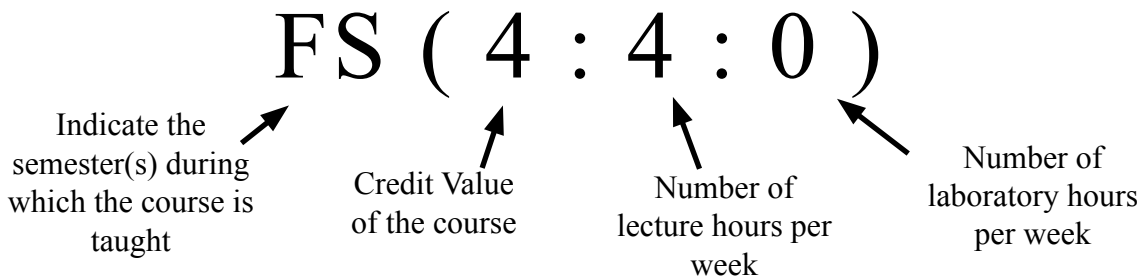
COURSE DESCRIPTIONS

Note: Not all courses listed here are available on both campuses. Consult with an advisor and refer to the current class schedule to determine which courses are available on each campus.

Course numbers and names may change. **The catalog on the web will contain the latest information.**

CLASSES MAY BE CANCELLED WITHOUT NOTICE

As part of each course listing in this section, there is an alphanumeric designation in parentheses () after the course description, e.g.: FS (4:3:2). The letter(s) indicate the semester the class is taught. The first number indicates the credit value of the course; the second, the number of lecture hours per week; and the third, the number of laboratory hours per week.



Non-Credit Courses

A number of applied technology education courses on the Richfield Campus are also available on a non-credit basis for high school and adult students who are not currently pursuing a degree, diploma, or certificate program. Students may be enrolled in non-credit course sections at a lower tuition rate for adults and at no tuition for high school students. To determine if non-credit course work will meet your needs, please visit with Cindy Avery or Vandy Moore in the Student Success Office on the Richfield Campus (435) 893-2211.

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ACCT 2010 **TBA (3:3:0)**
FINANCIAL ACCOUNTING

This course is an introduction to accounting concepts and techniques which are essential to administration of a business enterprise. The course further covers periodic determination of income and financial position by teaching students to maintain financial records and prepare and analyze financial reports. **Prerequisites: BMGT 1320 or Equivalent**

ACCT 2020 **TBA (3:3:0)**
MANAGERIAL ACCOUNTING

This course is continuation of ACCT 2010 exploring accounting concepts and techniques which are essential to administration of a business. The course primarily focuses on internal management uses of accounting information in planning, budgeting, controlling, and decision making in business operations. **Prerequisites: ACCT 2010**

AGBU 1100 **TBA (2:2:0)**
CAREER EXPLORATION IN AGRIBUSINESS
(formerly AGRI 1100)

This class introduces students to a variety of agriculture careers in agribusiness, production, public and private service, and sales and marketing opportunities related to agriculture. Emphasis will be on opportunities in the western United States. A variety of guest lecturers will present real-world insight into various careers. Students will also develop their own professional letter of application and resume.

AGBU 2020 **TBA (3:3:0)**
AGRICULTURAL BUSINESS MANAGEMENT AND PRODUCTION

This course will introduce students to agricultural management and production topics including return on investment, use of resources, methods of diagnosing business strengths and weaknesses, areas of business risks and risk reduction, and methods of marketing agriculture production. Managerial accounting as applied to agriculture businesses will also be covered. Accounting software for financial accounting and spreadsheet software for organizing production records will be taught. Students should have previously taken or currently be enrolled in BMGT 1060 or have instructor approval.

AGBU 2030 **TBA (3:3:0)**
MANAGERIAL ANALYSIS AND DECISION MAKING

Using agricultural management software, students will apply management skills to actual agricultural businesses through analysis of real financial and production records. Students will determine a business's strengths and weaknesses and develop recommendations for improving the sustainability of the business. Through presentations from actual business owners, students will see the effect of implementing planned changes on a business. Students will participate in developing a business plan for an agricultural business. AGBU 2020 is a

prerequisite for this course, or instructor approval must be given. **Prerequisites: ABGU 2020**

AGRI 1010 **F (4:4:0)**
FUNDAMENTALS OF ANIMAL SCIENCE

The historical perspective and importance of animal production will be examined relative to time, society and geographical location. The contribution of animal production and related food products to our society will be covered. Scientific selection, breeding, feeding and management will be studied as they relate to efficiency of production of the various farm animals and consumer demand.

AGRI 1997, 1998, 1999 **TBA (1-6 Cr.)**
COOPERATIVE EDUCATION EXPERIENCE (1ST YEAR)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience or the student must be registered for courses at the same time the student is enrolled in the work experience.

AGRI 2200 (SI) **TBA (3:3:0)**
ANATOMY AND PHYSIOLOGY OF DOMESTIC ANIMALS

This class is a study of the anatomy of domestic animals and the functions of the various systems. Each system is studied separately with emphasis on the skeletal, circulatory, digestive and reproductive systems. **Corequisite: AGRI 2205.**

AGRI 2205 (LS) **F (1:0:2)**
ANATOMY AND PHYSIOLOGY OF DOMESTIC ANIMALS LAB
(formerly AGRI 220L)

This laboratory setting allows students to physically examine domestic animal tissues organs and systems. **Corequisite: AGRI 2200.**

AGRI 2400 (SI) **TBA (4:4:0)**
LIVESTOCK FEEDS AND FEEDING

Students will study the differences in digestive tracts of farm animals and the related digestive physiology. The composition of feeds and their uses are analyzed and ration balancing is practiced. Least cost rations are balanced for farm animals and pets using a pencil, a calculator and computer.

AGRI 2800 **FS (1-2 Cr.)**
SPECIAL PROJECTS (Repeatable for Credit)

(formerly 280R)
Involves a special project where there is demonstrated need which cannot be met through enrollment in a regularly scheduled course. Also could include special projects of unusual merit in furthering a student's professional goals. Student(s) must be able to sustain and complete independent learning projects. Provides a framework for developing and enhancing student abili-

ties to do lucid thinking. *Requires approval of instructor, division dean, and curriculum committee.*

AGRI 2997, 2998, 2999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION EXPERIENCE (2ND YEAR)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience or the student must be registered for courses at the same time the student is enrolled in the work experience.

AHNA 1000 TBA (6:4:4)
NURSING ASSISTANT

The focus of this course is on basic nursing care skills that prepare students for employment as a nurse assistant in a variety of settings. The course combines lecture, skill lab, and clinical experiences to prepare students to pass the state certification test. **Prerequisites: Students must be at least 16 years old to enroll in this class. Preference will be given to 17 years or older.**

ANTH 1000 (SS) FS (3:3:0)
INTRODUCTION TO ANTHROPOLOGY

(formerly ANTH 1010)
 Nature and evolution of humans and their social and cultural behavior. Using empirical data from prehistoric, primitive, and contemporary sources, current ideas and generalizations about human origins and behavior are explored. Variable credit may be earned.

ANTH 2800 TBA (variable:0:0)
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

ARAB 1010 S (4:5:0)
ELEMENTARY MODERN ARABIC

This course is for students with little or no previous Arabic education. The course goal is the development of communication skills in Arabic through continually improving Arabic language skills (reading, writing, listening, and speaking) along with exposure to Arab and Islamic cultures. Not a lecture-based course, but rather an interactive course with a focus on learner participation. Students participate in a variety of small and large group activities reflecting the normal use of Arabic in various situations.

ART 1001 Su (2:0:0)
SUMMER SNOW MASTER CLASSES

Master classes are offered in workshop style designed and taught by invited visiting artists in a variety of artistic disciplines. Courses are designed to help improve student's individual artistic performance, skill level, and to introduce new art making techniques. This course is repeatable for credit.

ART 1010 (FA) FS (3:3:0)
INTRODUCTION TO THE VISUAL ARTS

This is an introductory course for non-art majors in which students will learn to understand and appreciate art through the study of the visual language. This course illustrates the place of art in a broader cultural context. Emphasis is placed on helping the students develop judgement in art analyses and criticism.

ART 1020 (FA) FS (3:3:3)
BASIC DRAWING

This is a course designed for students not pursuing a career in art. This art course is designed to access and develop the visual capacity of the brain by learning to draw from observation. Students develop the ability to consciously see the visual relationships necessary for the act of rendering a subject with representational accuracy. The course introduces students to a variety of traditional drawing mediums. Visual structure, presentation, and the development of critical thinking skills are also stressed as part of the course.

ART 1030 (FA) FS (3:3:0)
BASIC DESIGN (non-majors)

This is a course designed for students not pursuing a career in art but who are interested in understanding the dynamics of the visual language. It will introduce students to the elements and principles of art which fashion the visual world around us. This course will aid in the development of basic problem solving skills used in communicating visually and looking at the world with an educated visual mind. Emphasis will be given to the study of two-dimensional structure to develop an understanding of why images evoke unique perceptions and psychological reactions. Each student will develop a working vocabulary of design allowing creation, inter-

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pretation, and critical thinking and analysis (critiques) skills. Practical assignments will focus primarily on two-dimensions and will be applied to studies in black and white as well as various experiments in color theory. A lab fee is required.

ART 1040 (FA) TBA (3:3:3)
ART STUDIO PRACTICES-2D (non majors)

This general education course is designed for non-art major students who wish to expand their creative ability, sensibility, and vocabulary in the visual arts. Course content will introduce students to the visual language through lectures and discussion of history, theory, and criticism with an emphasis on the creation of art through a series of hands-on projects. Students will be exposed to studio practices in various types of two-dimensional media, including, but not limited to, drawing, painting, printmaking, photography, and digital media. A lab fee is required. This course is a companion course to ART 1060 Art Studio Practices-3D (non-major) which is offered in sequence or concurrently.

ART 1050 (FA) FSSu (3:3:3)
BASIC PHOTOGRAPHY

This course introduces non-art majors to photography as art. The emphasis is on basic digital photographic techniques and aesthetic principles. The course will include basic camera operation, available light and exposure, current editing software, digital input and output, composition, artist statement, and portfolio presentation. Applied and aesthetic concerns will be discussed in the context of historical and contemporary photographic concepts and imagery. Students will participate in a public exhibition of work at the end of the semester. Critiques will be held regularly throughout the semester. A digital camera (preferably a digital SLR) and lab fee are required for this class.

ART 1060 (FA) TBA (3:3:3)
ART STUDIO PRACTICES-3D (non-majors)

This general education course is designed for non-art major students who wish to expand their creative ability, sensibility, and vocabulary in the visual arts. Course content will introduce students to the visual language through lectures and discussion of history, theory, and criticism with an emphasis on the creation of art through a series of hands-on projects. Students will be exposed to studio practices in various types of three-dimensional media, including, but not limited to, ceramics, sculpture, jewelry-making/small metals. A lab fee is required. This course is a companion course to ART 1040 Art Studio Practices-2D (non-majors) which is offered in sequence or concurrently.

ART 1110 FS (3:3:3)
DRAWING I

This is a fundamental art course designed to access and develop the visual capacity of the brain by learning to

draw from observation. Students develop the ability to consciously see the visual relationships necessary for the act of rendering a subject with representational accuracy. The course introduces students to a variety of traditional drawing mediums. Visual structure, presentation and the development of critical thinking skills are also stressed as part of the course. Required of all art majors. *A lab fee is required.*

ART 1120 FS (3:3:3)
2D DESIGN

This foundation art course introduces students to the vocabulary and dynamics of the visual language. Through critical study of the elements and principles of art, this course will foster the development of a strong design sensibility and promote stronger manual abilities in the variety of artistic methods and mediums. Emphasis will be placed on the study of two-dimensional structure through assignments designed to develop creative thinking, critical analysis, and visual problem solving skills as students learn how to effectively communicate as artists. A portfolio documenting the processes and development of each student will be required. This course is required of all art majors. *A lab fee is required.*

ART 1130 FS (3:3:3)
3D DESIGN

This course includes the basic study of the principles and elements of design and creative problem solving and their application to three-dimensional space. Emphasis is placed on the systematic approach that artists use to take a work form conception to completion known as the design process. A lab fee is required. This course is required for all art majors. **Prerequisites:** **ART 1120**

ART 1140 FS (3:3:3)
PHOTO I

This foundation course introduces art majors to photography as art. The emphasis is on basic digital photographic techniques and aesthetic principles. The course will include basic camera operation, available light and exposure, current editing software, digital input and output, composition, artist statement, and portfolio presentation. Applied and aesthetic concerns will be discussed in the context of historical and contemporary photographic concepts and imagery. Students will participate in a public exhibition of work at the end of the semester. Critiques will be held regularly throughout the semester. A digital camera (preferably a digital SLR) and lab fee are required for this class. **Prerequisites:** **ART 1120 2D Design.**

ART 1150 TBA (3:3:3)
JEWELRY MAKING/SMALL METALS I

This course explores basic methods in designing and making jewelry and small metal sculpture from non-

ferrous metals, stones, and other materials. Techniques taught and assignments will include soldering, cold joining, lost-wax casting, lapidary work, and patinas. A lab fee is required.

ART 1160 F (0:1:0)
VISUAL ARTS ORIENTATION

This half-semester course will introduce freshmen art majors to the internal workings of the Snow College Art Department and to the rewards and pitfalls of being an artist. Content will include critical discussions of art-related topics, research into career options in the visual arts, collaborative and individual creative work, and the promotion of a strong work ethic. Required of all art majors.

ART 1200 FS (1:1:0)
ART TALKS

This series will expose students to a variety of contemporary artistic disciplines, techniques, philosophies, and personalities through presentations by working professionals in the arts. All students who declare as a visual art major should enroll in this one credit course each semester they attend Snow College. This course is repeatable for credit. A lab fee is required.

ART 1300 FS (3:3:3)
DIGITAL MEDIA FUNDAMENTALS

This course introduces students to current digital technologies necessary to create art in new media genres. The multimedia curriculum will include investigations into digital imaging, vector drawing, audio and video application, web design, and simple animation. This knowledge base will culminate with a final portfolio combining multiple and integrated applications of each technology. A lab fee is required for this course.

Corequisites: ART 1110 and 1120

ART 1400 F (3:3:3)
EXPERIMENTAL VIDEO I

This course introduces film/video-making as an artistic practice and as a mode of cultural production. Using the medium of digital video, students acquire filmmaking skills and respond to historical and contemporary artists, film/video experiments, as well as to the current moment, both creatively and analytically. Through a series of sketches or short-term assignments in the first two thirds of the semester, students develop a fluency in cinematic language, acquiring technical skills as well as a critical vocabulary for discussing creative work. In the last third of the semester, students apply these new skills to a focused creative project. A lab fee is required.

ART 1500 S (3:3:3)
SILVER & ALTERNATIVE PHOTOGRAPHY

This course introduces photographic processes based in the traditional wet darkroom. Techniques include camera building, exposure, film processing, silver-based

printing, and alternative 19th century photographic processes. Artworks are discussed in the context of historical and contemporary photographic concepts and imagery. Students will present a final portfolio and critiques will be held regularly throughout the semester. A film camera and course fee are required. **Prerequisites: ART 1120 2D Design**

ART 1510 TBA (3:3:3)
CREATIVE VISUALIZATION

This course will include study and practical application of the dynamics of freehand visualization. It is designed to enhance each student's ability to communicate pictorially by transforming cerebral impressions into descriptive, tangible, visual images utilizing manual drawing and digital painting applications. Visualization strategies, perceptual skills, conceptual inventiveness, and manual rendering dexterity will be explored. Emphasis will be placed on the development of a portfolio showcasing the application of freehand ideation to multiple contexts and to various fields of study. **Prerequisites: ART 1110 Drawing I, ART 1120 2D Design, and 1300 Digital Media Fundamentals**

ART 1800 TBA (3:3:3)
DIGITAL PRINT AND INTERACTIVE MEDIA FOR ARTISTS

This course is designed to explore visual branding strategies for artists utilizing digital print software and interactive/web media. Students will utilize vector-based, bitmap imaging, and web design software and apply them to a series of print, interactive, and online design projects. Discussions will include the role of digital technology in the visual arts, graphic design, typography, multimedia, and print in self-promotion. Critical evaluation of artwork will focus on formal and interface design issues, and visual print communication. A lab fee is required for this course. **Prerequisites: ART 1300 Digital Media Fundamentals.**

ART 1997, 1998, 1999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION EXPERIENCE (1ST YEAR)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

ART 2110 FS (3:3:3)
DRAWING II

This course is an experimental drawing class designed to build upon abilities developed in Drawing I and sensibilities fostered in 2D Design. Students are expected to possess a basic level of skill working in black and white and in a variety of dry drawing media. This class will emphasize the expansion of the drawing language

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through the integration of wet media, color processes, and mixed-media techniques. Assignments will focus on responsive rather than solely observational drawing and will also encourage the student to develop conceptual qualities in their drawings. Students will be required to present and critically analyze new drawings during group critiques. *A lab fee is required.* **Prerequisites:** ART 1110 Drawing I, ART 1120 2D Design

ART 2140 F (3:3:3)

PHOTO II

Photo II emphasizes the development of the student's photographic vision, fluency in the digital photographic language, and competency in technical skills. This course includes digital camera operation, current software applications, color management, digital output, artificial lighting, and exhibition presentation. Artworks are discussed in the context of historical and contemporary photographic concepts and imagery. Class hours are devoted to lectures, discussions, presentations, demonstrations, studio time, and critiques. This course builds on skills learned in Photo I. A lab fee and digital SLR (DSLR) camera are required for this class. **Prerequisites:** Art 1140, or ART 1050 or consent of instructor

ART 2200 FS (3:3:3)

PAINTING I

(formerly Beginning Oil Painting)

This course is a foundation painting class which introduces students to the medium of oil and acrylic paint. In addition, students engage in practical application of color theory and principles of two-dimensional composition introduced in the 2D Design. Projects are designed to take the student from simple to more complex compositions as they gain more control of the medium. Basic techniques of color mixing, brush handling, edge control and block in methods as well as direct and indirect painting methods are covered. **Prerequisites:** ART 1110 and 1120

ART 2230 FS (3:3:3)

PRINTMAKING I

This course introduces printmaking as a dynamic and thriving form of visual art. Students will learn various methods of creating matrices which will then be used to pull multiple original print impressions on paper. Study will include exploration and practical application of three different printmaking disciplines—relief, monotype and intaglio. It will also offer students a basic understanding of other major printmaking processes. The course will investigate the historical evolution of each process as well as contemporary trends in the world of printmaking. Students will develop a strong working vocabulary and a sound ability to apply printmaking methods as a visual medium. *A lab fee is required.* **Prerequisites:** ART 1110 Drawing I and ART 1120 2D Design

ART 2240 S (3:3:3)

PRINTMAKING II

This course continues the study of printmaking as a visual medium by building upon the foundation established in Printmaking I. Assignments are designed to expand each student's ability to further express their ideas, both formally and conceptually, in this dynamic medium. Course content will include the introduction of new processes, larger-scale techniques, and the integration of dynamic formal/content relationships within the printmaking discipline. Students will conclude the course with the conception and production of an edition of artists' books utilizing the reproductive potential of printmaking processes and papermaking methods. *A lab fee is required.* **Prerequisites:** ART 2230

ART 2260 S (1:2:0)

ART MAJORS SOPHOMORE SEMINAR

This capstone course is designed for sophomore art majors who will transfer to a four-year visual arts program. This course will examine professional practices within the visual arts. Emphasis will be directed to the development of transfer and scholarship applications, the artist statement, website, curriculum vitae, oral and visual presentation skills, and portfolio preparation. Required of all majors

ART 2310 TBA (3:3:3)

ANIMATION I

This course will provide students with a progressive foundation in digital animation. Students will study the dynamics of kinetics, character development, 3D rendering, camera, and audible applications, as they relate to this dynamic, time-based medium. Utilizing these principles, this course will culminate with the production of a short, comprehensive, portfolio worthy, 3D animation. A lab fee is required for this course. **Prerequisites:** ART 1110 and 1300.

ART 2600 FS (3:3:3)

SCULPTURE I

This course is an introduction to the basic materials, techniques, and philosophies of sculpture. Students will explore traditional methods of production including: modeling, carving, and casting, as well as more contemporary methods, such as construction, fabrication, mixed media, and installation. *A lab fee is required.* **Prerequisite:** ART 1130

ART 2650 FS (3:3:3)

CERAMICS I

A beginning course designed to introduce students to the basic processes involved in creating ceramic objects. The course introduces both wheel-throwing and hand-building techniques. *A lab fee is required.*

ART 2756 S (0.5:1:0)
TRAVEL SEMINAR

(formerly ART 2750)

A course designed to expose art majors to the diversity outside of Utah through art travel tours. This annual half credit offering includes a travel experience to one major art center in United States. Students will be responsible to pay for all travel expenses through a group package set up by the Department of Visual Art. A written response paper and supporting visual materials isolating what was learned and why it was a valuable experience will be required from each student. Repeatable for credit.

ART 2800 TBA (variable:0:0)
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

ART 2900 S (3:3:3)
FIGURE DRAWING FOR ART MAJORS

This is a drawing class that builds upon skills developed in Drawing I and which introduces the exploration of the human figure as subject matter. This exploration will include the study of the internal components (anatomical structure), as well as the external appearance and representation of the live human figure. This course is repeatable for credit. A lab fee will be required. **Prerequisites:** ART 1110, ART 1120

ART 2950 TBA (3:3:3)
EXPERIMENTS IN VISUAL THINKING

Experiments in Visual Thinking is an idea-driven studio course designed to teach students to solve visual, conceptual, and material problems through interpretation and invention. Emphasis is placed on imagination, experimentation, audience, and on gaining an understanding of the rationale behind one's own and others artistic production. This course incorporates readings from

contemporary art journals and theory texts. Students develop an expanded visual vocabulary of contemporary art practices while learning how to visually and verbally communicate their ideas and process. Students are expected to be self-motivated and directed. Class hours are devoted to lectures, discussions, presentations, demonstrations, studio time, and critiques. **Prerequisites:** ART 1110, ART 1120, ART 1130

ART 2997, 2998, 2999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION EXPERIENCE (2ND YEAR)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

ARTH 2710 (FA) F (3:3:0)
ART HISTORY SURVEY I

Survey of the art and architecture primarily of Western civilization from Prehistoric Art through the Gothic Period. The course material will be presented chronologically within each culture. Emphasis will be given to the monuments and art works which illustrate important trends and concepts. Works of art will be examined according to their historical contexts: dominant artistic, political, religious and social concerns of each period. Required of all art majors.

ARTH 2720 (FA) S (3:3:0)
ART HISTORY SURVEY II

Survey of the Art and architecture primarily of Western Civilization from Late Gothic through the present. The course material will be presented chronologically within each culture. Emphasis will be given to the monuments and art work which illustrate important trends and concepts. Works of art will be examined according to their historical contexts: dominant artistic, political, religious, and social concerns of each period. Required of all art majors.

ASL 1010 FS (3:3:0)
BASIC SIGN LANGUAGE

This course teaches the basic elements of signed language, ASL grammar, and deaf culture.

AUTO 1000 TBA (1:1:1)
AUTOMOTIVE SAFETY & BASICS

This course provides proper knowledge of practices in safety to help establish working habits that would reflect industry standards and result in a safe working environment.

AUTO 1001 TBA (6:4:6)
AUTOMOTIVE TECHNOLOGY I

This course covers careers in the Automotive Industry, ASE Certification, and the principles of fuels, lubricants,

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engines, engine classification, displacement, cooling systems, belts, intake, and exhaust systems.

AUTO 1002 **TBA (6:5:4)**
AUTOMOTIVE TECHNOLOGY II

This course covers the principles of emission controls, engine performance, clutches and manual transmissions, automatic transmissions, drive shafts and axles, suspension and steering, wheels and tires, brakes, battery fundamentals, electrical systems, starting systems, charging systems, lighting and wiring, and ignition systems.

Prerequisites: AUTO 1000

AUTO 1007 **TBA (2:1:2)**
PRINCIPLES OF TECHNOLOGY I

This applied physics course covers scientific concepts of force, work, rate, resistance, energy, power, transformers, and mathematic computations necessary to perform experiments involving momentum as applied to mechanical, fluid and electrical systems found in modern industry. Laboratory activities featuring measurement and instrumentation are emphasized.

AUTO 1008 **TBA (2:1:2)**
PRINCIPLES OF TECHNOLOGY II

This applied physics course covers mathematic computations necessary to perform experiments involving scientific concepts of vibrations, energy, conversion, transducers, radiation, light, and time constants as applied to mechanical, fluid and electrical systems found in modern industry. Laboratory activities featuring measurement and instrumentation are emphasized.

Prerequisites: AUTO 1007.

AUTO 1039 **TBA (2:0:4.5)**
AUTOMOTIVE TECHNOLOGY III

This course helps students understand and use work orders and calculate labor amounts, parts, and flat rate charges. Students shall also gain experience doing a variety of automotive repairs. This course may be repeated for a maximum of six credits.

AUTO 1100 **TBA (5:2:9)**
AUTOMOTIVE ENGINE REPAIR

This course covers construction and operational principles of basic gasoline engine systems and major overhaul of the complete automotive engine.

AUTO 1101 **TBA (2:2:0)**
AUTOMOTIVE ENGINE REPAIR

(formerly AUTO 1100)

This course covers construction and operational principles of basic gasoline engine systems and major overhaul of the complete automotive engine. **Corequisites: This lecture AUTO 1101 must be taken concurrently with the lab AUTO 1105.**

AUTO 1105 **TBA (3:0:9)**

AUTOMOTIVE ENGINE REPAIR LAB

(formerly AUTO 1100)

This course gives students the hands-on lab experience required for AUTO 1101. This course covers construction and operational principles of basic gasoline engine systems and major overhaul of the complete automotive engine. **Corequisites: This lab AUTO 1105 must be taken concurrently with the lecture AUTO 1101**

AUTO 1200 **TBA (5:2:9)**
AUTOMOTIVE AUTOMATIC TRANSMISSIONS &

TRANSAXLES

This course covers theory, operation, diagnosis and overhaul procedures of automotive automatic transmissions and trans-axles, including planetary gearing, valve bodies, computerized transmission controls, and torque converter lock-up.

AUTO 1201 **TBA (2:2:0)**
AUTOMOTIVE AUTOMATIC TRANSMISSIONS &

TRANSAXLES

(formerly AUTO 1200)

This course covers theory, operation, diagnosis, and overhaul procedures of automotive automatic transmissions and trans-axles, including planetary gearing, valve bodies, computerized transmission controls, and torque converter lock-up. **Corequisites: This lecture AUTO 1201 must be taken concurrently with the lab AUTO 1205.**

AUTO 1205 **TBA (3:0:9)**
AUTOMOTIVE AUTOMATIC TRANSMISSIONS &

TRANSAXLES LAB

(formerly AUTO 1200)

This course gives students the hands on lab experience required for AUTO 1201. This course covers theory, Operation, diagnosis, and overhaul procedures of automotive automatic transmissions and trans-axles, including planetary gearing, valve bodies, computerized transmission controls, and torque converter lock-up.

Corequisites: This lab AUTO 1205 must be taken concurrently with the lecture AUTO 1201.

AUTO 1300 **TBA (5:2:9)**
AUTOMOTIVE MANUAL TRANSMISSIONS/TRANSAXLES AND POWER TRAINS

This course covers theory, operation, diagnosis, maintenance, and overhaul of the clutch, standard transmission, standard trans-axles, drive lines, differentials, front wheel drive units, and four wheel drive components.

AUTO 1301 **TBA (2:2:0)**
AUTOMOTIVE MANUAL TRANSMISSIONS/TRANSAXLES AND POWER TRAINS

(formerly AUTO 1300)

This course covers theory, operation, diagnosis, main-

tenance, and overhaul of the clutch, standard transmission, standard trans-axles, drive lines, differentials, front wheel drive units, and four wheel drive components. **Corequisites: This lecture AUTO 1301 must be taken concurrently with the lab AUTO 1305.**

AUTO 1305 **TBA (3:0:9)**
AUTOMOTIVE MANUAL TRANSMISSION/TRANSAXLES AND POWER TRAINS LAB
 (formerly AUTO 1300)

This course gives students the hands on lab experience required for AUTO 1301. This course covers theory, operation, diagnosis, maintenance, and overhaul of the clutch, standard transmission, standard trans-axles, drive lines, differentials, front wheel drive units, and four wheel drive components. **Corequisites: This lab AUTO 1305 must be taken concurrently with the lecture AUTO 1301.**

AUTO 1400 **TBA (5:2:10)**
AUTOMOTIVE SUSPENSION & STEERING
 (formerly AUTO 1300)

This course covers repair and adjustment suspension and steering systems. Students study steering gears, rack and pinion, conventional and McPhearson struts, alignment angles and alignment with a computerized four wheel alignment fixture.

AUTO 1401 **TBA (2:2:0)**
AUTOMOTIVE SUSPENSION & STEERING
 (formerly AUTO 1400)

This course covers repair and adjustment suspension and steering systems. Students study steering gears, rack and pinion, conventional and McPhearson struts, alignment angles, and alignment with a computerized four wheel alignment fixture. **Corequisites: This lecture AUTO 1401 must be taken concurrently with the lab AUTO 1405.**

AUTO 1405 **TBA (3:0:9)**
AUTOMOTIVE SUSPENSION & STEERING LAB
 (formerly AUTO 1400)

This course gives students the hands on lab experience for AUTO 1401. This course covers repair and adjustment suspension and steering systems. Students study steering gears, rack and pinion, conventional and McPhearson struts, alignment angles, and alignment with a computerized four wheel alignment fixture. **Corequisites: This lab AUTO 1405 must be taken concurrently with the lecture AUTO 1401.**

AUTO 1500 **TBA (5:2:9)**
AUTOMOTIVE BRAKES

This course covers principles, repair and adjustment of the automotive brake system and includes hydraulic theory, diagnosis and service of brake systems. Students study drums, disks, power units and Anti Lock Braking System (ABS) brakes.

AUTO 1501 **TBA (2:2:0)**
AUTOMOTIVE BRAKES
 (formerly AUTO 1500)

This course covers principles, repair, and adjustment of the automotive brake system and includes hydraulic theory, diagnosis, and service of brake systems. Students study drums, disks, power units, and Antilock Braking System(ABS) brakes. **Corequisites: This lecture AUTO 1501 must be taken concurrently with the lab AUTO 1505.**

AUTO 1505 **TBA (3:0:9)**
AUTOMOTIVE BRAKES LAB
 (formerly AUTO 1500)

This course gives students the hands on lab experience for AUTO 1501. This course covers principles, repair, and adjustment of the automotive brake system and includes hydraulic theory, diagnosis, and service of brake systems. Students study drums, disks, power units, and Antilock Braking System (ABS) brakes. **Corequisites: The lab AUTO 1505 must be taken concurrently with the lecture AUTO 1501.**

AUTO 1509 **TBA (2:1:3)**
HOT ROD AND PERFORMANCE VEHICLES

This course will teach students the theory and skills required to build and modify engines, drive-trains, suspensions, and vehicles for increased performance and personal taste. This course is repeatable for credit.

AUTO 1519 **TBA (2:1:3)**
BASIC AUTOMOTIVE UPHOLSTERY

This course will teach students the basic skills to repair or create a stock or custom interior in their automobile, truck, boat, motorcycle, etc. This course is repeatable for credit.

AUTO 1581 **TBA (1:1:0)**
SKILLSUSA – LEVEL 1

This is the first course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

AUTO 1582 **TBA (1:1:0)**
SKILLSUSA – LEVEL 2

This is the second course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the Skill-USA career and professional leadership organization.

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New Media

ART
 COMM
 DANC
 MUSC
 THEA

New Media

Humanities

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AUTO 1600 **TBA (5:5:3)**
AUTOMOTIVE ELECTRICAL AND ELECTRONICS I
 This course covers the principles and laws that govern electrical circuits, including Ohm's and Kirchhoff's Laws. Student will also gain understanding of the use of meters, wiring diagrams, wiring repair, conductors, semiconductors, PN junctions, diodes, transistors, multiplexing, computers, and sensors.

AUTO 1715 **TBA (3:3:0)**
APPLIED TECHNICAL MATH
 This course covers the principles of algebra and geometry as they apply to problem solving in the Business and Applied Technologies (BAT) division programs. It includes the quadratic equation, exponents and radicals, polynomials, constructions of geometric shapes, the circle concept, and applications of volume and shapes.

AUTO 1800 **TBA (5:3:6)**
AUTOMOTIVE FUEL, EMISSIONS, & IGNITION SYSTEMS
 Students will have an understanding of the theory, operation, diagnosis and repair of fuel, emission control systems, and ignition systems.

AUTO 1801 **TBA (3:3:0)**
AUTOMOTIVE FUEL, EMISSIONS, AND IGNITION SYSTEMS
 (formerly AUTO 1800)
 Students will have an understanding of the theory, operation, diagnosis, and repair of fuel, emission control systems, and ignition systems. **Corequisites: The lecture AUTO 1801 must be taken concurrently with the lab AUTO 1805.**

AUTO 1805 **TBA (2:0:6)**
AUTOMOTIVE FUEL, EMISSIONS, AND IGNITION SYSTEMS LAB
 (formerly AUTO 1800)
 This course gives students the hands on lab experience required for AUTO 1801. Students will have an understanding of the theory, operation, diagnosis, and repair of fuel, emission control systems, and ignition systems. **Corequisites: The lab AUTO 1805 must be taken concurrently with the lecture AUTO 1801.**

AUTO 1910 **TBA (0.5:0.5:0)**
PROFESSIONAL DEVELOPMENT – COURSE 1
 This class is designed to orient students to the opportunities offered by the department, school, state, and national SkillsUSA organizations for professional development and leadership training. The importance of working and communicating with others is emphasized.

AUTO 1920 **TBA (0.5:0.5:0)**
PROFESSIONAL DEVELOPMENT – COURSE 2
 This course is the second in a series of courses designed to deal with stress, positive images, government awareness, team skills, professional meetings, social etiquette,

employment opportunities, public speaking, job application, and employment portfolios.

AUTO 1930 **TBA (1:1:0)**
LEADERSHIP & PROFESSIONAL DEVELOPMENT – COURSE 1
 This is the first course in a series of two courses which will help students gain and improve workplace and interpersonal skills. Professional stewardship, management, and leadership are the foundational topics. Students taking this course will also have the opportunity to participate in the SkillsUSA career and professional leadership organization.

AUTO 2581 **TBA (1:1:0)**
SKILLSUSA – LEVEL 3
 This is the third course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

AUTO 2582 **TBA (1:1:0)**
SKILLSUSA – LEVEL 4
 This is the fourth course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

AUTO 2600 **TBA (5:4:4)**
AUTOMOTIVE ELECTRICAL AND ELECTRONICS II
 This course covers the theory, operation, and diagnosis of diagnosis batteries, starting systems, charging systems, lighting systems, instrumentation, and diesel accessories.

AUTO 2601 **TBA (4:4:0)**
AUTOMOTIVE ELECTRICAL AND ELECTRONICS II
 (formerly AUTO 2600)
 This course covers the theory, operation, and diagnosis of automotive batteries, starting systems, charging systems, lighting systems, instrumentation, and automotive accessories. **Corequisites: The lecture AUTO 2601 must be taken concurrently with the lab AUTO 2605.**

AUTO 2605 **TBA (2:0:4)**
AUTOMOTIVE ELECTRICAL AND ELECTRONICS II LAB
 (formerly AUTO 2600)
 This course gives students the hands on lab experience required for AUTO 2601. It covers theory, operation, and diagnosis of automotive batteries, starting systems, charging systems, lighting systems, instrumentation, and automotive accessories. **Corequisites: The lab**

AUTO 2605 must be taken concurrently with the lecture AUTO 2601.

AUTO 2700 **TBA (4:2:5)**
AUTOMOTIVE HEATING AND AIR CONDITIONING
Students will cover the principles, operation, and servicing of automotive air conditioning and heating systems and their components.

AUTO 2701 **TBA (2:2:0)**
AUTOMOTIVE HEATING AND AIR CONDITIONING
(formerly AUTO 2700)
Students will cover the principles, operation, and servicing of automotive air conditioning and heating systems and their components. **Corequisites: The lecture AUTO 2701 must be taken concurrently with the lab AUTO 2705.**

AUTO 2705 **TBA (2:0:5)**
AUTOMOTIVE HEATING AND AIR CONDITIONING LAB
(formerly AUTO 2700)
This course gives students the hands on lab experience required for AUTO 2701. Students will cover the principles, operation, and servicing of automotive air conditioning and heating systems and their components. **Corequisites: The lab AUTO 2705 must be taken concurrently with the lecture AUTO 2701.**

AUTO 2800 **TBA (5:3:6)**
AUTOMOTIVE ENGINE PERFORMANCE
Students will cover diagnosis, adjustment, and repair of the systems which affect engine performance. Emphasis will be placed on computerized engine control systems of various makes. Use of diagnostic equipment is emphasized.

AUTO 2801 **TBA (3:3:0)**
AUTOMOTIVE ENGINE PERFORMANCE
(formerly AUTO 2800)
Students will cover diagnosis, adjustment, and repair of the systems which affects engine performance. Emphasis will be placed on computerized engine control systems of various makes. Use of diagnostic equipment is emphasized. **Corequisites: The lecture AUTO 2801 must be taken concurrently with the lab AUTO 2805.**

AUTO 2805 **TBA (2:0:6)**
AUTOMOTIVE ENGINE PERFORMANCE LAB
(formerly AUTO 2800)
This course gives students the hands on lab experience required for AUTO 2801. Students will cover diagnosis, adjustment, and repair of the systems which affects engine performance. Emphasis will be placed on computerized engine control systems of various makes. Use of diagnostic equipment is emphasized. **Corequisites: The lab AUTO 2805 must be taken concurrently with the lecture AUTO 2801.**

AUTO 2900 **TBA (1-2:0:3-6)**
SPECIAL PROJECTS
This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (This course is equivalent to GNST 2800.)

AUTO 2910 **TBA (0.5:0.5:0)**
PROFESSIONAL DEVELOPMENT – COURSE 3
This class is third in a series of courses designed to deal with goals, personal financial skills, volunteering, interviewing skills, writing a resume, applying conflict resolution skills, and performing a skill demonstration.

AUTO 2920 **TBA (0.5:0.5:0)**
PROFESSIONAL DEVELOPMENT – COURSE 4
This is the fourth in a series of courses designed to expose students to employment trends, risks related to employment changes, ethical and unethical behaviors and entrepreneurship. They will also be introduced to mentoring, job searching, team work, and leadership skills.

AUTO 2930 **TBA (1:1:0)**
LEADERSHIP & PROFESSIONAL DEVELOPMENT - COURSE 2
This is the second course in a series of two courses which will help students gain and improve workplace and interpersonal skills. Professional stewardship, management, and leadership are the foundational topics. Students taking this course will also have the opportunity to participate in the SkillsUSA career and professional leadership organization.

AUTO 2990 **TBA (1:0:2)**
SHOP PRACTICUM I
This course provides supervised work experience at a sponsoring dealership or repair garage which applies directly to previous automotive courses. Proof of employment and approval of faculty supervisor is required. If the students plan to transfer to Weber State University,

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they must enroll concurrently in Weber State University AUTOSV 2860. This may incur additional costs.

AUTO 2991 **TBA (1:0:2)**
SHOP PRACTICUM II

This course provides supervised work experience at a sponsoring dealership, which applies directly to previous automotive courses. Proof of employment and approval of faculty supervisor is required. If students plan to transfer to Weber State University, they must enroll concurrently in Weber State University AUTOSV 2860. This may incur additional costs. **Prerequisites: Teacher approval and AUTO 2990.**

BIOL 0920 **TBA (1:1:0)**
HUMAN ANATOMY BASICS

This course is a study of the structure of the human body. It is designed primarily for students preparing for careers in nursing, physical therapy, and other fields of health care who have little or no background in anatomy. This course is specifically designed for students meeting one of these criteria: sub-optimal ACT score, low grades, or non-traditional student status. Currently this course is offered online.

BIOL 1010 (LS) **FS (3:3:0)**
GENERAL BIOLOGY
(formerly BIO 1010)

General biology is a fundamental course in the underlying principles of life to include the method of obtaining knowledge (scientific method), molecular components of cellular structures and their functions, genetics and speciation, diversity of living organisms with surveys of the three domains and eukaryote kingdoms, and an introduction to ecology and the role of humankind in the biosphere.

BIOL 1015 (LS) **FS (1:0:2)**
GENERAL BIOLOGY LABORATORY
(formerly BIOL 101L)

The general biology laboratory component allows for student application of the principles learned in general biology lecture with an emphasis on investigative learning. This component (BIOL 1015) is optional, but in order to count as a laboratory experience, it must be taken concurrently with BIOL 1010. **Corequisite: The laboratory BIOL 1015 must be taken concurrently with the lecture BIOL 1010.**

BIOL 1030 **TBA (3:3:0)**
ANIMAL BIOLOGY

Animal biology is an introductory level course in the fundamental principles common to all life forms. Basic biological concepts including chemistry, cell structure and function, genetics, speciation, ecology, and behavior will be introduced. The remainder of the course will focus on a survey of the animal kingdom followed by a comparative approach to organ systems. This course will partially satisfy Natural Sciences GE.

BIOL 1050 (LS) **FS (3:3:0)**
HUMAN BIOLOGY

Human Biology is the study of the human species at several levels of organization with an emphasis of the major organ systems and consideration of health issues, genetics, evolution and man's interaction with the environment as related to the biology of humans and the quality of life. This course is for students whose major course of study is not in the sciences. This course will partially satisfy Natural Sciences GE requirement (LS).

BIOL 1055 (LS) **F (1:0:2)**
HUMAN BIOLOGY LAB

(formerly BIO 1055)
This course is the laboratory component for BIOL 1050, Human Biology. This course is for students whose major course of study is not in the sciences. This course will partially satisfy Natural Science GE.

BIOL 1610 (LS) **F (4:4:0)**
BIOLOGY I

(formerly BIOL 1310)
This course introduces the scientific method, cell chemistry, cell structure and function, gene action and genetics, natural selection and mechanisms of speciation, the origin of life, diversity of living organisms and classification, and surveys of viruses, bacteria, protists, and fungi, and the human immune system. This is the first semester course of a yearlong sequence that is required for most biology majors, many pre-professional majors, natural resource majors and some agriculture majors. **Prerequisites: It is recommended that the student will have successfully completed high school biology and chemistry. Corequisite: BIOL 1615 (formerly BIOL 131L).**

BIOL 1615 (LS) **F (1:0:3)**
BIOLOGY I LABORATORY
(formerly BIOL 131L)

The Biology I laboratory component allows for student application of the principles learned in Biology I lecture with an emphasis on investigative learning and collaboration. **Prerequisites: It is recommended that the student will have successfully completed high school biology and chemistry. Corequisite: BIOL 1610 (formerly BIOL 1310).**

BIOL 1620 (LS) **S (4:4:0)**
BIOLOGY II

(formerly BIOL 1320)
This course introduces major phyla and classes of the Chromista, red algae, green algae, plants and animals through the study of structure/function relationships, reproductive mechanisms, adaptations and evolutionary development, physiology, ecology and human importance. This is the second semester course of a year-long sequence that is required for most biology majors, many pre-professional majors, Natural Resource majors, and

some Agriculture majors. **Prerequisites: BIOL 1610 and BIOL 1615, or instructor's permission. Corequisite: BIOL 1625.**

BIOL 1625 S (1:0:3)

BIOLOGY II LABORATORY

(formerly BIOL 132L)

The Biology II laboratory component allows for student application of the principles learned in the Biology II lecture course with an emphasis on investigative learning and collaboration. **Prerequisites: BIOL 1610 and 1615, or instructor's permission. Corequisite: BIOL 1620.**

BIOL 1820 F (1:1:0)

CAREERS IN MEDICINE AND RELATED FIELDS

This course will survey careers in medicine and related fields such as nursing, radiological technology, laboratory technology, physical therapy, dental hygiene and exercise science. It will also address aspects of each career (character of the work, opportunities, schooling, etc.) as well as resources for learning of careers, factors in selecting a career, and successful preparation and application.

BIOL 1997, 1998, 1999 TBA (1-6 Cr.)

COOPERATIVE EDUCATION (1ST YEAR)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be concurrently enrolled for those courses at the time of the work experience.

BIOL 2030 (SI) F (3:3:0)

INTRODUCTORY GENETICS

(formerly BIOL 2760)

This course introduces transmission, population and quantitative genetics incorporating both molecular and classical aspects of genetics studies. **Prerequisites: Any biology core class such as BIOL 1010, 1050, 1610, etc., or instructor permission. Corequisite: BIOL 2035 (Formerly BIOL 276L)**

BIOL 2035 F (1:0:2)

INTRODUCTORY GENETICS LABORATORY

(formerly BIOL 276L)

This laboratory course allows for student experimentation and application of principles learned in the Introductory Genetics lecture course.

Corequisite: BIOL 2030 (formerly BIOL 2760).

BIOL 2060 (LS) FS (3:3:0)

INTRODUCTORY MICROBIOLOGY

(formerly BIOL 1110)

Introductory microbiology surveys the fundamental biological processes observed in bacteria and microorganisms with emphasis placed on their beneficial and harmful activities related to the humans and other

organisms. Molecular genetics and biotechnology are introduced. It must be taken concurrently with BIOL 2065. A strong background in chemistry or biology is recommended. **Corequisite: BIOL 2060 must be taken concurrently with the laboratory BIOL 2065.**

BIOL 2065 (LS) FS (1:0:2)

INTRODUCTORY MICROBIOLOGY LABORATORY

(formerly BIOL 1115 or BIOL 111L)

The laboratory component allows for student application of microbiological principles with an emphasis on investigative learning and collaboration. It must be taken concurrently with BIOL 2060. A strong background in chemistry or biology is recommended. **Corequisites: The laboratory BIOL 2065 must be taken concurrently with the lecture BIOL 2060.**

BIOL 2100 S (1:1:0)

HONORS BIOLOGY

(formerly BIOL 210H)

This course is a study of biological thought. It is approached through the reading and discussion of current and classic literature in biology and through interaction with professions in the life sciences. **Prerequisites: Any general education or majors biology class. Corequisites: Any general education or majors biology class.**

BIOL 2150 (SI) F (2:2:0)

HUMAN ANATOMY FOR ARTISTS

Human Anatomy for artists is designed primarily for art students interested in the human figure and its anatomy as it relates to drawing, painting, sculpture, photography, and dance. The focus of the course is primarily on the musculoskeletal system. It must be taken concurrently with the laboratory, BIOL 2155. **Corequisites: BIOL 2155.**

BIOL 2155 (LS) F (1:0:2)

HUMAN ANATOMY FOR ARTISTS LAB

(formerly BIOL 215L)

This course is the laboratory component of BIOL 2150 and gives students the opportunity to study laboratory models, skeletal material, and cadavers. It must be taken concurrently with the lecture, BIOL 2150. **Corequisite: BIOL 2150.**

BIOL 2200 (LS) S (2:2:0)

GENERAL MICROBIOLOGY

This general microbiology course is designed for those with a basic understanding of biology and chemistry. The course will cover the morphology, reproduction, metabolism, microbial and molecular genetics, biotechnology, ecology, and diversity of microorganisms. An emphasis will be placed on bacteria, viruses, fungi, protists, and their role in the environment and human disease. The lecture must be taken concurrently with the lab BIOL 2205. Courses must be taken together to

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satisfy the Life Science GE requirement. **Prerequisites:** CHEM 1210 or CHEM 1110 and BIOL 1610 or BIOL 2420 or instructor's permission. **Students need to be able to use a microscope.** **Corequisite:** The lecture BIOL 2200 must be taken concurrently with the lab BIOL 2205.

BIOL 2205 (LS) S (2:0:5)
GENERAL MICROBIOLOGY LABORATORY
(formerly BIOL 220L)

The laboratory component will involve hands-on experience in microscopy, staining methods, aseptic technique, media preparation, sterilization, maintenance of cultures, microbial identification, molecular biology and enumeration methods. The lab must be taken concurrently with BIOL 2200. **Prerequisites:** CHEM 1210 or CHEM 1110 and BIOL 1610, BIOL 2420, or instructor's permission. **Students need to be able to use a microscope.** **Corequisite:** The lecture BIOL 2200 must be taken concurrently with the lab BIOL 2205.

BIOL 2220 S (3:3:0)
GENERAL ECOLOGY FOR LIFE SCIENCE MAJORS
(formerly BIOL 2860)

General Ecology for Life Science Majors will teach students about the interrelationships among microorganism, plants and animals, and their environments at the level of individual organisms, populations and ecosystems with emphasis on the structure and function of the latter two. **Prerequisites:** BIOL 1610, BIOL 1615, or permission of instructor. **Corequisite:** BIOL 2225.

BIOL 2225 S (1:0:3)
GENERAL ECOLOGY FOR LIFE SCIENCE MAJORS LAB
(formerly BIOL 286L)

Basic concepts of ecology will be studied in the field. The students will also be introduced to some of the field techniques used by ecologists. The course will require participation in a four-day field trip. This course is designed for life science majors. **Corequisite:** BIOL 2220.

BIOL 2300 (LS) F (3:3:0)
PLANT TAXONOMY

This course introduces general principles of identifying and classifying plants and use of plant identification manuals (know as 'Floras'). Emphasis is given to the identification and classification of common families and genera of flowering plants and selected other vascular plants. Some institutions of higher education recommend this class for elementary education majors. **Corequisites:** BIOL 2305 (Plant Taxonomy Lab).

BIOL 2305 (LS) F (1:0:3)
PLANT TAXONOMY LAB

The Laboratory portion of Plant Taxonomy provides hand-on exercises that reinforce the major topics covered in BIOL 2300. This class includes field trips to study and collect plants and students will present a prop-

erly preserved and identified plant collection at the end of the term. **Corequisite:** BIOL 2300 Plant Taxonomy.

BIOL 2320 (LS) FS (3:3:0)
HUMAN ANATOMY
(formerly BIOL 2620)

This course is a study of the structure of the human body. It is designed primarily for students preparing for careers in nursing, physical therapy, and other fields of health care. It must be taken concurrently with BIOL 2325. **Corequisites:** BIOL 2325.

BIOL 2325 (LS) FS (1:0:2)
HUMAN ANATOMY LABORATORY
(formerly BIOL 262L)

This course is the laboratory component of Human Anatomy (BIOL 2320). It gives students the opportunity to study models, skeletal material, and cadavers. It must be taken concurrently with BIOL 2320. **Corequisite:** BIOL 2320.

BIOL 2420 (LS) FS (3:3:0)
HUMAN PHYSIOLOGY
(formerly BIOL 2610)

Human physiology is the study of the functions and mechanisms of the human body. A major emphasis will be the mechanisms which regulate the functions of individual organ systems. The complex interactions between systems to maintain a constant internal environment so important for normal cell function will also be discussed. This course is for students whose major course of study is an allied health profession such as nursing or physical therapy. Students interested in careers in biology, medicine or dentistry will also benefit from this course. It must be taken concurrently with BIOL 2425. Strongly recommended preparatory courses: CHEM 1110 or 1210, and BIOL 2320. **Corequisite:** BIOL 2425.

BIOL 2425 (LS) FS (1:0:2)
HUMAN PHYSIOLOGY LABORATORY
(formerly BIOL 261L)

The laboratory portion of human physiology provides hands on exercises that reinforce the major topics covered in the lecture portion of the course. This course must be taken concurrently with BIOL 2420. **Prerequisites:** Strongly recommended BIOL 2320 (formerly BIOL 2620), CHEM 1110 or 1210. **Corequisites:** BIOL 2425 must be taken concurrently with the lecture, BIOL 2420.

BIOL 2450 FS (2:1:2)
UNDERGRADUATE TEACHING IN BIOLOGY

Undergraduate Teaching in Biology is offered to students that are interested in acting as teaching assistants in biology laboratories or in assisting in the preparation of cadavers for anatomy laboratories. Students will participate in some, or all, of the following activities: read assignments related to labs taught, review and discuss

topics in the discipline, assist in laboratory preparation, and the teaching of biological laboratories. Students in this course must have successfully completed the course to be taught and have the consent of the instructor. This course is repeatable for credit. **Prerequisites: Successful completion of the course being taught and instructor consent.**

BIOL 2580 (LS) S (3:3:0)
INTRODUCTION TO SOIL SCIENCE

Introduction to Soil Science is a course for sophomore-level students majoring in agriculture, botany, range science, forestry, wildlife biology, and restoration ecology. Concepts covered in this class include; fundamentals of soil formation, soil physical properties, classification, chemistry, microbiology, and fertility. This course may transfer to other institutions as required or transfer as elective credit for certain majors and minors. **Prerequisites: CHEM 1110 or 1210, MATH 1030 or above, or instructors permission. Corequisite: BIOL 2585.**

BIOL 2585 (LS) S (1:0:2)
INTRODUCTION TO SOIL SCIENCE LAB

The Introduction to Soil Science Laboratory component allows for student application of the principles learned in Introduction to Soil Science lecture with an emphasis on investigative learning and collaboration. **Corequisite: BIOL 2580.**

BIOL 2650 TBA (3:3:0)
PATHOPHYSIOLOGY

The study of pathophysiology is the study of the dynamic changes in cell and organ function that occur in injury and disease. This course provides an introduction to the basic concepts of pathophysiology. The focus of this course will be the abnormal functioning of diseased organs as well as gross and microscopic characteristics of diseased tissue. Epidemiology and clinical manifestations are integrated throughout the course. Students will briefly explore normal cell, organ and organ system function and use this as a basis to understand how injury and disease alter normal physiology. **Prerequisites: BIOL 2420 (formerly BIOL 2610) and BIOL 2425 (BIOL 261L). Corequisite: BIOL 2655.**

BIOL 2655 TBA (1:0:1)
PATHOPHYSIOLOGY LABORATORY
 (formerly BIOL 265L)

The laboratory portion of Pathophysiology provides hands on exercises that reinforce the major topics covered in the lecture portion of the course. This course must be taken concurrently with BIOL 2650. **Prerequisites: BIOL 2420 and BIOL 2425. Corequisite: BIOL 2650.**

BIOL 2800 TBA (variable:0:0)
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

BIOL 2997, 2998, 2999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION (2ND YEAR)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be concurrently enrolled for those courses at the time of the work experience.

BUS 1010 TBA (3:3:0)
INTRODUCTION TO BUSINESS

This is a survey course covering trends in entrepreneurship, business, economics, forms of business ownership, small business management, marketing, advertising, pricing and finance. The course identifies and explains the different business functions and their interrelationships.

