Kathy and I are delighted and honored to be part of the Snow College family and we hope you enjoy your time with us. As students you come to college with certain ideas about what you want to do. Our

advice to you is-do a little more. You will never again have so many opportunities to expand your knowledge and develop new talents. Don't just focus on your expected career. While at Snow take time to soak it all in. Learn a new language, develop a skill, participate in student leadership, enjoy a play or concert, take a dance class, study an area of science you know nothing about. Read.



Also, don't overlook the incredible out-of-doors all around you. We have world class rock climbing, fishing, hiking, cross-country skiing and cycling, all right here in our Snow College area.

Snow is one of the oldest two-year colleges in America and steeped in a tradition of excellence. We appreciate our faculty and staff. Our faculty present examples of intelligence and character and instill the same within our students. Our staff do more than administer. They share in teaching and serving our students and guests. They are great mentors. They make your success possible.

Thank you for coming to Snow. I welcome your suggestions and questions...and stories of your personal successes. My e-mail address is scott.wyatt@snow.edu. Please let me know how you are feeling and what we can do to help make your experience at Snow the absolute best.

Scott L. Wyatt



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# PHYS Social & Behavioral Science

ANTH
CJ
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General Information

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## Career & Technical Education

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WELD

#### **Business**

ACCT BUSADM BMGT BT FRM

#### **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

CJ ECON EDUC GEOG HIST HFST POLS

**ANTH** 

POLS PSY PE SW

SOC

Academic Support Services

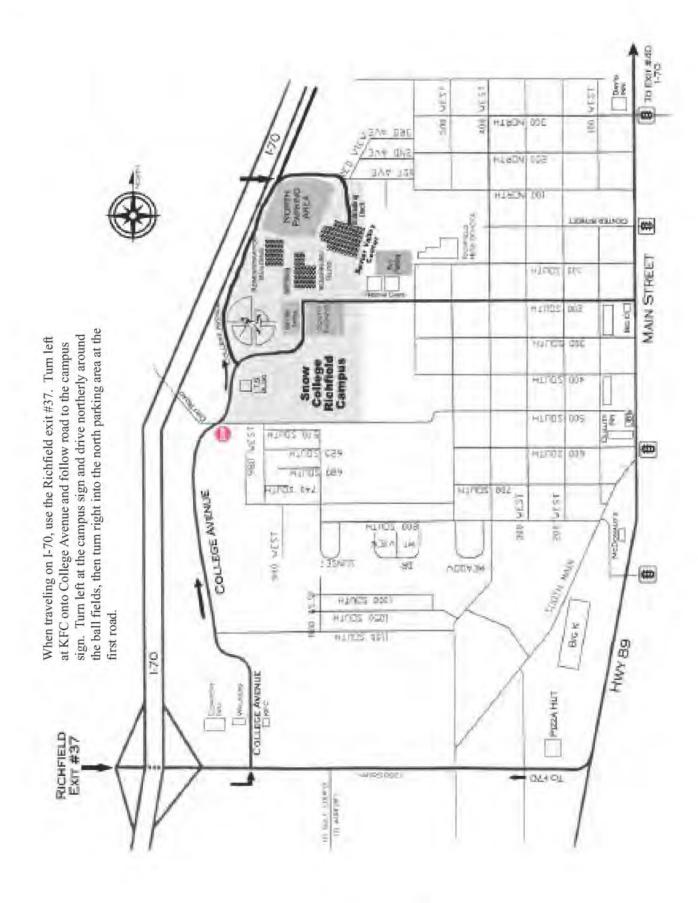
> Community Programs

Student Life

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Services

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# **Academic Calendar** 2012-2013

#### Summer Term 2012

June 4	
June 13	Last day to add or withdraw
	from a course without a \$25
	fee or "W" on record
June 18	Last day to pay tuition &
	fees
June 29	Final day to add or withdraw
	from an on-line course
July 4	Independence Day
July 9	Final day to add or withdraw
	from a course
July 24	Pioneer Day Holiday
July 26	Classes end
July 27	Final exams
Aug 1	Grades due

August Term 2012......Please contact Student Success Center for available classes offered (435-283-7313)

# Fall Semester 2012

Aug 20-22Start Smart
Aug 22Classes begin
Aug 31Last day to add or withdraw
a <i>1st Half Semester</i> course
without a \$25 fee or "W" on record
Sept 3Labor Day Holiday
Sept 12Last day to pay tuition & fees
Sept 13Last day to add/withdraw from
a Reg. Fall Semester course
without a \$25 fee or "W" on record
Sept 26Final day to add or withdraw
a <i>1st Half Semester</i> course
Oct 12
Oct 152nd Half Sem. classes begin
Oct 18, 19Fall Vacation
Oct 26Last day to add/withdraw
a 2nd Half Semester course
without a \$25 fee or "W" (record)
Nov 1Final day to add or withdraw
from a <b>Regular Fall Semester</b>
course
Nov 19Final day to add or withdraw
from a 2nd Half Semester class
Nov 21-23Thanksgiving Break
Dec 10Fall Semester classes end
Dec 11-14Final exams
Dec 19Grades due

# **Spring Semester 2013**

0	
Jan 1	New Year's Day
Jan 7	Classes begin
Jan 16	Last day to add or withdraw
	from a 1st Half Semester course
	without a \$25 fee or "W" on record
Jan 21	Martin Luther King Jr. Holiday
Jan 28	Last day to pay tuition & fees
Jan 29	Last day to add or withdraw
	from a Regular Spring Semester
	course without a \$25 fee or "W" on
	record
Feb 12	Final day to add or withdraw
	from a 1st Half Semester course

Feb 18	Presidents' Day Holiday
Feb 19	Follow Monday schedule
March 1	1st Half Semester classes end
March 4	2nd Half Semester classes begin
March 19	.Final day to add or withdraw
	from a Regular Spring Semester
	course
March 20	Last day to add/withdraw
	a 2nd Half Semester course
	without a \$25 fee or "W" on reco
March 25-29	Spring Break
April 12	Final day to add or withdraw
	from a 2nd Half Semester
	course
April 29	.Spring Semester classes end
April 30 - May 3	Final exams
May 4	Commencement
May 8	Grades due

## **Summer Term 2013**

May 6	Classes begin
May 16	Last day to add or withdraw
	from a course without a \$25
	fee or "W" on record
May 20	Last day to pay tuition &
	fees
June 29	Final day to add or withdraw
	from an on-line course
June 10	Final day to add or withdraw
	from a course
June 27	Classes end
June 28	Final exams
July 3	Grades due

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.

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#### WELD **Business**

ACCT BUSADM **BMGT** BT

**AUTO BCCM** CIS COSB DMT MTT **NURP** PHAR **TBSI** 

#### FRM **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**

CJ **ECON EDUC GEOG** HIST **HFST** 

ANTH

**POLS PSY** PΕ SW

SOC Academic Support Services

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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 IS, 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

Divisions & Departments

Career & Technical
Education

AUTO BCCM CIS COSB DMT MTT NURP PHAR TBSI

**AHNA** 

Business

ACCT

BUSADM

WELD

BT FRM

Fine Arts

ART DANC MUSC

THEA

Humanities COMM

ENGL ESL LANG

PHIL

Natural Science & Mathematics

> AGRI BIOL CHEM CS ENGR

GEO MATH PHYS

Social & Behavioral Science

ANTH CJ ECON EDUC GEOG HIST HFST POLS

PSY PE SW SOC

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> Community Programs

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Information about enforcement of Title IX at Snow College or concerns about possible sex discrimination-Rob Nielson, 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.



# **DIRECTORY**

(area code for Ephraim and Richfield is 435)

## **EPHRAIM CAMPUS**

General Information283-7000 www.snow.edu
Academic Advisement283-7313
Administration283-7010
ACT Testing283-7197
Activities, Student283-7121
Activity Center283-7020
Admissions
Alumni283-7060
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 Safety283-7170 or 7172
Career Services893-2221
Cashiers283-7256 or 283-7253
Center for Global Engagement283-7430
Computer Help Desk283-7331
Conferences and Programs283-7033
Continuing Education283-7320
Daycare/Preschool283-7488
Faculty/Staff Instructional Assistance Center
Financial Aid283-7133
Food Services283-7271

Foundation283-7060
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Housing283-7280
Human Resources Services283-7058 or 283-7057
Institutional Research & Info Team283-7346
Graduation283-7143 or 7145
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Outreach283-7376
Payroll Office283-7257
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Purchasing283-7260
Records283-7141,7142 or 4146
Registration283-7141 or 7142 or 7146
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Scholarships283-7150 800-848-3399
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Snowdrift (School Newspaper)283-7385
Sports Ticket Information283-7020
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**BCCM** CIS COSB DMT MTT **NURP** PHAR TBSI WELD **Business** ACCT

# BUSADM **BMGT**

BT FRM 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**

**ECON EDUC GEOG** HIST **HFST POLS** 

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General Information896-8202	
Academic Advisement893-2211	President283-7010 Wyatt, Scott L.
Academic Support Services893-2211	Assistant to the President for Institutional Affairs283-7010
Administration893-2246	Larsen, Marci
Admissions893-2211	Vice President for Academic Affairs283-7301 Smith, Gary
American Disability Act Coordinator283-7321	
Bookstore893-2204	Administrative Assistant to the Vice President for Academic Affairs283-7300 Boren, Heather
Business Office893-2245	
Campus Safety893-2235	Vice President for Finance and Administrative Services
Career Services893-2221	Dodge, Marvin L.
Cashier893-2249 or 893-2210	Vice President for Student Success893-2216 Mathie, R. Craig
Computer Technical Assistance893-2201	Administrative Assistant to the Vice President for Student Success283-7100
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Graduation893-2258	
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Registration893-2211	Accounting283-7558 Casperson, Morris
Residency (Ephraim)283-7159	Agribusiness283-7335
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Richfield Higher Education Center893-2266 Scholarships893-2256	Business Technology283-7560 Anderson, Lisa (Chair) McIff, Stacee (Snow Richfield)
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<b>Division of Career and Technical Education</b>	Jenkins, Melanie (Chair)	AHNA
Medley, Michael (Dean) 893-2264	Keller, Rachel	AUTO
	Kowalski, Michael	BCCM
Construction Technology283-7575	Lamb, Ron	CIS COSB
Christensen, Marlin (Chair) (Ephraim)	Peterson, Steve	DMT
Crook, Susan (TBSI)	Rosier, David	MTT
Nunley, Tracy (CUCF)	Wright, Gregory	NURP
Saltzman, Donald, Ephraim		PHAR TBSI
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Division of Fine Arts	James Bodrero, Sheryl (Dean)	Business
Larsen, Vance (Dean) 283-7465	Jensen, William	ACCT
Laisen, vance (Dean) 265-7403	Schiffman, Travis (Chair)	BUSADM
Art	Commission (Charle)	BMGT BT
	Philosophy283-7462	FRM
Allred, Scott	Kowalski, Michael	Fine Arts
Jorgensen, Amy	Wright, Gregory (Chair)	ART
Larsen, Adam	might, Glogory (Chair)	DANC
Taggart, Brad (Chair)	Division of Natural Sciences and Mathematics	MUSC THEA
D 202 5410	www.snow.edu/natsci	Humanities
Dance		СОММ
Meredith, Patty	natsci@snow.edu	ENGL
	Black, Daniel (Dean) 283-7534	ESL LANG
Music283-7466	D. J. J. J. G. J.	PHIL
Applewhite, Willie	Biological Sciences283-7503	TSFL
Hansen, Kathleen	www.snow.edu/biology	Natural Science &
Johnson, Madeline	biology@snow.edu	<u>Mathematics</u>
Jorgensen, Elaine	Cook, LaMar	AGRI BIOL
Larsen, Vance (Dean)	Edwards, Gregary	CHEM
Liao, Amber	Gardner, Paul	CS
Meredith, Steven (Chair)	Gordillo, Luis	ENGR
Smith, Brent	Johnson, Heidi (Richfield)	GEO MATH
	Papenfuss, Joseph	PHYS
Theatre 283-7482/7480	Sorensen, Kevin	Social & Behavioral
Christison, Kim	Stevens, Allan (Chair)	<u>Science</u>
Olsen, Brad		ANTH
	Chemistry283-7504	CJ ECON
Division of Humanities	www.snow.edu/chemistry	EDUC
Sheryl James Bodrero (Dean) 283-7457	chemistry@snow.edu	GEOG
Rebecca Adams (Secretary) 283-7411	Black, Daniel (Dean)	HIST
	King, Clinton	HFST POLS
Communication283-7405	Wathen, Mark	PSY
Bjerregaard, Malynda	Wendel, Doug	PE
Chidester, Gary		SW
Compton, Elaine (Chair)	Engineering/Computer Science283-7505	SOC
Peterson, Ivo	www.snow.edu/engineering	Academic Support
Wheeler, Rick	engineering@snow.edu	Academic Support Services
ii necici, ixica	Newbold, Brian R.	Community Programs
ESL/TSFL283-7436	Olson, Ted	Student Life
Kilmer, Sharon	Smith, Larry	Student Policies
	Sorenson, Garth (Chair)	
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Peterson, Alex		Course
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English	www.snow.edu/geology	Personnel
Allred, David	geology@snow.edu	
Anderson, Jannette	/ Course	13

Faatz, Renee Mauche (Chair)	
	Assistant to the President893-2246
Math283-7508	Daniels, Patsy
www.snow.edu/math	
math@snow.edu	Division of Business
Alder, Cindy	Dyreng, Doug (Dean) 283-7570
Arnoldsen, Kari (Chair)	Wheelwright, Jamee (Admin. Asst.) 283-7376
Bodrero, Jonathan	
Contreras, Omel	Business Technology893-2231
Dalley, Ron	Anderson, Monica (Chair)
Jacobsen, Mel	Barnhurst, LaFaun
Jeffery, Janalee (Richfield)	McIff, Stacee
Olson, Ted	Roberts, Cozette
Platt, Kenyon	
Smith, Larry	Business Management893-2241
Zollinger, Steve	Anderson, Monica
	Barnhurst, LaFaun
Physics283-7509	McIff, Stacee
www.snow.edu/physics	Roberts, Cozette
physics@snow.edu	
Olson, Ted (Chair)	Division of Career and Technical Education
Smith, Larry	Medley, Michael (Dean) 893-2264
Wendel, Doug	, , , , , , , , , , , , , , , , , , , ,
	Allied Health893-2232
Division of Social & Behavioral Sciences	Allen, Maria
Dalley, Sue (Dean) 283-7490	Brereton, Dean (Ephraim)
	Epling, Amber (Chair)
Home & Family Studies283-7490	Jorgensen, Cyndi
Bradley, Tracie (Chair)	Kearl, Karen
Cragun, Kim	Olsen, Sauna
Dalley, Sue (Dean)	Quarnberg, Jennifer
Larsen, Danni	Sampson, Debi
Social Science283-7545	G 4 4 T 1 1 2002 FFFF
Brenchley, Mike	Construction Technology893-7575
Cox, Jon	Christensen, Marlin (Chair)
Hansen, Kerry	Crook, Susan (TBSI)
Marsing, Nick	Nunley, Tracy (CUCF)
Seibt, Michael	Saltzman, Don
Young, Cless	X 1 4 1 17 1 1 1 000 205
Toung, Cless	Industrial Technology893-2250
Physical Education283-7551	Hart, Alan (Chair)
Ash, Virgil	Palmer, Alan
Asii, viigii Atwood, Jake	T. 0
Hughes, Tyler	Information Technology893-2264
Maughan, Britt	Medley, Michael (Chair)
McKenzie, Gary	G . T . 1 . 1
Ostlund, Michael	Services Technology893-2261
Trythall, Bob (Chair)	Mason, Teri (Chair)
Visger, Natalie	Price, Chad
Ward, Whitney	T
ward, windiey	Transportation Technology893-2215
	Boyer, Robert
D. G. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	Gary, Robert
RICHFIELD CAMPUS	Reese, Brent (Chair)
Administration893-2246	Wheelwright, Lon
Aummistration	
Vice President for Student Success893-2216	
Mathie, R. Craig	COLLEGE



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PHAR TBSI WELD

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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:** 

Admissions Coordinator: 435-893-2258 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, appli-cants are encouraged to submit an application for admis¬sion and all supporting documents (transcripts, ACT or SAT test scores) as early as possible. Students seeking scholarship consider¬ation 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 cred its 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 Ad missions 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;
- 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.
- 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:

- 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 require-

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
- 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. <u>General</u> **Information** 

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**BIOL** CHEM CS **ENGR** GEO MATH

#### PHYS Social & Behavioral Science

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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 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.
- 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 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.

#### **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

**Director:** Sam Heikinen

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.

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.

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# Natural Science & Mathematics

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

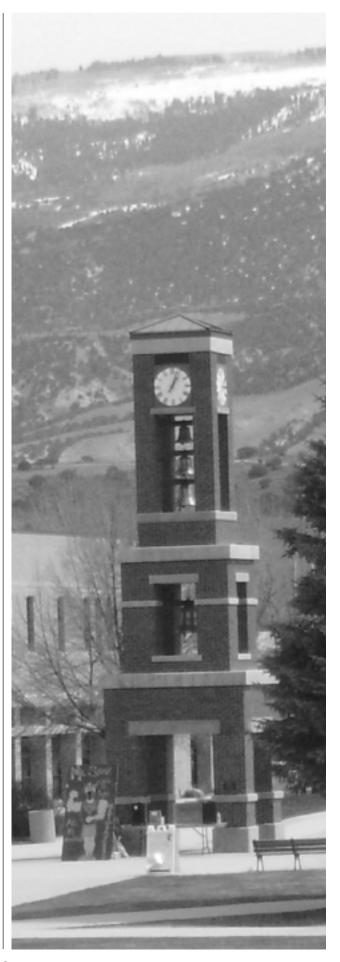
TOEFL CN6155 Princeton, New Jersey 08541-6155 U.S.A. www.ets.org/toefl/

Students who wish to apply to Snow College should write to International Student Admissions or email esl@snow.edu requesting the necessary application forms or access a form at <a href="mailto:snow.edu/international/apply.html">snow.edu/international/apply.html</a>. 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:

Total	\$16.500*
Books and supplies (estimate)	900
Personal expenses (estimate)	1,500
Board and room (estimate)	3,500
Tuition and fees (9 months)	\$10,600

- \* Plus transportation
- \* Cost may change



# REGISTRATION

#### **Registrar & Graduation Coordinator:**

Margie Anderson

Assistant Registrar: BethAnn Ericksen

Registration Assistants: Jan Atkinson, Christine Ray,

Patty Peterson

**Richfield Campus Registration and Graduation** 

Coordinator: Janet Fautin

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.

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 <u>www.snow.edu/advise</u>, 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 inperson 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.

## **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
- c. Week One -- Dropping a class:
   No instructor signature required
   Students may drop online.

closed courses

 d. Weeks Two and Three -- Dropping a class:
 No instructor's signature required, but a Change of Program form must be submitted. General Information

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e. Off-campus online students contact the Student Success Center at <a href="mailto:advisement@snow.edu">advisement@snow.edu</a> for assistance.

### **Changes During Weeks 4-10**

- 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.

# 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:

- 1. 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:

- 1. at the time of registration;
- 2. when a class is added or dropped;
- 3. if the first day of class is missed for any reason;
- 4. if a class is missed for more than two consecutive times;
- 5. 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 onetime \$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 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:

American Institutions

1 11	Timerican 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**

ΑI

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.,

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# PHYS Social & Behavioral Science

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**ANTH** 

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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)
- Identifiction 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 <a href="https://www.snow.edu/alumni">www.snow.edu/alumni</a> under the "Resources" link.

#### **Grade System**

The current grade system consists of the following:

Description	Point Value
Excellent	4.0
Excellent	3.7
Above Average	3.3
Above Average	3.0
Above Average	2.7
Average	2.3
Average	2.0
	Excellent Excellent Above Average Above Average Above Average Average

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	
ΙE	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:

- The applicant must be currently registered at 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.
- Students who have completed a certificate or degree may not petition for renewal of grades earned before the certificate or degree was awarded.
- Academic renewal may be requested only once during a student's academic career and is irreversible.
- "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.
- 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.

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# 2012-2013 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 authorized 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 i n 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:
- 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 as 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, 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 in-

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structor 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:

- 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;
- 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:

- 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;
- 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 sanc-

tions 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:

- 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 mutilation 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.

## Other Academic Appeals

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

- 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.
- Using the form available from the Office of the Vice-President of Student Success, address your petition to the Academic Standards Com mittee.
- 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 avail able 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 <a href="https://www.snow.edu/right2know">www.snow.edu/right2know</a>. Paper copies are also available by contacting the Student Success Office, Room #206 Greenwood Student Center, 435-283-7100.

#### **Credit Policies**

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.

#### **Grade Reports**

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

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#### **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 auestion.

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. 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:

- 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 corresponding 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 <a href="http://flats.byu.edu">http://flats.byu.edu</a> 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

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**AHNA** 

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DANC MUSC THEA

**FRM** 

ART

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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 are required to use this address to receive official email communications from Snow College. Students should check this account at least once a day. Snow College will deliver official campus email communications including academic updates, administrative notices, financial aid information, and student activities 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: <a href="http://www.snow.edu/email">http://www.snow.edu/email</a>. The student's email

address is: Badger ID@badgermail.snow.edu.



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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		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) - 3credit 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	redit 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	3 hours elective credit		
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 assess 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 full days from the date the semester begins.

**Seven Week Session** - 14 full days from the date the session begins.

**Fifteen Day Block** - 5 full days from the date the block begins.

If a student changes his/her schedule by adding classes after these payment deadlines, the student has until the last day of that month 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.

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# 2012-2013 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. <u>After classes</u> 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 FEE SCHEDULE - REGULAR SEMESTER

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).

Credit Hours	Tuition	Fees	Total
0.5	\$ 88.00		\$ 88.00
1	\$ 119.00		\$ 119.00
1.5	\$ 150.00		\$ 150.00
2	\$ 182.00		\$ 182.00
2.5	\$ 213.00		\$ 213.00
3	\$ 480.00	\$ 57.00	\$ 537.00
3.5	\$ 542.00	\$ 66.00	\$ 608.00
4	\$ 604.00	\$ 76.00	\$ 680.00
4.5	\$ 666.00	\$ 91.00	\$ 757.00
5	\$ 728.00	\$100.00	\$ 828.00
5.5	\$ 790.00	\$110.00	\$ 900.00
6	\$ 852.00	\$119.00	\$ 971.00
6.5	\$ 914.00	\$129.00	\$ 1,043.00
7	\$ 976.00	\$138.00	\$ 1,114.00
7.5	\$1,038.00	\$147.00	\$ 1,185.00
8	\$1,100.00	\$157.00	\$ 1,257.00
8.5	\$1,162.00	\$167.00	\$ 1,329.00
9	\$1,224.00	\$176.00	\$ 1,400.00
9.5	\$1,286.00	\$185.00	\$ 1,471.00
10-20	\$1,348.00	\$195.00	\$ 1,543.00
20.5	\$1,410.00	\$195.00	\$ 1,605.00
21	\$1,472.00	\$195.00	\$ 1,667.00
21.5	\$1,534.00	\$195.00	\$ 1,729.00
22	\$1,596.00	\$195.00	\$ 1,791.00
22.5	\$1,658.00	\$195.00	\$ 1,853.00
23	\$1,720.00	\$195.00	\$ 1,915.00
23.5	\$1,782.00	\$195.00	\$ 1,977.00
24	\$1,844.00	\$195.00	\$ 2,039.00
24.5	\$1,906.00	\$195.00	\$ 2,101.00
25	\$1,968.00	\$195.00	\$ 2,163.00

#### **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

#### NON-RESIDENT STUDENTS TUITION AND FEE SCHEDULE REGULAR SEMESTER

Credit Hours	Tuition	Fees	Total
0.5	\$ 320.00		\$ 320.00
1	\$ 434.00		\$ 434.00
1.5	\$ 549.00		\$ 549.00
2	\$ 661.00		\$ 661.00
2.5	\$ 776.00		\$ 776.00
3	\$1,770.00	\$ 57.00	\$1,827.00
3.5	\$1,995.00	\$ 66.00	\$2,061.00
4	\$2,220.00	\$ 76.00	\$2,296.00
4.5	\$2,445.00	\$ 91.00	\$2,536.00
5	\$2,670.00	\$100.00	\$2,770.00
5.5	\$2,895.00	\$110.00	\$3,005.00
6	\$3,120.00	\$119.00	\$3,239.00
6.5	\$3,345.00	\$129.00	\$3,474.00
7	\$3,570.00	\$138.00	\$3,708.00
7.5	\$3,795.00	\$147.00	\$3,942.00
8	\$4,020.00	\$157.00	\$4,177.00
8.5	\$4,245.00	\$167.00	\$4,412.00
9	\$4,470.00	\$176.00	\$4,646.00
9.5	\$4,695.00	\$185.00	\$4,880.00
10-20	\$4,920.00	\$195.00	\$5,115.00
20.5	\$5,145.00	\$195.00	\$5,340.00
21	\$5,370.00	\$195.00	\$5,565.00
21.5	\$5,595.00	\$195.00	\$5,790.00
22	\$5,820.00	\$195.00	\$6,015.00
22.5	\$6,045.00	\$195.00	\$6,240.00
23	\$6,270.00	\$195.00	\$6,465.00
23.5	\$6,495.00	\$195.00	\$6,690.00
24	\$6,720.00	\$195.00	\$6,915.00
24.5	\$6,945.00	\$195.00	\$7,140.00
25	\$7,170.00	\$195.00	\$7,365.00

### 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 Admis-

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sions 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 noncredit 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, 260010.00
Admissions Application Fee30.00
Admission Change of Status Fee15.00
AGRI (with lab) Agriculture10.00
AHNA 1000 Nursing Assistant16.00
AP Credit posint fee (per credit)10.00
ART 1020 Basic Drawing5.00
ART 1030 Basic Design15.00
ART 1040 Art Studio Practices 2D20.00
ART 1050 Basic Photography80.00
ART 1160 Art Studio Practices 3D20.00
ART 1110 Drawing I5.00
ART 1120 2-D Design15.00
ART 1130 3-D Design60.00
ART 1140 Photo I80.00
ART 1150 Jewelry Making45.00
ART 1200 Art Talks 50.00
ART 1300 Digital Media Fundamentals95.00
ART 1400 Experimental Video I95.00
ART 1500 Silver &
Alternative Photography90.00
ART 1510 Creative Visualization50.00

ART 1800 Digital Print &
Interactive Media90.00
ART 2110 Drawing II25.00
ART 2140 Photo II95.00
ART 2230 Printmaking I60.00
ART 2240 Printmaking II85.00
ART 2250 Digital Design35.00
ART 2300 Animation I95.00
ART 2600 Intro to Sculpture80.00
ART 2650 Intro to Ceramics60.00
ART 2900 Figure Drawing75.00
AUTO Automotive Class
Automotive Technology Shop Coat36.00
BB & FB Sports Officiating9.00
BIOL 1810 Biological Careers
BIOL Life Science Labs
BT Classes Business Technology
BT Computer Course
BT 2700 Pro Business Leadership24.00
CHEM Chemistry Lab
CIS Computer Course
COMM 1870, 2870 Radio
Performance classes
CS Computer Science Classes
COOP Co-op Cooperative Education Courses
CPSC Computer Courses
DMT 1810 (Truck Driving)*
DMT 1925 (Tm-al- Dmining) man harry 50,00
DMT 1825 (Truck Driving) per hour*50.00
DMT 1830 (Truck Driving)*100.00
DMT 1830 (Truck Driving)*

N	10.00
Military Training Credit posting fee	
MUSC Private Musice-Non Majors	
MUSC Group Guitar	
MUSC Group Piano	
MUSC Private Music-Major	400.00
MUSC 2166 A Cappella	
NURP 1102 Fundamentals of Nursing	
NURP 1109 Practical Nursing	
NURP 1110 IV Therapy	
Nurse Assistant	
Nurse Assistant Testing	
Outdoor Survival (Backpacking)*	40.00
PBL Enrollment	24.00
PE Cycling	40.00
PE 1625 Skiing Cross Country &	
Downhill	
PE 1130 Beginning Golf	17.00
PE 1131 Golf II	46.00
PE 1135, 1136 Archery	38.00
PE 1340 Lifeguarding	
PE 1505 Kayaking	
PE Backpacking	
PE 1145 Bowling	
(collected by Bowling Alley)	
PE Rock Climbing	40.00
PE 1543 First Aid	
PE 2600 Intro to Sports Medicine	
PHSC 2105 Honors Lab	
PHYS Physics Lab	
PHYS 1060 Astronomy	
Practical Nursing Clinical	
Practical Nursing Testing	
Practical Nursing HOSA Enrollment	
Proctor Fee (non-student)	
Skills Classes Skills	
USA-Level I, II, III,IV	25.00
Student I.D. Card (one-time charge)	
Student I.D. Card (lost/replacement)	
TBSI 2536 Stained Glass	
TBSI 2546 Plaster	
TBSI 2556 Wood Carving	
TBSI 2586 Log Cabins	
TBSI 2596 Wood Furniture	
TBSI 2616 Ceramic Tile	
TBSI 2636 Blacksmithing	
TBSI 2656 Masonry	
TBSI 2666 Stone Carving	
TBSI 2686 Adobe Restoration	
TBSI 2696 Timberframing	
TBSI 2706 Antique Furniture	
TBSI 2746 Windsor Chairs	
TBSI 2756 Millwork Windows	
TBSI 2766 Landscaping	
TBSI 2776 Gravestone Resoration	
TBSI 2776 Wood Furniture II	
THEA 1530 Life Mask	
Transcript of Credits, Official	
WELD Welding Classes	
The modeling Classes	50.00

Welding Locker	.5.	.00	)
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- \* May be refunded through the seventh calendar day of the semester
- + Non-Refundable

#### **FEE REFUND**

General fees are refundable upon withdrawal from classes up until the day classes begin. After classes begin, the general fees are not refundable. The fees for classes with an asterisk (\*) next to them may be refunded through the seventh calendar day of the semester. A student requesting a refund past the seventh calendar day must present a letter to the Cashiers' Office from the instructor authorizing the refund. Other class fees may be refunded up to three weeks. After three weeks, no class fees will be refunded unless the student presents a letter to the Cashiers' Office from the instructor authorizing the refund.

#### **TUITION REFUND**

Tuition only will be refunded according to the following schedule:

#### **Fifteen Week Semester:**

- Beginning of class instruction through 7<sup>th</sup> calendar day 90%
- 8<sup>th</sup> calendar day through 14<sup>th</sup> calendar day 70%
- 15<sup>th</sup> calendar day through 21<sup>st</sup> calendar day 50%
- After 21st day NONE

#### **Seven Week Session:**

- Beginning of class instruction through 4<sup>th</sup> calendar day 90%
- 5<sup>th</sup> calendar day through 8<sup>th</sup> calendar day 70%
- 9<sup>th</sup> calendar day through 14<sup>th</sup> calendar day 50%
- After 14<sup>th</sup> day NONE

### Fifteen Day Blocks

- Beginning of class instruction through 1<sup>st</sup> calendar day 90%
- Through 2<sup>nd</sup> calendar day 70%
- Through 3<sup>rd</sup> calendar day 50%
- After 3<sup>rd</sup> Calendar day NONE

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.

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### Fine Arts

ART DANC MUSC

**FRM** 

#### THEA <u>Humanities</u>

COMM ENGL ESL LANG PHIL

TSFL

#### Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

#### PHYS Social & Behavioral

# <u>Science</u>

ECON EDUC GEOG HIST HFST

ANTH C.J

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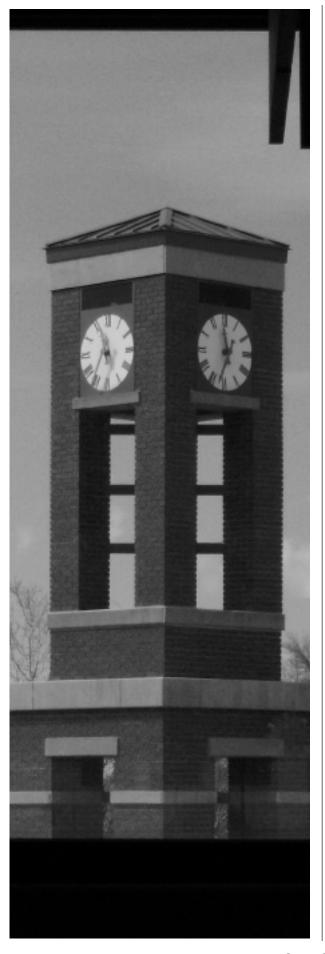
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SNOW COLLEGE 39



## **FINANCIAL AID**

Snow College participates in the Department of Education's Title IV Programs. These programs consist of federal educational grants, loans, and work study. Financial aid may also include funds from state grant programs when available.

### Applying for Financial Aid

The financial aid process begins with the Student Success Center. FAFSA application worksheets can be obtained on line, <a href="www.fafsa.ed.gov">www.fafsa.ed.gov</a> or from a Student Success Advisor. Advisors are available to answer questions about the application process (FAFSA) and the documentation required to complete your financial aid file.

The Student Success Center is in the Greenwood Student Center, Room 241. The Student Success phone number is (435) 283-7313.

Richfield Campus students may contact Student Success Advisors at (435) 893-2234 or 2205.

## Come to School Financially Prepared

There is a misconception by many students who come to school that financial aid will pay for their entire cost of education. In most cases it will not cover what you will owe. We recommend that students come financially prepared for college. It is the student's responsibility to pay the cost of attending Snow College. Financial aid does not replace the student's obligation to pay for educational costs as they come due. Costs that accrue before you receive aid may include; housing deposits, books, fees, additional meal plans. Many of these costs are due prior to school starting and are due before a student can receive financial aid. As most of these costs are due from outside vendors you should not plan on your financial aid covering these items. We have no control or payment arrangements with obligations incurred from outside vendors.

Other special programs have significantly higher costs that are often not covered by financial aid. Out-of-state tuition is significantly higher than in-state tuition. Financial aid rarely covers these additional costs.

### **INTRODUCTION**

Important Note: Content is subject to change based on Federal and State regulations.

Financial aid is a need-based program that includes grants, loans, and part-time employment. Funds are

provided by the federal government and the State of Utah. U. S. citizens and permanent residents may apply for financial aid regardless of race, color, religion, age, sex, national origin, pregnancy-related condition, disability or status such as Veterans.

#### FINANCIAL AID APPLICATION PROCEDURE

Applications for financial aid will be processed on a first-come, first-serve basis, with **priority** given to those whose applications are received by **March 1**.

The process is as follows:

- Apply for admission to Snow College
- Apply for a pin number for yourself and for at least one parent if you are a dependent student (Dependent student definitions will follow) web site: <a href="https://www.pin.ed.gov">www.pin.ed.gov</a>
- Complete and submit a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov
- Make sure you use the Snow College school code 003679 in one of your choices for schools
- After we receive the FAFSA electronically we will send a missing information letter identifying all of the documents we will need to complete your file.
- As the FAFSA is only the first step supply all supporting documentation to the Snow College Financial Aid Office.
- If you do not hear from us within 4 weeks of submitting the FAFSA contact our office to make sure we have received your file from the Department of Education
- After the first communication from the Snow College Financial Aid Office all future communication will be sent to your Snow College email without exception.
- Snow College web site www.snow.edu/~finaid
- Snow College Financial Aid Fax Number: (435) 283-7134.
- Snow College Financial Aid email address: financialaid@snow.edu

#### VERIFICATION

Many applications are chosen by the Department of Education for a process known as verification. This process is designed to document the accuracy of the information provided to the Department on the FAFSA. Files chosen for the verification process will require that the applicant use the IRS retrieval process during the filing of the FAFSA. Those that did not use the IRS data retrieval process will be required to **provide Snow College with an IRS Tax Transcript.** This can be obtained by calling the IRS or by sending the IRS form

4506T-EZ to your regional IRS office. All of these forms and information can be obtained at the IRS.gov website. Tax transcripts may take multiple weeks to process delaying the approval of your financial aid.

# Snow College will no longer accept individual copies of federal tax forms.

Snow College will not disburse any funds as long as there is conflicting information. Please remember that the Federal Financial Aid laws do not have to agree with IRS rules.

Couples that both file taxes as head of household will not be eligible for aid as it conflicts with financial aid regulations. Parents and a student cannot claim the same individual as a dependent. If parents claim a student the student cannot claim themselves as a dependent. To be eligible for aid, in some circumstances, you may be required to re-file taxes to be compliant with Department of Education regulations.

#### APPLICATION DEADLINES

The suggested application deadline to receive funding when fall semester, spring semester and summer semester begins is listed below. Applications may be submitted after these dates and awards issued as funds are available. The exception is that you must be enrolled to receive funds and you must meet the federal FAFSA deadlines to receive aid. If you wait and do your FAFSA at the yearend close out deadline and you are not enrolled you will not be funded.

June 1st.....Fall Semester Deadline - Those who

miss this deadline risk not having funds for fall semester until October or later.

November 1st.....Spring Semester Deadline
March 1st.....Summer Semester Deadline
April 1st.....Last day to have your file complete to guarantee funding for the current award year. (Students failing to meet this deadline or who are no longer enrolled will not be eligible for aid.)

#### **ELIGIBILITY**

Only an "Eligible Student" may apply and receive Federal financial aid. Federal regulations and institutional policy defines an eligible student as one who:

- Is a citizen, a national, or an eligible permanent resident non-citizen of the United States.
- Is admitted to Snow College with a high school diploma, or an equivalent certificate of completion (GED).

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# Natural Science & Mathematics

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- Is accepted or enrolled in an eligible program.
- Is seeking a degree or certificate.
- Is in good standing with the Institution and maintaining satisfactory academic progress.
- Has completed the Free Application For Federal Student Aid (FAFSA) and has received a valid Expected Family Contribution (EFC).
- Is not in default on any Federal Education Loans, does not owe an overpayment to any School participating in Title IV Funds, including Snow College.
- If male, is registered with Selective Service.
- For loan purposes is enrolled at least half time.
- Meets all other federally prescribed eligibility criteria.

## **Eligible Programs:**

Not all programs are eligible for financial aid. An eligible program must be 30 weeks in length or 900 clock hours and meet the Department of Education's definitions of eligibility. Programs such as CDL licensure, CNA licensure, Pharmacy Technician, and correspondence courses that take a year to complete are not eligible. Credit hours in these courses will not count towards your 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.

### Suspensions from aid

It is ultimately the students' responsibility to know their status. A student should check their grades each semester and not assume that they are eligible because we did not inform them. Not knowing or checking is not a valid excuse.

During the financial aid process each student signs the "Satisfactory Academic Progress Form" indicating that they have read and understand the academic requirements for financial aid eligibility. We will hold students accountable to the content of that document.

Once a student is suspended from aid they can continue attending school but will have to finance their education themselves.

#### **APPEALS**

If you fail to meet any of the Satisfactory Academic Progress (SAP) requirements there is an appeal process available. An appeal form and instructions are available on the Snow College web site. All appeals must be done in a timely manner generally within three weeks of the time grades are issued. Appeals received beyond the third week of the semester will be denied.

All appeals must include the supporting documentation and must address the unusual circumstance that caused the loss of the students' financial aid.

\*To meet deadlines check your grades and your eligibility status on Badger Web as soon as grades are available each semester.

#### REINSTATEMENT

A student will be reinstated either by meeting all of the Satisfactory Academic Progress requirements or by the approval of an appeal. Reinstatement by appeal will have stipulations that must be met to maintain financial aid eligibility.

#### RETURN OF TITLE IV FUNDS

Federal Regulations, 34 CFR 690.80(b) requires institutions to verify attendance in each class in which a student enrolls and receives financial aid based on credit hours being included in their enrollment status. This means that you must prove you attended every class and that if you quit going to class you will have to prove your last-date-of-attendance or pay all of your financial aid back to the Department of Education.

Withdrawing from school once you received financial aid has financial consequences. If you received federal student aid and then withdraw, stop attending without an official withdrawal date, or receive UW grades, receive"F" grades, or you leave school *regardless the reason*, you may owe money back to the federal student aid programs. This includes medical withdrawals, suspension or expulsion from the institution, whatever the reason is that necessitates that you leave; you will be obligated to return funds to the federal student aid programs. The less time you are enrolled the more money is unearned and must be returned.

Once we are aware of your non-attendance we will use the federal formula and calculate how much money is owed back to the federal student aid programs, you generally have no more than 45 days to return funds.

(For more detailed information on the Return of Title IV Funds policy contact the Snow College Financial Aid Office.)

#### CONSORTIUM AGREEMENTS

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. Currently we do not participate with schools outside of Utah. The purpose of these consortium agreements is to allow students who are working on degrees and certificates from one of these institutions to combine credits taken at other schools. As as student is only allowed financial aid at one institution, the combination of credits will allow an increase in enrollment which may allow increased funding in some programs such as the Federal Pell Grant.

\*It is the student's responsibility to pay tuition and fees at the participating institution.

#### COST OF ATTENDANCE

Snow College costs are based on Tuition, Fees, Room and Board, Books and Supplies, Travel Expense, and Personal Expenses. These costs are based on the Department of Education budget guidelines.

The cost of attendance is the accumulation of these costs minus any scholarship, federal aid, grants or loans, and any outside funding such as Veterans Education Benefits, or rehabilitation funding from the state. Although tuition rates may be fixed, room and board may fluctuate depending on where you choose to live. Books and supply costs depend on courses you take while personal costs and travel costs average \$700 and \$1,000 respectively.