BUS 1020 FS (3:3:0)
COMPUTER TECHNOLOGY & APPLICATIONS

BUS 1020 is an introductory course covering basic computer related topics and business computer applications. Computer related topics include basic computer concepts, ethics, operating systems, research, and Internet features. Students will also be introduced to various technologies such as Firefox extensions, audio editing, video editing, computer graphics, command line, cloud computing, Linux Mint, web development, photo editing, image creation, computer programming, open office, and Web 2.0. Students will be taught the basics of Multiple business applications including word processing, spreadsheet, database, and presentation software. This course meets or exceeds the requirements for CIL (Computer and Information Literacy) certification. This

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course serves as a prerequisite to BUS 2010. **Prerequisites: Basic English and math skills.**

BUS 1060 TBA (3:3:0)

QUICKBOOKS FOR SMALL BUSINESS

This course is designed for entrepreneurs or small business owners who have chosen to use QuickBooks software to manage a business. The course teaches basic accounting concepts and simple automated accounting methods for recording business transactions and maintaining necessary financial reports.

BUS 1110 TBA (4:4:0)

DIGITAL MEDIA TOOLS

This course is designed to introduce students to the basics of digital media and the evolving industry. The course is designed to give students a broad introduction to digital media tools and production techniques. The divisions of digital media will be discussed along with computer applications that are considered industry standard. This course will familiarize students with basic techniques and with the hardware and software tools used to create the various media for powerful digital media productions.

BUS 1170 TBA (3:3:0)

TEAM AND INTERPERSONAL DYNAMICS

This is an introductory course in human relations principles, methods, and skills applicable to management effectiveness and career success. Principles and methods of organizational communication, professionalism, motivation, team-building, conflict resolution, leadership, negotiation, cultural differences, and personal communication are discussed. Practical application and development of skills in these areas are emphasized throughout the course. The business management approach is applied to course principles, though course concepts are relevant and applicable to all career environments.

BUS 1200 TBA (1:1:0)

BUSINESS CAREERS SEMINAR

This course will introduce students to the many rewarding career and educational opportunities in business. Students will explore the Business and Technology Division degree and certificate options available at Snow, as well as future educational and career possibilities. The course is designed to help students connect career interests with educational options and requirements. Various business faculty will teach the course, which also includes guest lectures from working professionals.

BUS 1210 (SS) TBA (3:3:0)

PERSONAL FINANCE

This will introduce personal financial concepts and give students basic tools to make sound financial decisions. This is a practical course in personal money management consisting of financial planning including career choices, budgeting, retirement, financing a home

and automobile, and understanding consumer credit, taxes, insurance, and investments.

BUS 1270 (OC) TBA (3:3:0)

STRATEGIC SELLING

This is a comprehensive and pragmatic course that looks into the theory and application of sales and customer service. This course focuses on traditional and contemporary thinking and practices of the subject. Numerous sales presentations will be made in front of the class. The culmination of the course is a final sales presentation as an opportunity to apply what was learned throughout the term.

BUS 1300 TBA (3:3:0)

SOCIAL MEDIA MARKETING

Social Media Marketing is designed to provide participants with a foundation and skill set in a new, evolving world of social media tools and strategies, which can be immediately applied in the workplace and in life. Students will learn how to create meaningful relationships with customers, colleagues, and employers all online. The course will provide a solid introduction around online community building and creating value using social media interaction. Facebook, LinkedIn, Twitter, YouTube, blogs, forums, and other relevant social media tools will be introduced and practiced.

BUS 1480 F (3:3:0)

ADVERTISING AND PROMOTION

This course provides a general introduction to advertising and promotion. The course will expose the students to the technical background and management skills needed to plan and execute an advertising or sales promotion plan. Emphasis will be placed on the elements of the promotion mix. Development of an advertising or sales promotion plan for a business will be required.

BUS 1500 TBA (3:3:0)

COMPUTER ILLUSTRATION FOR BUSINESS

This course is designed to introduce students to using the computer as a design tool. Students will develop skills in working with the computer to create graphic design projects encountered in the business world using computer illustration software.

BUS 1510 TBA (3:3:0)

PHOTOSHOP

This course introduces students to producing graphic art on the computer. Students will develop skills in photo manipulation and graphic design using Adobe Photoshop. Students will learn to differentiate between effective and ineffective designs and will also learn different design approaches through projects and examples.

BUS 1600 **F (1-2:1-2:0)**
ENTREPRENEURSHIP SEMINARS

This course will introduce students to successful entrepreneurs around the state of Utah who will speak to the class and will answer the following questions: Do I have what it takes to be a successful entrepreneur? Do I have a feasible product? How do I organize for success? What management skills do I need? How do I get the needed capital to start? This course is repeatable for credit.

BUS 1700 **F (1-2:1-2:1)**
PROFESSIONAL BUSINESS LEADERSHIP I

This is the first course in a series of four. Students who take this course will be involved in the Snow College Business Club and will have the opportunity of affiliating with Phi Beta Lambda (FBLA-PBL) and/or Collegiate DECA. This course will assist students in gaining the competitive edge through engagement in career exploration, leadership development, self-improvement, and volunteer programs. Students build their resumes, meet business leaders in the community and beyond, experience the rewards of community service, and enjoy unique travel opportunities -- all while networking with both peers and professionals. This course brings business and education together in a positive working relationship through innovative leadership development programs. Students may register for 1 or 2 credits.

BUS 1710 **S (1-2:1-2:1)**
PROFESSIONAL BUSINESS LEADERSHIP II

This is the second course in a series of four. Students who take this course will be involved in the Snow College Business Club and will have the opportunity of affiliating with Phi Beta Lambda (FBLA-PBL) and/or Collegiate DECA. *Special emphasis will be on competition preparation during this semester.*

This course will assist students in gaining the competitive edge through engagement in career exploration, leadership development, self-improvement, and volunteer programs. Students build their resumes, meet business leaders in the community and beyond, experience the rewards of community service, and enjoy unique travel opportunities -- all while networking with both peers and professionals. This course brings business and education together in a positive working relationship through innovative leadership development programs. Students may register for 1 or 2 credits.

BUS 1750 **FS (1:1:0)**
STRATEGIC INNOVATION

This course combines theory and experiential assignments to introduce students to the main concepts of innovation as it applies to any organization. Students will explore the crucial importance of innovation to individuals, organizations, and the entrepreneurial process. Students will have a greater understanding of the

innovative processes and be better able to harness and direct those forces for themselves and others leading to quality improvement.

BUS 1801 **FS (3:3:0)**
WEB PAGE DESIGN

This class will teach the student how to design and create attractive and effective web pages. The students will learn the elements necessary to reach a target audience as well as the principles of good layout and web design, taking into account proper graphic aspects, etc. Web sites created are reviewed and evaluated for their effectiveness in the use of all of the principles of good web design. Students will have hands-on experience using available web editing software and they will build web sites incorporating those learned principles.

BUS 1997 **TBA (1:0:2)**
COOPERATIVE EDUCATION EXPERIENCE

This course provides an opportunity for students to apply knowledge and techniques learned in the classroom to actual job experience. Classroom instruction must precede the job experience or the student must be registered for courses at the same time the student is enrolled in the work experience. **Prerequisites: Instructor approval required.**

BUS 1998 **TBA (1:0:2)**
COOPERATIVE EDUCATION EXPERIENCE

This course provides an opportunity for students to apply knowledge and techniques learned in the classroom to actual job experience. Classroom instruction must precede the job experience or the student must be registered for courses at the same time the student is enrolled in the work experience. **Prerequisites: Instructor approval required.**

BUS 1999 **TBA (1-6:0:2-12)**
COOPERATIVE EDUCATION EXPERIENCE

This course provides an opportunity for students to apply knowledge and techniques learned in the classroom to actual job experience. Classroom instruction must precede the job experience or the student must be registered for courses at the same time the student is enrolled in the work experience. (A maximum of 12 semester credits may be applied to graduation.) **Prerequisites: Instructor approval required.**

BUS 2010 **TBA (3:3:0)**
BUSINESS COMPUTER PROFICIENCY

This is an intermediate course in Business Computer Applications. Students will study the four basic business applications, Microsoft Word, Microsoft Excel, Microsoft Access and Microsoft PowerPoint from a business perspective. Students will use the business applications in a case study setting to accomplish tasks and solve problems. This course, in company with its prerequisite, meets/exceeds the Board of Regent's Business Core

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Advisory Committee's requirement, and the Business Computer Proficiency required for matriculation into college an university business schools in the state of Utah. **Prerequisites: Prior to enrolling in this class, students must demonstrate successful completion of IC3 or CIL (Computer and Information Literacy) certification, or completion of BT 1010 with a B- average or above. A basic computer competency exam will be administered to all registered students at the beginning of the semester. Students found lacking in any of the prerequisite computer skills needed to enter this class will be required to withdraw from the class or complete specified make-up work outside of class to bring their skill level into compliance with the class.**

BUS 2050 TBA (3:3:0)

BUSINESS LAW

This course addresses basic principles of business law, including the legal environment of business, forms of business organization, ethics, torts, contracts, agency, and the purchase and sale of goods under the Uniform Commercial Code. This class will provide a basic framework of business law which will help students who either start their own business, work for someone else, or pursue a legal degree.

BUS 2120 TBA (3:3:0)

WEB DEVELOPMENT ESSENTIALS

This course will instruct students in fundamentals of web site creation practices by developing basic skills in XHTML and CSS. Students will explore the range of Internet and web technologies, looking particularly at future opportunities for Web and multimedia developers. Students will also examine various multimedia formats (images, audio, video, sound, and animation) and learn about Web standards and accessibility. **Prerequisites: A basic level of computer literacy is required for this course. Students will be expected to have a basic skill level in the following tasks: saving files, using email and sending attachments, searching on the internet, using a word processor, and creating simple graphics in a basic graphic design or manipulation tool.**

BUS 2200 TBA (3:3:0)

BUSINESS COMMUNICATION

In this course students learn valuable skills in preparing professional business documents, including reports and correspondence. This course also includes resume and cover letter preparation, as well as job interview strategies and techniques. Skills learned in this course are valuable to students in any major.

BUS 2222 TBA (3:3:0)

ENTREPRENEURSHIP

Welcome to the entrepreneurial revolution. This class is an introductory course intended to provide students with

a solid foundation in terms of the vital role played by entrepreneurs and entrepreneurship in the 21st century global economy. During this semester we will assess, explore, critique, and celebrate the phenomenon of entrepreneurship.

This course has been designed for students to learn about the characteristics of an entrepreneur and the various elements essential to developing and leading a successful entrepreneurial enterprise. Students will learn the attributes of a successful entrepreneur must have beginning with how to develop a business plan. The many aspects of leadership, management, and teamwork will be covered through business projects, field student, guest speakers, readings, case studies, classroom discussion, and the class enterprise project. If you've got big ideas, here's where you can find the knowledge and strategies to take them to the next level, whether you're ready to channel your inspiration into a new venture or take your ideas to a larger organization.

BUS 2450 (OC) TBA (3:3:0)

PRESENTATIONS FOR BUSINESS

BUS 2450 is a course designed for students to develop effective oral and technical presentation skills, allowing for increased poise and self-confidence. Students integrate presentation and technical skills to create dynamic and professional presentations. Students create presentations using a variety of media utilizing drawing and editing tools, charts and graphs, multimedia, graphics, etc. Using technology-based presentations as visual aids, students apply professional oral presentation skills as they are given multiple opportunities to plan, develop, deliver, and evaluate presentations. This course fulfills the Oral Communication general education requirement.

BUS 2600 TBA (3:0:0)

PROJECT MANAGEMENT

Students will gain a practical understanding of project management principles to be applied in a business or personal setting. Students will have opportunities to build strong portfolios to showcase their skills as they create deliverables for real-world projects, whether working individually or as part of a group. Students will learn project management software and will be prepared to plan, organize, lead, participate in, control, and improve projects. Appropriate methodologies, tools, diagrams, software, and techniques will be covered. Each chapter and assignment will correspond to A Guide to the Project Management Body of Knowledge (PMBOK Guide). This correlation will ensure that students understand the established standards in project management today and will help prepare them to take the Certified Associate in Project Management (CAPM) certification exam.

BUS 2650 **TBA (3:3:0)**
MANAGEMENT PRINCIPLES FOR ENTREPRENEURS
 This course addresses specific management strategies related to starting, owning, operating, and growing a small business. Students will explore marketing, customer service, financial management, leadership, ethics, and growth opportunities. Real-world case studies and examples will be used throughout the course, along with contemporary readings relevant in the current business environment.

BUS 2700 **F (1-2:1-2:1)**
PROFESSIONAL BUSINESS LEADERSHIP III
 This is the third course in a series of four and is designed for the second year student.

Students who take this course will be involved in the Snow College Business Club and will have the opportunity of affiliating with Phi Beta Lambda (FBLA-PBL) and/or Collegiate DECA. This course will assist students in gaining the competitive edge through engagement in career exploration, leadership development, self-improvement, and volunteer programs. Students build their resumes, meet business leaders in the community and beyond, experience the rewards of community service, and enjoy unique travel opportunities -- all while networking with both peers and professionals. This course brings business and education together in a positive working relationship through innovative leadership development programs. Students may register for 1 or 2 credits.

BUS 2710 **S (1-2:1-2:1)**
PROFESSIONAL BUSINESS LEADERSHIP IV
 This is the fourth course in a series of four and is designed for the second year student. Students who take this course will be involved in the Snow College Business Club and will have the opportunity of affiliating with Phi Beta Lambda (FBLA-PBL) and/or Collegiate DECA. *Special emphasis is placed on competition preparation.*

This course will assist students in gaining the competitive edge through engagement in career exploration, leadership development, self-improvement, and volunteer programs. Students build their resumes, meet business leaders in the community and beyond, experience the rewards of community service, and enjoy unique travel opportunities -- all while networking with both peers and professionals. This course brings business and education together in a positive working relationship through innovative leadership development programs. Students may register for 1 or 2 credits.

BUS 2750 **TBA (1:1:0)**
BUSINESS TRAVEL SEMINAR
 This course is designed to provide a dynamic business-oriented travel experience in which students are ex-

posed to real world business scenarios. The seminar may include international travel. Students participate in daily focus activities with local professionals while on the travel experience and attend a short series of preparatory lectures before and after the travel experience. Students will be responsible for all travel expenses. This course is repeatable one time for credit.

BUS 2800 **TBA (variable:0:0)**
SPECIAL PROJECTS
 This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

BUS 2997, 2998 **TBA (1-6 Cr.)**
COOPERATIVE EDUCATION EXPERIENCE (2ND YEAR)
 An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

CHEM 1010 (PS) **TBA (3:3:0)**
INTRODUCTORY CHEMISTRY
 This course is designed to give non-majors a glimpse at chemistry and how it relates to the world around them. It does this by exploring matter and the transformations it undergoes. The course also provides an insight to the physical and life sciences from a chemists point of view. It gives the student a feeling for how scientists view problems and the systematic method by which they solve them. Discussion topics are chosen from physical, organic, and biological areas inside the chemistry field.
Prerequisites: MATH 1010 or equivalent. Corequisite: CHEM 1015.

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CHEM 1015 (PS) FS (1:0:2)**INTRODUCTORY CHEMISTRY LAB**
(formerly CHEM 1020 and 101L)

This is a hands-on laboratory experience that accompanies the CHEM 1010 course. It is designed to give students a feel for basic laboratory equipment and measurement. It also provides reinforcement of the concepts covered in the class. The lab also enables students to visualize many concepts and experiments discussed in class. **Prerequisites: MATH 1010 or equivalent. Corequisite: CHEM 1010.**

CHEM 1110 (PS) FS (4:4:0)**ELEMENTARY CHEMISTRY**

This is the first semester course of a General, Organic, and Biochemistry sequence. It covers basic general chemistry and introduces organic chemistry. Majors typically taking the course include home economics, agricultural sciences, physical therapy, nursing, and other related health sciences. This course meets a Physical Science GE requirement and may serve some students as preparation for Chem 1210 Principles of Chemistry I. **Prerequisites: MATH 1010 or equivalent. Corequisite: CHEM 1115 Elementary Chemistry Laboratory.**

CHEM 1115 (PS) FS (1:0:2)**ELEMENTARY CHEMISTRY LABORATORY**

(formerly CHEM 1130)

This is a general inorganic and organic chemistry laboratory which reinforces the fundamental facts, theories and laws of chemistry through laboratory experiences. (It is designed for students in home economics, nursing, physical therapy, some areas of biology, forestry and agriculture.) Concurrent enrollment in CHEM 1110 is required. **Prerequisites: MATH 1010 or equivalent. Corequisite: CHEM 1110.**

CHEM 1120 (PS) S (4:4:0)**ELEMENTARY ORGANIC/BIOCHEMISTRY**

This is the second semester course of a General Organic and Biochemistry sequence. It completes an introduction to organic chemistry and covers elementary biochemistry. It includes the study of alcohols, aldehydes, carboxylic acids and derivatives. Also included are topics of: stereochemistry, carbohydrates, lipids, proteins, enzymes, and metabolism. Majors typically taking the course include home economics, agricultural sciences, physical therapy, nursing, and other related health sciences. **Prerequisites: CHEM 1110 and 1115 (both successfully completed). Corequisite: CHEM 1125.**

CHEM 1125 (PS) S (1:0:2)**ELEMENTARY ORGANIC BIOL-CHEMISTRY LABORATORY**
(formerly CHEM 1140 and 112L)

This is an organic and biochemistry laboratory which reinforces the fundamental facts, theories and laws of chemistry through laboratory experiences. It is designed for students in family and consumer science, nursing,

physical therapy, some areas of biology, forestry and agriculture.) **Prerequisites: CHEM 1110 and 1115 (both successfully completed). Corequisite: CHEM 1120.**

CHEM 1200 TBA (5:5:0)**PREPARATORY CHEMISTRY**

This is an introductory course in chemistry designed to prepare students with little or no previous experience in chemistry to take Chemistry 1210.

Prerequisites: MATH 1050. Corequisite: MATH 1050.

CHEM 1210 (PS) FS (4:4:0)**PRINCIPLES OF CHEMISTRY I**

This course is designed to teach chemical theory and principles as they are applied to present day chemistry. Topics covered in this course include atomic theory, gas laws, thermochemistry, molecular bonding, reaction chemistry etc. This course should be taken by students in programs such as chemistry, physics, geology, biology, engineering, pre-medical areas who will take additional chemistry courses. **Prerequisites: MATH 1050 or concurrent enrollment. Corequisite: CHEM 1215**

CHEM 1215 (PS) TBA (1:0:3)**PRINCIPLES OF CHEMISTRY I LAB**

(formerly CHEM 1230)

This course is an introduction to the chemistry laboratory as it applies to present day chemistry. This course must be taken concurrently with CHEM 1210. **Prerequisites: High School Chemistry or College Chemistry course, and MATH 1010. Corequisite: CHEM 1210, concurrent enrollment in or completion of MATH 1050.**

CHEM 1220 (PS) TBA (4:4:0)**PRINCIPLES OF CHEMISTRY II**

This course is continuation of CHEM 1210. The principles of equilibrium, kinetics and solution chemistry are applied to present-day chemistry. This course is for students in the natural sciences such as Chemistry, Physics, Biology, Engineering and Pre-medical areas who will take additional chemistry courses. **Prerequisites: A grade of C- or higher in CHEM 1210. Corequisite: CHEM 1225.**

CHEM 1225 (PS) TBA (1:0:3)**PRINCIPLES OF CHEMISTRY LAB II**

(formerly CHEM 1240 and 123L)

This chemistry lab course is to be taken concurrently with CHEM 1220. This course is designed to give students experience with lab experiments related to kinetics, equilibrium, acid-base chemistry and qualitative analysis. **Prerequisites: CHEM 1210 and CHEM 1215. Corequisite: CHEM 1220.**

CHEM 1997, 1998, 1999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION EXPERIENCE (1ST YEAR)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

CHEM 2310 F (4:4:0)
ORGANIC CHEMISTRY I

This course is a study of the principles of the chemistry of carbon compounds. Emphasis is on functional group approach devoted to mechanisms and application of principles. Biochemical application is stressed in the lecture. This course is designed for chemistry, chemical engineering, pre-medical, pre-pharmacy, pre-veterinary, pre-dental, medical technology, and many biological and agriculture majors. This is a standard pre-professional course as commonly taught in the sophomore and junior years. **Prerequisites: Successful completion of both CHEM 1210 and CHEM 1220. Corequisite: CHEM 2315.**

CHEM 2315 F (1:0:3)
ORGANIC CHEMISTRY LAB I

(formerly CHEM 2320 and 231L)
This is an organic chemistry laboratory that reinforces the fundamental principles of organic chemistry through laboratory experiences. It includes basic techniques common to the organic chemistry laboratory and simple synthesis reactions. This lab course is designed for pre-professional majors as well as chemistry majors. **Prerequisites: CHEM 1215 and 1225. Corequisite: CHEM 2310.**

CHEM 2320 S (4:4:0)
ORGANIC CHEMISTRY II

This is the second course in a two-semester sequence of Organic Chemistry. Study includes functional group approach devoted to mechanisms and application of principles. This course is designed for chemistry, chemical engineering, pre-medical, pre-pharmacy, pre-veterinary, pre-dental, medical technology, and many biological and agriculture majors. This is a standard pre-professional course as commonly taught in the sophomore and junior years. **Prerequisites: CHEM 2310 and CHEM 2315 (formerly 2330). Corequisite: CHEM 2325.**

CHEM 2325 S (1:0:3)
ORGANIC CHEMISTRY LAB II

(formerly CHEM 2340 and 232L)
This is the second semester organic chemistry laboratory that reinforces the fundamental principles of organic chemistry through laboratory experiences. It includes synthesis reactions and isolation of natural products. This lab course is designed for pre-professional majors

as well as Chemistry majors. **Prerequisites: CHEM 2310 and 2315 (formerly 2330). Corequisite: CHEM 2320.**

CHEM 2800 TBA (variable:0:0)
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

CHEM 2901 FS (0.50:1:0)
SOPHOMORE CAPSTONE

This capstone course for students majoring in the sciences, mathematics, or engineering is intended to broaden their scientific horizons, acquaint them with various educational and career opportunities in their fields, and actively prepare them for transfer to a four-year college or university. Repeatable for credit. **Prerequisites: most of a lower division preparation in a Science, Math, or Engineering major, see course instructor.**

CHEM 2906 TBA (1:1:0)
IN-DEPTH INVESTIGATIONS IN CHEMISTRY

(Repeatable for Credit)
This course is designed to give students an in-depth look at a chemistry related topic. It includes weekly reading assignments, meetings, group discussions, and excursions to pertinent sites. **Prerequisites: Instructor approval.**

CHEM 2997, 2998, 2999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION EXPERIENCE 2ND YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

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CHIN 1010 **TBA (5:5:0)**
ELEMENTARY CHINESE I
 This is a first course in a two-semester sequence which is designed to introduce students to speaking, listening, and a limited amount of reading and writing in Mandarin Chinese.

CHIN 1020 (FL) **S (5:5:0)**
ELEMENTARY CHINESE II
 This is the second course in a two-semester sequence which is designed to introduce students to speaking, listening, and a limited amount of reading and writing in Mandarin Chinese. **Prerequisites: CHIN 1010 or equivalent**

CHIN 2950 **FS (1:0:3)**
UNDERGRADUATE TUTORING
 This course is for native or more proficient speakers of Chinese who will use their knowledge to help other students review, strengthen, and apply language skills taught in all Chinese courses at Snow College. This includes both conversation practice and grammar instruction. Tutors may be asked to proofread documents, grade quizzes or homework, provide feedback, and perform other small tasks as directed by the instructor. Tutors will receive training and support from the instructor. **Prerequisites: Instructor approval and advanced proficiency in Chinese Recommended courses include TESL 1400, TESL 1600, and TESL 2660. Corequisites: See recommended courses above.**

CIS 1011 **TBA (2:2:0)**
COMPUTER FUNDAMENTALS
 This is a fundamental course in basic computer concepts based on the objectives of the IC3 certification exams. Students will also come to understand the basics of an operating system and be able to use fundamental operating system commands. This course will help students understand the principles of the Internet and teach them how to use public and private networks as information resources in a research setting. They will also learn to use electronic communication such as e-mail. Students will be taught, through hands-on lab experience, the basics of common applications including word processing spreadsheets, and presentation software. **Prerequisites: Basic English and Math skills.**

CIS 1030 **TBA (3:2:2)**
WEB FOUNDATIONS
 This course serves as the introduction to the Computer Information Systems Department. This course will introduce students to the Information Technology industry by covering the following domains: Internet Business, Site Development and Network Technology. Students will be expected to finish the course as a CIW Web Foundations Associate.

CIS 1050 **TBA (3:3:1)**
LOGICAL ANALYSIS AND PROGRAM DESIGN
 This class examines structures, methodologies, and tools used to solve problems through the use of critical thinking and logical analysis using structures program design. This course requires students to think creatively, integrate and synthesize knowledge, and apply systems methodologies to the solution of problems.

CIS 1060 **TBA (3:2:3)**
INFORMATION TECHNOLOGY PROJECT MANAGEMENT
 This course is designed to prepare students to manage IT projects from initiation to closure. Students will gain the fundamentals of project management and will learn the project management process to include topics in planning, execution, project acceptance, management, and support. Students will learn to manage projects for scope, time and budget restraints.

CIS 1080 **TBA (3:3:0)**
INTRODUCTION TO INFORMATION TECHNOLOGIES
 This course covers the basics of information technology and its role and impact on today's businesses and Society. Content is organized around concepts that are each tied to a social issue that shows how the concept relates or affects our everyday lives.

CIS 1120 **TBA (3:3:1)**
PC HARDWARE AND SOFTWARE
 This course discusses the history, role and structure of computer architecture and operating systems needed by computers. This class is designed to explore physical and functional characteristics of computer devices and components and trends in computer architecture with emphasis and detailed information on configuring a microcomputer, troubleshooting problems that occur, interrupts, device and memory management, virtual memory and paging, file management, and performance analysis. Lab exercises include assembling a computer and troubleshooting problems. The course prepares students for the A+ certification exam.

CIS 1121 **TBA (3:3:1)**
PC HARDWARE
 This course addresses advanced computer maintenance concepts and techniques. Students will examine theoretical concepts that make the world of technology unique. Also, this course will adopt a practical hands-on approach when examining PC development techniques. Along with examining different troubleshooting strategies, this course will explore the advancement of technological development, as well as, timeless problem solving strategies.

CIS 1122 **FS (3:3:1)**
PC OPERATING SYSTEMS
 This course is intended to provide a thorough, step-by-step process for learning the fundamentals of support-

ing and troubleshooting computer operating systems. The course takes a hands-on approach to learning the steps to installing, troubleshooting and supporting the most common operating systems in use on the personal computer. In addition to explaining concepts, the course uses a multitude of real world examples of problems and issues related to operating systems, making it a practical preparation for the real world.

CIS 1140 **TBA (3:3:1)**
NETWORKING TECHNOLOGIES

In this course, students will learn the basic concepts and prerequisites of network computing, including hardware, software, topologies, and the Open Systems Interface (OSI) reference model. Additionally, students will install, configure, and troubleshoot computer networking hardware and software. **Prerequisites:** CIS 1120 or department approval.

CIS 1150 **TBA (3:2:3)**
BICSI COPPER STRUCTURED CABLING SYSTEMS

This course discusses the structure and architecture of copper wires needed for networking systems to operate. This class is designed to explore physical and functional characteristics of copper cabling systems, with emphasis and detailed information in the following areas: transmission methods and media, safety, cabling pathways and spaces, structured cabling systems standards, topologies, bonding, grounding, connections and termination, testing and troubleshooting. Lab exercises include planning a networking installation, pulling wire, termination of copper wires, testing, and troubleshooting. This course covers half of the domain knowledge for students preparing to take the BICSI Installer 1 certification exam.

CIS 1155 **TBA (3:2:3)**
BICSI OPTICAL FIBER STRUCTURED CABLING SYSTEMS

This course discusses the structure and architecture of fiber cabling needed for Metropolitan and Wide area networking systems to operate. This class is designed to explore physical and functional characteristics of fiber cabling systems with emphasis and detailed information in the following areas: transmission methods and media's safety, cables and connecting hardware, cable splicing and termination, testing, troubleshooting, and fire stopping practices. Additionally, students will be exposed to issues related to data centers, health care, cable systems project management, and other specific applications. Lab exercises include planning network installation, pulling fiber, termination of fiber optic cables, testing, and troubleshooting. This course covers the fiber optic half of the domain knowledge for students preparing to take the BICSI Installer 1 certification exam.

CIS 1200 **TBA (3:2:3)**
INTRODUCTION TO NETWORKS

This course introduces the 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 network operations. Students will build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

CIS 1205 **TBA (3:2:3)**
ROUTING AND SWITCHING ESSENTIALS

This course describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality, including topics in troubleshooting routers, switches, RIPv1, RIPv2, single-area and multi-area OSPF, virtual LANs, and interVLAN routing in both IPv4 and IPv6 networks. **Prerequisites:** CIS 1200

CIS 1401 **TBA (3:3:1)**
NETWORK ADMINISTRATION – CLIENT/SERVER

In this course students acquire the knowledge and skills necessary to install, configure, customize, optimize, network, and troubleshoot client and server operating systems in a vendor-neutral environment. **Prerequisites:** CIS 1140

CIS 1402 **TBA (3:3:1)**
NETWORK ADMINISTRATION – SERVER ADMINISTRATION

In this course students acquire the knowledge and skills necessary to install, configure, and troubleshoot fundamental server hardware and services in a vendor-neutral environment. Students will develop advanced technical knowledge in areas such as RAID, SCSI, and multiple CPU's. **Prerequisites:** CIS 1140

CIS 1405 **TBA (3:2:3)**
INSTALLING AND CONFIGURING WINDOWS SERVERS

This course will teach students the installation and configuration of servers and applications in a Microsoft Server environment. Students will be introduced to topics in the following areas: server roles and features, hyper-v, network services, active directory (AD), and group policies.

CIS 1410 **TBA (3:2:3)**
ADMINISTERING WINDOWS SERVERS

This course teaches students how to administer Windows Server systems. It is part of a series of courses that provides the skills and knowledge necessary to implement a core Windows Server Infrastructure in an existing enterprise environment. This course primarily covers the administration tasks necessary to maintain a Windows Server infrastructure such as Implementing Server Images, User and Group management with Activity Directory Domain Services (AD DS) and Group Policy, Remote Access and Network Policies, Data Security,

General Information

Divisions & Departments

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- INDM
- MTT
- NURP
- OLE
- PHAR
- WELD

Fine Arts.

Communication &

New Media

- ART
- COMM
- DANC
- MUSC
- THEA
- New Media

Humanities

- ENGL
- ESL
- LANG
- PHIL
- TESL

Natural Science & Mathematics

- BIOL
- CHEM
- CS
- ENGR
- GEO
- MATH
- NR
- PHYS

Social & Behavioral Science

- ANTH
- CJ
- ECON
- EDUC
- GEOG
- HIST
- HFST
- POLS
- PSY
- PE
- SW
- SOC

Academic Support Services

Community Programs

Student Life

Student Policies

Administrative Services

Course Descriptions

Personnel

Monitoring and Update Management. **Prerequisites:** CIS 1405

CIS 1501 **TBA (3:3:1)**
PROGRAMMING LANGUAGE-VISUAL BASIC

This course is an introduction to the Visual Basic programming language, particularly as the macro language for Windows programming. It includes Visual Basic building blocks, loops, decisions, functions, arrays, strings, pointers, basic file handling, object orientation, classes and Windows controls.

CIS 1510 **TBA (3:2:2)**
INTRODUCTION TO PROGRAMMING WITH PYTHON

This course is an introductory programming course based on the Python language. Students will apply concepts of programming to create a series of games. We will cover the basic principles of programming such as loops, strings, lists, variables and sequences. Students will be expected to demonstrate their competency through the creation of several projects throughout the semester. **Corequisites:** CIS 1050 - Logical Analysis & Program Design

CIS 1520 **TBA (3:2:2)**
ANDROID PROGRAMMING WITH JAVA

This course is a programming course based on the Java language. Specifically, this course focuses on the use of the Java language to create programs for mobile devices. We will cover the installation of the Android SDK, the use of client-side Java to create mobile applications, encryption and distribution options, multi-platform support, and user interface creation. Students will be expected to create a mobile application as part of the course.

CIS 1581 **TBA (1:1:0)**
SKILLSUSA – LEVEL 1

This is the first course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

CIS 1582 **TBA (1:1:0)**
SKILLSUSA – LEVEL 2

This is a second course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

CIS 1610 **TBA (3:3:1)**
NETWORK SECURITY FUNDAMENTALS

This course will introduce students to the fundamentals

of network security concepts. Students will become familiar with network attackers and their attacks, security basics, network and web security, cryptography, operational security, and policies and procedures related to network security. **Prerequisites:** CIS 1121, CIS 1122, and CIS 1140.

CIS 1620 **TBA (3:3:1)**
LINUX FUNDAMENTALS

This course will introduce students to the fundamentals of the Linux OS and Linux networking concepts. Students will become familiar with Linux installation, usage, file system, management of GUI interface and networking processes, troubleshooting and security. **Prerequisites:** CIS 1121, CIS 1122, and CIS 1140

CIS 1630 **TBA (3:3:1)**
WIRELESS NETWORKING

This course will introduce students to the fundamentals of a wireless network. Students will become familiar with wireless network planning, designing, installation and configuration. Students will become familiar with wireless standards and concepts covering security and troubleshooting. **Prerequisites:** CIS 1121, CIS 1122, and CIS 1140.

CIS 1640 **TBA (3:2:2)**
DATABASE DESIGN - PHP

This course is the introductory database course. It focuses on the design and creation of a functional database and the use of Structured Query Language (SQL) syntax and commands. Students will begin using the PHP language to connect a server to a web site. Students will be expected to finish the course as a CIW Database Design Specialist.

CIS 1700 **TBA (3:3:1)**
MOBILE WEB DEVELOPMENT ESSENTIALS

This class uses HTML, CSS, and JavaScript to develop mobile Web applications. Web standards will be used to build the base of the applications, which will be running in a native wrapper by the end of the course. The primary hardware focus of the course will be development for phone-sized devices, though the concepts and techniques can be applied to other mobile devices as well. **Prerequisites:** None, though any experience with HTML, CSS, and JavaScript is helpful.

CIS 1715 **TBA (3:3:0)**
APPLIED TECHNICAL MATH

This course covers the principles of algebra and geometry as they apply to problem solving in the Information Technology programs. It includes the quadratic equation, exponents and radicals, polynomials, constructions of geometric shapes, the circle concept, and applications of volume and shapes.

CIS 1811 **TBA (3:3:1)**
WEB SITE DEVELOPMENT
 This course will teach students how to build and maintain effective web sites. This is not a course in layout and design. While students will gain experience with web-page editing software, this is primarily a hands-on course in the use of hypertext markup language (HTML) and JavaScript.

CIS 1820 **TBA (3:3:1)**
WEB SITE APPLICATION DEVELOPMENT
 This class teaches students the theory and programming techniques necessary to add scripting, animation, and programming enhancements to web sites. Students will have hands-on experience using applications such as Java, Perl, Visual Basic, GIF, Flash, Quick Time, and various scripting languages. **Prerequisites: CIS 1801 or CIS 1811 and a programming language course**

CIS 1910 **TBA (0.5:0.5:0)**
PROFESSIONAL DEVELOPMENT – COURSE 1
 This class is designed to orient the students to the opportunities offered by the department, school, state, and national SkillsUSA organizations for professional development and leadership training. The importance of working and communicating with others is emphasized.

CIS 1920 **TBA (0.5:0.5:0)**
PROFESSIONAL DEVELOPMENT – COURSE 2
 This course is the second in a series of courses designed to deal with stress, positive images, government awareness, team skills, professional meetings, social etiquette, employment opportunities, public speaking, job application, and employment portfolios.

CIS 1930 **TBA (1:1:0)**
LEADERSHIP & PROFESSIONAL DEVELOPMENT - COURSE 1
 This is the first course in a series of two courses which will help students gain and improve workplace and interpersonal skills. Professional stewardship, management, and leadership are the foundational topics. Students taking this course will also have the opportunity to participate in the SkillsUSA career and professional leadership organization.

CIS 1999 **TBA (1-6:0:2-12)**
COOPERATIVE EDUCATION EXPERIENCE
 This course provides an opportunity for students to apply knowledge and techniques learned in the classroom to actual job experience. Classroom instruction must precede the job experience or the student must be registered for courses at the same time the student is enrolled in the work experience. A maximum of 12 semester credits may be applied to graduation. **Prerequisites: Instructor approval required**

CIS 2152 **TBA (3:3:0)**
CISCO INTERNETWORKING I & II
 This course presents network concepts, including hardware, software, topologies, network management, and problem diagnosis. Additional topics include stratified load forecasting and the critical evaluation of the effectiveness of alternative network topologies. CIS 215L Cisco Internetworking Lab 1 must be taken concurrently with this course. **Prerequisites: CIS 1140 or equivalent industry certification. Corequisites: CIS 215L**

CIS 2153 **TBA (3:3:1)**
INTERNETWORKING I
 This course will introduce students to the fundamentals of network cabling concepts. Students will become familiar with cabling basics, grounding and bonding, installation, distribution systems, termination and splicing, fire stopping, and troubleshooting. **Prerequisites: CIS 1140.**

CIS 2154 **TBA (3:3:1)**
INTERNETWORKING II
 This course will introduce students to the concepts of Local Area Network (LAN) and Wide Area Network (WAN) management. Technologies, protocols, and methods for improving network communications will be discussed. Students will acquire the skills and knowledge necessary to administer LANs and WANs in real-world environments. **Prerequisites: CIS 2153.**

CIS 2155 **TBA (3:3:1)**
CISCO INTERNETWORKING LAB I
 This lab is designed to compliment CIS 2152 Internetworking I and II and must be taken concurrently. **Prerequisites: CIS 1140 or equivalent industry certification. Corequisites: CIS 2152**

CIS 2162 **TBA (3:3:0)**
CISCO INTERNETWORKING III & IV
 This course is a continuation of CIS 2152. In this course students are provided with classroom instruction to prepare them in the Cisco Internetworking area to pass the CCNA certification exam. CIS 216L Cisco Internetworking Lab 2 must be taken concurrently with this course. **Prerequisites: CIS 2152. Corequisites: CIS 216L**

CIS 2165 **TBA (1:0:2)**
CISCO INTERNETWORKING LAB II
 This lab is designed to compliment CIS 2162 Internetworking III and IV, and must be taken concurrently. **Prerequisites: CIS 2152. Corequisites: CIS 2162**

CIS 2200 **TBA (3:2:3)**
SCALING NETWORKS IN THE ENTERPRISE
 This course describes the architecture, components, and operations of routers and switches in large and complex networks. Students learn how to configure routers

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and switches for advanced functionality. Students will also be able to configure and troubleshoot routers and switches and resolve common issues with OSPF, EIGRP, STP, and VTP in both IPv4 and IPv6 networks. Students will also develop the knowledge and skills needed to implement DHCP and DNS operations in a network.

Prerequisites: CIS 1205

CIS 2205 **TBA (3:2:3)**
WIDE AREA NETWORKING FUNDAMENTALS

This course discusses the WAN technologies and network services required by converged applications in a complex network. The course enables students to understand the selection criteria of network devices and WAN technologies to meet network requirements. Students learn how to configure and troubleshoot network devices and resolve common issues with data link protocols. Students will also develop the knowledge and skills needed to implement IPsec and virtual private network (VPN) operations in a complex network. **Prerequisites:** CIS 2200

CIS 2210 **TBA (3:2:3)**
CISCO ROUTE: IMPLEMENTING IP ROUTING

This course will teach students how to plan, configure, and verify the implementation of complex enterprise LAN and WAN routing solutions, using a range of routing protocols in IPv4 and IPv6 environments. Students will obtain the knowledge and skills needed to plan, implement, monitor, secure, maintain, and troubleshoot converged enterprise networks. The student will also be able to configure a secure routing solution to support branch offices and mobile workers. Comprehensive labs emphasize hands-on learning and practice to reinforce configuration skills. **Prerequisites:** CIS 1205

CIS 2215 **TBA (3:2:3)**
CISCO SWITCH: IMPLEMENTING IP SWITCHING

This course teaches students how to implement, monitor, and maintain switching in converged enterprise networks. Students will learn how to plan, configure, and verify the implementation of complex enterprise switching solutions. The course also covers the secure integration of VLANs, WLANs, voice and video into enterprise networks. Comprehensive labs emphasize hands-on learning and practice to reinforce configuration skills.

Prerequisites: CIS 1205

CIS 2220 **TBA (3:2:3)**
CISCO TSHOOT: MAINTAINING & TROUBLESHOOTING IP NETWORKS

This course teaches students how to monitor, maintain and troubleshoot complex enterprise routed and switched IP networks. Skills learned include: planning and execution of regular network maintenance, support and troubleshooting using technology-based processes and best practices based on systematic and industry recognized approaches. Extensive labs emphasize hands-on

learning and practice to reinforce troubleshooting techniques. **Prerequisites:** CIS 2210 and CIS 2215

CIS 2250 **TBA (3:2:3)**
CISCO VOIP NETWORKING FUNDAMENTALS

Cisco VOIP Networking Fundamentals teaches students how to maintain and operate a Cisco Unified Communications solution that is based on Cisco Unified Communications Manager, Cisco Unified Communications Manager Express, Cisco Unity Connection, and Cisco Unified Presence. This course provides the students with the knowledge and skills to achieve associate-level competency in Cisco Unified Communications. This course introduces the architecture, components, functionalities, and features of Cisco Unified Communications, solutions and describes how daily job tasks, such as system monitoring, moves, adds, and changes are performed on Cisco Unified Communications Manager, Cisco Unified Communications Manager Express, Cisco Unity Connection, and Cisco Unified Presence.

Prerequisites: CIS 1205

CIS 2300 **TBA (3:2:3)**
CISCO WIRELESS NETWORKING FUNDAMENTALS

This course will introduce students to the fundamentals of a Cisco based wireless network. Students will become familiar with wireless network planning, designing, installation, and configuration. Students will become familiar with wireless standards and concepts covering security and troubleshooting. **Prerequisites:** CIS 1205

CIS 2310 **TBA (3:2:3)**
CISCO NETWORKING SECURITY FUNDAMENTALS

This course will introduce students to the fundamentals of network security concepts using Cisco equipment. Students will become familiar with network attackers and their attacks, security basics, network and web security, cryptography, operational security, firewalls, adaptive security appliances, policies and procedures related to network security. **Prerequisites:** CIS 1205

CIS 2400 **TBA (3:2:3)**
ADVANCED WINDOWS SERVER CONFIGURATION

This course teaches students how to provision and configure advanced services using Windows Server. This course is part three, in a series of three courses that provides the skills and knowledge necessary to implement a core Windows Server infrastructure in an existing enterprise environment. This course primarily covers advanced configuration of services necessary to deploy, manage, and maintain a Windows Server infrastructure, such as advanced networking services, Active Directory Domain Services (AD DS), identity management, rights management, Federated services, network load balancing, failover clustering, business continuity, and disaster recovery. **Prerequisites:** CIS 1410

CIS 2500 **TBA (3:2:3)**
ENTERPRISE STORAGE FUNDAMENTALS
 This course teaches students the knowledge and skills required to configure basic network storage needs including archive, backup, and restoration technologies. The students will also be able to understand the fundamentals of business continuity, application workload, system integration, and storage/system administration, while performing basic troubleshooting on connectivity issues and referencing documentation.

CIS 2510 **TBA (3:2:3)**
MONITORING AND OPERATING CLOUD ENVIRONMENTS
 This course teaches students how to monitor and operate a private cloud with Microsoft System Center 2012. It focuses on how to manage and administer the private cloud, and it describes how you can monitor key infrastructure elements and applications that run within the private cloud.

CIS 2520 **TBA (3:2:3)**
CONFIGURING AND DEPLOYING CLOUD ENVIRONMENTS
 This course teaches students private cloud configuration and deployment with Microsoft System Center 2012. Students will configure and baseline a new installation, configure virtualized server environments, and make available server resources in a private cloud based server environment.

CIS 2530 **TBA (3:3:1)**
PROGRAMMING LANGUAGE - JAVA
 This course is an introduction to the Java Programming language. It includes learning to use object oriented concepts and how to implement graphics, animation, etc., into a web page using Java. Prerequisites: Either CIS 1501 or CIS 2520

CIS 2581 **TBA (1:1:0)**
SKILLSUSA – LEVEL 3
 This is the third course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

CIS 2582 **TBA (1:1:0)**
SKILLSUSA – LEVEL 4
 This is the fourth course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

CIS 2800 **TBA (variable:0:0)**
SPECIAL PROJECTS
 This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (This course is equivalent to GNST 2800.)

CIS 2910 **TBA (0.5:0.5:0)**
PROFESSIONAL DEVELOPMENT – COURSE 3
 This class is third in a series of courses designed to deal with goals, personal financial skills, volunteering, interviewing skills, writing a resume, applying conflict resolution skills, and performing a skill demonstration.

CIS 2920 **TBA (0.5:0.5:0)**
PROFESSIONAL DEVELOPMENT – COURSE 4
 This is the fourth in a series of courses designed to expose students to employment trends, risks related to employment changes, ethical and unethical behaviors and entrepreneurship. They will also be introduced to mentoring, job searching, team work, and leadership skills.

CIS 2930 **S (1:1:0)**
LEADERSHIP & PROFESSIONAL DEVELOPMENT – COURSE 2
 This is the second course in a series of two courses which will help students gain and improve workplace and interpersonal skills. Professional stewardship, management, and leadership are the foundational topics. Students taking this course will also have the opportunity to participate in the SkillsUSA career and professional leadership organization.

CJ 1010 (SS) **FS (3:3:0)**
INTRODUCTION TO CRIMINAL JUSTICE
 (formerly CRJU 1010)
 This course is an introduction to the American Criminal Justice System including the history, functions, and processes of its major components - law enforcement, courts, and corrections.

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CJ 1300 **TBA (3:3:0)**
INTRODUCTION TO CORRECTIONS
 (formerly CRJU 1050)
 This course is an introduction to American Corrections including the history, evolution and modern day practices. The course includes the rights of prisoners and the power to punish as a reflection of social attitude toward crime. **Prerequisites: CJ 1010**

CJ 1330 **F (3:3:0)**
CRIMINAL LAW
 Criminal Law is a survey of American criminal law including the historical foundations, limits and purposes of law, the elements of crime, and criminal defenses. **Prerequisites: CJ 1350 - Forensic Science**

CJ 1340 **S (3:3:0)**
CRIMINAL INVESTIGATIONS
 (formerly CRJU 1340)
 This course will introduce the student to the criminal investigation process. The legal, technical, and administrative aspects of criminal investigative process will provide the student with an understanding of the complexities and challenges inherent in this process. **Prerequisites: CJ 1010, Introduction to Criminal Justice.**

CJ 1350 **S (3:3:0)**
INTRODUCTION TO FORENSIC SCIENCE
 This course will provide the student with an introduction and overview of the various disciplines of forensic science employed in modern day criminal investigation. The course will include methods of identification, documentation, and collection of physical evidence in criminal investigations. **Co-requisites: CJ 1330 - Criminal Law**

CJ 1997, 1998, 1999 **TBA (1-6 Cr.)**
COOPERATIVE EDUCATION EXPERIENCE – 1ST YEAR
 (formerly CRJU 1997, 1998, 1999)
 Open to all students in the Criminal Justice Department who meet the minimum Cooperative Work Experience requirements of the department. Provides academic credit for on-the-job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience. Grade and amount of credit will be determined by the department.

CJ 2110 **S (3:3:0)**
INTRODUCTION TO SECURITY
 (formerly CRJU 2110)
 This course surveys the principles and concepts of physical security, crime prevention and control. General examination of security functions and various components.

CJ 2330 **S (3:3:0)**
JUVENILE JUSTICE
 (formerly CRJU 2330)
 This course covers the philosophy and development of the American Juvenile Justice system. The course of study will include the criminological, adjudicative, and corrections philosophies and policies.

CJ 2350 **S (3:3:0)**
LAWS OF EVIDENCE
 (formerly CRJU 2350)
 This course examines the laws and rules pertaining to the use of criminal evidence in the trial process. The student will be exposed to the various sources of these rules at the Federal and State levels and learn how the American system of case law affects the development of evidence law. **Prerequisites: CJ 1330, Criminal Law.**

CJ 2800 **TBA (variable:0:0)**
SPECIAL PROJECTS
 This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

CJ 2997, 2998, 2999 **TBA (1-6 Cr.)**
COOPERATIVE EDUCATION EXPERIENCE – 2ND YEAR
 (formerly CRJU 2997, 2998, 2999)
 Open to all students in the Criminal Justice Department who meet the minimum Cooperative Work Experience requirements of the department. Provided academic credit for on-the-job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience. Grade and amount of credit will be determined by the department.

CLA 1269 **TBA (2:0:4)**
CATERING
 This course is designed to involve students in planning, preparation and setup of catering services from small dinner parties to large banquets. Good presentation and garnishing are also covered in this course.

CLA 1301 **TBA (1:1:0)**
CULINARY ARTS I
 This course is an orientation to culinary arts, safety, sanitation, basic equipment, basic cooking principles and recipes. Lab experiences will be provided as students rotate through stations. This course is a prerequisite for CLA 1401.

CLA 1303 **TBA (3:1:4)**
BAKING AND PASTRIES I
 This course teaches basic principles and ingredients of baking yeast products, quick breads, cakes and icings, cookies, pies and puddings. This course is a prerequisite for CLA 1403.

CLA 1305 **TBA (3:1:4)**
HOT FOOD PREPARATION I
 This course covers basic preparation of stocks, sauces, soups, meats poultry, fish, vegetables and starches. This course is a prerequisite for CLA 1405.

CLA 1306 **TBA (3:1:4)**
SHORT ORDER COOKING I
 This course covers basic preparation of sandwiches, grilled items and fried foods. This course is a prerequisite for CLA 1406.

CLA 1307 **TBA (3:1:4)**
COLD FOOD PREPARATION I
 This course covers the basic preparation of salads and salad dressings. Lab experiences will be provided as students rotate through stations. This course is a prerequisite for CLA 1407.

CLA 1401 **TBA (1:1:0)**
CULINARY ARTS II
 This course covers menu planning and development and food preparation. Lab experiences will be provided as students rotate through stations. **Prerequisites:** CLA 1301

CLA 1403 **TBA (3:1:4)**
BAKING AND PASTRIES II
 This course covers the preparation and presentation of pastries, creams and sauces. **Prerequisites:** CLA 1303

CLA 1405 **TBA (3:1:4)**
HOT FOOD PREPARATION II
 This course is a continuation of CLA 1305, but will include more advanced entrees, stocks, soups, sauces and some international cuisine. **Prerequisites:** CLA 1305

CLA 1406 **TBA (3:1:4)**
SHORT ORDER COOKING II
 This course covers advanced techniques in preparation of specialty sandwiches, grilling and deep frying work, including proper organization. **Prerequisites:** CLA 1306

CLA 1407 **TBA (3:1:4)**
COLD FOOD PREPARATION II
 This course will teach the student to prepare specialty salads and more advanced dressings. It will also introduce the preparation of hors d'oeuvres. **Prerequisites:** CLA 1307

CM 1100 **F (3:3:0)**
CONSTRUCTION MATH AND ESTIMATING
 In this course students learn to compute quantities of materials, cost of materials, labor, and other costs related to a residential building. **Prerequisites:** Prior to concurrent enrollment in CM 1150, or CM 2010, or previous residential construction experience, or equivalent.

CM 1150 **F1 (2:4:0)**
CONSTRUCTION PRINT READING
 (formerly Blueprint Reading)
 In this course, students learn the symbols, terms, specifications, relationships of views, measurements, sections and details for proper interpretation of plans used for residential and light commercial buildings. This is a half semester course.

CM 1200 **S (3:3:0)**
BUILDING SCIENCE FUNDAMENTALS
 This course will cover essential building science principles that enable students to construct buildings that are safe, comfortable to live in, energy efficient, and functional for many years. Students will learn how to apply building science principles to new construction and how to apply the same principles to remodeling existing homes. Principles of sustainability are incorporated throughout this course.

CM 1280 **F (3:2:2)**
PLUMBING FUNDAMENTALS
 This course includes the study of plumbing fundamentals and is a familiarization course for carpenters to aid them in coordinating their work with that of the mechanical work performed by the plumber. It includes practical experience in plumbing a project house and code compliance. This is a half semester course.

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CM 1290 **F (3:2:2)**
RESIDENTIAL ELECTRICAL WIRING
 In this course students receive instruction on the fundamentals of wiring a residential home with emphasis on electrical code and safety requirements. The course includes actual practical experience in wiring of project house. This is a half semester course.

CM 1910 **F (1:1:0)**
NAHB CLUB
 NAHB is an abbreviation of the official name for the National Association of Home Builders. This is a national student club which provides its members an opportunity to develop leadership skills through various assignments, social activities, serving as club officers, serving on committees, participating in service projects, and establishing professional goals in the construction industry. Snow College's student chapter is sponsored by Utah Valley Home Builders Association in Orem.

CM 1920 **S (1:1:0)**
NAHB CLUB
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CM 1999 **TBA (1-6:0:2-12)**
COOPERATIVE EDUCATION EXPERIENCE
 This course provides an opportunity for students to apply knowledge and techniques learned in the classroom to actual job experience. Classroom instruction must precede the job experience or the student must be registered for courses at the same time the student is enrolled in the work experience. **Prerequisites: Instructor approval required.**

CM 2010 **F (5:3:6)**
FRAMING METHODS
 This course provides practical hands-on learning experiences in layout procedures and erection of floor, wall, ceiling, stairs and roof construction of a residential house. The course includes a study of the various kinds of insulations and their applications on project house.

CM 2050 **S (3:2:2)**
BUILDING LAYOUT AND CONCRETE CONSTRUCTION
 Instruction covers zoning, ordinance, code permit, grade and property line requirements needed to place a building on a lot. Instruction also includes principles of quality concrete with construction of footings, foundation walls, flatwork and steps.

CM 2100 **S (5:3:6)**
INTERIOR FINISH
 This course covers the cutting, fitting, hanging, and taping of sheetrock on a project house. It covers the cutting, fitting and applying of various kinds of trim for doors, windows, walls and ceilings. It also includes interior painting, cabinet installation, door hanging and other procedures required to finish the interior of a residential home. Energy efficient methods of air sealing, insulation procedures, and indoor air quality are also covered.

CM 2150 **F (3:1:5)**
CABINET CONSTRUCTION
 This course provides instruction in the principles and procedures used in the design, layout and construction of cabinets for a residential home. It includes practical experiences in building quality cabinets for a residential project home. The course also includes a familiarization of tools, materials, and process of the woodworking industry with a special emphasis on safety.

CM 2160 **S (3:2:4)**
EXTERIOR FINISH
 This course provides instruction in the selection and methods of application of various kinds of exterior wall and cornice finish.

CM 2270 **S (2:2:0)**
CONSTRUCTION CODES AND ZONING
 This course provides an introduction to the practical applications of the uniform building code especially inspection procedures and requirements for residential and light commercial construction. The National Green Building Standard will also be part of this course of study.

CM 2300 **S (3:2:2)**
ADVANCED COMPUTERIZED ESTIMATING & JOB COST ACCOUNTING
 This course focuses on computerized applications in construction estimating and job cost accounting. It emphasizes use of computers for productivity and integration of estimating and job costing for effective cost control. Course content includes typical business workflow from setup to final financial statements. **Prerequisites: Prior or concurrent enrollment in a basic accounting course is recommended. Prior completion of CM 1100 or equivalent or permission of instructor is required.**

CM 2356 **FS (0.5-3:0:1.5-9)**
CONSTRUCTION SPECIALITIES
 This course provides practical application of courses where additional experience and practice are desired such as, on-the-job training, carpentry projects, and extra study in specialized areas of the building industry.

Approval of project is coordinated with advisor prior to enrollment in this repeatable course.

CM 2460 **S (2:2:0)**
CONSTRUCTION SCHEDULING AND COST CONTROL
 This course provides instruction in the planning and scheduling of construction projects. Students learn construction project control through use of critical path, Gantt bar charts, and reporting practices using micro-computers.

CM 2596 **FS (1:1:1)**
WOOD FURNITURE
 This course is a hands-on workshop for the traditional building of wood furniture. The course includes the philosophy of historic furniture and the construction of historic wood furniture such as chairs, cabinets, and chest of drawers.

CM 2636 **F (1.5:1:1)**
ARCHITECTURAL BLACKSMITHING
 The course is a hands-on workshop for traditional building skills of architectural blacksmithing. The course includes the philosophy of historic ironwork and the reproduction of forged hardware; such as hinges, latches, hooks and various tools. The participants will learn the use of a coal forge and a gas forge, forging processes, tool heat treating and weld forging.

CM 2660 **F (3:1:5)**
ENTRY AND PASSAGE DOOR CONSTRUCTION
 This course provides hands-on technical training on how to build raised panel entry and passage doors for residential homes. During the course students will build the doors for the Snow College project house.
Prerequisites: CM 2150 Cabinet Construction or consent of instructor

CM 2686 **F (1.5:1:1)**
ADOBE RESTORATION
 This course is a hands-on workshop for the traditional building skills of adobe restoration. The course covers the history, philosophy and traditional practices for the repair, manufacture and construction of historic adobe projects.

CM 2690 **S (3:1:5)**
WOODWORKING TECHNOLOGY
 This course is a wood project construction course with experience in milling, assembling and designing of wood projects. Emphasis is placed on layout and construction techniques. The instruction in the making of high-end furniture, including the various types of joinery and finishes will be covered.

CM 2706 **S (1:5:1)**
FURNITURE REFINISHING AND CONSERVATION
 The course includes the philosophy of historic preser-

vation and hands-on traditional practices for repairing and maintaining antique furniture, including original finishes as an integral part of antique furniture history. Participants will prepare their own finishing samples in order to understand how to apply them. Participants are encouraged to bring a small or medium piece of furniture to repair and refinish.

CM 2746 **S Su (2:1:2)**
WINDSOR CHAIR MAKING
 The Windsor chair style has endured for three centuries and is considered a high fashion chair today. The merit of the Windsor chair is its beauty, simple lines, dignified, attractive and decorative appearance. The participants in this 5 day workshop will build a Windsor chair from log, to splitting, to shaping, to lathe turning and to assembling the finished product.

CM 2756 **S (1:1:1)**
MILLWORK AND WINDOW FABRICATION AND RESTORATION
 This course is a hands-on workshop for the traditional skills of millwork/wood work and wood window fabrication, repair and restoration. The course includes the philosophy of historic preservation and traditional practices for the repair and replicating of historic moldings, millwork, and wood windows. This course covers many aspects of millwork such as replicating and producing moldings, coping and mitering base and crown moldings, using historic wooden molding planes, fabricating windows sash and muntins. The course covers the use of liquid wood and epoxies to restore and preserve decayed moldings and window parts.

CM 2796 **TBA (1:1:1)**
WOOD FURNITURE II
 This course is a workshop for teaching traditional building skills of wood furniture at a more advanced level than CM 2596. The course covers the aesthetic philosophy of historic furniture and the construction of historic wood furniture such as chairs, cabinets, chests, and small tables. A furniture project is completed during each workshop which exposes students to a large variety of wood working techniques. Students will meet for a three hour lecture preceding the workshop. **Prerequisites: CM 2596 or instructor approval**

CM 2800 **TBA (1-2:0:3-6)**
SPECIAL PROJECTS
 This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed and will indicate the depart-

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CM 2910 **F (1:1:0)**
NAHB CLUB

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CM 2920 **S (1:1:0)**
NAHB CLUB

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CM 2999 **TBA (1-6: 0: 2-12)**
COOPERATIVE EDUCATION EXPERIENCE

This course provides an opportunity for Students to apply knowledge and techniques learned in the classroom to actual job experience. Classroom instruction must precede the job experience or the student must be registered for courses at the same time the student is enrolled in the work experience. **Prerequisites: Instructor approval required.**

COMM 1020 (OC) **FS (3:3:0)**
PUBLIC SPEAKING

This is a practical and general course designed for students who desire to improve their speech efficiency, poise and self-confidence in public address situations. Special emphasis is placed on preparing, selecting, researching, organizing and delivering oral messages as well as on analyzing and evaluating the speaking-listening process.

COMM 1030 **FS (3:3:0)**
TECHNOLOGY TOOLS FOR COMMUNICATORS

This is an introductory course on technology tools used in modern communication, including: how to obtain, edit, compress, share, and implement text (pdf), photos (iPhoto), audio (iTunes), and movie (iMovie) files; how to creatively produce and share multimedia presentations (PowerPoint, Keynote); how to create and update basic websites, podcasts, and blogs; and how to use and troubleshoot presentation, webcameras and teleconferencing hardware.

COMM 1130 **FS (3:3:0)**
(formerly COMM 1150)
MEDIA WRITING

(formerly Beginning News Writing)
This course will focus on the purposes, format, traditions and expectations of writing for the news media. It includes practice in reporting, writing and critiquing news, features and editorials.

COMM 1385 **FS (1-3:1:3-6)**
INTERMEDIATE TV PRODUCTION

For Communication majors and other students interested in a hands-on experience working with the local Community Television Channel (Snow TV) on any of its production projects. Includes basic television production skills for college and local community and government events. Students work a minimum number of hours based on the credits for which they register: 3 hours per week for 1 credit, 6 hours per week for 2 credits, or 9 hours per week for 3 credits. Repeatable up to 6 credits subject to graduation restrictions. **Prerequisites:** COMM 2200 and/or instructor approval

COMM 1500 (HU) **FS (3:3:0)**
INTRODUCTION TO MASS MEDIA

(formerly Intro to Mass Communication)
This course is an introduction to the history, theories, structures, functions, and impact of the mass media industries in today's society. Those industries include advertising, newspaper, television, radio and sound recording, magazines, motion pictures, books, the Internet and new technologies. The course is also designed to help students become critical consumers of mass media, and to understand how their lives are affected by the media and advertising.

COMM 1560 (OC) **FS (3:3:0)**
RADIO PRODUCTION

(formerly COMM 1830)
Radio Production is designed to fulfill one of the three basic course requirements for broadcast communication majors. Many students interested in public relations and promotions may also have an interest in this class. The skills learned in this class will also prepare students to write and speak more effectively.

COMM 1870, 1880 (OC) FS (1:1.5:2)
RADIO PERFORMANCE - 1ST YEAR
 Students meet once a week for classroom instruction and contribute to the Snow College student station, KAGJ-FM. Work may include such things as station management, announcing, production of promos, public service announcements, underwriting, news or sports. At least one shift of two hours per week is required and an extra credit hour is received for each additional shift up to and including three.

COMM 1900 F (2:2:1)
NEWSPAPER PRODUCTION - 1ST YEAR
 Students will learn the theory and practical application of newspaper design, production and reporting through classroom instruction and hands-on production as staff members of the Snowdrift, Snow College's student newspaper. **Prerequisites: COMM 1130, Media Writing - Pre or Corequisite.**

COMM 1910 S (2:2:1)
NEWSPAPER PRODUCTION - 1ST YEAR
 Students will learn the theory and practical application of newspaper design, production and reporting through classroom instruction and hands-on production as staff members of the Snowdrift, Snow College's student newspaper. **Prerequisites: COMM 1130 or Corequisite.**

COMM 1997, 1998, 1999 TBA (1-6 Cr)
COOPERATIVE EDUCATION EXPERIENCE (1ST YEAR)
 An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

COMM 2070 (OC) S (3:3:0)
ORAL INTERPRETATION OF LITERATURE
 Oral Interpretation of Literature is a fundamental course designed for anyone interested in literature or public performance arts such as radio performance, public speaking, acting or singing. A Student will learn how to select, analyze, prepare and present poetry, prose, and dramatic literature. A student will present material alone and with a group. This course meets the oral communication general education requirement.

COMM 2080 FS (3:1:4)
INTERCOLLEGIATE FORENSICS
 Intercollegiate Forensics is a class designed to give credit to participating members of the speech and debate forensic team. Participants will be expected to create polished, competitive speeches for competitions. Students must have instructor approval in order to obtain credit. The class is repeatable for up to 12 credits. **Prerequisites: Sign in by instructor only.**

COMM 2110 (OC) FSSu (3:3:0)
INTERPERSONAL COMMUNICATION
 (formerly COMM 1020)
 Interpersonal Communication is a practical and general course designed for students who desire to improve their communication effectiveness. Emphasis is placed on relationship communication skills as well as conflict resolution for both social and professional settings. Emphasis is also placed on delivery of at least two professional oral presentations performed during the semester.

COMM 2150 (OC) FS (3:3:0)
INTERCULTURAL COMMUNICATION
 This course explores communication styles, expectations, values, and norms among and across cultures and examines how cultural similarities and differences impede or enhance communication.

COMM 2170 (OC) S (3:3:0)
ORGANIZATIONAL COMMUNICATION
 This course introduces the various perspectives on organizational communication, as manifested in the theories, principles, and practices which predominate in modern organizations. Special emphasis is placed on preparing and organizing various types of oral presentations and communication strategies for organizations. Students should check with transfer institutions for transferability.

COMM 2180 F (3:3:3)
PHOTOJOURNALISM I
 The course emphasizes the use and function of photographs in the various print media. Students will complete assignments that may be submitted for publication in student publications. Students will also plan, produce, analyze and evaluate photo essays. Instruction in proper picture-taking techniques and darkroom procedures. Students must provide their own photographic supplies.

COMM 2200 (OC) FS (3:3:0)
TELEVISION PRODUCTION
 (formerly COMM 1850)
 This course will emphasize practical application. Students will learn the elements of video production, editing techniques and writing skills particular to broadcast journalism. They will use a field video camera and post-production editing equipment to produce individual and team assignments.

COMM 2270 (OC) FS (3:3:0)
ARGUMENTATION AND DEBATE
 Students learn basic principles of argumentation and their application to communication and, in particular, to debate. Analysis of issues, evidence and reasoning, refutation, ethics, strategy, and delivery are included in course work. Students will develop their research abilities, critical thinking skills, and oral communication skills.

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COMM 2300 (OC) F (3:3:0)**INTRODUCTION TO PUBLIC RELATIONS**

This course introduces various perspectives on public relations, as manifested in the theories, methods, principles, and practices which predominate in the field. Special emphasis is placed on preparing and organizing various types of oral presentations appropriate to the field.

COMM 2800 TBA (variable:0:0)**SPECIAL PROJECTS**

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

COMM 2850 TBA (TBA:TBA:TBA)**SPECIAL TOPICS**

This course is designed to address a special topic associated with the discipline that may not be included as a part of the normal curriculum. Topics may be extensions of current field of study or it may include possible future additions to the departmental curriculum.

COMM 2870, 2880 (OC) F (1:1.5:2)**RADIO PERFORMANCE - 2ND YEAR**

Students meet once a week for classroom instruction and contribute to the Snow College student station, KAGJ-FM. Work may include such things as station management, accounting, production of promos, public service announcements, underwriting, news of sports. At least one shift of two hours per week is required and an extra credit hour is received for each additional shift up to and including three.

COMM 2900, 2910 FS (2:2:1)**NEWSPAPER PRODUCTION - 2ND YEAR**

Students will practice the theory and application of newspaper design, production, and reporting as staff

members and student editors of the The Snowdrift, Snow College's student newspaper.

**COMM 2997, 2998, 2999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION EXPERIENCE (2ND YEAR)**

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

COSB 1001 FSSu (6:6:0)**BASIC COSMETOLOGY/BARBERING**

(formerly COSB 1010)

This theory course presents basic cosmetology practices, demonstrations of technical procedures, practical application of cosmetology skills, and identifies the responsibilities of the cosmetologist. Critical thinking skills will also be developed. Students will demonstrate competency through written tests and skills pass-off working on mannequins. This course prepares students for working with the public in the salon lab. This course is part of a required series to prepare students to take the National Interstate Council of State Boards of Cosmetology Licensure Examination (NIC test). Students must be accepted into the Cosmetology/Barbering program to take this course. **Corequisites: This course must be taken concurrently with COSB 1005**

COSB 1005 FS Su (7:0:17.5)**BASIC COSMETOLOGY/BARBERING LAB**

(formerly COSB 1012 & COSB 1013)

This lab course is the main lab component for the COSB 1000 series. Lab instruction and practice are an integral part of this program. Practice and lab experiences include shampooing, scalp and hair treatments, manicuring, pedicuring, artificial nails, haircutting, hairstyling, permanent waving, chemical relaxing, facials, makeup application, hair coloring, hair lightening, shaving, waxing, and hair extension applications. **Corequisites: COSB 1001, see advisor for other corequisites.**

COSB 1101 F (4:4:0)**COSMETOLOGY/BARBERING THEORY 1**

(formerly COSB 1110)

This course presents cosmetology/barbering theory for the following subjects: history of cosmetology, infection control, general anatomy and physiology, skin and nail structure and growth, properties of hair and scalp, and basics of chemistry. **Corequisites: COSB 1001, COSB 1005**

COSB 1105 F (10:0:25)**COSMETOLOGY/BARBERING LAB 1**

(formerly COSB 1111)

Lab instruction and practice are an integral part of this

program. This lab course provides practical experience with shampooing, scalp treatment, manicuring, pedicuring, application of nail enhancements, haircutting, hairstyling, permanent waving, chemical relaxing, facials, esthetic procedures, hair extension applications, finger waving, roller sets, thermal curling, haircoloring, and hair lightening. This course has a service learning component. **Prerequisites:** COSB 1000, COSB 1005. **Corequisites:** COSB 1101

COSB 1201 **S (4:4:0)**
COSMETOLOGY/BARBERING THEORY 2
 (formerly 1210)

This course presents cosmetology/barbering theory for the following subjects: basics of electricity, principles of hair design, haircutting, braiding and extensions, wigs, haircoloring, skin diseases, facial makeup, and nail diseases. **Prerequisites:** COSB 1001, COSB 1005 **Corequisites:** This course must be taken concurrently with COSB 1205

COSB 1205 **S (10:0:25)**
COSMETOLOGY/BARBERING LAB 2
 (formerly COSB 1211)

Lab instruction and practice are an integral part of this program. This course covers principles and practices of manicuring, pedicuring, nail diseases and disorders, massage, facials, facial makeup, skin disorders and diseases, and removal of unwanted hair by tweezing and waxing, hair extension application, shampooing, draping, finger waving, roller sets, thermal curling, braiding, haircoloring, hair lightening, chemical relaxing, care of wigs, hairstyling, permanent waving, and haircutting. This course has a service learning component. **Prerequisites:** COSB 1001, COSB 1005. **Corequisites:** COSB 1201

COSB 1301 **TBA (3:3:0)**
BARBERING THEORY
 (formerly COSB 1610)

This course presents barbering theory for the following subjects: history of barbering, barber implements, tools and equipment, shaving and facial design, men's styling, and haircutting. **Corequisites:** This course must be taken concurrently with COSB 1305

COSB 1305 **Su (6:0:14)**
BARBERING LAB
 (formerly COSB 1612 and COSB 1613)

Lab instruction and practice are an integral part of this program. This course covers practical experience with shampooing, scalp treatments, manicuring, haircutting, hairstyling, chemical hair texture services, facials, massage, care and styling of hairpieces, haircoloring, hair lightening, shaving and haircutting, with an emphasis on all men specific services.

COSB 1519 **TBA (1-6:0:2.5-15)**
1st YEAR COSMETOLOGY/BARBERING LAB

Lab instruction and practice are an integral part of this program. This course covers principles and practices of manicuring, pedicuring, application of nail enhancements, facials, facial makeup, removal of unwanted hair by tweezing and waxing, hair extension application, shampooing, draping, finger waving, roller sets, thermal curling, braiding, haircoloring, hair lightening, chemical relaxing, care of wigs, hairstyling, permanent waving, and haircutting. Repeatable for credit.

COSB 1581 **TBA (1:1:0)**
SKILLSUSA – LEVEL 1

This is the first course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillUSA career and professional leadership organization.

COSB 1582 **TBA (1:1:0)**
SKILLSUSA – LEVEL 2

This is the second course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillUSA career and professional leadership organization.

COSB 1715 **TBA (3:3:0)**
APPLIED TECHNICAL MATH

This course covers the principles of algebra and geometry as they apply to problem solving in the Career and Technical Education (CTE) division programs. It includes the quadratic equation, exponents and radicals, polynomials, constructions of geometric shapes, the circle concept, and applications of volume and shapes.

COSB 1810 **FSSu (4:4:0)**
THEORY OF NAIL TECHNOLOGY

This course covers principles and concepts of the nail technology profession, including, manicuring, pedicuring, sanitation, disorders and diseases of the skin and nails, body chemistry, product safety, related anatomy and physiology, methods of artificial nail applications, problem solving, professional ethics, business management, and state laws. **Corequisites:** COSB 1811.

COSB 1811 **FSSu (6:0:16)**
NAIL TECHNOLOGY LAB

Lab instruction and practice are an integral part of this program. Practice and lab experiences include client consultation; manicuring; pedicuring; application of nail tips, wraps, and acrylic; polishing techniques; nail art; and salon management. **Corequisites:** COSB 1810

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COSB 1910 **F (0.5:0.5:0)**
PROFESSIONAL DEVELOPMENT – COURSE 1
 This class is designed to prepare the student for the job market, learning skills in time management, goal setting, ethics and professional dress. The importance of working and communicating with others is emphasized.

COSB 1920 **S (0.5:0.5:0)**
PROFESSIONAL DEVELOPMENT – COURSE 2
 This course is the second in a series of courses designed to deal with employment opportunities, public speaking, job application, and employment portfolios, what is expected of new employees and being a good salon team player.

COSB 1999 **TBA (1:0:2)**
COOPERATIVE EDUCATION EXPERIENCE
 This course provides an opportunity for students to apply knowledge and techniques learned in the classroom to actual job experience. Students must have 600 hours of classroom instruction and 400 hours of practical lab experience before the job experience. Students must be enrolled and in good standing with the college to qualify for this course. **Prerequisites: Instructor approval required.**

COSB 2101 **F (1-4:1-4:0)**
ADVANCED COSMETOLOGY/BARBERING THEORY 1
 (formerly COSB 2110)
 This theory course covers in-depth principles and practices of the following subjects;ethics, history and opportunities, hygiene, bacteriology and infection control, general anatomy and physiology, skin structure and growth, nail structure and growth, properties of the hair and scalp, and basics of chemistry. **Prerequisites: COSB 1001, COSB 1005, COSB 1101, COSB 1105, COSB 1201, COSB 1205. Corequisites: COSB 2105**

COSB 2105 **F (1-10:0:2.5-25)**
ADVANCED COSMETOLOGY/BARBERING Lab 1
 (formerly COSB 2111)
 Lab instruction and practice are an integral part of this program. This course provides in-depth practical experience with shampooing, scalp treatments, manicuring, haircutting, hairstyling, permanent waving, facials, massaging, esthetic procedures, hair extension applications, care and styling of wigs, haircoloring, chemical relaxing, hair lightening, retail sales, appointment booking, and phone skills. The Utah State Board of Cosmetology/Barbering mandates 2000 clocked hours. Students perform services in a salon setting. This course has a service learning component. **Prerequisites: COSB 1001, COSB 1005, COSB 1101, COSB 1105, COSB 1201, COSB 1205. Corequisites: COSB 2101**

COSB 2201 **S (1-4:1-4:0)**
ADVANCED COSMETOLOGY/BARBERING THEORY 2
 (formerly COSB 2210)
 This theory course covers in-depth principles and practices of the following subjects: electricity, electrotherapy, light therapy, philosophy of hair design, hair-cutting techniques, braiding and braid extensions, wigs and hair enhancements, haircoloring, skin diseases and disorders, facial makeup, nail diseases and disorders. **Prerequisites: COSB 1001, COSB 1005, COSB 1101, COSB 1105, COSB 1201, COSB 1205. Corequisites: COSB 2205**

COSB 2205 **S (1-10:0:2.5-25)**
ADVANCED COSMETOLOGY/BARBERING LAB 2
 (formerly COSB 2211)
 Lab instruction and practice are an integral part of this program. This course provides in-depth practical experience with shampooing, scalp treatments, manicuring, pedicuring, nail enhancements, haircutting, hairstyling, permanent waving, facials, massaging, esthetic procedures, hair extension applications, care and styling of wigs, haircoloring, chemical relaxing, hair lightening, retail sales, appointment booking, and phone skills. Utah State Board of Cosmetology/Barbering mandates 2000 clocked hours. Students perform services in a salon setting. The course has a service learning component. **Prerequisites: COSB 1001, COSB 1005, COSB 1101, COSB 1105, COSB 1201, COSB 1205. Corequisites: COSB 2201**

COSB 2301 **Su (1-3:1-3:0)**
ADVANCED BARBERING THEORY
 (formerly 2410)
 This theory course covers in-depth principles and practices of the following barber specific subjects: history of barbering, barber implements, tools and equipment, shaving and facial design, men's haircutting and men's styling. **Prerequisites: COSB 1001, COSB 1005, COSB 1101, COSB 1105, COSB 1201, COSB 1205. Corequisites: COSB 2305**

COSB 2305 **TBA (1-6:0:2.5-15)**
ADVANCED BARBERING LAB
 (formerly 2411)
 Lab instruction and practice are an integral part of this program. This course covers practical experience with shampooing, scalp treatments, manicuring, haircutting, hairstyling, chemical hair texture services, facials, massage, care and styling of hairpieces, haircoloring, hair lightening, straight razor shaving and haircutting with an emphasis on all men-specific services. The Utah State Board of Cosmetology/Barbering mandates 2000 clocked hours. Students perform services in a salon setting. **Prerequisites: COSB 1001, COSB 1005, COSB 1101, COSB 1105, COSB 1201, COSB 1205. Corequisites: COSB 2301**

COSB 2519 TBA (1-6:0:2.5-15)

ADVANCED COSMETOLOGY/BARBERING LAB

Lab instruction and practice are an integral part of this program. This course covers practical experience with shampooing, scalp treatments, manicuring, pedicuring, nail enhancements, haircutting, hairstyling, permanent waving, facials, massaging, esthetic procedures, hair extension applications, care and styling of wigs, hair-coloring, chemical relaxing, hair lightening, retail sales, appointment booking, and phone skills. The Utah State Cosmetology Board mandates 2000 clocked hours. Students perform services in a salon setting. Repeatable for credit. **Prerequisites: COSB 1001, COSB 1005.**

COSB 2581 TBA (1:1:0)

SKILLSUSA – LEVEL 3

This is the third course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

COSB 2582 TBA (1:1:0)

SKILLSUSA – LEVEL 4

This is the fourth course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

COSB 2709 TBA (8-16:2:16)

COSMETOLOGY/BARBERING/NAIL TECHNOLOGY STUDENT INSTRUCTOR

(Variable Credit (8-16:2:16))

This course prepares the student for state examinations as a Cosmetology/Barbering/Nail Technology instructor. It includes experience in teaching theory and lab. The State of Utah requires 1000 hours of instruction in preparation for licensing as an instructor. The department chairperson's permission is required prior to enrolling. Students must have at least one year of work experience as a licensed cosmetologist/barber before taking this course. Instructor licensure requirements are such that a student will be required to take this course at least twice. Repeatable for credit. **Prerequisites: Cosmetology/Barbering License and one year work experience.**

COSB 2910 F (0.5:0.5:0)

PROFESSIONAL DEVELOPMENT - COURSE 3

This class is third in a series of courses designed to deal with goals, personal financial skills, volunteering, interviewing skills, writing a resume, applying conflict

resolution skills, and performing a skill demonstration.

Prerequisites: COSB 1910, COSB 1920

COSB 2920 S (0.5:0.5:0)

PROFESSIONAL DEVELOPMENT - COURSE 4

This is the fourth in a series of courses designed to expose students to employment trends, risks related to employment changes, ethical and unethical behaviors, and entrepreneurship. They will also be introduced to mentoring, job searching, team work, and leadership skills. **Prerequisites: COSB 1910, COSB 1920, COSB 2910**

CS 1400 FS (3:3:0)

PROGRAMMING FUNDAMENTALS

(formerly CPSC 1710)

This course introduces the discipline of computing and emphasizes problem-solving and programming. Considerable time is devoted to learning how to solve problems using a current programming language. Basic principles of program design and implementation are introduced.

Prerequisites: MATH 1050. Corequisite: CS 1405.

CS 1405 FS (1:0:2)

PROGRAMMING FUNDAMENTALS LAB

(formerly CPSC 171L)

This laboratory provides the hands-on experience necessary to begin to develop correct programming practices. It introduces the student to an integrated development environment. It provides the opportunity to apply software fundamentals in an appropriate programming language. **Prerequisites: MATH 1050. Corequisite: CS 1400.**

CS 1410 S (3:3:0)

OBJECT – ORIENTED PROGRAMMING

(formerly CPSC 1720)

This course continues the development of the discipline of computing. It introduces the concepts of object-oriented programming. Basic data structures, recursion, and fundamental computing algorithms are introduced.

Prerequisites: CS 1400. Corequisite: CS 1415.

CS 1415 S (1:0:2)

OBJECT – ORIENTED PROGRAMMING LAB

(formerly CPSC 172L)

This laboratory provides continued experience to develop in depth correct programming practices. It provides the opportunity to apply object-oriented programming concepts and data structures. **Prerequisites: CS 1400.**

Corequisites: CS 1410.

CS 1997, 1998, 1999 TBA (1-6 Cr.)

COOPERATIVE EDUCATION EXPERIENCE – 1ST YEAR

(formerly CPSC 1997, 1998, 1999)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job

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experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

CS 2420 **F (3:3:0)**
DATA STRUCTURES AND ALGORITHMS
 (formerly CPSC 2210)

This course covers data structures and algorithms in some depth. Topics include data structures, recursion, problem solving strategies, and complexity analysis. Sorting and searching algorithms are covered in detail.

Prerequisites: CS 1410.

CS 2800 **TBA (variable:0:0)**
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

CS 2810 **S (3:3:0)**
COMPUTER ORGANIZATION & ARCHITECTURE
 (formerly CPSC 2540)

This course introduces organization and architecture of computer systems. Topics include assembly language programming, instruction sets, pipelining, and memory systems. **Prerequisites:** CS 2420 and ENGR 2700.

CS 2997, 2998, 2999 **TBA (1-6 Cr.)**
COOPERATIVE EDUCATION EXPERIENCE – 2ND YEAR
 (formerly CPSC 2997, 2998, 2999)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

DANC 1001 **TBA (1-3:1-3:1-2)**
SUMMER DANCE WORKSHOP

This class is designed for visiting summer school students to help them improve their individual dance technique and performance. Credit is variable, depending on workshop length and instructional hours. Participants must have successfully completed their sophomore year of high school. Repeatable for credit.

DANC 1010 (FA) **TBA (3:3:0)**
INTRODUCTION TO DANCE

This course is an overview of the field of dance focusing on its origins, historical development and cultural characteristics of the various styles. Content includes the different ways in which world cultures are expressed through dance and movement. Students will also explore dance as an artistic expression in America and the importance of dance to world societies. This is a lecture class with limited movement experiences.

DANC 1075 (FA) **TBA (3:2:2)**
DANCE ORIENTATION: ANALYSIS AND NOTATION

This orientation course will introduce students to the fundamentals of dance, patterns of total body connectivity and Bartenieff Fundamentals. Laban Movement Analysis will be introduced to teach methods of analyzing movement to facilitate greater understanding and recognition of persona patterns. Labanotation will explore the aspects of reading and writing movement through rhythm, gestures, scores, space measurement and body parts. This is an active, participatory class and is a requirement for all Dance Majors in their first semester.

DANC 1100 **FS (1:1:2)**
BALLET I

This course is an introduction to the theory and practice of classical and modern ballet. It will emphasize ballet discipline, correct posture, alignment and muscular control to improve health and the appearance of the physical body. Ballet history will be explored in the form of research, video and movement. This course is repeatable for credit.

DANC 1130 **FS (1:1:2)**
BALLET II

This course will build on the basic technique and theory of classical and modern ballet begun in Ballet I. It will emphasize ballet discipline, correct posture, alignment, muscular control and performance skills. Ballet history will be explored in the form of video, lecture and movement. This course is repeatable for credit. **Prerequisites:** DANC 1100 or Permission of Instructor

DANC 1160 **S (3:2:2)**
RHYTHMIC TRAINING

This course will take a contemporary approach to creating a common language of musical time from the

dancer's and musician's perspectives. It will explore the many links between the worlds of music, rhythm and movement. Learning movement, teaching and creating choreography will be easier and richer.

DANC 1200 **FS (1:1:2)**
MODERN DANCE I

This course will introduce students to the basic technique, fundamental principles and context of modern dance. Movement is presented by means of demonstration, description and exploration. Emphasis will be on alignment, coordination, strength and muscular control. This course is repeatable for credit.

DANC 1205 **TBA (1:0:2)**
GENTLE YOGA

This course will be a gentle and restorative approach to Hatha Vinyasa Yoga. The use of props and based on individual student needs, flowing postures, meditative awareness and breath control will bring increased health and balance to both body and mind.

DANC 1210 **TBA (1:0:2)**
YOGA I

This course will be a vigorous and powerful approach to Vinyasa and Hatha Yoga's. Flowing, progressive postures, meditative awareness, and breath control will bring balance to both body and mind.

DANC 1215 **FS (1:0:2)**
YOGASTRENGTH

This course will be a vigorous and powerful approach to Vinyasa and Hatha Yoga's. Specific strength postures will be linked together that flow smoothly and will be incorporated using body weight and toning equipment to bring balance, strength, and flexibility to the body as well as focus and mental clearing to the mind.

DANC 1220 **FS (1:1:2)**
YOGA II

This course will be a vigorous and powerful approach to Vinyasa and Hatha Yoga's. Advanced poses will be incorporated and additional emphasis on prana yama (breath work) to deepen the mind/body connection. Flowing, progressive posture and meditative awareness will bring balance to both body and mind. **Prerequisites: Yoga I or Instructor Permission**

DANC 1225 **FS (5:0:1.0)**
POWERSTRETCH

The purpose of this course is for students to learn specific skills and techniques to stretch and increase flexibility. By actively participating in the Powerstretch class, students will gain physical benefits such as an increase in range of motion, decreased risk of injury, increase in body awareness, better body alignment, and knowledge of the muscles of the body and how they interact.

DANC 1230 **FS (1:1:2)**
MODERN DANCE II

This course will build on the basic technique, fundamental principles and context of modern dance begun in Modern Dance I. Movement is presented by means of demonstration, description and exploration. Emphasis will be on alignment, coordination, strength, muscular control, vocabulary and performance skills. This course is repeatable for credit. **Prerequisites: DANC 1200 or Permission of Instructor.**

DANC 1300 **TBA (1:1:1)**
AERIAL DANCE I

This course offers technical instruction and creative exploration on the aerial fabric apparatus.

DANC 1310 **TBA (1:1:1)**
AERIAL DANCE II

This course offers beginning to intermediate technical instruction and creative exploration on the aerial fabric apparatus. **Prerequisites: Aerial Dance I or permission of instructor**

DANC 1330 **TBA (3:2:2)**
THE CREATIVE PROCESS

This course is a multi-disciplinary approach to the creative process. It explores the development of individual artistry and personal preference. By examining creativity in other disciplines (art, music, architecture, literature) it promotes the development of individual voice and point of view in dance. This course is a prerequisite for Choreography I.

DANC 1500 **TBA (1:1:1)**
JAZZ DANCE I

This course is designed to introduce students to basic technique, fundamental principles and context of Jazz Dance. Students will experience stylized, lyrical, classical and contemporary Jazz. Performing and observational skills will be developed through participation in class. The history and evolution of Jazz Dance will be discussed in class and in written assignments.

DANC 1520 **F (1:0:2)**
FOLK DANCE I

This course is an introduction to the music, styles, and dance steps of International Folk Dance. Dances from Europe, the Middle East, South Africa and the Eastern Bloc nations will be taught.

DANC 1580 **TBA (1:1:1)**
TAP DANCE I

This course will introduce the basic steps, vocabulary and rhythms of Tap Dance. It will also address the history of this American theatrical dance form.

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DANC 1590
HIP HOP I**TBA (1:1:1)**

This course will explore a variety of Hip-hop styles and steps. Students will be introduced to fundamental dance techniques. Hip-hop as a cultural movement will be discussed.

DANC 1680
TAP DANCE II**TBA (1:1:1)**

This course will introduce the basic steps, vocabulary and rhythms of Tap Dance. It will also address the history of this American theatrical dance form. **Prerequisites: Tap Dance I or permission of instructor**

DANC 1690
HIP HOP II**FS (1:1:2)**

This course will explore a variety of Hip-hop styles and steps. Students will be introduced to fundamental dance techniques. Hip-hop as a cultural movement will be discussed. Old school, new school, lyrical or upbeat, this class will take you through a broad range of Hip Hop styles. **Prerequisites: Hip Hop I or Instructor Permission**

DANC 1710
SOCIAL DANCE II**FS (1:0:2)**

(formerly American Social Dance II)

This course teaches intermediate level American Social Dance including Foxtrot, Waltz, Swing, Viennese Waltz, West Coast Swing and Cha Cha. Emphasizes correct rhythm, poise, form, dance positions and etiquette.

Prerequisites: Social Dance I (PE 1170) or Instructor Permission.

DANC 1720
BALLROOM TECHNIQUE**TBA (2:1:2)**

Stage exhibition, competitive, social and career aspects of dance are introduced in this technique course. Students will improve posture and overall aesthetics, including lines, body shapes and contra-body movement position. Muscle tone, isolation, stretching and strengthening are core concepts at this stage of dance.

DANC 1740
LATIN SOCIAL DANCE I**TBA (1:0:2)**

For students with no prior Latin Ballroom Dance experience. This course teaches the beginning style of Social Latin style Rumba, Samba, Salsa and Cha Cha. Emphasis is placed on correct rhythm, poise, footwork and foot positions.

DANC 1750
LATIN SOCIAL DANCE II**TBA (1:1:1)**

This course teaches intermediate level Latin Social Dance including Rumba, Samba, Salsa, Cha Cha and Tango. Emphasizes correct rhythm, poise, form, dance positions and etiquette. **Prerequisites: Latin Social Dance I or permission of instructor**

DANC 1760**TBA (2:1:2)****BALLROOM TECHNIQUE II**

Stage exhibition, competitive, social and career aspects of dance are introduced in this technique course.

Students will improve posture, and overall aesthetics, including lines, body shapes and contra-body movement position. Muscle tone, isolation, stretching and strengthening are core concepts at this stage of dance.

Prerequisites: DANC 1720 or DANC 1740 or DANC 2756 or instructor permission or Corequisites: If no prerequisite then current enrollment in DANC 1710 or 1750 or 2756.

DANC 1780**FS (1:0:2)****COUNTRY WESTERN DANCE I**

This course covers Country Western couple dances including Cotton Eyed Joe, Polka, Two-Step, Pony Swing, Waltz, Texas Schottische and East Coast Swing.

DANC 1901**TBA (1:1:0)****PERFORMING ARTS CAREER EXPLORATORY**

This course provides students the opportunity to explore careers in dance. The course is project-based; students will propose and complete projects designed to show their research into areas of occupational interest to them, and present these research projects to class members. This course transfers as dance elective credit to 4-year schools.

DANC 1906**TBA (2:2:2)****SNOW DANCE ENSEMBLE I**

This course will provide a rigorous introduction to the process and practice of dance rehearsal and performance in a "professional dance company" setting. Includes lecture/demonstrations and performances for the college, community, local schools and other performances as requested. Audition required. May be repeated for credit.

Prerequisites: By permission of instructor. Corequisites: Ballet I or II or III and Modern Dance I or II or III

DANC 1916**TBA (2:2:2)****SNOW DANCE ENSEMBLE II**

This course will provide a rigorous introduction to the process and practice of dance rehearsal and performance in a "professional dance company" setting. Includes lecture/demonstrations and performances for the college, community, local schools and other performances as requested. Audition required. **Prerequisites: By permission of instructor. Corequisites: Ballet I or II or III and Modern Dance I or II or III**

DANC 2080 (OC)
DANCE IMPROVISATION**FS (3:3:0)**

This course is an exploration of spontaneous movement and expression through improvisation. The student will

explore individual and group creativity, timing, inventiveness, discovery of emotion, and thought processes. The course provides opportunity for both theoretical and practical experiences in the various aspects of movement improvisation, presentation, research and structure in vocal delivery. This course is cross-listed as THEA 2080.

DANC 2100 FS (2:2:2)
BALLET III
 This course will build on the technique, theory and vocabulary acquired in Ballet II. It will emphasize ballet discipline, muscular knowledge and control, articulation and performance skills. Ballet history will be explored in the form of video, lecture and movement. This course may be repeated for credit. **Prerequisites: DANC 1130 or Permission of Instructor**

DANC 2110 FS (1:1:1)
POINTE I
 This course emphasizes ballet pointe work. Builds strength, control and explores various music components necessary for development of virtuosity. For dance majors and other students with an interest in the professional dance world. Repeatable for credit. **Prerequisites: DANC 1100 or DANC 1130. Corequisites: DANCE 1130 or Instructor Permission.**

DANC 2200 TBA (2:1:2)
MODERN DANCE III
 This course will build on the basic technique, fundamental principles and context of modern dance taught in Modern Dance II. Movement is presented by means of demonstration, description and exploration. Emphasis will be on alignment, coordination, strength, muscular control and knowledge, vocabulary and performance skills. This course is repeatable for credit. **Prerequisites: DANC 1230 or permission of instructor**

DANC 2230 TBA (2:1:2)
MODERN DANCE IV
 This course will build on the technique, fundamental principles and context of modern dance taught in Modern Dance III. Movement is presented by means of demonstration, description and exploration. Emphasis will be on alignment, coordination, strength, muscular control and knowledge, vocabulary and performance skills. This course is repeatable for credit. **Prerequisites: DANC 220 or permission of instructor**

DANC 2300 TBA (1:1:1)
AERIAL DANCE III
 This course offers intermediate to advanced technical instruction and creative exploration on the aerial fabric apparatus. **Prerequisites: Aerial Dance II or permission of instructor**

DANC 2310 TBA (1:1:1)
AERIAL DANCE III
 This course offers advanced technical instruction and creative exploration on the aerial fabric apparatus. **Prerequisites: Aerial Dance III or permission of instructor**

DANC 2340 TBA (3:2:2)
CHOREOGRAPHY I
 This course includes the development of choreographic skills through study of theory, music, improvisation, form, content and evaluative skills through study of the great choreographic masterpieces. Individual assignments are given with group critique and discussion. **Prerequisites: DANC 1330 or Instructor Permission**

DANC 2350 TBA (3:2:2)
TEACHING METHODS - CHILDREN'S DANCE
 The course will explore the theoretical basis for children's dance and provide the opportunity in class and off-campus for the student to create, test and experience creative movement lessons for pre-kindergarten through 6th grade children. This class is designed for dance majors and related curricula but open to all students interested in working with children.

DANC 2360 S (3:2:2)
Experiential Anatomy and Physiology
 This course is an experiential approach to human anatomy and physiology. It examines the notion that form follows function through close examination of the skeletal and muscular systems. It simultaneously promotes an understanding of body mechanics while nurturing self-awareness. This course is required for dance majors.

DANC 2656 FS (2:1:3)
DRILL TEAM (BADGERETTES)
 The Badgerettes are a precision dance team and an important aspect of halftime performances at football and basketball games. This course will provide a rigorous experience in the process and practice of dance rehearsal and performance in a pre-professional dance company setting. The dancers will perform jazz, hip hop, novelty, character, high kick, and military styles. The group also supports Snow College activities and performs on campus and in the community multiple times each semester. Audition required. **Prerequisites: Audition. Corequisites: Students must be concurrently enrolled in at least one of the following courses: DANC 1100, 1130, 1200, 1230, or 2100**

DANC 2700 TBA (3:2:2)
DANCE PRODUCTION
 This survey course introduces essential aspects of dance production. Specific focus will be given to costumes, lighting, sets and props, sound, backstage organization,

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make-up, promotion, programming, personnel organization and the financial aspects of artistic productions.

DANC 2720 **TBA (2:2:1)**
BALLROOM TECHNIQUE III

Students in this course will improve their ballroom dance technique in the following ways: Posture and overall aesthetics, including lines, body shapes and contra-body movement position. Foot work is a crucial element also with Standard and Latin foot placements, turnout, toe heel timing and overall foot strengthening. Muscle tone, isolation, stretching and strengthening are core concepts at this stage of dance. Stage exhibition, competitive, social and career aspects of dance are introduced. May be repeated for credit.

Prerequisites: DANC 1710 or 1750 or Instructor approval. **Corequisites:** if no prerequisite then current enrollment in DANC 1710 or 1750 or 2756.

DANC 2756 **TBA (2:2:2)**
SNOW BALLROOM COMPANY I

This course will provide an introduction to the process and practice of dance rehearsal and performance of ballroom dance. Includes lecture/demonstrations and performances for the college, community, local schools and other venues as requested. Audition required. **Prerequisites:** By Audition Only. **Corequisites:** DANC 1720.

DANC 2757 **TBA (2:2:2)**
SNOW BALLROOM COMPANY II

Membership in this company will provide a primer to the process and practice of dance rehearsal and performance of ballroom dance. Includes lecture/demonstrations and performances for the college, community, local schools and other performances as requested. Audition required. **Prerequisites:** DANC 2756. **Corequisites:** DANC 1720

DANC 2758 **TBA (2:2:2)**
SNOW BALLROOM COMPANY III

Membership in this company will provide a primer to the process and practice of dance rehearsal and performance of ballroom dance. Includes lecture; demonstrations and performances for the college, community, local schools and other performances as requested. Audition required. **Prerequisites:** DANC 2757 or Instructor Permission. **Corequisites:** DANC 2710.

DANC 2759 **TBA (2:2:2)**
SNOW BALLROOM COMPANY IV

This course will provide an introduction to the process and practice of dance rehearsal and performance of ballroom dance. Includes lecture; demonstrations and performances for the college, community, local schools and other performances as requested. Audition required. **Prerequisites:** DANC 2758. **Corequisites:** DANC 2750.

DANC 2760 **TBA (2:1:2)**
BALLROOM TECHNIQUE IV

Stage exhibition, competitive, social and career aspects of dance are introduced in this technique course.

Students will improve posture and overall aesthetics, including lines, body shapes and contra-body movement position. Muscle tone, isolation, stretching and strengthening are core concepts at this stage of dance.

Prerequisites: DANC 1710 or DANC 1750 or Instructor approval. **Corequisites:** If no prerequisite then current enrollment in DANC 2756

DANC 2800 **TBA (variable:0:0)**
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

DANC 2850 **TBA (TBA:TBA:TBA)**
SPECIAL TOPICS

This course is designed to address a special topic associated with the discipline that may not be included as a part of the normal curriculum. Topics may be extensions of current field of study or it may include possible future additions to the departmental curriculum.

DANC 2901 **TBA (1:2:1)**
DANCE CAPSTONE

This course provides students the opportunity to demonstrate mastery of the concepts and skills necessary for continuation in their field of study in the arts. The course is project-based; students will propose and complete projects designed to show their abilities and present these in a public forum, either live or online. Examples of these projects might include solo performances, audio or video recording of works, or the preparation of an online portfolio. In addition to completing the project, students will learn and/or apply the skills

necessary to present the project, including the necessary computer, print, design, and marketing skills necessary to present their materials to the public. **Prerequisites:** **Permission of instructor**

DANC 2906 **TBA (2:2:2)**
SNOW DANCE ENSEMBLE III

This course will provide a rigorous introduction to the process and practice of dance rehearsal and performance in a "professional dance company" setting. Includes lecture/demonstrations and performances for the college, community, local schools and other performances as requested. Audition required. May be repeated for credit. **Prerequisites: Permission of Instructor. Audition required.**

DANC 2916 **TBA (2:2:2)**
SNOW DANCE ENSEMBLE IV

This course will provide a rigorous introduction to the process and practice of dance rehearsal and performance in a "professional dance company" setting. Includes lecture/demonstrations and performances for the college, community, local schools and other performances as requested. Audition required. May be repeated for credit. **Prerequisites: Permission of Instructor. Audition required. Corequisites: Ballet I or II or III and Modern Dance I or II or III**

DMT 0715 **TBA (2:2:0)**
APPLIED BASIC TECHNICAL MATH

This course is designed to give basic math skills, if needed, in preparation for Applied Technical Math or Principles of Technology. The student will study basic math principles used in the ATE division classes. This includes addition, subtraction, multiplication, and division of whole numbers, fractions and decimals. Also included is the application of precision and accuracy in problem solving as well as a study of the metric measuring system. Problem solving techniques are discussed along with percentages and averages.

DMT 1000 **TBA (1:1:1)**
DIESEL SAFETY AND BASICS

This course provides proper knowledge of practices in safety to help establish working habits that would reflect industry standards and result in a safe working environment.

DMT 1007 **TBA (2:1:2)**
PRINCIPLES OF TECHNOLOGY I

This applied physics course covers scientific concepts of force, work, rate, resistance, energy, power, transformers, and mathematic computations necessary to perform experiments involving momentum as applied to mechanical, fluid, and electrical systems found in modern industry. Laboratory activities featuring measurement and instrumentation are emphasized.

DMT 1008 **TBA (2:1:2)**
PRINCIPLES OF TECHNOLOGY II

This applied physics course covers mathematic computations necessary to perform experiments involving scientific concepts of vibrations, energy, conversion, transducers, radiation, light, and time constants as applied to mechanical, fluid and electrical systems found in modern industry. Laboratory activities featuring measurement and instrumentation are emphasized. **Prerequisites: AUTO 1007**

DMT 1101 **TBA (2:2:0)**
DIESEL ENGINE REPAIR AND OVERHAUL

This course will instruct heavy duty mechanics technology students on the basic operation, parts, and overhaul procedures of diesel engines. The course provides theory of four-stroke diesel engines, their design, structure, operation, maintenance, repair, and overhaul. Students will receive detailed instruction on engine lubrication, air, cooling, and exhaust systems. **Corequisites: This lecture DMT 1101 must be taken concurrently with the lab DMT 1105.**

DMT 1105 **TBA (3:0:9)**
DIESEL ENGINE REPAIR AND OVERHAUL LAB

This course gives students the hands on lab experience for DMT 1101. This course will instruct heavy duty mechanics technology students on the basic operation, parts, and overhaul procedures of diesel engines. The Course provides theory on four-stroke diesel engines, their design, structure, operation, maintenance, repair, and overhaul. Students will receive detailed instruction on engine lubrication, air, cooling, and exhaust systems. **Corequisites: This lab DMT 1105 must be taken concurrently with the lecture DMT 1101.**

DMT 1109 **TBA (2:1:2)**
INTRODUCTION TO DIESEL TECHNOLOGY

This course is designed as a survey of diesel technology for beginning students and as a refresher course for more experienced students. Safety, engines, fuel systems, engine testing, and the overall care and maintenance of diesel powered equipment are discussed and demonstrated. Student projects will be an essential part of this course. All projects must be approved by instructor before being brought into the shop to ensure a match between student expertise and required procedures. This course is repeatable for credit.

DMT 1110 **TBA (4:2:5)**
COMPUTER AND SHOP SKILLS

This course will instruct students on the basic use of computers and their applications in heavy duty mechanics. Shop safety, hand tools, precision measuring, fork-lift operation, and hazardous materials training will all be presented in some detail. Students will be required

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to pass a written safety exam before they are allowed to work in the lab.

DMT 1120 **TBA (4:2:5)**
ELECTRICAL SYSTEMS AND LAB

This course will instruct heavy duty technology students on basic electricity and provide theory and lab experiences on components and systems. Students will receive detailed instruction on alternators, starters, lights, wiring schematics, symbols, and circuits. Students are required to wire various circuits and use electrical test equipment to troubleshoot components and systems. **Prerequisites: DMT 1110**

DMT 1130 **TBA (4:2:5)**
BASIC DIESEL ENGINE OVERHAUL AND LAB

This course will instruct heavy duty mechanics technology students on the basic operation, parts and overhaul procedures of diesel engines. The course provides theory and lab experiences on diesel engines. Students will receive detailed instruction on engine lubrication, air, cooling and exhaust systems. **Prerequisites: DMT 1110**

DMT 1210 **TBA (4:2:5)**
FUEL-GOVERNOR SYSTEMS AND LAB

This course provides theory and lab experience for advanced diesel technology students on diesel fuel systems used on mobile equipment. Instruction covers tune up procedures, fuel, proper engine oils, overview of mechanical governors, testing and adjusting, dynamometer operations, maintenance procedures, and emissions controls. **Prerequisites: DMT 1110.**

DMT 1220 **TBA (4:2:5)**
MECHANICAL-ELECTRONIC CONTROLS

This course provides theory and lab experience for advanced diesel technology students in diesel fuel systems. Instruction covers tune up procedures, electronic fuel control and governor systems for Detroit Diesel, Cummins and Caterpillar engines. This course emphasizes testing, adjusting, maintenance procedures, emission controls, and safety. **Corequisites: DMT 1210**

DMT 1230 **TBA (4:2:5)**
COMPUTERIZED ENGINE DIAGNOSTICS

This course provides theory and lab experience on heavy duty systems including computerized engine diagnostics. Instruction covers tune up procedures on electronic, hydraulic electric unit injection (HUEI), Bosch in-line fuel systems, testing, adjusting, maintenance procedures, and safety. **Prerequisites: DMT 1220**

DMT 1240 **TBA (2:1:3)**
AIR CONDITIONING TECHNOLOGY THEORY AND LAB

This course provides theory and lab experience for students on air conditioning systems used on mobile equipment. Instruction covers evacuation, service procedures,

safety, charging, and emission regulations. Students completing this course should pass basic Freon purchase regulation testing. **Prerequisites: DMT 1110**

DMT 1250 **TBA (6:2:5)**
EMISSION BASED MAINTENANCE

This course provides theory and lab experience on heavy duty diesel systems that control/regulate the engine emissions. Instruction covers testing, adjusting, maintenance procedures, and safety. Students will be taught the emission standards and regulations of the federal government and administered by organizations such as the Environmental Protection Agency (EPA) and Mine Safety and Health Administration (MSHA). **Prerequisites: DMT 1220**

DMT 1301 **TBA (3:3:0)**
TRANSMISSIONS AND DRIVETRAINS

This course provides instruction on theory and operation of torque converters, powershift, automatic transmissions, manual transmissions, double and triple countershaft transmissions, differentials, clutches, transfer cases, axles, drivetrain components, drivelines, and electronic control devices. This course emphasizes troubleshooting, repair procedures, use of service manuals, and schematic diagrams. **Corequisites: This lecture DMT 1301 must be taken concurrently with the lab DMT 1305.**

DMT 1305 **TBA (3:0:9)**
TRANSMISSIONS AND DRIVETRAINS LAB

This course gives students the hands-on lab experience for DMT 1031. This course provides instruction on theory and operation of torque converters, powershift, automatic transmissions, manual transmissions, double and triple countershaft transmissions, differentials, clutches, transfer cases, axles, drivetrain components, drivelines, and electronic control devices. This course emphasizes troubleshooting, repair procedures, use of service manuals, and schematic diagrams. **Corequisites: This lab DMT 1305 must be taken concurrently with the lecture DMT 1031.**

DMT 1401 **TBA (2:2:0)**
DIESEL SUSPENSION AND STEERING

This course covers repair and adjustment suspension and steering systems. Students study steering gears, rack and pinion, conventional and McPherson struts, alignment angles, and alignment with a computerized four wheel alignment fixture. **Corequisites: This lecture DMT 1401 must be taken concurrently with the lab DMT 1405.**

DMT 1405 **TBA (2:0:6)**
DIESEL SUSPENSION AND STEERING LAB

This course gives students the hands-on lab experience for DMT 1401. This course covers repair and adjustment suspension and steering systems. Students

study steering gears, rack and pinion, conventional and McPhearson struts, alignment angles, and alignment with a computerized four wheel alignment fixture.

Corequisites: This lab DMT 1405 must be taken concurrently with the lecture DMT 1401.

DMT 1501 TBA (2:2:0)
DIESEL BRAKES

This course covers principles, repair, and adjustment of the diesel truck and trailer brake systems and includes hydraulic theory, air brake theory, diagnosis, and service of brake systems. Students study drums, disks, power units, and Antilock Braking System (ABS) brakes. **Corequisites: This lecture DMT 1501 must be taken concurrently with the lab DMT 1505.**

DMT 1505 TBA (2:0:6)
DIESEL BRAKES LAB

This course gives students the hands on lab experience for DMT 1501. This course covers principles, repair, and adjustment of the diesel truck and trailer brake systems and includes hydraulic theory, air brake theory, diagnosis, and service of brake systems. Students study drums, disks, power units, and Anti Lock Braking System (ABS) brakes. **Corequisites: The lab DMT 1505 must be taken concurrently with the lecture DMT 1501.**

DMT 1581 TBA (1:1:0)
SKILLSUSA – LEVEL 1

This is the first course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

DMT 1582 TBA (1:1:0)
SKILLSUSA – LEVEL 2

This is the second course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

DMT 1600 TBA (5:5:3)
DIESEL ELECTRICAL AND ELECTRONICS I

This course covers the principles and laws that govern electrical circuits, including Ohm's and Kirshhoff's Laws. Student will also gain understanding of the use of meters, wiring diagrams, wiring repair, conductors, semiconductors, PN junctions, diodes, transistors, multiplexing, computers, and sensors.