#### GOOD STANDING

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 of drugs or alcohol, stealing, lying, cheating and other moral infractions;
- Disruption of classes and violations of school policies;
- Use of financial aid funds for anything other than authorized expenditures;
- Discourteous or abusive language or actions;
- Harassment.
- Violations of the Snow College computer use policies. (Violation of copyright infringement, P2P software, Piracy etc. violations could result in civil and criminal liability.)

#### 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 the individual to the Office of Inspector General.

#### SATISFACTORY ACADEMIC PROGRESS

Snow College Financial Aid Office is required to have a Satisfactory Academic Progress (SAP) Policy. It must apply to all periods of enrollment whether or not a student received aid during a previous period of enrollment.

There are several areas of academic progress we measure. **Qualitative Measure** is the measurement of the quality of your work or the grades you receive in your classes. You must maintain at least a 2.00 or "C" grade point average each semester and cumulatively. Failure to maintain a "C" average **w**ill result in a loss of financial aid.

Please Note: You may be suspended from aid without any probationary period if you fall below a 1.00, "D" average in any semester.

The second measure of Satisfactory Academic Progress is a **Quantitative Measure** (Pace). You must complete or earn 70 percent of the Snow College credit hours that you attempt. This means that if you attempt 16 credit hours you must earn or complete 11 credit hours.

To earn credit hours you must receive at least a "D" in the class to earn the credit. If you receive an F,W,UW, or an I, you have not earned the credit.

Please Note: You may be suspended from aid without a probationary period if you do not earn credits in more than half of your attempted credit hours in any semester.

Any student that receives all "F" grades in a semester will have to prove that they attended and document the "last-date-of-attendance" or they may owe all of their money back. (Maintain and keep a file of all of your graded work to support your last-date-of-attendance.)

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# Natural Science & Mathematics

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Snow College has a **Maximum Time Frame** that a student is eligible for aid as well. We can pay a student up to and including 95 credit hours.

\*New: Beginning July 1, 2011, students may only receive federal financial aid funding for one repetition of a previously passed course. All repeated classes will count in the Maximum Time Frame calculation of 95 credits.

Since Snow College is a two year institution if you graduate from Snow College we will not be able to pay you financial aid if you come back to take prerequisite courses for another program. Taking prerequisites no longer qualifies you as being an eligible student in an eligible program. (For more detailed information on the SAP policy contact the Snow College Financial Office.)

# TYPES OF FINANCIAL 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), the cost of attendance and the payment schedule issued by the U.S. Department of Education.

# Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant is for students with exceptional need. This grant is usually combined with other aid and is also nonrepayable. (Apply early as funds are limited and are usually awarded to Pell recipients first.)

#### **Utah Educational Disadvantage Grant**

The Utah Educational Disadvantage Grant is available for Utah residents only. It is combined with other financial aid and is non-repayable. (Apply early as funds are limited.)

# **Higher Education Success Stipend Program** (HESSP)

The HESSP fund is available for Utah residents only. It is combined with other financial aid and is non-repayable. (Apply early as funds are limited.)

#### **LOANS**

Loans, unlike grants and work-study, are borrowed money that must be repaid, with interest. These are real loans – just like car loans or mortgages. You cannot have these loans canceled because you didn't like the education you received or because you are having financial difficulty. These loans are a serious obligation, so think about the amount to repay over the years

before you take out a loan. (U.S. Department of Education: The Student Guide 2005-2006.)

#### Federal Direct Subsidized Stafford Loan

The Federal Stafford Loan is a need-based, low interest loan. The amount that may be borrowed depends on the borrower's need and year in school. The interest rate is variable and changes annually. The minimum monthly payment, which begins six (6) months after the borrower ceases to be enrolled at least half time, is \$50.00 (subject to change).

#### Federal Direct Unsubsidized Stafford Loan

The Unsubsidized Stafford Loan is available to those students who did not qualify, in whole or in part, for Subsidized Federal Stafford Loans. Amounts are also based on need and year in school. (If loan is unsubsidized it will be disclosed by your lender.) The terms of your unsubsidized loan are the same as the terms for the subsidized loan except for the following: The government does not pay interest on your behalf on your Unsubsidized Federal Stafford Loan. Interest accrues on this loan during the time that you are enrolled in school, during your grace period, and during periods of repayment and authorized deferment. If you have detailed questions about unsubsidized loans please contact the financial aid office. Loan entrance and exit counseling is required on an annual basis of every student who receives a loan.

# Federal Direct Parent Loan for Undergraduate Students (FPLUS)

The Federal PLUS program is available to parents of undergraduate students. A parent may borrow on behalf of each eligible dependent student up to the cost of education per academic year. Aggregate loan maximums for each eligible student are \$20,000.00. PLUS loans do not qualify for interest benefits.

#### **Federal Work Study Programs**

The federal government offers work study programs which provide jobs for students who need work to earn part of their educational expenses. Jobs are not guaranteed. A work study award offers the student an opportunity to apply for selected jobs on campus. The wage paid is usually equal to the current minimum wage.

#### Financial And Staff

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

#### **SCHOLARSHIPS**

**Phone:** (435) 283-7150

**Email:** scholarships@snow.edu **Web:** www.snow.edu/scholarships

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

Snow College scholarships and/or "waivers" are awarded on a competitive basis with regard to merit and excellence. The purpose of scholarships is to give talented, deserving students the opportunity to attend Snow College, thereby enriching institutional programs. The Scholarship Committee recognizes the importance of administering a program that has credibility with students, parents and with the donors who define criteria for scholarship purposes. 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 signing the contract the student accepts the responsibility to maintain the requirements to keep the award. Students who have any questions regarding the award, or who have misplaced the scholarship offer, should contact the Scholarship Office immediately at 1-800-848-3399, 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.

<u>Incoming freshmen</u> (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:
- 5. Number and quality of competing applications.

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 Committee 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. Scholarship values are subject to change without notice.

#### **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.

1140 - 16	1820 - 27
1210 - 17	1860 - 28
1290 - 18	1920 - 29
1350 - 19	1980 - 30
1410 - 20	2040 - 31
1500 - 21	2130 - 32
1530 - 22	2190 - 33
1590 - 23	2260 - 34
1650 - 24	2340 - 35
1700 - 25	2400 - 36
1760 - 26	

Returning and transfer students (see definitions below): Returning and transfer student academic scholarships are based on cumulative GPA for all college credit earned. A 3.60 cumulative GPA is necessary to be competitive for this award. Scholarships are awarded first come first served based on available funds.

#### **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. If a student requests and is granted this waiver, the student must:

- Take Math 0980 and Math 1010 or
- Take the Accuplacer Test at Snow College for placement and
- Take English 0980 prior to enrolling in English 1010

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 the college by the State of Utah and may

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## Business

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#### **Fine Arts**

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#### **Humanities**

COMM ENGL ESL LANG PHII

# Natural Science &

Mathematics

AGRI
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ENGR GEO MATH

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# PHYS Social & Behavioral Science

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## 2012-2013

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. Current Snow students and Transfer students will be considered based on their GPA on post high school credit. For incoming freshman to be competitive for this award, applications should have a 3.00 GPA and a 23 composite ACT or 1060 SAT I test score. Participating states: AK, AZ, CA, CO, HI, ID, MT, ND, NM, NV, OR, SD, WA, WY.

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.

#### **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.

Some of these are General Scholarships and are available to any student meeting academic standards. The requirements, length, and amount of each scholarship varies. See the scholarship application for specifics on how to apply for these scholarships and for scholarship deadlines.

If you have questions regarding private scholarships, please contact the Scholarship Office in the Greenwood Student Center. Phone: 435-283-7150

#### **Departmental Scholarships**

Departments set their own requirements with approval

of the Scholarship Committee for awarding and keeping these awards. Students who receive a departmental scholarship will be expected to participate in that department. See the scholarship application for a list of departments. Application deadlines vary by department.

#### **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. An academic award always takes precedence over other Snow College awards.

#### **Deferment of Scholarships (Scholarship Hold)**

Students who wish to hold a scholarship must complete a Scholarship Hold 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, departmental and/ or leadership scholarships. Awards are based on the student's academic performance, talent, or leadership experience and available funds. Any student with 63 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. Appeals will be considered in the order they are received.

#### **Application Deadline**

Applications for academic and leadership scholarships should be postmarked on, or before, the deadline as posted on the scholarship application. There are separate deadlines for entering freshmen and for continuing and/or transfer students. Departments set their own deadlines. **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)**

<u>New Freshman</u> is defined as a student entering college from high school.

<u>Returning Student</u> is defined as any student that has completed one semester of post-secondary coursework, with a minimum of 12 credit hours, on a Snow College campus.

Transfer Student is defined, as any student that has completed at least 20 credits of college coursework at another college or university after high school graduation, or GED, and intends to transfer that credit to Snow College and continue his/her education. Students applying for an academic scholarship must have completed at least one semester with a minimum of 12 semester credits from a regionally accredited college or university. Students not meeting these requirements will not be considered for academic scholarships, but may be considered for other Snow College awards.

#### RICHFIELD CAMPUS

Scholarship Coordinator: Heidi Stringham

**Phone:** (435) 893-2256

#### **Scholarships**

The Richfield Campus offers additional leadership and departmental scholarships to students who enroll and attend on the Richfield Campus.

Leadership scholarships are awarded to student leadership team members and require a minimum number of credits, a minimum GPA, and an acceptable level of leadership service to maintain them. Please refer to the leadership scholarship application for deadlines.

Departmental scholarships are awarded to students who pursue a career and technical education (CTE) program. A minimum GPA is required to maintain them.

For more details about these awards, procedures for applying, accepting, or deferring contact the Richfield Campus Scholarship Office. Scholarship awarding levels and requirements may change without notice year-to-year based on available funds.

#### **VETERANS' 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 Richfield Campus

**Veterans' Coordinator: Janet Fautin** 

Phone: (435) 893-2258 Fax: (435) 893-2291

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 are available for download on this site.)

www.gibill.va.gov. Army National Guard Educational

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.) <a href="https://www.nationalguardbenefits.com">www.nationalguardbenefits.com</a>. Utah National Guard Education Benefits

www.ut ngb.army mil/education2/Default.htm

Web Automated Verification of Enrollment (Chapter 1606 students must verify attendance at the end of each month) <a href="www.gibill.va.gov/wave/default.cfm">www.gibill.va.gov/wave/default.cfm</a>

#### **Important Phone Numbers**

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

#### 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 (ac-

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cepted 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 receiving 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 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 in 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, 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 Students 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 and or if Accuplacer scores are 39 and below.)

## Math 0990 (Beginning Algebra):

This is a course in beginning algebra. Equivalent to Algebra I in High School. (If Math ACT scores are 15-17 and below or if SAT scores are below 400 and or if Accuplacer scores are 53 and below.)

#### Math 1010:

This four-credit course 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 55-89.)

#### 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 <u>one</u> of the following conditions exists:

1. 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

2. 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.

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- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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:

- a. Last active date recorded in the instructor's record;
- b. Last papers submitted;
- c. Last examination completed; or
- d. 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.



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# DEGREES OFFERED AT SNOW COLLEGE

- **Associate of Applied Science**
- **Associate of Arts**
- **Associate of Science**
- **Associate of Science-Business**
- Associate of Pre-Engineering

## ASSOCIATE OF ARTS (AA), ASSOCIATE OF SCI-ENCE (AS), ASSOCIATE OF PRE-ENGINEERING, AND THE ASSOCIATE OF SCIENCE BUSINESS

The Associate of Arts, the Associate of Science, the Associate of Pre-Engineering, 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 SCIENCE

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 though a variety of traditional and electronic media,
- 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 60 for a list of general education courses.

#### ASSOCIATE OF ARTS

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 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.

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

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#### 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
Business Technology
Business Management
Child Care Management
Computer Information Systems
Cosmetology/Barbering
Diesel & Heavy Duty Mechanics Technology
Machine Tool Technology
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 Management
Business Technology
Computer Information Systems
Family Life
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**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 Career & Technical Education Divisions 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

**CIL office:** BUS 107 **Director:** (435) 283-7562

Email: yvonne.williams@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 been 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?

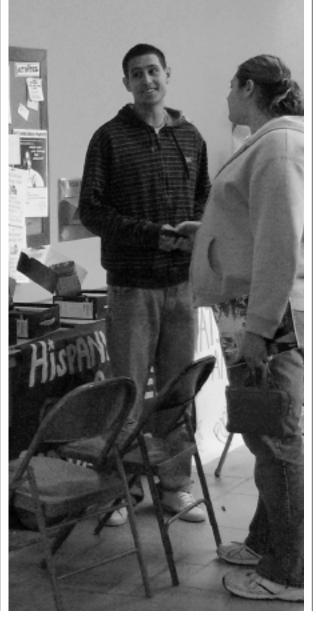
A student can earn the certification by registering for BT 1010 Introduction to Computers and Business Applications, passing all seven certification tests with 80% or higher and successfully completing coursework. The Business Technology Department offers multiple sections throughout the week at varying 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.

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.

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# 2012-2013 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 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:
- 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;
- 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.

# 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;
- can speak and write effectively and respectfully as a member of the global community, and work effectively as a member of a team;
- 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;
- 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

#### Career & Technical **Education**

AHNA AUTO ВССМ CIS COSB DMT

MTT **NURP** PHAR

TBSI WELD

#### **Business**

ACCT BUSADM **BMGT** 

BT FRM

# 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 HFST **POLS** PSY PΕ SW

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

Bold = Prerequisites Required or Instructor's Permission Required				
AMERICAN Minimum Grade	INSTITUTIONS (AI) C- (choose one)	ORAL COMMUNICATION (OC) Complete 3 credit		
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)	BMGT 1270 BT 2450 COMM 1020 COMM 1560 COMM 1870 COMM 2070 COMM 2070 COMM 2110	Personal Selling Presentations for Business Public Speaking Radio Production Radio Performance - 1st year Radio Performance - 2nd year Oral Interpretation of Literature Interpersonal Communication Intercultural Communication	
MATH (MA)	Minimum Grade C- (choose one)	COMM 2170	Organizational Communication	
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	COMM 2200 COMM 2270 COMM 2300 COMM 2870 COMM 2880 DANC 2080	TV Production Argumentation and Debate Introduction to Public Relations Radio Performance - 2nd year Radio Performance - 2nd year Dance Improvisation	
FINE ARTS	(FA) Complete 3 credits	THEA 2080	Theatre Improvisation	
ART 1010 ART 1020	Intro. to the Visual Arts Basic Drawing (non majors)			
ART 1030 ART 1040	Basic Design (non majors) Art Studio Practices - 2D (non majors)	PHYSICAI	EDUCATION (PE)	
ART 1050 ART 1060 ARTH 2710 ARTH 2720 DANC 1075	Basic Photography Art Studio Practices - 3D (non majors) Art History Survey I Art History Survey II Introduction to Dance	PE 1096	Fitness and Wellness (Waived for students 31 and older)	
ENGL 2150 ENGL 2160	Intellectual Traditions of the West Intellectual Traditions of the West	HUMANIT	IES (HU) Complete 3 credits	
MUSC 1010 MUSC 1030 MUSC 1031 MUSC 1032 MUSC 1100 MUSC 2010 MUSC 2020 MUSC 3630 MUSC 3640 MUSC 3650 THEA 1013 THEA 1023 THEA 1031 THEA 1032 THEA 1033 THEA 1513 THEA 1740  ENGLISH (E Complete both of ENGL 2010 or ENGL 2014	Intro. to Music Intro. to Jazz and Popular 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 II Music History & Literature II 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 2150 ENGL 2160 ENGL 2200 ENGL 2210 ENGL 2220 ENGL 2230 ENGL 2240 ENGL 2300 ENGL 2440 ENGL 2440 ENGL 2450 ENGL 2450 ENGL 2510 ENGL 2510 ENGL 2520 ENGL 2660 ENGL 2650 ENGL 2650 ENGL 2740 HUM 1010 PHIL 1000 PHIL 2050 PHIL 2660 TSFL 2650 TSFL 2660	Introduction to Mass Media 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. Masperpieces of British Lit. Masterpieces of British Lit. Language in Society Introduction to Language World Literature I Untroduction to the Humanities Introduction to Philosophy Ethics and Values Worlk Religion and Scripture Language in Society Introduction to Language Systems	

## SOCIAL & BEHAVIORAL SCIENCE (SS)

Complete 3 credits

complete 5 crea	113
ANTH 1000	Introduction to Anthropology
BMGT 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 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 PHYS 1010/1015	4 CREDIT COURSES Introduction Chemistry/lab Elementary Chemistry/lab Elementary Organic/Biochem Principles of Chemistry Principles Chemistry II Survey of Geology/lab Environmental Geology/lab Physical Geology/lab Historical Geology/lab Physical Geography/lab 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)

-		
	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	Introduction to Microbiology/labGeneral
	BIOL 2200/2205	General Microbiology/lab
	BIOL 2300/2305	Plant Taxonomy/lab
	BIOL 2320/2325	Human Anatomy/lab
	BIOL 2420/2425	Human Physioloby/lab
	BIOL 2580/2585	Introduction to Soil Science/Lab
1		

# NATURAL SCIENCE LAB - One Lab credit required either Life Science of 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).

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Career & 7 Education	<u>[echnical</u>
Lucauon	AHNA
	AUTO
	BCCM
	CIS
	COSB
	DMT
	MTT
	NURP
	PHAR
	TBSI
	WELD
Ducinace	

#### <u>Business</u>

ACCT BUSADM BMGT BT FRM

#### Fine Arts

ART DANC MUSC THEA

# <u>Humanities</u>

COMM ENGL ESL LANG PHIL

**TSFL** 

#### Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

#### PHYS Social & Behavioral

<u>Science</u>

ECON EDUC GEOG HIST HFST POLS PSY PE

> SW SOC

ANTH CJ

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

AMERICAN Minimum Grade	I INSTITUTIONS (AI) C- (choose one)	ORAL CON	MMUNICATION (OC) Complete 3
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)	BMGT 1270 BT 2450 COMM 1020 COMM 1560 COMM 1870 COMM 1880 COMM 2070 COMM 2110 COMM 2150 COMM 2170	Personal Selling Presentations for Business Public Speaking Radio Production Radio Performance - 1st year Radio Performance - 2nd year Oral Interpretation of Literature Interpersonal Communication Intercultural Communication
NAATTI (NAA'		COMM 2200	Organizational Communication TV Production
	Minimum Grade C- (choose one)	COMM 2270 COMM 2300	Argumentation and Debate Introduction to Public Relations
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	COMM 2870 COMM 2880 DANC 2080 THEA 2080	Radio Performance - 2nd year Radio Performance - 2nd year Dance Improvisation Theatre Improvisation
		l ———	EDUCATION (PE)
FINE ARTS	(FA) Complete 3 credits	PE 1096	Fitness and Wellness (Waived for students 31 and older)
ART 1010 ART 1020 ART 1030	Intro. to the Visual Arts Basic Drawing (non majors) Basic Design (non majors)		
ART 1040	Art Studio Practices - 2D (non majors)	· •	IES (HU) Complete 3 credits
ART 1050 ART 1060	Basic Photography Art Studio Practices - 3D (non majors)	COMM 1500	Introduction to Mass Media
ARTH 2710	Art History Survey I	ENGL 2150 ENGL 2160	Intellectual Traditions of the West Intellectual Traditions of the West
ARTH 2720	Art History Survey II	ENGL 2200	Introduction to Literature
DANC 1075	Introduction to Dance Intellectual Traditions of the West	ENGL 2210	Folklore and Literature
ENGL 2150 ENGL 2160	Intellectual Traditions of the West	ENGL 2220	Introduction to Fiction
MUSC 1010	Intro. to Music	ENGL 2230	Classic Myths and Folk Tales
MUSC 1030	Intro. to Jazz and Popular Music	ENGL 2240 ENGL 2300	Introduction to Poetry Introduction to Shakespeare
MUSC 1031	History of Rock and Roll	ENGL 2400	Special Topics in Lit. & Culture
MUSC 1032	Rap & Hip Hop & the Ascendance of	ENGL 2410	Western American Literature
MITTER 1100	Black Culture in America	ENGL 2420	Literature of the Outdoors
MUSC 1100 MUSC 2010	Fundamentals of Music - 2 credits Music History & Literature I	ENGL 2430	Gothic & Supernatural Literature
MUSC 2010 MUSC 2020	Music History & Literature I  Music History & Literature II	ENGL 2510	Masterpieces of American Lit.
MUSC 3630	Music History & Literature I	ENGL 2520	Masperpieces of American Lit.
MUSC 3640	Music History & Literature II	ENGL 2610 ENGL 2620	Masterpieces of British Lit. Masterpieces of British Lit.
MUSC 3650	Music History & Literature III	ENGL 2650	Language in Society
THEA 1013	Survey of Theatre	ENGL 2660	Introduction to Language
THEA 1023	Survey of Film Theatra History & Lit Classical	ENGL 2730	World Literature I
THEA 1031 THEA 1032	Theatre History & Lit Classical Theatre History & Lit. Modern	ENGL 2740	World Literature II
THEA 1032	Acting I	HUM 1010	Introduction to the Humanities
THEA 1513	Stage Craft	PHIL 1000 PHIL 2050	Introduction to Philosophy Ethics and Values
ENGLISH (F	E1 & E2) Minimum Grade C-	PHIL 2600 TSFL 2650	Worlk Religion and Scripture Language in Society
Complete both of	the following courses (6 credits)	TSFL 2660	Introduction to Language Systems
ENGL 1010	Introduction to Writing	1	
ENGL 2010	Intermediate Writing		
or ENGL 2014	Honors English		
	1		
	1		
	1		
	1		

#### SOCIAL & BEHAVIORAL SCIENCE (SS)

Complete 3 credts

ANTH 1000 BMGT 1210 CJ 1010 ECON 1010	Introduction to Anthropology Personal Finance Introduction to Criminal Justice 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.

	1 CREDIT COURSE
GEO 2100	Evolution of the Earth-Honors
PHSC 2105	Honors Physical Science Laboratory
	, , , , , , , , , , , , , , , , , , ,
	2 CREDIT COURSES
GEO 2100/2105	Evolution of the Earth-Honors/Honors Lab
PHSC 1440	Cosmos
PHYS 1000	Conceptual Physics
PHYS 1150	Intro. to Meteorology
PHYS 2100	Honors Physics
	3 CREDIT COURSES
GEO 1080	Oceanography
PHSC 1000	Interdisciplinary Physical Science
PHYS 1060	Astronomy: Star & Galaxies
PHYS 2100/2105	Honors Physics/Honors Lab
	4 CREDIT COURSES
CHEM 1010/1015	
CHEM 1110/1115	Elementary Chemistry/lab
CHEM 1120/1125	Elementary Organic/Biochem
CHEM 1210/1215	, ,
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
LGFOG 1000/1005	Physical Geography/lah

# 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 2060/2065 BIOL 2200/2205 BIOL 2300/2305 BIOL 2300/2325 BIOL 2420/2425 BIOL 2420/2425  General Biology/lab* Human Biology/lab* Biology II/lab Biology II	

#### 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.)

(Three of the course credits may fulfill the Science Inquiry (SI) requirement.)

2 credits of Science labs 3 credtis of Life Science 3 credits of Physical Science 3 credits of Science Inquiry

1 credit of Life Science or Physical Science Lab plus

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.

3 credits of Life Science 3 credits of Physical Science

and an additional

3 credits of Life Science or **Physical Science** 

# COLENCE INOTHDA (CI)

Physical Sciences	Behavioral Sciences
Choose any course(s) with the	Choose any course(s) with the
following prefixes:	following prefixes:
AGRI	ANTH
BIOL	CJ
CHEM	ECON GEOG
GEO PHSC	PSY
	1
PHYS	SOC
(Co-op and special projects	OR one of the following
are excluded)	courses:
	HFST 1020
	Principles of Nutrition
	Timespies of Nutrition
	HFST 1400
	Courtship & Marriage
	HFST 1500
	Human Devlopment
	HFST 2400
	Family Relations
	Failing Relations
	HIST 1510
	Modern World Civilizations
	Wiodelli World Civilizations
	1

<u>General</u> <u>Information</u>

Divisions & Departments

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	ACOM
	AUTO
	BCCM
	CIS
	CLA
	COSB
	CRT
	DMT
	DRFT
	FRM
	MTT
	NURP

#### **Business & Technology**

ACCT **BUSADM BMGT** BT

WELD

#### Fine Arts

**ART** DANC MUSC **THEA** 

**TBSI** 

#### **Humanities**

COMM **ENGL** ESL LANG PHIL

TSFL

**AGRI** 

#### Natural Science & **Mathematics**

**BIOL** CHEM CS **ENGR GEO** MATH

> ANTH CJ **ECON EDUC GEOG**

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# PHYS Social & Behavioral

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# SEMESTER PLANNING

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

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#### 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 current Snow College student with a Snow cumulative GPA of at least 3.3). The Honors Program attempts to provide a deeper, more challenging 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 even more 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 more interactive, allowing students to read, discuss, and explore. 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 the knowledge of 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. Honors 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 freshmen and sophomore students.

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

- Complete the online application for the Snow College Honors Program (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 the required English 2010 Intermediate Writing class), and complete English 2150 or 2160.

#### Honors classes offered in the Fall semester

English 2150 Honors Intellectual Traditions of the West (Ancient World), fulfills 3 credits of Humanities or Fine Arts G.E.

Physics 2100 Honors Physics: History of Physical Science, fulfills 2 credits of the 3 Physical Science G.E.

Geology 2100 Honors Natural Science Seminar, fulfills 1 credit of the 3 Physical Science G.E.

Physics 2105 Honors Physical Science Lab (co-requisites Geology 2100 and Physics 2100), fulfills 1 G.E. physical science lab credit.

Math 2100 Honors Math: History of Math and Science, fulfills 2 elective credits

Chemistry 2906 In-Depth Investigations in Chemistry (studying the atomic bomb), fulfills 1 elective credit

# Honors classes offered in the <u>Fall and Spring</u> semesters

Political Science 1100: Honors American National Government (only sections taught by Scott Wyatt), fulfills 3 credits of American Institutions G.E.

2400 Special Topics - interdisciplinary classes with different topics each semester, fulfills 3 G.E. or elective credits (examples – "The Literature of 9/11" or "Civil War to Civil Rights")

#### General Information

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#### Career & Technical Education AHNA

CIS COSB DMT MTT NURP PHAR TBSI WELD

**AUTO** 

#### <u>Business</u>

ACCT BUSADM BMGT BT

#### Fine Arts

ART DANC MUSC THEA

**FRM** 

#### **Humanities**

COMM ENGL ESL LANG PHIL

**TSFL** 

#### Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

PHYS

# Social & Behavioral

## <u>Science</u>

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2012-2013

2800 Special Projects, as approved by the Honors Program Director

Honors Contract - Students may use an honors contract once during their time at Snow. A contract proposes an extra project that will make a non-honors class count for honors credit (you can view the contract on the web page and contact the Honors Program Director for details).

### Honors classes offered in the Spring semester

Biology 2100 Honors Biology, fulfills 1 elective credit

English 2014 Intermediate Composition: Honors Thesis (substitutes for the required English 2010 class), fulfills 3 G.E. credits

English 2160 Honors Intellectual Traditions of the West (Modern World), 3 credits, fulfills either Fine Arts or Humanities G.E. credit

#### 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





# 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:**

Vandy Moore, vandy.moore@snow.edu, (435)-893-2234 Cynthia Avery, cynthia.avery@snow.edu, (435) 893-2205

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).

General Information

Divisions & Departments

#### Career & Technical Education

AUTO BCCM CIS COSB DMT MTT NURP PHAR TBSI WELD

**AHNA** 

#### **Business**

ACCT BUSADM BMGT BT FRM

#### Fine Arts

ART DANC MUSC THEA

#### **Humanities**

COMM ENGL ESL LANG PHIL

TSFL

# Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO

#### MATH PHYS

**ANTH** 

# Social & Behavioral Science

CJ ECON EDUC GEOG HIST HFST POLS PSY PE

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# 2012-2013 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
- 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 fouryear 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
- 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
- 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
- The quality of the work experience as related to the student's personal and career goals

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Education
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**Fine Arts** 

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**FRM** 

**Humanities** 

COMM **ENGL ESL** LANG PHII TSFL

#### Natural Science & **Mathematics**

**AGRI BIOL** CHEM CS **ENGR GEO** MATH PHYS

#### Social & Behavioral Science

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## **GRADUATION OFFICE**

**Graduation Coordinators:** Margie Anderson, Beth Ann

Ericksen

Greenwood Student Center 219 & 223

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

Email: margie.anderson@snow.edu or bethann.erick-

sen@snow.edu

Richfield Campus Contact: Janet Fautin

Phone: (435) 893-2258 Email: janet fautin@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 <u>may</u> 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

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# PHYS Social & Behavioral Science

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#### 2012-2013

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 Advisement Center or Registration Office.

#### For Fall 2012

Apply by May15, 2012	Pay \$25 Application Fee No late fee = \$25
Apply after May 15	Pay \$25 Application Fee plus \$25 late fee = \$50
For Spring 2013	
Apply by Oct. 26, 2012	Pay \$25 Application Fee No late fee = \$25
Apply after Oct. 26 Jan 31, 2012	Pay \$25 Application Fee plus \$25 late fee = \$50
For Summer 2013	
Apply by April 15, 2013	Pay \$25 Application Fee No late fee = \$25
Apply after April 15	Pay \$25 Application Fee plus \$25 late fee = \$50

## **Commencement Exercises**

The commencement exercises in May 2013 include all students who have graduated in Fall Semester 2012, or who will graduate in Spring Semester 2013, or Summer Term 2013. 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 requirements 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

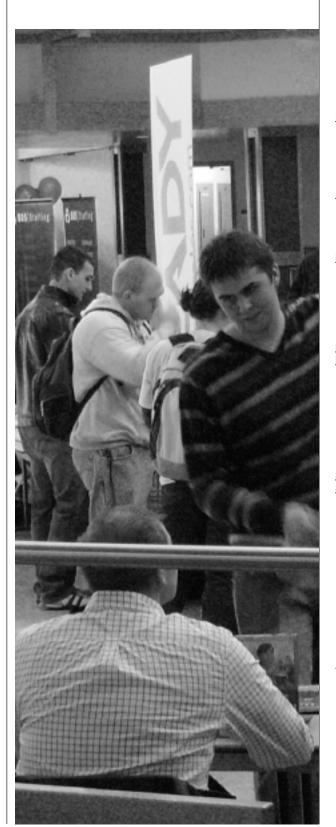
The purpose of Institutional Research is to gather and analyze data about Snow College and connect this information with the primary functions of the school, and report the data to external agencies. The basic activities of Institutional Research & Planning are as follows.

- 1. Cohort collection and longitudinal tracking;
- Collecting and reporting data on Snow College performance;
- 3. Collecting data on population, market, and other higher educational trends;
- 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

## RICHFIELD CAMPUS

# DIVISION OF CAREER AND TECHNICAL EDUCATION

#### 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 Technology

Commercial Driver's License

Computer Information Systems

Cosmetology/Barbering

Diesel and Heavy Duty Mechanics Technology

Farm/Ranch Management

Machine Tool Technology

Nail Technician

Nursing Assistant

Pharmacy Technician

Practical Nursing

Welding Technology

#### EPHRAIM CAMPUS

Building Construction and Construction Management
Business Technology
Commercial Driver's License
Nursing Assistant
Pharmacy Technician
Practical Nursing
Traditional Building Skills Institute

## ALLIED HEALTH

Associate Professor: Amber Epling, Director,

Department Chair (435) 893-2228

Assistant Professor: Dean Brereton

Instructors: Maria Allen, Dean Brereton, Cyndi Jorgensen, Karen Kearl, Sauna Olsen, Jennifer Quarnberg, Debi Sampson

### 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

In addition, Snow College cooperates with Weber State University to offer a PN to RN program. Contact the department secretary at (435) 893-2232 for details about this nursing program.

# NURSING ASSISTANT/HOME HEALTH AIDE

#### **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. The Nursing Assistant Certification exam now includes Home Health Aide Certification questions, and qualifies students to work as a Home Health Aide. Students must be at least 16 years old to begin the course. Preference is given to students 17 years or older. Students must have a TB test and background check prior to entering class. Students will be required to pass an entrance test with math and reading scores of an appropriate level. Financial aid is not available for this course by itself. On line registration is not available for the Nursing Assistant program and special requirements may apply. Nursing assistant outreach courses are offered at Delta, Ephraim, Eureka, Fillmore, Nephi, Piute County, Richfield, 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

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#### PHARMACY TECHNICIAN

#### **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. Prerequisites: Priority will be given to those who are 18 years of age prior to January 1. Must achieve an acceptable score on the ACT test or complete the TABE test. Must also be able to pass a fingerprint background check and drug screen test. A background in high school chemistry is preferred and NURP 1000 Introduction to Medical Terminology or HESC 1050 Medical Terminology is suggested.

PHAR	1010	Introdu	ction to Pharma	cy Practi	ce 2
			cy Practice	•	
			•		
PHAR	1100	State ar	nd Federal Phari	nacy Lav	vs3
PHAR	1210	Pharma	cology for Phar	macy	
Technic	ian				4
PHAR	1220	Pharma	cology for Phar	macy	
Technician II4					
PHAR	1960	Pharma	cy Clinical Prac	rticum	4
1111111	1700	1 11011110	ey chimear i rac	oticum	'
Fall			Spring		
ган				3	
PHAR	101	0 2	PHAR	1020	3
PHAR	110	0 3	PHAR	1220	4
<b>PHAR</b>	121	<u>0</u> <u>4</u>	<u>PHAR</u>	<u>1960</u>	<u>4</u>
<b>Total</b>		9	Total		11

#### PRACTICAL NURSING

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 League of Nursing Accrediting Commission (NLNAC). National League of Nursing Accrediting Commission 3343 Peachtree Road NE, Suite 500

Atlanta, GA 30326 Phone: (404) 975-5000 Fax: (404) 975-5020 www.nlnac.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 programs in any of the Allied Health fields at Snow College will demonstrate that they

- know basic health care knowledge, skills, safety, and techniques necessary for certification; and employment in their chosen health care field.
- know pertinent laws, rules, and regulations;
- know appropriate human relations skills;
- can demonstrate good sanitary and safety practices.
- complete state and agency approved curriculum;
- demonstrate acquired skills and techniques in clinical settings;
- feel a sense of pride in their acquired skills, knowledge and abilities;
- realize a feeling of competence from proper procedural techniques;
- have feelings of self worth from the part they play as they help those who are suffering.

## **CAREERS**

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

A Certified Pharmacy Technician 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.

#### **ADMISSION REQUIREMENTS**

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 Procedures**

- 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 15th. Applications

**must** be submitted to the Allied Health department at Snow College and include:

- Official high school transcript or GED certificate.
- b. Official college transcripts.
- c. Two letters of recommendation, preferably from previous employers or teachers.

- 3. Provide evidence of math competency by one of the following methods:
  - a. ACT test results with a minimum math score of 23.
  - b. Accuplacer test score of 90 or above.
  - c. Completion of MATH 1010 with a minimum of a "C" grade.
- 4. Provide proof of current Certified Nursing Assistant license.
- 5. Pre-nursing classes **must** be completed prior to entering the Practical Nursing program Fall semester.

All pre-nursing classes **must** be passed with a "C" grade or better; any grade below a "C" will not be accepted.

- 6. Co-requisite nursing requirements:
  - a. Co-requisite nursing courses can be taken concurrently in the nursing program.
  - b. Courses must be completed and passed with a "C" or better grade to progress to the next semester or complete the nursing program.

#### 7. Recommended Courses

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

BT 1010 Introduction to Computers *or*CIS 1011 Computer Fundamentals
HESC 1050 Medical Terminology *or*NURP 1000 Intro to Medical Terminology
NURP 1101 Drug Dosages and Calculations
HFST 1500 Human Growth and Development

#### **Pre-Nursing Requirements**

Prerequisite General Education requirements include	e:	
BIOL 2060 Introduction to Microbiology4		
BIOL 2320 Human Anatomy with lab4		
BIOL 2420 Human Physiology with lab4		
ENGL 1010 Expository Composition3		
-or-		
ENGL 1410 English Mechanics3		
Total Prerequisite Credits15		

Acceptance into the Practical Nursing program will be by letter of notification before June 15th 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 Semester HFST 1020 Principles of Nutrition3
First Spring Semester PSY 1010 General Psychology3

#### **Post Admission Requirements**

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

- 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 includes 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 Certificate of Completion

NURP 1102	Fundamentals of Nursing*	5
NURP 1103	Pharmacology	2
NURP 1106	Pediatric - Maternity Nursing I	2
NURP 1107	Pediatric - Maternity Nursing II	3
NURP 1108	Mental Health Fundamentals	2
NURP 1109	Professional Transition For The	
Practical Nur	se+	2
NURP 1114	Caring for the Adult I	4
NURP 1115	Caring for the Adult II	4
Credit Requir	rements for Certificate	24
-		

\*A safety component is included in this course.

+Includes Human Relations requirement.

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## PRACTICAL NURSING **Certificate of Completion - Curriculum**

Fall			Spring		
NURP	1102	5	NURP	1115	4
NURP	1103	2	NURP	1107	3
NURP	1114	4	NURP	1108	2
<u>NURP</u>	<u>1106</u>	2	<u>NURP</u>	1109	2
Total		13	Total		11

#### COOPERATIVE NURSING PROGRAM

**Coordinator:** Amber Epling

**Location:** Snow College Richfield Campus

**Phone:** (435) 893-2232 Fax: (435) 893-2291

Email: amber.epling@snow.edu **Advisor:** Doug Watson, (801)626-6128

healthprofessions@weber.edu

#### **Undergraduate Programs**

RN Completion (AAS/AS – Associate Degree Program) Weber State University and Snow College Richfield jointly offer a 1 year Practical Nurse to Registered Nurse (AAS/AS) Associate of Science degree or an Associate of Applied Science degree in Nursing in Richfield. All nursing theory, University Studies, and laboratory practice classes are offered on the campus of Snow College Richfield and in health service agencies within Sevier County.

Weber State University admits the prospective student and grants the Associate of Science degree or the Associate of Applied Science degree upon the student's completion of the course. The student participates in graduation ceremonies held on the Weber State University campus.

A graduate of this program is eligible to write the State Board licensing examination to become a registered nurse. The program is accredited by the Utah State Board of Nursing and the National League of Nursing Accrediting Commission.

### **Departmental Admission Requirements for Associate** Degree Program

Admission into the Cooperative RN Completion Nursing Program is selective. To ensure quality clinical placement, a limited number of students are accepted into the program each year. Applications are accepted once a year and are available though the CDHP Admissions Advisement Office healthprofessions@weber.edu or (801) 626-6136) beginning in early fall and are due by March 1 of each year.

Applications are reviewed by the Nursing Program admissions and advancement committee. A Point system is used to facilitate candidate selection. Students will be notified of acceptance into the program by late April of each year.

## Curriculum for the RN Completion (AAS/AS) Associate Degree Program

The Curriculum for the associate degree is planned over a two-semester period, using one academic year. A grade of B or higher is required for all lower division nursing courses, and a grade of C or higher is required for all support classes.

### **Graduation Requirements**

Associate of Science Degree in Nursing (Weber State University) (3.0 overall GPA minimum)

Students must complete all prerequisite courses listed before beginning fall nursing classes. A grade of C or better must be achieved in each of these courses in order for them to count as prerequisites.

#### **Prerequisite Courses**

BIOL 2320/2325 Human Anatomy
BIOL 2420/2425 Human Physiology4
CHEM 1110/1115 Elementary Chemistry5
PSY 1010 General Psychology
BIOL 2650 Introductory Pathophysiology
BIOL 2060/2065 Microbiology
HFST 1020 Principles of Nutrition3
ENGL 1010 Expository Writing
MATH 1030, 1040 or 1050 (ASU math Quantitative
Literacy requirement)
(Labs recommended but not mandated in above
courses)

#### Additional Graduation requirements for AAS (Nursing)

HU/CA Humanities/Creative Arts Gen. Ed. Elective.3 (HU/FA at Snow)

Additional Graduation Requirements for AS (Nursing) Must meet all Gen Ed Requirements for AS Degree at WSU (Or Snow College and have your AS in General Studies Transferred to WSU)

For detailed information about course requirements and the differences between the Associate of Science and Associate of Applied Science degree in Nursing, see Admissions Advisor at healthprofessions@weber.edu or (801) 626-6128.

## WSU/Snow College Richfield **Cooperative Nursing Program**

Fall Semester	
NURS 2050 Treatment Modalit	ties2
NURS 2070 Nursing Care of A	dults and Children II.3
NURS 2071 Nursing Care of A	dults and Children II
Clinical	4
HU or CA general education ele	ective3
**General Education courses to	owards AAS or AS De-

gree (3 to 6 hours)	
Spring Semester	
NURS 2060 Psychiatric/Mental Health Nursing	2
NURS 2061 Psychiatric/Mental Health Nursing	
Clinical	1
NURS 2080 Patient Care Management	2
NURS 2081 Patient Care Management Clinical	3
ENGL 2010 Intermediate Composition	3
** General Education courses towards AAS or AS	
D (2 to 6 to	

Degree (3 to 6 hour

## **Construction Technology Department**

Marlin Christensen - Department Chair

# BUILDING CONSTRUCTION AND CONSTRUCTION MANAGEMENT

(435) 283-7575

**Instructors:** Marlin Christensen

Tracy Nunley

Donald Saltzman, Ephraim

#### **DESCRIPTION**

The Building Construction and 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., be able to 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, carpenters, cabinetmakers, or subcontractors. In addition, the program offers a solid base for students who want to transfer into advanced programs that lead to professional employment in the construction industry, such as industrial education, construction management, or architecture.

#### **OUTCOMES**

Students who complete an emphasis in Building Construction and 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 estimating of construction projects;
- can follow job-cost accounting and cost control procedures;
- 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 Building Construction and 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

See TBSI for careers in Historic Building Restoration and workshops.

### **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

<u>General</u> Information

Divisions & Departments

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Career & Technical
Education
```

AUTO BCCM-CIS COSB DMT MTT NURP-PHAR TBSI

WELD

**AHNA** 

#### **Business**

ACCT BUSADM BMGT BT FRM

## Fine Arts

ART DANC MUSC THEA

#### **Humanities**

COMM ENGL ESL LANG PHII

TSFL

## Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

#### 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

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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.

BCCM 1010	Construction Safety1
BCCM 1150	Blueprint Reading2
BCCM 2270	Construction Codes and Zoning2

**Choose One** 3 credit course from **EACH** of the following Categories (12 credits):

#### Communication Requirement

BT 2200	Business Communications3
	-OF-
ENGL 10	10 Expository Composition3
	-or-
ENGL 14	10 English Mechanics3

## Computation Requirement

BCCM 2100 Construction Math and Estimating ......3

### **Drafting**

DRFT 1100 Architecture Residential Design ......3

## Human Relations Requirement

BMGT 1170	Human Relations3
-or-	•
Comm 2110	Interpersonal Communications3

#### **Business Courses (9 Credits Required)**

BCCM 2300+ Advanced Computerized		
Estimating and Cost Accounting		
BMGT 1010 Introduction to Business		
BMGT 1060 Business Management Accounting3		
BMGT 1210 Personal Finance		
BMGT 1320 Applied Business Math		
BT 1010 Intro to Computers & Business		
Applications3		
+Prerequisite Required		

## Building Construction Courses (32 Credits Required

BCCM 1280 Plumbing Fundamentals		
(2nd Half Sem)2		
BCCM 1290 Electrical Wiring		
(2nd Half Sem)2		
BCCM 1910, 1920 National Association of Home		
Builders Club - NAHB (1st year)1-2		
BCCM 1997, 1998, 1999 Cooperative Education		
Experience (1st year)1-6		

BCCM 2010 Framing Methods7
BCCM 2050 Building Layout and Concrete
Construction (2nd Half Sem)4
BCCM 2100 Interior Finish7
BCCM 2150 Cabinet Construction4
BCCM 2160 Exterior Finish (2nd Half Sem)3
BCCM 2356 Construction Specialties1-5
BCCM 2460 Construction Scheduling and
Cost Control3
BCCM 2910, 2920 National Association of Home
Builders Club - NAHB (2nd year)1-2
BCCM 2690+ Advanced Cabinet Construction3
BCCM 2997, 2998, 2999 Cooperative Education
Experience (2nd year)1-6
DRFT 1302 Basic CAD3
DRFT 1312 Advanced CAD4
TBSI 2700 Historic Preservation3
TBSI 2701 Building Assessment3
TBSI Traditional Building Skills
Workshops (See TBSI page 104)1.5-13.5
<b>Elective Courses: (5 Credits Required)</b>
Select from any courses in the catalog5

## RECOMMENDED CURRICULUM

#### 63 Credits Required

+Prerequisite Required

Fall schedules may be interchanged for either year.

Fall - Year 1		Spring - Year 1	
BCCM 1010	1	BCCM 2050	4
BCCM 1280	2	BCCM 2100	7
BCCM 1290	2	BCCM 2160	3
BCCM 1150	2	BMGT course	<u>3</u>
BCCM 2270	2	TOTAL	17
Elective	4		
<u>COMM 2110</u>	<u>3</u>		
TOTAL	16		
E II 17 A		G . T7 A	
Fall - Year 2		Spring - Year 2	
BCCM 2010	7	BCCM 2460	3
BCCM 1100	3	BCCM 2300	3
BCCM 2150	4	BMGT course	3
<u>DRFT</u> <u>1100</u>	<u>3</u>	ENGL course	3
TOTAL	17	Elective course	4
		TOTAL	16

# ASSOCIATE OF ARTS OR ASSOCIATE OF SCIENCE DEGREE

Students may earn an AA or AS while taking a curriculum that emphasizes building construction and

construction management. This option is designed for students who need advanced training for teaching or management positions that require a bachelor's degree.

The following core courses provide solid preparation for transfer. The remainder of a student's program includes general education requirements of the college. These courses should be determined in consultation with a departmental advisor.

#### **Recommended Core Courses:**

BCCM 1010 Construction Safety	1
BCCM 1100 Construction Math and Estimating	3
BCCM 1150 Blueprint Reading	2
BCCM 1280 Plumbing Fundamentals	
(2nd Half Sem)	2
BCCM 1290 Electrical Wiring (2nd Half Sem)	2
BCCM 2010 Framing Methods	7
BCCM 2050 Building Layout and Concrete	
Construction (2nd Half Sem)	4
BCCM 2100 Interior Finish	7
BCCM 2150 Cabinet Construction	4
BCCM 2160 Exterior Finish (2nd Half Sem)	3
BCCM 2270 Construction Codes and Zoning	2
BCCM 2690 Advanced Cabinet Construction	3
DRFT 1100 Architecture Residential Design*	3
DRFT 1302 Basic CAD	3
DRFT 1312 Advanced CAD	4

- +Prerequisite Required
- \*Richfield Campus
- \*\* Ephraim Campus



# TRADITIONAL BUILDING SKILLS INSTITUTE (TBSI)

Interim Director: Susan Crook

**Phone:** (435) 283-7575

Email: susan.crook@snow.edu



## TWO YEAR AAS DEGREE IN TRADITIONAL BUILDING SKILLS

The Traditional Building Skills teaches the use of traditional building skills in preserving and restoring historic buildings. Many of these skills can also be used in new construction.

The three-day workshops combine hands-on instruction with methodology. Well-known craftsmen, dedicated to the traditional skills of the restoration trade, teach the courses.

The degree can be completed in as little as two years. Each student must do a research project (approximately 45 hours) for the completion of this degree. The TBSI director will monitor these projects.

This program is for students, homeowners, contractors, and trades-people including wood carvers, faux painters and furniture makers.

Students will be eligible for employment in the following occupations:

- Residential construction business
- Restoration building & remodeling business
- Preservationist
- Architectural preservation designer
- City planner
- Many basic skills in wood carving, black smithing, furniture making, log cabin, plaster, masonry, stone, adobe, stained glass, timber framing, furniture refinishing, windsor chair, and landscape preservation

<b>Historic Preservation Courses</b> (7 Credits Required)		
TBSI 2700 Historic Preservation (required)	3.0	
TBSI 2701 Building Assessment (required)	3.0	
BCCM 2356 Construction Specialties	1-10	

BCCM 2356 Construction Specialties	1(
<b>Required Preservation Workshops</b> (7.5 Credits	
Required)	
TBSI 2586 Traditional Log Cabin Restoration	
	.1.5
TBSI 2656 Traditional Historic Masonry	
Preservation	.1.5

<u>General</u> Information

Divisions & Departments

Career & Technical Education

AUTO BCCM-CIS COSB DMT MTT NURP PHAR TBSI-

WELD

**AHNA** 

<u>Business</u>

ACCT BUSADM BMGT BT

FRM

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
HFST
POLS
PSY
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SW

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TBSI 2666 Traditional Stonework and Stone
Carving
TBSI 2686 Traditional Adobe Restoration1.5
TBSI 2756 Traditional Millwork and Wood Window
Fabrication and Restoration1.5
<b>TBSI Workshops</b> (7.5 Credits Required)
TBSI 2536 Traditional Stained Glass1.5
TBSI 2546 Traditional Decorative and
Flat Plaster
TBSI 2556 Traditional Architectural
Wood Carving
Making
TBSI 2616 Traditional Historic Ceramic
Tile Painting
TBSI 2636 Traditional Architectural
Blacksmithing
TBSI 2676 Old World Traditional
Building Skills
TBSI 2696 Traditional Timber Framing1.5
TBSI 2706 Traditional Furniture Refinishing
and Conservation1.5
TBSI 2746 Traditional Windsor Chair Making2
TBSI 2766 Historic Landscape Preservation1.5
TBSI 2776 Historic Gravestone Preservation1.5
TBSI 2786 Traditional Architectural
Blacksmithing1.5
TBSI 2796 Traditional Wood Furniture II1.5
TBSI 2806 Traditional Log Cabin Restoration II1.5
Business Courses (9 Credits Required)
BCCM 2300 Advanced Computerized Estimating
and Job Cost Accounting3.0
BMGT 1010 Introduction to Business
BMGT 1060 Business Management
Accounting3.0
BMGT 1210 Personal Finance
BMGT 1320 Applied Business Math3.0
BT 1010 Introduction to Computers and
Business Applications
Required Classes (33 Credits Required From the
Following Categories)
Tollowing Categories)
Construction Courses (6 Credits Required)
BCCM 1150 Blue Print Reading2.0
BCCM 1280 Plumbing Fundamentals2.0
BCCM 1290 Electrical Wiring2.0
BCCM 2050 Building Layout and Concrete
Construction7.0
BCCM 2150 Cabinet Construction4.0
BCCM 2160 Exterior Finish 3.0

2012-2013

Basic Construction Courses (15 Credits Required)BCCM 1010 Construction Safety1.0BCCM 2010 Framing Methods7.0BCCM 2100 Interior Finish7.0				
Drafting (3 Credits Required) DRFT 1100 Architectural Drafting & Design				
BCCM 1100 Con	Computation (3 Credits Required) BCCM 1100 Construction Math & Estimating			
Communication (3 Credits Required)BT 2200 Business Communications3.0ENGL 1010 Expository Composition3.0ENGL 1410 English Mechanics3.0				
Human Relations (3 Credits Required) BMGT 1170 Human Relations				
		king		
	_	•••••		
Possible 2 Year S	Schedule	~		
Fall - Year 1		Spring - Year 1		
TBSI 2586	1.5	TBSI 2656	1.5	
TBSI 2686	1.5	TBSI 2756	1.5	
TBSI 2546	1.5	TBSI 2666	1.5	
TBSI 2696	1.5	TBSI 2596	1.5	
BCCM 1010 BCCM 1100	1.0	BCCM 1150 BCCM 1280	2.0	
DRFT 2100	3.0 4.0	ENGL 1410	3.0	
TBSI 2700	3.0	TBSI 2701		
Total	17.0	Total	3.0 16.0	
Total	17.0	Total	10.0	
Fall - Year 2		Spring - Year 2		
TBSI 2636	1.5	BMGT 1060	3.0	
TBSI 2766	1.5	BT 1010	3.0	
BCCM 1290	2.0	COMM 1020	3.0	
BMGT 1010	3.0	BCCM 2100	7.0	
BCCM 2010	7.0	BCCM 2356	1.0	
Total	15.0	Total	17.0	

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BCCM 2690 Advanced Cabinet Construction .......3.0

# INDUSTRIAL TECHNOLOGY DEPARTMENT

Alan Hart - Department Chair

#### 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 I5			
MTT 1210 Machine Tool II5			
MTT 1225 Machine Tool Shop II5			
MTT 2330 Introduction to CNC8			
MTT 2430 CNC Operations8			
BT 1010 Intro to Computers &			
Business Applications3			
-or-			
CIS 1011 Computer Fundamentals2			
DRFT 1010 Technical Drafting5			
DRFT 1302 Basic CAD3			
WELD 2320 Metallurgy4			
Communication Requirement3			
Computation Requirement6-7			
Human Relations Requirement2			
Electives Choose from list as needed			
Credit Requirements for AAS Degree63			
<b>Communication Requirement (Choose One)</b>			
BT 2200 Business Communication3			
ENGL 1010 Expository Composition3			

General Information Divisions & Departments

-	
Career &	Technical
Education	
	AHNA

CIS COSB DMT MTT-NURP PHAR TBSI-WELD

**AUTO** 

**BCCM** 

**Business** 

ACCT BUSADM BMGT BT

**FRM** 

Fine Arts

<u>ie Arts</u> ART

> DANC MUSC THEA

**Humanities** 

COMM ENGL ESL LANG PHIL

TSFL

## Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO

MATH PHYS

**ANTH** 

Social & Behavioral Science

CJ ECON EDUC GEOG HIST HFST

PSY PE SW

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Computation Requirement (Choose One Option) MTT 1007 & MTT 1008
Principles of Technology I & II4
-or-
MTT 1715 Applied Technical Math3
-and-
MTT 2716 Machine Tool Mathematics/
Measurement3
<b>Human Relations Requirement (Choose 2 Credits)</b>
MTT 1581 SkillsUSA – Level 11
MTT 1582 SkillsUSA – Level 2
MTT 1910 Professional Development – 10.5
MTT 1920 Professional Development – 20.5
MTT 2581 SkillsUSA – Level 31
MTT 2582 SkillsUSA – Level 41
MTT 2910 Professional Development – 30.5
MTT 2920 Professional Development – 40.5
Electives
GNST 1010 College Study Skills1-2
GNST 1020 College Success Skills3
MTT 1000 Survey of Machine Tool Tech2
MTT 1999 Cooperative Education1-6
MTT 2800 Special Projects1-2
WELD 1000 Welding Fundamentals2

WELD 1030 Related Oxyacetylene and

Note: For the Communication, Computation, and Human Relations requirements, other courses are available with department approval.

Arc Welding ......3

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	Spring – Year 1		
DRFT	1010	5	BT	1010	3	
MTT	1007	2	-	or-		
-01	r <u>-</u>		CIS	1011	2	
MTT	1715	3	MTT	1008	2	
MTT	1110	5	(If MTT)	<sup>т</sup> 1007 ор	otion	
MTT	1125	5	was tak	en in Fa	ll)	
$\underline{\mathbb{MTT}}$	<u> 1910</u>	<u>.5</u>	MTT	1210	5	
Total	17.5-1	8.5	MTT	1225	5	
			$\underline{\mathtt{MTT}}$	<u>1920</u>	<u>0.5</u>	
			Total	12.5-1	5.5	

Fall - Y	ear 2		Spring – Year 2		
DRFT	1302	3	MTT	2430	8
MTT	2330	8	WELD	2320	4
MTT	2910	.5	MTT	2716	3
Commu	inication	3	$\underline{MTT}$	<u> 2920</u>	<u>.5</u>
Elective	<del>)</del>	<u>3</u>	Total		15.5
Total		17.5			

#### **Non-Credit Offerings**

Individual courses are available on a non-credit basis in consultation with instructors, but students must follow the semester schedule.

#### 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 degree in 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,

<sup>\*</sup>A safety component is included in this course.

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;
- 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 1260 Electrical Fundamentals*2
WELD 1300 Advanced Arc Welding*8
WELD 1310 Welding Inspection2
WELD 2200 Semi-Automatic Processes*8
WELD 2210 Blueprints for Welders6
WELD 2320 Metallurgy4
WELD 2400 Industrial Joining Processes*8
WELD 2800 Special Projects1-2
BT 1010 Intro to Computers & Business
Applications3
-or-
CIS 1011 Computer Fundamentals2
DRFT 1010 Technical Drafting5
MTT 1350 Related Machine Shop2
Communication Requirement3
Computation Requirement3-4
Human Relations Requirement2
Credit Requirements for AAS Degree64-67
<b>Communication Requirement (Choose One)</b>
ENGL 1010 Expository Composition3

ENGL 1410 English Mechanics ......3

Computation Requirement (Choose One Option)
WELD 1007 & WELD 1008
Principles of Technology I & II4
-or-
WELD 1715 Applied Technical Math3
Human Relations Requirement (Choose 2 Credits)
WELD 1581 SkillsUSA – Level 11
WELD 1582 SkillsUSA – Level 21
WELD 1910 Professional Development – 10.5
WELD 1920 Professional Development – 20.5
WELD 2581 SkillsUSA – Level 31
WELD 2582 SkillsUSA – Level 41
WELD 2910 Professional Development – 30.5
WELD 2920 Professional Development – 40.5
*A safety component is included in this course.
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 – Y	ear 1		Spring	– Year	1
BT 101	0	3	MTT	1350	2
-or-	,		WELD	1008	2
CIS 101	1	2	(If WEI	LD 100	7 option
WELD	1007	2	was take	en in F	all)
-or-	,		WELD	1260	2
WELD	1715	3	WELD	1300	8
WELD	1010	4	WELD	1310	2
WELD	1020	4	WELD	<u>1582</u>	<u>1</u>
WELD	<u>1581</u>	<u>1</u>	Total		15-17
Total		13-15			
Fall – Year 2		Spring -	– Year	2	
Commu	nicatio	n 3	DRFT	1010	5
WELD	2200	8	WELD	2320	4
WELD	<u>2210</u>	6	$\overline{\mathbb{WELD}}$	<u>2400</u>	<u>8</u>

#### **Non-Credit Offerings**

**Total** 

17

Individual courses are available on a non-credit basis in consultation with instructor, but students must follow the semester schedule.

**Total** 

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Education AHNA
AUTO BCCM
CIS
COSB DMT
MTT <b>→</b> NURP
PHAR TBSI
WELD-
<u>Business</u> ACCT
BUSADM BMGT
BT FRM
Fine Arts
ART DANC
MUSC THEA
<u>Humanities</u>
COMM ENGL
ESL LANG
PHIL TSFL
Natural Science &
<u>Mathematics</u> AGRI
BIOL CHEM
CS
ENGR GEO
MATH PHYS
Social & Behavioral
<u>Science</u> ANTH
CJ ECON
EDUC GEOG
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Personnel

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**17** 

## INFORMATION TECHNOLOGY DEPARTMENT

Michael Medley - Department Chair

### **COMPUTER INFORMATION SYSTEMS**

**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 PC 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, Local Area Networks (LANs), Wide Area Networks (WANs), Internetworking, Wireless Networking, and Security. In addition, the networking program covers standard operating systems, such as, Microsoft and Linux.

Students will also gain knowledge in Web site creation and development, as well as the use of basic business applications.

#### **OUTCOMES**

Students who complete a Certificate of Completion or an AAS in Computer Information Systems 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 Networking;
- know foundations of Web design and implementation;
- know sound business management;
- 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 systems;
- demonstrate familiarity with a variety of programming languages;
- can assemble and run a computer network;
- have a sense of pride in their skills and abilities;

- develop their talents and abilities;
- understand the part they play in helping others increase their ability to use technology;
- have a feeling of self worth as they receive feedback from satisfied clients.

### **CAREERS**

Students who successfully complete this program can look forward to exciting and lucrative careers in the IT industry. Career opportunities include: Network Administration, Systems Analysis, Desktop Support, Web Design, and others.

## RECOMMENDED CURRICULUM

# ASSOCIATE OF APPLIED SCIENCE - Networking Emphasis

CIS Core Courses30
CIS Network Administration Courses9
CIS Internetworking Courses6
CIS Programming Courses3
Communication Requirement3
Computation Requirement3-4
Human Relations Requirement3
CIS ElectivesAs needed
Total63
CERTIFICATE - Network Administration
CIS 1011 Computer Fundamentals2
CIS 1121 PC Hardware3
CIS 1122 PC Operating Systems3
CIS 2153 Internetworking (Cabling)3
CIS Network Admin Courses9
CIS 1501 Programming Language Visual Basic3
Total23
Core Courses (30 Credits)
CIS 1011 Computer Fundamentals2
BT 2500 Database for Business3
CIS 1050 Logical Analysis and Programming3
CIS 1080 Introduction to Information Tech3
CIS 1121 PC Hardware3
CIS 1122 PC Operating Systems3
CIS 1610 Network Security Fundamentals3
CIS 1620 Linux Fundamentals3
CIS 1630 Wireless Networking3
CIS 1811 Web Site Development3
Total Core29
Network Administration Courses (9 Credits)
CIS 1140 Networking Technologies3
CIS 1401 Network Admin (Client/Srvr)3
CIS 1402 Network Admin (Srvr Admin)3
Total9
Internetworking Courses (6 Credits)
CIS 2153 Internetworking I (Cabling)

CIS 2154 Internetworking II (LAN/WAN)3  Total6
Programming Courses (3 Credits)
CIS 1501 Programming Language Visual Basic3
Total3
Communication Requirement (Choose One)
BMGT 1270 Sales & Customer Service3
BT 2200 Business Communication3
ENGL 1010 Expository Composition*3
ENGL 1410 English Mechanics3
*If you plan on transferring into a B.S. degree program, you will eventually need ENGL 1010.
Computation Requirement (Choose One)
BMGT 1060 Business Management Accounting3
BMGT 1320 Business Math3
MATH 1010 Algebra
MATH 1050 College Algebra*4
*If you plan on transferring into a B.S. degree program, you will eventually need MATH 1050.
<b>Human Relations Requirement</b>
(3 Credits Required for AAS)
BMGT 1170 Human Relations
CIS 1581 SkillsUSA – Level 1
CIS 1910 Professional Development – 1
CIS 1920 Professional Development – 20.5
CIS 2581 Skills USA – Level 31
CIS 2582 Skills USA – Level 4
CIS 2910 Professional Development – 30.5
CIS 2920 Professional Development – 40.5
Note: For the Communication, Computation, and Human Relations requirements, other courses are available with department approval.
Electives
BMGT 1010 Introduction to Business3
BMGT 1210 Personal Finance3
BMGT 1270 Sales and Customer Service3
BMGT 2650 Principles of Management3
BT 1420 Word Processing
BT 1430 Advanced Word Processing3
BT 1801 Web Page Design
BT 2400 Spreadsheets for Business
CIS 1999 Cooperative Education1-6
CIS 2800 Special Projects1-2
GNST 1010 College Study Skills1-2
ASSOCIATE OF APPLIED SCIENCE - Suggested Curriculum

	Fall - Y	ear 1		Spring	– Year 1	
	CIS	1011	2	CIS	1122	3
	CIS	1050	3	CIS	1140	3
	CIS	1080	3	CIS	1401	3
	CIS	1121	3	CIS	1582	1
	CIS	1501	1	CIS	Elective	es 3
	CIS	1581	1	Commi	unications	3
	Comput	ation_	<u>3</u>	Total		16
	Total		16			
- 1						
	Fall – Y	ear 2		Spring	- Year 2	
	Fall – Y	ear 2 1402	3	<b>Spring</b> BT	- Year 2 2500	3
			3 3			3
	CIS	1402	-	BT	2500	_
	CIS CIS	1402 1620	3	BT CIS	2500 1610	3
	CIS CIS CIS	1402 1620 1811	3	BT CIS CIS	2500 1610 1630	3
	CIS CIS CIS CIS	1402 1620 1811 2153 2581	3 3 3	BT CIS CIS CIS	2500 1610 1630 2154	3 3 3 1
	CIS CIS CIS CIS CIS	1402 1620 1811 2153 2581	3 3 3 1	BT CIS CIS CIS CIS	2500 1610 1630 2154 2582	3 3 3 1

#### **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.

# 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 train-

General Information

Divisions & Departments

Career & Technical Education AHNA

> AUTO BCCM CIS-COSB. DMT MTT NURP

> > PHAR TBSI WELD

Business

ACCT BUSADM BMGT BT FRM

Fine Arts

ART DANC MUSC

THEA <u>Humanities</u>

COMM ENGL ESL LANG

PHIL TSFL

Natural Science & Mathematics

AGRI

BIOL CHEM CS ENGR

GEO MATH PHYS

Social & Behavioral Science

CJ ECON EDUC GEOG HIST HFST POLS

**ANTH** 

PSY PE SW SOC

Academic Support Services Community Programs

Student Life Student Policies

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#### 2012-2013

ing 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 semester ......May 1 Spring semester .....October 1 Summer semester .....March 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 semester ......May 1 Spring semester .....August 1 Summer semester ...January 1

COSB 1811 Nail Technology Practicum
RECOMMENDED CURRICULUM
CERTIFICATE OF PROFICIENCY
<u>Course</u> <u>Credits</u>
COSB 1001 6
COSB 1005
COSB 1101 4
COSB 1105 10
COSB 1910 0.5
COSB 1201 4
COSB 120510
COSB 1920
COSB 1301 3
COSB 1305 6
GNST 1001
Electives 2-23
TOTAL 54-75
Additional elective credit courses may be required to
reach the 2,000 clock hours required for state licensure
Electives
GNST 1010 College Study Skills1-2
GNST 1020 College Success Skills
COSB 1519 1st Yr Cosmetology/Barbering Lab1-6
COSB 1810 Theory of Nail Technology
COSB 1811 Nail Technology Lab
COSB 2101 Adv.Cosmetology/Barbering Thry11-4
COSB 2105 Adv.Cosmetology/Barbering Lab11-10
COSB 2201 Adv.Cosmetology/Barbering Thry21-4
COSB 2205 Adv.Cosmetology/Barbering Lab21-10
COSB 2301 Adv. Barbering Theory1-3
COSB 2305 Adv. Barbering Lab1-6
COSB 1519 1st Yr Cosmetology/Barbering Lab1-6
COSB 2519 Adv. Cosmetology/Barbering Lab1-6
COSB 2910 Professional Development-Course3 0.5
COSB 2920 Professional Development-Course4 0.5
COSB 2920 Floressional Development-Course4 0.3
ASSOCIATE OF APPLIED SCIENCE
Credit requirements:
Certificate of Proficiency54-75
COSB 1715 Applied Technical Math
and
BT 1010 Intro to Computer & Business
Applications
CIS 1011 Computer Fundamentals 2 and
ENGL 1010 Expository Composition
ENGL 1410         English Mechanics         3           TOTAL         63-84

COSB 1810 Theory of Nail Technology ...... 4

**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			Spring	Spring – Year 1			
COSB	1001	6	COSB	1201	4		
COSB	1005	7	COSB	1205	10		
<b>GNST</b>	1001	1	COSB	1920	0.5		
COSB	1101	4	<u>COSB</u>	<u>1715</u>	<u>3</u>		
<u>COSB</u>	<u>1910</u>	0 <u>.5</u>	Total		17.5		
Total		18.5					

Summer	r - Year 1	l
COSB	1301	3
<b>COSB</b>	<u>1305</u>	6
<b>Total</b>		9

Fall - Y	ear 2			Spring	- Year 2	2
COSB	2101	1-4	(	COSB	2201	1-4
COSB	2105	1-10	(	COSB	2205	1-10
COSB	2519	1-6	(	COSB	2519	1-6
COSB	2910	0.5	(	COSB	2920	0.5
ENGL	1010_	3	<u>(</u>	<u>CIS</u>	1011	2
Total		18.5	r	<b>Total</b>		18.5

<u>General</u> <u>Information</u>

Divisions & Departments

Career &	<u>Technical</u>
<b>Education</b>	
	AHNA
	ΔΙΙΤΟ

BCCM CIS COSB<sup>-</sup> DMT MTT NURP PHAR TBSI WELD

## **Business**

ACCT BUSADM BMGT BT FRM

## 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 HFST POLS PSY PE

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## TRANSPORTATION TECHNOLOGY DEPARTMENT

Brent Reese - Department Chair

#### AUTOMOTIVE TECHNOLOGY

**Associate Professor:** Brent Reese, (435) 893-2215

**Instructor:** Robert Gary

#### **DESCRIPTION**

Snow College Automotive 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		AUTO	1100
Auto Automatic Trans. & Transax	les	AUTO	1200
Auto Manual Trans. & Transaxles		AUTO	1300
Auto Suspension & Steering		AUTO	1400
Auto Brakes		AUTO	1500
Auto Elec. & Electronics	AUTO	1600 &	2600
Auto Engine Performance	AUTO	1800 &	2800
Auto Heating & Air Conditioning		AUTO	2700

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 Southern Utah University 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.

## RECOMMENDED CURRICULUM

#### ASSOCIATE OF APPLIED SCIENCE DEGREE

#### **Prerequisites:**

AUTO 1000 Automotive Safety and Basics\*......1

Demonstrate equivalent knowledge and competency

Satisfactorily complete the following courses:	
AUTO 1100 Auto Engine Repair	.5
AUTO 1200 Auto Automatic Transmissions	
& Transaxles	.5
AUTO 1300 Auto Manual Transmissions/	
Transaxles & Power Trains	.5
AUTO 1400 Auto Suspension & Steering	.5
AUTO 1500 Auto Brakes	.5
AUTO 1600 Automotive Electrical &	
Electronics I	.5
AUTO 1800 Auto Fuel, Emissions,	
& Ignition Systems	.5

AUTO 2600 Automotive Electrical &	A GGO C	TABE O	C A DDI IE		<u>General</u>
Electronics II5				CD SCIENCE -	<u>Information</u>
AUTO 2700 Auto Heating & Air Conditioning4	Suggest	ed Curri	culum		Divisions & Departments
AUTO 2800 Auto Engine Performance5					_
BT 1010 Intro to Computers & Bus. App3	Fall - Y	ear 1		Spring - Year 1	Career & Technical Education
-or-	AUTO	1000	1	AUTO 1008 2	AHNA
CIS 1011 Computer Fundamentals2	AUTO	1007	2	(If AUTO 1007 option	AUTO
Communication Requirement3		-or-		was taken in Fall)	BCCM
Computation Requirement3-4	AUTO	1715	3	AUTO 1920 .5	CIS COSB
Human Relations Requirement2	AUTO	1200	5	AUTO 1800 5	DMT
Electives (consult with a department advisor)3-4	AUTO	1600	5	AUTO 2600 5	MTT
Credit Requirements for AAS Degree63-67	AUTO	1910	.5	<u>AUTO 2800 5</u>	NURP
•	Total	13.5-1	_	Total 15.5-17.5	PHAR TBSI
<b>Communication Requirement (Choose One)</b>					WELD
BT 2200 Business Communication3					Business
ENGL 1010 Expository Composition3	Fall - Y	ear 2		Spring - Year 2	ACCT
ENGL 1410 English Mechanics3	AUTO	1400	5	AUTO 1100 5	BUSADM BMGT
	AUTO	1500	5	AUTO 1300 5	BIVIGT
<b>Computation Requirement (Choose One Option)</b>	AUTO	2910	.5	AUTO 2700 4	FRM
AUTO 1007 &	BT	1010	3	AUTO 2920 .5	Fine Arts
AUTO 1008 Principles of Technology I & II4		-or-		Electives 3	ART
-or-	CIS	1011	2	Total 17.5	DANC MUSC
AUTO 1715 Applied Technical Math3		nication	3	10001	THEA
MATH 1010 Algebra4	Total	15.5-1	_		<u>Humanities</u>
MATH 1050 College Algebra4	1000	1010 1			COMM
<b>Human Relations Requirement (Choose 2 Credits)</b>					ENGL ESL
AUTO 1581 SkillsUSA – Level 11					LANG
AUTO 1582 SkillsUSA – Level 21	ASE CI	RTIFIC	ATION C	OURSES	PHIL
AUTO 1910 Professional Development – 10.5	Prerequ		11110110	OCHSES	TSFL
AUTO 1920 Professional Development – 20.5	_		omotive Sa	afety and Basics*1	Natural Science & Mathematics
AUTO 2581 SkillsUSA – Level 31	71010	100071410	-or-	arety and Busies	AGRI
AUTO 2582 SkillsUSA – Level 41	Demons	trate equ		owledge and competency	BIOL
AUTO 2910 Professional Development – 30.5	Demons	strate equ	ivaicht kno	wreage and competency	CHEM
AUTO 2920 Professional Development – 40.5	The stud	lent may	complete a	any one or more of the fol-	CS ENGR
110 10 <b>2</b> ) <b>2</b> 0 1101 <b>0</b> 000101111				inpleting the whole program.	GEO
Electives	_			Repair5	MATH
AUTO 1001 Automotive Technology I6				tic Trans. &	PHYS
AUTO 1002 Automotive Technology II6	_	_		5	Social & Behavioral
AUTO 1039 Automotive Technology III2-6				Transmission/Transaxles	Science ANTH
AUTO 1509 Hot Rod and Performance Vehicles2				5	CJ
AUTO 1519 Basic Automotive Upholstery2				ion & Steering5	ECON
AUTO 2900 Special Projects1-2			_	=	EDUC GEOG
AUTO 2990 Shop Practicum I2-12				5	HIST
AUTO 2991 Shop Practicum II2-12				notive Electrical and	HFST
GNST 1010 College Study Skills1-2					POLS
All other related classes with instructor approval.			_	& Air Conditioning4	PSY PE
Note: For the Communication, Computation, and	AUIO	1800 & 2	800 Auto E	Engine Performance10	SW
Human Relations requirements, other courses are					SOC
available with department approval.					A d C
app. v. au					Academic Support Services
Students transferring to Weber State University may					Community
need the following classes:					Programs
CHEM 1010 Introductory Chemistry3					Student Life
HIST 1700 American Civilization					Student Policies
					Administrative Services
*A safety component is included in this course.					Course
11 salety component is included in this course.					Descriptions
					Personnel
	1				1 6130111161

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## 2012-2013 DIESEL HEAVY DUTY MECHANICS TECHNOLOGY

**Instructors: Robert Boyer** - (435) 893-2218 **Instructor:** Lon Wheelwright - (435) 283-7378

#### **DESCRIPTION**

Snow College offers a program in Diesel & Heavy Duty Mechanics Technology, which prepares the student to meet job entry requirements.

This program covers the servicing and repair of heavyduty 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: Basic Diesel Engines, Electrical Systems, Air Conditioning, Hydraulics, Powertrains, Chassis Systems, Preventive Maintenance, Electronic Engine Controls, and Advanced Diesel Engine Testing, 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; i.e., 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;
- 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 highway mechanic, diesel mechanic, and mine mechanic.

## RECOMMENDED CURRICULUM

#### ASSOCIATE OF APPLIED SCIENCE DEGREE

DMT 1110 Computer and Shop Skills*4
DMT 1120 Electrical Systems & Lab4
DMT 1130 Diesel Engine Overhaul & Lab4
DMT 1210 Fuel-Governor Systems & Lab4
DMT 1220 Mechanical-Electronic Injection
Systems & Lab4
DMT 1230 Computerized Diagnostics & Lab4
-or-
DMT 1250 Emission Based Maintenance6
DMT 1240 Air Conditioning Technology
Theory & Lab2
DMT 2310 Fluid Power Theory & Lab6
DMT 2320 Advanced Fluid Power
Transmission Theory & Lab6
DMT 2410 Chassis Theory & Lab6
DMT 2420 Powertrains Theory & Lab6
BT 1010 Intro to Computers &
Business Applications
-or-
CIS 1011 Computer Fundamentals2
MTT 1350 Related Machine Shop Practice2
WELD 1030 Related Oxyacetylene and
Arc Welding3
Communication Requirement3
Computation Requirement3-4
Human Relations Requirement2
Credit Requirements for AAS Degree65-69
•
Communication Requirement (Choose One)
BT 2200 Business Communication3
ENGL 1010 Expository Composition3
ENGL 1410 English Mechanics3
<b>Computation Requirement (Choose One Option)</b>
DMT 1007 & DMT 1008
Principles of Technology I & II4
-Or-
DMT 1715 Applied Technical Math3
MATH 1010 Algebra4
MATH 1050 College Algebra4

<b>Human Relations Requirement (Choose 2 C</b>	redits)
DMT 1581 SkillsUSA – Level 1	1
DMT 1582 SkillsUSA – Level 2	1
DMT 1910 Professional Development - 1	0.5
DMT 1920 Professional Development - 2	0.5
DMT 2581 SkillsUSA – Level 3	1
DMT 2582 SkillsUSA – Level 4	1
DMT 2910 Professional Development - 3	0.5
DMT 2920 Professional Development - 4	0.5
GNST 1400 Workplace Skills	1

Note: For the Communication, Computation, and Human Relations requirements, other courses are available with department approval.

#### Electives

DMT 1109 Introduction to Diesel Technology2
DMT 1810 Commercial Driver License
Written Exam Preparation**0.5
DMT 1820 Commercial Driver License
Performance Exam Preparation**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 and Performance Exams**1
DMT 1999 Cooperative Education1-6
DMT 2800 Special Projects1-2
GNST 1010 College Study Skills1-2

\*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.

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	
BT	1010	3	DMT 1008	2
	-or-		(If DMT 1007 opti	ion
CIS	1011	2	was taken in Fall)	
DMT	1007	2	DMT 1210	4
	- or -		DMT 1220	4
DMT	1715	3	DMT 1230	4
DMT	1110	4	- or -	
DMT	1120	4	DMT 1250	6
DMT	1130	4	<u>DMT</u> <u>1920</u>	<u>.5</u>
<b>GNST</b>	1400	1	<b>Total</b> 12.5-16	5.5
	- or -			
<u>DMT</u>	<u>1910</u>	0.5		

Fall – Y	ear 2		Spring -	- Year 2	2
DMT	1240	2	DMT	2320	6
DMT	2310	6	DMT	2410	6
DMT	2420	6	DMT	2920	.5
DMT	2910	.5	MTT	1350	2
Commu	<u>inication</u>	<u>3</u>	<u>WELD</u>	<u>1030</u>	<u>3</u>
Total		17.5	Total		17.5

# 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 Drivers 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.

<u>General</u> <u>Information</u>

Divisions & Departments

Career & Technical Education AHNA

> BCCM CIS COSB DMT-MTT NURP PHAR

**AUTO** 

Business

ACCT BUSADM BMGT

> BT FRM

**TBSI** 

WELD

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

HFST POLS PSY PE SW

SOC

Academic Support Services

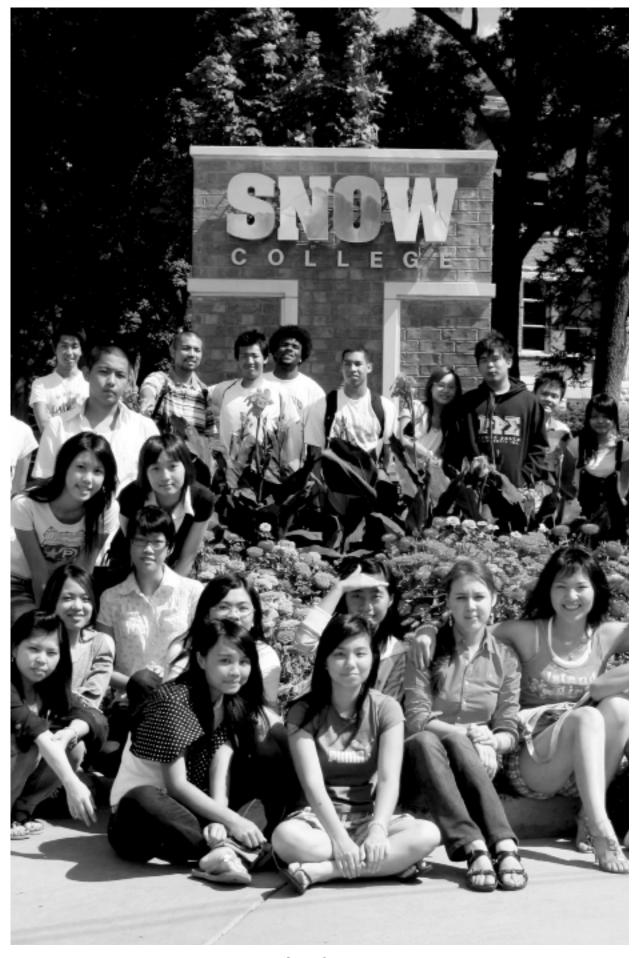
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## **DIVISION OF BUSINESS**

**Douglas Dyreng, Dean Phone:** (435) 283-7570

Email: Doug.Dyreng@snow.edu

#### **EPHRAIM CAMPUS**

**Associate Professor:** Lisa B. Anderson, Morris O. Casperson, Douglas Dyreng, Russ Johnson, Yvonne

Williams

Assistant Professor: Stacee McIff

Accounting Business Administration Business Management Business Technology Drafting

Draiting

Traditional Building Skills Institute

**Building Construction and Construction Management** 

#### RICHFIELD CAMPUS

Associate Professor: Monica Anderson, LaFaun Barn-

hurst, Cozette Roberts

Assistant Professor: Stacee McIff

Business Management Business Technology

Business and technology has over a hundred-year-old history at Snow College. The founders of the institution were eager to educate their children. They were also practical people and expected to provide knowledge and skills that would make their children useful and successful in the world of business and industry.

The Business Division today is built upon this long and distinguished history. While programs and courses have changed since those early days, the goals and objectives of the division have changed very little. They are:

- To provide career offerings for enhanced student choice
- 2. To educate students with the knowledge and skills which will ensure quality employment upon completion
- To provide students with the knowledge and skills to seek advancement opportunities in their employment
- 4. To update existing business and technology programs on a regular basis to reflect changing conditions in business and industry
- 5. To develop new business and technology programs and courses based upon the current and future needs of business and industry
- 6. To establish mutually rewarding relationships between business and industry
- 7. To provide relevant information and advisement in preparation for continuing and/or advanced education/training
- 8. To prepare students for transfer to other institutions in the system of higher education
- 9. To broaden student awareness of the world and its complexities
- 10. To encourage students to utilize their skills in serving others

Students can pursue the business and technology careers described in this catalog by means of certificates, diplomas, Associate of Applied Science, 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).

The Associate Science Business (ASB) degree requires a minimum of 63 credits. It 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 students to transfer with advanced standing which means that the student is a junior and can register for upper division classes.

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**AHNA** 

#### <u>Business</u>

ACCT BUSADM BMGT BT FRM

#### Fine Arts

ART DANC MUSC THEA

#### **Humanities**

COMM ENGL ESL LANG PHII

TSFL

## Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

#### PHYS Social & Behavioral Science

ANTH CJ ECON EDUC GEOG HIST HFST POLS PSY

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#### 2012-2013

## Associate of Science Business Degree Core Requirements: (63 crs.)

111011051 (00 0151)			
ACCT 2010	Financial Accounting4		
ACCT 2020+	Managerial Accounting4		
BMGT 2050	Business Law3		
BT 2200+	Business Communication3		
BT 2010	Business Computer Proficiency3		
ECON 2010+	Principles of Microeconomics3		
ECON 2020+x	Principles of Macroeconomics3		
MATH 1100+x	Applied Calculus4		
MATH 2040+x	Applied Statistics4		
COMM 1020 <sup>x</sup>	Public Speaking3		
Related Electives1			
General Education Requirements (see pg 58)28			
TOTAL	63		
±D • • •	D ' 1		

<sup>\*</sup>Prerequisites Required.

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.

## **ACCOUNTING**

See Business Administration or ASB degree.

### **AGRIBUSINESS**

Advisor: Jay Olsen

#### **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 is 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

AGRI 2205 Anatomy and Physiology of

## 

Domestic Animals Lab.....1

<sup>&</sup>lt;sup>x</sup>Can be counted with GE

# Twenty one credit hours from the following elective courses depending on the area of emphasis for your career and educational goals: (21 crs)

9 \	
ACCT 2010 Financial Accounting	3
ACCT 2020 Managerial Accounting	
(Prerequisite: ACCT 2010)	3
BMGT 1010 Introduction to Business	3
BMGT 1060 Business Management Accounting.	3
BMGT 1320 Applied Business Math	3
BMGT 2050 Business Law	3
BMGT 2400 Writing a Business Plan	3
BMGT 2650 Principles of Management	3
BMGT 2700 Principles of Finance	3
BT 1010 Introduction to Computers and	
Business Applications	3
BT 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
<del>-</del>	

### BUSINESS ADMINISTRATION

**Advisors:** Lisa Anderson, Morris Casperson, Doug Dyreng, Kerry Hansen, Russ Johnson

#### **OUTCOMES**

Students who complete an emphasis in business administration at Snow College will be expected to demonstrate that they

- Know basic accounting principles and practices;
- Know micro and macro economic theory;
- Know basic mathematical skills used in quantitative analysis;
- Know fundamentals of business law in our society;
- Know fundamental use of computers:
- Can analyze basic financial transactions and interpret financial statements;
- Can apply economic theory to a business concern;
- Can apply techniques of elementary calculus of functions of one variable including differentiation and integration to management decision making. In addition, students will be able to do optimization of functions of several variables including partial differentiation and multiple integrals;
- Can apply statistical reasoning including but not limited to probability, random sampling, hypotheses testing, and sampling techniques to management problems;
- Can communicate effectively;

- Appreciate their role in society as they function in social settings and institutions;
- Appreciate the delicate relationships in nature and their physical surroundings between man and social organizations due to their understanding of the physical and life sciences;
- Appreciate the great works of literature and art and the impact that great thinkers of the past have contributed to the quality of life and social institutions.

#### **CAREERS**

Students who complete an emphasis in business administration 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.

## RECOMMENDED CURRICULUM

The Business Administration department offers courses leading to an Associate of Science Business degree.

## 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 - Yea	r 1		Spring -	Year 1	
ENGL	1010	3	MATH	1100	4
PHIL 1	1000	3	America	n Inst.	3
Fine Arts		3	<b>ENGL</b>	2010+	3
MATH	1050+	4	BT	2010	3
Physical S	<u>sci.</u>	<u>3-4</u>	<b>Elective</b>		<u>3</u>
<b>TOTAL</b>		16	TOTAL		16
Fall - Yea	r 2		Spring -	Year 2	
	<b>r 2</b> 2010	4	Spring -		4
	2010	4 3		2020+	4 3-4
ACCT 2	2010 2010 <sup>+</sup>	•	ACCT	2020+	
ACCT 2 ECON 2 COMM 1	2010 2010 <sup>+</sup>	3	ACCT Life Scie	2020 <sup>+</sup> ence 1096	3-4
ACCT 2 ECON 2 COMM 1 MATH 2	2010 2010 <sup>+</sup> 1020	3 3	ACCT Life Scie PE	2020 <sup>+</sup> ence 1096	3-4
ACCT 2 ECON 2 COMM 1 MATH 2	2010 2010 <sup>+</sup> 1020 2040 <sup>+</sup>	3 3 4	ACCT Life Scie PE ECON	2020 <sup>+</sup> ence 1096 2020 <sup>+</sup>	3-4

A minimum of 63 credit hours required to graduate

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Divisions & Departments

# Career & Technical Education AHNA

AUTO BCCM CIS COSB DMT MTT NURP PHAR TBSI WELD

#### **Business**

ACCT-BUSADM\_ BMGT BT

#### FRM

Fine Arts

#### ART DANC MUSC

#### THEA <u>Humanities</u>

COMM ENGL ESL LANG PHIL

TSFL

## Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

**PHYS** 

**ANTH** 

## Social & Behavioral

#### <u>Science</u>

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Recommendations vary depending on the school to which a student transfers. Generally, additional social science and computer classes are recommended. Please visit with an advisor.

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 business administration schedule outlined above. This schedule should meet most pre-business requirements.

#### **BUSINESS MANAGEMENT**

**Associate Professor:** Douglas Dyreng, Russ Johnson

#### **DESCRIPTION**

The Business Management (AAS) degree and certificates are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The purpose of the Business Management program is to accomplish one or all of the following: (1) Educate students to successfully manage their own business, (2) Provide education for those students who seek to enter the job market at an entry or mid-management level position, and (3) Provide business electives for students who plan to further their education in business.

### **OUTCOMES**

Students who complete an emphasis in Business Management at Snow College will be expected to demonstrate that they:

- Have acquired a well balanced and comprehensive knowledge of Business Management;
- Are familiar with classic and current theories used in the planning, organizing, directing, and controlling a business;
- Have gained a comprehensive exposure to quantitative and qualitative methods used in management decision making;
- Are able to understand how to conduct research; gather and evaluate data, derive alternative solutions, implement and make appropriate changes based on feedback;
- Are acquainted with the intrinsic and extrinsic

- forces/conditions of the business environment;
- Comfortable and confidence in making decisions, expressing ideas, making presentation, and being able to interact with others;
- Have acquired a sense of assurance in functioning in team type settings;
- Understand the value of the win-win approach in meeting and exceeding customer needs while realizing one's own goals and expectations.

#### CAREERS

Students who complete an emphasis in Business Management at Snow College should be eligible for employment in the following occupations:

- Entry and/ or middle management positions in a variety of business settings.
- Entrepreneurs, creating their own business.

#### RECOMMENDED CURRICULUM

#### **AAS BUSINESS MANAGEMENT:**

The AAS Business Management degree program consists of 63 credits. It is designed to prepare students for entry or mid-management positions. The program will prepare students desiring to start their own businesses. The AAS major is encouraged to take the courses in the sequence presented below if possible:

The following required core courses: (40 crs.)	)
BMGT 1010 Introduction to Business	3
BMGT 1060 Business Mgt. Acct.*	3
BT 1010 Introduction to Computers	
and Business Applications	3
ECON 1010 Economics as a Social Science**	3
BT 2400 Excel for Business	3
BT 2450 Presentations for Bus. ****	2
BMGT 1600 Entrepreneurship Seminars	
BMGT 1700 Strategic Innovation	
BMGT 2050 Business Law	
BMGT 2400 Writing a Business Plan	