DMT 1715 TBA (3:3:0)
APPLIED TECHNICAL MATH

This course covers the principles of algebra and geometry as they apply to problem solving in the Business Applied Technologies (BAT) division programs. It includes the quadratic equation, exponents and radicals, polynomials, constructions of geometric shapes, the circle concept, and applications of volume and shapes.

DMT 1801 TBA (2:2:0)
COMPUTERIZED ENGINE CONTROLS & FUEL SYSTEMS

This course provides experience on computerized engine diagnostics. Time will be spent on engine performance factors, scan tools, input sensors, computer outputs, etc. It will also cover maintenance, tune up, diagnostic procedures, and repair of electronics, hydraulic electric unit injection (HUEI), Bosch in-line, common rail, and mechanical fuel systems. **Corequisites: The lecture DMT 1801 must be taken concurrently with the lab DMT 1805.**

DMT 1805 TBA (2:0:6)
COMPUTERIZED ENGINE CONTROLS & FUEL SYSTEMS LAB

This course gives students the hands-on lab experience for DMT 1801. This course provides experience on computerized engine diagnostics. Time will be spent on engine performance factors, scan tools, input sensors, computer outputs, etc. It will also cover maintenance, tune up, diagnostic procedures and repair on electronics, hydraulic electric unit injection (HUEI), Bosch in-line, common rail, and mechanical fuel systems. **Corequisites: The lab DMT 1805 must be taken concurrently with the lecture DMT 1801.**

DMT 1810 TBA (0.5:0.5:0)
COMMERCIAL DRIVER LICENSE WRITTEN EXAM PREPARATION

This course is designed to prepare students for the Commercial Driver License (CDL) written exams. ***Instructor permission is required.** Additional fee required. **Prerequisites: Students must be at least 18 years of age before they are allowed to take any portion of the CDL Exam. *Instructor permission is required.**

DMT 1820 TBA (1:1:0)
COMMERCIAL DRIVER LICENSE PERFORMANCE EXAM PREPARATION

This course is designed to prepare a student for the Commercial Driver License Performance Exams. The Performance Exams will be given as part of this course. ***Permission by instructor required.** Additional fee required. **Prerequisites: DMT 1810.**

DMT 1825 TBA (0.5:0.5:0)
COMMERCIAL DRIVER LICENSE PERFORMANCE TRAINING LAB

This hands-on behind-the-wheel truck driving course is

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designed to prepare students for the Commercial Driver License Basic Skills and Road Test performance exams. ***Instructor permission is required.** An additional fee required. **Prerequisites: DMT 1810. Corequisites: DMT 1820* Instructor permission is required.**

DMT 1830 **TBA (1:1:0)**
COMMERCIAL DRIVER LICENSE CERTIFICATE PREPARATION

This course is designed to provide students with additional preparation for entering the commercial driving job market. ***Instructor permission is required.** An additional fee is required. **Prerequisites: DMT 1810, DMT 1820, DMT 182L.**

DMT 1840 **S (1:0:1)**
COMMERCIAL DRIVER

This course is designed to prepare a student for the Commercial Driver License Class "B" written and performance exams. An additional fee is required. **Prerequisites: Student must hold a class "D" Motor Vehicle Driver**

DMT 1910 **TBA (0.5:0.5:0)**
PROFESSIONAL DEVELOPMENT – COURSE 1

This class is designed to orient students to the opportunities offered by the department, school, state, and national SkillsUSA organizations for professional development and leadership training. The importance of working and communicating with others is emphasized.

DMT 1920 **TBA (0.5:0.5:0)**
PROFESSIONAL DEVELOPMENT – COURSE 2

This course is the second in a series of courses designed to deal with stress, positive images, government awareness, team skills, professional meetings, social etiquette, employment opportunities, public speaking, job application, and employment portfolios.

DMT 1930 **TBA (1:1:0)**
LEADERSHIP & PROFESSIONAL DEVELOPMENT – COURSE 1

This is the first course in a series of two courses which will help students gain and improve workplace and interpersonal skills. Professional stewardship, management, and leadership are the foundational topics. Students taking this course will also have the opportunity to participate in the SkillsUSA career and professional leadership organization.

DMT 1999 **TBA (1:0:2)**
COOPERATIVE EDUCATION EXPERIENCE

This course provides an opportunity for students to apply knowledge and techniques learned in the classroom to actual job experience. Classroom instruction must precede the job experience or the student must be registered for courses at the same time the student is enrolled in the work experience. **Prerequisites: Instructor approval required.**

DMT 2310 **TBA (6:3:9)**
FLUID POWER THEORY AND LAB

This course provides instruction in theory and application of fluid power (hydraulics) as used in modern mobile equipment. Instruction includes practical theory and lab experience related to the operation and repair of hydraulic/pneumatic components and systems. This course emphasizes testing, troubleshooting, design and use of hydraulic schematics, and electric over hydraulic systems. **Prerequisites: DMT 1110.**

DMT 2311 **TBA (2:2:0)**
HYDRAULICS AND PNEUMATICS

This course covers theory formulas, design, maintenance, and repair of hydraulic and pneumatic operated systems, including rams, pistons, apply devices, motors, etc. **Corequisites: DMT 2315**

DMT 2315 **TBA (2:0:6)**
HYDRAULICS AND PNEUMATICS LAB

This course covers theory, formulas, design, maintenance, and repair of hydraulic and pneumatic operated systems, including rams, pistons, apply devices, motors, etc. **Corequisites: The lab DMT 2315 must be taken concurrently with the lecture DMT 2311.**

DMT 2320 **TBA (6:3:9)**
ADVANCED FLUID POWER TRANSMISSION THEORY AND LAB

This course provides instruction on theory and operation of torque converters, powershift, automatic transmissions, service of hydraulic brake systems, and transmission electronic control. This course emphasizes troubleshooting, repair procedures, use of service manuals and schematic diagrams. **Prerequisites: DMT 2310.**

DMT 2410 **TBA (6:3:9)**
CHASSIS THEORY AND LAB

This course provides theory and lab experience for advanced students on the maintenance and repair of heavy duty chassis systems. Instruction covers air brake systems, Automatic Braking System (ABS), steering geometry, front end, tandem alignment, steering, load carrying suspensions, and frame maintenance. This course will emphasize troubleshooting, highway safety and preventative maintenance. **Prerequisites: DMT 1110**

DMT 2420 **TBA (6:3:9)**
POWER TRAINS THEORY AND LAB

This course provides theory and lab experience for advanced students on maintenance and repair of heavy duty power train systems. Instruction covers clutches, single and multiple counter shaft transmission, computer controlled transmissions, drive line geometry, differentials, and Department of Transportation (DOT)

safety requirements. This course emphasizes troubleshooting, highway safety, and preventive maintenance.

Prerequisites: DMT 1110

DMT 2581 TBA (1:1:0)

SKILLSUSA – LEVEL 3

This is the third course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

DMT 2582 TBA (1:1:0)

SKILLSUSA – LEVEL 4

This is the fourth course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

DMT 2601 TBA (4:4:0)

DIESEL ELECTRICAL AND ELECTRONICS II

This course covers the theory, operation, and diagnosis of diesel batteries, starting systems, charging systems, lighting systems, instrumentation, and diesel accessories. **Corequisites: The lecture DMT 2601 must be taken concurrently with the lab DMT 2605.**

DMT 2605 TBA (2:0:4)

DIESEL ELECTRICAL AND ELECTRONICS II LAB

This course gives students the hands on lab experience required for DMT 2601. It covers theory, operation, and diagnosis of diesel batteries, starting systems, charging systems, lighting systems, instrumentation, and diesel accessories. **Corequisites: The lab DMT 2605 must be taken concurrently with the lecture DMT 2601.**

DMT 2701 TBA (2:2:0)

DIESEL HEATING AND AIR CONDITIONING

Students will cover the principles, operation, and servicing of automotive, diesel, and transportation air conditioning and heating systems and their components. **Corequisites: The lecture DMT 2701 must be taken concurrently with the lab DMT 2705.**

DMT 2705 TBA (2:0:5)

DIESEL HEATING AND AIR CONDITIONING LAB

This course gives students the hands-on lab experience required for DMT 2701. Students will cover the principles, operation, and servicing of automotive air conditioning and heating systems and their components. **Corequisites: The lab DMT 2705 must be taken concurrently with the lecture DMT 2701.**

DMT 2800 TBA (1-2:0:3-6)

SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (This course is equivalent to GNST 2800.)

DMT 2801 TBA (2:2:0)

EMISSIONS AND EMISSIONS CONTROL DEVICES

This course teaches diesel systems that control/regulate the engine's output emissions, emission controls, maintenance procedures, repair, diagnosis, and safety. Students will be taught the emission standards and regulations of the federal government and administered by organizations such as the Environmental Protection agency (EPA) and Mine Safety and Health Administration (MSHA). **Corequisites: The lecture DMT 2801 must be taken concurrently with the lab DMT 2805.**

DMT 2805 TBA (2:0:6)

EMISSIONS AND EMISSIONS CONTROL DEVICES LAB

This course gives students the hands-on lab experience for DMT 2801. This course teaches diesel systems that control/regulate the engine's output emissions, emission controls, maintenance procedures, repair, diagnosis, and safety. Students will be taught the emission standards and regulations of the federal government and administered by organizations such as the Environmental Protection Agency (EPA) and Mine Safety and Health Administration (MSHA). **Corequisites: The lab DMT 2805 must be taken concurrently with the lecture DMT 2801.**

DMT 2910 TBA (0.5:0.5:0)

PROFESSIONAL DEVELOPMENT – COURSE 3

This class is third in a series of courses designed to deal with goals, personal financial skills, volunteering, interviewing skills, writing a resume, applying conflict resolution skills, and performing a skill demonstration.

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DMT 2920 TBA (0.5:0.5:0)
PROFESSIONAL DEVELOPMENT – COURSE 4

This is the fourth in a series of courses designed to expose students to employment trends, risks related to employment changes, ethical and unethical behaviors and entrepreneurships. They will also be introduced to mentoring, job searching, team work, and leadership skills.

DMT 2930 TBA (1:1:0)
LEADERSHIP & PROFESSIONAL DEVELOPMENT - COURSE 2

This is the second course in a series of two courses which will help students gain and improve workplace and interpersonal skills. Professional stewardship, management, and leadership are the foundational topics. Students taking this course will also have the opportunity to participate in the Skills USA career and professional leadership organization.

DRFT 1007 TBA (2:1:2)
PRINCIPLES OF TECHNOLOGY I

This applied physics course covers scientific concepts of force, work, rate, resistance, energy, power, transformers, and mathematic computations necessary to perform experiments involving momentum as applied to mechanical, fluid, and electrical systems found in modern industry. Laboratory activities featuring measurement and instrumentation are emphasized.

DRFT 1008 TBA (2:1:2)
PRINCIPLES OF TECHNOLOGY II

This applied physics course covers mathematic computations necessary to perform experiments involving scientific concepts of vibrations, energy, conversion, transducers, radiation, light, and time constants as applied to mechanical, fluid, and electrical systems found in modern industry. Laboratory activities featuring measurement and instrumentation are emphasized. **Prerequisites: DRFT 1007**

DRFT 1010 TBA (5:3:4)
TECHNICAL DRAFTING

This course is an introduction of fundamental drafting techniques, tools, equipment, and standard drawings using American National Standard Institute (ANSI) standards that are required in today's industry. Students shall explore many different job opportunities and the requirements of industry in obtaining these jobs.

DRFT 1100 TBA (3:2:3)
ARCHITECTURE-RESIDENTIAL DESIGN

The emphasis of this course is comprehensive coverage of design fundamentals and procedures used to represent design ideas using traditional, as well as state of the art technology. It covers the solving of problems related to the design of a residential structure and considers the influence of building cost, modular applications, build-

ing codes, and zoning regulations with respect to the site and design.

DRFT 1200 TBA (3:3:5)
MECHANICAL DRAFTING/ASSEMBLY DRAWINGS

The emphasis of this course is the application of fundamental drafting techniques in making mechanical detail and assembly drawings. Topics include advanced dimensioning and tolerancing, precision fits, threads and fasteners, detail, and assembly drawings. Traditional and computer assisted drafting will be used for assignments. **Prerequisites: DRFT 1010 and either DRFT 1300 or DRFT 1302**

DRFT 1302 TBA (3:2:3)
BASIC CAD

This course teaches drafting using Computer Aided Drafting (CAD) software system. It includes enough exposure to the Windows operating system to create and manage files, create and read directories, and integrate CAD software as it applies to drawing files. It also includes using CAD commands to create drawings with various lines and shapes, using drawing display options, placing text on drawings, printing and plotting drawing files, using the editing commands, and using basic dimensioning.

DRFT 1312 TBA (4:2:5)
ADVANCED CAD

This is a course in advanced CAD operations to include advanced dimensioning and tolerancing concepts, sectioning, creating symbols and symbol libraries, using external files, and creating bills of materials with appropriate documentation. Also included is the creation of isometric drawings, the use of advanced CAD applications and customizing systems, and an introduction to three-dimensional drawings. **Prerequisites: DRFT 1300 or DRFT 1302**

DRFT 2100 TBA (4:3:3)
ARCHITECTURAL DRAFTING

This course includes the completion of a full set of residential house plans, including schedules and details. The course comprehensively covers architectural drafting fundamentals and procedures used to represent design ideas and the solving of problems related to a basic house design. It also includes producing drawings that employ traditional methods, as well as Computer Aided Drafting (CAD) systems. **Prerequisites: DRFT 1100 and DRFT 1010 or be concurrently enrolled DRFT 1010**

DRFT 2332 TBA (4:3:3)
MECHANICAL CAD DRAFTING

The course will introduce the student to the 3D modeling process and 3D parametric modeling. It will present a process-based approach to mechanical drafting using

solid modeling commands, options, and techniques. Students will experience the power of solid modeling with a parametric modeling program, as they complete parts, assemblies and working drawings.

ECON 1010 (SS) F (3:3:0)

ECONOMICS AS A SOCIAL SCIENCE

(formerly Foundations of Economics)

This course provides non-business majors with basic concepts and philosophies essential to everyday operation in the economic environment.

ECON 1740 (AI) S (3:3:0)

US ECONOMIC HISTORY

This course focuses on the economic growth and development of the United States from the Colonial period to the present. We analyze the evolution of the American economic system, its economic processes, institutions and important events that have led to the present economic system.

ECON 1997, 1998, 1999 TBA (1-6 Cr.)

COOPERATIVE EDUCATION EXPERIENCE – 1ST YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

ECON 2010 (SS) FS (3:3:0)

INTRODUCTION TO MICROECONOMICS

This course develops a basic understanding of how individual consumers and firms attempt to maximize returns and minimize costs in economic decision making. **Prerequisites: MATH 1010 or higher**

ECON 2020 (SS) S (3:3:0)

INTRODUCTION TO MACROECONOMICS

This course develops a basic understanding of how the national economy works, and how the private and public sectors interact to create stable economic conditions. **Prerequisites: ECON 2010.**

ECON 2800 TBA (variable:0:0)

SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the

advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

ECON 2997, 2998, 2999 TBA (1-6 Cr.)

COOPERATIVE EDUCATION EXPERIENCE – 2ND YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

EDUC 1004 TBA (1:1:0)

INVESTIGATIONS IN DIVERSITY

This course is designed to give students an introduction to diversity related topics such as: race, gender, religion, disability, and age. It includes weekly reading assignments, meetings, group discussions, and possible excursions to pertinent sites. Students will be expected to show self-motivation and participate as part of a group learning dynamic. Funds for excursions, supplies and texts will be provided by the students. This course is cross-listed as SW 1004.

EDUC 1010 FSSu (2:2:0)

INTRODUCTION TO EDUCATION

The primary focus of this course is upon the attributes of an effective, professional teacher. Opportunities for assessment of personal qualifications are provided through self-analysis, discussion, and through experience as an observer/aide for a minimum of 24 hours in public school classrooms (see EDUC 1015). This course also includes a variety of the history of American education, and the roles of various professionals engaged in education.

EDUC 1015 FS (1:0:1)

INTRODUCTION TO EDUCATION LAB

This course is the lab that accompanies EDUC 1010. In this lab students gain practical experience as an observer/aid for a minimum of 30 hours in public school classrooms. **Corequisite: EDUC 1010.**

EDUC 1997, 1998, 1999 TBA (1-6 Cr.)

COOPERATIVE EDUCATION EXPERIENCE (1ST YEAR)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses

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**EDUC 1997, 1998, 1999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION EXPERIENCE – 2ND YEAR**

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

**EDUC 2400 S (3:3:0)
DIVERSE POPULATIONS**

This course examines social and cultural characteristics of various minority groups and emphasizes the use of a variety of resources for finding solutions to minority group problems. It is designed to build a “spirit of potential community resources” working together to provide content related to the experiences, needs, and responses of ethnic minorities in the United States. Attention will be given to identifying, exploring and demonstrating the knowledge, values and skills essential for multicultural competence in both social work and public educational practices.

**EDUC 2800 TBA (variable:0:0)
SPECIAL PROJECTS**

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

**EDUC 2850 Su (2:2:0)
SPECIAL TOPICS**

This course is designed to address a special topic associated with the discipline that may not be included as a part of the normal curriculum. Topics may be extensions of current field of study or it may include possible future additions to the departmental curriculum.

**EDUC 2851 S (2-3:2:Lab)
GLOBAL PERSPECTIVES ON EDUCATION,
LATIN AMERICA**

This course is designed to introduce prospective elementary and secondary teachers to the historical, philosophical, and cultural forces that affect education in Latin America. Participants will understand the nature of learning and the diversity of learning opportunities for students in Latin America. This course will provide potential teachers with ideas about what they need to consider in educating culturally diverse populations. **Prerequisites: EDUC 1010**

**ENGL 0980 FS (3:3:0)
WRITING BASICS**

Recommended for students scoring lower than 17 on the English section of the ACT, this course provides a first experience with academic writing and/or a review of the basic components of writing, including grammar, usage, and punctuation. Students learn simple sentence construction and coordination leading to basic paragraph construction. Students learn to respond to written texts and prompts. The course prepares students to succeed in English 1010.

**ENGL 0991 F (3:5:0)
BEGINNING WRITING**

This course is for students who qualify for Student Support Services only and is recommended for students scoring lower than 17 on the English section of the ACT or below 810 on the SAT. The course emphasizes sentence and paragraph construction and reviews grammar, usage, and punctuation. Students respond to written texts and prompts in preparation for ENGL 1010. **Prerequisites: Qualification through Student Support Services**

**ENGL 1010* (E1) FS (3:5:0)
EXPOSITORY COMPOSITION***

This course emphasizes critical reading, writing, and thinking skills through writing-intensive workshops. It explores writing situations as a complex process focusing specifically on idea generation relative to audience and purpose, working through multiple drafts, peer collaboration, and revision. Students must complete ENGL 1010* with a grade of C- or better before enrolling in ENGL 2010. Students with an ACT English score below 17, or an SAT verbal score below 484, are strongly encouraged to enroll in ENGL 0980 or 0991 prior to enrolling in ENGL 1010. *Open to Student Support Services participants only. See prerequisites. **Prerequisites: *Students must qualify through Student Support Services to enroll in this version of English 1010 that meets five days per week. Students who have an ACT English score of 10 or below, or an SAT verbal score lower than 368, are required to take ENGL 0980 or ENGL 0991 prior to enrolling in ENGL 1010. Non-native speakers of English**

must complete ESL 1051 Level 3 Composition, score a 4 or higher on the Test of Written English (TWE), or take a written exam (graded by ESL department faculty members) before they can register for ENGL 1010 (see the Snow College catalog for more detailed information).

ENGL 1010 (E1) FS (3:3:0)
EXPOSITORY COMPOSITION

This course emphasizes critical reading, writing, and thinking skills through writing-intensive workshops. It explores writing situations as a complex process focusing specifically on idea generation relative to audience and purpose, working through multiple drafts, peer collaboration, and revision. Students must complete ENGL 1010 with a grade of C- or better before enrolling in ENGL 2010. Students with an ACT English score below 17, or an SAT verbal score below 484, are strongly encouraged to enroll in ENGL 0980 or 0991 prior to enrolling in ENGL 1010. See prerequisites.

Prerequisites: Students who have an ACT score of 10 or below, or an SAT verbal score lower than 368, are required to take ENGL 0980 or ENGL 0991 prior to enrolling in ENGL 1010. Non-native speakers of English must complete ESL 1051 Level 3 Composition, score a 4 or higher on the Test of Written English (TWE), or take a written exam (graded by ESL department faculty members) before they can register for ENGL 1010 (see the Snow College catalog for more detailed information).

ENGL 1410 TBA (3:3:0)
ENGLISH MECHANICS

This course provides analysis and review of standard English grammar, punctuation, spelling, and sentence structure. It also explores techniques to achieve desirable tone and style as they relate to academic writing and business correspondence.

ENGL 1997, 1998, 1999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION EXPERIENCE – 1ST YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

ENGL 2010 (E2) FS (3:3:0)
INTERMEDIATE RESEARCH WRITING

Students will build on the skills learned in ENGL 1010 in this intermediate writing course designed to improve students' reading, writing, research, and critical thinking skills. The course may include expository, persua-

sive, and/or argumentative writing emphases. A major research paper is required. Students must achieve a "C-" or higher in this course to receive GE credit. **Prerequisites: Completion of ENGL 1010 or equivalent with a grade of "C-" or better.**

ENGL 2014 (E2) FS (3:3:0)
INTERMEDIATE COMPOSITION: HONORS THESIS
(formerly ENGL 201H)

This course is designed to improve the composition skills of Honors students through an Honors Thesis project. Students will study effective discourse, argumentation, and research methods. They will select a subject for their thesis project and work with an advisor in the field of study. This class replaces English 2010 as part of the English GE requirement and students must achieve a "C-" or higher to receive GE credit. **Prerequisites: ENGL 1010 with a minimum grade of "C-". Corequisites: Affiliation with Snow College Honors Program.**

ENGL 2130 (HU) TBA (3:3:0)
SCIENCE FICTION LITERATURE

This course is designed to give students an appreciation of a literary genre that is often overlooked: science fiction. The course examines the history of the genre, from its beginning to the present day, using several representative texts.

ENGL 2150 (FA or HU) F (3:3:0)
HONORS INTELLECTUAL TRADITIONS OF THE WEST
(ANCIENT WORLD)

This course is an interdisciplinary, in-depth exploration of the philosophy, literature, art and culture during the Ancient, Medieval, and Renaissance periods in the western world, with an emphasis on reading entire seminal works in the history of western culture and scientific thought. It fulfills a Humanities or Fine Arts general education requirement. It is open to all students and fills a requirement in the honors program.

ENGL 2160 (FA or HU) S (3:3:0)
HONORS INTELLECTUAL TRADITIONS OF THE WEST
(MODERN WORLD)

This course is an in-depth exploration of the philosophy, literature, art, and culture of Europe and America during the sixteenth, seventeenth, eighteenth, nineteenth, and twentieth centuries. The emphasis of the course is on reading entire seminal works in the history of western culture and scientific thought. It fulfills and HU or FA general education requirement. This class is open to all students and fills a requirement in the honors program.

ENGL 2200 (HU) TBA (3:3:0)
INTRODUCTION TO LITERATURE
(formerly ENGL 2500)

This course is an introduction to literary forms, to close reading of literature, and to the terminology of literature. The emphasis is on fiction, poetry, and drama.

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ENGL 2210 (HU) TBA (3:3:0)**FOLKLORE AND LITERATURE**

(Formerly ENGL 2440)

This course surveys literary texts that draw on oral traditions in their plots, characters, or language. The emphasis is on canonical and multicultural American literature, and the course also asks students to examine artistic aspects of oral storytelling.

ENGL 2220 (HU) TBA (3:3:0)

(formerly 2310)

INTRODUCTION TO FICTION

(formerly Forms and Trends in Fiction)

This course offers a critical approach to novels and short stories including forms, styles, and historical trends and includes a review of literary vocabulary.

ENGL 2230 (HU) FS (3:3:0)**CLASSIC MYTHS AND FOLK TALES**

(formerly 1500)

This course explores myths and folktales of the world with an emphasis on Greco-Roman myths and tales. The course focuses on application of the myths to art, literature, and Western culture in general.

ENGL 2240 (HU) TBA (3:3:0)**INTRODUCTION TO POETRY**

This course provides a critical approach to poetry's forms and developments, including historical trends and modern movements. Emphasis is on recognizing, understanding, and responding to poetry in all its forms.

ENGL 2250 FS (3:3:0)**CREATIVE WRITING (Repeatable for Credit)**

(formerly ENGL 225R)

This course is an introduction to the writing of fiction and/or poetry. Students read and discuss exemplary models and compose numerous projects of their own. For fiction, emphasis is placed on plot, character, dialogue, description, and theme. For poetry, emphasis is placed on language, structure, and voice. This course may be repeated once for elective credit.

ENGL 2260 TBA (3:3:0)**TECHNICAL WRITING**

This course is an introduction to scientific and technical discourse, including letters, memos, process descriptions, instructions, and reports. Students learn to prepare effective graphics and deliver at least one oral presentation. The course is ideal preparation for students in a variety of business, science, and technology programs.

Prerequisites: ENGL 1010.**ENGL 2280 F (3:3:1)****METHODS AND PRACTICE IN TUTORING WRITERS**

This course is designed for students who wish to be writing tutors, English instructors, or educators. Tutors will

work two hours per week in the Snow College Writing Lab to fulfill a practicum requirement, and be paid for additional hours worked. Course work will include extensive discussion of tutoring theory and techniques. Students will improve their own writing abilities while teaching others to be better writers. **Prerequisites: Tutors need excellent writing and interpersonal skills. Completion of English 1010 or equivalent. Permission of the Writing Lab Director before registering for the course.**

ENGL 2300 (HU) TBA (3:3:0)**INTRODUCTION TO SHAKESPEARE**

This course surveys the works of Shakespeare, including sonnets and narrative poetry, as well as a sampling of tragedies, comedies, and history plays.

ENGL 2330 S (3:3:0)**CHILDREN'S LITERATURE**

(formerly ENGL 2370)

This course provides an introduction to poetry, fiction and non-fiction written for children. Emphasis is on selection, critical analysis, and approaches to teaching. **Prerequisites: Sophomore status, approval of Department of Education.**

ENGL 2400 (HU) TBA (3:3:0)**SPECIAL TOPICS IN LITERATURE AND CULTURE**

This course is designed to make possible the study of a series of one semester literary topics. The specific subject for any given semester will be shown in the class schedule. Examples of subjects treated under this concept are African-American Literature, and Mormonism in Literature and Film.

ENGL 2410 (HU) TBA (3:3:0)**WESTERN AMERICAN LITERATURE**

This course is a regional study of literature of the American West. Areas of emphasis include Native Americans, the mountain man, the settlers, the cowboy myth hero, and the American frontier. Manifest Destiny and the multicultural nature of Westward Expansion will be emphasized in the course.

ENGL 2420 (HU) TBA (3:3:0)**LITERATURE OF THE OUTDOORS**

This course is a survey of literature addressing the theme of man and his relationship with natural environment.

ENGL 2430 (HU) TBA (3:3:0)**GOTHIC AND SUPERNATURAL LITERATURE**

This course surveys the literature of terror, from its 18th century origins to the present day, including such authors as Mary Shelley, Edgar Allan Poe, Bram Stoker, and Stephen King.

ENGL 2510 (HU) F (3:3:0)
MASTERPIECES OF AMERICAN LITERATURE
 This course covers American literature from the Colonial period through the Romantic period.

ENGL 2520 (HU) S (3:3:0)
MASTERPIECES OF AMERICAN LITERATURE
 This course covers American literature from Realism to the present.

ENGL 2600 TBA (3:3:0)
INTRODUCTION TO CRITICAL LITERATURE / THEORY
 This course offers an introduction to literary genres, literary criticism, critical interpretation and research.
Prerequisites: ENGL 2010

ENGL 2610 (HU) F (3:3:0)
MASTERPIECES OF BRITISH LITERATURE I
 This course surveys the outstanding compositions and the main currents of British literature from its beginnings through the Restoration and Eighteenth Century.

ENGL 2620 (HU) S (3:3:0)
MASTERPIECES OF BRITISH LITERATURE II
 The class studies the outstanding compositions and the main currents of British literature from the Romantic era to the present. **Prerequisites: English 1010**

ENGL 2650 (HU) F (3:3:0)
LANGUAGE IN SOCIETY
 We are all intimately familiar with at least one language: our own. Few native speakers, however, stop to consider what they know about their own language and how their language shapes daily life. This course will provide students with a basic introduction to language and the relationship of language to society. Examples will be taken from a wide variety of languages and cultures.

ENGL 2660/TSFL 2660 (HU) S (3:3:0)
INTRODUCTION TO LANGUAGE SYSTEMS
 A general introduction to the theory of language, this course will focus on language systems, with particular attention to phonology, morphology, syntax and semantics. Examples of general linguistic principles will be drawn from English as well as other languages known to the people who teach the course.

ENGL 2730 (HU) F (3:3:0)
WORLD LITERATURE I
 This course is an introduction to early literatures of the world in English translation. Selected readings will be taken from a variety of cultures and will represent the geographic areas of the world's continents.

ENGL 2740 (HU) S (3:3:0)
WORLD LITERATURE II
 This class is an introduction to literatures of the world

in English translation from the Age of Discovery to the present. The literature of this period is characterized by travel, migration, and complex systems of communication. English 2730 is not a prerequisite for this class.

ENGL 2800 TBA (variable:0:0)
SPECIAL PROJECTS
 This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

ENGL 2906 TBA (1-3:1-3:0)
IN-DEPTH INVESTIGATIONS IN ENGLISH
 This course is designed to give students an in-depth learning experience in an English studies topic. It may include reading and writing assignments, meetings, group discussions, and excursions to pertinent sites.

ENGL 2997, 2998, 2999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION EXPERIENCE – 2ND YEAR
 An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

ENGR 1000 FS (2:2:0)
INTRODUCTION TO ENGINEERING
 (formerly ENGR 1010)
 ENGR 1000 is a survey of various fields of engineering that could be considered as possible career choices. It is an introduction to the theory and practice of engineering science, including elementary problem solving and engineering design. The application of the computer as an engineering tool will be stressed, including the use of spreadsheets, word processors, and computational software. **Prerequisites: College Algebra.**

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ENGR 1300 TBA (3:3:0)
ENGINEERING GRAPHICS & DESIGN

Students will learn visualization techniques and procedures to facilitate the engineering design process. The course will include technical sketching, orthographic projection, dimensioning, tolerancing, and modeling of objects in both two and three-dimensions. Solid modeling will be enhanced by the use of computer-aided drafting and design software while exploring engineering design and analysis. **Prerequisites: Trigonometry (Math 1060 or Math 1080)**

ENGR 1800 S (4:3:2)
INTERDISCIPLINARY INTRODUCTION TO GIS

This course is an interdisciplinary introduction for Geographical Information Systems (GIS). It covers general GIS applications and teaches fundamentals in the use of the current-version of ArcGIS by ESRI which is the widest used software in the field. The class includes hands-on experience with the software that will aid students planning careers in engineering, drafting, geology or geography, natural resources, law enforcement, many business fields, surveying, journalism, and many other areas. GPS will also be taught for producing input for GIS. There will also be a service learning component to the course to give the students actual experience. This course is cross listed as GEOG 1800 and GEO 1800. **Prerequisites: MATH 1010 or equivalent.** Service learning sections available.

ENGR 2010 S (3:3:0)
STATICS

The Statics course explores the physical conditions necessary for an object to remain stationary. Students will learn how to solve problems involving forces, moments, free body diagrams, equivalent systems, distributed loads, shear and moment diagrams, friction, center of gravity, and moment of inertia. Techniques to analyze trusses and frames will be emphasized. ENGR 2010 is the first course in a series of classes required for many students majoring in engineering. **Prerequisites: Calculus I (MATH 1210).**

ENGR 2030 S (3:3:0)
DYNAMICS

(formerly ENGR 2020)
ENGR 2030 is designed for engineering majors in their preprofessional program. This course consists of an application of classical Newtonian theory to the analysis of moving mass systems in response to applied forces and moments. Topics included are the general motion of particles, particle systems, rigid bodies, and an introduction to the theory of vibrations. **Prerequisites: Calculus II (MATH 1220), and Physics I (PHYS 2210).**

ENGR 2140 F (3:3:0)
STRENGTH OF MATERIALS

(formerly ENGR 2040)
ENGR 2140 is designed for engineering majors in their preprofessional program. This course is an introduction to structural analysis and mechanics of materials. Topics treated are: shear force and bending moment diagrams, Hooke's Law, general state of stress, deflections due to load, and stress strain diagrams. Also included are statically indeterminate structures, nonsymmetric bending, and the use of Mohr's Circle to find principal value of stress and strain. **Prerequisites: Calculus II (MATH 1220), and Statics (ENGR 2010).**

ENGR 2240 F (3:2:2)
SURVEYING AND GLOBAL POSITIONING

A laboratory and lecture class including use of transit, level, total station, and other equipment in field surveying. Also covered are field astronomy, calculation procedures, state plane coordinates, public-land division, and an introduction to Global Positioning Systems (GPS) and Global Information Systems (GIS). **Suggested prerequisite: MATH 1060 (Trigonometry).** Service learning sections available.

ENGR 2250 F (3:3:0)
ANALOG CIRCUITS

(formerly ENGR 2270)
ENGR 2250 is designed for engineering majors in their preprofessional program. This course presents the fundamentals of analog D.C. and A.C. circuits, including an introduction to circuit analysis techniques using Kirchhoffs Laws, node voltages, mesh currents, and Thevenin and Norton equivalent circuits. Both first order RL and RC circuits, and second order RLC examples are included. Also treated are sinusoidal steady state response, complex power in A.C. circuits, polyphase circuits, and magnetically coupled networks. **Prerequisites: Calculus II (MATH 1220). Corequisite: Analog Circuits Lab (ENGR 2255).**

ENGR 2255 F (1:0:3)
ANALOG CIRCUITS LABORATORY

(formerly ENGR 2275)
ENGR 2255 is a laboratory course to accompany ENGR 2250. This course treats instruction in the use of electronic measuring instruments, including multimeters, function generators, power supplies, and oscilloscopes. Electronic components and instruments will be used to apply and illustrate concepts studied in the lecture course. **Corequisite: Analog Circuits (ENGR 2250).**

ENGR 2300 S (3:3:0)
ENGINEERING THERMODYNAMICS

(formerly ENGR 2400)
This course is an introduction to principles of thermodynamics, including reversible and irreversible process-

es, equations of state, First and Second Laws, internal energy, enthalpy, entropy, exergy, the Carnot cycle, and gas power cycles. **Prerequisites: MATH 1220 or equivalent.**

ENGR 2450 S (3:3:0)

NUMERICAL METHODS

ENGR 2450 is an introduction to numerical methods of problem solving, including root finding, solutions of linear and nonlinear equations, eigen value problems, curve fitting and regression analysis, numerical differentiation and integration, numerical solution of differential equations, optimization, and numerical solution of partial-differential equations. Computer implementation of these methods using spreadsheets, C++ programming, and MATLAB computational software will be a major emphasis of the course. **Prerequisites: Calculus II (MATH 1220), C++ Programming.**

ENGR 2700 S (3:3:0)

DIGITAL CIRCUITS

This course is an introduction to digital systems, logic gates, combinational logic circuits, and sequential logic circuits. It includes minimization techniques and implementation with encoders, decoders, multiplexers, and programmable logic devices. Mealy and Moore models of state machines, state minimization, and state assignment are considered. A hardware description language is also introduced. **Prerequisites: MATH 1050, Corequisites: ENGR 2705.**

ENGR 2705 S (1:0:2)

DIGITAL CIRCUITS LABORATORY

This laboratory is to accompany ENGR 2700. Digital circuits similar to those studied in ENGR 2700 will be assembled and tested and will be described and programmed in programmable logic devices. Computer software will be used to assist in the design, realization, and to simulation of digital systems. **Corequisites: ENGR 2700.**

ENGR 2800 TBA (variable:0:0)

SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a spe-

cial project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

ESL 0211 F 1&2, S 1&2, SU (1:1:4)

LEVEL 1 LISTENING

This eight-week course is designed to give students a basic foundation in listening comprehension skills. Students will listen for letters, spelling, numbers, directions, and respond in a workbook. Each unit will also include short problem solving listening tasks. **Prerequisites: Placement in ESL 0211 through the department's English Placement Exam.**

ESL 0241 F 1&2, S 1&2, SU (1.5:3:0)

LEVEL 1 CONTENT-BASED READING

This eight-week content-based reading course is designed to give students the opportunity to develop reading skills in English in several content areas. Students will use a variety of authentic reading materials to learn basic pre-reading and reading strategies. These strategies are designed to improve their reading comprehension. The reading materials will also be used to expand the students' vocabulary. **Prerequisites: Placement in ESL 0241 through the department's English Placement Exam.**

ESL 0251 F 1&2, S 1&2, SU (1.5:3:0)

LEVEL 1 WRITING

This course focuses on the skills of writing in English at the elementary level. The objectives of this course are to help ESL students gain confidence and fluency in writing. Students participate in guided writing activities and creative writing projects. **Prerequisites: Placement in ESL 0251 through the department's English Placement Exam.**

ESL 0270 F 1&2, S 1&2, SU (1.5:0)

LEVEL 1 CONVERSATION

(formerly ESL 0271)

This eight-week course is designed to give ESL students at the elementary level practice using English. They will improve their use of the language through small group work, problem solving activities, information gap activities, and roleplaying. The ratio of students to tutor is four-to-one. **Prerequisites: Placement in ESL 0270 through the department's English Placement Exam.**

ESL 0280 F1&2, S1&2, SU (2:5:0)

LEVEL 1 GRAMMAR

(formerly 281)

This course is designed to give students a foundation in English grammar and vocabulary. The course will also

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focus on helping students improve their listening comprehension and speaking skills. **Prerequisites: Placement in ESL 0280 through the department's English Placement Exam.**

ESL 0411 F 1&2, S 1&2, SU (1:1:4)
LEVEL 2 LISTENING

This course is designed to introduce ESL students to listening skills which are needed for aural comprehension in an academic setting. The course is a directed program which gives students practice in listening to short lectures, taking notes and developing vocabulary. Students are introduced to several English language speech patterns. **Prerequisites: Successful completion of ESL 0211 or placement in ESL 0411 through the department's English Placement Exam.**

ESL 0431 F 1&2, S 1&2, SU (1.5:3:0)
LEVEL 2 AMERICAN CULTURE AND VALUES FOR INTERNATIONAL STUDENTS
(formerly ESL 430)

This course will provide international students with an introduction to American culture and values. Students will read and discuss essays dealing with different aspects of American culture, values, and thought. Field trips to local businesses, ranches, museums and schools also play a significant role in helping students gain first-hand experience. **Prerequisites: Placement in ESL 0431 through the department's English Placement Exam.**

ESL 0441 F 1&2, S 1&2, SU (1.5:3:0)
LEVEL 2 READING

This course is designed to develop reading skills and vocabulary at the intermediate level. Students will read selections from the textbook and other assigned readings. They will demonstrate reading comprehension by participation in class activities and discussions and through short answer essay and objective exams. **Prerequisites: Placement in ESL 0441 through the department's English Placement Exam or successful completion of ESL 0241.**

ESL 0451 F 1&2, S 1&2, SU (1.5:3:0)
LEVEL 2 COMPOSITION

This course focuses on the development of well-written paragraphs. The objectives of this course are to teach American thought patterns as they relate to writing in English. Students will write paragraphs using a variety of rhetorical patterns. **Prerequisites: Successful completion of ESL 0251 or placement through the department's English Placement Exam.**

ESL 0470 F 1&2, S 1&2, SU (1.5:0)
LEVEL 2 CONVERSATION
(formerly ESL 0471)

This eight-week course is designed to give ESL students at the intermediate level practice using English. This

will improve their use of the language through small group work, problem solving activities, information gap activities, and roleplaying. The ratio of students to tutor is four-to-one. **Prerequisites: Placement in ESL 0470 through the department's English Placement Exam or successful completion of ESL 0270.**

ESL 0970 F 1&2, S 1&2 (1.5:0)
LEVEL 3 CONVERSATION
(formerly ESL 0971)

This eight-week course is designed to give ESL students at the high-intermediate level practice using English. They will improve their use of the language through small group work, problem solving activities, information gap activities, and roleplaying. The ratio of students to tutor is four to one. **Prerequisites: Placement in ESL 0970 through the department's English Placement Exam or successful completion of ESL 470.**

ESL 0975 F 1&2, S 1&2 (1:5:0)
LEVEL 4 CONVERSATION

This eight-week course is designed to give ESL students at the advanced level practice using English. They will improve their use of the language through small group work, problem solving activities, information gap activities, and roleplaying. The ratio of students to tutor is four-to-one. **Prerequisites: Placement in ESL 0975 through the department's English Placement Exam or successful completion of ESL 970.**

ESL 1000 F1 & 2, S1 & 2 (1:2:0)
INTERNATIONAL STUDENT ORIENTATION
(Repeatable for Credit)

This course will provide international students with the knowledge, attitudes, skills, and awareness to adapt to college life at Snow College. The course is designed with multiple sections which will help orient students to college life and American culture. These learning sections will address the following issues: adjusting to American college culture, campus services, and US immigration law as it pertains to International students studying the US. This course may be repeated for credit. (This course is cross-listed with TSFL 1000.) **Prerequisites: Students must have a current Foreign Student Visa to attend this course.**

ESL 1011 F 1&2, S 1&2, SU (1:1:4)
LEVEL 3 LISTENING

This course is designed to give students the listening skills needed in American college and university classes. The course uses content-based lectures via videos, tapes, and live lectures. **Prerequisites: Successful completion of ESL 0411 or placement in ESL 1011 through the department's English Placement Exam.**

ESL 1040 F 1&2, S 1&2, SU (2:4:0)
LEVEL 3 CONTENT-BASED READING

This course is designed to develop reading skills needed to prepare students to participate in academic coursework in colleges and universities. Students will read and discuss a variety of authentic texts and be introduced to specific discourse markers. The course will contribute to vocabulary development. Some emphasis will be placed on reading for entertainment and general information. **Prerequisites:** Successful completion of ESL 0441 or placement in ESL 1040 through the department's English Placement Exam.

ESL 1051 F 1&2, S 1&2, SU (1.5:3:0)
LEVEL 3 COMPOSITION

This course focuses on the development of well-written essays. Students will develop English writing skills by writing five-paragraph essays in at least four modal styles in preparation for English 1010. Non-native speakers of English must complete this course, score a 4 or higher on the Test of Written English (TWE), or take a written exam (graded by ESL department faculty members) before they can register for ENGL 1010 (see the Snow College catalog for more detailed information). **Prerequisites:** Successful completion of ESL 0451 or through the department's English Placement exam.

ESL 1080 F 1&2, S 1&2, SU (1:2:0)
LEVEL 3 GRAMMAR

This course is designed to give ESL students at the advanced level a review of English grammar. English grammar structural problems common to many ESL learners will be dealt with in this course. **Prerequisites:** Successful completion of ESL 0451 or placement in ESL 1080 through the department's English Placement Exam.

ESL 1130 F 1&2, S 1&2, SU (1.5:3:0)
LEVEL 4 AMERICAN CULTURE AND HISTORY

This course will provide international students with an introduction to American culture and history through reading and discussing essays. Students will research various topics regarding US government, history and culture, and report their findings to the class. **Prerequisites:** Successful completion of Level 3 in the ESL Department or placement into ESL 1130 through the department's English Placement Exam.

ESL 1161 F 1&2, S 1&2, SU (1.5:3:0)
LEVEL 4 INTRODUCTION TO RESEARCH

This course is designed to give students a basic foundation in gathering information for a research paper. Students will use both the library and the Internet. The course will focus on recording and documenting research information and completing a writing project from the research. **Prerequisites:** Successful completion of Level 3 in the ESL Department or placement

in ESL 1161 through the department's English Placement Exam.

ESL 1170 F 1&2, S 1&2, SU (1:2:0)
LEVEL 4 INTRODUCTION TO LITERATURE

This course is designed to give students a basic foundation in critical and evaluative reading. The course will also serve as a general introduction to literature with a focus on enjoyment, understanding, and analysis. Three genres will be covered – fiction, drama, and poetry. **Prerequisites:** Successful completion of ESL 1040 in the ESL Department or placement in ESL 1170 through the department's English Placement Exam.

ESL 1191 F 1&2, S 1&2, SU (1.5:3:2)
LEVEL 4 TOEFL PREPARATION COURSE

This course will provide comprehensive coverage of the language skills and test-taking strategies students need to do well on the TOEFL (Test of English as a Foreign Language) exam. This course also serves as a review of grammar, reading, writing, speaking and listening skills. **Prerequisites:** Successful completion of Level 3 in the ESL Department of placement in ESL 1191 through the department's English Placement Exam.

ESL 2800 TBA (variable:0:0)
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

FREN 1010 F (5:5:0)
ELEMENTARY FRENCH I

French 1010 provides an introduction to the French language and the cultures of French-speaking peoples. It is designed for students with no previous French study. During the course students develop basic communication skills by participating in activities that require them

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to use French in a variety of situations. Students learn to communicate about topics that are most familiar to them (e.g., self, family, home, school, daily and recent activities), and they learn to appreciate ways of life different from their own. This course is interactive with a focus on learner participation. **Prerequisites: No previous French study or permission of instructor.**

FREN 1020 (FL) S (5:5:0)
ELEMENTARY FRENCH II

FREN 1020 continues the introduction to French and French-speaking cultures begun in FREN 1010. In this course students continue to develop and improve their communication skills by participating in activities that require them to use French in a variety of situations. Students learn to communicate about topics that are familiar to them (e.g., home life, travel, health, and leisure activities) in past, present, and future time frames. This course is interactive with a focus on learner participation. Successful completion of this course fulfills the foreign language requirement for the A.A. degree at Snow College. **Prerequisites: FREN 1010 or equivalent.**

FREN 2010 (FL) F (4:5:0)
INTERMEDIATE FRENCH I

FREN 2010 is part one of the two-course sequence in intermediate French at Snow College. It is for students who have completed FREN 1020 (or its equivalent) or two to three years of high school French. During the course students review material covered in elementary courses, learn new forms and vocabulary, and develop increased proficiency in speech and written communication. Students explore and discuss French texts, that introduce them to ideas and perspectives different from their own. This course is interactive with a focus on learner participation. Successful completion of this course fulfills the foreign language requirement for the A.A. degree at Snow College. **Prerequisites: FREN 1020 or equivalent**

FREN 2020 S (4:5:0)
INTERMEDIATE FRENCH II

FREN 2020 is part two of the two-course sequence in intermediate French at Snow College. It is for students who have completed FREN 2010 (or its equivalent) or three to four years of high school French. During the course students explore various themes in different French-speaking cultures. They focus on vocabulary development, accuracy of expression, and increased communication strategies. This course is interactive with a focus on learner participation. Successful completion of this course fulfills the foreign language requirement for the A.A. degree at Snow College. **Prerequisites: FREN 2010 or equivalent**

FREN 2800 TBA (variable:0:0)
SPECIAL PROJECTS

This course involves a special project where there is

a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

FREN 2950 FS (1-2:0:3-6)
UNDERGRADUATE TUTORING

This course is for native or more proficient speakers of French who will help beginning and intermediate students review, strengthen, and apply language skills taught in all French courses at Snow College. This includes both conversation practice and grammar instruction. Tutors may be asked to proofread documents, grade quizzes or homework, provide feedback, and perform other small tasks as directed by the instructor. Tutors will receive training and support from the instructor. **Prerequisites: Instructor approval and advanced proficiency in French. Recommended courses include TSFL 1400, TSFL 1600, and TSFL 2660. Corequisites: See recommended courses above.**

FRM 2010 TBA (2:2:1)
FARM/RANCH MANAGEMENT I

This course is designed to teach individuals to organize farm/ranch records. Its individualized instructional format focuses on record keeping with emphasis on using, operating, and maintaining computerized records. Class will consist of monthly farm/ranch visits with some group instruction. Students will receive either a P (passing) or F (failing) grade at the conclusion of their enrollment year.

FRM 2020 TBA (2:2:1)
FARM/RANCH MANAGEMENT II

This course is a continuation of Farm/Ranch Management I. Instruction emphasizes the organization of farm/ranch financial and non-financial information into enterprises and completion of enterprise analysis. Class will consist of monthly farm/ranch visits with some group instruction. Students will receive either a P

(passing) or F (failing) grade at the conclusion of their enrollment year. **Prerequisites:** FRM 2010

FRM 2030 TBA (2:2:1)
FARM/RANCH MANAGEMENT III

This course is a continuation of Farm/Ranch Management II. Instruction emphasizes budgeting, cash flow planning, and total farm/ranch record analysis for management decision making. Class will consist of monthly farm/ranch visits with some group instruction. Students will receive either a P (passing) or F (failing) grade at the conclusion of their enrollment year. **Prerequisites:** FRM 2020

FRM 2040 TBA (0.5:0:1)
FARM/RANCH MANAGEMENT IV

This course is designed to teach advanced principles of farm/ranch business management and is designed to meet specialized individual students needs. Five areas of specialization are emphasized. Individual instruction focuses on one of more of the following areas: inventory management, production records, and financial analysis; different business entities and how they are structured; various agricultural leasing options; tax planning information; and marketing planning using various marketing methods. **Prerequisites:** FRM 2030

GEO 1010 (PS) FS (3:3:0)
SURVEY OF GEOLOGY

(formerly GEOL 1010)
This course is a study of the earth, its materials, its surface processes, internal processes and a brief account of earth's history. Designed for non-science majors. (A field trip may be required.) **Prerequisites:** MATH 1010 competency. **Corequisite:** GEO 1015.

GEO 1015 (PS) FS (1:0:2)
SURVEY OF GEOLOGY LAB

(formerly GEOL 101L)
In this course students will learn how to identify common minerals, rocks and fossils. In addition, students will learn to read and interpret topographic and geologic maps. **Prerequisites:** MATH 1010 or equivalent **Corequisite:** GEO 1010.

GEO 1050 TBA (2:0:x)
GEOLOGY OF NATIONAL PARKS

(formerly GEOL 1050)
Introduction to the principles of geology as observed and studied in the national parks. Three to four week-end field trips or one-week trip will be required at a cost of approximately \$70 - \$250 to the student. Field trip required. **Prerequisites:** ENGL: 1010. **Fee:** \$70.00-\$250.00.

GEO 1060 (PS) F (3:3:0)
INTRODUCTION TO ENVIRONMENTAL GEOLOGY

This course is a study of the geological processes that affect or are affected by human activity such as earth-

quakes, volcanic hazards, flooding, waste, mineral and energy resources. This course is designed for non-majors. A field trip may be required. **Corequisites:** GEO 1065

GEO 1065 (PS) F (1:0:2)
INTRODUCTION TO ENVIRONMENTAL GEOLOGY LAB

In this course students will learn the skills necessary to assess geologic hazards, resources and waste. These skills include identification of rocks and interpretation of aerial photographs and topographic and geologic maps. Students will investigate various geologic hazards, contamination of water and air, and geologic resources. **Corequisites:** GEO 1060

GEO 1080 (PS) TBA (3:3:0)
OCEANOGRAPHY

This class is an introduction to the study of the earth's oceans including an understanding of seafloor topography and composition, sediments, plate tectonics, seawater dynamics and chemistry, atmosphere and ocean currents, waves, tides, coastal land forms, and marine life. This course is designed for non-majors. **Prerequisites:** MATH 1010 or equivalent

GEO 1110 (PS) S (3:3:0)
PHYSICAL GEOLOGY

This course is an introduction to the science of geology for majors. It includes an introduction to the materials and composition of the earth and the physical processes, both internal and external, that shape the earth. The course is designed for geology majors, related majors and others interested. A field trip may be required. **Prerequisites:** MATH 1010 or equivalent. **Corequisites:** GEO 1115

GEO 1115 S (1:0:2)
PHYSICAL GEOLOGY LAB

In this course students will learn how to identify common minerals and rocks, read and interpret topographic and geologic maps and aerial photographs. The course is designed for geology majors, related majors and others interested. **Corequisites:** GEO 1110

GEO 1220 (PS) S (3:3:0)
HISTORICAL GEOLOGY

(formerly GEOL 1220)
This course is an introduction to the principles involved in deciphering the earth's past including the study of fossils. It will also cover the major physical and biological events in the earth's history. This course is designed for geology majors. A field trip will be required. **Prerequisites:** GEO 1110 or 1010, ENGL 1010, MATH 1050, BIOL 1010 or permission of instructor. **Corequisite:** GEO 1225.

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GEO 1225 (PS) S (1:0:2)
HISTORICAL GEOLOGY LAB
 (formerly GEOL 1225)

In this course students will learn to apply to basic principles of historical geology including rock identification, sedimentology, relative and absolute dating, fossil identification, geologic map interpretation and interpretation of rocks in the field. **Prerequisites: GEO 1110 or 1010, ENGL 1010, MATH 1050, BIOL 1010 or permission of instructor. Corequisite: GEO 1220.**

GEO 1800 S (4:3:2)
INTERDISCIPLINARY INTRODUCTION TO GIS

This course is an interdisciplinary introduction for Geographical Information Systems (GIS). It covers general GIS applications and teaches fundamentals in the use of the current-version of ArcGIS by ESRI which is the widest used software in the field. The class includes hands-on experience with the software that will aid students planning careers in engineering, drafting, geology or geography, natural resources, law enforcement, many business fields, surveying, journalism, and many others areas. GPS will also be taught for producing input for GIS. There will also be a service learning component to the course to give the students actual experience. This course is cross listed as GEOG 1800 and ENGR 1800. **Prerequisites: MATH 1010 or equivalent.** Service Learning sections available.

GEO 1997, 1998, 1999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION EXPERIENCE (1ST YEAR)
 (formerly GEOL 1997, 1998, 1999)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

GEO 2100 (PS) F (1:1:0)
HONORS NATURAL SCIENCE SEMINAR
 (formerly GEOL 210H)

This course is an introduction to the science of geology for students in the Snow College Honor's program. Students will use readings and discussion to learn the history of the development of thought in the geological sciences and examine where the field of geology is today. A field trip may be required. **Prerequisites: Acceptance in the Snow College Honors Program or permission of instructor. Corequisite: PHYS2100**

GEO 2500 FS (1:0:0)
GEOLOGY FIELD STUDIES
 (formerly GEOL 250R)

This class is the study of specific areas in the field. The students will also be introduced to some of the basic skills required of a field geologist. The course will consist of a few short meetings and a three or four day field trip. This class is designed for majors and others

interested. The field trip is required. This class may be repeated up to four times. **Prerequisites: GEO 1010 or GEO 1110 or permission of instructor.**

GEO 2800 TBA (variable:0:0)
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

GEO 2901 FS (0.50:1:0)
SOPHOMORE CAPSTONE

This capstone course for students majoring in the sciences, mathematics, or engineering is intended to broaden their scientific horizons, acquaint them with various educational and career opportunities in their fields, and actively prepare them for transfer to a four-year college or university. Repeatable for credit.