BMGT 2650 Principles of Mgt	
BMGT 2700 Principles of Finance	
Communications BT 2200 Business Communications	3
Computations BMGT 1320 Applied Business Math	3
<b>Human Relations</b> BMGT 1170 Human Relations	
Total semester hours or core required	40

\*May substitute ACCT 2010 \*\* May substitute ECON 2010 \*\*\* May substitute COMM 1020 \*Check Prerequisites

Twenty three credit hours from the following elective courses: (23 crs.) Courses other than those listed below may be considered as electives with prior written consent of a business advisor.

BMGT 1210 I	Personal Finance	3
BMGT 1270	Personal Selling	3
BMGT 1480	Advertising and Promo	3
BMGT 1500	Bus. Projects (1st year)	1
BMGT 1510	Bus. Projects (1st year)	1
BMGT 1997	Coop. Education Exp	1-6
BMGT 1998	Coop. Education Exp	1-6
BMGT 1999	Coop. Education Exp	1-6
BMGT 2290	Human Resource Mgt	3
BMGT 2500 1	Bus. Projects (2 <sup>nd</sup> year)	1
BMGT 2510	Bus. Projects (2 <sup>nd</sup> year)	1
BMGT 2800	Special Projects	1-2
BMGT 2950	Part. In Train. Internship	1-4
BMGT 2997	Coop. Education Exp	1-6
BMGT 2998	Coop. Education Exp	1-6
BMGT 2999	Coop. Education Exp	1-6

## ONE YEAR CERTIFICATE IN BUSINESS MANAGEMENT:

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 BMGT Department pre-approval.

#### Required

18 Credits of Pre-Approved BMGT Courses. **Elective** 

14 Credits of Pre-Approved Elective Courses.

Certificates of Proficiency in Business Management are also available. Contact Doug Dyreng (435) 283-7570

## 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 TECHNOLOGY**

**Ephraim Campus Faculty** 

Associate Professor: Lisa Anderson, Yvonne Williams

Assistant Professor: Stacee McIff

**Phone:** (435) 283-7560

**Richfield Campus Faculty** 

Associate Professor: Monica Anderson, LaFaun Barnhurst, Cozette Roberts Assistant Professor: Stacee McIff

**Phone:** (435) 893-2231

### **DESCRIPTION**

The Business Technology (AAS) degree and certificates are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The Business Technology Department at Snow College offers courses that lead to the following degrees, certificates, and certificates of proficiency:

#### **Associate of Applied Science**

- Administrative Assistant
- Desktop Publishing/Web Design

#### Certificates

- Computer Applications Specialist
- Desktop Publishing Specialist

#### **Proficiency Certificates**

The Business 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. Students should contact individual departments for specific requirements.

The Business Technology Department offers the following certificates of proficiency:

- Microsoft Office Suite
- Desktop Publishing
- Document Production
- Digital Tools
- Business Essentials (for transfer)

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## Career & Technical Education

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**AHNA** 

#### <u>Business</u>

ACCT BUSADM BMGT\_ BT

#### Fine Arts

ART DANC MUSC THEA

**FRM** 

#### <u>Humanities</u>

COMM ENGL ESL LANG PHIL

TSFL

## Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

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#### **Science**

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## **OUTCOMES**

Students who complete an emphasis in Business Technology at Snow College will be able to

- deliver oral presentations that are customized for the intended audience, well organized, and effectively delivered.
- produce clear, concise, purposeful, and grammatically correct written documents.
- use industry standard software or calculator to perform accurate calculations and summarize data effectively.
- collaborate effectively in teams, complete responsibilities, and assist teammates.
- use business technology effectively to accomplish tasks in a changing and dynamic workplace.
- produce professional-looking documents and projects using industry standard hardware and software tools.

#### **CAREER**

#### **Career Preparation**

The courses offered prepare individuals to professionally apply web design, image editing, audio and video editing, and desktop publishing software packages; to apply office technologies productively and efficiently; to create and manipulate graphics using industry-standard graphics programs; to use standard job-related computer software packages in word processing, spreadsheets applications, database management, and business presentations; to provide administrative support; to communicate effectively; and to develop human relation skills.

#### **Career Options**

Students graduating from the Business Technology program may seek employment as desktop publishers, entry-level graphic designers, entry-level web site designers, office managers, receptionists, secretaries, or other office support staff positions in either the public or private sector.

#### RECOMMENDED CURRICULUM

# ASSOCIATE OF APPLIED SCIENCE DEGREES (AAS)

The AAS Business Technology degree programs consist of 63 credits:

- Administrative Assistant
- Desktop Publishing/Web Design

Business Technology Core - AAS Programs:  BMGT 1010 Introduction to Business
<b>Required Related Courses</b>
Human Relations:3BMGT 1170 Human Relations
CommunicationsBT 2200 Business Communication.3ENGL 1410 English Mechanics.3Total Communications.6
ComputationsBT 2400 Excel for Business.3Total Computations.3
Total Related Courses Required within Core13
Administrative Assistant Emphasis BMGT 1060 Business Management Accounting3 BT 1080 10-Key Data Entry
BMGT 1210 Personal Finance <i>or</i> BT 2060 Introduction to QuickBooks3
BMGT 2650 Principles of Management <i>or</i> BT 2350 Digital Business Procedures3
BT 2010 Business Computer Proficiency <i>or</i> BT 2500 Database for Business
BT 2420 Desktop Publishing <i>or</i> BT 2440 Designing Print Media for Business3
Emphasis Credits Required17 Electives Required14
Total Credits Required

Desktop Publishing/Web Design Emphasis		<u>General</u> Information
BT 2010 Business Computer Proficiency or	BT 1010 Introduction to Computers	
BT 2500 Database for Business3	and Business Applications3	Divisions & Departments
BT 2420 Desktop Publishing <i>or</i>	BT 1430 Document Production and Design <i>or</i> 3	Career & Technical
BT 2440 Designing Print Media for Business3	BT 1110 Digital Media Tools4	Education AHNA
B1 2110 Besigning 11me Wedia 101 Basiness	B1 1110 Bigian Wooda 10015	AUTO
BMGT 1270 Personal Selling <i>or</i>	BT 1510 Image Editing3	BCCM
BMGT 1430 Advertising and Promotion3		CIS COSB
	BT 1700* Professional Business Leadership1	DMT
BT 1500 Computer Illustration for Business <i>or</i>	*Waived for high school students	MTT
BT 2430 Advanced Desktop Publishing3		NURP PHAR
	BT 2010 Business Computer Proficiency <i>or</i>	TBSI
BT 1110 Digital Media Tools	BT 2500 Database for Business	WELD
BT 1801 Web Page Design	DE 2200 D : C : i	<u>Business</u> ACCT
BT 2120 Web Development Essentials3	BT 2200 Business Communication	BUSADM
Total Emphasis Credits Required22	ENGL 1410 English Mechanics	BMGT -
Electives Required9	Total Credits Required30-32	BT <b>⊸</b> FRM
Licet ves required	Total Creatis Required50-32	Fine Arts
Total Credits Required63		ART
1	Desktop Publishing Specialist	DANC MUSC
	BT 1010 Introduction to Computers and	THEA
<b>Business Electives</b>	Business Applications3	<u>Humanities</u> COMM
Electives may be taken from the Business Technology	BT 1110 Digital Media Tools4	ENGL
(BT) and Business Management (BMGT) departments.	BT 1300 Social Media Marketing3	ESL
Electives may also be taken from other departments		LANG PHIL
(ART, ACCT, CIS, COMM, ECON, ENGL, MATH,	BT 1500 Computer Illustration for Business <i>or</i>	TSFL
etc.) if approved by your Business Technology adviser	BT 2430 Advanced Desktop Publishing3	Natural Science &
prior to taking the course.	DE 1510 I F 177	<u>Mathematics</u> AGRI
Diamond of the control of the contro	BT 1510 Image Editing	BIOL
Please contact your adviser, the advisement office, or the Business Technology Department web page	B1 2200 Business Communication	CHEM
at www.snow.edu/business for current program	BT 2420 Desktop Publishing <i>or</i>	CS ENGR
guidelines.	BT 2440 Designing Print Media for Business3	GEO
guidennes.		MATH PHYS
	BT 1801 Web Page Design or	Social & Behavioral
ONE VEAD CEDEUCATES	BT 2120 Web Development Essentials3	<u>Science</u>
ONE YEAR CERTIFICATES		ANTH CJ
CERTIFICATES IN BUSINESS TECHNOLOGY:	BMGT 1270 Personal Selling (or)	ECON
CERTIFICATES IN BUSINESS TECHNOLOGI.	BMGT 1480 Advertising and Promotion3	EDUC GEOG
The Certificates in Business Technology one-year pro-	BT 2400 Excel for Business <i>or</i>	HIST
grams consist of 30 - 32 credits:	BMGT 1060 Business Management Accounting3	HFST
	Total Credits Required31	POLS PSY
<ul> <li>Computer Applications Specialist</li> </ul>	10m Oroms Requires minimum 1	PE
<ul> <li>Desktop Publishing Specialist</li> </ul>		SW
Contract on the contract of C. H. C.		SOC
Students are encouraged to take the following courses:	Non-Credit Offerings	Academic Support Services
Computer Applications Specialist	A selected number of these courses are available on a	Community
Computer Applications Specialist BMGT 1060 Business Management Accounting or	non-credit basis but students must follow the semester	Programs
BT 2400 Excel for Business	schedule.	Student Life
33 <u></u>		Student Policies
BMGT 1010 Introduction to Business3		Administrative Services
		Çourse
BMGT 1170 Human Relations <i>or</i>		Descriptions
BT 2350 Digital Business Procedures3		Personnel

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#### 2012-2013

#### **Proficiency Certificates**

The Business 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 the Business Technology Department for specific requirements.

## 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.

#### **OUTCOME**

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.

# 



General Information

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#### Career & Technical Education

AHNA AUTO BCCM CIS COSB DMT

MTT NURP PHAR

TBSI

WELD

### **Business**

ACCT BUSADM BMGT BT

FRM

## Fine Arts

ART DANC MUSC

THEA

## **Humanities**

COMM ENGL ESL LANG

PHIL

# Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

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## Social & Behavioral Science

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

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### **DIVISION OF FINE ARTS**

Vance Larsen, Dean Phone: (435) 283-7465

Email: vance.larsen@snow.edu

Art Dance Music Theater

**Professor:** Kim Christison

Associate Professor: Vance Larsen, Steve Meredith,

Brad Olsen, Brent Smith

**Assistant Professor:** Scott Allred, Amy Jorgensen, Elaine Jorgensen, Adam Larsen, Brad Taggart **Instructors:** Willie Applewhite, Amber Liao, Patricia

Meredith

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:** Brad Taggart (Chair) **Assistant Professor:** Scott Allred, Amy Jorgensen,

Adam Larsen

Web: http://www.snow.edu/~art/ Email: <u>brad.taggart@snow.edu</u>

**Phone:** (435) 283-7417

#### DESCRIPTION

The Snow College Art Department offers a curriculum designed to provide all students with a general understanding of the principles of art that have fashioned the visual world around us. For art majors, the department provides the foundation art core for the first two years of college study. Emphasis is placed on teaching the fundamentals of art: drawing and composition as well as development of creative skills and exploration of media. It is the goal of the department to expose students to the tools and knowledge necessary to succeed in further study in any art-related field they wish to pursue. The Art Department offers a unique experience for art majors to begin their artistic development in small classes with maximum individual contact with instructors. A number of scholarships are available to qualified art majors each year. Students who complete an emphasis in Art can expect to successfully transfer as juniors to a university art program as well prepared or better than if they had begun at the university level.

## **OUTCOMES**

Students who complete an emphasis in art at Snow College will be expected to demonstrate that they

- know the major artists and their contributions to art history movements from the Renaissance to the 21st century;
- know and understand contemporary theories and trends in the world of art:
- can draw anything from the visual world;
- can understand and organize the visual elements into a coherent and unified two and/or threedimensional design;
- can apply various drawing, painting, printmaking, sculpture and ceramic techniques to a composition of their making;
- can effectively communicate the influence of other artists on their own work;
- can verbalize their feelings about their own work and the work of others through critical thinking;
- appreciate their favorite periods in art history and can verbally articulate why they respond to the work;
- appreciate art as a powerful form of visual communication.

### **CAREERS**

Students who complete their first two years studying art at Snow College should transfer successfully to a four-year institution. Many of our graduates have moved on to successfully obtain higher degrees and are eventually qualified to begin work in various art-related industries. This is a list of possible careers options within the visual arts:

Environmental Design:

Architect Urban Designer Landscape Architect Interior Designer

Facility Planner

Exhibit and Display Designer

Graphic Design:

Type Designer Logo Designer

Advertising Agent

Package Designer

Free-lance Graphic Designer

Page Layout Designer

Web Designer

Magazine/Book Designer

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**AHNA** 

**AUTO** 

#### <u>Business</u>

ACCT BUSADM BMGT BT

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DANC MUSC THEA

#### <u>Humanities</u>

COMM ENGL ESL LANG PHIL

TSFL

## Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

#### PHYS Social & Behavioral Science

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#### 2012-2013

#### Photography:

Photojournalist

Fashion Photographer

Production Photographer

Scientific Photographer

Sports Photographer

Aerial Photographer

Photo Lab Technician

Studio Photographer

#### Entertainment Design:

Film Artist

Film Animation Artist

Game Designer

Scenic Designer

Costume Designer

Make-up Designer

#### Art Publication:

Art Writer

Art Critic

Researcher

Cartoonist

#### Industrial Design:

Product Designer

Toy Designer

Automotive Designer

Fashion Designer

Textile Designer

Furniture Designer



#### Illustration:

**Editorial Illustrator** 

Technical Illustrator

Fantasy Illustrator

Children's Book Illustrator

Greeting Card Illustrator

Medical Illustrator

Architectural Renderer

Scientific Illustration

#### Art Education:

Art Therapist Art Teacher College Instructor

Art Historian

Slide Librarian

Museum Curator

Art Conservator

Gallery Owner

#### Fine Arts & Crafts:

Painter

Sculptor

Printmaker

Ceramist

Jewelry Designer

Fine Art Photographer

Computer Artist

Weaver

Papermaker

Glass Blower

Bookbinder

**Book Conservator** 

Foundry

Technician

#### Other Art Jobs:

Matting & Framing Specialist

Art Supply Specialist

## RECOMMENDED CURRICULUM

Students who wish to transfer to a four-year institution in art 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 transfer 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 4 credits of a foreign language numbered 1020 or above. Always check with your advisor prior to registration.

#### Visual Arts Foundation (18.5 credits)

ART 1110 Drawing I◊	3
ART 1120 2D Design◊	3
ART 1130 3D Design	3
ART 1160 Art Majors Orientation◊	0.5
ART 1200 Visiting Artists Seminar (0.5 credit e	ach
semester – taken 4 times)◊	2
ART 2110 Drawing II+	3
ART 2250 Digital Design Fundamentals+	3
ART 2260 Art Majors Sophomore Seminar	1

## 

The above series should be taken Fall & Spring of the sophomore year

#### Art Electives (choose 13.5 credits)

ART 1140 Photo I+	3
ART 1150 Intro to Jewelry/Small Metals .	3
ART 2200 Beginning Oil Painting+	3
ART 2230 Printmaking I+	3
ART 2240 Printmaking II+	3
ART 2600 Introduction to Sculpture+	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
BIOL 2150 Human Anatomy for Artists	3
Total Visual Arts Credits	42

- ♦ Courses that should be taken Fall Semester of the freshman year
- + Prerequisites required

#### General Education (26 credits)

General Education (20 creats)
HIST 1700 American Civilization (AI)*3
ENGL 1010 Expository Composition (E1)3
ENGL 2010 Intermediate Research
Writing (E2)*3
MATH 1030 Quantitative Literacy (MA)*3
PE 1096 Fitness and Wellness (PE)1
ENGL 2200 Literature Course (HU)*3
PSY 1010 General Psychology (SS)*3
PHYS 1010 Elementary Physics (PS)*3
BIOL 1050/1055 Human Biology/Lab (LS)*4
OC

<sup>\*</sup>Alternative courses exist in these categories – consult official GE worksheet for all options

## ADDITIONAL CONSIDERATIONS

Always check with your advisor prior to registration.

Check with your transfer institution as soon as possible to obtain specific 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, the student will be compensated for the cost of materials.

#### STUDENT EXHIBIT

The department sponsors an annual juried student art exhibition where students are able to submit work to be displayed in the art gallery.

#### TRAVEL SEMINAR

Each year the department takes a group of art students on an educational trip to major art cities in the United States.

#### **DANCE**

**Instructor:** Patricia Meredith **Phone:** (435)283-7467

email: patty.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 teaching 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;

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ART-DANC MUSC THEA

#### <u>Humanities</u>

COMM ENGL ESL LANG PHIL

TSFL

## Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

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- 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.

## RECOMMENDED CURRICULUM

DANC	1075	Introduction to Dance	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	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	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	2360	Experiential Anatomy -	
		and Physiology	3
DANC	2756	Snow Ballroom Company	2

### **Suggested Schedule for Dance Majors**

Fall Semester I	Spring Semester I
Ballet I or II	Ballet I or II
Modern Dance I or II	Modern Dance I or II
Introduction to Dance	Jazz I or II
Social Dance (any module	) Choreography
The Creative Process	Rhythmic Theory
Tan Dance	

Fall Semester II	Spring Semester II
Ballet II	Ballet II
Modern Dance II	Modern Dance II
Methods of Teaching	Jazz II
Children's Dance	Dance Production
Snow Dance Ensemble	Snow Dance Ensemble
Social Dance (any module)	Dance Capstone
Human Anatomy For Artists	_

## 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 as smoothly as possible.

#### **EMPLOYMENT OPPORTUNITIES**

The dance department employs students to assist in the Dance Department Office and as performance assistants. This is accomplished through the college "Workto-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 patty.meredith@snow.edu.



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## Fine Arts

ART DANC-MUSC THEA

## <u>Humanities</u>

COMM ENGL ESL

LANG PHIL

# TSFL Natural Science & Mathematics

AGRI BIOL CHEM

CS ENGR GEO

GEO MATH PHYS

## Social & Behavioral Science

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## **MUSIC**

Associate Professor: Vance Larsen (Chair), Steve

Meredith, Brent Smith

Assistant Professor: Elaine Jorgensen

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

## **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. It is accredited by the National Association of Schools of Music and is one of only 23 two-year programs in the country that has achieved this status. The Horne School of Music at Snow College was also recently named an "All Steinway School," making Snow College the only institution of its size in the world to receive this designation. Beginning in August, 2003, the Horne School of Music has been housed along with the Snow College Theatre Arts program in a \$17 million performing arts structure known as the Eccles Center for the Performing Arts.

Music is the study of the history, theory, and aural properties that make up the musical sounds in the societies and cultures of the world. Students who major in music will also learn how to apply the knowledge gleaned from these studies. They will be given opportunities to explore their chosen instrument(s)/voice and advance their skills in the areas of music performance, in both ensemble and solo settings. Through these endeavors, the music student will be prepared to contribute to society in one of many unique ways outlined below.

## **OUTCOMES**

Students who complete the recommended music curriculum at Snow College will be expected to demonstrate that they

- know eighteenth century partwriting practices;
- know the general outline of the history and literature of western art music;
- know the analytical techniques relative to the formal structure of music;
- know the proper application of formal, informal, and impressionistic musical knowledge through individual and group performance;
- can sing appropriate melodies from sight using solfeggio;
- can demonstrate competence in melodic, rhythmic, and harmonic dictation;

- can demonstrate proficiency in performance on their individual instrument or voice, commensurate with the completion of the second year of college instruction;
- can identify by historical period, style, and genre recorded samples of western art music;
- appreciate the value of music in life;
- appreciate the value of serving others through the creation of music;
- appreciate the importance of transmitting the world's musical heritage to future generations.

## **CAREERS**

#### **Teaching**

Music majors who earn a Bachelor's degree and certification 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. Areas of speciality on all three levels include band, orchestra, and choral conducting, individual performance instruction, history, theory, composition, arts management with an emphasis in music, solo performance, ensemble performance, music therapy, sound recording engineering, music technology, and ethnomusicology.

#### **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. Many have gone on and earned a Master's degree. However, the degree in this field is not as important as being able to play or sing to the level required by the industry.

### **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.

## **Sound Engineering**

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. It requires a flexible schedule and is very demanding but also very rewarding.

#### **Arts Management**

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. Examples of this career field are sheet-music or musical instrument store owner, a front-office marketing specialist with a major or regional symphony orchestra, a tour manager for a traveling musical ensemble, and so on.

## RECOMMENDED CURRICULUM

3	MUSC 1120	3
2	MUSC 1140	2
	MUSC 1656	1
3		
	2	MUSC 1140 MUSC 1656

Choose at lease	one of the	following	(two if	on schol-
arship)				

MUSC 1136*◊	1	MUSC 1136*◊	1
MUSC 1116◊	1	MUSC 1116◊	1
MUSC 1196*	1	MUSC 1196*	1
MUSC 1146* (I)	1	MUSC 1146* (I)	1
MUSC 1146* (II)	1	MUSC 1146* (II)	1
MUSC 1096*	1	MUSC 1096*	1

## Music Education Majors select one of the following sequences each year

sequences cuen	y cui		
MUSC 1480	1	MUSC 1490	1
MUSC 1750	1	MUSC 1760	1
MUSC 1840	1	MUSC 1850	1
MUSC 1800	1	MUSC 1080	1
Fall - Year 2		Spring - Year 2	
Fall - Year 2 MUSC 2110	3	Spring - Year 2 MUSC 2120	3
	3 2		3 2
MUSC 2110		MUSC 2120	-

## Choose at least of the following (two if on scholar-ship)

**MUSC 2350** 

1

smp)			
MUSC 2136◊	1	MUSC 2136◊	1
MUSC 2116◊	1	MUSC 2116◊	1
MUSC 2196*	1	MUSC 2196*	1
MUSC 2146*	1	MUSC 2146*	1
MUSC 2096*	1	MUSC 2096*	1

## Music Education Majors select one of the following sequences each year

MUSC 1480	1	MUSC 1490	1
MUSC 1750	1	MUSC 1760	1
MUSC 1840	1	MUSC 1850	1
MUSC 1800	1	MUSC 1080	1

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## **Humanities**

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#### Natural Science & Mathematics

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12-2013	Associate of Scien	ce/Music	Emphasis: Woodw	<u>ind</u> ***	Choose at least or	ne of the fo	ollowing (two if on	schol-
	Fall - Year 1		Spring - Year 1		arship)			
	MUSC 1110	3	MUSC 1120	3	MUSC 1136*◊	1	MUSC 1136*◊	1
	MUSC 1130	2	MUSC 1140	2	MUSC 1116◊	1	MUSC 1116◊	1
	MUSC 1626	1	MUSC 1626	1	MUSC 1336*	1	MUSC 1336*	1
	MUSC 1700++	3			MUSC 1146* (I)	1	MUSC 1146* (I)	1
					MUSC 1146* (II)			1
	Choose at least or	ne of the fo	llowing (two if on	schol-	MUSC 1096*	1	MUSC 1096*	1
	arship)		<b>g</b> (****					
	MUSC 1136*◊	1	MUSC 1136*◊	1	Music Education	Majors sel	lect one of the follo	wing
	MUSC 1116◊	1	MUSC 1116◊	1	sequences each ye	-		0
	MUSC 1206*	1	MUSC 1206*	1	MUSC 1480	1	MUSC 1490	1
	MUSC 1146* (I)	1		1	MUSC 1750	1	MUSC 1760	1
	MUSC 1146* (II)		MUSC 1146* (II)		MUSC 1840	1	MUSC 1850	1
	MUSC 1096*	1	MUSC 1096*	1	MUSC 1800	1	MUSC 1080	1
	Mese 1070	1	141050 1070	1	Wiese 1000	1	11050 1000	1
	<b>Music Education</b>	Majors se	lect one of the follo	wing	Fall - Year 2		Spring - Year 2	
	sequences each ye	-		O	MUSC 2110	3	MUSC 2120	3
	MUSC 1480	1	MUSC 1490	1	MUSC 2130	2	MUSC 2140	2
	MUSC 1750	1	MUSC 1760	1	MUSC 2010	3	MUSC 2020	3
	MUSC 1840	1	MUSC 1850	1	MUSC 2686	1	MUSC 2686	1
	MUSC 1800	1	MUSC 1080	1	WESC 2000	1	MUSC 2350	1
	Wiese 1000	1	WICSC 1000	1			WIOSC 2550	1
	Fall - Year 2		Spring - Year 2		Choose at least or	ne of the fo	ollowing (two if on	schol-
	MUSC 2110	3	MUSC 2120	3	arship)			
	MUSC 2130	1	MUSC 2140	1	MUSC 2136*◊	1	MUSC 2136*◊	1
	MUSC 2010	3	MUSC 2020	3	MUSC 2116◊	1	MUSC 2116◊	1
	MUSC 2626	1	MUSC 2626	1	MUSC 2336*	1	MUSC 2336*	1
	1,1000 2020	•	MUSC 2350	1	MUSC 2146* (I)	1	MUSC 2146* (I)	1
			111000 2000	-	MUSC 2146* (II)		* *	1
	Choose at least or	ne of the fo	llowing (two if on	schol-	MUSC 2096*	1	MUSC 2096*	1
	arship)	10 01 0110 10	noving (two ii oii )	301101	11000 2000	1	111050 2070	1
	MUSC 2136*◊	1	MUSC 2136*◊	1	Music Education	Majors se	lect one of the follo	wing
	MUSC 2116◊	1	MUSC 2116◊	1	sequences each ye			8
	MUSC 2206*	1	MUSC 2206*	1	MUSC 1480	1	MUSC 1490	1
		1		1	MUSC 1750	1	MUSC 1760	1
	MUSC 2146* (II)		MUSC 2146* (II)		MUSC 1840	1	MUSC 1850	1
	MUSC 2096*	1	MUSC 2096*	1	MUSC 1800	1	MUSC 1080	1
	WIOSC 2070	1	WOSC 2070	1	WIOSC 1000	1	WIOSC 1000	1
	Music Education	Majors se	lect one of the follo	wing	Associate of Scien	nce/Music	Emphasis: String*	**
	sequences each ye	ear		C	Fall - Year 1		Spring - Year 1	
	MUSC 1480	1	MUSC 1490	1	MUSC 1110	3	MUSC 1120	3
	MUSC 1750	1	MUSC 1760	1	MUSC 1130	2	MUSC 1140	2
	MUSC 1840	1	MUSC 1850	1	MUSC 1736	1	MUSC 1736	1
	MUSC 1800	1	MUSC 1080	1	MUSC 1700++	3		
				_			ollowing (two if on	schol-
	Associate of Scien	ce/Music	<b>Emphasis: Percuss</b>	ion***	arship)		<b>8</b> (************************************	
	Fall - Year 1		Spring - Year 1		MUSC 1096*	1	MUSC 1096*	1
	MUSC 1110	3	MUSC 1120	3	MUSC 1106*	1	MUSC 1106*	1
	MUSC 1130	2	MUSC 1140	2	MUSC 1146* (I)	1	MUSC 1146* (I)	1
	MUSC 1686	1	MUSC 1686	1	MUSC 1146* (II)		MUSC 1146* (II)	
	MUSC 1700++	3	W105C 1000	1	MUSC 1186*	1	MUSC 1186*	1
	Wiese 170011	5			Mese 1100	1	Webe 1100	1
					Music Education	Majors se	lect one of the follo	wing
					sequences each ye	-		_
					MUSC 1480	1	MUSC 1490	1
					MUSC 1750	1	MUSC 1760	1
					MUSC 1840	1	MUSC 1850	1
					MUSC 1800	1	MUSC 1080	1
				0	0			

Fall - Year 2		Spring - Year 2	
MUSC 2110	3	MUSC 2120	3
MUSC 2130	2	MUSC 2140	2
MUSC 2010	3	MUSC 2020	3
MUSC 2736	1	MUSC 2736	1
		MUSC 2350	1

## Choose at least one of the following (two if on scholarship)

MUSC 2096*	1	MUSC 2096*	1
MUSC 2106*	1	MUSC 2106*	1
MUSC 2146* (I)	1	MUSC 2146* (I)	1
MUSC 2146* (II)	1	MUSC 2146* (II)	1
MUSC 2186*	1	MUSC 2186*	1

## Music Education Majors select one of the following sequences each year

MUSC 1480	1	MUSC 1490	1
MUSC 1750	1	MUSC 1760	1
MUSC 1840	1	MUSC 1850	1
MUSC 1800	1	MUSC 1080	1

## Associate of Science/Music Emphasis: Vocal\*\*\*

MUSC 1110	3	MUSC 1120	3
MUSC 1130	2	MUSC 1140	2
MUSC 1616	1	MUSC 1616	1
MUSC 1700++	3		

## Choose at least one of the following (two if on scholarship)

MUSC 1036*	1	MUSC 1036*	1
MUSC 1166*	1	MUSC 1166*	1
MUSC 1216*	1	MUSC 1216*	1
MUSC 1226	1	MUSC 1226	1
MUSC 1156	1		

## Music Education Majors select one of the following each semester

MUSC 1480	1	MUSC 1800	1
MUSC 1700	1		
MUSC 1840	1		

Fall - Year 2		Spring - Year 2	
MUSC 2110	3	MUSC 2120	3
MUSC 2130	2	MUSC 2140	2
MUSC 2010	3	MUSC 2020	3
MUSC 2616	1	MUSC 2616	1
		MUSC 2350	1

## Choose at least one of the following (two if on scholarship)

MUSC 2036*	1	MUSC 2036*	1
MUSC 2166*	1	MUSC 2166*	1
MUSC 2216*	1	MUSC 2216*	1
MUSC 1226	1	MUSC 1226	1
MUSC 2156	1		

## Music Education Majors select one of the following each semester

MUSC 1480	1	MUSC 1800	1
MUSC 1750	1		
MUSC 1840	1		

## \*\*\*Other Requirements

- Student Recital Music Majors are required to perform on at least one student recital each semester
- **Juries** Music Majors are required to perform for faculty members at the end of each semester to demonstrate improvement made over the course of the semester. Literature to be performed will be chosen in the students' private lessons.
- Piano Proficiency Music majors will be required to pass a piano proficiency exam upon transfer. Those students who have no piano skills will be required to take class piano until proficiency test is passed (Fall-MUSC 1150, Spring-MUSC 1160).
- Primary Ensembles Music majors, music minors, and scholarship recipients must participate in one primary ensemble based on their emphasis. Participation in other ensembles will be determined by the music department faculty and the student.

## Minimum credit hours required for graduation from Snow with AS degree: 63

- Required GE (General Education) 31 credit hours (MUSC 2010 and MUSC 2020 will count for six of these credits)
- Required for Music Performance Major 38 credit hours (If MUSC 2010 and MUSC 2020 are counted as GE, then only 34 credit hours are needed)
- Required for Music Education Major 42 credit hours (If MUSC 2010 and MUSC 2020 are counted as GE, then only 34 credit hours are needed)
- Required for Music Scholarship Students who receive a scholarship for music will be required to participate in two performing ensembles. This will add four more credits to the music major credit load. Although only one is required, music majors generally perform in more than one ensemble each semester.
- Electives

Note: It is recommended that those seeking a degree in Music Education obtain an Associate of Science degree, while those seeking a degree in Music Performance are encouraged to obtain an Associate of Arts.

Minimum credit hours recommended for graduation from Snow College with AS/Music: Education Emphasis: 65

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## **Humanities**

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## Natural Science & Mathematics

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# PHYS Social & Behavioral Science

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PΕ

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Minimum credit hours recommended for graduation from Snow College with AS/Music: Performance Emphasis: 71

## Associate of Science/Music Emphasis: Collaborative Arts/Piano Accompaniment

Fall - Year 1	_	Spring - Year 1	
MUSC 1110	3	MUSC 1120	3
MUSC 1130	2	MUSC 1140	2
MUSC 1596	1	MUSC 1596	1

## Piano majors will participate in one of the following each semester. Only one seminar will be offered per semester.

semester.			
MUSC 1090	1	MUSC 1090	1
MUSC 1095	1	MUSC 1095	1
MUSC 2090	1	MUSC 2090	1
MUSC 2095	1	MUSC 2095	1
Fall - Year 2		Spring - Year 2	
MUSC 2110	3	MUSC 2120	3
MUSC 2130	2	MUSC 2140	2
MUSC 2010	3	MUSC 2020	3
MUSC 2596	1	MUSC 2596	1

## Piano majors will participate in one of the following each semester. Only one seminar will be offered per semester.

MUSC 1090	1	MUSC 1090	1
MUSC 1095	1	MUSC 1095	1
MUSC 2090	1	MUSC 2090	1
MUSC 2095	1	MUSC 2095	1

### **Other Requirements**

- Student Recital Music Majors are required to perform on at least one student recital each semester
- **Juries** Music Majors are required to perform for faculty members at the end of each semester to demonstrate improvement made over the course of the semester. Literature to be performed will be chosen in the students' private lessons and will include two contrasting pieces and scales.
- Scholarships Piano students who receive scholarships may be required to accompany for choirs or student recitals.
- **Honors Recital** Students may have the opportunity to perform in a Departmental Honors Recital each semester. Participation will be determined by audition.
- **Repertoire** Repertoire learned in two years (four semesters) should amount to 60 minutes of solo literature and at least one movement of a concerto.

<b>Music Therapy</b>	Major T	<u> ransfer Guide</u>	
Fall - Year 1		Spring - Year 1	
MUSC 1110	3	MUSC 1120	3
MUSC 1130	2	MUSC 1140	2
PSY 1010	3	MATH 1040	3
Performing En	semble -	Choose one based on	
emphasis			
MUSC 1556	1	MUSC 1556	1
MUSC 1596	1	MUSC 1596	1
MUSC 1616	1	MUSC 1616	1
Fall - Year 2		Spring - Year 2	
MUSC 2110	3	MUSC 2140	2
MUSC 2130	2	-or-	
MUSC 2010	3	MUSC 1306	1
Performing		MUSC 2350	1
Ensemble	1	MUSC 2020	3
		Performing	
		Ensemble	1
		BIOL 2320	3
		BIOL 2325	1
Choose one bas	sed on em	phasis	
MUSC 2256	1	MUSC 2556	1

MUSC 2256	1	MUSC 2556	1
MUSC 2596	1	MUSC 2596	1
MUSC 2616	1	MUSC 2616	1

### **Performing Ensembles**

Year 1	Year 2
MUSC 1036*	MUSC 2036*
MUSC 1096	MUSC 2096
MUSC 1106*◊	MUSC 2106*◊
MUSC 1116◊	MUSC 2116◊
MUSC 1126◊	MUSC 2126◊
MUSC 1136*◊	MUSC 2136*◊
MUSC 1146*◊	MUSC 2146*◊
MUSC 1156	MUSC 2156
MUSC 1166*◊	MUSC 2166*◊
MUSC 1216*	MUSC 2216*
MUSC 1186‡	MUSC 2186‡
MUSC 1196‡	MUSC 2196‡
MUSC 1206‡	MUSC 2206‡
MUSC 1336‡	MUSC 2336‡

## \*By audition only

++Music Education Majors only

**♦**Co-requisites

**‡Prerequisites** 

## 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.

		Snow College Academic and Career Advising, 150 College Ave. Ephraim, UT 84627 (435) 283-7313	ow College Academic and Career Advising, ollege Ave. Ephraim, UT 84627 (435) 283-7313		
	U of U	BYU	Weber	SUU	nsn
MUSC 1010 GE: FA	No Minor Offered	Required		Students should not take MUSC 1010	Required
Basic Music Theory	X		MUSC 1110	MUSC 1110	MUSC 1110
			(must be taken concurrent with MUSC 1130)	(must be taken concurrent with MUSC 1130)	(must be taken concurrent with MUSC 1130)
			MUSC 1120	MUSC 1120	
			(Must be taken concurrent with MHSC 1140)	(Must be taken concurrent with MHSC 1140)	
Rasic Anral Skills	*		MIISC 1130	MIISC 1130	MIISC 1130
	X 7		(must be taken concurrent	(milet be telean concurrent	(mist be toben concurrent
			with MUSC 1110)	with MUSC 1110)	with MUSC 1110)
			MUSC 1140	MUSC 1140	
			(Must be taken concurrent	(Must be taken concurrent	
Conducting	×	MUSC 2350	With 1900 1120)	WILL 1200 1120)	MUSC 2350
0	1				
Music History GE: FA, IC	X		MUSC 2010 MUSC 2020	MUSC 2010 or MUSC 2020	
Private Lessons	X	2 credit hours	4 credit hours	2 credit hours	4 credit hours
		minimum	minimum	minimum	minimum
Performing	X	4 credit hours of large or	2 credit hours of <b>large</b>	minimum 2 credit hours	4 credit hours of large or
Ensembles		small ensemble experience	ensemble experience	must be taken at SUU	small ensemble experience
Piano Proficiency	X		MUSC 1150	MUSC 1150	MUSC 1596
			MUSC 1160	MUSC 1160	Section 002 or 004
			(may be waived by exam)	(may be waived by exam)	

MUSC 1760 - Woodwind Method & Pedagogy II

MUSC 1800 - Percussion Method & Pedagogy

MUSC 1015 - Survey Jazz/American Popular Music (GE: FA, IC)

MUSIC ELECTIVES

MUSC 1200 - Introduction to Music Technology

MUSC 1080 - Class Voice

MUSC 1840 - String Workshop & Pedagogy I

MUSC 2020 - Music History & Literature II (GE: FA, IC) MUSC 2350 - Beginning Conducting

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MUSC 1750 - Woodwind Method & Pedagogy I

MUSC 1490 - Brass Method & Pedagogy II

MUSC 1480 - Brass Method & Pedagogy I

MUSC 1306 - Jazz Improvisation

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MUSC 1850 - String Workshop & Pedagogy II

MUSC 2010 - Music History & Literature I (GE: FA, IC)

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**ART** 

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PHIL **TSFL** Natural Science & **Mathematics** 

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**PHYS** Social & Behavioral ANTH

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006 (all other brass instruments) Prerequisite: Instructor's Permission Prerequisite: Instructor's Permission Prerequisite: Instructor's Permission Prerequisite: Instructor's Permission Co-requisite: MUSC 2116 or 2136 Co-requisite: MUSC 2116 or 2136 MUSC 2206 - Woodwind Chamber Music \*MUSC 2216 - Ascension Show Choir MUSC 2186 - String Chamber Music MUSC 2196 - Brass Chamber Music 004 (clarinet, saxophone) MUSC 2336 - Percussion Ensemble MUSC 2096 - Symphony Orchestra MUSC 2616 002, 006, 008 (women) Non Music Major Private Lessons Co-requisite: MUSC 2126 Co-requisite: MUSC 2096 MUSC 2106 - Chamber Orchestra 004 (men) \*MUSC 2036 - Chamber Singers MUSC 2116 - Symphonic Band MUSC 2126 - Badger Pep Band \*MUSC 2166 - A Cappella Choir \*MUSC 2136 - Wind Symphony \*MUSC 2146 - Jazz Ensembles Large Performing Ensembles Small Performing Ensembles MUSC 2156 - Oratorio Choir 004 (cello, bass) MUSC 2656 002 (trombone 004 (trumpet) MUSC 2736 002 (violin) MUSC 2626 002 (flute) MUSC 2596 002, 004 MUSC 2556 002 MUSC 2686 002 SOPHOMORE 006 (all other brass instruments) 004 (clarinet, saxophone) Prerequisite: Instructor's Permission Prerequisite: Instructor's Permission Prerequisite: Instructor's Permission Prerequisite: Instructor's Permission Co-requisite: MUSC 1116 or 1136 Co-requisite: MUSC 1116 or 1136 Voice MUSC 1616 002, 006, 008 (women) MUSC 1206 - Woodwind Chamber Music 004 (men) \*MUSC 1216 - Ascension Show Choir 004 (cello, bass) MUSC 1186 - String Chamber Music MUSC 1096 - Symphony Orchestra MUSC 1196 - Brass Chamber Music MUSC 1336 - Percussion Ensemble Non Music Major Private Lessons Co-requisite: MUSC 1096 Co-requisite: MUSC 1126 'MUSC 1106 - Chamber Orchestra Woodwind MUSC 1626 002 (flute) Brass MUSC 1656 002 (trombone \*MUSC 1036 - Chamber Singers MUSC 1116 - Symphonic Band MUSC 1126 - Badger Pep Band \*MUSC 1166 - A Cappella Choir 004 (trumpet) Strings MUSC 1736 002 (violin) \*MUSC 1136 - Wind Symphony \*MUSC 1146 - Jazz Ensembles Large Performing Ensembles Small Performing Ensembles MUSC 1156 - Oratorio Choir Percussion MUSC 1686 002 Piano MUSC 1596 002, 004 Guitar MUSC 1556 002 FRESHMAN

#### **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 career. Brass students should have their own mutes, including straight, cup, plunger, harmon, and bucket mutes.

#### **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. More information on these is available in the Music Major Handbook, which you may secure through the Horne School of Music office.

#### **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.

## **Unique Opportunities**

The Horne School of Music offers some unique opportunities for additional participation. They are listed below.

**Club Noyes** - A live jazz club setting where students can have the opportunity to perform with a live rhythm section. No previous experience is necessary and all are welcome.

**Jazz Club** - Participate in jazz-related activities such as Club Noyes and festivals both at Snow College and elsewhere.

**MENC** - The student chapter of the Music Educators National Conference meets regularly and provides students with some hands-on experience in the music education field.

Music Director Assistants - Each of the main performing ensembles in the Horne School of Music has a position for a student assistant director. These provide invaluable experience to the students in their chosen areas of focus. These are filled through an application and screening process each year. More information is available from each of the directors.

## THEATRE ARTS

Professor: Kim Christison (Chair)
Associate Professor: Brad Olsen
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.

## 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.

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#### **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
THEA 1223 Makeup
THEA 1513 Stage Craft
THEA 2033 Acting II
THEA 2080 Theatre Improvisation
THEA 2140 Directing
THEA 2203 Costume Construction
THEA 2510 Scene Painting3
THEA 2540 Stage Lighting
THEA 2726 Production Practicum1-2
THEA 2746 Performance Practicum1-2

#### 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 2746+	1-2	
Social Science	<u>3</u>	<b>Humanities</b>	<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 2540	3	THEA 2746+	1-2	
THEA 2746+	1-2	American Inst.	3	
ENGL 2010+	3	Life science or		
Life science or		Physical science	<u>3-4</u>	
Physical science	3	TOTAL	13-15	
<u>PE</u>	<u>1</u>			
TOTAL	16-17			
+Prerequisites I				

## **Production Majors**

Fall - Year 1

		1 0	
THEA 1031	3	THEA 1032	3
THEA 1513	3	THEA 1223	2
THEA 2726+	1-2	THEA 2510	3
ENGL 1010	3	THEA 2203	3
MATH 1030+	3	THEA 2726+	1-2
Social Science	<u>3</u>	<b>Humanities</b>	<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 2540	3	THEA 2726+	1-2
THEA 2746+	1-2	American Inst	3
ENGL 2010+	3	Life science or	
Life science or		Physical science	<u>4</u>
Physical science	3-4	TOTAL	14-15
PE	1		
TOTAL	17-19		

Spring - Year 1

## ADDITIONAL CONSIDERATIONS

+Prerequisites Required.

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**

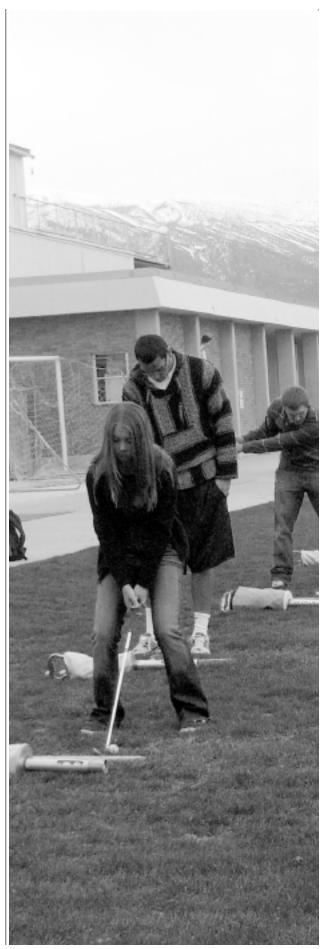
### **Performance Scholarships**

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 <a href="mailto:brad.olsen@snow.edu">brad.olsen@snow.edu</a>, or Dr. Kim Christison at (435) 283-7480 or email at <a href="mailto:kim.christison@snow.edu">kim.christison@snow.edu</a>.

#### **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.



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## **DIVISION OF HUMANITIES**

Sheryl James Bodrero, Dean Secretary: Rebecca Adams Phone: (435) 283-7411

Communications
English
English as a Second Language
Foreign Languages
Philosophy
Teaching Second or Foreign Languages

Professor: Susan Burdett, Mike Kowalski, Steve Peterson

Associate Professor: David Allred, Jannette Anderson, Kent Bean, Jeff Carney, Melanie L. Jenkins, Sheryl James Bodrero, Ron Lamb, Diane Ogden, David Rosier, Rick Wheeler

Assistant Professor: Gary Chidester, Elaine Compton, Erick Faatz, William Jensen, Rachel Keller, Sharon Kilmer, Travis Schiffman, Gregory Wright

Instructor: Malynda Bjerregaard, Kevin Holdsworth, Alex Peterson, Ivo 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 ac-

complish five objectives:

- Enhance social and applied technology skills needed to enter into and operate effectively in the world of work.
- 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.
- Sharpen powers of reason and discernment essential for effective and responsible citizenship.
- Fulfill requirements and develop competence for smooth and successful transfer into upper division study at other colleges and universities.

## COMMUNICATION

Associate Professor: Rick Wheeler

Assistant Professor: Gary Chidester, Elaine Compton

(Chair)

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:

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- 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 journal ism.
- 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 braodcasting.
- 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 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:

 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.

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.

can address complex problems by integrating the knowledge and methodologies of multiple disci-

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.

## **Career Options:**

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 . Customer Service Representative Mediator Benefits Administrator Negotiator Trainer Admissions Counselor Sales Representative Manager

Newsletter Editor Training and Development **Executive Manager** Industrial and Labor Relations

Personnel Recruiter Public Information Officer

## Advertising:

Advertising Specialist Creative Director Copy Writer Public Researcher Media Planner Marketing Specialist Account Manager Media Sales Representative

Media Sales

#### **Communication Education:**

School Counselor . Educational Tester Audiovisual Specialist Director of College News Education Researcher Educational Fundraiser Alumni Officer Educational Administrator Language Arts Coordinator

Speech Communication Department

High School Speech Forensics/Debate Coach

## **Electronic Media/Radio/Television/Broadcasting:**

Unit Manager **Broadcasting Station Manager** Disc Jockey Film/Tape Librarian Comedy Writer Transmitter Engineer Advertising Sales Coordinator Producer News Writer Director of Broadcasting Technical Director Community Relation Director Announcer Market Researcher Casting Director News and Relation Manager

#### Journalism (Print or Electronic):

Reporter . News Service Researcher Newscaster Acquisitions Editor Copy Writer Script Writer Editor Technical Writer Author

Media Interviewer

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**AHNA** 

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ACCT **BUSADM BMGT** BT **FRM** 

#### Fine Arts

ART DANC **MUSC** THEA

## **Humanities**

COMM-**ENGL ESL** LANG PHII TSFL

### Natural Science & **Mathematics**

**AGRI BIOL** CHEM CS **ENGR GEO** MATH PHYS

#### Social & Behavioral Science

CJ**ECON EDUC GEOG** HIST

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**HFST POLS PSY** PΕ

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#### **Public Relations:**

Sales Manager
Media Planner
News Writer
Lobbyist
Specialist
Account Executive
Specialist
Advertising Manager
Media Analyst
Development Officer
Creative Director
Public Opinion Researcher

## Theatre/Performing Arts:

Performing Artist
Arts Administrator
Script Writer
Performing Arts Educator
Casting Director
Motivational Speaker

#### **Government/Politics:**

. Legislative Assistant

. Campaign Director . Public Information Office Writer . Program Coordinator . Research Specialist

. Elected Official

#### **High Technology Industries:**

Systems Analyst
 Language Specialist
 Trainer for Communication
 Cognition Researcher

. Technical Copywriter

. Circuit Television Producer/Director

. Audio & Visual Computer Display Specialist

#### **Communication and Health Care:**

Health Educator
 Medical Grants Writer
 Research Analyst
 Clinic Public Relations Director
 Health Personnel Educator
 School Health Care Administrator

. Hospice Manager . Marketing Director

. Activities Director . Health Communication Analyst . Health Care Counselor . Medical Training Supervisor

Medical Center Publications EditorHospital Director of Communication

### **International Relations and Negotiations:**

. Translator . Foreign Correspondent . Diplomat . Student Tour Coordinator

. Corporate Representative . On-Air International Broadcasting

#### Law:

Public Defender
District Attorney
Legal Researcher
Legal Secretary
Corporate Lawyer
Private Practice Lawyer
Mediation & Negotiation
Legal Reporter

. Legal Educator

#### **Social and Human Services:**

Social Worker
 Human Rights Office
 Religious Leader
 Public Administrator
 Recreation Supervisor
 Community Affairs Liaison

. Mental Counselor

. Park Service Public Relations Specialist

#### 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.
- 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 og 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
		114 4 4 1

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

Course ID	Title	Credits
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 under stand 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

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## **Humanities**

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## Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

# PHYS Social & Behavioral Science

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Course ID	Title	Credits
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 care 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.

## KA GJ

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.

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 ad one national tournament. The department is hopeful that his 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.

## **ENGLISH**

**Professor:** Susan Burdett, Michael Kowalski, Steve

Peterson

**Associate Professor:** David Allred, Jannette Anderson, Kent Bean, Jeff Carney, Melanie L. Jenkins (Chair),

Ron Lamb, David Rosier, Erick Faatz

Assistant Professors: Rachel Keller and Gregory

Wright

**Instructor:** 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 cer-

tification 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.

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**FRM** 

## **Humanities**

COMM<sup>\*</sup> ENGL-ESL LANG PHIL TSFI

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#### 2012-2013

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:* 

Two courses from the following:

ENGL 2150 Intellectual Traditions of the West I	4
ENGL 2160 Intellectual Traditions of the West II.	4
ENGL 2710 Literature of the Western World I	3
ENGL 2720 Literature of the Western World II	3
ENGL 2300 Introduction to Shakespeare	3
ENGL 2200 Introduction to Literature	3

*The following course:* 

ENGL 2600 Introduction to Critical
Literature/Theory

One course from the following:

ENGL 2250 Creative Writing	
ENGL 2260 Technical Writing	
ENGL 2280 Methods and Practice in Tutoring	
Writers3	
ENGL/TSFL 2660 Introduction to Language3	

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

## 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*, who is chosen by the department on the basis of merit, receives a tuition scholarship during the semester of publication (usually spring).

## 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 Professor:** Diane L. Ogden **Assistant Professor:** Sharon Kilmer

**Instructor:** Alex Peterson **Phone:** (435) 283-7430

### 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 and pass the exit tests with a score of 65 or better 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 Listening1
ESL 0241 Level I Content - Based Reading1.5
ESL 0251 Level I Writing1.5
ESL 0270 Level I Conversation1
ESL 0280 Level I Grammar
TOTAL 7
Level 2
ESL 0280 Level 1 Grammar2
ESL 0411 Level II Listening 1
ESL 0430 American Culture and Values1.5
ESL 0441 Level II Reading1.5
ESL 0451 Level II Composition1.5
ESL 0470 Level II Conversation1
TOTAL 8.5
Level 3
ESL 0430 American Culture & Values1.5
ESL 0970 Level III Conversation1
ESL 1011 Level III Listening1
ESL 1040 Level III Content-Based Reading
ESL 1051 Level III Composition1.5
ESL 1080 Level III Grammar 1
TOTAL 8
Level 4
ESL 0975 Level 4 Conversation
ESL 1051 Level III Composition
ESL 1130 Level IV American Culture1.5
ESL 1161 Level IV Intro Internet Research1.5
ESL 1170 Level IV Intro Literature
ESL 1191 Level IV TOEFL Prep 1
TOTAL7

## 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 Utah four-year institutions as junior without being required to have a TOEFL score.

#### **ACTIVITIES**

Snow College offers international students an opportunity to participate in activities in which they may see the beauty of Utah, visit shopping areas, and go on field trips that enhance the learning experience. Students also have the opportunity to participate in a homestay program with American families, if they so desire.

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	PHAR
	TBSI
	WELD
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	ACCT
Bl	JSADM
	BMGT
	ВТ
	FRM
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THEA <u>Humanities</u>

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**ART** 

DANC MUSC

Natural Science & Mathematics

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SNOW COLLEGE 129

## **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 developing 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 familiar 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 simples 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.

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**AHNA** 

## <u>Business</u>

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#### Fine Arts

ART DANC MUSC THEA

**FRM** 

### **Humanities**

COMM ENGL ESL LANG<sup>1</sup> PHIL

TSFL

AGRI

## Natural Science & Mathematics

BIOL CHEM CS ENGR GEO MATH PHYS

## Social & Behavioral Science

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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 Examina-**

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.

### **PHILOSOPHY**

**Professor:** Mike Kowalski

Assistant Professor: Gregory Wright (Chair)

**Phone:** (435 283- 7462

## **OUTCOME**

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 SECOND AND FOREIGN LANGUAGES (TSFL)

**Associate Professor:** Sheryl James Bodrero, Diane L.

Ogder

Assistant Professor: William Jensen, Sharon Kilmer

**Instructor:** Alex Peterson

The TSFL 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 TSFL or complete the TSFL 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			
TSFL	1400	4	MATH	1030*+	3
<b>ENGL</b>	1010	3	TSFL	1150	1
BT	1420	3	TSFL	1998	1
TSFL	1600	1	ENGL	2010	3
TSFL	1997	1	PE	1096	1
TSFL	1050	<u>1</u>	America	ın Inst.	3
TOTAL		13	Fine Art	Fine Arts	
			TOTAL	ı	15

Fall-Year 2	Spring-Year 2	
TSFL 2650 (HU)3	TSFL 2300	1
Life Science 4	TSFL 2660	3
Social Science**(SS) 3	TSFL 2700	1
Oral Comm (OC) 3	TSFL 2998	1
<u>TSFL 2997 1</u>	Phys Science (PS)	3
TOTAL 14	<u>Elective</u>	<u>5</u>
	TOTAL	14

<sup>+</sup>Prerequisites required

## 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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**Humanities** 

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## Natural Science & Mathematics

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## Social & Behavioral Science

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SNOW COLLEGE 133

<sup>\*</sup>recommended

<sup>\*\*</sup> Must be one of the following: GEOG 1300, SOC 1010, HFST 1500, or ANTH 1000





## 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 TechnologyEnvironmental EngineeringMedicineElectrical EngineeringNursingComputer EngineeringPharmacyMechanical Engineering

Physical Therapy Aerospace Engineering

Chemical Engineering

**Professor:** Kari Arnoldsen, Paul Gardner, Ted L. Olson, Joseph M. Papenfuss, Larry Smith, Allan Stevens **Associate Professor:** Renee Mauche Faatz, Garth

Sorenson, Douglas Wendel

Assistant Professor: Dan Black, Jonathan Bodrero, Omel Contreras, Lamar Cook, Luis Gordillo, Brian R. Newbold, Kenyon Platt, Kevin Sorensen,

Mark Wathen

Instructor: Cindy Alder, Daniel Balls, Ron Dalley,

Gregary Edwards, Janalee Jeffery, Heidi Johnson, Clin-

ton King, Steve Zollinger **Lecurer:** Mel Jacobsen

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.

# BIOLOGICAL SCIENCES DEPARTMENT OF LIFE SCIENCES

Professor: Paul A. Gardner, Joseph M. Papenfuss,

Allan R. Stevens (Chair)

Assistant Professors: Lamar R. Cook, Kevin N. So-

rensen, Luis Gordillo

Instructors: Gregary Edwards, 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.

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THEA <u>Humanities</u>

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#### Natural Science & Mathematics

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# PHYS Social & Behavioral Science

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## **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 distinguished among divers 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 beau ties 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.

Reseachers 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 Curricula 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.

#### **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	
<b>ENGL</b>	1010	3	MATH	$1050 + \Diamond 4$	
Humani	ties	3	Fine Arts 3		
Social S	cience	3	America	in Inst 3	
<b>BIOL</b>	<u>1810</u>	<u>1</u>	<u>PE</u>	<u>1096</u> <u>1</u>	
TOTAL	1	15	TOTAL	16	
Fall - Year 2			Spring - Year 2		
BIOL	2030 +	3	BIOL	2220 + 3	
BIOL	2035	1	BIOL	2225 1	
CHEM	1210 +	4	BIOL ele	ective 3-4	
CHEM	1215	1	CHEM	1220 + 4	
<b>ENGL</b>	2010 +	3	CHEM	1225 1	
<b>MATH</b>	<u>1210 +*</u>	<u>5</u>	MATH	2040 +* 4	
TOTAL 17 or		or			
			<u>MATH</u>	<u>1220 +</u> * <u>4</u>	
			TOTAL	16-17	

+ Prerequisites Required.

BIOL

BIOL

1610 +

1615

- \*MATH 1210, 2040 recommended for USU; MATH 1210, 1220 recommended for U of U.
- $\boldsymbol{\Diamond}$  If taken previously, then interchangeable with BIOL elective.

Biology and some Pre-Professional Majors Suggested Three-year Curriculum:

Fall - Year 1		Spring - Year 1	
BIOL 1810	1	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
ENGL 1010	<u>3</u>	PE 1096	<u>1</u>
TOTAL	17	TOTAL	16
Fall - Year 2		Spring - Yea	r 2

BIOL

BIOL

1620 +

1625

4

1

4

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	BIOL 2205	<u>2</u>
Elective	<u>s</u>	<u>1-3</u>	TOTAL	<b>17</b>
TOTAL	15.	-17		
Fall - Yo	ear 3		Spring - Year 3	
BIOL	2030 +	3	BIOL 2220 +	3
BIOL	2035	1	BIOL 2225	1
MATH	1220 +	4	CHEM 2320 +	4
0	r		CHEM 2325	1
MATH	2040 +	4	or	
CHEM	2310 +	4	PHYS 2020*	4
CHEM	2315	1	PHYS 2025	1
0	r		or both	
PHYS	2010*	4	<u>Electives</u>	<u>1-6</u>
PHYS	2015	1	TOTAL 15	5-17
or both				
Elective	<u>S</u>	<u>3</u>		
TOTAL	16	-18		

\*Can substitute with PHYS 2210/L and 2220/L, if MATH 1210 and 1220 taken.

NATURAL RESOURCES (Utah State University College of Natural Resources)

Forestry, Rangeland Resources, Conservation Ecology, and Wildlife Restoration Ecology Majors Suggested Curriculum:

Fall - Ye	ar 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
BIOL	1810	1	BIOL 2305	1
<b>ENGL</b>	<u>1010</u>	<u>3</u>	<u>HIST</u> <u>1700</u>	<u>3</u>
TOTAL		<b>17</b>	TOTAL	16
Fall - Ye	ar 2		Spring - Year 2	
Fall - Ye		4	Spring - Year 2 CHEM 1220 +	4
		4		4
CHEM	1210 +	•	CHEM 1220 +	1
CHEM CHEM	1210 + 1215	1	CHEM 1220 + CHEM 1225	1
CHEM CHEM BIOL	1210 + 1215 2580 + 2585	1 3	CHEM 1220 + CHEM 1225 BIOL 2220 +	1 3
CHEM CHEM BIOL BIOL	1210 + 1215 2580 + 2585	1 3 1	CHEM 1220 + CHEM 1225 BIOL 2220 + BIOL 2225	1 3 1
CHEM CHEM BIOL BIOL Fine Arts	1210 + 1215 2580 + 2585	1 3 1 3	CHEM 1220 + CHEM 1225 BIOL 2220 + BIOL 2225 MATH 2040 +	1 3 1 4

+ Prerequisites Required.

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      BUSADM
         BMGT
            BT
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**Environmental Studies, Geography and Recreation Resources Management Majors Suggested Curriculum:** 

Fall - Ye	ar 1		Spring - Year 1	L
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
<b>ENGL</b>	1010	3	<u>PE</u> <u>1096</u>	<u>1</u>
<b>BIOL</b>	<u>1810</u>	1	TOTAL	15
TOTAL	,	16		
Fall - Ye	ear 2		Spring - Year 2	2
CHEM	1110 +	4	GEOG 1300	4
CHEM	1115	1	BIOL 2220 +	3
GEO	1110 +	3	BIOL 2225	1
GEO	1115	1	ENGL 2010 +	3
BIOL	2580 +	3	Fine Arts 3	
BIOL	2585	1	<u>Electives</u>	<u>2-3</u>
<u>SOC</u>	<u>1010</u> ♦	<u>3</u>	TOTAL	16-17
TOTAL		16		

- + Prerequisites Required.
- $\diamond$  Any BS/SS for Environmental Studies but SOCI 1010 required for Recreation Resources Management majors.

Fisheries and Aquatic Sciences Major Suggested Curriculum:

Fall - Ye	ear 1		Spring - Year 1	
BIOL	1610 +	4	BIOL 1620 +	4
BIOL	1615	1	BIOL 1625	1
MATH	1050 +	4	MATH 1210	5
BIOL	2580	3	BIOL 2220	3
BIOL	2585	1	BIOL 2225	1
<b>ENGL</b>	1010	3	<u>HIST</u> <u>1700</u>	<u>3</u>
<b>BIOL</b>	<u>1810</u>	<u>1</u>	TOTAL	16
TOTAL	ı	<b>17</b>		
Fall - Ye	ear 2		Spring - Year 2	
Fall - Yo	ear 2 1210 +	4	Spring - Year 2 CHEM 1220 +	4
	1210 +	4		4
CHEM	1210 + 1215		CHEM 1220 +	1
CHEM CHEM	1210 + 1215 1220	1	CHEM 1220 + CHEM 1225	1 4
CHEM CHEM MATH	1210 + 1215 1220 2010 +	1 4	CHEM 1220 + CHEM 1225 PHYS 2020 +	1 4 1
CHEM CHEM MATH PHYS	1210 + 1215 1220 2010 +	1 4 4	CHEM 1220 + CHEM 1225 PHYS 2020 + PHYS 20 25	1 4 1
CHEM CHEM MATH PHYS PHYS	1210 + 1215 1220 2010 + 2015	1 4 4 1	CHEM 1220 + CHEM 1225 PHYS 2020 + PHYS 20 25 ENGL 2010 +	1 4 1 3
CHEM CHEM MATH PHYS PHYS PE	1210 + 1215 1220 2010 + 2015 1096	1 4 4 1 1	CHEM 1220 + CHEM 1225 PHYS 2020 + PHYS 20 25 ENGL 2010 + Humanities	1 4 1 3

+ Prerequisites Required.

## Watershed and Earth Systems Major Suggested Curriculum:

Fall - Yo	ear 1		Spring - Year 1	
BIOL	1610 +	4	BIOL 1620 +	4
BIOL	1615	1	BIOL 1625	1
MATH	1050 +	4	MATH 1210 +	5
COMM	1020	3	HIST 1700	3
BIOL	1810	1	GEO 1110	3
<u>ENGL</u>	<u>1010</u>	<u>3</u>	<u>GEO</u> <u>1115</u>	1
TOTAL	ı	16	TOTAL 16	
Fall - Yo	ear 2		Spring - Year 2	
Fall - Yo	ear 2 1210 +	4	Spring - Year 2 BIOL 2020 +	3
	1210 +	4		3
CHEM	1210 + 1215	1	BIOL 2020 +	
CHEM CHEM	1210 + 1215 2010 +	1	BIOL 2020 + BIOL 2025	1 4
CHEM CHEM PHYS	1210 + 1215 2010 +	1 4	BIOL 2020 + BIOL 2025 MATH 1220	1 4
CHEM CHEM PHYS PHYS	1210 + 1215 2010 + 2015	1 4 1	BIOL 2020 + BIOL 2025 MATH 1220 ENGL 2010 +	1 4 3
CHEM CHEM PHYS PHYS BIOL	1210 + 1215 2010 + 2015 2580 +	1 4 1 3	BIOL 2020 + BIOL 2025 MATH 1220 ENGL 2010 + Humanities	1 4 3 3

## + Prerequisites Required.

**Natural Resources Suggested Three-year Curriculum:** 

Fall - Ye	ar 1		Spring -	Year	1
BIOL	1810	1	MATH	1050	+ 4
BIOL	1010	3	HIST	1700	3
or			Fine Arts	3	3
BIOL	1110	3	Humanit	ies	3
BIOL	1115	1	PE	1096	1
MATH	1010	4	Electives	3	<u>1-3</u>
<b>ENGL</b>	1010	3	TOTAL		15-17
Social So	cience	3			
Electives	3	0-3			
TOTAL		14-17			

Follow regular paths in suggested two-year curriculum for natural resources majors. Replace previously taken courses with biology electives or chemistry or physics courses.

Human Biology and some Pre-Professional† Majors Suggested Two-year Curriculum:

 $(\dagger Pre-Professional\ includes\ pre-dent,\ pre-med,\ pre-vet,\ etc.)$ 

Fall - Ye	ear 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</u> <u>1220 +</u>	4
<u>PE</u>	<u>1096</u>	1	TOTAL	17
TOTAL	ı	17		

Fall - Ye	ear 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
Humanit	ties	3	and	
and			CHEM 2320 +	4
CHEM	2310 +	4	CHEM 2325	1
CHEM	2315	1	or	
O	r		PHYS 2020 +	4
PHYS	2010 +	4	PHYS 2025	1
PHYS	2015	1	or	
O	r		PHYS 2220 +	4
PHYS	2210 +	4	<u>PHYS</u> 2225	1
<u>PHYS</u>	<u>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 - Yea	ar 1		Spring -	Year 2	
BIOL	1610 +	4	BIOL	1620 +	4
BIOL	1615	1	BIOL	1625	1
<b>ENGL</b>	1010	3	MATH	1050 + ◊	4
Humaniti	es	3	Fine Arts	S	3
Social Sc	ience	3	America	n Inst	3
<b>BIOL</b>	<u>1810</u>	<u>1</u>	<u>PE</u>	<u>1096</u>	<u>1</u>
TOTAL		15	TOTAL		16
Fall - Yea	ar 2		Spring -	Year 2	
	ar 2 2030 +	3	Spring - BIOL		3
BIOL		3 1		2220 +	3
BIOL	2030 + 2035	-	BIOL BIOL	2220 +	1
BIOL BIOL	2030 + 2035 es	1 3	BIOL BIOL BIOL	2220 + 2225	1 3
BIOL BIOL Humaniti	2030 + 2035 les 1110 +00	1 3	BIOL BIOL BIOL	2220 + 2225 2420 2425	1 3
BIOL BIOL Humaniti CHEM	2030 + 2035 les 1110 +00	1 3 4	BIOL BIOL BIOL BIOL	2220 + 2225 2420 2425	1 3 1
BIOL BIOL Humaniti CHEM CHEM	2030 + 2035 des 1110 +00 1115 1110 +	1 3 4 1	BIOL BIOL BIOL BIOL CHEM	2220 + 2225 2420 2425 1120 +	1 3 1 4

- + Prerequisites Required.
- ♦ MATH 1210 recommended.
- ♦♦ CHEM 1210 recommended with organic chem-

istry 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:

Uı	niv	ersit	y of	Utah
_			_	

Fall - Ye	ar 1		Spring - Year 1	
CHEM	1210 +	4	CHEM 1220 +	4
CHEM	1215	1	CHEM 1225	1
MATH	1050 +	4	BIOL 2320	3
<b>ENGL</b>	1010	3	BIOL 2325	1
BIOL	1820	1	COMM 2110	3
BIOL	1010«	3	or	
or			COMM 1020	3
BIOL	1610 + «	4	<u>MATH</u> <u>1040</u>	<u>3</u>
ar	ıd		TOTAL	15
BIOL	1615	1		
<u>PE</u>	<u>1096</u>	1		
TOTAL		17		

Fall - Ye	ear 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 Art	S	3	ENGL 2010 +	3
BIOL	1610 +	4	Social Science	<u>3</u>
BIOL	1615	<u>1</u>	TOTAL	16
TOTAL	1	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.

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ACCT BUSADM BMGT BT FRM

**Fine Arts** 

ART DANC MUSC THEA

**Humanities** 

COMM ENGL ESL LANG PHII

TSFL

Natural Science & Mathematics

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SNOW COLLEGE 139

### 2012-2013

#### **Brigham Young University:**

Fall - Ye	ar 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
<b>ENGL</b>	<u>1010</u>	<u>3</u>	<u>PE</u> <u>1096</u>	1
TOTAL		18	TOTAL	17

Fall - Ye	ear 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
Fine Art	<u>S</u>	<u>3</u>	Social Sciences	<u>3</u>
TOTAL	ı	17	TOTAL 2	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:

		9 /			
Fall - Ye	ar 1		Spring -	Year 1	
CHEM	1110 +	4	CHEM	1120 +	4
CHEM	1115	1	CHEM	1125	1
<b>ENGL</b>	1010	3	<b>ENGL</b>	2010 +	3
Humanit	ies	3	America	n Inst	3
MATH	1050 +	4	BIOL	2320	3
<b>BIOL</b>	<u>1820</u>	<u>1</u>	<b>BIOL</b>	<u>2325</u>	1
<b>TOTAL</b>		16	TOTAL		15
Fall - Ye	ar 2		Spring -	Year 2	
<b>Fall - Ye</b> BIOL		3	Spring - BIOL		3
	2420	_		2650 +	
BIOL	2420 2425	1	BIOL	2650 + 2655	1
BIOL BIOL	2420 2425 1010 \$	1 3	BIOL BIOL	2650 + 2655 1500	1 3
BIOL BIOL PSY	2420 2425 1010 \director 1610 +	1 3	BIOL BIOL HFST	2650 + 2655 1500 1040	1 3
BIOL BIOL PSY BIOL	2420 2425 1010 \$\displaystyle{1610} + 1615	1 3 4 1 3	BIOL BIOL HFST MATH	2650 + 2655 1500 1040	1 3 3 3
BIOL BIOL PSY BIOL BIOL	2420 2425 1010 \$\display\$ 1610 + 1615 1020	1 3 4 1	BIOL BIOL HFST MATH Fine Arts	2650 + 2655 1500 1040 8 2060	1 3 3 3

<sup>+</sup> Prerequisites Required.

#### ♦ SOCI 1010 – Westminster.

Programs are likely to change. Check with an advisor to avoid difficulties.

2 yr. AS	transfer:				
Fall - Ye	ear 1		Spring -	- Year 1	
CHEM	1110 +	4	BIOL	2320	3
CHEM	1115	1	BIOL	2325	1
<b>ENGL</b>	1010	3	<b>ENGL</b>	2010 +	3
MATH	1010	4	HFST	1020	3
Humanit	ties	3	Fine Art	S	3
<b>BIOL</b>	<u>1820</u>	<u>1</u>	<u>America</u>	ın Inst	<u>3</u>
TOTAL		16	TOTAL	,	16
Fall - Ye	ear 2		Spring -	- Year 2	
Fall - Ye	ear 2 2420	3	Spring HFST	- <b>Year 2</b> 1500	3
		3		1500	_
BIOL	2420 2425	-	HFST	1500	_
BIOL BIOL	2420 2425 1010*	1 3	HFST BIOL	1500 2650 +	3
BIOL BIOL PSY	2420 2425 1010*	1 3	HFST BIOL BIOL	1500 2650 + 2655 1096	3
BIOL BIOL PSY MATH	2420 2425 1010*	1 3 * 3	HFST BIOL BIOL PE	1500 2650 + 2655 1096	3 1 1

<sup>+</sup> Prerequisites Required.

3

15-16

COMM 1020

TOTAL

TOTAL

**15-16** 

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:

	2 -3				
Fall - Ye	ar 1		Spring -	Year 1	
<b>ENGL</b>	1010	3	<b>ENGL</b>	2010 +	3
MATH	1050 +	4	MATH	1060 +*	2
PSY	1010	3	or		
CHEM	1110 +	4	MATH	1210 +	5
CHEM	1115	1	PE	1096	1
or			BIOL	1010	3
CHEM	1210 +*	4	BIOL	1015	1
<b>CHEM</b>	<u>1215</u>	<u>1</u>	CHEM	1120 +	4
TOTAL		15	CHEM	1125	1
			or		
			CHEM	1220 +	4
			CHEM	1225	1
			Elective	<u>s*</u>	<u>0-3</u>
			TOTAL	ı	18

<sup>\*</sup>Highly recommended.

<sup>\*\*</sup>Math and microbiology (BIOL 2060/2065) interchangeable.

Fall - Ye	ar 2		Spring - Year 2	
BIOL	2320	3	BIOL 2420	3
BIOL	2325	1	BIOL 2425	1
PE	1543**	3	American Inst	3
Fine Art	S	3	Humanities	3
PHYS	2010 +	4	PHYS 2020 +	4
PHYS	2015	1	PHYS 2025	1
or			or	
PHYS	2210 +	4	PHYS 2220 +	4
PHYS	2215	1	<u>PHYS</u> 2225	1
<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 - Ye	ar 1		Spring	- Year 1	
BIOL	2320	3	CHEM	1110 +	4
BIOL	2325	1	CHEM	1115	1
BIOL	1820	1	America	an Inst	3
<b>ENGL</b>	1010	3	<b>ENGL</b>	2010 +	3
MATH	1050 +	4	Fine Art	S	3
<u>CIS</u>	<u>1010</u>	<u>3</u>	<u>PE</u>	<u>1096</u>	<u>1</u>
TOTAL		15	TOTAL	4	15
Fall - Ye	ar 2		Fall - Y	ear 2	
Fall - Ye BIOL	ar 2 2060	3	<b>Fall - Y</b> o BIOL	ear 2 2420	3
		3		2420	3
BIOL	2060 2065	-	BIOL	2420 2425	_
BIOL BIOL	2060 2065 1010 +	1	BIOL BIOL	2420 2425 ties	1
BIOL BIOL PHYS	2060 2065 1010 + 1015	1 3	BIOL BIOL Humani	2420 2425 ties 1010	1 3
BIOL BIOL PHYS PHYS	2060 2065 1010 + 1015 2110	1 3 1	BIOL BIOL Humani PSY	2420 2425 ties 1010 <u>s</u>	1 3 3

+ 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.

## **CHEMISTRY**

Associate Professors: Dan Black, Mark Wathen, Doug

Wendel

**Instructor:** Clinton King

Web: <a href="http://www.snow.edu/chemistry/">http://www.snow.edu/chemistry/</a>

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 under standing other natural sciences;

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**AUTO BCCM** CIS COSB DMT MTT NURP PHAR **TBSI** 

WELD

**Business** 

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Fine Arts

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MUSC THEA

**FRM** 

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## Natural Science & **Mathematics**

**AGRI BIOL** CHEM-CS **ENGR** GEO MATH PHYS

#### Social & Behavioral Science

**ANTH** CJ**ECON EDUC GEOG** HIST **HFST POLS PSY** 

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- 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\*

CITCHIA	i j bug	Septem e	vo jear carricalani	
Fall - Ye	ear 1		Spring - Year 1	
CHEM	1210	4	CHEM 1220	4
CHEM	1215	1	CHEM 1225	1
MATH	1210	5	MATH 1220	4
<u>G E</u>		<u>6</u>	<u>MATH</u> 2270	<u>4</u>
TOTAL	,	16	TOTAL	16
Fall - Ye	ear 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>G E</u>		<u>3</u>	<u>PHYS</u> 2710	<u>3</u>
TOTAL	1	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 - Ye	ar 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
FINE A	RTS	<u>3</u>	<b>ENGL</b>	<u>2260</u>	<u>3</u>
<b>TOTAL</b>	17		TOTAL		16

Fall - Ye	ear 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
or			or		
PHYS	2210	4	PHYS	2220	4
PHYS	2215	1	PHYS	2225	1
BIOL	2420	3	COMM	1020	3
BIOL	2425	1	<b>ECON</b>	<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.

Pre-professional Pharmacy suggested three-year

curricul	lum*+		
Fall - Ye	ear 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
<b>ENGL</b>		<u>3</u>	<u>PE 1096 1</u>
TOTAL	ı	15	TOTAL 14
Fall - Ye	ear 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
FINE A	RTS	<u>3</u>	BIOL 2065 2
TOTAL	ı	16	<u>ENGL</u> <u>2260</u> <u>3</u>
			TOTAL 16
Fall - Ye	ear 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
<b>BIOL</b>	<u>1615</u>	<u>1</u>	American Inst. 3
TOTAL	ı	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.

## **CHIROPRACTIC**

See Biological Sciences pg. 135

## **COMPUTER SCIENCE**

**Professor:** Larry Smith

Associate Professor: Brian R. Newbold, Garth O.

Sorenson (Chair)

Assistant Professor: Kenyon Platt

Web: http://engr.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.

<u>General</u> <u>Information</u>

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**AHNA** 

#### **Business**

ACCT **BUSADM BMGT** BT **FRM** 

### **Fine Arts**

**ART** DANC MUSC THEA

#### **Humanities**

COMM **ENGL** ESL LANG PHII TSFL

#### Natural Science & **Mathematics**

AGRI BIOL CHEM CS **ENGR GEO** MATH **PHYS** 

## Social & Behavioral

Science

**ANTH** CJ**ECON EDUC GEOG** HIST **HFST POLS** PΕ

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## **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 highlevel 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 Programming3
CS 1405 Fundamentals of Programming Lab 1
CS 1410 Object-Oriented Programming3
CS 1415 Object-Oriented Lab
CS 2420 Data Structures and Algorithms
CS 2810 Computer Organization & Architecture 3
MATH 1210 Calculus I5
MATH 1220 Calculus II4
MATH 1630 Discrete Math3
MATH 2210 Multivariable Calculus
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 Lab1
PHYS 2220 Physics for Scientists & Engineers II 4
PHYS 2225 Physics for Scientists &
Engineers II Lab1
or
CHEM 1210 Principles of Chemistry I4
CHEM 1215 Principles of Chemistry I Lab
CHEM 1220 Principles of Chemistry II4
CHEM 1225 Principles of Chemistry II Lab
Some four-year institutions may also require the follow-
ing courses available at Snow:
MATH 2270 Linear Algebra3
MATH 2280 Differential Equations3
ENGR 2700 Digital Circuits

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	
PHYS 1000 Conceptual Physics	
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-Yea	ar 1		Spring-Year 1	
CS	1400	3	CS 1410	3
CS	1405	1	CS 1415	1
MATH	1210	5	MATH 1220	4
<b>ENGL</b>	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-Yea	ar 2		Spring-Year 2	
Fall-Yea	ar 2 2420	3	Spring-Year 2 CS 2810	3
		3		3
CS	2420	-	CS 2810	
CS MATH	2420 2210	3	CS 2810 MATH 2270	3
CS MATH MATH	2420 2210 1630	3	CS 2810 MATH 2270 MATH 2280	3
CS MATH MATH PHYS	2420 2210 1630 2210	3 3 4	CS 2810 MATH 2270 MATH 2280 PHYS 2220	3 3 4

## 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-Yea	ar 1		Spring-Year 1
CS	1400	3	CS 1410 3
CS	1405	1	CS 1415 1
MATH	1050	4	MATH 1210 5
MATH	1060	2	ENGL 2010 3
<b>ENGL</b>	<u>1010</u>	<u>3</u>	<u>PE 1096 1</u>
TOTAL	,	13	TOTAL 13
Fall-Yea	ar 2		Spring-Year 2
CS	2420	3	CS 2810 3
MATH	1220	4	MATH 2210 3
GE		3	GE 3
GE	_	<u>3</u>	<u>PHYS 1000 3</u>
TOTAL	ı	13	TOTAL 12
Fall-Yea	ar 3		Spring-Year 3
MATH	1630	3	MATH 2270 3
PHYS	2210	4	MATH 2280 3
PHYS	2215	1	PHYS 2220 4
<u>GE</u>		<u>3</u>	PHYS 2225 1
TOTAL	,	11	<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.

## **DENTAL HYGIENE**

See Biological Sciences pg. 135

## **DENTISTRY**

See Biological Sciences pg. 135

## **ENGINEERING**

**Professor:** Ted Olson

**Associate Professor:** Brian R. Newbold, Garth O. Sorenson (Chair), Douglas Wendel

Web: <a href="http://engr.snow.edu">http://engr.snow.edu</a> Email: <a href="mailto:engineering@snow.edu">engineering@snow.edu</a> 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 engi-

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> TBSI WELD

**AHNA** 

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ACCT BUSADM BMGT BT FRM

#### **Fine Arts**

ART DANC MUSC THEA

#### **Humanities**

COMM ENGL ESL LANG PHIL TSFI

#### Natural Science & Mathematics

BIOL CHEM CST ENGR GEO MATH

PHYS

AGRI

## Social & Behavioral

**Science** 

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neering, 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;
- 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 May-Mester 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	
ENGR 2010 Statics	
ENGR 2030 Dynamics	
ENGR 2140 Strength of Materials	
ENGR 2240 Survey & Global	

ENGR 2250 Analog Circuits	GLIGGEGEER PR	00011		<b></b>	<u>General</u>
ENGR 2255 Analog Circuits Lab1	SUGGESTED PR			TING	<u>Information</u>
ENGR 2300 Thermodynamics	THE A.P.E DEGREE IN TWO YEARS				Divisions & Departments
ENGR 2450 Numerical Methods	· ·	(Assumes student has completed math through college			
ENGR 2700 Digital Circuits3	algebra)				Career & Technical Education
ENGR 2705 Digital Circuits Lab	ELECTRICAL A	ND COL	ADITED		AHNA
· ·	ELECTRICAL A	IND CON	APUIER		AUTO
Mathematics:	ENGINEERING		C		BCCM
15 credit hours selected from:	Fall-Year 1	2	Spring-Year 1	2	CIS COSB
MATH 1210 Calculus I5	CS 1400	3	CS 1410	3	DMT
MATH 1220 Calculus II4	CS 1405	1	CS 1415	1	MTT
MATH 2210 Calculus III3	ENGR 1000	2	ENGR 2700	3	NURP
MATH Differential Equations & Linear Algebra 4	MATH 1210	5	ENGR 2705	1	PHAR TBSI
MATH 2270 Linear Algebra3	ENGL 1010	3	MATH 1220	4	WELD
MATH 2280 Differential Equations	<u>GE</u>	<u>3</u>	ENGL 2010	<u>3</u>	<u>Business</u>
•	TOTAL 1	17	TOTAL	15	ACCT
Physical Science:	E-II V 2		C		BUSADM BMGT
10 credit hours selected from:	Fall-Year 2	2	Spring-Year 2	2	BT
PHYS 2210 University Physics I4	ENGR 2250	3	ENGR 2010	3	FRM
PHYS 2215 University Physics I Lab1	ENGR 2255	1	MATH 2270	3	Fine Arts
PHYS 2220 University Physics II4	MATH 2210	3	MATH 2280	3	ART DANC
PHYS 2225 University Physics II Lab1	PHYS 2210	4	PHYS 2220	4	MUSC
CHEM 1210 Principles of Chemistry I4	PHYS 2215	1	PHYS 2225	1	THEA
CHEM 1215 Principles of Chemistry I Lab	<u>GE</u>	4	TE	<u>3</u>	<u>Humanities</u>
CHEM 1220 Principles of Chemistry II4	TOTAL 1	16	TOTAL	17	COMM ENGL
CHEM 1225 Principles of Chemistry II Lab					ESL
1					LANG
English Composition:	CIVIL AND ENV	VIKONM	ENTAL		PHIL
6 credit hours:	ENGINEERING		G • 37 1		TSFL Natural Science &
ENGL 1010 Introduction to Writing	Fall-Year 1	4	Spring-Year 1	2	Mathematics
ENGL 2010 Intermediate Writing	CHEM 1210	4	CS 1400	3	AGRI
C	CHEM 1215	1	CS 1405	1	BIOL
General Education:	ENGR 1000	2	ENGR 2010	3	CHEM CS
7 additional credit hours selected from approved gen-	MATH 1210	3	MATH 1220	4	ENGR
eral education courses. These can be chosen from:	ENGL 1010	3	ENGL 2010	3	GEO
Humanities, Fine Arts, Life Science, Social & Be-	<u>ENGR 1300</u>	<u>3</u>	BIOL 1010	<u>3</u>	MATH
havioral Sciences, or American Institutions; plus PE	TOTAL 1	18	TOTAL	17	PHYS Social & Behavioral
1096	E II V		C • \$7 A		Science
Note: Additional General Education courses must	Fall-Year 2	2	Spring-Year 2	2	ANTH
be taken to earn an Associate of Science Degree.	PHYS 2140	3	ENGR 2030	3	CJ
	ENGR 2240	3	ENGR 2450	3	ECON EDUC
<b>Engineering Technical Electives:</b>	MATH 2210	3	GEO 1110	3	GEOG
A minimum of 12 credit hours selected from:	PHYS 2210	4	GEO 1115	1	HIST
Life Science, Engineering, Computer Science,	PHYS 2215	1	MATH 2250	4	HFST
Mathematics, Physics, Chemistry, Geology, or other	<u>GE</u>	4	TE TOTAL	3	POLS PSY
engineering-related course work approved by the Engi-	TOTAL 1	18	TOTAL	17	PE
neering Department.					SW
	MECHANICAL	ANID AE	DOCDA CE		SOC
	MECHANICAL A	AND AL	NOSFACE		Academic Support
					Academic Support Services
	ENGINEERING		Spring, Voor 1		
	Fall-Year 1	1	Spring-Year 1	3	Community Programs
	Fall-Year 1 CHEM 1210	4	CS 1400	3	Programs
	Fall-Year 1 CHEM 1210 CHEM 1215	1	CS 1400 CS 1405	1	Programs Student Life
	Fall-Year 1 CHEM 1210 CHEM 1215 ENGR 1000	1 2	CS 1400 CS 1405 ENGR 2010	1 3	Programs Student Life Student Policies
	Fall-Year 1 CHEM 1210 CHEM 1215 ENGR 1000 MATH 1210	1 2 5	CS 1400 CS 1405 ENGR 2010 MATH 1220	1 3 4	Programs Student Life
	Fall-Year 1 CHEM 1210 CHEM 1215 ENGR 1000 MATH 1210 ENGL 1010	1 2 5 3	CS 1400 CS 1405 ENGR 2010 MATH 1220 ENGR 1300	1 3 4 3	Programs Student Life Student Policies Administrative Services Course
	Fall-Year 1 CHEM 1210 CHEM 1215 ENGR 1000 MATH 1210 ENGL 1010 GE	1 2 5 3 <u>3</u>	CS 1400 CS 1405 ENGR 2010 MATH 1220 ENGR 1300 GE	1 3 4 3 <u>4</u>	Programs Student Life Student Policies Administrative Services
	Fall-Year 1 CHEM 1210 CHEM 1215 ENGR 1000 MATH 1210 ENGL 1010 GE	1 2 5 3	CS 1400 CS 1405 ENGR 2010 MATH 1220 ENGR 1300	1 3 4 3	Programs Student Life Student Policies Administrative Services Course

Fall-Yea	ır 2		Spring-	Year 2	
<b>ENGR</b>	2140	3	ENGR	2030	3
<b>ENGR</b>	2250	5	ENGR	2450	3
<b>ENGR</b>	2255	1	MATH	2250	4
MATH	2210	3	PHYS	2220	4
<u>P</u> HYS	2210	4	PHYS	2225	1
PHYS	2215	1	<b>ENGR</b>	<u>2300</u>	<u>3</u>
ENGL	<u>2010</u>	<u>3</u>	TOTAL	1	18
<b>TOTAL</b>		18			

#### CHEMICAL ENGINEERING Spring-Year 1 Fall-Year 1 CHEM 1210 4 CHEM 1220 4 CHEM 1215 1 CHEM 1225 1 ENGR 1000 ENGR 2010 2 3 MATH 1210 5 MATH 1220 4 ENGL 1010 3 ENGL 2010 3 3 GE GE 3 **TOTAL** 18 **TOTAL** 18 Fall-Year 2 Spring-Year 2 CHEM 2310 4 ENGR 2300 3 CHEM 2315 ENGR 2450 1 3 ENGR 2140 MATH 2250 3 4 MATH 2210 3 PHYS 2220 PHYS 2210 PHYS 2225 4 1 PHYS 2215 1 3 TE **TOTAL** $\mathbf{P}\mathbb{E}$ 1096 1 18

## SUGGESTED PROGRAM FOR COMPLETING THE A.P.E DEGREE IN THREE YEARS

17

TOTAL

(For students with less preparation, or who choose to take a less demanding schedule.)

## ELECTRICAL AND COMPUTER ENGINEERING

Fall - Y	ear 1		Spring - Year 1	L
MATH	1050	4	ENGR 1000	2
MATH	1060	2	MATH 1210	5
<b>ENGL</b>	1010	3	ENGL 2010	3
<u>GE</u>		4	<u>GE</u>	<u>3</u>
TOTAI		13	TOTAL	13
Fall - Y	ear 2		Spring - Year 2	2
Fall - Y CS	ear 2 1400	3	Spring - Year 2 CS 1410	2 3
		3		
CS	1400		CS 1410	3
CS CS	1400 1405	1	CS 1410 CS 1415	3 1
CS CS MATH	1400 1405 1220	1 4	CS 1410 CS 1415 MATH 2210	3 1 3

Fall - Year 3		Spring - Year 3	
ENGR 2250	3	ENGR 2010	3
ENGR 2255	1	ENGR 2700	3
MATH 2270	3	ENGR 2705	1
TE	3	MATH 2280	3
TE/GE	<u>3</u>	TE/GE	<u>3</u>
TOTAL	13	TOTAL	13

CIVIL	AND E	VIRO	NMENTAL ENGINER	ERING
Fall - Yo	ear 1		Spring - Year 1	
MATH	1050	4	CHEM 1210	4
MATH	1060	2	CHEM 1215	1
ENGL	1010	3	ENGR 1000	2
BIOL	1010	3	<u>MATH</u> <u>1210</u>	<u>5</u>
TOTAL	4	12	TOTAL	12
Fall - Yo	ear 2		Spring - Year 2	
CS	1400	3	ENGR 2010	3
CS	1405	1	MATH 2210	3
MATH	1220	4	GEO 1110	3
PHYS	2210	4	GEO 1115	1
PHYS	<u>2215</u>	<u>1</u>	<u>ENGL</u> 2010	<u>3</u>
TOTAL	ı	13	TOTAL	13
Fall - Yo	ear 3		Spring - Year 3	
ENGR	1330	3	ENGR 2030	3
ENGR	2140	3	ENGR 2450	3
ENGR	2240	3	MATH 2250	4
<u>GE</u>		<u>4</u>	${\mathbb T} {f E}$	<u>3</u>

13

#### MECHANICAL AND AEROSPACE ENGINEERING

13

TOTAL

TOTAL

ENGIN	EEKIN	G		
Fall - Ye	ear 1		Spring - Year 1	
MATH	1050	4	CHEM 1210	4
MATH	1060	2	CHEM 1215	1
<b>ENGL</b>	1010	3	ENGR 1000	2
<u>GE</u>		<u>4</u>	<u>MATH</u> <u>1210</u>	<u>5</u>
TOTAL	1	13	TOTAL	12
Fall - Ye	ear 2		Spring - Year 2	
CS	1400	3	ENGR 2010	3
CS	1405	1	MATH 2210	3
MATH	1220	4	PHYS 2220	4
PHYS	2210	4	PHYS 2225	1
$\underline{\mathbb{PHYS}}$	<u>2215</u>	<u>1</u>	<u>ENGL</u> 2010	<u>3</u>
TOTAL	,	13	TOTAL	14
Fall - Ye	ear 3		Spring - Year 3	
ENGR	1300	3	ENGR 2030	3
<b>ENGR</b>	2140	3	ENGR 2300	3
<b>ENGR</b>	2250	3	ENGR 2450	3
<b>ENGR</b>	2255	1	<u>MATH</u> 2250	<u>4</u>
<u>GE</u>		<u>3</u>	TOTAL	13
TOTAL	,	13		

#### CHEMICAL ENGINEERING

Fall - Ye	ear 1		Spring - Year 1	
MATH	1050	4	CHEM 1210	4
MATH	1060	2	CHEM 1215	1
<b>ENGL</b>	1010	3	ENGR 1000	2
$\underline{G}\mathbb{E}$		<u>3</u>	<u>MATH 1210</u>	<u>5</u>
TOTAL	12		TOTAL	12
Fall - Ye	ear 2		Spring - Year 2	
MATH	1220	4	CHEM 1220	4
PHYS	2210	4	CHEM 1225	1
PHYS	2215	1	MATH 2210	3
<b>ENGL</b>	<u>2010</u>	<u>3</u>	PHYS 2220	4
TOTAL	,	12	<u>PHYS 2225</u>	1
			TOTAL	13
Fall - Ye	ear 3		Spring - Year 3	
CHEM	2310	4	ENGR 2010	3
CHEM	2315	1	ENGR 2300	3
<b>ENGR</b>	2140	3	ENGR 2450	3
GE		4	TE	3
TOTAL		1	TOTAL	12

## **ADDITIONAL CONSIDERATIONS**

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.

## **ENTOMOLOGY**

See Biological Sciences pg. 135

## **FOREST SCIENCE**

See Biological Sciences pg. 135

## **GENETICS**

See Biological Sciences pg.135

## **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

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Humanities COMM

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Natural Science & Mathematics

> AGRI BIOL CHEM CS ENGR<sup>\*</sup> GEO

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SNOW COLLEGE 149

- 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;
- 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.

#### Hvdrogeology:

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 Lab1	Ĺ
GEO 1220 Historical Geology	3
GEO 1225 Historical Geology Lab	Ĺ
GEO 2500 Geology Field Studies1-4	

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 I4
CHEM 1215 Principles of Chemistry I Lab
CHEM 1220 Principles of Chemistry II4
CHEM 1225 Principles of Chemistry II Lab
PHYS 2210 University Physics I4
PHYS 2215 University Physics I Lab1
PHYS 2220 University Physics II4
PHYS 2225 University Physics II Lab1

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).

## **HEALTH EDUCATION SCIENCE**

See Biological Sciences pg. 135

## **MATHEMATICS**

Professor: Kari Arnoldsen (Chair), Ted Olson, Larry

Smith

Assistant Professors: Jonathan Bodrero, Omel Contre-

ras, Kenyon Platt

**Instructors:** Cindy Alder, 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 (5<sup>th</sup> 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;
- 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:

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**AUTO** 

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ACCT BUSADM BMGT BT

#### Fine Arts

ART DANC MUSC THEA

**FRM** 

#### **Humanities**

COMM ENGL ESL LANG PHIL

TSFI

## Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH-

# PHYS Social & Behavioral Science

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## 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. 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 Chemistry4
CHEM 1215 Principles of Chemistry I Lab
CHEM 1220 Principles of Chemistry4
CHEM 1225 Principles of Chemistry II Lab
PHYS 2210 Physics for Scientists and Engineers I 4
PHYS 2215 Physics for Scientists and Engineers
Lab I
PHYS 2220 Physics for Scientists and Engineers II 4
PHYS 2225 Physics for Scientists and Engineers
Lab II
BIOL 1610 Biology I
BIOL 1615 Biology I Lab1
BIOL 1620 Biology II4
BIOL 1625 Biology II Lab1
It is highly recommended that Mathematics majors take
as many of the following as possible:
MATH 10303
MATH 16303
MATH 20404
MATH 21002
PHYS 21002

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-Yea	ır 1		Spring-Year 1	
MATH	1210	5	MATH 1220	4
MATH	2100	2	MATH 2040	4
PHYS	2100	2	ENGL 2010	3
<b>ENGL</b>	1010	3	Life Science	3
Amer. In	ıst.	<u>3</u>	Fine Arts	<u>3</u>
TOTAL		15	TOTAL	<b>17</b>
Fall-Yea	ır 2		Spring-Year 2	
Fall-Yea MATH	2210	3	<b>Spring-Year 2</b> MATH 2280	3
		3		3
MATH	2210 1630	-	MATH 2280	_
MATH MATH	2210 1630	3	MATH 2280 MATH 2270	3
MATH MATH PHYS	2210 1630 2210 2215	3 4	MATH 2280 MATH 2270 PHYS 2220	3
MATH MATH PHYS PHYS	2210 1630 2210 2215 ties	3 4 1	MATH 2280 MATH 2270 PHYS 2220 PHYS 2225	3 4 1 3

#### 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
Amer. Inst.	<u>3</u>	Life Science 3
TOTAL	13	<u>Phys. Ed.</u> <u>1</u>
		TOTAL 13
E 11 37 A		C + <b>T</b> 7 A
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</u> 2225 <u>1</u>
<u>PHYS</u> 2215	<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
GE Elective	<u>3</u>	<u>Individual Choice</u> 3
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 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 or placement test score. Students who score 17 and below on the 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 four-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 17 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 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 or fine arts. 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). 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.

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 <a href="http://www.">http://www.</a>

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#### Fine Arts

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## Natural Science & Mathematics

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#### 2012-2013

#### 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.

## **MICROBIOLOGY**

See Biological Sciences pg. 135

## NURSING

See Biological Sciences pg. 135

## OCCUPATIONAL THERAPY

See Biological Sciences pg. 135