Prerequisites: most of a lower division preparation in a Science, Math, or Engineering major, see course instructor.

GEO 2997, 2998, 2999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION EXPERIENCE (2ND YEAR)
 (formerly GEOL 2997, 2998, 2999)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

GEOG 1000 (PS) FS (3:3:0)
PHYSICAL GEOGRAPHY
 (formerly PHSC 1130)

This course is an introduction to geographic analysis of the processes that operate in the earth's atmosphere (such as weather, winds, ocean currents, climate and vegetation) and on the earth's surface (such as rivers,

glaciers, wind, waves). This course is designed for non-majors and majors. A field trip may be required.

Prerequisites: MATH 1010 competency. **Corequisite:** GEOG 1005.

GEOG 1005 (PS) FS (1:0:2)
PHYSICAL GEOGRAPHY LAB
 (formerly PHSC 113L)

This course is a practical application of the principles of physical geography such as identification of geographic processes and their results using maps and aerial photographs and quantitative techniques such as measuring humidity, sun angle, etc. **Prerequisites:** MATH 1010 competency. **Corequisite:** GEOG 1000.

GEOG 1300 (SS) FS (3:3:0)
PEOPLE AND PLACES OF THE WORLD
 (formerly World Regional Geography)

This course is a study of the major geographical regions of the world, emphasizing the interrelationships between environment and human imprints. The course focuses on the following issues and problems: distribution of cultural characteristics such as population, migration, language, religion, social customs, political and economic geography, urban patterns and settlements, agriculture, industry and resources. Physical geography concepts are also used to explain spatial patterns of cultural features.

GEOG 1800 S (4:3:2)
INTERDISCIPLINARY INTRODUCTION TO GIS

This course is an interdisciplinary introduction for Geographical Information Systems (GIS). It covers general GIS applications and teaches fundamentals in the use of the current-version of ArcGIS by ESRI which is the widest used software in the field. The class includes hands-on experience with the software that will aid students planning careers in engineering, drafting, geology or geography, natural resources, law enforcement, many business fields, surveying, journalism, and many others areas. GPS will also be taught for producing input for GIS. There will also be a service learning component to the course to give the students actual experience. This course is cross listed as GEO 1800 and ENGR 1800. **Prerequisites:** MATH 1010 or equivalent. Service Learning sections available.

GERM 1010 TBA (4:5:0)
ELEMENTARY GERMAN I

This is a first semester course introducing students to the language and cultures of Germany and German-speaking countries. The focus is on developing basic communication skills (listening comprehension, speaking, reading comprehension, and writing) through participation in a variety of individual, paired, and group activities that reflect the normal use of German in various situations. Students learn to communicate about topics that are most familiar to them (e.g., self,

family, home, school, daily and recent activities). This course is not lecture-based, but interactive with a focus on learner participation.

GERM 1020 TBA (4:5:0)
ELEMENTARY GERMAN II

This is a second-semester course during which students continue their study of the language and cultures of Germany and other German-speaking countries. Students continue to develop basic communications skills (listening comprehension, speaking, reading comprehension, and writing) through participation in a variety of individual, paired, and group activities that reflect the normal use of German in various situations. Students learn to communicate about topics that are familiar to them (e.g., home life, travel, health, and leisure activities) in past, present, and future time frames. This course is not lecture-based, but interactive with a focus on learner participation.

Prerequisites: GERM 1010 or equivalent.

GERM 2800 TBA (variable:0:0)
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

GERM 2950 TBA (1:0:3)
UNDERGRADUTE TUTORING
 (formerly GERM 295R)

Credit variable from 1 to 2 hours (1-2:0:3-6)
 This course is for native or more proficient speakers of German who will use their knowledge to help other students review, strengthen, and apply language skills taught in all German courses at Snow College. This includes both conversation practice and grammar instruction. Tutors will also staff the Digital Media Center (DMC) during their assigned tutoring hours and be responsible for safeguarding equipment, registering DMC users in a log, answering basic questions, and enforcing

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Fine Arts.

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New Media

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- New Media

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all DMC rules. Tutors may be asked to proofread documents, grade quizzes or homework, provide feedback, and perform other small tasks as directed by the instructor. Tutors will receive training and support from the instructor. **Prerequisites: Instructor approval and advanced proficiency in German. Recommended courses include TSFL 1400, TSFL 1600, and TSFL 2660.**

GNST 0990 TBA (0:0:0)
NEW STUDENT ORIENTATION

This orientation is recommended for all first-year students at Snow College. The orientation is held during two days before regular classes begin for Fall semester. The orientation is designed to help new students learn what they need to know to be successful learners at Snow College and to make helpful social connections. Students will not earn credit or a grade for the orientation, but their participation will be recorded.

GNST 1010 FS (1:1:0)
(Variable credit 1-2 credits)
COLLEGE STUDY SKILLS

This course emphasizes developing academic skills, making career choices, and managing personal responsibility. Elements of the course include attitude, career exploration, goal setting, time and stress management, effective study skills, test taking, reading and memory strategies, listening skills, and emotional intelligence. This course is also offered online.

GNST 1020* FS (3:5:0)
COLLEGE SUCCESS SKILLS

(Class held Monday-Friday for the first 45 days)
This course is designed to help students become more successful in the college setting, with an emphasis on graduating from Snow College and transferring to a university. Topics covered include effective time management and study skills (memory, reading, note taking, and testing); use of personal, campus, and community resources; creating effective communication skills and healthy lifestyles; and exploring diversity and financial issues. Emphasis is on group work, and requirements include group presentations. A team teaching format helps students learn to adjust to diverse teaching styles. **Prerequisites: *Permission by Student Support Services required.**

GNST 1060 FS (1:1:0)
CONVOCATIONS: SNOW COLLEGE LECTURE SERIES
(formerly GNST 106R)

The Convocations Program at Snow College is a weekly enrichment series for students and for residents of local communities. A 50-minute lecture, visual, or musical presentation is offered each Thursday at 12:30 p.m. Speakers and performers are selected from diverse disciplines, including humanities, arts, business, science, public service, education, entertainment, and ethnic/

international areas of study. The series is also used as a vehicle for presenting faculty honor lectures and campus performing groups.

GNST 1070 FS (2:2:0)
LEADERSHIP PRINCIPLES AND SKILLS I

(formerly Student Government & Leadership Principles I)
This course provides student leaders and other interested students with additional in-depth opportunities to learn key principles of leadership and to develop leadership skills beyond GNST 1070. Guest speakers will also provide the opportunity for students to learn from campus and community leaders. The course consists of lecture meetings to discuss and practice the principles of successful leaders within organizations, communities, and families. The curriculum covers three broad leadership areas: personal, interpersonal, and group leadership skills. The course provides an opportunity for students to assess their leadership skills and to engage in service-learning. This course may be repeated for credit.

GNST 1080 FS (2:2:0)
LEADERSHIP PRINCIPLES AND SKILLS II

(formerly Student Government and Leadership Principles II)
This course provides student leaders and other interested students with the opportunity to learn key principles of leadership and to develop leadership skills. The course consists of a weekly lecture to discuss and practice the principles of successful leaders within organizations, communities, families, and individuals. The course also consists of a weekly meeting of all student leaders to apply leadership principles to current student organizations and campus issues. The curriculum covers three broad leadership areas: personal, interpersonal, and group leadership skills. The course provides an opportunity for students to assess their leadership skills and to engage in service-learning. This course may be repeated once for credit.

GNST 1100 TBA (2:2:x)
INTRODUCTION TO CIVIC ENGAGEMENT & SERVICE-LEARNING

This course will provide an opportunity to work with other students, community members, and community agencies in organizing and carrying out a service project that addresses an existing community issue or need. Students will learn the theory and philosophy behind service-learning as a teaching pedagogy as they become more aware and engaged in the community. This course is required of students seeking the Service-Scholar designation. This course is repeatable for credit. A service project (lab) will be required each week outside of classtime.

GNST 1500 FS (1:1:0)
CAREER DECISIONS

This course assists students in exploring career possibilities that are appropriate for their abilities, interests, and personalities.

GNST 2800 TBA (variable:0:0)

SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

GNST 2875, 2876 FS (3:0:0)

INTERCULTURAL EXPERIENCE ABROAD

The Intercultural Experience Abroad course involves a semester abroad at Otemon Gakuin University. Students will experience life in Japan while undertaking courses such as: Japanese, Japanese traditions and culture, cross-cultural communication, Eastern vs Western ideas, Japanese Literature, Sogo-Shosa (Japanese work ethic), Introduction to Japanese Science Fiction, and Japanese Business. Each course will require a minimum at 21 classroom (contact) hours per semester. Students will also live in a homestay experience with a Japanese family for the duration of their stay. **Prerequisites: Acceptance by Otemon Gakuin University Corequisites: Permission from Center for Global Engagement**

GNST 2925 TBA (3-6:0:0)

INTERNSHIP

Internships are a discipline specific academic based work experience. Students may earn 3-6 credit hours based on the number of hours worked. Internships must be approved in advance by the appropriate Department Chair and Division Dean. Instructors permission required. **Prerequisites: Instructor**

HESC 1050 FS (2:2:0)

MEDICAL TERMINOLOGY

Medical Terminology is a study of the nomenclature of medicine and related fields of health care. Students learn the origins and definitions of root words, affixes, and abbreviations used in health care today. This

course is recommended for anyone interested in a health or medical field of study. It is a prerequisite for a number of medical training programs.

HESC 1500 FS (9:7:2)

EMT - EMERGENCY MEDICAL TECHNICIAN

This is an intensive course in pre-hospital emergency care that is in compliance with the National EMS Education Standards and Utah State Bureau of Emergency Medical Services for EMT. Students successfully completing this course may be eligible for state certification as an EMT. EMT certification is a pre-requisite to becoming an AEMT (Advanced EMT) or a Paramedic, as well as BS and MS degrees in the Emergency Medical Services fields. There are 130-150 hours of class, 10 hours of clinical in a hospital and ambulance association, and approximately 15 hours of patient assessments (100) required of each student.

Since the purpose of this course is to prepare to become certified as a Utah EMT, the state application, background check, and testing fees (approximately \$160.00 - \$195.00) will be collected by the college and transmitted to the state. Additional Snow College lab fee of \$100.

Technical, academic, and physical standards for this course are outlined in the Declaration of Understanding of Technical and Academic and Physical Standards for the EMT, from the Utah Department of Health, Bureau of Emergency Medical Services. This document is available from the instructor. If students have questions about their ability to complete the course work necessary to certify as an EMT, they should obtain the document and determine their eligibility before registering for the course.

HESC 1997, 1998, 1999 TBA (1-6 Cr.)

COOPERATIVE EDUCATION EXPERIENCE - 1ST YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

HESC 2800 TBA (variable:0:0)

SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor,

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HESC 2997, 2998, 2999 **TBA (1-6 Cr.)**
COOPERATIVE EDUCATION EXPERIENCE – 2ND YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

HFST 1020 (SI) **FS (3:3:0)**
PRINCIPLES OF NUTRITION

This course gives students an understanding and foundation in basic nutrition principles. The course is intended to help students understand the relationship of food to health, and how the body processes and utilizes food.

HFST 1130 **FS (2:2:2)**
QUILTMaking STYLES AND TECHNIQUES

Through the process of completing a pieced quilt top, students will apply design principles and elements and learn and practice sewing skills. Students will also be introduced to contemporary and historical textiles.

HFST 1140 **F (2:2:2)**
INTRODUCTORY SEWING

(formerly HFST 1220)

This course is an introduction to clothing construction and is geared toward the beginning sewing student. Students will use home sewing machines and sergers to construct at least three projects. No previous sewing experience is needed.

HFST 1240 **FS (2:2:0)**
PRINCIPLES OF FOOD MANAGEMENT

This course is designed to be an introductory course in food science and meal preparation. It introduces basic concepts necessary to the Family and Consumer Science Education major, the Culinary Arts major, and the Food Science major. It is also appropriate for any student interested in the field. Students must also register for HFST 1245.

HFST 1245 **FS (1:0:2)**
PRINCIPLES OF FOOD MANAGEMENT LAB

This course is the lab component to HFST 1240 Principles of Food Management. Students will put into practice the principles learned in class culminating with

the planning and preparing a meal for four guest. Students must also register for HFST 1240. **Corequisites:**

Students must also register for HFST 1240

HFST 1260 **FS (2:2:0)**
WEIGHT CONTROL AND EATING BEHAVIORS

This class provides students with information and experience to evaluate positive and negative behaviors and beliefs regarding food, eating, weight, and body image. Principles of good nutrition and eating habits are especially applied to problems of weight control, eating disorders and body image. It provides introductory level information to majors as well as help to those interested in the subject matter.

HFST 1300 **FS (2:2:0)**
PERSONAL AND FAMILY HEALTH

This course is an overview of health issues affecting the individual and the family. Discussion focuses on improving personal lifestyle decisions and preventing rather than curing illnesses.

HFST 1400 (SS) **FS (3:3:0)**
COURTSHIP AND MARRIAGE

This course is designed to help students understand the principles and skills which will help them achieve successful marital relationships. Dating and courtship, engagement, and marital adjustment are discussed within the framework of the mate selection process.

HFST 1500 (SS) **FS (3:3:0)**
HUMAN DEVELOPMENT

In this course students learn about the fundamental principles of growth and development from conception through childhood to old age. The course includes the study of the biological process of development, as well as the emotional, social and cognitive development of the individual within a cultural and historical context.

HFST 1600 **S (2:2:0)**
CHILD CARE AS A BUSINESS

This course surveys the many challenges and rewards of owning and managing a child care facility. The course specifically addresses trends in child care, setting up a child care business, legal issues, and staffing.

HFST 1997, 1998, 1999 **TBA (1-6 Cr.)**
COOPERATIVE EDUCATION EXPERIENCE – 1ST YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

HFST 2040 **FS (3:2:4)**
INTERMEDIATE SEWING
 (formerly HFST 2220)
 Students use home sewing machines and sergers to construct at least four projects. Sewn articles may be clothing or items for other uses. A variety of techniques will be demonstrated in class. The class is individualized to allow students to build skills from their own level of competency. This course may be repeated for credit.

HFST 2120 **F (3:2:0)**
FOODS AND NUTRITION FOR CHILDREN
 This course presents principles of health, safety and nutrition as they relate to the needs of children. It explores characteristics and abilities of young children and encourages the development of skills and techniques needed to plan and prepare food for the early childhood classroom.

HFST 2130 **FS (3:3:0)**
INTERIOR DESIGN
 This course introduces students to principles of design applied to housing, the selection and arrangement of home furnishings, and the application of design principles to specific problems.

HFST 2220 **FS (3:2:4)**
APPAREL CONSTRUCTION TECHNIQUES
 Students use home sewing machines and sergers to construct at least four projects. Sewn articles may be clothing or items for other uses. A variety of techniques will be demonstrated in class.

HFST 2250 **S (3:3:0)**
PERSONAL AND CONSUMER MANAGEMENT
 This course covers the effective use of management theory in dealing with human and material resources; designed to teach basic skills needed to be a competent consumer; the relationship between management of time, energy, money and other resources necessary for effective living.

HFST 2400 (SI) **FS (3:3:0)**
FAMILY RELATIONS
 In this course students gain an understanding of how relationships are created and maintained in the family system. The course discusses family theory (family systems theory, structure function theory, exchange theory, conflict theory, family development theory etc.), using examples taken from contemporary literature and film to illustrate classroom concepts. Parenting skills and other practical suggestions to challenges facing families today are also included.

HFST 2500 **S (3:3:0)**
EARLY CHILDHOOD DEVELOPMENT
 This course focuses on the fundamental principles of growth and development during infancy and the

early childhood years. The course includes the study of theory and research as well as biological and environmental development. The course follows the child through infancy to middle childhood and includes the physical, cognitive, emotional and social development in each stage. **Prerequisite: HFST 1500 - Human Development or Instructor**

HFST 2600 **F (3:3:0)**
INTRODUCTION TO EARLY CHILDHOOD EDUCATION
 This course presents an overview of current philosophies, teaching techniques and curriculum found in early childhood programs. The historical roots of early childhood programs will be examined, as well as current political issues and the ethical conduct of early childhood professionals. **Prerequisites: HFST 1500 - Human Development or Instructor's permission**

HFST 2610 **FS (3:2:2)**
GUIDANCE OF YOUNG CHILDREN
 In this course students develop skills and techniques associated with child guidance principles, with a focus on meeting children's needs, individually and in groups, in the Child Development Lab. These principles may also be applied to other child care settings such as the home, as a nanny and in the primary grades of elementary school. **Prerequisites: HFST 1500 - Human Development or Instructor's permission**

HFST 2620 **FS (3:2:0)**
CREATIVE EXPERIENCES FOR CHILDREN
 This course offers experiences in planning and implementing activities that will encourage intellectual, social, emotional and physical development of young children. The skills developed are directed specifically to the philosophy and resources of Snow College's Child Development Lab, but will be adaptable for use in other day cares, preschools, early elementary grade classrooms, and in parenting. **Corequisites: HFST 2625**

HFST 2625 **FS (0:0:2)**
CREATIVE EXPERIENCES FOR CHILDREN LAB
 This course is a lab that accompanies HFST 2620 and offers experiences in planning and implementing activities that will encourage intellectual, social, emotional, and physical development of young children. The skills developed are directed specifically to the philosophy and resources of Snow College's Child Development Lab, but will be adaptable for use in other day cares, preschools, early elementary grade classrooms, and parenting. **Corequisites: HFST 2620**

HFST 2630 **FS (3:0:)**
PRACTICUM IN PRESCHOOL TRAINING
 This course consists of an extended experience as a teacher in the child development lab. It includes experiences in curriculum and environment planning and organization, direction of activities, guidance of young children, and parent teacher relationships. **HFST 2630**

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is highly recommended for students who are interested in Child Care Management and Early Childhood Education. HFST 2630 is required as a core course in the Child Care Management Applied Associate Degree Program. Seminar in Preschool Teaching (HFST 2760) must be taken concurrently with this course. **Prerequisites:** HFST 1500, 2610, 2620; **permission of instructor.** **Corequisites:** HFST 2760 Seminar in Preschool Training.

HFST 2635 **FS (2:0:6)**
PRACTICUM IN PRESCHOOL TRAINING

This course consists of an extended experience as a teacher in the child development lab. It includes experiences in curriculum and environment planning and organization, direction of activities, guidance of young children, and parent teacher relationships. HFST 2635 is highly recommended for students who are interested in Child Care Management and Early Childhood Education. HFST 2635 is required as a core course in the Child Care Management Applied Associate Degree Program. Seminar in Preschool Teaching (HFST 2760) must be taken concurrently with this course. **Prerequisites:** HFST 1500, 2610, 2620; **permission of instructor.** **Corequisites:** HFST 2760 Seminar in Preschool Training.

HFST 2760 **FS (1:1:0)**
SEMINAR IN PRESCHOOL TEACHING

This course will provide the forum for students to discuss and plan their practicum in preschool teaching. It includes experiences in curriculum writing and environment planning and organization. HFST 2760 is required as a core course in the Child Care Management program and highly recommended for students interested in Early Childhood Education. Practicum in Preschool Training (HFST 2630, 2635) must be taken concurrently with this course. **Prerequisites:** HFST 1500, 2610, 2620; **and permission of the instructor.** **Corequisites:** HFST 2630 & HFST 2635 Practicum in Preschool Training.

HFST 2800 **TBA (variable:0:0)**
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project

normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

HFST 2850 **FS (TBA:TBA:TBA)**
SPECIAL TOPICS

This course is designed to address a special topic associated with the discipline that may not be included as a part of the normal curriculum. Topics may be extensions of current field of study or it may include possible future additions to the departmental curriculum.

HFST 2997, 2998, 2999 **TBA (1-6 Cr.)**
COOPERATIVE EDUCATION EXPERIENCE – 2ND YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

HIST 1220 **FS (3:3:0)**
MODERN ASIAN CIVILIZATION

This course presents a survey history of Asia from the 1500s to the present. As each individual society has rich depth and complex historical events, the course pursues a country-by-country analysis of areas east of Afghanistan and south of the former Soviet Union.

HIST 1500 (SS) **F (3:3:0)**
ANCIENT WORLD CIVILIZATION

(formerly HIST 1040)

This course explores the history of the world from the earliest times to the 14th century. Emphasis is placed on the cultural and intellectual aspects of both Western and non-Western civilizations which established the foundations for their subsequent historical development.

HIST 1510 (SS) **S (3:3:0)**
MODERN WORLD CIVILIZATIONS

(formerly HIST 1050)

The history of the World from the European Renaissance into the 21st century. Emphasis is placed on the political, cultural, and intellectual developments over the past six centuries on a global scale. Attention is paid to the commonalities, uniqueness, and interaction between Western and non-Western civilizations.

HIST 1700 (AI) **FSSu (3:3:0)**
AMERICAN CIVILIZATION

A survey history of the American nation from colonial times to the present. Successful completion of this course meets the American Institutions requirement established by the Utah State Legislature.

HIST 2340 (SS) FS (3:3:0)
HISTORY OF ENGLAND
 This course presents a survey history of England from the earliest times to the present.

HIST 2350 (SS) S (3:3:0)
HISTORY OF THE AMERICAN WEST
 This course deals with the development of the region west of the Mississippi River from prehistoric times to the present.

HIST 2700 (SS) FSSu (3:3:0)
UNITED STATES HISTORY TO 1877
 This course covers the development of the United States to 1877, to include the Colonial Period, the American Revolution, the Nationalistic Period, Westward Expansion, Sectionalism, the Civil War and Reconstruction. This course is offered only online.

HIST 2710 (SS) FS (3:3:0)
UNITED STATES HISTORY FROM 1877
 This course covers the development of the United States from 1865 to the present, to include Industrialism, the Last Frontier, the Progressive Era, World War I, the Roaring Twenties, the Great Depression and New Deal, World War II, the Cold War Era, the Civil Rights Movement, and Contemporary America. This course, taken in conjunction with HIST 2700, will satisfy the American Institutions requirement. This course is offered only online.

HIST 2800 TBA (variable:0:0)
SPECIAL PROJECTS
 This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

HONR 2850 TBA (1-3:1-3:0)
HONORS INTERDISCIPLINARY STUDIES
 This course is designed for honors students and focuses on interdisciplinary topics. The specific subject for any given semester will be shown in the class schedule and course advertisement materials. While class topics will vary from semester to semester, the course will emphasize issues and topics that can be studied by multiple academic disciplines.

HONR 2851 TBA (3:3:0)
HONORS INTERDISCIPLINARY STUDIES IN SCIENCE
 This course is designed for honors students and focuses on interdisciplinary topics. The specific subject for any given semester will be shown in the class schedule and course advertisement materials. While class topics will vary from semester to semester, the course will emphasize issues and topics that can be studied by multiple academic disciplines, and the class will be designed to meet the requirements for Science Inquiry GE credit.

HUM 1010 (HU) TBA (3:3:0)
INTRODUCTION TO THE HUMANITIES
 An interdisciplinary humanities course designed to introduce students to the skills involved in the interpretation of human values and artistic expression. Students study the aesthetics of art, music and literature.
Prerequisites: ENGL 1010.

HUM 2800 FS (1-2 Cr.)
SPECIAL PROJECTS (Repeatable for Credit)
 (formerly HUM 280R)
 Involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. Also could include special projects of unusual merit in furthering a student's professional goals. Student(s) must be able to sustain and complete independent learning projects. Provides a framework for developing and enhancing student abilities to do lucid thinking. *Requires approval of instructor, division dean, and curriculum committee.*

INDM 1050 TBA (1:1:1)
INDUSTRIAL SAFETY
 This course teaches the rights and responsibilities of workers in the workplace to ensure industrial safety. Students will gain valuable knowledge about how they can protect themselves and others in industrial settings. Students will explore a wide range of topics, including laws, guidelines, behaviors, and equipment related to industrial safety.

INDM 1060 TBA (3:2:2)
INDUSTRIAL PRINT READING
 This course is an introduction to reading and interpreting working drawings and prints for industrial processes and

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associated trades. Students will receive basic information on blueprints and written documents commonly found in industrial environments. The course is designed to allow the student to develop an understanding of the use of prints and an ability to read and interpret prints found in industrial settings.

INDM 1100 TBA (3:2:3)

INDUSTRIAL MECHANICS I

This course is designed to introduce the basics of industrial mechanical systems. This course begins a series of four courses designed to prepare students to understand and recognize mechanical systems they will encounter on the job. Students will learn relevant industrial skills, including mechanical drive systems, key fasteners, power transmission systems, v-belt drives, chain drives, spur gear drives and multiple shaft drives. Students will learn basic measuring for industrial applications using basic measurement tools to include: digital calipers, micrometers and dial calipers.

INDM 1200 TBA (3:2:3)

INDUSTRIAL MECHANICS II

The course teaches the bearings and gears used in heavy duty mechanical transmission systems. This course will emphasize linear axis drives, clutches and brakes. In addition, this course teaches how to setup, operate and apply laser shaft alignment to a variety of industrial applications. Topics include: heavy-duty v-belt drives, v-belt selection and maintenance, synchronous belt drives, lubrication concepts, precision shaft alignment, couplings and heavy-duty chain drives. Students will also learn the basics of vibration analysis used to determine when to perform maintenance of power transmission components. **Prerequisites: INDM 1100**

INDM 1300 TBA (2:1:3)

INDUSTRIAL MECHANICS III

This course teaches the bearings and gears used in heavy duty mechanical transmission systems. This course will emphasize bearing mechanics, selection and maintenance. Topics include: plain bearings, ball bearings, roller bearings, antifriction bearing selection, gaskets and seals and gear drive selection. In addition, this course teaches how to set up, operate and apply laser shaft alignment to a variety of industrial applications. Topics include laser alignment systems, rough alignment, soft foot correction, alignment analysis and operation. **Prerequisites: INDM 1200**

INDM 1400 TBA (3:2:3)

INDUSTRIAL MECHANICS IV

This course teaches linear axis drives, clutches, brakes, piping, fittings and valves. Students will learn relevant industrial skills including identifying, sizing, selecting, installation, operation, performing analysis, design, troubleshooting and maintenance as well as installing

a variety of types of piping, fittings and valves including iron pipe, steel tubing, hydraulic hose, plastic pipe, copper tubing, globe valves, gate valves, check valves, and Sloan valves.

INDM 1500 TBA (3:2:3)

INDUSTRIAL PNEUMATICS

This course teaches the fundamentals of pneumatic systems using industrial, agricultural and mobile applications. Students learning skills will include: safety, basic pneumatic systems design, installation, operation, and performance analysis. Student will also be skilled in more advanced concepts of air logic, ways to decelerate a pneumatic cylinder, how to prevent condensation in a pneumatic circuit, DCV applications, and maintenance.

INDM 1600 TBA (3:2:3)

INDUSTRIAL ELECTRICITY

This course teaches industry-relevant fundamentals of AC/DC electrical systems used for power and control in industrial, commercial, agricultural, and residential applications as well as commercial and residential applications including single phase AC motors and three-phase AC electric motors, DC electric motors, and DC generators. Students will learn skills in how to operate, install, analyze performance, select electric machines for various applications, designs, and troubleshoot basic AC/DC electrical circuits for various applications.

INDM 1620 TBA (3:2:3)

INDUSTRIAL ELECTRONICS

This course teaches electronic devices control and power machines in industries throughout the world, from manufacturing and transportation to energy and construction. Students will learn to operate, adjust, and troubleshoot electronic components, circuits, and systems used in these vital machine applications.

INDM 1715 TBA (3:3:0)

APPLIED TECHNICAL MATH

This course covers the principles of algebra and geometry as they apply to problem solving in the Career and Technical Education (CTE) division programs. It includes the quadratic equation, exponents and radicals, polynomials, constructions of geometric shapes, the circle concept, and applications of volume and shapes.

INDM 1800 TBA (3:2:3)

INDUSTRIAL HYDRAULICS

This course introduces industry-relevant hydraulic skills while showing the fundamentals of the hydraulic Principles, hydraulic motors, and hydraulic formulas such as calculating theoretical pump flow rate. Students learning skills will include: safety, how to operate, install, troubleshoot, analyze performance, and design hydraulic systems. Student will also be skilled in more advanced hydraulics.

INDM 1820 **TBA (3:2:3)**
INDUSTRIAL PUMPS
 This course teaches a comprehensive set of industry-relevant skills including how to operate, install, maintain, troubleshoot, analyze performance, and select centrifugal pumps as well as system design. Students will learn skills related to centrifugal pumps, which are used in almost every industry to transfer non-hydraulic fluids of various types from one place to another.

INDM 1840 **TBA (3:2:3)**
INDUSTRIAL RIGGING
 This course teaches a comprehensive set of industry-relevant skills including how to safely move loads of different shapes and sizes using a variety of methods. Students will learn skills including hoist operation, installation, maintenance, equipment movement, wire mesh slings, synthetic slings, knots, load turning and cranes.

INDM 1900 **TBA (3:2:3)**
INDUSTRIAL CONTROLS AND PLC
 This course teaches industry-relevant skills including how to operate, interface, program, and troubleshoot PLC systems for a variety of applications.

INDM 1930 **TBA (1:1:0)**
LEADERSHIP & PROFESSIONAL DEVELOPMENT - COURSE I
 This is the first course in a series of two courses which will help students gain and improve workplace and interpersonal skills. Professional stewardship, management, and leadership are the foundational topics. Students taking this course will also have the opportunity to participate in the SkillsUSA career and professional leadership organization.

INDM 2930 **TBA (1:1:0)**
LEADERSHIP & PROFESSIONAL DEVELOPMENT - COURSE 2
 This is the second course in a series of two courses which will help students gain and improve workplace and interpersonal skills. Professional stewardship, management, and leadership are the foundational topics. Students taking this course will also have the opportunity to participate in the SkillsUSA career and professional leadership organization.

ITAL 1010 **TBA (5:5:0)**
ELEMENTARY ITALIAN I
 Italian 1010 provides an introduction to the language and culture of Italy. It is designed for students with no previous Italian study. During the course students develop basic communication skills by participating in activities that require them to use Italian in a variety of situations. Students learn to communicate about topics that are most familiar to them (e.g., self, family, home, school, daily and recent activities), and they learn to

appreciate ways of life different from their own. This course is interactive with a focus on learner participation.

ITAL 1020 (FL) **TBA (5:5:0)**
ELEMENTARY ITALIAN II
 ITAL 1020 continues the introduction to Italian language and culture begun in ITAL 1010. In this course students continue to develop and improve their communication skills by participating in activities that require them to use Italian in a variety of situations. Students learn to communicate about topics that are familiar to them (e.g., home, travel, work, health, and leisure activities) in past, present, and future time frames. This course is interactive with a focus on learner participation. Successful completion of this course fulfills the foreign language requirement for the A.A. degree at Snow College. **Prerequisites: ITAL 1010 or equivalent**

ITAL 2800 **TBA (1-2:0:3-6)**
SPECIAL PROJECTS
 This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (This course is equivalent to GNST 2800)

ITAL 2950 **FS (1:0:3)**
UNDERGRADUATE TUTORING
 This course is for native or more proficient speakers of Italian who will use their knowledge to help other students review, strengthen, and apply language skills taught in all Italian courses at Snow College. This includes both conversation practice and grammar instruction. Tutors will also staff the Digital Media Center (DMC) during their assigned tutoring hours and be responsible for safeguarding equipment, registering DMC users in a log, answering basic questions, and enforcing all DMC rules. Tutors may be asked to proof-read documents, grade quizzes or homework, provide feedback, and perform other small tasks as directed by the instructor. Tutors will receive training and support

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from the instructor. **Prerequisites: Instructor approval and advanced proficiency in Italian. Recommended courses include TSFL 1400, TSFL 1600, and TSFL 2660. Corequisites: See recommended courses above.**

JAPN 1010 FS (4:5:0)
ELEMENTARY JAPANESE I

This is a sequential course in the study of conversation, grammar, pronunciation, reading, and writing. Numerous kanji characters are introduced. Course ACTFL proficiency level goals include novice high for listening/speaking, and novice mid for reading/writing. Elemental cultural themes are also explored. Students meet with the instructor daily, and are assigned individually to native-speaking and other language-proficient tutorial assistants for additional in-class as well as out-of-class practice. Field trips, study abroad programs, speech contest, internships, and Japanese club activities are sponsored.

JAPN 1020 S (4:5:0)
ELEMENTARY JAPANESE II

This is the second course in the study of Japanese conversation, grammar, pronunciation, reading and writing. Numerous kanji characters are introduced. Course ACTFL proficiency level goals include intermediate-low for listening/speaking, and novice-high for reading/writing. Elemental cultural themes are also explored. Students meet with the instructor daily, and are assigned individually to native-speaking and other language-proficient tutorial assistants for additional in-class as well as out-of-class practice. Field trips, study abroad programs, speech contest, internships, and Japanese club activities are sponsored. **Prerequisites: JAPN 1010 or equivalent.**

JAPN 2800 TBA (variable:0:0)
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeat-

able for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

JAPN 2950 FS (1:0:3)

UNDERGRADUATE TUTORING

This course is for native or more proficient speakers of Japanese who will use their knowledge to help other students review, strengthen, and apply language skills taught in all Japanese courses at Snow College. This includes both conversation practice and grammar instruction. Tutors may be asked to proofread documents, grade quizzes or homework, provide feedback, and perform other small tasks as directed by the instructor. Tutors will receive training and support from the instructor. **Prerequisites: Instructor approval and advanced proficiency in Japanese. Recommended courses include TSFL 1400, TSFL 1600, and TSFL 2660. Corequisites: See recommended courses above.**

KORE 1010 FS (4:5:0)
ELEMENTARY KOREAN I

This is a course for students with little or no previous experience with the Korean language. The course goal is the development of communication skills in Korean through continually improving Korean language skills (reading, writing, listening, and speaking) along with exposure to Korean culture. This is not a lecture-based course, but rather an interactive course with a focus on learner participation.

MANF 1060 TBA (3:2:2)
INDUSTRIAL PRINT READING

This course is an introduction to reading and interpreting working drawings and prints for industrial processes and associated trades. Students will receive basic information on blueprints and written documents commonly found in industrial environments. The course is designed to allow the student to develop an understanding of the use of prints and an ability to read and interpret prints found in industrial settings.

MANF 1100 TBA (3:2:3)
MANUFACTURING AND AUTOMATION TECHNOLOGY

This course teaches manufacturing and automation technology providing a complete course of the basic elements of manufacturing and automation and how they affect the world that we live in. This course covers the materials, processes, and management techniques used in the industry. Manufacturing is a managed system that draws upon many resources. Students will explore a number of materials and material processing techniques common to manufacturing.

MANF 1200 TBA (3:2:3)
INTRO TO ROBOTICS

This course is an introductory level that will explore many aspects of robotics in a basic and easy-to-under-

stand manner. The key concepts are discussed using a big picture or systems approach that greatly enhances student learning. Many application and operational aspects of equipment and robotic systems are discussed.

MANF 1300 TBA (3:2:3)

GEOMETRIC DIMENSIONING

This course will provide students with the complete fundamentals of geometric dimensioning and tolerancing concepts which will be introduced to the students in a methodical manner to help ensure that they have a full understanding of every basic concept as they build knowledge toward more advanced application.

MANF 1350 TBA (3:2:3)

MANUFACTURING PROCESS

This course will provide students with a complete view into the manufacturing process. By having students view many different fields and by studying the process students will have a better understanding into the world of manufacturing. Students will be provided with a comprehensive survey of hundreds of materials and processes, which can be used at both introductory and advanced levels in manufacturing. Students will learn how to find better ways to make quality products faster, better, and cheaper.

MANF 1400 TBA (3:2:3)

COMPOSITES

This course will provide students with both introductory and advanced levels in composites. Students will have comprehensive and hands-on experiences. They will be creating reliable methods and processes for composites, which will help students learn how to find ways to make quality products faster, better, and cheaper.

MANF 1500 TBA (3:2:3)

QUALITY CONTROL

This course will provide students with a greater understanding of the complexities of quality improvement efforts and will give the students real-life situations through each application. Emphasis is placed on the practical application of quality principles, interpretations, understanding, and concepts throughout the problem-solving process. Students will have a full understanding of every basic concept as they build knowledge toward more advanced applications in quality control.

MANF 1715 TBA (3:3:0)

APPLIED TECHNICAL MATH

This course covers the principles of algebra and geometry as they apply to problem solving in the Business & Applied Technologies division programs. It includes the quadratic equation, exponents and radicals, polynomials, constructions of geometric shapes, the circle concept, and applications of volume and shapes.

MANF 1930 TBA (1:1:0)

LEADERSHIP & PROFESSIONAL DEVELOPMENT -

COURSE I

This is the first course in a series of two courses which will help students gain and improve workplace and interpersonal skills. Professional stewardship, management, and leadership are the foundational topics. Students taking this course will also have the opportunity to participate in the SkillsUSA career and professional leadership organization.

MANF 2930 TBA (1:1:0)

LEADERSHIP & PROFESSIONAL DEVELOPMENT -

COURSE II

This is the second course in a series of two courses which will help students gain and improve workplace and interpersonal skills. Professional stewardship, management, and leadership are the foundational topics. Students taking this course will also have the opportunity to participate in the SkillsUSA career and professional leadership organization.

MATH 0950 FS (3:3:0)

PRE-ALGEBRA

Beginning with a review of basic arithmetic on signed numbers, fractions, and decimals, students will also learn to simplify and evaluate arithmetic and algebraic expressions of the appropriate level. **Prerequisites: An ACT math score 14 or below or an appropriate Accuplacer score. (See the advisement center for more information.)**

MATH 0990 FS (4:4:0)

BEGINNING ALGEBRA

This course is a review of math principles including order of operations with fractions, exponents, linear equations and inequalities in one and two variables, application problems, polynomials, factoring, and radicals. This course is designed for students who need a condensed review of high school Algebra I. This course prepares students for Math 1010. **Prerequisites: An ACT of 15-17 or an appropriate Accuplacer score. (See the advisement center for more information.)**

MATH 1002 TBA (1:1:0)

INTERMEDIATE ALGEBRA REFRESHER

This course is a review of selected topics from Intermediate Algebra. Basic concepts involving graphs, linear equations, algebraic manipulation, systems of equations, polynomials, factoring, roots, radicals, quadratic equations, inequalities, exponential and logarithmic functions are covered. The course is designed to meet more years. The goal of the class is to prepare a student to meet placement requirements to take College Algebra (MATH 1050). Taught in pre-semester blocks see current course schedule. **Prerequisites: Two years of High School Algebra or MATH 1010.**

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MATH 1010 FS,Su (4:5:0)

INTERMEDIATE ALGEBRA

This course introduces a study of the properties of the real number system including the use of set and/or interval notation and performing operations on the real numbers. Students will be introduced to variables and the simplifying and evaluating of algebraic expressions. Solving and graphing of linear and quadratic equations along with an introduction to linear, quadratic, exponential, and logarithmic functions will be covered. **Prerequisites: Math 0990 with a C or better, ACT math score 18-22, or appropriate placement test score. Prerequisite score or class must have been completed within the last two years or you must (re-)take placement test.**

MATH 1030 (MA) FS (3:3:0)

QUANTITATIVE LITERACY

This course provides an introduction to mathematical modeling and problem solving utilizing algebra, discrete mathematics, geometry and statistics. **Prerequisites: MATH 1010 with a grade of C or better, ACT math score 23 or higher or appropriate placement test score. Prerequisite score or class must have been completed within the last two years or you must (re-)take placement test.**

MATH 1040 (MA) FS (3:3:0)

INTRODUCTION TO STATISTICS

Introduction to Statistics is an elementary introduction to the nature of statistical reasoning. Topics to be covered include descriptive statistics, sampling and data collection, probability, sampling distribution, and introduction to inference including confidence intervals and hypothesis testing. Graphing calculator required (TI-83 preferred). **Prerequisites: Math 1010 with a C or better, ACT math score 23 or higher, or appropriate placement test score. Prerequisite score or class must have been completed within the last two years or you must (re-)take placement test.**

MATH 1050 (MA) FS (4:4:0)

COLLEGE ALGEBRA

An axiomatic development of the real number system, logarithms, systems of equations, complex numbers, theory of equations, matrices, progressions, and the binomial theorem. Graphing calculator required. **Prerequisites: Math 1010 with a C or better, ACT math score 23 or higher, or appropriate placement test score. Prerequisite score or class must have been completed within the last two years or you must (re-)take placement test.**

MATH 1060 FS (3:3:0)

TRIGONOMETRY

Trigonometric functions, definitions, radian measure, graphs, solving trigonometric equations, vectors, Law

of Sines, Law of Cosines, complex numbers, polar coordinates. **Prerequisites: A grade of C or better in MATH 1050. Graphing calculator required.**

MATH 1080 (MA) FS (5:5:0)

PRE-CALCULUS

An axiomatic development of the real number system, logarithms, systems of equations, complex numbers, theory of equations, matrices, progressions, and binomial theorem to include a study of circular and triangular trigonometry. **Prerequisites: A grade of B in Math 1010 or equivalent or an Math ACT of 25 or a C or better in Math 1050 or equivalent.**

MATH 1100 F (4:4:0)

APPLIED CALCULUS

Applied Calculus introduces the techniques of elementary calculus for functions of one variable including differentiation and integration. Applications are emphasized in the areas of biological, management and social sciences. Techniques of calculus of several variables including partial differentiation and multiple integrals are introduced. Graphing calculator required (TI-83/84 preferred). **Prerequisites: MATH 1050 or MATH 1080.**

MATH 1210 FS (5:5:0)

CALCULUS I

This course is an introduction to calculus. Topics include functions, limits, differentiation, and integration of functions. Applications of the derivative and integrals for algebraic and trigonometric functions are also presented. **Prerequisites: (MATH 1050 and MATH 1060) or MATH 1080**

MATH 1220 FS (4:4:0)

CALCULUS II

This course is a continuation of the study of calculus. Topics include differentiation and integration of transcendental functions, techniques of integration and applications, conic sections and polar coordinates, infinite sequences and series, and vectors. **Prerequisites: Calculus I**

MATH 1630 S (3:3:0)

DISCRETE MATHEMATICS

This is a course in discrete mathematics. Topics will include sets and relations, functions, induction, recursion, counting, permutations, combinations, algorithms, and graph theory. This course is required of mathematics and computer science majors as well as some fields of engineering. **Prerequisites: MATH 1050. Corequisite: MATH 1050.**

MATH 1997, 1998, 1999 TBA (1-6 Cr.)COOPERATIVE EDUCATION EXPERIENCE – 1ST YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job

experience. Classroom instruction must precede the job experience or the student must be registered for courses at the same time the student is enrolled in the work experience.

MATH 2010 **F (3:3:0)**
MATHEMATICS FOR ELEMENTARY TEACHERS I
 Mathematics for Elementary Teachers I is the first of a two-course series designed to improve the mathematical understanding of prospective elementary teachers. Concepts covered include problem-solving, sets, functions, numeration systems, number theory, rational numbers (fractions), decimals, percents, integers. The course will combine a thorough treatment of mathematical concepts with pedagogical philosophy to help prospective teachers learn to teach mathematics with understanding and insight. **Prerequisites: MATH 1050**

MATH 2020 **S (3:3:0)**
MATHEMATICS FOR ELEMENTARY TEACHERS II
 Mathematics for Elementary Teachers II is the second of a two-course series designed to improve the mathematical understanding of prospective elementary teachers. Concepts covered include basic statistics, probability, properties of geometric shapes, measurement using English and Metric systems, geometry using triangle congruence (including constructions), geometry using transformations. The course will combine a thorough treatment of mathematical concepts with pedagogical philosophy to help prospective teachers learn to teach mathematics with understanding and insight. **Prerequisites: MATH 1050**

MATH 2040 **FS (4:4:0)**
APPLIED STATISTICS
 Applied Statistics is the study of the nature of statistical reasoning and includes topics such as descriptive statistics, sampling and data collection, probability, hypothesis testing including Chi Square and Analysis of Variance, correlation and regression. This course is primarily for business and mathematics/statistics majors. Graphing calculator required (TI-83/84 preferred). **Prerequisites: MATH 1050 or Math 1080.**

MATH 2100 (IC) **F (2:2:0)**
HONORS MATH: HISTORY OF MATH
 This course provides an historical approach to the philosophy of scientific thought with mathematics as the driving force. The course begins with the Greek influence in the Age of Reason and continues to contemporary mathematical topics. **Prerequisites: Math 1010 or equivalent.**

MATH 2210 **FS (3:3:0)**
CALCULUS III
 This course is a continuation of the study of calculus. Topics include differentiation and integration of multi-variable functions and vector calculus. **Prerequisites: Calculus II**

MATH 2250 **TBA (4:4:0)**
LINEAR ALGEBRA AND DIFFERENTIAL EQUATIONS
 This course explores methods of solving ordinary differential equations which describe much of the physical phenomena in our world. The course introduces principles of linear algebra to facilitate the analysis of systems of differential equations. Linear algebra topics will include matrix operations, vector spaces, systems of linear equations, and eigensystems. The course will examine techniques for solving linear and nonlinear first-order differential equations as well as higher-order linear equations. Other topics will include initial-value and boundary-value problems, Laplace transforms, numerical methods, and modeling.

The course is designed for students with majors in specific engineering and science disciplines. Students with majors in other science and engineering disciplines, and students with a mathematics major should take Math 2270 (Linear Algebra) and Math 2280 (Differential Equations) instead of Math 2250. **Prerequisites: MATH 2210**

MATH 2270 **S (3:3:0)**
LINEAR ALGEBRA
 Linear algebra is a study of systems of linear equations, matrices, vectors and vector spaces, linear transformations, eigenvalues and eigenvectors, and inner product spaces. This class is required for students majoring in mathematics and many areas of science and engineering. **Prerequisites: MATH 1210.**

MATH 2280 **S (3:3:0)**
DIFFERENTIAL EQUATIONS
 This is a course which covers methods of solving ordinary differential equations. The class is designed to meet the needs of math, engineering, and certain science majors. Included in the class are techniques for finding solutions to linear and nonlinear first-order differential equations as well as higher-order linear equations with constant and variable coefficients. Laplace transforms, power series solutions, numerical methods along with systems of linear first-order differential equations are also addressed. Some mathematical modeling of differential equations is included. **Prerequisites: MATH 2210.**

MATH 2800 **TBA (variable:0:0)**
SPECIAL PROJECTS
 This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects

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Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

MATH 2901 **FS (0.50:1:0)**
SOPHOMORE CAPSTONE

This capstone course for students majoring in the sciences, mathematics, or engineering is intended to broaden their scientific horizons, acquaint them with various educational and career opportunities in their fields, and actively prepare them for transfer to a four-year college or university. Repeatable for credit. **Prerequisites: most of a lower division preparation in a Science, Math, or Engineering major, see course instructor.**

MATH 2906 **TBA (1-3:1-3:0)**
IN-DEPTH INVESTIGATIONS IN MATHEMATICS

This course is designed to give students an in-depth learning experience in a mathematics related topic. It may include reading assignments, computation (by hand and/or with a calculator/computer), meetings, group discussions, group work, and excursions to pertinent sites.

MATH 2997, 2998, 2999 **TBA (1-6 Cr.)**
COOPERATIVE EDUCATION EXPERIENCE – 2ND YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

MTT 0715 **TBA (2:2:0)**
APPLIED BASIC TECHNICAL MATH

This course is designed to give basic math skills, if needed, in preparation for Applied Technical Math or Principles of Technology. The student will study basic math principles used in the CTE division classes. This includes addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. Also included is the application of precision and accuracy in problem solving as well as a study of the metric measuring system. Problem solving techniques are discussed along with percentages and averages.

MTT 1000 **TBA (2:1:3)**
SURVEY OF MACHINE TOOL TECHNOLOGY

This is an introductory course for those interested in the world of manufacturing. It emphasizes the machine tool field and includes hands-on activities with metal cutting lathes and milling machines.

MTT 1007 **TBA (2:1:2)**
PRINCIPLES OF TECHNOLOGY I

This applied physics course covers scientific concepts of force, work, rate, resistance, energy, power, transformers, and mathematic computations necessary to perform experiments involving momentum as applied to mechanical, fluid, and electrical systems found in modern industry. Laboratory activities featuring measurement and instrumentation are emphasized.

MTT 1008 **TBA (2:1:2)**
PRINCIPLES OF TECHNOLOGY II

This applied physics course covers mathematic computations necessary to perform experiments involving scientific concepts of vibrations, energy, conversion, transducers, radiation, light, and time constants as applied to mechanical, fluid, and electrical systems found in modern industry. Laboratory activities featuring measurement and instrumentation are emphasized. **Prerequisites: MTT 1007.**

MTT 1060 **TBA (3:2:2)**
INDUSTRIAL PRINT READING

This course is an introduction to reading and interpreting working drawings and prints for industrial processes and associated trades. Students will receive basic information on blueprints and written documents commonly found in industrial environments. The course is designed to allow the student to develop an understanding of the use of prints and an ability to read and interpret prints found in industrial settings.

MTT 1110 **TBA (3:3:0)**
INTRO TO PRECISION MACHINING

This course is for first semester students. It teaches the manufacture of metal parts using machine tool operations. Students learn the theoretical operations of the engine lathe, drill press, pedestal grinder, and vertical milling machine. The course includes lecture, discussion, and demonstrations. **Corequisites: MTT 1125.**

MTT 1125 **TBA (5:0:15)**
INTRO TO PRECISION MACHINING LAB

This is a lab course for first semester students. It teaches the manufacture of metal parts using machine tool operations and covers hands-on operations of the engine lathe, drill press, pedestal grinder, and vertical milling machine. Students practice all common operations done on a metal cutting lathe and are introduced to basic introduction of the vertical milling machine. The course includes demonstrations, practical applications,

and labs. Those that complete the course should have entry skills for the machine tool industry. **Corequisites: MTT 1110.**

MTT 1210 **TBA (3:3:0)**
INTERMEDIATE PRECISION MACHINING

This course is for second semester students. It covers advanced machining principles dealing with threads, gear cutting, computer numeric control (CNC), basic metallurgy tool building and design, and includes operation theory of band machines, shapers, grinders, and turret lathes. Students improve skills on engine lathes and vertical milling machines. The course uses lectures, discussions, and demonstrations. **Prerequisites: MTT 1125, MTT 1150. Corequisites: MTT 1225.**

MTT 1225 **TBA (5:0:15)**
INTERMEDIATE PRECISION MACHINING LAB

This lab course is for second semester students. It teaches advanced operation of vertical milling machines and introduces operation of horizontal milling machines, grinders, shapers, and turret lathes. The course includes the combining of machine operations for the manufacturing of products and teaches on-call response to customer job demand. The course includes hands-on experience and demonstrations. **Prerequisites: MTT 1125, MTT 1150. Corequisites: MTT 1210.**

MTT 1350 **TBA (2:0:6)**
RELATED MACHINE SHOP PRACTICE

This course is for students with majors other than Machine Tool Technology. It presents general information and covers only basic machine tool operation, principally on the engine lathe. The course includes turning, boring, drill bit sharpening, tool bit grinding, taper cutting, facing, hole formation, threading (both internal and external), and simple tool design.

MTT 1581 **TBA (1:1:0)**
SKILLSUSA – LEVEL 1

This is the first course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the skillsUSA career and professional leadership organization.

MTT 1582 **TBA (1:1:0)**
SKILLSUSA – LEVEL 2

This is the second course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the skillsUSA career and professional leadership organization.

MTT 1715 **TBA (3:3:0)**
APPLIED TECHNICAL MATH

This course covers the principles of algebra and geometry as they apply to problem solving in the Career and Technical Education (CTE) division programs. It includes the quadratic equation, exponents and radicals, polynomials, constructions of geometric shapes, the circle concept, and applications of volume and shapes.

MTT 1910 **TBA (0.5:0.5:0)**
PROFESSIONAL DEVELOPMENT – COURSE I

This class is designed to orient students to the opportunities offered by the department, school, state, and national SkillsUSA organizations for professional development and leadership training. The importance of working and communicating with others is emphasized.

MTT 1920 **TBA (0.5:0.5:0)**
PROFESSIONAL DEVELOPMENT – COURSE II

This course is the second in a series of courses designed to deal with stress, positive images, government awareness, team skills, professional meetings, social etiquette, employment opportunities, public speaking, job application, and employment portfolios.

MTT 1930 **TBA (1:1:0)**
LEADERSHIP & PROFESSIONAL DEVELOPMENT – COURSE I

This is the first course in a series of two courses which will help students gain and improve workplace and interpersonal skills. Professional stewardship, management, and leadership are the foundational topics. Students taking this course will also have the opportunity to participate in the SkillsUSA career and professional leadership organization.

MTT 1999 **TBA (1:0:2)**
COOPERATIVE EDUCATION EXPERIENCE

This course provides an opportunity for students to apply knowledge and techniques learned in the classroom to actual job experience. Classroom instruction must precede the job experience or the student must be registered for courses at the same time the student is enrolled in the work experience. **Prerequisites: Instructor approval required.**

MTT 2330 **TBA (8:3:15)**
INTRODUCTION TO COMPUTER NUMERICAL CONTROL

This course is for students seeking careers in CNC programming and operation. It introduces programming techniques such as conversational, G and M Code, and Dyna. Students learn about CAM software and how to generate code for CAM machine. Successful completers should be able to generate a process plan, a tool list, and a working program to produce the part from a print. **Prerequisites: MTT 1225**

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MTT 2430 TBA (8:3:15)
COMPUTER NUMERICAL CONTROL OPERATIONS

This course is for second year students who want to enhance their programming and operating skills. It reviews different manufacturing materials and cutting processes. Students learn about industrial computer aided machining (CAM) software and the process of computer aided manufacturing. It emphasizes fixturing and basic machine setups. **Prerequisites: MTT 2330.**

MTT 2581 TBA (1:1:0)
SKILLSUSA – LEVEL 3

This is the third course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

MTT 2582 TBA (1:1:0)
SKILLSUSA – LEVEL 4

This is the fourth course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

MTT 2716 TBA (3:1:4)
MACHINE TOOL MATHEMATICS/MEASUREMENT

This course consists of the practical application of the concepts learned in MTT 1715. Students will apply mathematic, geometric, and trigonometric concepts to projects in the laboratory environment. Hands-on practical exercises are the foundation of this course. **Prerequisites: MTT 1715**

MTT 2800 TBA (1-2:0:3-6)
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to

satisfy general education requirements. Repeatable for credit. (This course is equivalent to GNST 2800)

MTT 2910 TBA (0.5:0.5:0)
PROFESSIONAL DEVELOPMENT – COURSE 3

This class is third in a series of courses designed to deal with goals, personal financial skills, volunteering, interviewing skills, writing a resume, applying conflict resolution skills, and performing a skill demonstration.