## **OPTOMETRY**

See Biological Sciences pg. 135

## **OSTEOPATHY**

See Biological Sciences pg. 135

## **PHARMACY**

See Biological Sciences pg. 135

## PHYSICAL SCIENCE

See Chemistry pg. 141

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.

## PHYSICAL THERAPY

See Biological Sciences pg. 135

## **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 I5
MATH 1220 Calculus II4
MATH 2210 Calculus III
MATH 2270 Linear Algebra
MATH 2280 Differential Equations
-
PHYS 2100 Honors Physics (recommended)2
PHYS 2210 Physics for Scientists and Engineers I 4
PHYS 2215 Physics for Scientists and Engineers I
Lab1
PHYS 2220 Physics for Scientists and Engineers II 4
PHYS 2225 Physics for Scientists and Engineers II
Lab1
PHYS 2710 Modern Physics
One year-long major's sequence in another science
(some universities require Chemistry specifically):
CHEM 1210 Principles of Chemistry I4
CHEM 1215 Principles of Chemistry I Lab
CHEM 1220 Principles of Chemistry II4
CHEM 1225 Principles of Chemistry II Lab1
or
GEO 1110 Physical Geology3

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GEO 1115 Physical Geology Lab1
GEO 1220 Historical Geology3
GEO 1225 Historical Geology Lab1
or
BIOL 1610 Biology I4
BIOL 1615 Biology I Lab1
BIOL 1620 Biology II4
BIOL 1625 Biology II Lab1

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	
PHYS 1015 Elementary Physics Lab	1
ENGR 1010 Introduction to Engineering	

## 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-Yea	ar 1		Spring-Year 1	
MATH	1210	5	MATH 1220	4
CHEM	1210	4	CHEM 1220	4
CHEM	1215	1	CHEM 1225	1
<b>ENGL</b>	1010	3	Life Science	3
<u>PHYS</u>	<u>2100</u>	<u>2</u>	GE requirement	3
TOTAL	ı	15	<u>PE 1096</u>	<u>1</u>
			TOTAL	16
Fall-Yea	ar 2		Spring-Year 2	
Fall-Yea MATH	ar 2 2210	3	Spring-Year 2 MATH 2270	3
		3 3		3
MATH ENGL	2210	-	MATH 2270	-
MATH ENGL	2210 2010	3	MATH 2270 MATH 2280	3
MATH ENGL PHYS	2210 2010 2210	3 4	MATH 2270 MATH 2280 PHYS 2220	3 4
MATH ENGL PHYS PHYS	2210 2010 2210 2215	3 4 1	MATH 2270 MATH 2280 PHYS 2220 PHYS 2225	3 4 1

#### **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</u> 1215	<u>1</u>	<u>CHEM</u> <u>1225</u>	1
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
CE .	<u>3</u>	GE requirement	3
GE requirement	<u>5</u>	<u>OD requirement</u>	<u> </u>
TOTAL	16	TOTAL	14
		_	
		_	
TOTAL		TOTAL	
TOTAL Fall-Year 3	16	TOTAL Spring-Year 3	14
TOTAL  Fall-Year 3  MATH 2270	<b>16</b> 3	TOTAL  Spring-Year 3  MATH 2280	<b>14</b> 3
Fall-Year 3 MATH 2270 PHYS 2210	3 4 1	Spring-Year 3 MATH 2280 PHYS 2220	3 4 1

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 <a href="http://www.snow.edu/physics/otherDepts">http://www.snow.edu/physics/otherDepts</a> <a href="http://www.snow.edu/physics/otherDepts">httml</a>.

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 MAT-LAB, 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.

## **PHYSIOLOGY**

See Biological Sciences pg. 135

## **PODIATRY**

See Biological Sciences pg. 135

## **PRE-MEDICINE**

See Biological Sciences pg. 135

## RADIOLOGIC TECHNOLOGY

See Biological Sciences pg. 135

## RANGE SCIENCE

See Biological Sciences pg. 135

## RESPIRATORY THERAPY

See Biological Sciences pg. 135

## **SOIL SCIENCE**

See Biological Sciences pg. 135

## WILDLIFE RESOURCES

See Biological Sciences pg. 135

## **ZOOLOGY**

See Biological Sciences pg. 135

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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: Virgil Ash, Tracie Bradley, Kim
Cragun, Sue Dalley, Bob Trythall, Cless Young
Assistant Professor: Jon Cox, Jr., Nick Marsing
Instructors: Michael Brenchley, Tyler Hughes, Michael Octlund, Pichard Squire

chael Ostlund, Richard Squire **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.

## **ANTHROPOLOGY**

**Instructor: 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. The techniques of geological science are then utilized to explore the paleoanthropological evidence for human-like forms and their successors in datable geologic strata.

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**

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.

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## **CRIMINAL JUSTICE**

## **OUTCOMES**

Students who complete an emphasis in criminal justice will be expected to demonstrate they

- know the criminal justice process and organiza tions
- 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 - Year 1		Spring - Year 1	
CIS 1010 & lab	3	BIOL 1010 & lab	4
MATH 1040 (MA	(A)+3	ENGL 1010 (El)	3
CJ 1010 (SS)	3	PSY 1010 (IC)	3
CJ 1330	3	<u>CJ 1300</u>	<u>3</u>
<u>Elective</u>	2	TOTAL	13
TOTAL	14		

Fall - Year 2			Spring - Year 2	
ENGL 2010 (E	(2)	3	American Instit. GI	Ξ3
Phys. Sci. GE	(PS)	3 or 4	Fine Arts GE (FA)	3
PE 1096 (PE)		1	Human. GE (HU)	3
CJ 2110		3	CJ 2350+	3
CJ 2330		<u>3</u>	CJ 2370+	3
TOTAL	13 o	r 14	<u>Elective</u>	1
			TOTAL	16

<sup>&</sup>lt;sup>+</sup>Prerequisites Required.

## **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.

## **EDUCATION**

**Division Dean:** Sue Dalley **Associate Professor:** Kim Cragun

Early Childhood Education Advisor: Kim Cragun Elementary Education Faculty Teacher Advisors for students transferring to:

BYU: Jonathan Bodrero

Instructor: Richard Squire (Chair)

**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., General Information

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ART DANC MUSC THEA

**Humanities** 

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TSFL

Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

**PHYS** 

Social & Behavioral Science

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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 on page 160.

#### **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.

BYU

SUU grades 1-8 requires concentration; requires

Math 1050, Math 2010 and

Math 2020

USU grades 1-8 requires concentration; requires

Math 1050, Math 2010, and

Math 2020

UVSC grades 1-8 requires concentration; requires

Math 1050, Math 2010, and

Math 2020

U of U grades 1-6

Weber grades 1-6 requires concentration

Westminster grades 1-8

#### **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 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 Elemen-

tary 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 their advisor for more specific requirements. **Education majors are subject to a background check.** 

## **GEOGRAPHY**

Associate Professor: Renee Mauche Faatz, Douglas

Wendel, Cless Young **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

- 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 **Assistant Professor:** 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 scholar-

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THEA <u>Humanities</u>

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# Natural Science & Mathematics AGRI

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- ship 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 hu man 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 e 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	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.

## HOME AND FAMILY STUDIES

Associate Professor: Kim Cragun (Chair), Tracie

Bradley, Sue Dalley **Instructor:** Danni Larsen

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 class-
- 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 <sup>+</sup> Early Childhood	3
HFST 2610+Guidance of Young Children	

HFST 2620 Creative Experiences For Children ....... 3

HFST 2750 <sup>+</sup> Practicum in Preschool Teaching5
HFST 2760 <sup>+</sup> Seminar in Preschool Teaching
<sup>+</sup> Prerequisites Required
Marketing / Management Core Requirements
Required
HFST 1600 Child Care As A Business
and
Choose 6 credits from the following in consultation
with advisor
HFST 2250 Personal and Consumer Management 3
BMGT 1010 Introduction to Business
BMGT 1210 Personal Finance
BMGT 1270 Sales & Customer Service
BMGT 1480 Advertising & Promotion
BMGT 2150 Business Ethics
BMGT 2290 Human Resource Management
BMGT 2400 Small Business Management
BMGT 2600 Principles of Marketing
BMGT 2650 Principles of Management
HFST 2800 Special Projects1-2
HFST 2997, etc. Cooperative Education1-3
Others as determined useful to the degree through advi-
sor - student consultation
D 1 1D1 1 10
Required Related Courses:
<u>Computation</u> (Choose one):
BMGT 1320 Applied Business Math
MATH 1010 or any Math GE3-4
Communications (Choose one):
ENGL 1010 Introduction to Writing
ENGL 1410 English Mechanics
Human Relations
COMM 2110 Interpersonal Communications 3
PE 1096 Fitness and Wellness
Related Instruction
PE 1543 First Aid
PE 2222 Playground and Recreation
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

HEST 2750+ Practicum in Preschool Teaching

# CHILDHOOD EDUCATION

## DESCRIPTION

This program leads to transfer into professional training for teaching in preschool programs, kindergarten,

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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 suggeste	ed that students use the following course	es to
fulfill the ap	propriate general education categories:	
HFST 1020	Nutrition (IC)	. 3
HFST 1500	Human Development (SS)	3

# Home & Family Studies Suggested Curriculum Core Courses:

<sup>+</sup> Prerequisites Required.		
HFST 2620+	Creative Experiences for Children	3
HFST 2610+	Guidance to Young Children	3
HFST 2600	Intro. To Early Childhood Education	2
HFST 2500+	Early Childhood	3
HFST 1300	Personal & Family Health	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 welldesigned surroundings can have on their lives;
- appreciate the intrinsic value of personallydesigned 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 Sewing2
HFST 1240 Principles of Food Management 3
HFST 1400 Courtship and Marriage3
HFST 2040 Intermediate Sewing3
HFST 2130 Interior Design3
HFST 2250 Personal and Consumer Management3
HFST 2400 Family Relations
BMGT 1210 Personal Finance3
EDUC 2200 Intro to Education
Additional courses:
HFST 1130 Quiltmaking3
HFST 1260 Weight Control and Eating Behaviors 2
HFST 1300 Personal and Family Health2
HFST 2500 Early Childhood3
HFST 2610 Guidance of Young Children3
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)	
HFST 1020 Nutrition (IC)	3
HFST 1500 Human Development (SS)	3

## 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
BMGT 1210 Personal Finance	3

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## PHYSICAL EDUCATION

**Associate Professor:** Virgil Ash, Bob Trythall (Chair) **Instructor:** Tyler Hughes, Michael Ostlund, 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:**

#### **Physical Education Health Courses**

This area is for those desiring to major in phy	sıcal
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**

#### **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.

## POLITICAL SCIENCE

Professor: Kerry Hansen, K. Michael Seibt

## **PSYCHOLOGY**

**Associate Professor:** Cless Young **Assistant Professor:** Nick Marsing

## **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. Psychologist 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.

#### 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	

# These courses should be used to fill General Education requirements;

DIOL 1030 Hullian Blob	ogy 3	
BIOL 1055 Human Biol	ogy Lab1	
	gebra 4	
	to Philosophy3	
	1 2	

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# Career & Technical Education

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**AHNA** 

## Business

ACCT
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BMGT
BT
FRM

#### Fine Arts

ART DANC MUSC THEA

## <u>Humanities</u>

COMM ENGL ESL LANG PHIL

TSFI

#### Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

PHYS

## Social & Behavioral

#### **Science**

ANTH
CJ
ECON
EDUC
GEOG
HIST
HFST
POLS
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## 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.

## **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 per spective;
- 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 (El)	3
HFST 1500 (SS)	3	PSY 1000 (IC)	3
SW 1010	3	ANTH 1000	3
<u>Elective</u>	2	<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>
Electives	<u>3</u>	TOTAL	13
TOTAL	16 or	17	

<sup>&</sup>lt;sup>+</sup>Prerequisites Required.

Visit USU's Web site often for the **latest** information at www. usu.edu

#### Weber State University:

Fall - Year 1		Spring - Year 1	
CIS 1010 & lab	3	BIOL 1050 & lab	4
MATH 1040 (MA)	+3	ENGL 1010 (El)	3
HFST 1500 (SS)	3	PSY 1010 (IC)	3
SW 1010	3	ANTH 1000	3
<u>Elective</u>	2	<u>Elective</u>	<u>3</u>
TOTAL	15	TOTAL	16

Fall - Year 2		Spring - Year 2	
ENGL 2010 (E2	)+ 3	American Instit. GI	Ξ3
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 (H	(U) 3	<u>Elective</u>	<u>4</u>
<b>Electives</b>	<u>3</u>	TOTAL	13
TOTAL	16 or 17		

<sup>&</sup>lt;sup>+</sup>Prerequisites Required.

Visit Weber's Web site often for the **latest** information at www. weber.edu

## **SOCIOLOGY**

**Professor:** Kerry D. Hansen Instructor: Michael Brenchley **Phone:** (435) 283-7545

## **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**

#### Teaching/Research

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. Some government agencies and private foundations also employ less than 25% of sociology graduates at the Masters and Ph.D. levels.

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

Academic Support Services

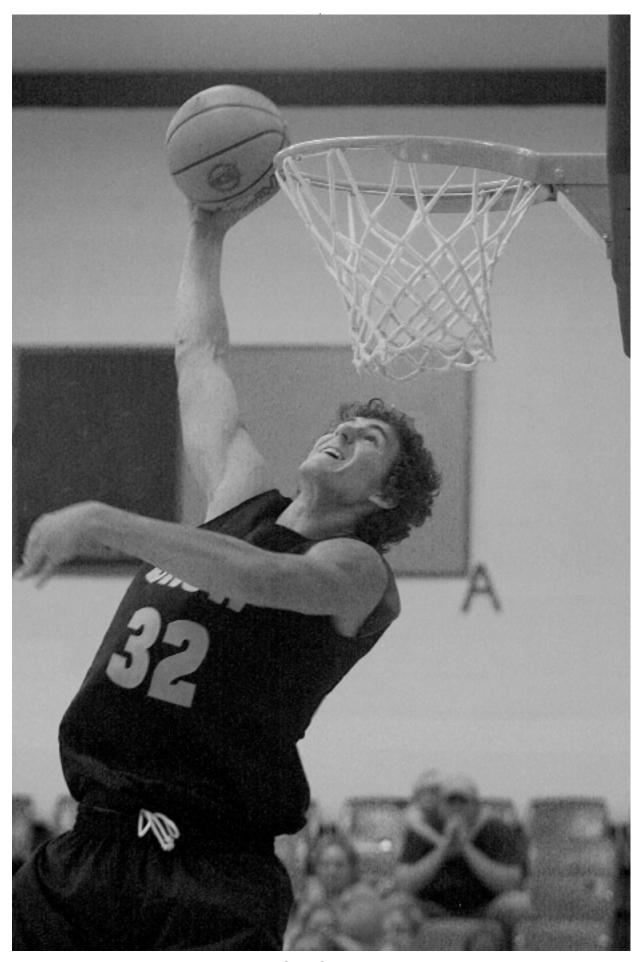
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## ACADEMIC SUPPORT SERVICES

## ACCESSIBILITY SERVICES

ADA Coordinator: Katie Jean Larsen GSC 239 (435) 283-7321

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 nondiscrimi-

nation 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 evi-

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dence 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 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.

## **COMPUTER LAB**

Manager: Justin Cherry Lucy Philips Library (435) 283-7333

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.)

#### CENTER FOR GLOBAL ENGAGEMENT

Director: Sam Heikinen

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.

#### LIBRARY SERVICES

**Ephraim Campus** 

Karen H. Huntsman Library: Director of Libraries: Jon Ostler Administrative Assistant: Jackie Black

(435) 283-7365

Library Systems Administrator: David Peterson Public Services Librarian: Zachary Allred

(435) 283-7361

Circulation Managers: Nikki Ness, Alexa Pollock Evening/Weekend Supervisors: Charlynn Chris-

tensen, Julia Herbert (435) 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: Jo Wayland (435) 893-2219 Circulation Supervisor: Jackie Jackman (435) 893-2219

# HOURS:

## **EPHRAIM CAMPUS:**

#### **Semester Hours:**

 Mon – Thu
 7:30 am – 1:00 am

 Friday
 7:30 am – 7:00 pm

 Saturday
 12:00 pm – 6:00 pm

 Sunday
 5:00 pm – 11:00 pm

#### **Summer Hours:**

 $\begin{array}{lll} Mon-Thu & 8:00 \ am-8:00 \ pm \\ Friday & 8:00 \ am-5:00 \ pm \\ Saturday & 12:00 \ pm-6:00 \ pm \\ Sunday & Closed \end{array}$ 

#### **Break Hours:**

 $\begin{array}{ll} Mon-Fri & 8:00 \ am-5:00 \ pm \\ Sat-Sun & Closed \end{array}$ 

#### **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

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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, 65,000 E-books, more than 300 print periodical and newspaper subscriptions, thousands of microforms, audio and videocassettes, 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, microform scanners, DVD and VCRs 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:**

Tours are sometimes given with instruction sessions, but usually work better with smaller (10-12 people) groups. Tours usually take 15-20 minutes. Research Instruction consists of a presentation and demonstration of the library catalog and databases. Instruction is normally done in a 50 minute block. Library staff will also customize a presentation to cover library research for a particular subject.

The Library's electronic classrooms may also be scheduled for use by faculty and staff for database instruction and related activities. Persons interested in tours or Library Instruction may call 283-7365 for Ephraim or 893-2238 for Richfield.

#### **Reference Assistance:**

Phone: Ephraim - 283-7363, Richfield - (435)-893-

2219

Text Message: Text "Snowlib" to 66746

Email: <u>library@snow.edu</u>
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.

#### STUDENT SUPPORT SERVICES

**Director: Mike Anderson** 

Academic Advisor/Instructor: Cindy Averett

Transfer Advisor: Beni Tonga Office Manager: Claudia Olsen

Instructors: Lorie Hughes, Mel Jacobsen, Erica

Stover

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 <u>under 1000</u> 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 these courses 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.

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#### 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, ASE. 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

Wendy Sanders 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 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.

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**AHNA** 

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#### FRM

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ART DANC MUSC

#### THEA Humanities

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## TSFL Natural Science &

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BIOL
CHEM
CS
ENGR

GEO MATH PHYS

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## 2012-2013 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 assists 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

#### TRADITIONAL BUILDING SKILLS

**Interim Director: Susan Crook** 

Contact Person: Joan Shand, (435) 283-7572/7575

The Traditional Building Skills Institute is sponsored by Snow College and is adjunct to the (BCCM) Building Construction / Construction Management program.

TBSI offers an AAS Degree and a series of workshops that teach traditional building skills such as Log and Timber Restoration, Masonry Restoration, Stonework, Ornamental Plaster Decorative Painting, Millwork, Wood Preservation, Stained Glass Restoration, Architectural Woodcarving, Architectural Blacksmithing, Wood Furniture Making, and Adobe. New courses are being added. For a current listing call 435-283-7324 or visit our web site at <a href="https://www.snow.edu/tbsi">www.snow.edu/tbsi</a>.

## **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

#### **Certificates:**

Deafblindness (Online)

**Utah Mathematics** 

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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# STUDENT LIFE EPHRAIM CAMPUS Director of Student Life & Leadership: Michelle Brown Assist. Director of Studen Life & Leadership: Shaun Kjar Multicultural Center Coordinator: Fernando Montano

#### RICHFIELD CAMPUS Student Activities Coordinator: Larene Reynolds

The professional staff of Student Life is engaged in leadership training, student orientation and retention, activities, students' over-all wellness, service, and campus safety in order to enhance student learning outside the classroom. The primary purpose of Student Life is to provide out-of-class experiences for students to socialize, meet other students, 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 Service Learning, Student Retention, and Activities.

#### 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 Center provides business services (e.g., advising, student support, welcome center, financial aid and employment, cashiers, registration, and student life), a bookstore, and meal services. The Center 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 rm #206 of the GSC Building.

#### LOST AND FOUND

**Greenwood Student Center Information Window** 

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.

# CENTER FOR SERVICE AND LEARNING

#### www.snow.edu/service/learning

The Center for Service and Learning is the headquarters for service and volunteerism as well as academic service-learning on the Snow College Campus. The Center 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 services performed focus on community needs and the resolution of real community problems with the goal of making an impact for good on the city of Ephraim at large, as well as the rest of Sanpete County, the nation and the world. Students are encouraged to use the Center as a resource to enhance their educational experience here at Snow. Students interested in academic service learning should investigate the Service Scholars Recognition award on page 66.

#### **START SMART** (New Student Orientation)

Starting college can be a big adjustment. Oftentimes new students find themselves in the margins—not quite sure where their classroom is, where study help can be found, and without friends. **Start Smart**—Snow's student orientation program, addresses those initial concerns. 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's a great way, if not the only way, to start college!

#### 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. Information about independently provided student medical insurance plans is available by checking this link: www.ehealthinsurance.com or other comparable websites.

#### 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: Tim Dolan Greenwood Student Center 221 435-283-7280 housing@snow.edu

Snow College has a limited supply of housing available for both single and married students. Applications are available online, www.snow.edu/housing, and in the housing office on the second floor of the Greenwood

Student Center. While there is no specific deadline to apply for on-campus housing, we encourage all students to apply by February 1 of each year for priority consideration. Housing applications for new incoming students are processed on a first-come first-served basis.

The Snow College Housing Contract is attached to the housing application. By submitting the housing application, the student acknowledges that s/he has read, understands, and will comply fully with the housing contract and all college rules and policies relating to student housing and/or the Snow College campus.

Snow College, as owner and operator of student housing, reserves the right to control and monitor all portions of student housing to assure the safety of facilities and their occupants, and also to assure against the waste or misuse of our resources, programs or services. Within our buildings, all common areas, including but not limited to entrances, lobbies, and hallways, may be under surveillance at any time. Public Safety officials have access to all housing facilities for the purpose of securing buildings and for any emergency response. As such, students, and their guests, should expect no right to privacy in any common area.

Additionally, the rooms in all residence halls are subject to safety inspection, as outlined in the students housing contract, by the Resident Hall's Resident Assistant (RA) and/or designees from the housing office. Student's found misusing college resources, not following housing policy or the Student Code of Conduct will be reported to the Housing Office and may face criminal prosecution.



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# ACTIVITIES AND CAMPUS ORGANIZATIONS

Greenwood Student Center: (435) 283-7121 Richfield Campus: (435) 893-2259

The Snow College student life program organizes, plans 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 1) support student academic success, 2) offer service opportunities, and 3) 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.

#### **Student Government**

The Associated Students of Snow College (ASSC) is the instrument of student government and is organized according to the official ASSC Constitution. The Student Body President, Student Body Vice-President, Student Body President for the Richfield campus and the Student Senators are elected each spring for the coming school year. The Student Vice Presidents for Academics, Clubs, Service, Publicity, Diversity and Activities are all appointed positions.

Students wishing to run or apply for a student body officer position must meet certain academic standards as outlined in the ASSC Constitution. Interested students should contact the Student Life Office.

#### DEPARTMENT OF PUBLIC SAFETY

Chief: Robert Wright (435) 283-7170 Assistant Chief: Paul Harnett (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 is a relatively safe place to be, it is subject to some of the same problems experienced in other communities in central Utah.

#### **Campus Police**

Snow College has two police officers with full peace officer status to better serve the campus community. Snow College also enjoys 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.

Annual Security Report can be found immediately following this section of the catalog, in the Public Safety Annual Report and Statistical Information on the U.S. Department of Education web page.

#### **Campus Facilities Security**

Snow College maintains a surveillance cameras system on its campuses. These cameras are generally used to document activities in public areas both inside buildings and outside buildings, where there are not right to privacy issues. Faculty, staff, students and visitors should not perceive additional safety based on observing a surveillance camera because such cameras are not generally monitored.

#### <u>Campus Police Authority and College Community</u> <u>Cooperation</u>

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.

Campus Police investigate all criminal activities on campus and assist Ephraim Police Department and Richfield Police Department as well as other law enforcement agencies with investigations of criminal activities that involve Snow College students in their counties. College students arrested on campus and off campus may be referred to the Director of Student Life for disciplinary action.

Campus Police personnel work closely with county and State Police agencies. Both campuses are part of a 911 emergency system. By mutual agreement with these agencies, Campus Police personnel can access the Bureau of National Crime Information Computer System as well as Utah Bureau of Criminal Identification (BCI).

Campus Police provides information relating to campus safety and security during Start Smart and through frequent articles in the SnowDrift student newspaper, and on the electronic T.V. system in many of the college buildings.

#### **Student Campus Security Agents on Ephraim Campus**

There is a Campus Security Agent on duty from 6:15 PM until 11:30 PM Monday through Sunday except holidays when the library is closed. Campus Security Agents assist with special social and sporting events. Additionally, CSAs provide security checks of the library throughout the evening hours and will provide an 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. When on duty the CSAs carry a radio and can contact emergency dispatch directly if needed. CSAs also carry a cell phone (435-340-8021) and they can be contacted at that number if their assistance is required.

#### Campus Security: 435-340-8021 For non-law enforcement type calls

- Campus Safety Escorts
- Access to or secure buildings
- Building type alarms
- Building damage or concerns
- Suspicious Circumstances
- Etc.

#### Police/Fire Dispatch - In an Emergency

- Dial 911
- 435-835-2345

#### Student Campus Security on Richfield Campus

All Non-emergency safety issues should be reported to Director of Safety, at 893-2235. All criminal activity and emergency should be reported to Richfield City Police by calling 896-6471 or 9-1-1.

#### **Housing Facilities of Off-Campus Organiza**tions

Because off-campus housing facilities for student organizations are not Snow College property, the Ephraim Police Department responds to all calls for service at these locations. Ephraim Police Department provides Campus Police with reports of serious crimes that occur at these facilities. Criminal arrests for offences may be cause for administrative action by the College.

When a Snow College student is involved in an off-campus offense, campus police officers may assist with the investigation in cooperation with local, state and federal law enforcement. Ephraim City and Richfield City police routinely

work and communicates with campus officers on any serious incident occurring within our college communities. Students involved in criminal behavior are subject to immediate administrative action based on that conduct being a violation of the Student Code of Conduct.

You can reach Ephraim Police Department through Dispatch by calling 435-835-2345. If it is an emergency, dial 911.

You can reach Richfield Police Department through Dispatch by calling 435-896-6471. If it is an emergency, dial 911.

#### **Emergency Alert/Warning & Evacuation Plan**

Since any evacuation is based on the emergency, areas to avoid or evacuate will be identified at the time of the evacuation order. Because of a possibility of an active shooter on campus, it is important that you watched the training video, "Shots Fired on Campus" - referenced above, which will provide you with information relating to evacuating an area/building or locking down in the safest place you can find, etc.

Emergency personnel will attempt to direct you to safe areas.

In all cases where there is a fire alarm going off in your building, you are to evacuate the building to an open space away from and up wind from the 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.

#### Threat Assessment Plan

Snow College Student Success in conjunction with Campus Police and Counseling & Wellness have implemented a Threat Assessment Protocol that recognizes the potential for violence and provides a rapid response to a perceived or confirmed threat of violence to self or others. Upon notification of a potential threat or a person at risk for violence the Threat Assessment Team will immediately assemble and react by taking actions which may include, but are not limited to:

- Evaluate the level and/or immanency of the threat
- Identify those who pose the threat
- Isolate the person(s)
- Identify potential victims of the threat
- Implement a response to the threat
- Notify potential victims if necessary
- Issue a General Warning using existing means

<u>General</u> <u>Information</u>

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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

A report of a threat made may be made to any member of Faculty or Staff on both the Ephraim and Richfield Campuses. Additionally any person who becomes aware of a threat may contact any of the previously mentioned phone numbers to start the response protocol.

#### Reporting - Accident(s) - Injury(s) - Incident(s)

Reporting, tracking, and evaluating accidents, injuries and incidents are vital to the overall wellness of Snow College. Risk Management has the responsibility to track and evaluate these types of incidents in order to prevent future injuries and to reduce the level of liability to Snow College and the State of Utah.

All accidents, injuries and incidents need to be reported to Risk Management. A person can do so by going to a browser and entering www.snow.edu/studentlife/safety. html. Scroll down to and click on: ACCIDENT - INJURY - INCIDENT REPORT FORM.

Complete the form, print it, and turn into your supervisor/advisor. The supervisors will review, add any necessary information, and then forward it to Public Safety on the Ephraim Campus (Box 1044) or Sam Steed on the Richfield Campus.

Incidents should be reported to risk Management as soon as possible (within 24 hours or next business day) when incidents occur anywhere on campus or on any college sponsored activity away from Campus. Who should report these incidents? Staff members, employees, club advisors and members, faculty members, etc.

#### **Snow College Emergency Procedure Check List**

This list is provided to all faculty and staff members. The list provides general information in reporting all crimes and public safety related incidents to the Campus Police. Additionally, these procedures provide our faculty and staff with recommendations to protect students and citizens in cases where the criminal activity or natural disaster is occurring. Emergency procedure

check lists are posted in class rooms, offices and common areas.

# <u>Security Considerations Related to Maintenance</u> <u>Programs</u>:

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.

# Parking Policy & Regulations Ephraim and Richfield Campuses

Under authority granted to Snow College by Utah State Code 53-B-103, 53-B-107, and in concert with the Snow College Campus Police, the college has established the following policy to regulate parking of vehicles on the campus and public streets adjacent to the campus.

- 1. Parking of vehicles on the Snow College campus is on a first come, first serve basis except where parking requires a parking permit or parking in a restricted gated parking lot.
- 2. The responsibility for properly parking a vehicle, including awareness of areas where parking is limited or prohibited, rests with the individual driver of the vehicle.
- 3. This policy does not guarantee each individual a space in which to park and lack of space does not justify violation of college parking regulations.
- Notes or explanations left on vehicles are not considered justification for parking in violation of these regulations.
- 5. Regulations are in force at the start of school, during test week, and when classes are not in session as well as throughout the year.
- 6. No reserved parking spaces are provided, except in the cases of the residence halls R.A. parking and for individuals with disabilities, and where property marked restricting parking (i.e. EMT on call, public safety, etc.)
- 7. The Residence Hall Parking Policy is recognized as a separate valid parking policy.

#### Areas of parking by Permit or Restricted Gate Only

- Parking permits are required in the following Snow College parking
  - \*Library/Bell Tower Parking lot-Permit only M-F 7 a m. - 5 p.m.
- 2. Restricted parking based on a security gate and a push button key pad exists on the Richfield Campus. Only authorized faculty and staff may use this parking lot.
- 3. Reserved parking for indivuduals with disabilities. It is the responsibility of individuals to display the following valid permits: Current license plate for individuals with disabilities. Individuals with a disabilities permit suspended from mirror. Failure to display either of these permits while parked in a zone reserved for indi viduals with disabilities will result in the vehicle being ticketed.
- 4. Parking permits are not required in any other parking lots on the campus.

#### **General Parking Violations**

- Illegal parking in space reserved for individuals with disabilities, EMT's on call, bus loading zones, Public Safety Vehicles, etc.
- 2. Blocking or parking in roadway
- 3. Parking in area designated as No Parking
- 4. Parking in a loading zone
- 5. Parking in a fire lane
- 6. Parking on sidewalk
- 7. Taking two parking stalls
- 8. Failure to obey a traffic control device
- 9. No permit where one is required
- 10. Parking in the wrong direction (i.e.: angle parking where parallel parking is required.)
- 11. Parking in restricted parking lot controlled by gate without proper authorization.

#### Parking Violation Appeals

EPHRAIM CAMPUS: Parking violations may be contested by contacting Ephraim City Justice Court at 5 South Main Street or by calling 283-4631. However, one must contact the Ephraim City Justice Court not less than 5 days nor more than 14 days from the day you receive the parking citation.

**RICHFIELD CAMPUS:** Parking violations may be contested by contacting Sevier Justice Court at 250 North Main Street Room 109, or by calling 896-9262 ext. 3. However, one must contact the Sevier Justice Court not less than five (5) days nor more than fourteen days from the day you receive the parking citation.

The following fines will be imposed for ticketed parking violations:

- 1. Reserved for individuals with disabilities zone \$125.00
- 2. All other violations \$25.00

#### **Payment for Violation**

Payment for a parking citation can be mailed to the court using the citation/envelope. The police officer will write on the citation the fine based on the parking violation. All parking violations are \$25.00 except for parking in a handicapped zone, which is set by Utah State Law as \$125.00. Payment can also be made by contacting the Ephraim City Justice Court at #5 South Main Street or Sevier Justice Court at 250 N. Main Street as indicated on citation.

#### **Snow College Administrative Action**

Snow College Vice President of Student Success will take administrative action on those students that fail to either pay or formally contest any parking violation. Administrative action that will/may be taken, but not limited to: placing holds on transcripts, ability to register for the next semester, etc.

College safety personnel may place a parking boot on the illegally parked vehicles. The owner/driver may work with the college administration to have the boot removed when a fee is paid or a citation from the Police Department is issued.

#### Vehicles Are Subject To Impound

Vehicle(s) parked in violation of this policy are subject to impound at the owners expense. Fees to get a vehicle out of impound could exceed \$350.00 and that does not include the fine for improper parking.

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> **BCCM** CIS COSB DMT MTT NURP PHAR **TBSI**

**AUTO** 

**Business** 

ACCT **BUSADM BMGT** BT

WELD

**FRM** Fine Arts

**ART** DANC MUSC THEA

**Humanities** 

COMM **ENGL ESL** LANG PHII

TSFL

#### Natural Science & **Mathematics AGRI**

**BIOL** CHEM CS **ENGR GEO** MATH

PHYS

Social & Behavioral Science

**ANTH** CJ**ECON EDUC GEOG** HIST **HFST POLS PSY** PΕ SW SOC

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#### 2012-2013 ANNUAL SECURITY REPORT

#### **Annual Security Report**

Snow College complies with the Federal Campus Security and Privacy Act. This law requires that college campuses report crimes which occur on campus and in the areas surrounding campus where college sponsored activities are held. The Federal Campus Security Act compliance report for crimes committed in the last three years is available to the public. This report is included in this catalog, and is available on the Snow College web site.

Campus Police prepares their Annual Security Report to comply with the Federal Clery Act. Each year, e-mail notification is made to all enrolled students and employees that provide the access information to the Annual Security Report. Additionally, any person can contact Campus Police and obtain a hard copy of the Annual Security Report.

#### **Jeanne Clery Campus Security Act**

Based on the Federal Clery Act, this document will serve as the Snow College <u>Annual Security Report</u>. This section under Department of Public Safety has the majority of the Clery Act information. The Student Code of Conduct and Responsibilities section has vital information relating to sexual assaults, student misconduct, disciplinary hearings, due process, sanction, and appeals.

#### **Campus Crime Statistics**

According to the Federal law, these statistics are compiled and made available to all students, staff, and faculty in accordance with definitions used in the Uniform Crime Reporting System of the Department of Justice. These statistics relate to occurrence of crime on campus during the most recent calendar year and two proceeding calendar years. These statistics also conform with the Federal Campus Security and Privacy Act, as amended in 1998.

# SNOW COLLEGE CRIME STATISTICS Ephraim Campus

		On	Housing	Non	Public	
Category	<u>Year</u>	<u>Campus</u>	<u>Facilities</u>	Campus*	Property	<u>Total</u>
Murder	2009	0	0	0	0	0
	2010	0	0	0	0	0
	2011	0	0	0	0	0
Forcible S	ex					
Offenses	2009	1	0	0	0	1
	2010	0	0	0	0	0
	2011	1	1	0	0	1

Non Fore	ihla Car					
Non-Forc Offenses	2009	0	0	0	0	0
Offenses	2010	0	0	0	0	0
	2010	0	0	0	0	0
	2011	O	O	O	O	O
Robbery	2009	0	0	0	0	0
•	2010	0	0	0	0	0
	2011	0	0	0	0	0
Aggravat	ed					
Assault	2009	0	0	0	0	0
	2010	1	0	0	0	1
	2011	0	0	0	0	0
Dunalami	2000	1	0	0	0	1
Burglary	2009 2010	0	0	0	0	1 0
	2010	1	0	0	0	1
	2011	1	U	U	U	1
Motor Ve	hicle					
Theft	2009	0	0	0	0	0
	2010	0	0	0	0	0
	2011	0	0	0	0	0
Manslaug	hter					
	2009	0	0	0	0	0
	2010	0	0	0	0	0
	2011	0	0	0	0	0
Arson	2009	0	0	0	0	0
	2010	0	0	0	0	0
	2011	0	0	0	0	0
п. с.						
Hate Crin		O 1				_4:
		e and was			vas intimid	ation
	III IIatui	e and was	based on	Race.		
Fire Aları	ns					
1 110 1 11411	2009	9	5	0	0	9
	2010	12	3	0	0	12
	2011	11	1	0	0	11
Fires	2009	0	0	0	0	0
	2010	0	0	0	0	0
	2011	0	0	0	0	0
Missing F	Person					
	2009	2	1	0	0	2
	2010	0	0	0	0	0
	2011	0	0	0	0	0
A 4 - 6 -	т:					
Arrests for Law Viola						
Law viol	2009	2	0	0	0	2
	2010	1	0	0	0	1
	2011	8	3	0	1	8
Arrests fo	or Drug					
Related V	iolations					
	2009	5	0	0	0	5
	2010	3	0	0	0	3
	2011	3	3	0	1	3
Arrests fo		ıs				
Possessio				0	^	^
	2009	0	0	0	0	0
	2010	0	0	0	0	0
	2011	0	U	0	0	0
Dafarrala	for Stude	nt Dissip!	inary Acti	on		
		nt Discipli		OII		

for Liquor Related Violations 2009 0

2010

2011

1

0

Referra	ls for Stude	nt Discipl	inary Acti	on		
	g Related V		illiar y 7 teti	OII		
101 DIU	2009	0	0	0	0	0
	2010	0	0	0	0	0
		O	-	-		0
	2011	2	0	0	0	2
	ls for Stude		inary Acti	on		
	2009	0	0	0	0	0
	2010	0	0	0	0	0
	2011	0	0	0	0	0
for Crir	ls for Discip					
not liste	ed above					
	2009	11	1	0	0	11
	2010	13	1	0	0	13
	2011	14	0	0	0	14

# SNOW COLLEGE CRIME STATISTICS Richfield Campus

		On	Housing	Non	Public	
Category	Year_	<u>Campus</u>	<u>Facilities</u>	Campus*	Property	<u>Total</u>
Murder	2009	0	0	0	0	0
	2010	0	0	0	0	0
	2011	0	0	0	0	0
Forcible S						
Offenses	2009	0	0	0	0	0
	2010	0	0	0	0	0
	2011	0	0	0	0	0
N E	1-1- C	_				
Non-Forci Offenses	.bie Sex 2009		0	0	0	0
Offenses	2009	0	0	0	0	0
	2010			0		0
	2011	0	0	Ü	0	Ü
Robbery	2009	0	0	0	0	0
,	2010	0	0	0	0	0
	2011	0	0	0	0	0
Aggravate	d					
Assault	2009	0	0	0	0	0
	2010	0	0	0	0	0
	2011	0	0	0	0	0
Burglary	2009	0	0	0	0	0
	2010	0	0	0	0	0
	2011	0	0	0	0	0
Motor Veh	siala					
Theft	2009	0	0	0	0	0
THEIT	2010	0	0	0	0	0
	2010	0	0	0	0	0
	2011	U	U	U	U	U
Manslaughter						
Č	2009	0	0	0	0	0
	2010	0	0	0	0	0
	2011	0	0	0	0	0
Arson	2009	0	0	0	0	0
	2010	0	0	0	0	0
	2011	0	0	0	0	0

Hate Cri	mes 2009	0	0	0	0	(
	2010	0	0	0	0	(
	2011	0	0	0	0	(
T' 41						
Fire Ala	rms 2009	1	0	0	0	1
	2010	0	0	0	0	(
	2011	0	0	0	0	(
Fires	2009	0	0	0	0	(
1 1103	2010	0	0	0	0	(
	2011	0	0	0	0	(
Missina	Domaon					
Missing	2009	0	0	0	0	(
	2010	0	0	0	0	(
	2011	0	0	0	0	(
A munata t	for Lianor					
Law Vic	for Liquor					
Law VIC	2009	0	0	0	0	(
	2010	0	0	0	0	(
	2010	0	0	0	0	(
		-	V	-	Ü	•
	for Drug Violations					
reiated	2009	0	0	0	0	(
	2010	0	0	0	0	(
	2011	0	0	0	0	(
Arrests 1 Possessi	for Weapon on	S				
	2009	0	0	0	0	(
	2010	0	0	0	0	(