MTT 2920 TBA (0.5:0.5:0)
PROFESSIONAL DEVELOPMENT – COURSE 4

This is the fourth in a series of courses designed to expose students to employment trends, risk related to employment changes, ethical and unethical behaviors, and entrepreneurships. They will also be introduced to mentoring, job searching, team work, and leadership skills.

MTT 2930 TBA (1:1:0)
LEADERSHIP & PROFESSIONAL DEVELOPMENT – COURSE 2

This is the second course in a series of two courses which will help students gain and improve workplace and interpersonal skills. Professional stewardship, management, and leadership are the foundational topics. Students taking this course will also have the opportunity to participate in the skillsUSA career and professional leadership organization.

MUSC 1001 TBA (1-3:1-3:1-2)
SUMMER MUSIC WORKSHOP

This class is designed for visiting summer school students to help them improve their individual musical performance. Credit is variable, depending on workshop length and instructional hours. Enrollment in this class is by permission of the instructor only. Participants must have successfully completed their sophomore year of high school. Repeatable for credit.

Prerequisites: Permission of instructor.

MUSC 1006 FS (0:0:0)
CONCERT ATTENDANCE – 1ST YEAR
(formerly MUSC 100R)

This course provides students with the opportunity to watch other students, faculty and visiting artists in concert performance. Students learn elements of technique, stage deportment and stylistic interpretation by watching other performers. This course meets the concert attendance requirement of the National Association of Schools of Music (NASM) and is required concert attendance for all music majors. Grading: Pass/Fail

MUSC 1010 (FA) FS (3:3:0)
INTRODUCTION TO MUSIC

A general appreciation course designed to make music meaningful to the average listener. The relationship of rhythm, melody, harmony, and form will be demonstrat-

ed through selected recordings. The elements of music will be treated non-technically together with historical and biographical observations. Western art music will be discussed as well as music of other world cultures. Also, a general survey of folk and popular music will be provided.

MUSC 1030 (FA) FS (3:3:0)
INTRODUCTION TO JAZZ AND POPULAR MUSIC
 This course is a general music appreciation class designed to empower music listeners by giving them an understanding of American jazz and popular music. Students will develop analytical and listening skills that help them to identify and be able to seek and write about jazz and popular music styles. This course fulfills the General Education requirement for Fine Arts.

MUSC 1031 (FA) S (3:3:0)
HISTORY OF ROCK AND ROLL
 This course provides students with an overview of the history of rock and roll music from its roots to the present day. Emphasis is placed on major stylistic trends and the artists who made major contributions to the evolution of this musical genre. Rock music will also be studied in a sociological context- both as an influence on, and as a reflection of the society in which it has operated. Fundamental musical concepts and vocabulary will also be addressed.

MUSC 1032 (FA) S (3:3:0)
RAP AND HIP HOP, AND THE ASCENDANCE OF BLACK CULTURE IN AMERICA
 This course provides students with an overview of the history of rap music and hip hop from its roots to the present day. Emphasis is placed on major stylistic trends and the artists who made major contributions to the evolution of this musical and cultural phenomenon. Hip hop music will also be studied in a sociological context-both as an influence on, and as reflection of the society in which it has operated. Fundamental musical concepts and vocabulary will also be addressed (NOTE: Some course listening materials may be offensive to some students. Individuals with questions should contact the instructor).

MUSC 1036 FS (1:4:0)
SELECT CHOIR
 This course provides group training in a variety of serious literature written for smaller vocal ensembles. Students enrolling in this course are expected to participate in major music events within the department. The group is auditioned from the A cappella Choir. Repeatable for credit. **Prerequisites: By instructors permission. Corequisites: A cappella Choir (MUSC 1166/2166)**

MUSC 1050 FS (1:0:0)
GROUP PIANO I FOR NON-MAJORS
 This is a course for non-music majors who desire to learn to play the piano. Students will learn to read basic

music notation and to play simple pieces of music at the piano.

MUSC 1060 FS (1:0:0)
GROUP PIANO II FOR NON-MAJORS
 This is a course for non-music majors who desire to learn to play the piano. Students will learn to read basic music notation and to play simple pieces of music at the piano. This course will address intermediate level repertoire.

MUSC 1080 TBA (1:2:0)
CLASS VOICE
 This course is an introduction to the study and performance of vocal music. It is designed for the beginning to intermediate singer, who desires to learn more about vocal music, including technique, diction and performance practices.

MUSC 1085 TBA (1:1:0)
PIANO SEMINAR
 This course is primarily a performance class in which the students learn how to perform and gain insights into musical works through performing experiences. Piano-related topics will be presented through lectures and discussions. This course is required for all piano majors. Piano minors are encouraged to take it.

MUSC 1090 F (2:2:0)
ACCOMPANYING & COLLABORATIVE ARTS SEMINAR: BAROQUE ERA
 Piano students will study music from the Baroque era in a performance setting and will receive coaching in a master class/seminar format.

MUSC 1095 S (2:2:0)
ACCOMPANYING AND COLLABORATIVE ARTS SEMINAR: CLASSIC ERA
 Piano students will study music from the Classic era in a performance setting and will receive coaching in a master class/seminar format.

MUSC 1096 FS (1:0:4)
SYMPHONY ORCHESTRA - 1ST YEAR
 The course provides training and practical playing experience in a wide range of works for orchestra. Concerts and special programs are given throughout the year in which the students will be expected to participate. Audition required. This course is repeatable for credit. **Prerequisites: By audition and with permission of instructor**

MUSC 1100 (FA) F (3:3:0)
FUNDAMENTALS OF MUSIC
 This course includes the study of the rudimentary materials of music: scales, intervals, keys, rhythms, meters, and terminology for both visual and aural perception. It is designed for non-music majors, elementary education

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majors, and music majors desiring further foundational understanding prior to enrolling in the music theory sequence.

MUSC 1106 **FS (1:0:2)**

CHAMBER ORCHESTRA - 1ST YEAR

The course provides training and practical playing experience in a wide range of works for orchestra. Concerts and special programs are given throughout the year in which the students will be expected to participate. Audition required. This course is repeatable for credit.

Prerequisites: By audition and with permission of instructor

MUSC 1110 **F (3:3:0)**

MUSIC THEORY I

This course includes the study of the fundamental elements of music. Content will focus on part writing, composition, and analysis. This course is required of all music-majors and minors and is recommended for serious students of voice, piano or other instruments. This course must be taken in sequence, and concurrently with MUSC 1130. During the first week of class, a placement exam will be placed in MUSC 1100 Fundamentals of Music. If students receive a score of 4 or higher on their high school Advance Placement (AP) Music Theory exam, they may choose to waive this course. **Corequisites:** MUSC 1130 (Sight Singing/Ear Training I)

MUSC 1116 **FS (1:0:2)**

SYMPHONIC BAND

This course includes the study of standard band literature. Concerts are performed each semester. No audition required to register for this ensemble. Repeatable for credit. **Corequisites:** MUSC 1126

MUSC 1120 **S (3:3:0)**

MUSIC THEORY II

This course is the second semester of the music theory series, continuing the study of the fundamental elements of music. Content will focus on part writing, composition, improvisation and analysis. It is required of all music-majors and minors and is recommended for serious students of voice, piano, or other instruments. This course must be taken in sequence, and concurrently with MUSC 1140. **Prerequisites:** MUSC 1110 **Corequisites:** MUSC 1140 (Sight Singing/Ear Training II)

MUSC 1126 **FS (1:0:4)**

BADGER PEP BAND

Students in this course perform in support of Snow College athletic events. Repeatable for credit. **Corequisites:** MUSC 2126

MUSC 1130 **TBA (1:2:0)**

SIGHT SING/EAR TRAINING I

This course will introduce students to the process of

sight singing and musical dictation. The course will promote the development of each student's ability to sing music at sight, notate melodies and rhythms as dictated, improvise, and identify and notate choral harmonies as dictated. This course must be taken concurrently with MUSC 1110. Required of music majors. **Corequisites:** MUSC 1110 (Music Theory I)

MUSC 1136 **FS (1:0:3)**

WIND ENSEMBLE

In this course students study serious wind ensemble literature. Concerts are given each semester. Audition required. Repeatable for Credit. **Prerequisites:** Permission of the Instructor

MUSC 1140 **TBA (1:2:0)**

SIGHT SING/EAR TRAINING II

This course will promote the development of each student's ability to sing music at sight, notate melodies and rhythms as dictated, and identify and notate choral harmonies as dictated. Students are also given the opportunity to improvise. This course must be taken concurrently with MUSC 1120. Required of music majors. **Prerequisites:** MUSC 1110 (Music Theory I), MUSC 1130 (Sight Sing/Ear Training I) **Corequisites:** MUSC 1120 (Music Theory II)

MUSC 1146 **FS (1:0:1)**

JAZZ ENSEMBLE, FIRST YEAR

A standard Jazz big band. Audition required. Performs literature inclusive of all jazz styles. Performs concerts, attends festivals and does touring. This class also covers various aspects of the music business such as creating promotional materials and marketing, identifying technological resources for jazz education, and networking strategies to secure employment. This course may be repeated for credit.

MUSC 1150 **TBA (1:0:2)**

CLASS PIANO I

This is the first semester of a four semester sequential music major course designed to help students meet the music major piano proficiency requirement. Class Piano I introduces students to basic piano skills. This course also introduces the concept of musical improvisation. All music majors must take a piano assessment prior to enrolling in Class Piano. Students will be placed in the appropriate semester of Class Piano after completing the initial assessment. **Prerequisites:** piano placement testing required.

MUSC 1156 **FS (1:0:3)**

COMMUNITY CHORUS

The Community Chorus prepares and performs choral masterworks, including the annual Snow College production of Handel's Messiah, along with additional concerts during the year. May be repeated for credit.

MUSC 1160 **TBA (1:0:2)**
CLASS PIANO II
 This course is the second in a sequence of four class piano courses for music majors. It teaches fundamentals of piano playing and provides music majors with the opportunity to improve their piano skills as they progress toward piano proficiency. This course also reinforces basic concepts of musical improvisation. It follows MUSC 1150 (Class Piano I). **Prerequisites: MUSC 1150 or instructor approval.**

MUSC 1166 **TBA (1:3:0)**
A CAPPELLA CHOIR, FIRST YEAR
 Group training in a variety of choral music literature. Those registering are expected to participate in major activities of the department. No preliminary audition required, but each student will be given a placement audition during the semester. This course may be repeated for credit.

MUSC 1176 **TBA (1:0:2)**
SNOW MEN
 This course provides training in a wide variety of musical styles with an emphasis on performing choral literature for men's voices. Students are expected to participate in performances each semester. This course may be repeated for credit.

MUSC 1186 **FS (1:0:2)**
STRING CHAMBER MUSIC
 This course is the chamber music groups for capable string and piano players. It will include quartets, trios and sonatas. May be repeated for credit. **Prerequisites: Approval of instructor of Director of Orchestras required.**

MUSC 1196 **FS (1:0:2)**
BRASS CHAMBER MUSIC
 In this course students participate in a group ensemble experience on brass instruments. This course may be repeated for credit. **Prerequisites: By permission of instructor only.**

MUSC 1200 **TBA (1:2:0)**
INTRODUCTION TO MUSIC TECHNOLOGY
 This course introduces various types of computer technology and audio hardware and its application to music. The course includes instruction in music notation, MIDI sequencing, digital recording and public address applications. The course also includes an introduction to computer-aided music education software programs.

MUSC 1206 **FS (1:0:2)**
WOODWIND CHAMBER, FIRST YEAR
 Chamber ensemble groups for woodwind players. Available to music majors non music majors, who wish to develop their musicianship and small ensemble performance skills.

MUSC 1226 **FS (1:0:2)**
ENCORE
 Group training in a variety of music literature. Those registering are expected to participate in major activities of the department. Non-auditioned.

MUSC 1306 **FS (1:0:1)**
JAZZ IMPROVISATION
 (formerly MUSC 130R)
 This course is designed to teach musicians the basics of jazz improvisation with regards to the performance and understanding of historical jazz vocabulary, chord/scale relationships, rhythmic interaction within a small group, stylistic concepts of melody interpretation, and the rhythmic invention of scales. Exercises will include performing required scales in a variety of rhythms, performing major and minor ii-V-I jazz vocabulary licks in all twelve keys, performing required jazz standards by memory, and transcribing and performing an historical jazz solo.

MUSC 1336 **FS (1:1:0)**
PERCUSSION ENSEMBLE - 1ST YEAR
 Students will gain ensemble experience on a variety of percussion instruments. This course is open to all students.

MUSC 1350 **TBA (2:2:1)**
MUSIC TECHNOLOGY I
 This course is the first in a sequence of two classes that teach students about the various hardware and software platforms used in the music business. This course will focus technology related to music notation, music sequencing and music education. This course will transfer as elective and/or major credit. Additional fee required.

MUSC 1352 **TBA (2:2:1)**
MUSIC TECHNOLOGY II
 This course is the second in a sequence of two classes that teach students about the various hardware and software platforms used in the music business. This course will focus on technology related to music production and distribution, including Musical Instrument Digital Interface (MIDI), digital recording and internet resources. Additional topics include music business and copyright law as it relates to the distribution of music. This course will transfer as elective and/or major credit. Additional fee required.

MUSC 1406 **FS (1:0:2)**
JAZZ CHAMBER MUSIC, FIRST YEAR
 Chamber ensemble groups for jazz musicians. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression.

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Registration by permission of instructor. This course may be repeated. **Prerequisites: Audition required.**

MUSC 1480 **TBA (1:0:2)**
BRASS INSTRUMENT STUDY AND PEDAGOGY I

This course is the second semester of a two course sequence that teaches music education majors the fundamentals of playing and teaching brass instruments. It is taught every other year, alternating with MUSC 1840 and 1850. This course is required for instrumental music education majors. All four-year instrumental music education programs require a full-year of this course or its equivalent. Similar courses are taught at other Utah colleges that offer degrees in music education.

MUSC 1490 **TBA (1:0:2)**
BRASS INSTRUMENT STUDY AND PEDAGOGY II

This course is the second semester of a two course sequence that teaches music education majors the fundamentals of playing and teaching brass instruments. It is taught every other year, alternating with MUSC 1840 and 1850. This course is required for instrumental music education majors. All four-year instrumental music education programs require a full-year of this course or its equivalent. Similar courses are taught at other Utah colleges that offer degrees in music education.

MUSC 1556 **TBA (1:0.5-1:1-2)**
PRIVATE GUITAR – 1ST YEAR

This course provides students with individual guitar instruction. Private instruction is required of all music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops a student's technical, interpretive, sight reading, pedagogical and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. An additional fee is required. **Prerequisites: Permission of Instructor**

MUSC 1566 **TBA (1:0.5-1:1-2)**
PRIVATE ORGAN – 1ST YEAR

This course provides students with individual organ instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops a student's technical, interpretive, sight reading, pedagogical and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. An additional fee is required. **Prerequisites: Permission of instructor.**

MUSC 1576 **FS (1:1:0)**
CLASS GUITAR

This course provides group instruction in the fundamentals of guitar. Students will learn basic chords, strumming and fingerpicking patterns, standard notation and tablature (\$70.00 fee).

MUSC 1596 **TBA (1:0.5-1:1-2)**
PRIVATE PIANO – 1ST YEAR

This course provides students with individual piano instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops a student's technical, interpretive, sight reading, pedagogical and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. An additional fee is required. **Prerequisites: Permission of Instructor**

MUSC 1616 **TBA (1:0.5-1:1-2)**
PRIVATE VOICE – 1ST YEAR

(formerly 161R)

This course provides with individual vocal instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops a student's technical, interpretive, sight reading, pedagogical and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. An additional fee is required. **Prerequisites: Permission of Instructor**

MUSC 1626 **TBA (1:0.5-1:1-2)**
PRIVATE WOODWINDS – 1ST YEAR

This course provides students with individual woodwind instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops a student's technical, interpretive, sight reading, pedagogical and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. An additional fee is required. **Prerequisites: Permission of Instructor**

MUSC 1656 **TBA (1:0.5-1:1-2)**
PRIVATE BRASS – 1ST YEAR

(formerly 165R)

This course provides students with individual brass instruction. Private Instruction is required of music ma-

jors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops a student's technical, interpretive, sight reading, pedagogical and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. An additional fee is required. **Prerequisites: Permission of Instructor**

MUSC 1686 TBA (1:0.5-1:1-2)
PRIVATE PERCUSSION – 1ST YEAR

This course provides students with individual percussion instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops a student's technical, interpretive, sight reading, pedagogical and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. An additional fee is required. **Prerequisites: Permission of Instructor**

MUSC 1700 F (3:3:0)
INTRODUCTION TO MUSIC EDUCATION

This course is an introduction to teaching music as a profession. It includes on site observations of public school music programs.

MUSC 1736 TBA (1-2:0.5-1:1-2)
PRIVATE STRINGS – 1ST YEAR

This course provides individual musical instruction. Private instruction is required of all music majors each semester. Music performance majors are required to take 60-minute lessons each week, while music education and music therapy students are required to take 30-minute lessons each week. Variable credit: students taking 60-minute lessons receive 2 credits while students taking 30-minute lessons receive 1 credit. All students are also required to participate in regular master classes, recitals and juries which fulfill the lab portion of the course. The course is also available to non-music majors who wish to develop their musicianship and performance skills. An additional fee is required. **Prerequisites: Permission of Instructor**

MUSC 1750 F (1:2:0)
WOODWIND METHODS AND PEDAGOGY I

This course teaches the fundamentals of playing and teaching single-reed instruments in the woodwind family. It will be taught every other year, alternating with MUSC 1800. It is required for music education majors.

MUSC 1760 S (1:2:0)
WOODWIND METHODS AND PEDAGOGY II

This course teaches the fundamentals of playing and teaching the flute and the double-reed instruments in the woodwind family. It will be taught every other year, alternating with MUSC 1840. It is optional, but strongly encouraged, as it satisfies the instrumental music education major's requirements at most four-year institutions.

MUSC 1800 F (1:0:2)
PERCUSSION METHODS AND PEDAGOGY

This course teaches the students the fundamentals of playing all of the instruments in the percussion family. It will be taught every other year, alternating with MUSC 1700. It is optional, but strongly encouraged, as it satisfies the instrumental music education major's similar requirements at their transfer institution.

MUSC 1840 F (1:2:0)
STRING WORKSHOP AND PEDAGOGY I

This course focuses on learning the fundamental skills necessary to play the string instruments (violin, viola, cello, and string bass), and the skills necessary to teach those fundamentals to others. To be taught every other year alternating with Brass Pedagogy. Required for instrumental music majors.

MUSC 1850 TBA (1:2:0)
STRING WORKSHOP AND PEDAGOGY II

Building on skills acquired in the prerequisite course, MUSC 1840, this course focuses on more advanced playing techniques of stringed instruments including violin, viola, cello, and string bass. The course will be taught every other year alternating with Brass Pedagogy. This course is required for instrumental music majors. **Prerequisites: MUSC 1840 or permission of instructor**

MUSC 1856 TBA (1:0.5:1)
PRIVATE JAZZ - 1st Year

This course provides individual musical instruction in jazz at the beginning level. This course augments but does not replace private study on the major instrument, and can not be taken in the place of private lessons. All students taking this course are also required to participate in regular master classes, recitals and juries which fulfill the lab portion of the course. The course is also available to non-music majors who wish to develop their musicianship and performance skills. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 1901 TBA (1:1:0)
PERFORMING ARTS CAREER EXPLORATORY

This course provides students the opportunity to explore careers in music. The course is project-based; students will propose and complete projects designed to show their research into areas of occupational interest to them, and present these research projects to class members.

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This course transfers as music elective credit to 4-year schools.

MUSC 1902 **TBA (1:1:1)**
CREATING MUSIC WITH AN IPAD

This course is open to any Snow College student on the Ephraim campus. Students will learn how to create music using an Apple© iPad tablet computer. In order to participate in the course, students must own an iPad (version 2 or newer), and be prepared to download 10 applications for the Apple App Store.

MUSC 1920 **TBA (1:0:2)**
OPERA WORKSHOP

This course includes staging and performances of arias and short scenes from operas, operettas, and musical theater. It is intended for vocal music performance majors, as well as those wishing for an advanced experience in vocal literature.

MUSC 1976 **TBA (1:0:3)**
CHAMBER VOCAL ENSEMBLE

This course provides group training in a variety of literature written for very small vocal ensembles. Students enrolling in this course are expected to participate in major activities of the department. The group is auditioned from the A Cappella Choir. This course is repeatable for credit. **Prerequisites: Permission of instructor**

MUSC 1997, 1998, 1999 **TBA (1-6 Cr.)**
COOPERATIVE EDUCATION EXPERIENCE – 1ST YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience or the student must be registered for courses at the same time the student is participating in the work experience.

MUSC 2006 **TBA (0:0:0)**
CONCERT ATTENDANCE – 2ND YEAR
(formerly MUSC 200R)

This course provides students with the opportunity to watch other students, faculty and visiting artists in concert performance. Students learn elements of technique, stage deportment and stylistic interpretation by watching other performers. This course meets the concert attendance requirement of the National Association of Schools of Music (NASM) and is required concert attendance for all music majors.

MUSC 2010 (FA) **F (3:3:0)**
MUSIC HISTORY AND LITERATURE I

This is an entry level course for music majors and an elective course for those desiring a comprehensive background in music literature. It will cover music throughout history and the relationship of music to the other arts. This course includes the chronological study of music from Antiquity through the Classical period.

MUSC 2020 (FA) **S (3:3:0)**
MUSIC HISTORY AND LITERATURE II

This is an entry level course for music majors and an elective course for those desiring a comprehensive background in music literature. It will cover music throughout history and the relationship of music to the other arts. This course includes the chronological study of music in the Romantic and Twentieth century time periods.

MUSC 2036 **FS (1:0:4)**
SELECT CHOIR

(formerly Ascension and Chamber Singers)
This course provides group training in a variety serious literature written for smaller vocal ensembles. Students enrolling in this course are expected to participate in major activities of the department. The group is auditioned from the A Cappella Choir. This course is repeatable for credit. **Prerequisites: By instructors permission. Corequisites: A Cappella Choir (MUSC 2166).**

MUSC 2050 **TBA (1:0:2)**
VOCAL PEDAGOGY

This course is designed to teach those majoring in music how to sing and how to teach others to sing using correct principles and techniques. It is intended for both instrumental and vocal music majors. This course transfers as part of a music major to other institutions in Utah.

MUSC 2080 **S (2:2:0)**
CHAMBER LITERATURE SURVEY

This course will survey the instrumental and vocal chamber music with piano accompaniment from the Baroque, Classic, Romantic and Contemporary eras. It is primarily for piano majors.

MUSC 2085 **FS (1:1:0)**
PIANO SEMINAR

This course is primarily a performance class in which the students learn how to perform and gain insights into musical works through performing experiences. Piano-related topics will be presented through lectures and discussions. This course is required for all piano majors. Piano minors are encouraged to take it.

MUSC 2090 **TBA (2:2:0)**
PIANO LITERATURE I

Students will study the piano solo repertoire from the Baroque and Classical eras, and learn the stylistic features and performance practices of these periods through reading, listening, and practical performing experiences. This course is taught in alternating years, and is a requirement for all piano majors.

MUSC 2095 **TBA (2:2:0)**
PIANO LITERATURE II
 Students will study the piano solo repertoire from the Romantic and Contemporary eras, and learn the stylistic features and performance practices of these periods through reading, listening, and practical performing experiences. This course is taught in alternating years, and is a requirement for all piano majors.

MUSC 2096 **FS (1:0:3)**
SYMPHONY ORCHESTRA
 (formerly MUSC 209R, Symphony Orchestra, 2nd Year)
 The course provides training and practical playing experience in a wide range of works for orchestra. Concerts and special programs are given throughout the year in which the students will be expected to participate. Audition required. This course is repeatable for credit. **Prerequisites: By audition and with permission of instructor**

MUSC 2106 **FS (1:2:2)**
CHAMBER ORCHESTRA
 (formerly Chamber Orchestra, Second Year)
 The course provides training and practical playing experience in a wide range of works for chamber orchestra. Concerts and special programs are given throughout the year in which the students will be required to participate. This is a select, auditioned group. This course is repeatable for credit. **Prerequisites: by audition**

MUSC 2110 **TBA (3:3:0)**
MUSIC THEORY III
 This course is a continuation of Basic Music Theory. Includes chromatic harmony, composition, improvisation and analysis. **Prerequisites: MUSC 1120 with a grade of C or better. Corequisite: MUSC 2130.**

MUSC 2116 **FS (1:0:2)**
SYMPHONIC BAND
 (formerly Symphonic Band - Second Year, MUSC 211R)
 This course includes the study, rehearsal, and concert performances of standard band literature. No audition is required to register for this ensemble. This course is repeatable for credit. **Corequisites: MUSC 2126**

MUSC 2120 **TBA (3:3:0)**
MUSIC THEORY IV
 This course is a continuation of Basic Music Theory, including 19th Century chromatic harmony, composition, analysis and 20th Century harmonic practices. Prerequisite: completion of MUSC 2110 with a grade of "C" or better. Must be concurrently enrolled in MUSC 2140. **Prerequisites: Completion of MUSC 2110 with a grade of "C" or better. Corequisites: MUSC 2140.**

MUSC 2126 **FS (1:0:2)**
BADGER PEP BAND
 (formerly MUSC 212R, Badger Pep Band, Second Year)
 This course involves participation in ensemble performances supporting Snow College athletic events. This course is repeatable for credit. **Corequisites: MUSC 2116**

MUSC 2130 **TBA (1:2:0)**
SIGHT SING/EAR TRAINING III
 This course is required of music majors. Students develop and improve the ability to sing music at sight, notate melodies and rhythms as dictated, identify and notate chordal harmonies as dictated, improve keyboard skills, and improvise music. This course must be taken in sequence with other sight singing/ear training courses, and concurrently with MUSC 2110. **Prerequisites: Completion of MUSC 1140 with a grade of "C" or better or permission of instructor. Corequisites: MUSC 2110**

MUSC 2136 **FS (1:0:3)**
WIND ENSEMBLE
 (formerly MUSC 213R)
 This course includes a study of serious wind ensemble literature. Concerts are performed each semester as part of the course. An audition is required. This course is repeatable for credit. **Prerequisites: Permission of the Instructor.**

MUSC 2140 **S (1:2:0)**
SIGHT SING/EAR TRAINING IV
 This course is required of music majors. Students develop and improve the ability to sing music at sight, notate melodies and rhythms as dictated, identify and notate chordal harmonies as dictated, improve keyboard skills, and improvise music. This course must be taken in sequence, and concurrently with MUSC 2120. **Prerequisites: Completion of MUSC 2130 with a grade of "C". Corequisites: MUSC 2120**

MUSC 2146 **FS (1:0:3)**
JAZZ ENSEMBLE
 (formerly Jazz Ensemble - 2nd Year)
 Jazz Ensemble is a standard jazz big band. The jazz ensemble will perform literature inclusive of all jazz styles. The group will perform concerts, attend festivals, and tour. This course also covers various aspects of the music business such as creating promotional material and marketing, identifying technological resources for jazz education, and creating networking strategies to secure employment. An audition is required to participate in this course. This course is repeatable for credit.

MUSC 2150 **F (1:0:1)**
CLASS PIANO III
 This is a music major course that teaches the fundamentals of piano playing at an intermediate level. This

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course also reinforces basic concepts of musical improvisation. **Prerequisites:** MUSC 1150, MUSC 1160 or instructor approval at a piano assessment.

MUSC 2156 FS (1:0:3)

COMMUNITY CHORUS

The Community Chorus prepares and performs choral masterworks, including the annual Snow College production of Handel's *Messiah*, along with additional concerts during the year. May be repeated for credit.

MUSC 2160 S (1:0:1)

CLASS PIANO IV

This course completes the Class Piano sequence for music majors and culminates with the piano proficiency exam. This course also reinforces basic concepts of musical improvisation. **Prerequisites:** MUSC 1150, MUSC 1160, MUSC 2150 or instructor approval.

MUSC 2166 FS (1:0:3)

A CAPPELLA CHOIR

This course will provide group training in a variety of choral music literature. Those registering are expected to participate in major activities of the department. All students will be auditioned in order to participate in the choir. This course is repeatable for credit.

MUSC 2176 TBA (1:0:2)

SNOWMEN MEN

This course provides training in a wide variety of musical styles with an emphasis on performing choral literature of men's voices. Students are expected to participate in performances each semester. This course may be repeated for credit. **Prerequisites:** MUSC 1176 or permission of instructor.

MUSC 2186 FS (1:0:2)

STRING CHAMBER MUSIC

(formerly MUSC 218R String Chamber Music, 2nd Yr)
This course provides training and practical playing experience for chamber music groups. It is designed for capable string and piano players. Students will learn string and piano literature including quartets, trios, sonatas, etc. This course is repeatable for credit. **Prerequisites:** By permission of instructor.

MUSC 2196 FS (1:0:2)

BRASS CHAMBER MUSIC

(formerly Brass Chamber Music - Second Year, MUSC 219R)

In this course students participate in a group ensemble experience on brass instruments. It is designed for capable brass players. This course may be repeated for credit. **Prerequisites:** By permission of instructor only

MUSC 2206 FS (1:0:2)

WOODWIND CHAMBER MUSIC

(formerly MUSC 120R)

This course provides training and practical playing experience for chamber music groups. It is designed for capable woodwind players and is available to music majors and non-music majors who wish to develop their musicianship. Students will learn chamber music literature including quintets, quartets, and trios. This course is repeatable for credit.

MUSC 2226 FS (1:0:2)

ENCORE (WOMEN'S CHORUS)

(formerly MUSC 222R Women's Ensemble-Encore 2nd Year)

This course will provide group training in a variety of music literature. Those registering are expected to participate in major activities of the department. This is a non-auditioned choir. This course is repeatable for credit.

MUSC 2336 FS (1:0:1)

PERCUSSION ENSEMBLE - 2ND YEAR

Students will gain ensemble experience on a variety of percussion instruments. This course is open to all percussionists.

MUSC 2350 FS (2:2:0)

BEGINNING CONDUCTING

The fundamentals of baton technique are addressed, as well as the basics of score preparation. Students will be introduced to the application of theoretical formal and historical knowledge to the process of conducting and musical problem solving.

MUSC 2406 FS (1:0:2)

JAZZ CHAMBER MUSIC, SECOND YEAR

Chamber ensemble groups for jazz musicians. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit. **Prerequisites:** MUSC 1406 or permission of Instructor. Audition required.

MUSC 2556 TBA (1:0.5-1:1-2)

PRIVATE GUITAR - 2nd YEAR

(formerly MUSC 255R)

This course provides students with individual guitar instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well

as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury account for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required. **Prerequisites: MUSC 1556 or permission of instructor**

MUSC 2566 TBA (1:0.5-1:1-2)
PRIVATE ORGAN – 2ND YEAR

This course provides students with individual organ instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reaching, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 2576 FS (1:0:1)
CLASS GUITAR – INTERMEDIATE

This course provides group instruction in the fundamentals of guitar and to further educate intermediate players. Students will focus on chords, strumming and fingerpicking patterns, standard notation, tablature, and historical and cultural context (\$70.00 fee). **Prerequisites: MUSC 1576 or equivalent experience**

MUSC 2596 TBA (1:0.5-1:1-2)
PRIVATE PIANO, 2ND YEAR

This course provides students with individual piano instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required. **Prerequisites: MUSC 1596 or permission of instructor**

MUSC 2616 TBA (1:0.5-1:1-2)
PRIVATE VOICE – 2ND YEAR

This course provides students with individual vocal in-

struction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required. **Prerequisites: MUSC 1616 or consent of instructor**

MUSC 2626 TBA (1:0.5-1:1-2)
PRIVATE WOODWIND – 2ND YEAR

This course provides students with individual woodwind instruction. Private instruction required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required. **Prerequisites: MUSC 1626 or consent of instructor**

MUSC 2656 TBA (1:0.5-1:1-2)
PRIVATE BRASS – 2ND YEAR

This course provides students with individual brass instruction. Private instruction required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required.

MUSC 2686 TBA (1:0.5-1:1-2)
PRIVATE PERCUSSION – 2ND YEAR

This course provides students with individual percussion instruction. Private instruction required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing

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a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required.

MUSC 2706 S (1:0:3)

MUSICAL THEATER PRODUCTION

This course provides credit for participation in college musical theater productions as a member of the chorus, or pit orchestra. May be repeated for credit. **Prerequisites:** By permission of instructor

MUSC 2736 TBA (1:0.5-1:1-2)

PRIVATE STRINGS – 2ND YEAR

This course provides individual musical instruction at an intermediate to advanced level. Private instruction is required of all music majors each semester. Music performance majors are required to take 60-minute lessons each week, while music education and music therapy students are required to take 30-minute lessons each week. All students are also required to participate in regular master classes, recitals and juries which fulfill the lab portion of the course. The course is also available, by instructor's permission, to non-music majors who wish to develop their musicianship and performance skills. An additional fee is required. **Prerequisites:** MUSC 1736 or consent of instructor

MUSC 2800 TBA (variable:0:0)

SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

MUSC 2856 TBA (1:0.5:1)

PRIVATE JAZZ - 2ND YEAR

This course provides individual musical instruction in

jazz at the beginning to intermediate level. This course augments but does not replace private study on the major instrument, and can not be taken in the place of private lessons. All students taking this course are also required to participate in regular master classes, recitals and juries which fulfill the lab portion of the course. The course is also available to non-music majors who wish to develop their musicianship and performance skills. An additional fee is required. **Prerequisites:** Permission of instructor

MUSC 2901 TBA (2:2:1)

MUSIC CAPSTONE

This course provides students the opportunity to demonstrate mastery of the concepts and skills necessary for continuation in their field of study in the arts. The course is project-based; students will propose and complete projects designed to show their abilities and present these in a public forum, either live or online. Examples of these projects might include solo performances, audio or video recording of works, or the preparation of an online portfolio. In addition to completing the project, students will learn and/or apply the skills necessary to present the project, including the necessary computer, print, design, and marketing skills necessary to present their materials to the public. **Prerequisites:** Permission of instructor

MUSC 2997, 2998, 2999 TBA (1-6 Cr.)

COOPERATIVE EDUCATION EXPERIENCE

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience or the student must be registered for courses at the same time the student is enrolled in the work experience.

MUSC 3010 (FA) TBA (3:3:0)

MUSIC HISTORY AND LITERATURE I

This is an upper division course designed to provide declared music majors with an in-depth study of music history. This course includes the chronological study of music from Antiquity through the Baroque period, and the relationship of music to the other arts. **Prerequisites:** Music Theory II (MUSC 1130) and Expository Composition (ENGL 1010)

MUSC 3020 (FA) TBA (3:3:0)

MUSIC HISTORY AND LITERATURE II

This is an upper division course designed to provide declared music majors with an in-depth study of music history. This course includes the chronological study of music from the Classical through the Romantic periods, and the relationship of music to the other arts. This is a continuation course to MUSC 3010. **Prerequisites:** Music Theory II (MUSC 1130) and Expository Composition (ENGL 1010)

MUSC 3030 **F (3:3:0)**
JAZZ AND POPULAR MUSIC HISTORY I
 This is the first course in a two semester sequence. This course chronologically introduces musical components of jazz and popular music and the contributions of its major artists. Jazz styles to be studied include blues, ragtime, Dixieland. Popular music styles to be studied include parlor songs, spirituals, and Tin Pan Alley. This course chronologically introduces musical components of jazz and the contributions of its major artists. Students will further develop listening skills that help them identify and intelligently talk about jazz styles. **Prerequisites: MUSC 3120**

MUSC 3031 **F (3:3:0)**
JAZZ AND POPULAR MUSIC HISTORY II
 This is the second course in a two semester sequence. This course continues the chronology and concepts started in Jazz and Popular Music History I. Jazz styles to be studied include swing, bebop, cool, and fusion. Popular music styles to be studied include rock and roll, world music, new age music, rap, hip-hop and others. Students will further develop listening skills that help them identify and intelligently talk about jazz and popular music styles. **Prerequisites: MUSC 3120**

MUSC 3036 **TBA (1:0:4)**
SELECT CHOIR, THIRD YEAR
 A small ensemble open to advanced choral musicians. Available only to music majors who are pursuing the B. Mus. Degree of by permission of instructor. Audition required. May be repeated for credit. **Prerequisites: Admittance into B. MUS program or permission of instructor. Audition required.**

MUSC 3096 **FS (1:0:4)**
SYMPHONY ORCHESTRA - 3RD YEAR
 The course provides training and practical playing experience in a wide range of works for orchestra. Concerts and special programs are given throughout the year in which the students will be expected to participate. Audition required. This course is repeatable for credit. **Prerequisites: By audition and with permission of instructor**

MUSC 3106 **FS (1:0:2)**
CHAMBER ORCHESTRA - 3RD YEAR
 The course provides training and practical playing experience in a wide range of works for orchestra. Concerts and special programs are given throughout the year in which the students will be expected to participate. Audition required. This course is repeatable for credit. **Prerequisites: By audition and with permission of instructor**

MUSC 3120 **S (3:3:0)**
MUSC THEORY IV
 This course is a continuation of Basic Music Theory, in-

cluding 19th Century chromatic harmony, composition, analysis and 20th Century harmonic practices. Prerequisite: Completion of MUSC 2110 with a grade of "C" or better. Must be concurrently enrolled in MUSC 3140. **Prerequisites: MUSC 2110 with grade of C or better. Corequisites: MUSC 3140.**

MUSC 3126 **FS (1:0:2)**
BADGER PEP BAND
 This course involves participation in ensemble performances supporting Snow College athletic events. This course is repeatable for credit. **Corequisites: MUSC 2116**

MUSC 3136 **FS (1:0:3)**
WIND ENSEMBLE
 This course includes a study of serious wind ensemble literature. Concerts are performed each semester as part of the course. An audition is required. This course is repeatable for credit. **Prerequisites: Permission of the Instructor**

MUSC 3140 **S (1:2:0)**
SIGHT SING/EAR TRAINING IV
 This course is required of music majors. Students develop the ability to sing music at sight, notate melodies and rhythms as dictated, and identify and notate chordal harmonies as dictated. This course must be taken in sequence, and concurrently with MUSC 3120. **Prerequisites: Completion of MUSC 2130 with a grade of "C". Corequisites: MUSC 3120**

MUSC 3146 **FS (1:0:3)**
JAZZ ENSEMBLE, THIRD YEAR
 Jazz Ensemble is a standard jazz big band. The jazz ensemble will perform literature inclusive of all jazz styles. This course is open only to music majors pursuing the B. Mus degree or by permission of instructor. Audition required. May be repeated for credit. Prerequisites: Admittance into B. MUS program or permission of instructor. Audition required.

MUSC 3150 **TBA (3:3:0)**
CHORAL PEDAGOGY AND METHODS
 This course is designed to teach those pursuing a bachelors degree in vocal performance how to sign and how to teach others to sing using correct principles and techniques. It is open to all who have been admitted to the B. Mus. Program, but is required for those completing the vocal performance track. **Prerequisites: Admission to B. Music program or permission of instructor.**

MUSC 3156 **TBA (1:0:2)**
COMMUNITY CHORUS, THIRD YEAR
 This course will provide group training in a variety of choral music literature. Those registering are expected to participate in major activities of the department. This course is open only to music majors pursuing the B. Mus

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degree or by permission of instructor. Audition required. May be repeated for credit. **Prerequisites: Admittance into B. MUS program or permission of instructor. Audition required.**

MUSC 3160 **TBA (3:3:0)**
INSTRUMENTAL PEDAGOGY AND METHODS
 Fundamental principles and specific techniques for private lesson teaching. Students will reinforce, acquire and apply principals, techniques, methods, and philosophies of instrumental music performance. Required for instrumental performance majors. **Prerequisites: MUSC 3130**

MUSC 3166 **TBA (1:0:3)**
A CAPPELLA CHOIR, THIRD YEAR
 This course will provide group training in a variety of choral music literature. Those registering are expected to participate in major activities of the department. This course is open only to music majors pursuing the B. Mus degree or by permission of instructor. Audition required. May be repeated for credit. **Prerequisites: Admittance into B. MUS program or permission of instructor. Audition required.**

MUSC 3176 **TBA (1:0:2)**
SNOW MEN
 This course will provide group training in a variety of choral music literature for male voices. Those registering are expected to participate in major activities of the department. This course is open only to music majors pursuing the B. Mus degree or by permission of instructor. Audition required. May be repeated for credit. **Prerequisites: Admittance into B. MUS program or permission of instructor. Audition required.**

MUSC 3186 **FS (1:0:2)**
STRING CHAMBER MUSIC - 3RD YEAR
 This course provides training and practical playing experience for chamber music groups. It is designed for capable string and piano players. Students will learn string and piano literature including quartets, trios, sonatas, etc. This course is repeatable for credit. **Prerequisites: By permission of instructor**

MUSC 3196 **FS (1:0:2)**
BRASS CHAMBER MUSIC
 In this course students participate in a group ensemble experience on brass instruments. It is designed for capable brass players. This course may be repeated for credit. **Prerequisites: By permission of instructor only**

MUSC 3206 **FS (1:0:2)**
WOODWIND CHAMBER, THIRD YEAR
 Chamber ensemble groups for woodwind players. Available to music majors or non music majors, who wish to develop their musicianship and small ensemble performance skills. This course may be repeated for credit.

MUSC 3226 **TBA (1:0:2)**
ENCORE WOMEN
 This course will provide group training in a variety of choral music literature for women's voices. Those registering are expected to participate in major activities of the department. This course is open only to music majors pursuing the B. Mus degree or by permission of instructor. Audition required. May be repeated for credit. **Prerequisites: Admittance into B. MUS program or permission of instructor. Audition required.**

MUSC 3250 **TBA (2:2:0)**
CONTEMPORARY VOCAL STYLES
 This course is an elective in the Bachelor of Music degree in Commercial Music. It is designed to give vocalists the opportunity to learn about a wide variety of vocal techniques, including contemporary commercial music, "belting", country and rock styles. It will focus on the technique and physiology of these styles.

MUSC 3306 **TBA (2:2:Lab)**
JAZZ IMPROVISATION I
 This course is the first in a two semester sequence designed to teach musicians the basics of jazz improvisation, especially with regards to the performance and understanding of historical jazz vocabulary, chord/scale relationships, rhythmic interaction within the ensemble, stylistic concepts of melodic interpretation, and the rhythmic invention of scales. This course is required for instrumental performance majors in the Bachelor of Music in Commercial Music degree program. **Prerequisites: Permission of instructor**

MUSC 3307 **TBA (2:2:Lab)**
JAZZ IMPROVISATION II
 This is the second course in a two-semester sequence. This course continues concepts started in Jazz Improvisation I. Students will improve their ability to understand the nuances of improvising in varied genres and styles, guided by historical precedence. Exercises will include performing required scales in a variety of rhythms, performing major and minor ii-V-I jazz vocabulary licks in all twelve keys, performing required jazz standards by memory, and transcribing examples of historic jazz solos representing the genres and styles discussed. **Prerequisites: Completion of 3306 or permission of instructor**

MUSC 3336 **FS (1:1:0)**
PERCUSSION ENSEMBLE, THIRD YEAR
 Students will gain ensemble experience on a variety of percussion instruments. Available only to music majors who are pursuing the B. Mus. degree or by permission of instructor. Audition required. This course may be repeated for credit. **Prerequisites: Admittance into B. MUS program or permission of instructor. Audition required.**

MUSC 3350 TBA (2:2:1)

MUSIC TECHNOLOGY I

This is the first course in a two-semester sequence. This course introduces various types of computer technology as applied to music, with a focus on music notation software and applications related to music education.

An additional course fee is required. **Prerequisites: MUSC 2120/2140/2160 and admittance into B. Music program or permission of instructor.**

MUSC 3352 TBA (2:2:1)

MUSIC TECHNOLOGY II

This is the second course in a two-semester sequence. This course continues concepts started in Music Technology I, with a focus on MIDI sequencing and digital recording hardware and software applications.

An additional course fee is required. **Prerequisites: MUSC 3350 and admittance into B. Music program or permission of instructor.**

MUSC 3406 FS (1:0:2)

JAZZ CHAMBER MUSIC, THIRD YEAR

Chamber ensemble groups for jazz musicians. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertoire related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit. **Prerequisites: MUSC 2406 or permission of Instructor. Audition required.**

MUSC 3500 TBA (3:3:0)

RECORDING STUDIO OPERATIONS

This course deals with the development and maintenance of a professional recording business, including, the role of the engineer, producer and the use of music production techniques required to create a successful demo or completed project. Other concepts to be studied include budgeting for a project and the development of press kits, artist kits, and other areas that relate to public relations support for the artist, company and product. Students will apply these skills in creating projects for "Badger Records" the Snow College label. **Prerequisites: MUSC 3750 Music Business Survey or permission of instructor**

MUSC 3540 F (3:3:0)

MUSIC FORM AND ANALYSIS

This course in an introduction to the study of formal and analytical techniques of the 18th and 19th centuries. It includes analysis of 18th century counterpoint. Students will analyze assigned works and demonstrate an ability to effectively communicate and defend their conclusions both verbally and in writing. **Prerequisites: MUSC 2120**

MUSC 3556 TBA (1:0.5-1:1-2)

PRIVATE GUITAR, THIRD YEAR

This course provides individual guitar instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertoire of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 2000 level private instruction in order to register for 3000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 3560 F (2:2:0)

SONGWRITING I

This course focuses on the practical application and technique of the working songwriter. Melody, lyrics, "hooks", harmony, rhythm, form, points of view and song logic will be covered. Students will analyze examples of popular song in order to gain an understanding of the techniques used by accomplished songwriters. Solo writing is introduced, as well as the concept of collaboration. This course introduces students to copyright law, publishing and licensing. Piano skills are reinforced and students utilize technological tools common to the music industry to create assigned work. Participants will work individually and in small groups. Students will compose several original songs throughout the semester. **Prerequisites: MUSC 3120**

MUSC 3566 TBA (1:0.5-1:1-2)

PRIVATE ORGAN, THIRD YEAR

This course provides students with individual organ instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertoire of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 2000 level private instruction in order to register for 3000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

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MUSC 3570
SONGWRITING II**TBA (2:2:0)**

This course continues with concepts learned in Songwriting I, and also introduces the concepts of writing on demand (jingles, TV and film music, event music, etc.). In addition, student will learn to catalogue their works to keep their output organized, and develop other good professional habits and discipline. Historical masters of composition and lyric writing will be analyzed. Students will learn title/concept development and write lyrics based on selected readings. This course reinforces student's understanding of copyright law, publishing and licensing. Piano skills are reinforced and students utilize technological tools common to the music industry to create assigned work. Participants will work individually and in small groups. Students will compose several original songs throughout the semester. **Prerequisites: MUSC 3560**

MUSC 3596 **TBA (1:0.5-1:1-2)**
PRIVATE PIANO, THIRD YEAR

This course provides students with individual piano instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves and student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 2000 level private instruction in order to register for 3000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 3616 **TBA (1:0.5-1:1-2)**
PRIVATE VOICE, THIRD YEAR

This course provides students with individual vocal instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 2000 level private instruction in order to register for 3000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 3626 **TBA (1:0.5-1:1-2)**
PRIVATE WOODWINDS, THIRD YEAR

This course provides students with individual woodwind instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 3630 (FA) **F (3:3:0)**
MUSIC HISTORY AND LITERATURE I

This is the first semester of a three semester sequence providing music education majors with a foundational understanding in the history and development of Western art music. It will cover music throughout history and the relationship of music to the other arts. This course includes the chronological study of music from Antiquity through the Baroque period. **Prerequisites: Music Theory II (MUSC 1130) and Expository Composition (ENGL 1010)**

MUSC 3640 (FA) **S (3:3:0)**
MUSIC HISTORY AND LITERATURE II

This is the second semester of a three semester sequence providing music majors with a foundational understanding in the history and development of Western art music. It will cover music throughout history and the relationship of music to the other arts. This course includes the chronological study of music from the Classic Era through the 20th Century. This is the continuation course to MUSC 3630. **Prerequisites: Music Theory II (MUSC 1130) and Expository Composition (ENGL 1010)**

MUSC 3650 (FA) **S (3:3:0)**
MUSIC HISTORY AND LITERATURE III

This is an upper division course designed to provide declared music majors with an in-depth study of music history. This course includes the chronological study of music from Antiquity through the Baroque period, and the relationship of music to the other arts. **Prerequisites: Music Theory II (MUSC 1130) and Expository Composition (ENGL 1010)**

MUSC 3656 **TBA (1:0.5-1:1-2)**
PRIVATE BRASS, THIRD YEAR

This course provides students with individual brass instruction. Private instruction is required of music

majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 3686 TBA (1:0.5-1:1-2)
PRIVATE PERCUSSION, THIRD YEAR

This course provides students with individual percussion instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 3696 TBA (1:0.5-1:1-2)
PRIVATE COMPOSITION/PRODUCTION

This course provides individual musical instruction at an advanced level. Private instruction is required of all music majors each semester. Music performance majors are required to take 60-minute lessons each week, while music education and music therapy students are required to take 30-minute lessons each week. All students are also required to participate in regular master classes, recitals and juries which fulfill the lab portion of the course. The course is also available to non-music majors who wish to develop their musicianship and performance skills. An additional fee is required. This course may be repeated for credit. **Prerequisites: Permission of Instructor**

MUSC 3720 TBA (2:2:0)
AUDIO/VIDEO POST PRODUCTION

This course presents an overview of the technology and techniques used in the creation of music and audio for use in video film and TV production. Concepts to be studied include SMPTE time code, spotting, field audio recording, dialogue replacement, Foley, and the use of software editing platforms. **Prerequisites: Completion of MUSC 3352 or permission of instructor**

MUSC 3736 TBA (1:0.5-1:1-2)
PRIVATE STRINGS, THIRD YEAR

This course provides individual musical instruction at an intermediate to advanced level. Private instruction is required of all music majors each semester. Music performance majors are required to take 60-minute lessons each week, while music education and music therapy students are required to take 30-minute lessons each week. All students are also required to participate in regular master classes, recitals and juries which fulfill the lab portion of the course. The course is also available to non-music majors who wish to develop their musicianship and performance skills. An additional fee is required. This course may be repeated for credit. **Prerequisites: Permission of instructor**

MUSC 3750 TBA (3:3:0)
SURVEY OF MUSIC BUSINESS

This course is a general overview and a study of the major functional areas of the music business. Attention is given to the theoretical foundations and practical application of current business practices in the music industry including supporting organizations and the revenue flow from music consumer to creator. Additional topics will include copyright law, intellectual property, distribution, publishing, licensing, and marketing strategies. **Prerequisites: Admittance into B. MUS program or permission of instructor**

MUSC 3856 TBA (1:0.5:1)
PRIVATE JAZZ, THIRD YEAR

This course provides individual musical instruction in jazz at the intermediate to advanced level. This course augments but does not replace private study on the major instrument, and can not be taken in the place of private lessons. All students taking this course are also required to participate in regular master classes, recitals and juries which fulfill the lab portion of the course. The course is available only to students pursuing the Bachelor of Music degree in Commercial Music. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 3920 TBA (1:0:2)
OPERA WORKSHOP

This course includes staging and performances of arias and short scenes from operas, operettas, and musical theater. It is intended for students in the vocal music advisement track, as well as those wishing for an advanced experience in vocal literature. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. This course is open only to music majors pursuing the B. Mus degree or by permission of instructor. Audition required. May be repeated for credit. **Prerequisites: Admittance into B. MUS program or permission of instructor. Audition required.**

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MUSC 3976 TBA (1:0:2)**CHAMBER VOCAL ENSEMBLE, THIRD YEAR**

This course will provide small group training in a variety of choral music literature. Those registering are expected to participate in major activities of the department. This course is open only to music majors pursuing the B. Mus degree or by permission of instructor. Audition required. May be repeated for credit. **Prerequisites: Admittance into B. MUS program or permission of instructor. Audition required**

MUSC 4001 TBA (1-3:1-3:1-2)**SUMMER MUSIC WORKSHOP**

This class is designed for visiting summer school students to help them improve their individual musical performance. Credit is variable, depending on workshop length and instructional hours. Enrollment in this class is by permission of the instructor only. Repeatable for credit. **Prerequisites: Permission of instructor**

MUSC 4036 TBA (1:0:4)**SELECT CHOIR, FOURTH YEAR**

A small ensemble open to advanced choral musicians. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit. **Prerequisites: MUSC 3036 or permission of instructor. Audition required.**

MUSC 4096 FS (1:0:4)**SYMPHONY ORCHESTRA - 4TH YEAR**

The course provides training and practical playing experience in a wide range of works for orchestra. Concerts and special programs are given throughout the year in which the students will be expected to participate. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Audition required. This course is repeatable for credit. **Prerequisites: MUSC 3096 or permission of instructor. Audition required**

MUSC 4106 FS (1:0:2)**CHAMBER ORCHESTRA - 4TH YEAR**

The course provides training and practical playing experience in a wide range of works for orchestra. Concerts and special programs are given throughout the year in which the students will be expected to participate. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further

allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Audition required. This course is repeatable for credit.

Prerequisites: MUSC 3106 or permission of instructor. Audition required

MUSC 4110 TBA (3:3:0)**CONTEMPORARY KEYBOARD HARMONY**

This course focuses on application of the skills learned in class piano to jazz and popular music. Assignments will focus on chording, improvisation, lead-sheet reading and writing sight reading and other keyboard skills for popular and jazz music genres. This course gives students the opportunity to continue to improve piano skills acquired during the proficiency process as well as adapting those skills to commercial music applications.

Prerequisites: MUSC 2160, Piano Proficiency or permission of instructor

MUSC 4126 FS (1:0:2)**BADGER PEP BAND**

This course involves participation in ensemble performances supporting Snow College athletic events. This course is repeatable for credit. Corequisites: MUSC 2116

MUSC 4130 F (3:3:0)**COMMERCIAL ARRANGING**

This course focuses on the practical application of composition skills learned in Music Theory I-IV. Emphasis will be placed on the creating of musical arrangements for a wide variety of instrumental and vocal ensembles. Topics of study will include the ranges and colors of instruments and voices and their idiomatic styles. Additional topics will include an emphasis on commercial arranging, alteration, and other forms of musical adaptation and their relation to copyright laws and licensing.

Prerequisites: Music Theory IV (MUSC 3120)

MUSC 4136 FS (1:0:3)**WIND ENSEMBLE**

This course includes a study of serious wind ensemble literature. Concerts are performed each semester as part of the course. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. An audition is required. This course is repeatable for credit. **Prerequisites: MUSC 3136 or permission of instructor. Audition required**

MUSC 4140 S (2:2:0)**CONTEMPORARY ORCHESTRATION**

This course includes a study of the characteristics of woodwind, brass, percussion, and string instruments and the process of orchestrating for those instruments and their application to contemporary music. Assign-

ments will focus on the practical application of orchestration for popular and jazz music genres. **Prerequisites: Music Theory IV (MUSC 3120)**

MUSC 4146 FS (1:0:3)
JAZZ ENSEMBLE, FOURTH YEAR

Jazz Ensemble is a standard jazz big band. The jazz ensemble will perform literature inclusive of all jazz styles. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Audition required. May be repeated for credit. **Prerequisites: MUSC 3146 or permission of instructor. Audition required.**

MUSC 4147 FS (1:0:1)
COMMERCIAL MUSIC ENSEMBLE

This course provides students with an ensemble experience that focuses on various commercial music genres. The group serves as a laboratory for performers, composers, and music technologists. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge or the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Students will function as ensemble leaders and in collaboration with other ensemble members. It is required during the final year of study for all students pursuing the Bachelor of Music degree in Commercial music. **Prerequisites: Permission of instructor**

MUSC 4150 S (2:2:0)
COMMERCIAL COMPOSITION

This course focuses on the practical application of composition skills learned in Theory I-V to the area of commercial music. Additional topics will include the writing of music for TV/film and other visual media. Activities will include writing charts for class members and the performances of these works in class. **Prerequisites: MUSC 3120 (Music Theory IV)**

MUSC 4156 TBA (1:0:2)
COMMUNITY CHORUS, FOURTH YEAR

This course will provide group training in a variety of choral music literature. Those registering are expected to participate in major activities of the department. This course is open only to music majors pursuing the B. Mus degree. Audition required. May be repeated for credit. **Prerequisites: MUSC 3156 or permission of instructor. Audition required.**

MUSC 4166 TBA (1:0:3)
A CAPPELLA CHOIR, FOURTH YEAR

This course will provide group training in a variety of choral music literature. Those registering are expected

to participate in major activities of the department. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit. **Prerequisites: MUSC 3166 or permission of instructor. Audition required.**

MUSC 4176 TBA (1:0:2)
SNOW MEN

This course will provide group training in a variety of choral music literature for men's voices. Those registering are expected to participate in major activities of the department. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit. **Prerequisites: MUSC 3176 or permission of instructor. Audition required.**

MUSC 4186 FS (1:0:2)
STRING CHAMBER MUSIC - 4TH YEAR

This course provides training and practical playing experience for chamber music groups. It is designed for capable string and piano players. Students will learn string and piano literature including quartets, trios, sonatas, etc. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. This course is repeatable for credit. **Prerequisites: MUSC 3186 or permission of instructor. Audition required**

MUSC 4196 FS (1:0:2)
BRASS CHAMBER MUSIC, FOURTH YEAR

In this course students participate in a group ensemble experience on brass instruments. It is designed for capable brass players. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. This course may be repeated for credit. **Prerequisites: MUSC 3196 or permission of instructor. Audition required**

MUSC 4206 FS (1:0:2)
WOODWIND CHAMBER MUSIC, FOURTH YEAR

Chamber ensemble groups for woodwind players. This ensemble will provide students with an opportunity to

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develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Audition required. May be repeated for credit. **Prerequisites: MUSC 3206 or permission of instructor. Audition required**

MUSC 4226 TBA (1:0:2)
ENCORE WOMEN

This course will provide group training in a variety of choral music literature for women's voices. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit. **Prerequisites: MUSC 3226 or permission of instructor. Audition required**

MUSC 4336 FS (1:1:0)
PERCUSSION ENSEMBLE, FOURTH YEAR

The course provides training and practical playing experience in a wide range of works for percussion. Concerts and special programs are given throughout the year in which the students will be expected to participate. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Audition required. This course is repeatable for credit. **Prerequisites: MUSC 3336 or permission of instructor. Audition required.**

MUSC 4350 TBA (2:2:0)
ADVANCED CONDUCTING

This course continues with concepts introduced in Beginning Conducting. Students will learn more about scores, including transposition of instruments, ranges and tonal colors of voices and instruments, and advanced baton and hand-conducting techniques. Assignments will include the conducting of Snow College ensembles. Students will learn to function as ensemble leaders and will also demonstrate and defend their musical decision-making, both individually and collaboration with other students. Students will have the opportunity to synthesize the theoretical, analytical, historical and cultural components of their coursework in the process of functioning as a leader in the music making process. **Prerequisites: MUSC 2350, MUSC 3540, MUSC 3640**

MUSC 4400 TBA (3:3:0)
SURVEY OF CONTEMPORARY MUSICAL STYLES

This course provides an opportunity for students. The course provides a forum for covering elements of improvisation, sight reading, stylistic interpretation,

stage presence, repertory, technique and pedagogy. The course also provides students with an understanding of current musical practices in the context of the historical practices from which they evolved. **Prerequisites: MUSC 3XXX Private Instruction (3rd year) or permission of instructor. Corequisites: MUSC 4147 Contemporary Music Ensemble**

MUSC 4406 FS (1:0:1)
JAZZ CHAMBER MUSIC, FOURTH YEAR

Chamber ensemble groups for jazz musicians. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit. **Prerequisites: MUSC 3406 or permission of Instructor. Audition required**

MUSC 4440 TBA (3:2:2)
AUDIO RECORDING THEORY

This course focuses on the study of the music recording process, including music-recording technology and its history, innovations, and effects on the recording process, specifically the sonic quality of recorded music. The development of audio perception skills for recording engineers and producers will also be emphasized. **Prerequisites: Completion of MUSC 2130/2140 with a grade of "C" or better. Admittance into B. MUS program or permission of instructor**

MUSC 4450 TBA (3:2:2)
AUDIO RECORDING TECHNIQUES I

This course is an in-depth study of the technical characteristics and performance of each component of the recording studio. Topics include advanced studio electronics and signal flow, computer-based digital recording and editing, automated console operations, condenser microphones, spatial signal processing, and the role of the audio engineer. **Prerequisites: MUSC 4440 or permission of instructor**

MUSC 4556 TBA (1:0.5-1:1-2)
PRIVATE GUITAR, FOURTH YEAR

This course provides students with individual guitar instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course.

Students must successfully pass the jury at the end of their second semester of 3000 level private instruction in order to register for 4000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 4566 TBA (1:0.5-1:1-2)
PRIVATE ORGAN, FOURTH YEAR

This course provides students with individual organ instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade fore the course. Students must successfully pass the jury at the end of their second semester of 3000 level private instruction in order to register for 4000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 4596 TBA (1:0.5-1:1-2)
PRIVATE PIANO, FOURTH YEAR

This course provides students with individual piano instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade fore the course. Students must successfully pass the jury at the end of their second semester of 3000 level private instruction in order to register for 4000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 4616 TBA (1:0.5-1:1-2)
PRIVATE VOICE, FOURTH YEAR

This course provides students with individual vocal instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical

knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade fore the course. Students must successfully pass the jury at the end of their second semester of 3000 level private instruction in order to register for 4000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 4626 TBA (1:0.5-1:1-2)
PRIVATE WOODWINDS, FOURTH YEAR

This course provides students with individual woodwind instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade fore the course. Students must successfully pass the jury at the end of their second semester of 3000 level private instruction in order to register for 4000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 4656 TBA (1:0.5-1:1-2)
PRIVATE BRASS, FOURTH YEAR

This course provides students with individual brass instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade fore the course. Students must successfully pass the jury at the end of their second semester of 3000 level private instruction in order to register for 4000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 4686 TBA (1:0.5-1:1-2)
PRIVATE PERCUSSION, FOURTH YEAR

This course provides students with individual percussion instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge.

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A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 3000 level private instruction in order to register for 4000 level private instruction. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 4696 TBA (1:0.5-1:1-2)
PRIVATE COMPOSITION/PRODUCTION

This course provides individual musical instruction at an advanced level. Private instruction is required of all music majors each semester. Music performance majors are required to take 60-minute lessons each week, while music education and music therapy students are required to take 30-minute lessons each week. All students are also required to participate in regular master classes, recitals and juries which fulfill the lab portion of the course. The course is also available to non-music majors who wish to develop their musicianship and performance skills. An additional fee is required. This course may be repeated for credit. **Prerequisites: Permission of instructor**

MUSC 4700 TBA (3:2:2)
AUDIO RECORDING TECHNIQUES II

This course is an in-depth study of the technical characteristics and performance of each component of the recording studio. Topics include advanced studio electronics and signal flow, computer-based digital recording and editing automated console operations, condenser microphones, spatial signal processing, and the role of the audio engineer. **Prerequisites: MUSC 4450 or permission of instructor**

MUSC 4736 TBA (1:0.5-1:1-2)
PRIVATE STRINGS, FOURTH YEAR

This course provides individual musical instruction at an advanced level. Private instruction is required of all music majors each semester. Music performance majors are required to take 60-minute lessons each week, while music education and music therapy students are required to take 30-minute lessons each week. All students are also required to participate in regular master classes, recitals and juries which fulfill the lab portion of the course. The course is also available to non-music majors who wish to develop their musicianship and performance skills. An additional fee is required. This course may be repeated for credit. **Prerequisites: Permission of instructor**

MUSC 4750 TBA (2:2:1)
ELECTRONIC MUSIC

This course presents an advanced study of the history and development of electronic music, synthesis, sampling and MIDI. The course will focus on the application of synthesizers in the production of contemporary music and the use of MIDI and MIDI show control, in the modern recording studio and stage environments.

Prerequisites: MUSC 4450 Audio Recording Techniques I

MUSC 4840 TBA (3:3:0)
LIVE SOUND/CONCERT PRODUCTION

This course is required for all students in the instrumental/vocal performance and music production advisement tracks. This course will focus on sound production for live events, including acoustics and room characteristics, speaker arrays and placement, microphone choices and placement, basic live sound mixing skills, and the creation of recordings for archival and commercial applications. The course further serves as a means to teach students the business of concert promotion and marketing. **Prerequisites: Completion of MUSC 3352 Music Technology I or permission of instructor**

MUSC 4856 TBA (1:0.5:1)
PRIVATE JAZZ, FOURTH YEAR

This course provides individual musical instruction in jazz at an advanced level. This course augments but does not replace private study on the major instrument, and can not be taken in the place of private lessons. All students taking this course are also required to participate in regular master classes, recitals and juries which fulfill the lab portion of the course. The course is available only to students pursuing the Bachelor of Music degree in Commercial Music. An additional fee is required. **Prerequisites: Permission of instructor**

MUSC 4901 TBA (2:2:1)
MUSIC SENIOR CAPSTONE

To be taken in the final year of residence before graduation. This course is designed to be the culminating experience of the major, including reflection on the student's academic experience and their transition from the college setting to professional life. This course comprises and in-depth integration, synthesis and application of the student's personal experiences, opportunities, and ambitions as related to their anticipated career and life objectives within the music industry. A final project show mastery of the skills learned in the major, as well as incorporating the discussion of short and long-term goals and a plan for the realization of these goals. **Prerequisites: Completion of required junior year music courses in B. Mus degree or permission of instructor**

MUSC 4905 TBA (1:1:0)
SENIOR RECITAL

To be taken in the final year of residence before graduation. Registration requires approval of the Music Department Chair. Students will demonstrate through performance of a varied repertoire their ability to synthesize and artistically render musical knowledge and skills gained through private and ensemble study as well as theoretical and historical coursework. **Prerequisites: Permission of Instructor and Department Chair**

MUSC 4976 TBA (1:0:2)
CHAMBER VOCAL ENSEMBLE, FOURTH YEAR

This course will provide small group training in a variety of choral music literature. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit. **Prerequisites: MUSC 3976 or permission of instructor. Audition required.**

NR 1010 F (2:1:3)
INTRODUCTION TO NATURAL RESOURCES

Introduction to Natural Resources is a course designed to help students to learn what careers are available in the natural resources, and to help give students an introduction to the history, problems and solutions in natural resources by giving them the opportunity to see examples in the field.

NR 1020 S (2:1:3)
ENVIRONMENTAL SAMPLING AND ANALYSIS

This course will teach the correct method of environmental sampling and analysis. It will include soil, water, and air sampling as well as rudimentary analysis that can be performed on these samples in the field. Further qualitative analysis will be performed in a laboratory. The course will also include an introduction to monitoring.

NR 1030 F (2:2:0)
FUNDAMENTALS OF FOOD PRODUCTION SYSTEMS

This course will cover food production's dependence on natural resources for feeding a growing U.S. and world population. Historical and modern crop and livestock production practices and innovations along with developments in sustainable agronomic practices will be covered.

NR 1900 FSSu (1-3:1-3:0)
NATURAL RESOURCE PROJECTS

This course is designed to help students find and learn from real life experiences in areas of natural resources. Internships will focus on real-time projects available from public and private organizations. The purpose of the internship experience is to provide students with hands-on learning that will help them be more attractive to potential employers and transfer programs.

NR 2010 S (2:2:0)
ENVIRONMENTAL POLICY AND REPORTING

This course is an introduction to governmental policy and regulations. Students will learn about policies and regulations including the National Environmental Policy Act (NEPA). The course will also include an

introduction to governmental reporting on data obtained in the field.

NR 2040 F (3:2:2)
INTRODUCTION TO RANGE MANAGEMENT

Various aspects of range management including; grazing management, stocking rate, wildlife influences, water and nutrient cycles, plant physiology, manipulation of range vegetation, rangeland types and management of public rangelands will be discussed. Identification and management of important range plants in the Intermountain West will be introduced. Class instruction will include outside-on-site instruction.

NR 2050 F (4:3:2)
RANGE MANAGEMENT AND MONITORING

This course will cover the various livestock grazing systems that are practiced on western rangelands. Emphasis will be given to learning and using current range monitoring systems for evaluating forage-producing capacity and utilization by ruminant livestock and wildlife, and rangeland health. The class will be largely field based.

NR 2060 F (3:2:2)
SURVEY OF HYDROLOGY

A survey of hydrology theory and field techniques geared for students planning to work as field technicians. Topics include, water law, hydrologic cycle, surface water and ground water, snow hydrology, watershed management, water quality. **Prerequisites: MATH 1010 or equivalent**

NR 2610 F (4:3:3)
WILDLAND ANIMAL ECOLOGY AND IDENTIFICATION

Autecology and identification of important mammals, birds, reptiles, and amphibians of the Intermountain West. Emphasis on native species distribution and habitat requirements. **Prerequisites: BIOL 1620**

NR 2805 FSSu (1-3:1-3:0)
SHORT TERM TRAINING IN NATURAL RESOURCES

Short-term training in natural resources helps students obtain the necessary training to allow them to be employable in the field. Each semester, students will select from available trainings approved by the Director of the Natural Resources program at least forty-five clock hours of trainings per credit. The trainings will vary from semester to semester based on instructor availability, local need, and student interest.

NR 2815 FSSu (1-3:1-3:0)
SHORT TERM TRAINING IN NATURAL RESOURCES

2ND SEMESTER

This is the second semester course of Short term training. Short-term training in natural resources helps students obtain the necessary training to allow them to be employable in the field. Each semester, students will select from available trainings approved by the Direc-

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tor of the Natural Resources program at least forty-five clock hours of trainings per credit. The trainings will vary from semester to semester based on instructor availability, local need, and student interest.

NR 2850 **TBA (TBA:TBA:TBA)**
SPECIAL TOPICS

This course is designed to address a special topic associated with the discipline that may not be included as a part of the normal curriculum. Topics may be extensions of current field of study or it may include possible future additions to the departmental curriculum.

NURP 1000 **TBA (2:2:0)**
INTRODUCTION TO MEDICAL TERMINOLOGY

Medical Terminology provides the basic knowledge and background of the technical language of medicine. The course is a structured, 16-week, online course which uses a textbook and recommended audio CD Rom. Students learn the origins and definitions of root words, affixes and abbreviations used in medicine today. This course is recommended for anyone interested in a health or medical field of study.

NURP 1101 **FSSu (1:0:3)**
DRUG DOSAGES AND CALCULATIONS

This course is recommended for students applying for the Snow College Practical Nursing program. This course uses an interactive online learning environment that leads the learner through every aspect of dosage calculations. To meet the requirement for Practical Nursing, students must score B- or better as a final grade.

NURP 1102 **TBA (4:2:6)**
FUNDAMENTALS OF NURSING

This course presents nursing theory, practical application of nursing skills, and the responsibilities of the practical nurse. Critical thinking skills will also be developed. Students will demonstrate competency through written tests and skills pass-off sessions in the nursing laboratory. This course prepares students for client care and becoming part of the professional health care team. Students must be accepted into the Practical Nursing program to take this course. Students will schedule times for specific skill testing and open nursing lab time with the course instructor. This course is part of a required series to prepare students to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

NURP 1103 **TBA (3:2:3)**
PHARMACOLOGY

This course is a study of the fundamental principles of pharmacology, medication administration, and a review of math principles. The major focus of this course is identification of medicinal categories with the accompanying pharmacological actions, uses, precautions, and nursing implications. Students must have been accepted

into the Practical Nursing program to enroll. This course is part of a required series to prepare students to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

NURP 1106 **TBA (2:2:1)**
PEDIATRIC – MATERNITY NURSING I

This course focuses on the nursing process with assessment and care of the infant and pediatric client through adolescence with the appropriate interventions and evaluation in the health care setting in a holistic manner. Students develop psychomotor, communication, and teaching skills in preparation of the clinical setting of NURP 1107. Students must be accepted into the Practical Nursing program to enroll. The course coordinator will schedule specific times for students in the nursing lab for their skills practicum. This course is part of a required series to prepare students to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN). This course is a prerequisite for NURP 1107.

NURP 1107 **TBA (3:3:3)**
PEDIATRIC – MATERNITY NURSING II

This course includes the clinical component of NURP 1106. This course is designed to help students obtain mastery and practical application of the skills of assessment and care of the expectant mother, infant, and pediatric client with appropriate interventions and evaluation in the clinical setting. Students must be accepted into the Practical Nursing program and have completed NURP 1106 with a 74% passing grade to enroll. A minimum of 45 hours will be in the pediatric/maternity health care settings. The course is part of a required series to prepare students to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN). **Prerequisites:** NURP 1106

NURP 1108 **TBA (2:2:0)**
MENTAL HEALTH FUNDAMENTALS

Students will study caring strategies for promoting mental health and wellness across the life span. Emphasis will be on the basic psychopathological conditions and the role of the psychiatric nurse. Students will explore the nursing process in the rehabilitation of clients with psychiatric disorders with emphasis on assessment, interventions, and evaluation in preparation for becoming an effective member of the health care team. Students must be accepted into the Practical Nursing program to enroll. This course is part of a required series to prepare students to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

NURP 1109 **TBA (2:2:3)**
PROFESSIONAL TRANSITION FOR THE PRACTICAL NURSE

This course is designed to prepare students for employment in today's world of nursing. This course is based

on career planning, job seeking, legal and ethical issues, professional organizations, Utah Nurse Practice Act, and preparation for the national licensing examination. Students must be accepted into the Practical Nursing program to enroll. This course is part of a required series to prepare students to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

NURP 1110 **TBA (1:0:1)**
INTRAVENOUS THERAPY CERTIFICATION
 This course is for the Licensed Practical Nurse, the beginning Registered Nurse, or those practitioners wanting a refresher course in intravenous therapy (I.V. therapy). The course content will include legal aspects, standard precautions, I.V. start skills, and monitoring for complications. Emphasis will be given to complication prevention, use and monitoring of equipment, employers policies and procedures, body fluids, electrolytes, and acid-base balance. Repeatable for credit. **Prerequisites: The student must be a licensed practical or registered nurse or have the Nursing director's permission.**

NURP 1114 **TBA (4:4:2)**
CARING FOR THE ADULT I
 The course is designed to introduce students to the active role of the practical nurse in health care delivery. The focus is on application of the nursing process to health promotion and chronic and disabling conditions of the adult. This course prepares students for clinical settings in various health care agencies helping them gain knowledge and understanding of the varied disease processes and conditions that affect clients and their families. Students will also gain an awareness of the roles of other health care team members and community resources. Students must be accepted into the Practical Nursing program to enroll. This course is part of a required series to prepare students to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN). This course is a prerequisite for NURP 1115.

NURP 1115 **TBA (3:1:9)**
CARING FOR THE ADULT II
 This course is the main clinical component of NURP 1102, 1103, and 1114 nursing series and is designed to help students master the skills necessary in the health care setting of the practical nurse. Students also study acute and emergency conditions as well as promoting mental health and wellness across the life span. Students will function as part of a health care team and provide basic nursing care within the scope of practice as mandated by the Utah State Board of Nursing. Students must be accepted into the Practical Nursing program to enroll. A minimum of 135 hours will be spent in various health care settings. This course is part of a required series to prepare students to take the

National Council Licensure Examination for Practical Nurses (NCLEX-PN). Students must have successfully completed NURP 1114 to enroll in this course. **Prerequisites: NURP 1114**

NURP 2114 **TBA (3:3:0)**
ADVANCED NURSING CARE OF THE ADULT AND CHILD
 This course is designed to introduce students to more complex physiological and psychosocial needs of clients across the lifespan and the active role of the registered nurse in health care delivery. The course emphasis is to prepare students to focus on acute illness and conditions, as well as chronic and disabling conditions and establish critical thinking and clinical decision-making for each disease process. This course will reinforce the affects of acute and chronic illness on clients and their families and familiarize students in consulting and collaborating with other members of the multidisciplinary health care team. The course reinforces previously learned concepts and focuses on the registered nurse making nursing judgments timely and applying those appropriate clinical decisions. This course is a companion course to NURP 2214. Companion course must be taken concurrently and passed concurrently. This course is part of a required series to prepare students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). **Prerequisites: NURP 1114, NURP 1115, NURP 1106, NURP 1107, or equivalent with an accredited Practical Nursing Program. Corequisites: NURP 2214**

NURP 2130 **F (2:2:0)**
ADVANCED NURSING PHARMACOLOGY AND TREATMENT MODALITIES
 This course addresses advanced treatments used by nurses to promote life-long health including pharmacological agents and non-pharmacological therapy treatments like art, music, pet, meditation, visualization, imagery, and validation. It also covers drugs that affect the endocrine system and cardiovascular system, antibiotics, blood products, calcium replacement agents, chemotherapy drugs, anti-Parkinson drugs, IV therapy, prostate drugs, and biological response modifiers. To enroll, students must be accepted into the Registered Nursing program. This course is part of a required series preparing students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). **Prerequisites: NURP 1103 or equivalent with an accredited Practical Nursing Program. Corequisites: NURP 2114, 2214.**

NURP 2180 **S (2:2:0)**
MENTAL HEALTH NURSING ACROSS THE LIFESPAN
 Students study strategies for promoting mental health and preventing life-long illnesses. Various tasks of the psychiatric nurse are introduced with an emphasis on the dynamics and theories behind basic psychopathological conditions. Students learn the nursing processes required

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for restoring and rehabilitating patients with psychiatric disorders. A primary goal of this course is to develop essential communication skills in an interdisciplinary environment. To enroll, students must be accepted into the Registered Nursing program. This course is part of a required series preparing students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). **Prerequisites:** NURP 1108 or equivalent with and accredited Practical Nursing program. **Corequisites:** NURP 2280.

NURP 2190 **F (2:2:0)**

PATIENT CARE MANAGEMENT

Theory focuses on the synthesis of the nursing knowledge and skills necessary for a registered nurse to enter practice. Licensure, job seeking skills, professionalism, managing, and legal and ethical issues are addressed. To enroll, students must be accepted into the Registered Nursing program. This course is part of a required series preparing student to take the National Council Licensure Examination for Registered Nurses (NLEX-RN). **Prerequisites:** NURP 2130, NURP 2114, NURP 2214. **Corequisites:** NURP 2290

NURP 2214 **TBA (4:0:12)**

ADVANCED NURSING CARE OF THE ADULT AND CHILD CLINICAL

This is a companion course to NURP 2114 that expands on the learning processes of medical-surgical concepts through clinical application. Students will provide care in a variety of health care settings, functioning as part of a health care team to provide nursing care within the scope of practice as mandated by the Utah State Board of Nursing. A total of 180 hours per semester is required. To enroll, students must be accepted into the Registered Nursing program. This course is part of a required series preparing students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). **Prerequisites:** NURP 1114, NURP 1115, NURP 1106, NURP 1107, or equivalent with an accredited Practical Nursing Program. **Corequisites:** NURP 2214

NURP 2280 **S (1:0:3)**

MENTAL HEALTH NURSING ACROSS THE LIFESPAN CLINICAL

This is a companion course to NURP 2180 that provides clinical application of psychiatric/mental health nursing methodology. Students will focus on patients in a variety of health care settings with mental health needs. The course requires 45 clinical hours per semester. To enroll, students must be accepted into the Registered Nursing program. This course is part of a required series preparing students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). **Prerequisites:** NURP 1108 or equivalent with an accredited Practical Nursing program. **Corequisites:** NURP 2180

NURP 2290 **F (3:0:9)**

PATIENT CARE MANAGEMENT CLINICAL

A companion course to NURP 2190, NURP 2290 Clinical focuses on the synthesis of the nursing knowledge and skills necessary for a registered nurse to enter practice. Licensure, job seeking skills, professionalism, managing, and legal and ethical issues are addressed. Hours are a concentrated four-week block and are completed as if the student were a full time employee. To enroll, students must be accepted into the Registered Nursing program. This course is part of a required series preparing students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). **Prerequisites:** NURP 2130, 2114, 2214. **Corequisites:** NURP 2190

OLE 1000 **F (3:3:Lab)**

INTRODUCTION TO OUTDOOR LEADERSHIP

This course focuses on professional outdoor leadership and management by introducing and exposing students to the history and various theories of outdoor leadership principles and practices. Emphasis is also placed on planning, implementing, leading, supervising, and evaluating outdoor trips and programs. Students apply leadership theory and administration of outdoor programs while planning and implementing their own outdoor adventures to be carried out during the semester.

OLE 1010 **F (1:1:0)**

OUTDOOR LEADERSHIP BUSINESS AND CAREERS

This course provides hands-on opportunities and exposure to a variety of outdoor-related businesses and organizations from the perspective of both client/customer and manager/operator.

OLE 1505 **FSSu (1:0:2)**

KAYAKING

This course provides an introduction to the fundamental skills and knowledge in kayaking, including proper use and care of equipment, paddling strokes and techniques, reading water flow patterns on flat and white water rivers, safety measures, and self-rescue techniques. Students must pass a swimming test. A field trip is required. This course may be repeated for credit.

OLE 1527 **SSu (1:0:2)**

ROCK CLIMBING

This course provides an introduction to the fundamental skills and knowledge in rock climbing, including free climbing and safety systems. This course may be repeated for credit.

OLE 1535 **FSSu, F1, S2 (3:2:2)**

BACKPACKING

This course provides an introduction to the fundamental skills and knowledge of backpacking, including minimum impact camping techniques, environmental awareness and preservation ethics, and techniques and skills

needed to plan and conduct an effective safe backpacking trip. This course may be repeated for credit.

OLE 1542 FSSu (3:2:1)
WILDERNESS FIRST RESPONDER

This course addresses the practice of advanced wilderness medical techniques and protocols for situations requiring extended patient care and management in remote environments with limited resources in backcountry and wilderness environments. Wilderness First Responder certification offered with successful completion.

OLE 1550 FSSu (1:0:2)
MOUNTAIN BIKING

This course provides an introduction to the fundamental skills and knowledge of mountain biking, including riding techniques, basic maintenance, safety, and environmental awareness. Mountain bikes are NOT provided - you MUST have access to your own mountain bike.

OLE 1625 S1 (1:0:2)
CROSS COUNTRY SKIING

This course provides an introduction to the fundamental skills and knowledge of cross-country skiing, including clothing systems for winter activities, proper equipment selection and utilization, travel and route finding skills, and basic avalanche evaluation. This course may be repeated for credit.

OLE 1635 S1 (1:0:2)
BACKCOUNTRY SKIING

This course provides an introduction to the fundamental skills and knowledge of backcountry skiing, including proper winter attire & equipment use and care, travel techniques, winter safety, and environmental awareness.

Prerequisites: Permission of Instructor

OLE 1655 TBA (1:5:2)
SNOWSHOEING

This course provides students an introduction to the fundamental skills and knowledge of snowshoeing. Students will learn about proper winter clothing, equipment and use, travel techniques, winter safety, and environmental awareness.

OLE 1660 TBA (1:5:2)
WINTER CAMPING

This course provides students an introduction to the fundamental skills and knowledge of winter camping. Students will learn about proper winter clothing, equipment and use, sheltering, cooking, travel techniques, winter safety, and environmental awareness.

OLE 2000 FSSu (2:2:0)
OUTDOOR SKILLS

This course provides a foundation to basic outdoor living skills in backcountry environments. Topics

include basic camping skills, equipment and clothing selection and use, weather, health and sanitation, travel techniques, navigation, and decision making/problem solving.

OLE 2100 TBA (2:0:0)
OUTDOOR LEADERSHIP ETHICS AND ENVIRONMENT

This course will address the issues and impacts related to outdoor recreation and the importance of developing a land ethic that will ensure future use of outdoor resources. The history, background, and development of the recreation ecology and the Leave No Trace movements will be addressed. Special use permits and permitting issues will be covered. Development of a personal and professional outdoor ethic will be emphasized in part by utilizing the Leave No Trace Center Outdoor Ethics Master Educator curriculum and the Utah Guides and Outfitters standards.

OLE 2200 TBA (1:5:2)
EXPEDITION LEADERSHIP

This course provides an experiential approach in addressing the planning, logistics, and safety and risk management needed to design, and implement outdoor endeavors. Emphasis is on development of leadership through sound judgment, decision-making, white instructing in backcountry/wilderness environments. **Corequisites: OLE 2000 Outdoor Skills**

OLE 2450 TBA (2:2:0)
CLIMBING-BASED SKILLS/LEADERSHIP DEVELOPMENT

This course provides a combination of theoretical background and technical aspects of leading and managing groups in a vertical environment and will emphasize hands-on skill development such rope systems, anchors, rappelling and belaying, protection placement, lead climbing philosophy, site management, risk management, and related emergency procedures.

OLE 2550 TBA (2:2:0)
WINTER-BASED OUTDOOR SKILLS/LEADERSHIP DEVELOPMENT

This course provides a combination of theoretical background and technical aspects of leading and managing groups in a winter environment and will emphasize hands-on skill development such as winter clothing and equipment, avalanche awareness and assessment, backcountry travel and route finding, site management, risk management, and related emergency procedures.

OLE 2600 FS (2:1:2)
ADVENTURE EDUCATION

This course provides a theoretical background and hands-on application of adventure education utilizing concepts of such as real and perceived risk, sequencing,

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utilizing peak experiences, leadership styles and development, debriefing, framing, and metaphor use.

OLE 2650 **TBA (2:2:0)**
CHALLENGE-BASED OUTDOOR SKILLS/LEADERSHIP LEADERSHIP

This course provides a combination of theoretical background and technical aspects of leading and managing groups in a challenge environment and will emphasize hands-on skill development such as spotting/belaying, equipment management, selection, and care, program design/sequencing, facilitation strategies, course design and maintenance, risk management, and related emergency procedures.

OLE 2750 **TBA (2:0:0)**
WATER-BASED OUTDOOR SKILLS/LEADERSHIP DEVELOPMENT

This course provides a combination of theoretical background and technical aspects of leading and managing groups in a water environment and will emphasize hands-on skill development such as equipment selection, care, and maintenance, equipment nomenclature, strokes, self and group rescues, reading and recognizing water features/hydrology, site management, risk management, and related emergency procedures.

PE 1001 **Su (1:1:2)**
IMPROVING ATHLETIC PERFORMANCE

This class is designed for visiting summer school students to help them improve their individual athletic performance. Participants must have successfully completed their sophomore year of high school. Repeatable for credit.

PE 1010 **FS (1:0:2)**
AEROBICS I

This course utilizes a variety of aerobic exercises, including step aerobics, to improve fitness and promote a healthy lifestyle. Repeatable for credit.

PE 1011 **FS (1:0:2)**
ZUMBA

This course offers an aerobic and muscle conditioning fitness class utilizing the Zumba program to improve fitness and promote a healthy lifestyle. Repeatable for credit.

PE 1043 **S (1:0:2)**
JOGGING

Fundamentals of running to enhance an aerobic personal fitness program. Endurance strategies and running techniques will be taught in this class.

PE 1073 **FS (1:0:2)**
CIRCUIT TRAINING
(formerly PHED 110R)

This course is a physical education activity class com-

binning aerobic and strength training exercises utilizing the weight and aerobic machines in the fitness center at the activity center. This course may be repeated for credit.

PE 1085 **FS (1:0:2)**
WEIGHT TRAINING

(formerly PHED 125R)

This course is a weight training program using free weights. This course is repeatable for credit.

PE 1096 (PE) **FSSu(1:3:0)**
FITNESS AND WELLNESS

(formerly PHED 1770, Fitness for Life)

Fitness and Wellness is a course that will help increase student awareness of the need for a lifetime fitness and wellness programs. Students will develop programs and participate in activities to help them implement a lifetime commitment to fitness and wellness.

PE 1100 **F1,S2 (1:0:2)**
TENNIS I

(formerly PHED 1360)

This course is designed to teach basic tennis strokes, rules, and scoring.

PE 1101 **FS (1:0:2)**
TENNIS II

(formerly PHED 1380)

This course is designed to teach Intermediate to Advanced tennis skills. This course also includes game strategy. **Prerequisites:** PE 1100 or instructor approval.

PE 1110 **FS (1:0:2)**
RACQUETBALL I

(formerly PHED 1280)

This physical education activity class is designed to help students understand the rules and strategies of racquetball, to help them improve their skills, and play safely and effectively.

PE 1111 **FS (1:0:2)**
RACQUETBALL II

(formerly PHED 1290)

This course is a physical education activity class designed to help students improve and develop advanced skills in racquetball. This course is repeatable for credit.

PE 1130 **FS (1:0:2)**
GOLFI

(formerly Beginning Golf)

This course is designed to teach basic golf skills, scoring, rules, and etiquette.

PE 1131 **FS (1:0:2)**
GOLF II
 (formerly Intermediate Golf)
 This course is designed for experienced golfers. The class covers strategy of the short game, putting, distance and club selection, correcting problems with technique, and golf course management. Students play rounds on the golf course. This course is repeatable for credit. **Prerequisites: Golf I or permission of instructor.**

PE 1135 **FS (1:0:2)**
BEGINNING ARCHERY
 (formerly PHED 1180)
 Shooting skills and care of equipment. Must be able to physically draw back and hold a 25 lbs bow. Must be able to understand and follow a Range Master's Safety signals. If the student's physical limitations require a crossbow, please visit with the Snow College ADA Coordinator prior to enrolling in the class. **Fee required.**

PE 1136 **S (1:0:2)**
INTERMEDIATE ARCHERY
 (formerly PHED 2180)
 Advanced archery skills. Must be able to physically draw back and hold a 25 lbs bow. Must be able to understand and follow a Range Master's Safety signals. If the student's physical limitations require a crossbow, please visit with the Snow College ADA Coordinator prior to enrolling in class. **Fee required.**

PE 1145 **FS (1:0:2)**
BOWLING
 (formerly PHED 1090)
 This course teaches the student how to average scores, develop handicaps, and score bowling games. The class is divided into teams and completes in regular bowling leagues. Students also learn about tap nine bowling, low score bowling and Baker bowling.

PE 1191 **F (1:0:10)**
SOFTBALL SPORTS CONDITIONING
 This Course is for first year members of the Women's intercollegiate softball team at Snow College. It is not repeatable for credit.

PE 1192 **F (1:0:10)**
WOMENS BASKETBALL SPORTS CONDITIONING
 This Course is for first year members of the Women's intercollegiate basketball team at Snow College. It is not repeatable for credit.

PE 1193 **F (1:0:10)**
WOMENS BASKETBALL SPORTS CONDITIONING
 This Course is for first year members of the Men's intercollegiate basketball team at Snow College. It is not repeatable for credit.

PE 1194 **S (1:0:10)**
VOLLEYBALL SPORTS CONDITIONING
 This Course is for first year members of the Women's intercollegiate volleyball team at Snow College. It is not repeatable for credit.

PE 1195 **S (1:0:10)**
FOOTBALL SPORTS CONDITIONING
 This Course is for first year members of the Men's intercollegiate football team at Snow College. It is not repeatable for credit.

PE 1200 **FS (1:0:2)**
BASKETBALL FUNDAMENTALS
 (formerly PHED 1450 and 1470)
 Fundamental skills of basketball and team play. (Section 001 – Men, Section 002 – Women)

PE 1210 **FS,F1,S1 (1:0:2)**
VOLLEYBALL
 This physical education activity class is designed to help students understand the rules and strategies of volleyball, to help them improve their skills, and play safely and effectively.

PE 1211 **FS (1:0:2)**
INTERMEDIATE VOLLEYBALL
 This course is a physical education activity class designed to help students improve and develop advanced skills in volleyball. **Prerequisites: PHED 1210 or instructor approval**

PE 1215 **F (1:0:2)**
WALLYBALL
 This physical education activity class is designed to help students understand the rules and strategies of wallyball, to help them improve their skills, and play safely and effectively.

PE 1225 **S (1:0:2)**
SOFTBALL
 This course teaches the fundamentals of softball and team play.

PE 1230 **S (1:0:2)**
SOCCER
 The student will learn and exhibit basic skills and correct fundamentals of beginning soccer. Students will improve cardiovascular endurance and develop physical fitness and skill. Students will be able to exhibit team effort and know the strategies and skill of playing soccer in a team setting.

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PE 1300**FS (1:0:2)****BEGINNING SWIMMING**

In this course students will learn to swim. They will gain experience and comfortably display the five basic swimming strokes: front crawl, back crawl, elementary backstroke, sidestroke and breaststroke. The students will also learn to dive from the bank and low-board.

They will be taught to swim fully clothed and use their clothes as a flotation device.

PE 1301**FS (1:0:2)****INTERMEDIATE SWIMMING**

This course will help students improve their ability to swim and to build on their previous skills in the six different strokes: front crawl, back crawl, breaststroke, butterfly, elementary backstroke, and sidestroke. The butterfly will be taught only in this course, not in Beginning Swimming. Students will also learn a competitive turn or open turn and an approach dive off the low-board.

They will also be taught to swim fully clothed and use their clothes as a flotation device. **Prerequisites: PE 1300 (formerly PE 1600) or ability to swim.**

PE 1302**FS (1:0:2)****ADVANCED SWIMMING**

Students will improve their swimming skills in freestyle, back crawl, breaststroke and butterfly. The class will provide timed swims and a regular workout schedule. Repeatable for credit. **Prerequisites: PE 1301 (formerly PHED 1620) or ability to swim the four competitive strokes: freestyle, back crawl, breaststroke, butterfly.**

PE 1310**FS (1:0:2)****WATER FITNESS**

(formerly PHED 163R)

This course provides students the opportunity to increase physical fitness through a variety of cardiorespiratory, strength, and flexibility exercise in the swimming pool.

This course is repeatable for credit

PE 1340**FS (2:2:1)****LIFEGUARD TRAINING**

The primary purpose of the American Red Cross Lifeguarding program is to provide entry-level lifeguard candidates with the skills and knowledge to prevent, recognize, and respond to emergencies and to provide care for injuries and sudden illnesses until advanced medical personnel arrive and take over.

Prerequisites: A candidate must be 15 years of age on or before the final scheduled session of this course.

The candidate must also successfully complete the following swimming requirements: Swim 500 yards (10 laps of the pool) continuously using these strokes in the following order:

- 200 yards of front crawl showing rhythmic breathing and a stabilizing propellant flutter kick

- 100 yards of breaststroke
- 200 yards of either front crawl or breaststroke

They must swim 20 yards using front crawl or breaststroke, surface dive to a depth of 7-12 feet, retrieve a 10 pound object, return to the surface, and swim back to the starting point with the object.

PE 1345**FS (2:2:1)****WATER SAFETY INSTRUCTION**

Students will learn to use the American Red Cross instructor's "Learn To Swim" programs to teach swimming skills to all age groups. Upon successful completion of the course, students will receive a Water Safety Instructor certificate. **Prerequisites: Candidates must be 16 years of age on or before the final scheduled session of this course. They must be able to demonstrate the ability to perform the following swimming strokes: front crawl, back crawl, breaststroke, elementary backstroke and sidestroke for 25 yards each. They must also be able to demonstrate the butterfly stroke for 15 yards.**

PE 1407**FS (1:1:1)****RAPE AGGRESSION DEFENSE – R.A.D.**

(formerly PHED 1540)

Self-defense strategies and techniques. R.A.D. is for women only. R.A.D. is not open to male students.

Students will learn the mental strategies and physical techniques of basic self defense as developed by R.A.D. systems and presented by R.A.D. certified instructors.

\$10.00 book reprinting fee is required.

PE 1505**FSSu (1:0:2)****KAYAKING**

This course provides an introduction to the fundamental skills and knowledge in kayaking, including proper use and care of equipment, paddling strokes and techniques, reading water flow patterns on flat and white water rivers, safety measures, and self-rescue techniques.

Students must pass a swimming test. A field trip is required. This course may be repeated for credit.

Co-requisites: During Maymester only: PE 1535 and PE 1527.

PE 1515**F1 (1:10:20)****SAILING**

In this course, students learn sailing theory, sailing nomenclature, parts of the boat, how to launch and retrieve the boat, how to rig and trim the boat for various points of sail. There will be various types of sailing boats so students will receive experience on keel boats, catamaran, sailing canoe, dinghies, and board sailing.

This course may be repeated for credit.

PE 1527**FSSu (1:0:2)****ROCK CLIMBING**

This course provides an introduction to the fundamen-

tal skills and knowledge in rock climbing, including free climbing and safety systems. This course may be repeated for credit. **Co-requisite: During Maymester only: PE 1505 and PE 1535.**

PE 1535 FSSu (3:2:2)
BACKPACKING

This course provides an introduction to the fundamental skills and knowledge of backpacking, including minimum impact camping techniques, environmental awareness and preservation ethics, and techniques and skills needed to plan and conduct an effective safe backpacking trip. This course may be repeated for credit. **Co-requisites: During Maymester only: PE 1505 and PE 1527.**

PE 1543 FS (3:2:1)
FIRST AID AND CPR

This class teaches life saving techniques. It is taught using the American Heart Association curriculum (CPR and AED) along with AAOS (American Academy of Orthopedic Surgeons) first aid guidelines.

PE 1550 FIS2 (1:0:2)
MOUNTAIN BIKING

This course provides an introduction to the fundamental skills and knowledge of mountain biking, including riding techniques, basic maintenance, safety, and environmental awareness. Mountain bikes are NOT provided - you MUST have access to your own mountain bike.

PE 1560 S (1:2:2)
RIDING AND HORSEMANSHIP

This is a physical education activity course which will include trail riding, horse and rider safety, knowledge of basic items of tack and equipment, and feed and care of the horse. **Corequisites: Students need to provide their own horse.**

PE 1625 S1 (1:0:2)
CROSS COUNTRY SKIING

This course provides an introduction to the fundamental skills and knowledge of cross-country skiing, including clothing systems for winter activities, proper equipment selection and utilization, travel and route finding skills, and basic avalanche evaluation. This course may be repeated for credit.

PE 1635 S1 (1:0:2)
BACKCOUNTRY SKIING

This course provides an introduction to the fundamental skills and knowledge of backcountry skiing, including proper winter attire & equipment use and care, travel techniques, winter safety, and environmental awareness. **Prerequisites: Instructor approval.**

PE 1710 FS (1:0:2)
WESTERN SWING DANCE

This course teaches the student how to western swing dance and line dance. Approximately 11 line dances are taught and a variety of swing moves. This is taught at the Ephraim Social Hall (top floor of Roy's Pizza) every Wednesday night at 7:00 p.m. for two hours. The Snow College Western Dance Club sponsors a dance each Wednesday night after class from 9:00 p.m. to 11:30 p.m.

PE 1720 FS (1:0:2)
SOCIAL DANCE 1

This course teaches beginning level American Social Dance including Foxtrot, Waltz, Swing and Cha Cha. Emphasis is placed on correct rhythm, poise, footwork, dance position, leading and following, technique and etiquette.

PE 1891 S (1:0:10)
INTERCOLLEGIATE SOFTBALL - WOMEN

This Course is for first year members of the Women's intercollegiate softball team at Snow College. Course is not repeatable for credit. **Prerequisites: Instructor**

PE 1892 S (1:0:10)
INTERCOLLEGIATE BASKETBALL - WOMEN

This Course is for first year members of the Women's intercollegiate basketball team at Snow College. Course is not repeatable for credit. **Prerequisites: Instructor**

PE 1893 FS (1:0:10)
INTERCOLLEGIATE BASKETBALL - MEN

This Course is for first year members of the Men's intercollegiate basketball team at Snow College. Course is not repeatable for credit. **Prerequisites: Instructor**

PE 1894 F (1:0:10)
INTERCOLLEGIATE VOLLEYBALL - WOMEN

This Course is for first year members of the Women's intercollegiate volleyball team at Snow College. Course is not repeatable for credit. **Prerequisites: Instructor**

PE 1895 F (1:0:10)
INTERCOLLEGIATE FOOTBALL - MEN

This Course is for first year members of the Men's intercollegiate football team at Snow College. Course is not repeatable for credit. **Prerequisites: Instructor**

PE 1997, 1998, 1999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION EXPERIENCE - 1ST YEAR
(formerly PHED 1997, 1998, 1999)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses

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Communication &

New Media

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- MUSC
- THEA
- New Media

Humanities

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- TESL

Natural Science & Mathematics

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Social & Behavioral Science

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at the same time the student is enrolled in the work experience.

PE 2010 **F (3:3:0)**
INTRODUCTION TO PHYSICAL EDUCATION
 (formerly PHED 2000)

Any student seeking a career in physical education and related areas should take this course. The course is required for physical education majors. We study the history of physical education in America, sports in society, job opportunities in various sporting careers, and the psychology of sport.

PE 2020 **TBA (1:2:0)**
GROUP EXERCISE INSTRUCTOR TRAINING

This course introduces the necessary skills and knowledge to teach group fitness classes, such as safety precautions, basic exercise physiology, kinesiology, and nutrition. The course also teaches proper cueing techniques, safe and effective formatting of classes and successful building of choreography. This course prepares individuals for the AFAA or ESA certification exam for group exercise fitness.

PE 2030 **FS (3:3:0)**
ORGANIZATION INTRAMURAL SPORTS

This course teaches the development of sports tournaments, units of competition, scoring systems and coordination of intramural sports programs with physical education and athletics in secondary and postsecondary schools.

PE 2040 **F (1:1:1)**
SPORTS OFFICIATING – FOOTBALL
 Fee \$18.00.

PE 2045 **F 1 (1:1:1)**
SOFTBALL OFFICIATING

Rules and mechanics for officiating softball are taught and practiced in this course. Attention will be given to other game officials and to game administration. Students will help officiate intramural softball games.

PE 2050 **S 1 (1:1:1)**
BASKETBALL OFFICIATING

Rules and mechanics for officiating basketball. Attention will also be given to other game officials and to game administration. Students will help officiate intramural basketball games.

PE 2055 **F (1:1:1)**
FOOTBALL OFFICIATING

This course teaches the rules and mechanics for officiating football. Attention will also be given to other game officials and to game administration. Students will help officiate games.

PE 2060 **S 2 (1:1:1)**
VOLLEYBALL OFFICIATING

Rules and mechanics for officiating volleyball are taught

and practiced in this course. Attention will be given to other game officials and to game administration. Students will help officiate intramural volleyball games.

PE 2191 **F (1:0:10)**
SOFTBALL CONDITIONING

This Course is for second year members of the Women's intercollegiate softball team at Snow College. Course is not repeatable for credit.

PE 2192 **F (1:0:10)**
WOMENS BASKETBALL SPORTS CONDITIONING

This Course is for second year members of the Women's intercollegiate basketball team at Snow College. Course is not repeatable for credit.

PE 2193 **FS (1:0:10)**
MEN'S BASKETBALL SPORTS CONDITIONING

This Course is for second year members of the Men's intercollegiate basketball team at Snow College. Course is not repeatable for credit. **Prerequisites: Instructor**

PE 2194 **S (1:0:10)**
VOLLEYBALL SPORTS CONDITIONING

This Course is for second year members of the Women's intercollegiate volleyball team at Snow College. Course is not repeatable for credit.

PE 2195 **S (1:0:10)**
FOOTBALL SPORTS CONDITIONING

This Course is for second year members of the Men's intercollegiate football team at Snow College. It is not repeatable for credit.

PE 2222 **S (3:3:0)**
PLAYGROUND EDUCATION AND RECREATION

This course involves lecture and practical work in the selection and use of suitable materials and methods used for directing and teaching age-level groups different skills and games. Students will learn organization and leadership skills for a variety of social and recreation games.

PE 2416 **F (1:0:10)**
INTERCOLLEGIATE VOLLEYBALL WOMEN

This Course is for members of the Women's intercollegiate volleyball team at Snow College. Repeatable for credit. **Prerequisites: Instructor**

PE 2436 **FS (1:0:10)**
INTERCOLLEGIATE SOFTBALL WOMEN

This Course is for members of the Women's intercollegiate softball team at Snow College. Repeatable for credit. **Prerequisites: Instructor**

PE 2466 **FS (1:0:10)**
INTERCOLLEGIATE BASKETBALL - WOMEN
 This Course is for members of the Women's intercollegiate basketball team at Snow College. Repeatable for credit. **Prerequisites: Instructor**

PE 2600 **FS (3:2:1.5)**
INTRODUCTION TO SPORTS MEDICINE
 This course provides a basic introduction to the theory and practice of sports medicine for future athletic trainers, coaches, physical education majors, and pre-physical therapy majors. Sports medicine will be approached systematically through a combination of lectures and hands-on labs stressing injury evaluation and preventative taping methods. Injury rehabilitation and prevention will also be discussed.

PE 2676 **FS (1:0:10)**
CHEERLEADING
 This is an intercollegiate varsity athletic team. Open-entry, open-exit with permission of instructor. Repeatable for credit.

PE 2800 **TBA (variable:0:0)**
SPECIAL PROJECTS
 This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

PE 2850 **FS (TBA:TBA:TBA)**
SPECIAL TOPICS
 This course is designed to address a special topic associated with the discipline that may not be included as a part of the normal curriculum. Topics may be extensions of current field of study or it may include possible future additions to the departmental curriculum.

PE 2891 **S (1:0:10)**
INTERCOLLEGIATE SOFTBALL - WOMEN
 This Course is for second year members of the Women's intercollegiate softball team at Snow College. Course is not repeatable for credit. **Prerequisites: Instructor**

PE 2892 **S (1:0:10)**
INTERCOLLEGIATE BASKETBALL - WOMEN
 This Course is for second year members of the Women's intercollegiate basketball team at Snow College. Course is not repeatable for credit. **Prerequisites: Instructor**

PE 2893 **FS (1:0:10)**
INTERCOLLEGIATE BASKETBALL - MEN
 This Course is for second year members of the Men's intercollegiate basketball team at Snow College. Course is not repeatable for credit. **Prerequisites: Instructor**

PE 2894 **F (1:0:10)**
INTERCOLLEGIATE VOLLEYBALL - WOMEN
 This Course is for second year members of the Women's intercollegiate volleyball team at Snow College. Course is not repeatable for credit. **Prerequisites: Instructor**

PE 2895 **F (1:0:10)**
INTERCOLLEGIATE FOOTBALL - MEN
 This Course is for second year members of the Men's intercollegiate football team at Snow College. Course is not repeatable for credit. **Prerequisites: Instructor**

PE 2936 **FS (1:0:10)**
INTERCOLLEGIATE BASKETBALL - MEN
 This Course is for members of the Men's intercollegiate basketball team at Snow College. Repeatable for credit. **Prerequisites: Instructor**

PE 2956 **F (1:0:10)**
INTERCOLLEGIATE FOOTBALL
 This Course is for members of the Men's football team at Snow College. Repeatable for credit. **Prerequisites: Instructor**

PE 2997, 2998, 2999 **TBA (1-6 Cr.)**
COOPERATIVE EDUCATION EXPERIENCE – 2ND YEAR
 (formerly PHED 2997, 2998, 2999)
 An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience. **Repeatable for credit.**

PHAR 1010 **TBA (2:2:0)**
INTRODUCTION TO PHARMACY PRACTICE
 This course analyzes the fundamentals of pharmacies and health care institutions in the United States today.

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Pharmaceutical and medical terms, career opportunities, safety considerations, dosage forms and quality control are explored. It provides an overview of effective communication techniques with the public, especially as it relates to filling orders and prescriptions, as well as restocking.

PHAR 1020 **TBA (3:2:2)**
PHARMACY PRACTICE

This course reviews packaging, preservation and storage of compounded drugs. Coated tablets, solutions and suspensions are examined. Sterile procedures with vials and intravenous (IV) bottles and bags are explained. Students will have hands-on experience with a computerized system for dispensing prescriptions and preparing third party pay documents. **Prerequisite: PHAR 1010**

PHAR 1100 **TBA (3:3:0)**
STATE AND FEDERAL PHARMACY LAWS

This course presents and thoroughly reviews federal and state pharmacy laws and regulations.

PHAR 1210 **TBA (4:4:0)**
PHARMACOLOGY FOR PHARMACY TECHNICIANS I

This course discusses the nature of drugs, drug absorption, and patient variables that affect drug therapy. Drug classification and nomenclature are also discussed.

PHAR 1220 **TBA (4:4:0)**
PHARMACOLOGY FOR PHARMACY TECHNICIANS II

This course discusses the nature of drugs, drug absorption, and patient variables that affect drug therapy. This course follows PHAR 1210. It enhances understanding of the following areas; respiratory drugs, gastrointestinal drugs, urinary system drugs, cardiovascular drugs, muscle relaxants, and non-narcotic analgesic agents, hormones, topicals, ophthalmics, otics, recontaminant drugs and chemotherapy, vitamins, nutritional supplements, herbs, and antidotes. **Prerequisites: PHAR 1210.**

PHAR 1960 **TBA (4:0:12)**
PHARMACY CLINICAL PRACTICUM

This course provides practical on-site experience in a hospital, independent pharmacy, and retail pharmacy where technician duties are observed and practiced. Students must be at least 18 years old to enroll in this course. **Prerequisites: PHAR 1100, PHAR 1210**

PHIL 1000 (HU) **FS (3:3:0)**
INTRODUCTION TO PHILOSOPHY
(formerly PHIL 1010)

This course is designed to help students better understand themselves and their relationship to the world they live in through readings of varying points of view relating to such questions as morality, politics, religion and approaches to truth.