	2011	0	0	0	0	(
D of ome 1	a fan Studa	nt Dissinl	in amy A at			
	s for Stude or Related			ion		
	2009	0	0	0	0	(
	2010	0	0	0	0	(
	2011	0	0	0	0	(
Referral	s for Stude	nt Discinl	inary Act	ion		
	Related V		mary 7 ice	ion		
	2009	0	0	0	0	(
	2010	0	0	0	0	(
	2011	0	0	0	0	(
Referral	s for Stude	nt Discipl	inary Act	ion		
	pons Posses		/ 10t			
	2009	0	0	0	0	(
	2010	0	0	0	0	(
	2011	0	0	0	0	(
Referral	s for Discip	olinary Ac	tion			
	ninal Arrest	on Camp	us not list			
	2009	0	0	0	0	(
	2010	0	0	0	0	(
	2011	0	0	0	0	(

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         AHNA
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         BCCM
            CIS
          COSB
           DMT
           MTT
          NURP
         PHAR
          TBSI
         WELD
Business
          ACCT
       BUSADM
         BMGT
            BT
          FRM
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
          HFST
          POLS
           PSY
            PΕ
            SW
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#### 2012-2013 <u>Timely Warning Policy and Procedures</u>

Snow College issues timely warning notices with information about certain crimes in or around our community considered by Public Safety to pose a serious or continuing threat to our college community. Timely warnings are normally based on active or on-going criminal behavior which has already placed some member of our community in jeopardy. Information for these warning is gathered from the local and campus police, Health Department, and college administration, etc. These warnings will enable our college community members to take steps to protect themselves and/or their property. These warnings are disseminated by or through Snow College Department of Public Safety, when appropriate. Dissemination options vary and include but are not limited to, the campus announcement broadcasting system, the Snowdrift (student newspaper), campus wide e-mail, campus radio and T. V. Station, and campus posters.

Anyone with information that might warrant a timely warning to be sent out to our college community should report the circumstances to the Department of Public Safety/Campus Police by calling 435-283-7170 or 435-283-7172.

#### Crime Log Policy and Procedures

Ephraim Campus: Police Activity Log relating to the Ephraim Campus is available by contacting Snow College Police located in Business Building at 151 South Main Street during normal business hours. For convenience, a log is posted outside the Public Safety suite in the main hallway of the Business Building. That log is up-date as often as practical. Please feel free to contact Snow College Public Safety at 435-283-7170 or 7172 if you have any questions.

Richfield Campus: Police Activity Log relating to the Richfield Campus is available by contacting Richfield City Police Records Division located at 77 East Center Street during normal business hours. Please feel free to contact Richfield City Police Records at 435-896-8484 if you have any questions.

# Security of and Access to Snow College Facilities on the Ephraim Campus

Public Safety has the responsibility for securing and/or checking that buildings are secure. There are a total of 25 buildings on campus. Each building has a scheduled time to be secured. The department employs part-time, unarmed student security agents for this purpose. Campus Security agents (CSA) begin locking buildings at 9:00 p.m. each day. The last building is scheduled to be secured at 11:00 p m. unless there is a scheduled activity in that building.) Lock-up times for some buildings may vary depending upon class schedules and other reservations.

Snow College academic departments arrange for students to stay in buildings after hours. With departmental approval the student(s) are issued a building pass which allows him or her to stay in the building after the normal lock-up time. When the building is checked by a Campus Security Agent at night, those students who have building passes are allowed to remain in the building.

Residence Halls: for your protection, the resident halls remain locked 24 hours a day, 7 days a week. You are responsible for any guests that you bring into a resident hall, including anyone that may follow you into the building. As a resident it is your responsibility to explain the rules and you are responsible for any damages your guest may cause. Some facilities may have individual hours, which may vary at different times of the year. Examples are Summer Programs and Summer Sports Camps. In these cases, the facilities will be secured according to the schedules developed by the department responsible for the facility.

#### **Securing Access Ephraim Campus**

All keys are issued, after proper authorization, through the office of the Director of Maintenance.

All residence halls are designated as private residences. Persons not authorized to be in a residence hall are subject to arrest for trespassing. All housing maintenance personnel wear name badges identifying them as housing employees. Maintenance personnel only enter rooms or apartments to respond to work orders for needed repairs requested by the residents or for identified emergencies.

All Snow College students and employees are issued Snow College identification cards and are encouraged to carry the card while on campus. Students will need their student identification cards to enter some of the activities. During some night time activities, your student identification card may be held during the event and returned to you following the event. This is done for protection of all students as well as for security and safety reasons.

# Security of and Access to Snow College Facilities on the Richfield Campus

Keys are issued by the Director of Maintenance and Safety. Buildings are generally secured by 10 p.m. except when events are scheduled. All buildings are secured by the maintenance staff. Generally buildings are closed on weekends.

#### <u>Campus Police Authority and College Community</u> <u>Cooperation</u>

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.

Campus police investigate all criminal activities on campus and assist Ephraim Police Department and Richfield Police Department as well as other law Enforcement agencies with investigations of criminal activities that involve Snow College students in their counties. College students arrested on campus and off campus may be referred to the Vice President for Student Success for disciplinary action.

Campus Police personnel work closely with county and State police agencies. Both campuses are part of a 911 emergency system. By mutual agreement with these agencies, Campus Police personnel can access the Bureau of National Crime Information Computer System as well as Utah Bureau of Criminal Identification (BCI).

Community members, students, faculty, staff and guests are encouraged to report all crimes and public safety related incidents to the campus police in a timely manner. To report a crime or an emergency on the Ephraim Campus call 911 or 435-835-2345 and on the Richfield Campus call 911 or 435-896-6471. A person can report a crime anonymously by calling 888-399-0376 or by email at www.ethicspoint.com.

#### **Snow College offers Counseling**

Snow College offers at no cost to student's counseling. Any victim of a crime may seek counseling by contacting Counseling & Wellness Center at 435-283-7136. Counseling & Wellness staff members will be obligated to report criminal incident to the police so the incidents can be investigated and when potentially dangerous threat to the college community arises, timely warning can be issued. Every reasonable effort will be made to maintain confidentiality based on the victim's wishes but individual and community safety must be a priority.

Snow College encourage students and employees, when appropriate, to seek guidance from their religious or pastoral counselors. These religious or pastoral counselors are guided by laws and policies relating to confidentially that are outside the scope of authority of Snow College. It is our hope that seeking counsel from religious or pastoral counselors will not prevent or delay the reporting of criminal incidents to the Campus Police.

Snow College will, upon written request, disclose to the alleged victim of a crime of violence, including sex offence, the results of any disciplinary hearing conducted by the college against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, Snow College will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

#### **Reporting Crimes and Emergencies**

If you are victim of a crime or are aware of a crime, you have a civic duty to report the situation to the police. If you do not wish to contact the police, you may report the incident to the Student Life Office, to the staff of the Snow College's Counseling & Wellness Center, or to a member of the Snow College's housing staff. If the person reporting the crime does not want police action taken, the information will be given to the Campus Police for statistical purposes only.

Victims of a crime who do not want to pursue action within the Snow College system or the criminal justice system, may still want to consider making a confidential report. With your permission, a confidential report on the details of the incident without revealing your identity can be made with the Campus Police in order to take steps to protect you and others that may fall victim to a similar incident. Any person may report a criminal activity anonymously by calling 283-7171 and leaving the information about the criminal activity.

Snow College Counseling & Wellness staff to include professional counselors, are not required to report crimes to be included in the Annual Security Report. Snow College students may call 283-7136 to make an appointment with a professional counselor at no cost to Snow College students.

The primary objective of the Snow College Department of Public Safety is to provide a campus environment where students, faculty and staff feel safe to pursue the academic mission of Snow College. To achieve this objective the campus community must become involved in fighting crime. Everyone has a responsibility to make campus safety a priority. Campus police

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AUTO BCCM CIS COSB DMT MTT NURP PHAR TBSI WELD

**AHNA** 

#### Business

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BT
FRM

#### Fine Arts

ART DANC MUSC THEA

#### **Humanities**

COMM ENGL ESL LANG PHIL

TSFL

AGRI

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BIOL CHEM CS ENGR GEO MATH PHYS

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and security do not have a 24 hour on campus coverage. When Campus Police are not on campus, police coverage is handled by Ephraim City Police Department or Richfield City Police Department.

\*Campus police work different hours and days of the week based on activities on the campus. They can be reached on campus at 283-7170, or through Sanpete County Sheriff Dispatch 835-2345; in an emergency dial 911.

Snow College takes the safety of students, staff, other community members including guests seriously and encourages people to promptly report to us for any of the following:

- Criminal Incidents
- Accidents
- Students in crisis needing support
- Other emergencies or public safety related incidents.

Please call us anytime for any of the above situations:

#### Non-Emergency

Ephraim Campus - 435-283-7170 Richfield Campus - 435-893-2235

#### Emergency

Ephraim Campus - 911 or Dispatch 435-835-2345 Richfield Campus - 911 or Dispatch 435-896-6471

#### **Crime Awareness and Prevention Programs**

There are several crime prevention programs available to the campus community. These programs educate people in ways to protect themselves and their property, and they encourage the immediate reporting of all crimes and or suspicious incidents. These programs include the following:

- Snow College Counseling & Wellness
   Center and Campus Police offer several programs relating to student awareness of sexual offences, female protection, and self defense.
- Snow College Life offers programs in conjunction with the Campus Police to secure property and avoid burglaries in dorms and apartments.
- 3. Campus Police and Ephraim Police offer an active Student Housing Neighborhood Watch Program.

- 4. Campus Police may publish in the <u>Snow-drift</u> (campus paper) crime prevention tips relating to property protection and personal safety.
- 5. Free bicycle and property registration.
- 6. Campus Police participates in the freshman orientation each fall semester.
- Campus Police provide an engraver and will assist individuals in labeling personal property to deter theft and to aid in the recovery of stolen property.
- 8. Reporting of criminal offenses can be done by calling:

**Emergency -** 9 1 1 or **Police Dispatch - Ephraim** 435-835-2345

**Police Dispatch - Richfield** 435-896-6471

Campus Police - 435-283-7170 or 7172 Director of Student Life- 435-283-7127 Report a crime anonymously All Campuses - 888-399-0376 or e-mail www.ethicspoint.com

#### 9. **Shots Fired on Campus**

Snow College has made available to all students and employees (using a computer on campus) a chance to view and receive training relating to what they should do if they are faced with an active shooter incident on campus. This information/training video is available at <a href="https://www.snow.edu/studentlife/safety.html">www.snow.edu/studentlife/safety.html</a> and lick on the "Shots Fired" close to the bottom of the page.

- 10. Campus Safety Escorts (Ephraim Campus) are available between 6:15 p.m. &
  1:30 a m. by calling 435-340-8021. A
  Campus Security Agent will arrange a safety escort.
- 11. Snow College Counseling & Wellness
  Center, Public Safety and Student Life
  sponsor a "Campus Safety Night" at the
  beginning of Fall Semester to promote
  Campus Safety including sexual assault
  prevention, date rape awareness and prevention and alcohol & drug abuse awareness and prevention.
- 12. The Counseling & Wellness Center and it's student club called "The Club" has

ongoing training and awareness opportunities for students relating to drug & alcohol abuse prevention, sexual assault prevention, etc. Call 435-283-7136 for more information.

- 13. The Counseling & Wellness Center has trained student mentors that are available to assist students who are dealing with mental or social issues or having a hard time adjusting to college life. To get involved as a mentor or to obtain access to these services, contact the Counseling & Wellness Center at 435-283-7136.
- 14. Snow College Psychology Club is active in providing awareness and prevention relating to sexual assaults and relationship violence. This club has activities to help victims of sexual assaults to move forward in life. For access to these services or to participate call 435-283-7543.
- 15. Snow College provides a confidential anonymous Crime and Ethics Tip Line. College community members can report criminal and/or unethical conduct anonymously. Unethical conduct involving Snow College employees can be reported using this tip line. Information obtained from the tip line remains confidential but is investigated by Campus Police and/or Human Resources. Call 888-399-0376 or website www.ethicspoint.com.
- 16. Snow College Public Safety participates during the Fall "Start Smart" program for incoming freshmen. During the presentation (written or in person), critical crime prevention and personal property safety tips are discussed. Students are informed where to view the "Annual Security Report" and how to report crimes. The anonymous tip line information is given along with information relating to sexual assault prevention and drug and alcohol abuse prevention.
- 17. Campus Police provides information relating to campus safety and security during Start Smart and through frequent articles in the Snow Drift student newspaper, and on the electronic T.V. system in many of the college buildings. College officers are available by invitation to present Campus Safety and Crime Prevention to clubs, class and events.

#### **Missing Person Policy and Procedures**

It is the policy of this institution to investigate all reported missing persons from our campus community. Once Campus Police or Local Police are notified or a missing person incident, an investigation will start immediately with a full focus investigation within hours of the person being reported missing. This investigation will include last known person to have seen the person, last location where the missing person was seen, identifying and contacting associates, and making contact with the "Confidential Emergency Contact". If a confidential emergency contact was not provided by missing resident, then the emergency contact person listed in the housing contract will be contacted. We will coordinate with other law enforcement agencies and use all means of communication to locate the missing person.

As part of the investigation, when deem necessary after making contact with the confidential emergency contact person if one has be identified and/or the normal emergency contact person, Campus Police may make contact with family member(s) and friends as the investigation moves forward to ensure that the missing person is located and/or is safe regardless of the age of the person reported missing in an effort to locate the missing person.

Snow College Housing Authority will gather and maintain the "Confidential Emergency Contact" name and number as part of their application process and will maintain that confidential emergency contact information. The Director of Housing or his/her designee will be the only person to have access to this confidential emergency contact information. Upon the report of a missing person, this confidential emergency contact information will be released to the Campus Police or local police by the Director of Residential Life or his/her designee.

#### **Drug and Alcohol Policies**

Snow College is a zero-tolerance campus. This means NO Drugs or Alcohol allowed on campus property or at campus activities. No alcohol or tobacco products may be sold or advertised on campus property or at campus activities.

See the full college Drug & Alcohol Policy in the Student Code of Conduct section of this catalog.

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**AHNA** 

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ACCT BUSADM BMGT BT FRM

#### **Fine Arts**

ART DANC MUSC THEA

#### **Humanities**

COMM ENGL ESL LANG PHII

TSFL

## Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH PHYS

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Helpful community resources are listed in the Yellow Pages under "Alcoholim Treatment" and "Drug Abuse Information and Treatment" or by going to any of the following web sites:

- www.drugnet.net/
- www.nationalhotline.org/alcohol.html
- http://substanceabuse.rwjf.org
- www.asam.org
- www.stopaddiction.com/
- http://alcoholism.about.com/library/faq/blfaq. htm
- http://www2.potsdam.edu/alcohol-info/
- www.alcohol-anonymous.org
- www.al-anon.alateen.org
- www.alcoholmd.com
- www.na.org
- www.naatp.org
- www.niaaa nih.gov
- www.nida nih.gov
- http://ms.essortment.com/howalcoholeffe\_rfng.
   htm
- www.fetalacoholsyndrome.net

#### Sexual Offense Policies

Snow College is committed to providing its faculty, students and staff with an environment conducive to fulfill the College's mission by providing an atmosphere free from all forms of harassment, exploitation or intimidation. Every member of the college community should be aware that Snow College does not tolerate sexual assault and harassment and that such behavior is prohibited both by federal and state law as well as by College personal policies and Student Code of Conduct.

Snow College educates the student community about sexual assaults and date rape through new student orientation and the annual "Campus Safety Night" each fall. Sexual assault awareness and prevention is the primary goals of our Wellness Center and several college sponsored clubs. Public Safety/Campus Police also offers sexual assault education and information to students and employees upon request.

Sexual assault is a growing concern on college and university campuses. Snow College has a relatively low rate of sexual assault, however, one is too many, and it is understood that many sexual assaults go unreported.

Snow College provides educational programs relating to sexual assault prevention during the freshman Start Smart process, a campus wide campus safety night dedicated to sexual assault prevention and throughout the year a number of informative articles in the college newspaper. Additionally, Public Safety officers are available to make presentation, on request, relating to person safety to include sexual assault prevention.

In the event that a person is sexually assaulted, the person should contact the police at 435-835-2345 in Ephraim and 435-896-6471 in Richfield to report the assault as soon as possible. If the person wishes not to contact the police, they should go immediately to the nearest hospital for medical attention. These types of criminal offenses can also be reported to any Campus Security Authority but time is a factor so the best option is to contact the police or go to the closes Emergency Room. Snow College personal will assist any student in notifying the police on the request of the victim.

In an effort to assist victims of sexual assault the following information is made available:

- Do not change clothes or shower
- Seek medical attention if needed
- Report the offense immediately to the police.
   If you live in a campus residence hall, your
   resident assistant can help you contact the
   proper authorities.
- If you do not want to contact the police, you
  may contact the Counseling & Wellness Center
  or the Vice President for Student Success.
  These department professionals can help you
  deal with the assault.
- If you so desire, you may request a change in your academic and living situation. The Student Affairs Office can assist you with needed changes.

Any student that is or has been a victim of a criminal act including a sexual assault can contact the Counseling & Wellness Center from either campus at 435-283-7136. Addition mental health resources are available by contacting Central Utah Mental Health at 435-283-4065.

Any victim of a sexual assault may request academic and living situation changes after as alleged sexual assault. The college will take reasonable steps to honor these requests.

Sexual assault is a criminal offense of varying degrees. Depending upon circumstances, a perpetrator of a sexual assault may be charged with crimes ranging from a class A misdemeanor all the way to a first degree felony. The Campus Police will vigorously work to prosecute anyone who commits a sexual assault.

Snow College Disciplinary Action Against Those Who Commit Sexual Assault

If a person is accused of sexual assault and the accusation appears to be valid, the accused person shall be called into the Director of Student Life. If the accused admits to the allegations, appropriate disciplinary actions will be imposed. Please keep in mind that Administrative action and Criminal action is **not** double jeopardy. In fact, in most cases there will be action taken by the College's Administration and by the Criminal Justice System.

If the accused denies the accusation, the Director for Student Life will evaluate the safety concerns of all parties involved; he/she may take appropriate actions to ensure the safety of the victim, the accused, and Snow College.

Director of Student Life may change the academic and/or living situation if requested and is reasonably available. If off campus housing is involved, effort will be made to aid in the request but Snow College has no authority in off campus housing matters.

Any victim of a sexual assault or rape may request a disciplinary hearing by following Sections VI Procedure for cases of alleged student misconduct located in the Students' Rights and Responsibilities immediately following this section.

Disciplinary action including disciplinary hearings will follow section III Due Process located in the Students' Rights and Responsibilities, immediately following this section.

Due Process is key to resolving sexual misconduct matters. In all disciplinary actions, the accuser and the accused must have the same opportunities to have others present, including advisor, lawyer, witnesses.

Both the accused and the accuser will be informed of the outcome of the disciplinary proceeding.

A list of the sanctions that may be imposed based on the final determination is clearly listed in the Student Code of Conduct in section V under Sanctions which follows this section.

Additionally, Section VI, outlines the Disciplinary procedures and Due Process and Section VII outlines the Student Concerns and Grievance Process. By reviewing these sections of the Student Code of Conduct an accuser or accused can understand the disciplinary procedures.

The sanctions that may be imposed are clearly outlined in the Students' Rights and Responsibilities, Section V Sanctions. Additionally, immediate actions may be needed prior to any hearing which may include a change in academic and living situation, probation and

temporary suspension. These immediate actions will be at the discretion of the Director of Student Life based on safety concerns of the victim, the accused, and/or College Administration.

Section VI Disciplinary Procedure and Due Process also outlines the Appeal Process that a student has relating to any sanction issued by the Director of Student Life and/or Social Standards Committee.

Student due process relating to disciplinary action or as a victim is outlined in the "Student Rights and Responsibilities Section" in this Academic Catalog to include student misconduct, sanctions, appeals, and grievances.

- A person may also contact the college's Title IX coordinator at 435-283-7037 as it relates to Title IX and sexual misconduct.
- All reported sexual misconduct will be investigated and steps will be taken to prevent any incidents from reoccurring.

The accuser and the accused are entitled to the same opportunities to due process, to have others present during a disciplinary proceeding; and both will be informed of the outcome of any institutional disciplinary proceeding that is brought alleging a sex offense. This information released of information pertains to the institution's final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.

A list of possible sanctions that the institution may impose are found in section V of the Student Code of Conduct which is part of this document.

#### Registered Sex Offenders Policy

Utah State law provides for the tracking of registered sex offenders enrolled at and/or employed by Snow College. This information is maintained by the Campus Police and is available on request.

Any person can also go onto the http://publicsafety. utah.gov, click on Utah Criminal Check, then on Sex Offender Search, then enter the zip code of Ephraim City which is 84627 or Richfield City which is 84701.

In accordance to the "Federal Clery Act", the Snow College Department of Public Safety is providing a link to the State of Utah Sex Offender Inquiry System. This act requires institutions of higher education to issue a statement advising the campus community where information relating to registered sex offenders may be obtained from the State of Utah. It also requires sex offenders already required to register in the state to provide notice of each institution of higher education

#### General Information

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#### Career & Technical Education AHNA

CIS COSB DMT MTT NURP PHAR TBSI WELD

**AUTO** 

#### **Business**

ACCT BUSADM BMGT BT

#### FRM

#### Fine Arts

ART DANC MUSC

#### THEA <u>Humanities</u>

COMM ENGL ESL LANG PHII

TSFL

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in that State as which the person is employed, carries a vocation, or is a student.

Google "convicted sex offenders in Utah" then go to the list of cities and click on Ephraim City and/or Richfield City. Snow College Public Safety is will to assist any interest person to locate this information on request.

Utah State Law provides for the tracking of registered sex offenders enrolled at and/or employed by Snow College. This information is maintained by the Campus Police and is available on request during business hours at the Business Building located at 151 South Main.

# Snow College Emergency Alert/Warning System Policy and Procedures:

Snow College has created several ways to notify students and staff of a significant emergency or dangerous situation involving an imminent threat to the health and safety of its college communities. It is the policy of Snow College to use one or more of these systems based on the circumstances and nature of the emergency at hand.

"Send Word Now" is our system that will notify our college community through e-mails, cellular phones and text messages. This notification system is one that students, employees and community members must register their cellular phone numbers, e-mail address or emergency phone number with the system.

"Early Warning Siren System" is our campus wide audio siren system. This system can be heard from outside any college building on the Ephraim and Richfield campuses ad is part of, yet separate from, the Utah Region III audio emergency warning system.

These emergency notification systems are under the control of the Snow College Administration. The College President, any of the College Vice-Presidents or any of their designees is authorized to approve and Emergency Alert/Warning. This administrative team will be referred to as the College Emergency Assessment Team (CEAT). When a significant emergency or dangerous situation occurs either natural or man-made, the CEAT member(s) will be notified. College Emergency Alert Team's (CEAT) purpose is to rapidly assess hazards and emergencies that present significant threats to the Snow College community and/or its resources, facilities and/or capabilities to perform its missions, and to initiate the appropriate level of institutional response to the hazards and emergencies.

CEAT members may use a number of methods to confirm a significant emergency or dangerous situation including witnessing and event, receiving of reports from sources(s) that are considered credible and reliable, and collaboration with other agencies with access to information in regards to the situation.

CEAT members will determine what the content of the notification will be based on the relevant information available which should include a location, some direction about action and that more information can be found at http://www.snow.edu/safety.

Snow College's emergency notification systems will be tested at least annually, may be announced or unannounced but will be scheduled and designed for evaluation and improvement of those systems. Additional tests may be conducted as part of drills, exercises, or as necessary to selected target groups. Any test will be clearly identified as such in the Snow College Alert message.

In every office and class room there will be the Snow College Emergency Procedure Check list which has critical information relating to emergency warning and alerts. Additional information relating to what a person should do in the event there is a "Active Shooter" on campus by going to <a href="www.snow.edu/studentlife/safety.html">www.snow.edu/studentlife/safety.html</a> and click on "Shots Fired" at the bottom of the page.

#### "Send Word Now" sign up:

Snow College provides all employees and students a means to be notified of emergencies. Each employee or student may choose to be involved by signing up for this emergency alert notification as directed below.

To sign up for the Emergency Alert/Warning System, go to this Snow College Website: <a href="www.snow.edu/stu-dentlife/safety">www.snow.edu/stu-dentlife/safety</a>, click on "Emergency Alert", then "sign up/remove" and follow the instructions.

Be aware that from time to time tests are run on this system. Please note that Snow College updates this emergency notification list at least once a week.

You will remain on the list as long as you are a **registered** student or employee of Snow College unless you remove your phone number by going to the same website and clicking on delete.

Groups other than Snow College students and employees need to coordinate with the Snow Emergency Manager to facilitate the sign up process. You can reach the Emergency Manager at 435-283-7170.

If you receive an emergency warning of an active incident on campus, you will be instructed on the building(s) or area(s) to avoid, and/or to lock down in place, or which directions to evacuate, etc. Please be alert and follow the directions completely. Share this information with others in case they did not receive the warning.

#### **Emergency Alert/Warning Siren System:**

Snow College wants you to know about **YOUR** audio <u>Early Warning Siren System</u>. In the world today - with life threatening hazards traveling up and down our interstates, railroads and road ways, and unexpected weather conditions - having a warning system for the public will help Law Enforcement give you valuable information at critical times.

The FIRE tone siren is a Long High-Low Wail. This is the same tone presently used in some communities to call their fire personnel to a fire. In Ephraim, the fire department does NOT use the fire siren for the public to hear. This tone will not be used in Ephraim City but could be used in other parts of Sanpete and Sevier County.

The Shelter-In-Place (SIP) tone siren is a Fast High-Low Wail. This tone might be confused with the fire siren if you aren't aware of the faster cycling of the wail. In the event you hear the SIP tone, go inside immediately and close and lock all doors and windows. Turn off all ventilation. Tune a radio to KMTI (650 AM) for instructions on what to do.

#### The Evacuation tone siren is a Long High Solid

Wail. This tone will start low and slowly build to a high tone, where it will stay solid. You will need to turn on your radio to KMTI (650 AM) or wait for the College's Emergency Alert System (Send Word Now) for information relating to the evacuation process i.e. direction to exit your location. This tone will only be used if the community can safely evacuate from the hazard rather than Shelter-in-Place, or if it is more dangerous to stay. Such a threat might include a wildfire or a terrorist bomb attack, or flood. You will most likely be told the safest locations to evacuate to and the road to get there. You will need to make sure you follow those directions; those trying to take a "short cut" may send you through the danger zone and put yourself at risk.

 To listen to these Emergency Tones and reviewing the meaning of each Siren Tone, go to: www.snow.edu/studentlife/safety.html. Then click click on Emergency Sirens.

#### **Fire Logs Policy:**

It is the policy of Snow College to maintain fire logs including date and time the fire occurred as well as when it was reported, nature of the fire, and the general location of the fire. This Fire Log information will be available with two business days and will be available for at least 60 days for public inspection as outlined below. Fire Log information will be available for seven years upon request. Please allow two business days to obtain any Fire Log information. Anyone may have access to the Fire Log information including the Media.

This Fire log policy and data will be combined with the Snow College's Annual Security Report.

Ephraim Campus: Fire Log relating to the Ephraim Campus is available by contacting Snow College Police located in the Business Building at 151 South Main Street during normal business hours. For convenience, if a fire occurs, a Fire Log will be posted outside the Public Safety Suite in the main hallway of the Business Building. Please feel free to contact Snow College Fire Marshall at 435-283-7221 or Campus Police at 435-283-7170 if you have any questions.

Richfield Campus: Fire Log relating to the Richfield Campus is not required by law. The Richfield Campus has NO on-campus housing. Incidents where a fire is reported or when a fire alarm is received will be addressed in the Crime Log available by contacting the Richfield City Police Records Division located at 77 East Center Street during normal business hours. Please feel free to contact the Fire Marshall for the Richfield Campus at 435-893-2235 or Campus Police at 435-283-7170 if you have any questions.

The Annual Fire Report will summarize all fire related incidents including fire evacuation test, false alarms and incidents where there was any type of fire.

#### **Annual Fire Report:**

Included as part of the reauthorization of the Higher Education Opportunity Act is the requirement that colleges with on-campus student housing facilities report statistics concerning the number of fires, cause of fires, injuries and death related to fires as well as the value of property damage due to fire.

Snow College has on-campus housing units on the Ephraim Campus but does not have on-campus housing on its Richfield Campus.

Each unit is equipped with fire alarms that are monitored off campus in a central location. Alarm Company will alert the Police/Fire Dispatch Center located at the Sanpete County Sheriff Complex. There is no fire sprinkler system within any of these units. Snow College has no on campus housing units within our Richfield Campus.

Snow College On-Campus housing has strong policies relating to no portable electrical appliances with the exception of a Microwave oven and small refrigerators with in sleep study units. Policies strictly prohibit any open flames and smoking within any of their housing units at this time.

Fire Safety is a key component for those residence that choose to live on campus. Mandatory fire safety General Information

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AUTO BCCM CIS COSB DMT MTT NURP PHAR TBSI WELD

AHNA

#### **Business**

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#### Fine Arts

ART DANC MUSC THEA

#### **Humanities**

COMM ENGL ESL LANG PHII

TSFL

## Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

# PHYS Social & Behavioral Science

ANTH CJ ECON EDUC GEOG HIST HFST POLS PSY PE

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training is provided to residence at the beginning of each semester to include the policy relating to appliances use in the dorms, smoking rules, and the restriction of open flames. Also there is training relating to the procedures for evacuation of a housing unit and mandatory supervised fire drills that occur at the beginning of the Fall and Spring semesters.

The Annual Fire Report will be addressed each year in narrative form located below. The numbers can also be found in the Crime Statistics section in the Annual Security Report.

#### **Ephraim Campus**

2009	No Fires Reported	9 Fire Alarms, 5 in housing units	All False Alarms
2010	No Fires Reported	12 Fire Alarms, 3 in housing units	All False Alarms
2011	No Fires Reported	11 Fire Alarms, 1 in housing unit	All False Alarms

No damage or injuries to report relating to fires for the three years reported.

Fire Evacuation Drills were conducted twice a year during the Fall and Spring semesters in our on-campus housing units for the three years reported.

The next section will be the Student Code of Conduct which includes the Student's Authority and Responsibilities. This section contains critical information relating to student's behaviors that are against the Snow College Code of Conduct, Sanctions, Disciplinary procedures, Due Process, and the Grievance process.

Reporting Criminal and Suspicious Behavior: In general, any person can contact any faculty or staff members to report criminal or suspicious behavior. Snow College Public Safety (Campus Police) encourages anyone who is the victim or witness to any crime to promptly report the incident to the Campus Police. Reported crimes may be kept confidential in some situation but will be disclosure when reporting to the U S Department of Education in the Annual Report. The following lists are some of the identified "Campus Security Authorities" for Snow College. Feel free to contact any of those listed to report criminal activities to include any type of harassment (sexual) or victimization.

#### **EPHRAIM CAMPUS**

Public Safety/Campus Police	283-7170
Public Safety/Campus Police	283-7172
Fire Marshall	283-7220
Vice President-Student Success	283-7100
Vice President-Academics	283-7301
Vice President-Administration	283-7200
Student Life Director	283-7127
President's Office	283-7010
Snow College Public Relations	283-7154
Academic Advisement	283-7317
Campus Building Maintenance	283-7220
Director of Athletics	283-7020
Residential Life Director	283-7169
Financial Aid Director	283-7130
Library Director	283-7362
Risk Manager	283-7170
Emergency Manager	283-7170
A D A Advisor	283-7321
Title IX Coodinator	283-7020

#### RICHFIELD CAMPUS

All listed on the Ephraim Campus plus:				
Safety Manager	893-2235			
Safety Officer/Fire Marshall	893-2235			
Director of Sevier Valley Center	893-2283			

#### 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 affects 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 physical violence, force, abuse and threat. Students can reasonably expect the following services, treatment and information.

#### Freedom of 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 (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.

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.

OR

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

#### Freedom from Sexual Harassment

Sexual harassment is the imposition of sexual attention on persons who do not invite it and who cannot refuse it without fear of consequences and others who can refuse it without fear but who still consider such advances as harassment. Sexual harassment is a violation of federal and state law. It is the policy of Snow College that no member of the college community may sexually harass another. For purposes of this policy and consistent with federal regulations and the college policy sexual harassment is defined as follows: unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

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Divisions & Departments

#### Career & Technical Education AHNA

AUTO BCCM CIS COSB DMT MTT NURP PHAR TBSI WELD

#### **Business**

ACCT
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BMGT
BT
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#### **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 HFST POLS PSY PE

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- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or academic work;