PHIL 2050 (HU) **TBA (3:3:0)**

ETHICS AND VALUES

The course helps the student explore personal morality by understanding ethical theories and their application to contemporary ethical issues. **Prerequisites: English 1010.**

PHIL 2600 (HU) **F (3:3:0)**
WORLD RELIGION AND SCRIPTURE

(formerly PHIL 2350)

This course is an introductory study of scripture, art, history, belief and music of religion. This study leads students to discover the values and culture of religious institutions.

PHIL 2800 **TBA (variable:0:0)**
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

PHSC 1000 (PS) **FS (3:3:0)**
INTERDISCIPLINARY PHYSICAL SCIENCE

This course is designed to give non-majors a glimpse at physics, chemistry, geology, meteorology, and astronomy, and how they relate to the world around them. It does this by using a conceptual approach to and demonstrations of the most significant and universal laws and models describing the physical world. The course also shows how the different disciplines in the physical sciences overlap and contribute to each other.

Prerequisites: MATH 1010.

PHSC 1440 (PS) **TBA (2:2:0)**
COSMOS

Cosmos is a general physical science course which presents the journey of discovery and the forces and individuals who helped to shape modern science. The course is based on the Cosmos video series and book by

Carl Sagan. The scope of Cosmos is much broader than astronomy alone, Mathematics is not emphasized.

PHSC 2105 (PS) F (1:0:2)
HONORS PHYSICAL SCIENCE LABORATORY

This course counts as a physical science lab credit for students enrolled in the physical science classes in the Honors Program: PHYS 2100 and GEO 2100. Students will do elementary experiments in physics, geology, and astronomy. **Corequisites: GEO 2100, PHYS 2100**

PHSC 2800 TBA (variable:0:0)
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

PHYS 1000 (PS) TBA (2:2:0)
CONCEPTUAL PHYSICS

(formerly PHSX 1000)
 PHYS 1000 is a survey of the basic concepts of classical and modern physics as they apply to phenomena observed in everyday life. Topics include mechanics, gravitation, thermodynamics, waves, sound, light and electricity and magnetism. Emphasis is on the concepts, with a minimum of mathematics.

PHYS 1010 (PS) FS (3:3:0)
ELEMENTARY PHYSICS

(formerly PHSX 1010)
 PHYS 1010 is a general one semester physics course with a laboratory. This course is designed for non-science majors to help fulfill general education requirements in physical science. It is recommended for students majoring in wildlife management, nursing, industrial arts, physical therapy, and others who need more rigor than the conceptual physics course. The fundamental principles of physics with emphasis on how a problem is approached and solved are central to the course. Topics include Newton's Laws, gravity,

momentum, energy thermodynamics, waves, electricity, optics, nuclear physics. **Prerequisites: Intermediate Algebra (MATH 1010) or equivalent. Corequisite: Elementary Physics Laboratory (PHYS 1015).**

PHYS 1015 FS (1:0:2)
ELEMENTARY PHYSICS LABORATORY

(formerly PHSX 101L)
 PHYS 1015 is a laboratory to accompany PHSX 1010. Students will learn techniques of measurement and data analysis. Principles from the lecture course will be demonstrated and tested. **Corequisite: Elementary Physics (PHYS 1010).**

PHYS 1060 (PS) F (3:4:0)
ASTRONOMY: STARS AND GALAXIES

(formerly PHSX 1080)
 An introductory course designed to acquaint students with the night sky and the laws of science that govern heavenly bodies. The question "How do we know?" will lead students to learn more about stars, galaxies, and the universe itself. Application of physical laws and mathematical solutions to a variety of problems will lead to an understanding of "How do we know?" Regularly scheduled night observations will be held each week. Naked eye observation and binocular observation will be emphasized with some use of telescopes. **Prerequisites: MATH 1010 or equivalent.**

PHYS 1150 (PS) F (2:2:0)
INTRODUCTION TO METEOROLOGY

(formerly PHSX 1150)
 PHYS 1150 is an introductory course in the science of meteorology. The student is exposed to the physical, chemical, and dynamic processes of the atmosphere. Scientific principles that govern the circulation of the atmosphere, heat imbalance, radiation, cloud formation, weather prediction, severe weather, fronts, halos, and rainbows are analyzed. The course is designed to apply toward physical science general education requirements. **Prerequisites: High School Algebra.**

PHYS 1997, 1998, 1999 F (1:0:3)
COOPERATIVE EDUCATION EXPERIENCE (1ST YEAR)

(formerly PHSX 1997, 1998, 1999)
 An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

PHYS 2010 F (4:4:0)
COLLEGE PHYSICS I

(formerly PHSX 2010)
 PHYS 2010 is the first semester of a two-semester sequence in algebra/trigonometry-based general physics. The course is designed for students majoring in pre-medical, pre-dental, pre-pharmacy, and other biological

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sciences. The topics covered include the study of kinetics, statics, dynamics, momentum, energy, rotational motion, gravitation, solids and fluids, and thermodynamics. **Prerequisites: MATH 1050 and MATH 1060. Corequisite: PHYS 2015.**

PHYS 2015 **F (1:0:2)**

COLLEGE PHYSICS I LAB

(formerly PHSX 201L)

PHYS 2015 is the laboratory experience to accompany PHYS 2010. Students will learn techniques of measurement and data analysis. They will learn to communicate scientific results effectively in writing. Principles from the lecture course (PHYS 2010) will be illustrated and experiments confirming class results will be performed.

Prerequisites: MATH 1050 and MATH 1060. Corequisite: PHYS 2010.

PHYS 2020 **S (4:4:0)**

COLLEGE PHYSICS II

(formerly PHSX 2020)

PHYS 2020 is the second semester of a two-semester sequence in algebra/trigonometry-based general physics. The course is designed for students majoring in pre-medical, pre-dental, pre-pharmacy, and other biological sciences. The topics covered include vibrations and waves, sound, and introduction to electricity, magnetism, circuits, optics, and relativity. Concurrent registration for the laboratory course PHYS 2025 is required. **Prerequisites: PHYS 2010. Corequisite: PHYS 2025.**

PHYS 2025 **S (1:0:2)**

COLLEGE PHYSICS II LABORATORY

(formerly PHSX 2020)

PHYS 2025 is the laboratory experience to accompany PHYS 2020. Students will learn techniques of measurement and data analysis and to communicate scientific results effectively in writing. Principles from the lecture course (PHYS 2020) will be illustrated and experiments confirming class results will be performed.

Corequisite: PHYS 2020.

PHYS 2100 (PS) **F (2:2:0)**

HONORS PHYSICS

PHYS 2100 is a study of how modern physical science has evolved, including Newton's laws, cosmology, relativity, and quantum mechanics. The course looks at science from a historical perspective; science as a process is emphasized over science as a body of facts. This class is for students in the Honors Program and physics majors. It is taught in a seminar format with class discussions, presentations, and term papers. **Prerequisites: MATH 1010 or equivalent. Corequisites: GEO 2100**

PHYS 2210 **F (4:4:0)**

PHYSICS FOR SCIENTISTS AND ENGINEERS I

(formerly PHSX 2210)

PHYS 2210 is the first semester of a two-semester

sequence in calculus-based physics for scientists and engineers. It is a necessary preparation for continuing studies in upper division courses. It includes an introduction to Newton's Laws of Motion, momentum and energy conservation, rotations, oscillations, waves, and gravitation. The methods of calculus are applied to develop theories and to solve problems. **Prerequisites: MATH 1220. Corequisite: PHYS 2215.**

PHYS 2215 **F (1:0:3)**

PHYSICS FOR SCIENTISTS AND ENGINEERS I LAB

(formerly PHSX 221L)

PHYS 2215 is the laboratory experience to accompany PHYS 2210. Students will learn techniques of measurement and data analysis and to communicate scientific results effectively in writing. Principles from the lecture section will be illustrated. **Corequisites: PHYS 2210.**

PHYS 2220 **S (4:4:0)**

PHYSICS FOR SCIENTISTS AND ENGINEERS II

(formerly PHSX 2220)

The second semester of the two-semester sequence in calculus-based physics for scientists and engineers. It covers electricity, magnetism, optics, and a brief introduction to modern physics. The methods of calculus are applied to develop theories and to solve problems.

Prerequisites: PHYS 2210. Corequisite: PHYS 2225.

PHYS 2225 **S (1:0:3)**

PHYSICS FOR SCIENTISTS AND ENGINEERS II LAB

(formerly PHSX 222L)

PHYS 2225 is the laboratory experience to accompany PHYS 2220. Students will learn techniques of measurement and data analysis and to communicate scientific results effectively in writing. Principles from the lecture section will be illustrated. **Corequisite: PHYS 2220.**

PHYS 2710 **S (3:3:0)**

INTRODUCTION TO MODERN PHYSICS

(formerly PHSX 2710)

Required for physics majors, recommended for Chemistry majors and some engineering majors. Includes relativity, atomic and nuclear physics, and introductory quantum mechanics. **Pre-requisite or Corequisite: PHYS 2220.**

PHYS 2800 **TBA (variable:0:0)**

SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special

Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

PHYS 2901 **FS (0.50:1:0)**
SOPHOMORE CAPSTONE

This capstone course for students majoring in the sciences, mathematics, or engineering is intended to broaden their scientific horizons, acquaint them with various educational and career opportunities in their fields, and actively prepare them for transfer to a four-year college or university. Repeatable for credit. **Prerequisites: most of a lower division preparation in a Science, Math, or Engineering major, see course instructor.**

PHYS 2997, 2998, 2999 **TBA (1-6 Cr.)**
COOPERATIVE EDUCATION EXPERIENCE (2ND YEAR)
 (formerly PHSX 2997, 2998, 2999)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

POLS 1100 (AI) **FS (3:3:0)**
AMERICAN NATIONAL GOVERNMENT
 (formerly POSC 1100)

This course is an introduction to the structure, functions and political dynamics of the major institutions within the American governmental system.

POLS 1997, 1998, 1999 **TBA (1-6 Cr.)**
COOPERATIVE EDUCATION EXPERIENCE – 1ST YEAR
 (formerly POSC 1997, 1998, 1999)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

POLS 2400 **TBA (3:3:0)**
SPECIAL TOPICS IN POLITICAL SCIENCE

This course is designed to make possible the study of a series of one-semester political science topics. The spe-

cific subject for any given semester will be shown in the class schedule. Examples of subjects treated in this class are the movement for civil rights in America, congressional reapportionment, or the campaign and electoral process of running for the U.S. Presidency.

POLS 2800 **TBA (variable:0:0)**
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

POLS 2997, 2998, 2999 **TBA (1-6 Cr.)**
COOPERATIVE EDUCATION EXPERIENCE – 2ND YEAR
 (formerly POSC 2997, 2998, 2999)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

PSY 1010 (SS) **FS (3:3:0)**
GENERAL PSYCHOLOGY

This course offers an introductory survey of general psychology theories and concepts with an emphasis on the scientific study of human behaviors and applications in daily life.

PSY 1100 (SS) **FS (3:3:0)**
DEVELOPMENTAL PSYCHOLOGY

In this course students learn about the fundamental principles of growth and development from conception, through childhood, to old age. The course includes the study of the biological process of development, as well as the emotional, social, cognitive, and psychological development of the individual within a cultural and historical context. **Prerequisites: PSY 1010 (or currently enrolled in PSY 1010)**

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PSY 1234 TBA (2:2:0)**PSYCHOLOGY IN POPULAR MEDIA**

This course is designed to demonstrate the prevalence of psychology concepts in our lives. These concepts will be studied through and demonstrated via popular media outlets. Students will view various TV programs, movies and comic strips which illustrate psychological principles. After such, students will evaluate how and which principles are being displayed. This is a general interest and cross disciplinary course.

PSY 1400 (SI) S (3:3:0)**ANALYSIS OF BEHAVIOR**

In this course, students learn about the fundamental principles of learning and behavior. The course reviews topics such as classical and operant conditioning and their ability to change human and animal behavior. In conjunction to the lecture section of the course, there is a lab section. Students will spend time training a virtual rat using the principles they study. The course is required for psychology majors and minors.

Prerequisites: PSY 1010. **Corequisites:** PSY 1405

PSY 1405 (SI) S (1:0:2)**ANALYSIS OF BEHAVIOR LAB**

In this lab, students apply the fundamental principles of learning and behavior as learned in the lecture section. The lab applies topics such as classical and operant conditioning and their ability to change human and animal behavior. Students will spend time training a virtual rat using the principles they study. The course is required for psychology majors and minors.

Prerequisites: PSY 1010. **Corequisites:** PSY 1400

PSY 1997, 1998, 1999 TBA (1-6 Cr.)**COOPERATIVE EDUCATION EXPERIENCE – 1ST YEAR**

(formerly PSYC 1997, 1998, 1999)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

PSY 2010 S (3:3:0)**PSYCHOLOGY AS A SCIENCE AND CAREER**

This course is designed for students who are considering or have declared themselves psychology majors. The course centers around developing the skills and knowledge base necessary to be a successful psychology major at any higher education institution. Students enrolled in the course will gain better understanding of concepts ranging from psychology writing in APA format, methods of finding and understanding classic or current psychology research, research design, basic statistics, and career options in psychology. **Prerequisites** PSY 1010. **Corequisites:** PSY 1010

PSY 2300 F (3:3:0)**INTRODUCTION TO SOCIAL PSYCHOLOGY**

This course is a survey of the effects of social influences on the basic psychological processes of the individuals. The course considers individuals in the context of their culture and society, the development of attitudes, and the impact of the group on individual behavior.

Prerequisites: PSY 1010 or SOC 1010 or concurrent enrollment of these courses

PSY 2720 FS (3:3:0)**PSYCHOLOGY RESEARCH & INTERNSHIP**

This course is designed to help students find and learn from real life experiences in their intended major field of psychology. As students take this course they will complete two main goals: 1) conduct research that will be presentation worthy. 2) they will volunteer at local organizations to gain experience and learn skills valuable in the field. **Prerequisites:** PSY 1010 and any other Psychology course

PSY 2800 TBA (variable:0:0)**SPECIAL PROJECTS**

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

PSY 2997, 2998, 2999 TBA (1-6 Cr.)**COOPERATIVE EDUCATION EXPERIENCE – 2ND YEAR**

(formerly PSYC 2997, 2998, 2999)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

SOC 1010 (SS) FS (1-3:3:0)
INTRODUCTION TO SOCIOLOGY

(formerly SOCI 1010)

This course introduces students to the nature and scope of sociology, including a systematic treatment of group life, social institutions, social processes, social change and social control. Variable credit may be earned.

SOC 1020 (SS) FS (1-3:3:0)
SOCIAL PROBLEMS

(formerly SOCI 1020)

This course presents an introduction to current social problems, including population, crime, prejudice, family disintegration, dependency and religious conflict. *Variable credit may be earned.*

SOC 2800 TBA (variable:0:0)
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

SPAN 1010 FS (5:5:0)
ELEMENTARY SPANISH I

This is a course for students with little or no previous Spanish education. The course goal is the development of communication skills in Spanish through continually improving Spanish language skills (reading, writing, listening, and speaking) along with exposure to Hispanic cultures. This course is not lecture-based, but interactive with a focus on learner participation. Students participate in a variety of small and large group activities reflecting the normal use of Spanish in various situations.

SPAN 1020 (FL) S (5:5:0)
ELEMENTARY SPANISH II

This course is a continuation of SPAN 1010. The goal of this course is the development of communication skills in Spanish through continually improving Spanish

language skills (reading, writing, listening, and speaking) along with exposure to Hispanic cultures. This course is not lecture-based, but interactive with a focus on learner participation. Students participate in a variety of small and large group activities reflecting the normal use of Spanish in various situations. This course fulfills the foreign language requirement for the A.A. degree.

Prerequisites: SPAN 1010 or equivalent.

SPAN 2010 (FL) F (4:5:0)
INTERMEDIATE SPANISH I

This is the third-semester Spanish course. The linguistic focus of the course is on vocabulary development, accuracy of expression, and improved communication. Students review structures and vocabulary learned in elementary courses, and use them in longer, more detailed speech and compositions. The literary focus of the course is on the development of reading skills for authentic texts, both from print and other media. The cultural focus of the course is on the increased knowledge and understanding of the geography, history, and traditions of the Hispanic world. This course is not lecture-based, but interactive with a focus on learner participation. **Prerequisites: SPAN 1020 or equivalent.**

SPAN 2020 (FL) S (4:5:0)
INTERMEDIATE SPANISH II

A continuation of Spanish 2010, this is the fourth-semester Spanish course. The linguistic focus of the course is on vocabulary development, accuracy of expression, and improved communication. Students review structures and vocabulary learned in elementary courses, and use them in longer, more detailed speech and compositions. The literary focus of the course is on the development of reading skills for authentic texts, both from print and other media. The cultural focus of the course is on the increased knowledge and understanding of the geography, history, and traditions of the Hispanic world. This course is not lecture-based, but interactive with a focus on learner participation. **Prerequisites: SPAN 2010 or equivalent.**

SPAN 2800 TBA (variable:0:0)
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one

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credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

SPAN 2950 **FS (1:0:3)**

UNDERGRADUATE TUTORING

This course is for native or more proficient speakers of Spanish who will use their knowledge to help other students review, strengthen, and apply language skills taught in all Spanish courses at Snow College. This includes both conversation practice and grammar instruction. Tutors may be asked to proofread documents, grade quizzes or homework, provide feedback, and perform other small tasks as directed by the instructor. Tutors will receive training and support from the instructor. **Prerequisites: Instructor approval and advanced proficiency in Spanish. Recommended courses include TSFL 1400, TSFL 1600, and TSFL 2660. Corequisites: See recommended courses above.**

SPED 2030 **FS (3:3:0)**

INTRODUCTION TO SPECIAL EDUCATION

This course is designed to introduce prospective elementary and secondary teachers with an overview of the historical, philosophical, psychological, and cultural forces that affect education. Participants will understand the nature of learning and the diversity of learners from those considered at-risk to those who may be gifted. An overview of the current trends and issues that face the general education teachers in terms of identification, referral and teacher of students who may have learning differences will be presented. The concept of inclusion and the continuum of special education services will be discussed. The participants will be aware of a variety of exceptionalities, specific strategies and adaptations that might be employed to assist in teaching student with learning problems. **Prerequisites: EDUC 1010**

SW 1004 **TBA (1:1:0)**

INVESTIGATIONS IN DIVERSITY

This course is designed to give students an introduction to diversity related topics such as: race, gender, religion, disability, and age. It includes weekly reading assignments, meetings, group discussions, and possible excursions to pertinent sites. Students will be expected to show self-motivation and participate as part of a group learning dynamic. Funds for excursions, supplies, and texts will be provided by the students. This course is cross-listed as EDUC 1004.

SW 1010 **FS (3:3:0)**

SOCIAL WORK AS A PROFESSION

This course provides students with an introduction to the history and development of professional social work including basic principles and values, areas of practice, and work opportunities. The theoretical foundations for work with organizations, groups, and individuals are examined with emphasis on each student's exploration of the values and belief systems that would affect their practice in the field.

SW 1936 **FS (1:0:3)**

INTRODUCTION TO MENTORING LAB

(formerly SOWK 193R)

A lab experience for students participating in community mentoring programs. **Prerequisites or Corequisite: SW 1930.**

SW 1997, 1998, 1999 **TBA (1-6 Cr.)**

COOPERATIVE EDUCATION EXPERIENCE – 1ST YEAR

(formerly SOWK 1997, 1998, 1999)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

SW 2100 **S (3:3:0)**

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

(formerly SOWK 2100)

The purpose of this course is to study and understand why people behave as they do and how their development is shaped by the cultural systems and social stimulus. **Prerequisites: SW 1010 Introduction to Social Work (formerly SOWK 1000).**

SW 2300 **FS (3:3:0)**

SOCIAL WELFARE AS AN INSTITUTION

An introduction to public and private institutions that meet health, recreation, and welfare needs of individuals, groups, and communities. Reviews values that underlie various social welfare institutions and services.

SW/EDUC 2400 **FS (3:3:0)**

DIVERSE POPULATIONS

This course examines social and cultural characteristics of various minority groups and emphasizes the use of a variety of resources for solving minority group problems. It is designed to provide content related to the experiences, needs, and responses of ethnic minorities in the United States in order to build community resources to solve potential problems of ethnic minorities. Attention will be given to identifying, exploring, and demonstrating the knowledge, values, and skills essential for multicultural competence in both social work and public educational practices.

SW 2800 TBA (variable:0:0)**SPECIAL PROJECTS**

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

SW 2997, 2998, 2999 TBA (1-6 Cr.)**COOPERATIVE EDUCATION EXPERIENCE – 2ND YEAR**

(formerly SOWK 2997, 2998, 2999)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

TESL 1000 FSSu,F1,F2,S1,S2 (1:2:0)**INTERNATIONAL STUDENT ORIENTATION**

This course will provide international students with the knowledge, attitudes, skills, and awareness to adapt to college life at Snow College. The course is designed with multiple sections which will help orient students to college life and American culture. These learning sections will address the following issues: adjusting to American college culture, campus services, and US immigration law as it pertains to International students studying in the US. This course may be repeated for credit. (This course is cross-listed with ESL 1000).

Prerequisites: Students must have a current Foreign Student Visa to attend this course.

TESL 1051 F1 (1:1:0)**INTERNATIONAL PARTNERS**

International and American students will be matched as partners for the duration of one session (8 weeks). Students will participate in cultural awareness activities and respond to the experiences. There are activities planned by the course instructor, as well as activities decided on by the partners.

TESL 1052 F2 (1:1:0)**INTERNATIONAL PARTNERS**

International and American students will be matched as partners for the duration of one session (8 weeks). Students will participate in cultural awareness activities and respond to the experiences. There are required activities planned by the course instructor, as well as activities decided on by the partners.

TESL 1053 S1 (1:1:0)**INTERNATIONAL PARTNERS**

International and American students will be matched as partners for the duration of one session (8 weeks). Students will participate in cultural awareness activities and respond to the experiences. There are required activities planned by the course instructor, as well as activities decided on by the partners.

TESL 1054 FS (1:1:0)**INTERNATIONAL PARTNERS**

International and American students will be matched as partners for the duration of one session (8 weeks). Students will participate in cultural awareness activities and respond to the experiences. There are required activities planned by the course instructor, as well as activities decided on by the partners.

TESL 1151 F1 (1:1:0)**COMMUNITY OUTREACH**

International and American students will learn about and prepare oral presentations representing select aspects of a foreign culture of their choice. These cultural presentations will be performed to community organizations such as schools, churches, civic clubs and governmental groups in the surrounding area.

TESL 1152 F2 (1:1:0)**COMMUNITY OUTREACH**

International and American students will learn about and prepare oral presentations representing select aspects of a foreign culture of their choice. These cultural presentations will be performed to community organizations such as schools, churches, civic clubs and governmental groups in the surrounding area.

TESL 1153 S1 (1:1:0)**COMMUNITY OUTREACH**

International and American students will learn about and prepare oral presentations representing select aspects of a foreign culture of their choice. These cultural presentations will be performed to community organizations such as schools, churches, civic clubs and governmental groups in the surrounding area.

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TESL 1154**S2 (1:1:0)****COMMUNITY OUTREACH**

International and American students will learn about and prepare oral presentations representing select aspects of a foreign culture of their choice. These cultural presentations will be performed to community organizations such as schools, churches, civic clubs and governmental groups in the surrounding area.

TESL 1400**FS (4:4:0)****METHODS IN TEACHING SECOND AND FOREIGN LANGUAGE**

This is introductory course in techniques of language teaching. It begins with a brief historical survey of language teaching and continues with a discussion of the current trends in the field. Students study language acquisition theory as it relates to classroom practice and learn to use technology appropriately in classroom settings. Preparation and presentation of lesson plans is a major focus of this course.

TESL 1600**F2S2 (1:2:0)****LANGUAGE LEARNING STRATEGIES**

This course will focus on understanding the process of language learning and on developing strategies for successful language learning. Students in the course will find that successful language learning is possible for everyone and begin to create their own preferred pathways to proficiency.

TESL 2051**F1 (1:1:0)****INTERNATIONAL PARTNERS**

International and American students will be matched as partners for the duration of one session (8 weeks). Students will participate in cultural awareness activities and respond to the experiences. There are required activities planned by the course instructor, as well as activities decided on by the partners. **Prerequisites: TESL 1051**

TESL 2052**F2 (1:1:0)****INTERNATIONAL PARTNERS**

International and American students will be matched as partners for the duration of one session (8 weeks). Students will participate in cultural awareness activities and respond to the experiences. There are required activities planned by the course instructor, as well as activities decided on by the partners. **Prerequisites: TESL 1052**

TESL 2053**S1 (1:1:0)****INTERNATIONAL PARTNERS**

International and American students will be matched as partners for the duration of one session (8 weeks). Students will participate in cultural awareness activities and respond to the experiences. There are required activities planned by the course instructor, as well as activities decided on by the partners. **Prerequisites: TESL 1053**

TESL 2054**S2 (1:1:0)****INTERNATIONAL PARTNERS**

International and American students will be matched as partners for the duration of one session (8 weeks). Students will participate in cultural awareness activities and respond to the experiences. There are required activities planned by the course instructor, as well as activities decided on by the partners. **Prerequisites: TESL 1054**

TESL 2151**F1 (1:1:0)****COMMUNITY OUTREACH**

International and American students will learn about and prepare oral presentations representing select aspects of a foreign culture of their choice. These cultural presentations will be performed to community organizations such as schools, churches, civic clubs and governmental groups in the surrounding area. **Prerequisites: TESL 1151**

TESL 2152**F2 (1:1:0)****COMMUNITY OUTREACH**

International and American students will learn about and prepare oral presentations representing select aspects of a foreign culture of their choice. These cultural presentations will be performed to community organizations such as schools, churches, civic clubs and governmental groups in the surrounding area. **Prerequisites: TESL 1152**

TESL 2153**S1 (1:1:0)****COMMUNITY OUTREACH**

International and American students will learn about and prepare oral presentations representing select aspects of a foreign culture of their choice. These cultural presentations will be performed to community organizations such as schools, churches, civic clubs and governmental groups in the surrounding area. **Prerequisites: TESL 1153**

TESL 2154**S2 (1:1:0)****COMMUNITY OUTREACH**

International and American students will learn about and prepare oral presentations representing select aspects of a foreign culture of their choice. These cultural presentations will be performed to community organizations such as schools, churches, civic clubs and governmental groups in the surrounding area. **Prerequisites: TESL 1154**

TESL 2300**S (1:1:0)****TESTING AND EVALUATION**

This course familiarizes potential teachers of second and foreign languages with theory and techniques in the construction, analysis, use, and interpretation of second language assessment. It also introduces useful tech-

niques of teacher self-evaluation to improve the quality of instruction.

THEA 1013 (FA) FSSu (3:3:0)
SURVEY OF THEATRE

This course is an introduction to the literature, genre, conventions and style of drama as art and performance craft. It provides students with an overview of historical and contemporary theatrical practices.

THEA 1023 (FA) TBA (3:3:0)
INTRODUCTION TO FILM

An introduction to the elements of film, this course is designed to develop an appreciation and understanding of film as an art form. The class explores film criticism, film history, and film making techniques through discussion and examination of historical and contemporary film.

THEA 1031 (FA) F (3:3:0)
THEATRE HISTORY AND LITERATURE: CLASSICAL

This course is an exploration of the principal literary periods and styles of drama from the ancient Greeks through the Renaissance. Course may be taken out of sequence.

THEA 1032 (FA) S (3:3:3)
THEATRE HISTORY AND LITERATURE: MODERN

This course is an exploration of the principal literary periods and styles of drama from Realism through the contemporary theatre. Course may be taken out of sequence.

THEA 1033 (FA) F (3:3:3)
ACTING I

This course is an introduction to terminology, improvisation, script analysis and interpretation, body movement, vocal production, acting techniques and ensemble acting.

THEA 1080 FS (2:0:4)
THEATRE IMPROV PERFORMANCE TEAM

This course provides performance opportunities in Theatrical Improvisation. All students in the course are required to be on the Snow College Improv Team. The course promotes acting and improv skills through supervised rehearsals and performances. Repeatable for credit. **Prerequisites: Instructor approval**

THEA 1223 FS (2:0:4)
STAGE MAKEUP

This course is a practical examination into the techniques and artistry of makeup for the theatre. The primary focus is on one- and three-dimensional techniques in corrective, aging, character and period styles.

THEA 1513 (FA) FS (3:2:2)
STAGE CRAFT

(formerly THEA 1510)

This course is an introduction to technical theatre methods, scenic construction, sound operations, stage lighting, scene painting, and stage management. The course provides opportunity for both theoretical and practical experience in the various aspects of technical theatre.

THEA 1740 (FA) FS (3:3:0)
SURVEY OF MUSICAL THEATRE

This course explores the origins of musical theatre, its historical and cultural evolution, and its significance in the contemporary American theatre. Emphasis will be upon the collaboration among librettists, composers, lyricists, producers, directors, choreographers, and performing artists necessary to bring musical theatre to the stage.

THEA 1901 TBA (1:1:0)
PERFORMING ARTS CAREER EXPLORATORY

This course provides students the opportunity to explore careers in theatre. The course is project-based; students will propose and complete projects designed to show their research into areas of occupational interest to them, and present these research projects to class members. This course transfers as theatre elective credit to 4-year schools.

THEA 1997, 1998, 1999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION EXPERIENCE – 1ST YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

THEA 2033 S (3:3:6)
ACTING II

This course is a continuation of THEA 1033 with emphasis upon script analysis, characterization, internalization and period styles in performance. It includes development and application of basic acting skills. **Prerequisites: THEA 1033 or instructor's permission. Corequisites: THEA 1033 or instructor's permission.**

THEA 2080 (OC) FS (3:3:0)
THEATRE IMPROVISATION

This course is an exploration of spontaneous movement and expression through improvisation. The student will explore individual and group creativity, timing, inventiveness, discovery of emotion, and thought processes. The course provides opportunity for both theoretical and practical experiences in the various aspects of movement improvisation, presentation, research and structure in vocal delivery. This course is cross-listed as DANC 2080..

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THEA 2130 **TBA (3:3:0)**
PLAY PRODUCTION
 A study of the fundamental practices, principles, and techniques associated with producing plays. Topics include artistic, technical, managerial, and financial elements of a dramatic production.

THEA 2140 **S (3:3:6)**
DIRECTING
 This course is an analysis and laboratory application of theories of stage direction. It examines directing as art and craft, with emphasis upon the director as an interpretive artist, acting coach and administrator/manager. For professional, civic and educational settings. **Prerequisites: THEA 2033 or instructor's permission.**

THEA 2210 **F (3:2:1)**
BASIC SCENIC DESIGN
 This course provides theoretical and practical training in scenic design. Students will develop skills and techniques for execution of scenic design for the theatre. Course studies will include drafting techniques and conventions relevant to the theatre and basic methods of scenic design as applied in contemporary practice.

THEA 2203 **S (3:2:2)**
COSTUME CONSTRUCTION
 This course is an introduction to the practical experience in sewing, fabric choice, flat pattern modification, fitting, and garment modification. Theoretical introduction to costume design, flat pattern design, and draping.

THEA 2290 **TBA (1-3:1-3:0)**
SPECIAL TOPICS IN THEATRE
 A variable content course which treats subjects of special interest. The content will change from semester to semester and will be advertised in advance. May be taken by both majors and non-majors. Course is repeatable for credit.

THEA 2510 **S (2:0:4)**
SCENE PAINTING (Repeatable for Credit)
 (formerly Scene Painting and Stage Properties)
 This course provides a practical examination into the basic techniques of scene painting. It also serves as a unique opportunity for students to see their work on stage by participating in the production of the Snow College theatrical season. The class is organized as a combination of lecture, demonstration, research, and studio work.

THEA 2540 **F (3:2:2)**
LIGHTING DESIGN
 This course explores the study and application of theory and principles in designing theatrical lighting. Opportunities are provided to exercise theory in practical settings. Students are given opportunities to learn and

develop skills in the following areas: (1) design appreciation and aesthetics; (2) the design process; (3) lighting instrumentation, hanging, and focusing; (4) qualities and functions of light; (5) color mixing; and (6) lighting effects.

THEA 2716 **FS (1-2:1-2:1-2)**
PRODUCTION PRACTICUM I
 This course is a practical application of basic theatre production skills through supervised play rehearsals and technical crew support experiences. Repeatable for credit.

THEA 2726 **FS (1-2:1-2:1-2)**
PRODUCTION PRACTICUM II
 This course is a practical application of basic theatre production skills through supervised play rehearsals and technical crew support experiences. Repeatable for credit.

THEA 2736 **FS (1-2:1-2:1-2)**
PRODUCTION PRACTICUM III
 This course is a practical application of basic theatre production skills through supervised play rehearsals and technical crew support experiences. Repeatable for credit.

THEA 2746 **FS (1-2:15:15)**
PERFORMANCE PRACTICUM I
 This course allows application of acting skills through supervised play rehearsals and performances.
Prerequisites: Instructor's permission.
Corequisites: Instructor's permission.

THEA 2756 **FS (1-2:15:15)**
PERFORMANCE PRACTICUM II
 This course allows application of acting skills through supervised play rehearsals and performances.
Prerequisites: Instructor's permission.
Corequisites: Instructor's permission.

THEA 2766 **FS (1-2:15:15)**
PERFORMANCE PRACTICUM III
 This course allows application of acting skills through supervised play rehearsals and performances.
Prerequisites: Instructor's permission.
Corequisites: Instructor's permission.

THEA 2800 **TBA (variable:0:0)**
SPECIAL PROJECTS
 This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent

learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

THEA 2901 TBA (2:2:1)
THEATRE CAPSTONE

This course provides students the opportunity to demonstrate mastery of the concepts and skills necessary for continuation in their field of study in the arts. The course is project-based; students will propose and complete projects designed to show their abilities and present these in a public forum, either live or online. Examples of these projects might include solo performances, audio or video recording of works, or the preparation of an online portfolio. In addition to completing the project, students will learn the skills necessary to present the project, including the necessary computer, print, design, and marketing skills necessary to present their materials to the public. **Prerequisites: Permission of Instructor**

THEA 2997, 2998, 2999 TBA (1-6 Cr.)
COOPERATIVE EDUCATION EXPERIENCE – 2ND YEAR

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the job experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

TSFL 1050 F1 & 2, S1 & 2 (1:1:2)
INTERNATIONAL PARTNERS (Repeatable for Credit)

(formerly TSFL 105R)
 International and American students will be matched as partners for the duration of one session (8 weeks). Students will participate in activities together and respond to the experiences in a journal. There are required journalizing activities planned by the course instructor as well as activities decided on by the partners. This course may be repeated.

TSFL 1150 F1 & 2, S1 & 2 (1:1:3)
COMMUNITY OUTREACH (Repeatable for Credit)

(formerly TSFL 115R)
 International and American students will prepare oral presentations representing select aspects of a foreign

culture of their choice. These cultural presentations will be performed to community organizations such as schools, churches, civic clubs and governmental groups in the surrounding area. This course may be repeated.

TSFL 1997, 1998, 1999 FS (1:1:2)
FIRST YEAR PRACTICUM IN TEACHING SECOND AND FOREIGN LANGUAGES

This course is offered through Cooperative Education. Students in the TSFL AAS program are required to work in a language classroom in order to earn credit. Students make goals, follow a plan to achieve the goals, keep a journal, and write a final report. **Prerequisites and/or Corequisites: Concurrent enrollment in TSFL 1400 or completion of TSFL 1400.**

TSFL 2650 (HU) F (3:3:0)
LANGUAGE IN SOCIETY

We are all intimately familiar with at least one language: our own. Few native speakers, however, stop to consider what they know about their own language and how their language shapes daily life. This course will provide students with a basic introduction to language and the relationship of language to society. Examples will be taken from a wide variety of languages and cultures.

TSFL 2660/ENGL 2660 (HU) S (3:3:0)
INTRODUCTION TO LANGUAGE SYSTEMS

A general introduction to the theory of language, this course will focus on language systems, with particular attention to phonology, morphology, syntax and semantics. Examples of general linguistic principles will be drawn from English as well as other languages known to the people who teach the course.

TSFL 2700 S (1:1:0)
JOB SEARCH RESOURCES

This course is intended for students nearing the end of their professional training in TSFL. It will provide information about and practice in the process of finding rewarding work in the field of language teaching, particularly overseas.

TSFL 2800 TBA (variable:0:0)
SPECIAL PROJECTS

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean,

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Fine Arts.

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and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (For students in Automotive Technology, see Auto 2900 Special Projects.)

TSFL 2997, 2998 **FS (1-3 Cr.)**
SECOND YEAR PRACTICUM IN TEACHING SECOND AND FOREIGN LANGUAGES

This course is offered through Cooperative Education. Students in the TSFL AAS program are required to work in a language classroom in order to earn credit. Students may tutor, work as conversation partners, or work as an assistant with the course instructor. Students make goals and follow a plan to achieve the goals.

WELD 1000 **TBA (2:1:3)**
WELDING FUNDAMENTALS

Through lecture, demonstration and hands-on activities, this course is designed to give a student with no prior welding experience an introduction to the welding field. This course will instruct students in the basic skills and principles for oxy-acetylene and shielded metal arc welding, including shop safety and equipment setup.

WELD 1007 **TBA (2:1:2)**
PRINCIPLES OF TECHNOLOGY I

This applied physics course covers scientific concepts of force, work, rate, resistance, energy, power, transformers, and mathematic computations necessary to perform experiments involving momentum as applied to mechanical, fluid and electrical systems found in modern industry. Laboratory activities featuring measurement and instrumentation are emphasized.

WELD 1008 **TBA (2:1:2)**
PRINCIPLES OF TECHNOLOGY II

This applied physics course covers mathematic computations necessary to perform experiments involving scientific concepts of vibrations, energy, conversion, transducers, radiation, light, and time constants as applied to mechanical, fluid, and electrical systems found in modern industry. Laboratory activities featuring measurement and instrumentation are emphasized. **Prerequisites:** WELD 1007.

WELD 1010 **TBA (4:2:6)**
OXY-ACETYLENE WELDING AND CUTTING PROCESSES

This is a course designed for various trades and community members. This beginning course covers theory and practice of oxy-acetylene fusion welding of sheet steel, including cutting, welding, soldering, and braze welding of ferrous and non-ferrous metal. Muffler shops, farmers, and ranchers use oxy-acetylene equipment to make repairs and fabricate parts.

WELD 1020 **TBA (4:2:6)**
SHIELDED METAL ARC WELDING

This course is designed for welding technology majors, various trades and community members. The course is for beginning students interested in learning basic arc welding techniques, theory, and practices including types of machines, electrodes, and their application. Students study types of joints, expansion and contraction of metals, care and use of tools and equipment, and welding safety.

WELD 1030 **TBA (3:1:6)**
RELATED OXY-ACETYLENE AND ARC WELDING

This course is designed to give students in other programs a background in welding fundamentals that can be used in their career fields. This course will instruct students on the basic skills and principles for oxy-acetylene, shielded metal arc welding, gas metal arc welding, and gas tungsten arc welding. Instruction will also be given on shop safety, electrode selection, equipment setup, brazing, soldering, and cutting techniques.

WELD 1050 **TBA (0:0:0)**
WELDING SKILLS LAB

This non-credit course provides lab time in 20 hour blocks for individuals who want to improve existing welding skills with minimal instruction and no additional theory work. A basic shop safety test must be completed before entering the lab. Lab hours are to be arranged with the department chair upon registration.

WELD 1260 **TBA (2:2:0)**
ELECTRICAL FUNDAMENTALS

This course presents the theories and principles of basic electricity, electrical safety, and working precautions as used by welders.

WELD 1300 **TBA (8:3:15)**
ADVANCED ARC WELDING

This course will cover preventive maintenance for welding equipment, proper service and troubleshooting of portable engine driven welders and electric powered welding machines. Welding practice is continued with emphasis on multiple pass welding, V groove welding, and pipe welding. Qualification tests must be completed for flat, horizontal, vertical, and overhead positions to complete the course. **Prerequisites:** WELD 1020. **Corequisites:** WELD 1310.

WELD 1303 **TBA (4:2:6)**
ADVANCED ARC WELDING A

This course will cover advanced welding techniques and arc-related cutting processes. Welding practice is continued with emphasis on multiple pass welds in all positions. Qualification tests must be completed for flat, horizontal, vertical, and overhead positions to complete the course. **Prerequisites:** WELD 1020.

WELD 1305 TBA (4:2:6)

ADVANCED ARC WELDING B

This course will cover preventive maintenance for welding equipment, proper service, and troubleshooting of portable engine driven welders and electric powered welding machines. Welding practice is continued with emphasis on pipe welding. **Prerequisites: WELD 1303**

WELD 1310 TBA (2:2:0)

WELDING INSPECTION

This course is for welding technology majors. It presents skills and techniques to assist welders to better perform their duties. Procedure and qualification testing welds and welders are studied. The course covers inspection procedures and includes destructive and non-destructive testing for the various welding defects. **Prerequisites: WELD 1020. Corequisites: WELD 1300.**

WELD 1313 TBA (1:1:0)

WELDING INSPECTION A

This course is for welding technology majors. It presents skills and techniques to assist welders to better perform their duties. Qualification testing weld procedures are studied. The course includes inspection procedures and destructive testing for the various welding defects. **Prerequisites: WELD 1020. Corequisites: WELD 1303.**

WELD 1315 TBA (1:1:0)

WELDING INSPECTION B

This course is for welding technology majors. It presents skills and techniques to assist welders to better perform their duties. Qualification testing weld procedures are studied. The course includes inspection procedures and non-destructive testing for the various welding defects. **Prerequisites: WELD 1020, WELD 1313. Corequisites: WELD 1305.**

WELD 1581 TBA (1:1:0)

SKILLSUSA – LEVEL 1

This is the first course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

WELD 1582 TBA (1:1:0)

SKILLSUSA – LEVEL 2

This is the second course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the

SkillsUSA career and professional leadership organization.

WELD 1600 TBA (3:3:2)

WELDING ELECTRICAL AND ELECTRONICS I

This course covers the principles and laws that govern electrical circuits, including Ohm's and Kirchhoff's Laws. Student will also gain understanding of the use of meters, wiring diagrams, wiring repair, transformers, conductors, semiconductors, PN junctions, diodes, transistors, multiplexing, computers, and sensors.

WELD 1715 TBA (3:3:0)

APPLIED TECHNICAL MATH

This course covers the principles of algebra and geometry as they apply to problem solving in the Business and Applied Technologies (BAT) division programs. It includes the quadratic equation, exponents and radicals, polynomials, constructions of geometric shapes, the circle concept, and applications of volume and shapes.

WELD 1910 TBA (0.5:0.5:0)

PROFESSIONAL DEVELOPMENT – COURSE 1

This class is designed to orient students to the opportunities offered by the department, school, state, and national SkillsUSA organization for professional development and leadership training. The importance of working and communicating with others is emphasized.

WELD 1920 TBA (0.5:0.5:0)

PROFESSIONAL DEVELOPMENT – COURSE 2

This course is the second in a series of courses to deal with stress, positive images, government awareness, team skills, professional meetings, social etiquette, employment opportunities, public speaking, job application, and employment portfolios.

WELD 1930 TBA (1:1:0)

LEADERSHIP & PROFESSIONAL DEVELOPMENT - COURSE 1

This is the first course in a series of two courses which will help students gain and improve workplace and interpersonal skills. Professional stewardship, management, and leadership are the foundational topics. Students taking this course will also have the opportunity to participate in the SkillsUSA career and professional leadership organization.

WELD 1999 TBA (1:0:2)

COOPERATIVE EDUCATION EXPERIENCE

This course provides an opportunity for students to apply knowledge and techniques learned in the classroom to actual job experience. Classroom instruction must precede the job experience or the student must be registered for courses at the same time the student is enrolled in the work experience. **Prerequisites: Instructor approval required.**

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WELD 2009**TBA (2:1:3)****PRACTICAL WELDING**

This course is a continuation of WELD 1000. More advanced techniques of welding are taught on shielded metal arc welding, gas metal arc welding, gas tungsten arc welding, and cutting processes. Special needs of specific students may also be covered, e.g., welding problems or techniques, qualification, certification, and fabrication projects. **Prerequisites: WELD 1000 or equivalent**

WELD 2200**TBA (8:3:15)****SEMI-AUTOMATIC WELDING PROCESSES**

A course designed for welding technology majors to cover theory and practical hands-on experience with semi-automatic wire fed machines. Emphasis is on safety and maintenance of equipment, basic fundamentals of each process, mode of transfers associated with gas metal arc welding (GMAW) and flux core arc welding (FCAW) processes, and electrode selection, gas selection, proper regulator and flow meter calibration. Joint design and equipment troubleshooting will also be discussed. **Prerequisites: WELD 1300**

WELD 2210**TBA (6:5:3)****BLUEPRINTS FOR WELDERS**

This course studies basic print interpretation and visualization for industrial applications. It includes weld symbols and covers layout techniques from shop drawings to fabrication of sheet metal, plate, pipe and structural shapes. Lab experience is included. **Prerequisites: DRFT 1010 or instructor approval**

WELD 2320**TBA (4:4:0)****METALLURGY**

Metallurgy is the science that explains the properties, behavior, and internal structure of metals. The course emphasizes welding carbon and alloy steels used with metals, such as cast iron. Discussions and demonstrations are given on various methods of heat treatment and metal properties.

WELD 2400**TBA (8:3:15)****INDUSTRIAL JOINING PROCESSES**

This course is for welding technology majors. It covers common current industrial welding processes, i.e., gas tungsten arc welding (GTAW), resistance and specialized processes. **Prerequisites: WELD 2200.**

WELD 2581**TBA (1:1:0)****SKILLSUSA – LEVEL 3**

This is the third course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

WELD 2582**TBA (1:1:0)****SKILLSUSA – LEVEL 4**

This is the fourth course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

WELD 2600**TBA (0:0:0)****PRINCIPLES OF WELDER CERTIFICATION**

This course is for experienced welding professionals and those who employ or supervise welding personnel. It presents skills and techniques to assist welders to better perform their duties. The meaning and value of welding procedures, welder qualification, and welder certification are studied. Weld inspection techniques covered include destructive and non-destructive test methods. Opportunity to take a welding certification test is included.

WELD 2800**TBA (1-2:0:3-6)****SPECIAL PROJECTS**

This course involves a special project where there is a demonstrated need which cannot be met through enrollment in a regularly scheduled course. It also could include special projects of unusual merit in furthering a student's professional and academic goals. Students must be able to sustain and complete independent learning projects. The course provides a framework for developing and enhancing student abilities. The Special Projects Contract must be completed, and will indicate the department through which credit will be awarded. Special projects for one credit can be approved by the advisor, the division dean, and the division representative to the Curriculum Committee. Projects for more than one credit must be approved by the advisor, division dean, and Curriculum Committee. Credit for a special project normally should be one to two credit hours depending on the work completed, but may be more with approval of the dean and Curriculum Committee. Unless approved in the contract, special project credit may not be used to satisfy general education requirements. Repeatable for credit. (This course is equivalent to GNST 2800.)

WELD 2910**TBA (0.5:0.5:0)****PROFESSIONAL DEVELOPMENT – COURSE 3**

This course is third in a series of courses designed to deal with goals, personal financial skills, volunteering, interviewing skills, writing a resume, applying conflict resolution skills, and performing a skill demonstration.

WELD 2920**TBA (0.5:0.5:0)****PROFESSIONAL DEVELOPMENT – COURSE 4**

This is the fourth in a series of courses designed to expose students to employment trends, risks related to employment changes, ethical and unethical behaviors,

and entrepreneurship. They will also be introduced to mentoring, job searching, team work, and leadership skills.

WELD 2930 **TBA (1:1:0)**
LEADERSHIP & PROFESSIONAL DEVELOPMENT -
COURSE 2

This is the second course in a series of two courses which will help students gain and improve workplace and interpersonal skills. Professional stewardship, management, and leadership are the foundational topics. Students taking this course will also have the opportunity to participate in the SkillsUSA career and professional leadership organization.

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ADMINISTRATION, FACULTY AND STAFF FOR EPHRAIM & RICHFIELD CAMPUSES

GENERAL ADMINISTRATIVE OFFICERS

Gary L. Carlston, Interim President; A.S., Snow College; B.S., M.Ed., Utah State University; Ph.D., Brigham Young University

Steven Hood, Vice President for Academic Affairs; Ph.D., University of California

Spencer Hill, Interim Vice President of Finance and Administrative Services; B.S., M.B.A., Utah State University

R. Craig Mathie, Vice President for Student Success; B.A., M.Ed, Brigham Young University

Patsy Daniels, Assistant to the President, Richfield, Certificate

Marci Larsen, Assistant to the President for Institutional Affairs, A.S., Snow College, B.S. and M.S.

ACADEMIC DEANS

Sue Dalley, Dean, Division of Social Sciences; B.S., Utah State University; M.S., Brigham Young University

Vance Larsen, Dean, Division of Fine Arts; B.M., Utah State University; M.M., Brigham Young University

Sheryl James Bodrero, Dean, Division of Humanities; B.A., Brigham Young University; M.A., University of Illinois; Ph.D., Pennsylvania State University

Daniel Black, Dean, Division of Natural Science and Mathematics, B.S., Southern Utah University, M.S., Ed.D., Utah State University

Michael P. Medley, Dean, Division of Business and Applied Technologies; B.A., M.B.A., Cal State University, San Bernardino

ASSOCIATED PERSONNEL

David D. Frame, Snow Field Station; B.S., Utah State University; D.M.V., Oregon State University; poultry medicine residency, University of California, Davis

Annette Taylor, Food Service Manager

Jeana Cheney, Bookstore Manager

EPHRAIM & RICHFIELD CAMPUS FACULTY

Cindy Alder, Assistant Professor, Mathematics; B.S. Math, Southern Utah University, M.Ed, Utah State University

David Allred, Associate Professor, English; B.A., M.A., Brigham Young University; Ph.D., University of Missouri

Scott Allred, Associate Professor, Fine Arts; A.A., Snow College; B.F.A., M.F.A., Utah State University

Jannette Anderson, Associate Professor, English; B.A., M.A., Utah State University

Lisa Anderson, Associate Professor, Business Technology; A.S., Snow College; B.S., Brigham Young University; M.S., Utah State University

April Anderton, Instructor, Allied Health; B.S.N., Western Governors University

Kari Arnoldsen, Professor, Mathematics; B.A., Ph.D., Brigham Young University

Daniel Balls, Instructor, Mathematics; A.S., Ricks College; B.A., Brigham Young University; M.S., Utah State University

LaFaun Barnhurst, Associate Professor, Business Technology; A.A.S., B.S., Southern Utah University; M.S., Utah State University

Kent Bean, Associate Professor, English; A.A., Salt Lake Community College; B.A., Utah State University; M.A., Brigham Young University; Ph.D., Bowling Green State University

Celia Benson, Term Faculty, English; B.A., Brigham Young University; M.P.C., Westminster College

Malynda Bjerregaard, Assistant Professor, Communications, A.A., Snow College; B.A., Southern Utah University; M.A., Southern Utah University

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Jonathan Bodrero, Associate Professor, Mathematics; B.S., M.S., Brigham Young University

Sheryl James Bodrero, Associate Professor, Foreign Languages; B.A., Brigham Young University; M.A., University of Illinois; Ph.D., Pennsylvania State University

Tracie Bradley, Associate Professor, Home Economics; B.S., Utah State University; M.S., Utah State University

Michael Brenchley, Instructor, Sociology/Anthropology; A.S., Snow College, B.S., M.S., Utah State University

Dean Brereton, Assistant Professor, Nursing; L.P.N., Snow College; A.D.N./R.N., Weber State University; B.S.N., University of Phoenix, M.S. Western Governors University

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Udambor Bumandalao, Instructor; M.A., Brigham Young University

Brandon Burnett, Asst. Professor, Chemistry; Ph.D., University of Nebraska-Lincoln

Jeff Carney, Associate Professor, English; A.B., Vassar College; M.A., University of Illinois

Morris Casperson, Associate Professor, Accounting; B.S., M.S., Utah State University

Gary Chidester, Associate Professor, Communication; A.A., Snow College; B.A., Weber State University; M.Ed., Utah State University

Elaine Compton, Assistant Professor, Communications; A.S., Mt. Hood Community College; B.S., M.S., Portland State University

Zachary Connor, Asst. Football Coach

LaMar Cook, Associate Professor, Life Science; B.S., D.P.M., California College of Podiatric Medicine

Jon Cox, Instructor/Assistant Professor, History; A.A., Utah State University; M.A. University of Utah

Sandra Cox, Term Faculty, Communication; A.A., Snow College; B.S., Utah State University; M.A., Southern Utah University

Kim Cragun, Associate Professor, Early Childhood Education, Human Development; B.A., Weber State College; M.S., Brigham Young University;

Ron Dalley, Assistant Professor, B.S. Agriculture Education, Utah State University; M.A. Math Education, Brigham Young University

Sue Dalley, Associate Professor, Home Economics; B.S., Utah State University; M.S., Brigham Young University

Chad Dewey, Director of Natural Resources; B.S., Utah State University; M.S., Utah State University

Jane Dunning, LVN, Custodian/Part-time CNA Instructor

Amber Epling, Associate Professor, Nursing; B.S.N., Weber State University; M.S.N., University of Phoenix

Erick Faatz, Associate Professor, English; A.A., Snow College; B.A., University of Utah; M.A., Colorado State University

Renee Mauche Faatz, Associate Professor, Geology; B.A., Geneseo State College; M.S., Ohio State University

John T. Fisher Jr., Asst. Professor of Biological Sciences; B.S., Utah State University; Ph.D., The University of Iowa

Paul A. Gardner, Professor, Biology, Human Anatomy; B.S., Pennsylvania State University; M.S., Brigham Young University; Ph.D., Northern Arizona University

Robert Gary, Instructor, Automotive Technology; Diploma, General Motors University of Pomona; A.A.S., Dixie State College

Luis Gordillo, Assistant Professor, Biological Sciences; A.S. Instituto Tec. Agric. Guatemala; B.S., Utah State University; M.S. & Ph.D., Brigham Young University

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CM
COSB
DMT
FRM
INDM
MTT
NURP
OLE
PHAR
WELD

Fine Arts

Communication &

New Media

ART
COMM
DANC
MUSC
THEA
New Media

Humanities

ENGL
ESL
LANG
PHIL
TESL

Natural Science & Mathematics

BIOL
CHEM
CS
ENGR
GEO
MATH
NR
PHYS

Social & Behavioral Science

ANTH
CJ
ECON
EDUC
GEOG
HIST
HFST
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