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

It is the policy of the Snow College to protect the rights of all persons within the college community by providing fair and impartial investigations of all complaints brought to the attention of appropriate officials. Any member of the college community found to have violated this sexual harassment policy will be subject to disciplinary action. Any allegations of sexual harassment involving students are referred to the Vice President for Student Success.

#### Freedom from Other Harassment

Snow College is committed to maintaining the campus community as a place of work and learning free from abuse, intimidation and harassment where each person is treated with respect and courtesy.

#### Other Student Rights and Freedoms

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 participate freely as a citizen in legal off campus activities related to local, national, or international organizations for intellectual, social, religious, political, economic or cultural purposes without impairing one's official standing at Snow College.

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 rules and regulations to be applied reasonably and impartially.

The right to expect that procedural due process will be exercised before imposition of disciplinary sanctions.

The right to enjoy privileges regardless of age, gender, sexual preference, race, color, national origin, disabling condition, religion or veteran status.

#### 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/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.

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

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Career & Technical Education

AUTO BCCM CIS COSB DMT MTT NURP PHAR TBSI

AHNA

Business

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HFST
POLS
PSY

PΕ

SW

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- 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.

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 person nel.
- 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.

**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, stu-

dents and others outside the college contain ing 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, transmit ting, disseminating or selling any, information 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 ac tion 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

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#### Fine Arts

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**FRM** 

#### THEA <u>Humanities</u>

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TSFL

## Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

# PHYS Social & Behavioral Science

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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 Assault** is illegal and against the standards of Snow College, in particular while on campus or at college sponsored activities, or anywhere within the college community including on and off campus housing units. Sexual assault is defined as any forced sexual contact, including, but not limited to, acquaintance/date rape or unwanted touching or fondling.

**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.

**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.

- 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.
- 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)
- Deactivation loss of all privileges, including college recognition, for a specified period of time.

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## Natural Science & Mathematics

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## 2012-2013 VI. DISCIPLINARY PROCEDURES & DUE PROCESS

The Student Code of Conduct disciplinary procedures will be used in all cases of alleged student misconduct referred to the Director of Student Life.

The student discipline system is established in accordance with the concept of **due process.** Due process, as used herein, consists of two parts. The first means that a student will know in advance what conduct is unacceptable and the consequences of such conduct. It requires rules and regulations of student behavior that are reasonable, clear and precise, clearly communicated, and fairly and consistently administered (substantive due process).

The second part of due process means that a student will be given a statement of the charges against him/her and a fair opportunity to be heard and to present evidence before a decision is rendered (procedural due process).

All hearings are closed to the public as a protection to those charged with a violation and to those who may be witnesses.

#### **Definitions**

The term *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.

The *Student Standards Committee* is a number of people asked by a college official to hear a case and make recommendations through the committee chairperson as to what action should be taken.

A *Student Conduct Notice* is a written notice delivered 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.

#### **Disciplinary Action and Appeals**

- 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. Allegations of disruptive behavior of a nature that does not constitute an assault or other violation of the student code will be considered by the Director of Student Life before disciplinary procedures are initiated.
- 3. Within a reasonable period of time, the Director of Student Life or designated representatives will give written notice to the student accused of misconduct of the

charges, including a description of the act(s) and will summon the student to meet.

- 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).
- Date and by whom discipline is ordered.
- The recommended disciplinary penalty.
- Date of conference with the Director of Stu dent 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 im 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 unless both parties request to the Director 48 hours in advance that the meeting be 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.
- 5. The committee shall discuss issues, hear testimony, examine witnesses and consider available evidence pertaining to the case.
- 6. There shall be a single verbatim record, such as a tape 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 to the aggrieved and accused or to 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 Director will provide a copy of the report to the Vice President of Student Success and the student.
- 10. Within five days, either party to the hearing may submit to the Vice President a written statement as to why the committee's recommendation should be modified or adopted.
- 11. 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, and other appropriate administrative officials within five class days after the decision is made.

12. 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 a judicial body. In all cases, the evidence in support of 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.

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#### Natural Science & **Mathematics**

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PHYS Social & Behavioral **Science** 

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#### **2012-2013** 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 oncampus 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 institu-

tion'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 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. <u>Introduction</u>. 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.

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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. <u>Student.</u> 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 investigative 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. <u>Informal and Formal Resolution</u>. 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 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. <u>Appeal</u>. The student who has been disciplined may appeal according to the student grievance procedure. A faculty or staff member who has been disciplined may appeal according to the college's employee grievance procedure.



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#### OFFICE OF ADVANCEMENT

**Director:** Rosie Connor

Development Coordinator: Alicia Blain

**Grants Officer:** Emily Peterson

Administrative Assistant: Candle Jessop

**Phone:** (435) 283-7060

Emails: giving@snow.edu 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 broader educational service opportunities to its students, staff, faculty, and the residents of the local area served through gifts, grants, and donations.

The Snow College Office of Advancement 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 ef-

ficiency.

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. This includes 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 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.

# COORDINATION OF FUNDRAISING ACTIVITIES

In order to avoid an excessive number of solicitations in the name of Snow 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 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. In certain cases requiring an institutional commitment, approval of the president of the College or an appointed designee is required prior to the solicitation for funding.

The Office of Advancement will provide broad support for grant writing by 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.

For more information regarding fundraising guidelines 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.

#### **AUXILIARY SERVICES**

Director: Robert Oliver Secretary: Leslee Cook

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# 2012-2013 Physical Plant Facilities (435) 283-7221

Enterprises at Snow College comprising the auxiliary services organization include Food Services, and the Bookstore.

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.

#### **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 text-books, 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 INFORMATIONAL TECHNOLOGY

Shawn Lindow - CIO

Marlin Mason - Assistant CIO

Julie Cox - IT Office Assistant

Chris Adams - Systems Analyst-Financial Aid

Ron Bradley - Network Systems Manager

Justin Cherry - Computer Lab/ Helpdesk Manager

**Jason Cherry** - Systems Engineer and Systems

Administrator

Lawrence Durtschi - Director of Web Services
Ben Gridley - Information Security Officer
Jim Kittelsrud - Director of Business Information
Services

David Peterson - Library Systems Administrator Bill Reeve - Senior Programmer Analyst Jeff Sirrine - Computer Services Manager, Richfield Ernie Williams - Oracle DBA/Systems Administrator

The Technology Center manages and maintains:

- Administrative Computing
- E-mail services
- 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

ComputerHelpDesk@snow.edu

Webmaster@snow.edu

#### **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 <a href="http://www.snow.edu/badgermail">http://www.snow.edu/badgermail</a>.

Snow College will deliver official campus email communications including academic updates, administrative notices, financial aid information, and student activities 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: <a href="http://www.snow.edu/email">http://www.snow.edu/email</a>. The student's email address is: <a href="mailto:Sadger ID>@badgermail.snow.edu">Sadger ID>@badgermail.snow.edu</a>.

# 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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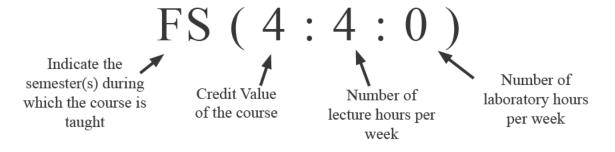
## **COURSE DESCRIPTIONS**

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 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 experience, or the student must be registered for courses at the same time the student is enrolled in the work experience.

### 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

### ACCT 2200 Fall (4:4:0) INTERMEDIATE ACCOUNTING I

In this course students learn accounting principles and develop skills using simulated experience in the following areas: Cash, receivables, inventories, plant assets, long-term equities, current liabilities and long-term debt. **Prerequisites: Acct 2010 and Acct 2020** 

### ACCT 2640 TBA (2:2:0) COST ACCOUNTING

Uses of accounting in planning and controlling the business operation, including job order costing, process costing, standard costs and budgeting.

### ACCT 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.)

#### ACCT 2997, 2998, 2999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE (2<sup>ND</sup> YEAR)

An opportunity for majors to apply knowledge and techniques learned in the classroom to an actual job experience. Classroom instruction must precede the experience or the student must be registered for course at the same time the student is enrolled in the work experience.

#### 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 (1<sup>ST</sup> 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. **Co-requisite: 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. **Co-requisite: 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 abilities to do lucid thinking. *Requires approval of instructor, division dean, and curriculum committee*.

### AGRI 2997, 2998, 2999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE (2<sup>ND</sup> 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 continuGeneral Information

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ally 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, interpretation, 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

### ART 1110 FS (3:3:3) DRAWING I

is offered in sequence or concurrently.

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)

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.

### $\begin{array}{ccc} ART\ 1150 & TBA\ (3:3:3) \\ \text{JEWELRY MAKING/SMALL METALS I} \end{array}$

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. **Co**-

requisites: 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

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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 (1<sup>ST</sup> 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 posses 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 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 tis 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, pre-

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sentations, demonstrations, studio time, and critiques. Prerequisites: ART 1110, ART 1120, ART 1130

#### ART 2997, 2998, 2999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE (2<sup>ND</sup> 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 SÜRVÉY 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.

#### FS (3:3:0) **ASL 1010** 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, 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 Automo-

tive engine. Co-requisites: 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. Co-requisites: 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. Co-requisites: This lab AUTO 1205 must be taken

## AUTO 1300 TBA (5:2:9) AUTOMOTIVE MANUAL TRANSMISSIONS/TRANSAXLES AND POWER TRAINS

concurrently with the lecture AUTO 102.

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, maintenance, and overhaul of the clutch, standard transmission, standard trans-axles, drive lines, differentials, front wheel drive units, and four wheel drive components. Co-requisites: 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. Co-requisites: 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. Co-requisites: 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.

Co-requisites: 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

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theory, diagnosis, and service of brake systems. Students study drums, disks, power units, and Anti Lock Braking System(ABS) brakes. Co-requisites: This lecture AUTO 1501 must be taken concurrently with the lab AUTO 1505.

#### AUTO 1505 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 Anti Lock Braking System (ABS) brakes. Co-requisites: 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 SkillsUSA career and professional leadership organization.

#### 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 APPLIED TECHNICAL MATH TBA (3:3:0)

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.

#### 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. Co-requisites: 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. Co-requisites: 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 porfolios.

#### 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. Co-requisites: 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. Co-requisites: 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. Co-requisites: 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. Co-requisites: 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. Co-requisites: 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)

(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. Co-requisites: 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

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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 forth 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.

#### 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, 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.** 

#### BCCM 1010 F1 (1:1:0) CONSTRUCTION SAFETY

This course includes Occupational Safety and Health Act requirements and common safety rules for hand tools, power tools, ladders, scaffolds, etc. The course also covers disposal of hazardous wastes and maintenance of a clean environment. This is a half semester class.

### BCCM 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 BCCM 1150, or BCCM 2010, or previous residential construction experience, or equivalent.

### BCCM 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.

### BCCM 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.

#### BCCM 1280 F (3:2:2)

PLUMBING FUNDAMENTALS
This source includes the students

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.

#### BCCM 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.

### BCCM 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.

### BCCM 1920 S (1:1:0) NAHB CLUB

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### BCCM 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.** 

### BCCM 2010 F (7:4:6) 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.

### BCCM 2050 S (4:3:2) 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.

### BCCM 2100 S (7:4:6) 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.

#### BCCM 2150 F (4:2:4)

#### 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.

### BCCM 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.

#### BCCM 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.

## BCCM 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 BCCM 1100 or equivalent or permission of instructor is required.

### BCCM 2356 FS (0:0:1) 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.

## BCCM 2460 S (2:2:0) CONSTRUCTION SCHEDULING AND COST CONTROL This course provides instruction in the planning and

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scheduling of construction projects. Students learn construction project control through use of critical path, Gantt bar charts, and reporting practices using microcomputers.

### BCCM 2536 F (1.5:1:1) TRADITIONAL STAINED GLASS

This course is a hands-on workshop for the traditional building skills of stained glass. The course includes the philosophy of historic preservation and traditional practices in the art of designing, cutting, and soldering stained glass. Projects will be constructed using both lead came and copper foil techniques. (Cross-listed as TBSI 2536

#### BCCM 2546 F (1.5:1:1) TRADITIONAL HISTORIC DECORATIVE AND FLAT PLASTER

This course offers a hands on workshop for the traditional building skills of decorative and flat plaster. The course includes the philosophy of historic preservation and traditional practices for the repair, cleaning, and restoring of decorative and flat plaster. The application of scratch, brown, finish, moldings, and medallions are done in the TBSI workshop or on a building project site.

### BCCM 2556 Su (1.5:1:1) TRADITIONAL ARCHITECTURAL WOOD CARVING

This course is a hands-on workshop for the traditional building skills of architectural wood carving. The course includes the philosophy of historic wood carving and traditional practices of wood carving. The participants learn carving principles through working on an Acanthus leaf or similar models. The workshop also covers layout and design, and the use and sharpening of carving chisels. This class is for beginners through advanced students.

### $\begin{array}{ccc} BCCM\ 2586 & F\ (1.5:1:1) \\ TRADITIONAL LOG\ CABIN\ RESTORATION \end{array}$

This course offers a hands on workshop for the traditional building skills of log cabin restoration. The course includes the philosophy of historic preservation and traditional practices of log cabin repair. It teaches skills needed to repair typical problems encountered in historic log buildings such as log replacement, decay repairs, hewing, notching, moving, dutchman, roof installation and other skills. (Cross-listed as TBSI 2586)

### BCCM 2596 FS (1.5:1:1) TRADITIONAL WOOD FURNITURE

These courses are hands-on workshops for the traditional building of wood furniture. The courses include the philosophy of historic furniture and construction of historic wood furniture such as chairs, cabinets, and chests of drawers.

#### BCCM 2616 Su (1.5:1:1)

#### **Traditional Historic Ceramic Tile Painting**

This course offers a hands on workshop for the traditional building skills of the ancient art of making and decorating ceramic tiles. Participants will learn how to roll and cut handmade tiles from a sheet of damp clay. Participants will decorate "biscuit" or clay fired tiles, using traditional methods which have been used since the time of ancient Egyptians. Participants will also learn how to get the tiles ready for final firing by applying different glazes for different effects. This workshop will include a field trip to the Snow college ceramic art studio to observe the final stages of loading the kiln and the process of firing tiles. A brief demonstration on how to cut tiles on a wet saw and the installation of tiles will also be presented by an expert.

### BCCM 2626 S (1.5:1:1) TRADITIONAL FAUX PAINTING

This course offers a hands-on workshop for the traditional building skills of Decorative and Faux Painting. This course includes faux painting techniques in marbling, wood graining, gold leafing, fresco art, antiquing, gilding, sgraffito, wall treatments and others. Many techniques are learned on sample boards.

#### BCCM 2636 S (1.5:1:1) TRADITIONAL ARCHITECTURAL BLACKSMITHING

This 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. The course will be taught by blacksmith craftsman.

#### BCCM 2656 S (1.5:1:1) TRADITIONAL HISTORIC MASONRY PRESERVATION

This course is a hands-on workshop for the traditional building skills of Historic Masonry Preservation. The course includes the philosophy of historic preservation and traditional practices for the repair, cleaning, coating, repointing, lime producing, mortar analysis on historic brick masonry.

### BCCM 2660 F (4:2:4) 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: BCCM 2150 Cabinet Construction or consent of instructor

#### BCCM 2666 S (1.5:1:1) TRADITIONAL STONEWORK AND STONE CARVING

This course is a hands-on workshop for the traditional building skills of Stonework Construction. The course includes the philosophy of historic preservation and traditional practices for repairing, repointing, cutting and carving stone.

#### BCCM 2676 FSSu (2:0:0) OLD WORLD TRADITIONAL BUILDING SKILLS

Preservation and restoration work in England/Wales/Scotland and other places will give students actual experience working on centuries-old buildings while experiencing the culture of that country. Each year TBSI will schedule trips with a duration of one or two or three weeks with an emphasis in stone/masonry or stain glass/faux/tile painting or woodworking/mill work/carving/building techniques or etc. related to preservation and restoration. The participants will learn history, experience the culture and do hands-on work in the particular area of travel. **Prerequisites: Approval of TBSI director or instructor** 

### BCCM 2686 F (1.5:1:1) Traditional adobe restoration

This course is a hands-on workshop for the traditional building skills of adobe restoration. The course covers the history, philosophy, and a traditional practices for the repair, manufacture, and construction of historic adobe projects.

### BCCM 2690 S (3:3:2) ADVANCED CABINET CONSTRUCTION

This course is a continuation of Cabinet Construction 2150 with more experience in milling, assembling and designing cabinets for a residential home. Emphasis is placed on advanced cabinet layout and construction techniques. **Prerequisites: Completion of BCCM** 2150 or equivalent

### BCCM 2696 F (1.5:1:1) TRADITIONAL TIMBER FRAMING

This is a hands-on course for the traditional building skills of timber framing. The course covers the history, philosophy and traditional practices for the design, manufacture and construction of timber frame projects. Actual timber frame project will be constructed in the TBSI shop.

### BCCM 2700 F (3:3:0) HISTORIC PRESERVATION

This course provides an introduction to and overview of current historic preservation practices including the Secretary of Interior's Standards for preservation, rehabilitation, and restoration of historic buildings. Methods used to fabricate building materials using traditional building skills and craft will be investigated.

### BCCM 2701 S (3:3:0) BUILDING ASSESSMENT

This course provides an introduction to and overview of building assessment procedures used in current historic preservation practice. Methods used to assess and rehabilitate building materials using traditional building skills and craft will be investigated.

#### BCCM 2706 S (1.5:1:1) TRADITIONAL FURNITURE REFINISHING AND CONSERVATION

The course includes the philosophy of historic preservation 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.

### BCCM 2746 S Su (2:1:02 TRADITIONAL 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 finish product.

## BCCM 2756 S (1.5:1:1) TRADITIONAL 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.

#### BCCM 2766 Su (1.5:1:1) HISTORIC LANDSCAPE PRESERVATION

This course is a hands-on introduction to the theory and practice of historic landscape preservation. Instruction includes visits to historic properties in Sanpete County to de-construct historic landscapes by examining and documenting landscape features to scale. Participants will attempt to determine the origin of the materials and building methods based on their experience and knowl-

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edge. Participants will apply what they learn by helping to construct a landscape feature.

### BCCM 2776 FSu (1.5:1:1) HISTORIC GRAVESTONE PRESERVATION

This course is a hands-on introduction to knowledge and acquired training regarding gravestone preservation. This course will demonstrate and perform treatments for all of the most common gravestone preservation dilemmas including cleaning, resetting tilted stones, and rejoining fractured tablet stones which are common throughout many parts of America, Proper documentation and recording of the restoration process is also part of the course. (Cross-listed with TBSI 2776)

### BCCM 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.)

### BCCM 2910 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.

### BCCM 2920 S (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.

### BCCM 2997, 2998, 2999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE (2<sup>ND</sup> 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.

#### 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.

### $\begin{array}{ll} BIOL\ 1015\ (LS) & FS\ (1:0:2) \\ \text{General biology laboratory} \end{array}$

(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. Co-requisite: 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) HUMAN BIOLOGY FS (3:3:0)

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)

(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. Co-requisite: 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. Co-requisite: 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 impor-

tance. This is the second 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: BIOL 1610 and BIOL 1615**, or instructor's permission. Co-requisite: BIOL 1625.

#### BIOL 1625 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. Co-requisite: BIOL 1620.** 

### BIOL 1810 F (1:1:0) BIOLOGICAL CAREERS

Biological Careers is a seminar-style course where professionals in the various fields of biology and natural resources visit to explain career opportunities, aspects of the workplace, and schooling requirements.

### $\begin{array}{cc} BIOL\ 1820 & F\ (1:1:0) \\ \text{CAREERS IN MEDICINE AND RELATED FIELDS} \end{array}$

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. Co-requisite: BIOL 2035 (Formerly BIOL 276L).

#### BIOL 2035 F (1:0:2) INTRODUCTORY GENETICS LABORATORY (formerly BIOL 276L)

This laboratory course allows for student experimenta-

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tion and application of principles learned in the Introductory Genetics lecture course.

Co-requisite: 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. **Co-requisite: 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.

Co-requisites: 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. **Co-requisites: 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. **Co-requisite: 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 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. Co-requisite: 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. Co-requisite: 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. Co-requisite: 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. **Co-requisite: 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. **Co-requisites: 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 properly preserved and identified plant collection at the end of the term. **Co-requisite: 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. **Co-requisites: 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. Co-requisites: 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. Co-requisite: 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.

Co-requisite: 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 un-

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derstand how injury and disease alter normal physiology. Prerequisites: BIOL 2420 (formerly BIOL 2610) and BIOL 2425 (BIOL 261L). Co-requisite: 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.

Co-requisite: 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 (2<sup>ND</sup> 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.

### BMGT 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. It identifies and explains the different business functions and their interrelationships.

### BMGT 1030 FSSu (3:3:0) INTRODUCTION TO ELECTRONIC COMMERCE

This course will introduce the student to the concepts and technologies upon which the evolving electronic commerce (E-commerce) environment is based. Topics include: Internet technologies; electronic business models; developing effective commercial web sites; security and encryption; marketing concepts and communications; financial payment systems; ethical social and political E-commerce issues; online retailing and service industries; business-to-business and supplychain management; auctions, portals, and online digital media providers. Practical application and development of skills in these areas are emphasized. Prerequisites: CIS 1010, or ability to use Microsoft Word and Microsoft PowerPoint. In addition, familiarity with creating web pages via Microsoft Word or other web development applications.

#### BMGT 1060 TBA (3:3:0)

#### BUSINESS MANAGEMENT ACCOUNTING

This course is an introduction to accounting procedures, records and reports required for managing a typical business. The course teaches methods for recording business transactions and maintaining necessary records using industry standard automated accounting software.

### BMGT 1170 FS (3:3:0) HUMAN RELATIONS

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.

#### BMGT 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.

### BMGT 1210 (SS) FS (3:3:0) PERSONAL FINANCE

This is a practical course in money management consisting of financial planning, budgeting, taxes, consumer borrowing, housing, transportation, insurance, investing and retirement planning.

### BMGT 1270 (OC) F (3:3:0) PERSONAL SELLING

(formerly Sales and Customer Service)

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.

### BMGT 1320 FS (3:3:0) APPLIED BUSINESS MATHEMATICS

This course discusses mathematic principles that apply to business situations. The course provides basic math knowledge required to conduct routine business transactions, evaluate business opportunities, and comply with governmental regulations.

#### BMGT 1480 F (3:3:0) ADVERTISING AND PROMOTION

This is 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.

#### BMGT 1500 F (1:1:0) BUSINESS PROJECTS - 1<sup>ST</sup> YEAR, 1st SEMESTER

This course consists of individual and/or group projects prepared for Delta Epsilon Chi (DEX) state and national competitions. Students will be required to be a registered member of DEX and must participate in the State DEX Career Development Conference (students will be responsible for unfunded conference costs). Membership fee required.

### BMGT 1510 S (1:1:0) BUSINESS PROJECTS - 1<sup>ST</sup> YEAR, 2<sup>ND</sup> SEMESTER

This course consists of individual and/or group projects prepared for Delta Epsilon Chi (DEX) state and national competitions. Students will be required to be a registered member of DEX and must participate in the State DEX Career Development Conference (students will be responsible for unfunded conference costs). Membership fee required.

#### BMGT 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.

#### BMGT 1700 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.

#### BMGT 1800 TBA (1:1:0)

TED (TECHNOLOGY, ENTERTAINMENT, DESIGN) LECTURES
This course combines lectures from world class thought leaders with critical analysis of the speaker and their assumptions. TED lectures explore the topics of innovative technology, entertainment, and design. Delivery will be through electronic means. The course will introduce students to the concepts of creativity, innovation, thought processes, and desired outcomes. The course will explore the crucial importance of these concepts to individuals, organizations, and the entrepreneurial process.

#### BMGT 1997, 1998, 1999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE - 1<sup>ST</sup> 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.

#### BMGT 2050 FS (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. This course is part of the Associate Science Business (ASB) degree and can also be taken to satisfy a requirement for the AAS Business Management degree.

#### BMGT 2290 S (3:3:0) HUMAN RESOURCE MANAGEMENT

This is a course devoted to the study of those essential functions and activities associated with managing the human resources of an enterprise. Special attention will be given to procurement, development, compensation, General Information

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integration, empowerment, maintenance and separation of the human resource in a business setting.

#### BMGT 2400 S (3:3:0)

#### WRITING A BUSINESS PLAN

In this course students discuss the activities and processes involved in starting and operating a business. The course is designed to teach students the quantitative and qualitative analytical means to screen business ideas and opportunities. The business plan project facilitates learning and experiencing the what, when, why, where, and how of entrepreneurship.

### BMGT 2500 F (1:1:0) BUSINESS PROJECTS - $2^{ND}$ YEAR, $1^{ST}$ SEMESTER

This course consists of individual and/or group projects prepared for Delta Epsilon Chi (DEX) state and national competitions. Students will be required to be a registered member of DEX and must participate in the State DEX Career Development Conference (students will be responsible for unfunded conference costs). Membership fee required.

### BMGT 2510 S (1:1:0) BUSINESS PROJECTS - 2<sup>ND</sup> YEAR, 2<sup>ND</sup> SEMESTER

This course consists of individual and/or group projects prepared for Delta Epsilon Chi (DEX) state and national competitions. Students will be required to be a registered member of DEX and must participate in the State DEX Career Development Conference (students will be responsible for unfunded conference costs). Membership fee required.

### BMGT 2650 FS (3:3:0) PRINCIPLES OF MANAGEMENT

This is an introductory course in management dealing with the functions of planning, decision making, organizing, leading and controlling an organization. The philosophy of Quality Management will be integrated throughout the course. A computerized business simulation will enhance conceptual and practical management skills introduced.

### BMGT 2700 S (3:3:0) PRINCIPLES OF FINANCE

This course is a basic introduction to finance course including the time value of money, financial statement analysis and exploration of investments. Special attention will be given to the use of financial ratios, proforma financial statements, working capital and capital budgeting. Students will be exposed to the basics of investing in the stock market. **Prerequisites: BMGT 1060 or ACCT 2010 or instructor approval.** 

### BMGT 2750 TBA (1:1:0) BUSINESS TRAVEL SEMINAR

This course is designed to provide a dynamic businessoriented travel experience in which students are exposed 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 prepatory lectures before and after the travel experience. Students will be responsible for all travel expenses. This course is repeatable one time for credit.

### BMGT 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.)

### BMGT 2997, 2998, 2999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE ( $2^{ND}$ 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.

## BT 1010 FS Su (3:3:0) introduction to computers and business applications

BT 1010 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 course serves as a prerequisite to BT 2010. **Prerequisites: Basic English and Math skills.** 

### BT 1080 TBA (1:0:2) 10-KEY DATA ENTRY

This course prepares students to operate 10-key computer pads or 10-key adding machines proficiently by touch. Students will develop the speed and accuracy necessary to proficiently apply this skill in the fields of spreadsheets, and other numeric computer-related applications.

#### BT 1100 TBA (1:0:1) KEYBOARDING BASICS

This course is designed to help students learn beginning keyboarding skills and proper techniques are emphasized. This course is for students with no previous training in keyboarding. **Prerequisites: Basic English skills.** 

#### BT 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.

#### BT 1120 TBA (1:0:2)

#### KEYBOARD SKILLBUILDING

This course is for students who want to improve keyboarding skill to an employable rate of 50 wpm or higher, Speed and accuracy are improved through proper techniques using drills and timings in a self-paced environment. **Prerequisites: Keyboarding Skill (30 wpm)** 

### BT 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.

#### BT 1420 WORD PROCESSING

This course covers introductory through advanced word processing features. The course is useful to any student who seeks to present written materials in a professional and appealing manner.

**TBA (3:3:0)** 

### BT 1430 TBA (3:3:0) DOCUMENT PRODUCTION AND DESIGN

This course covers design concepts, advanced word processing features, and basic desktop publishing techniques that allow the user to create professional-looking documents with attractive graphics, text effects, and eye-catching design elements. Students will create a variety of documents such as business correspondence, business cards, flyers, brochures, promotional documents, presentation materials, newsletters, reports, and manuals. Basic computer skill including a good understanding of file management (and/or BT 1010 or equivalent) is highly recommended.

### BT 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.

### BT 1510 TBA (3:3:0) IMAGE EDITING

This course introduces students to the interface, tools, and techniques of Adobe Photoshop. Students will learn to create and modify digital images using different design approaches through projects and examples.

#### BT 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.

### BT 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

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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.

#### BT 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.

### BT 1997, 1998, 1999 TBA (1-6 Cr.) COOPERATIVE EDUCATION (1<sup>ST</sup> 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.

#### BT 2010 FS (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 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 in compliance with the class.

### BT 2060 TBA (3:3:0) INTRODUCTION TO QUICKBOOKS

This course is designed for students with no prior knowledge of QuickBooks and limited accounting experience. The course will focus on fundamental accounting concepts and the most common software tasks using service and merchandising businesses that include payroll, company creation, and a practice set. *Basic computer skill including a good understanding of file management (and/or BT 1010 or equivalent) is highly reommended.* 

#### BT 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.

#### BT 2200 TBA (3:3:0)

#### **BUSINESS COMMUNICATION**

In this course students learn principles of and practice in preparing professional business letters, memorandums, electronic messages, reports, and oral presentations. This course also explores employment document preparation, as well as job interview strategies and techniques.

#### BT 2350 TBA (3:3:0)

#### DIGITAL BUSINESS PROCEDURES

This course provides realistic, practical, and meaningful experiences to strengthen students' business skills and knowledge of business procedures. Students will be exposed to aspects of office work and to the duties of a business professional. Students will gain collaborative and digital communication skills to use in a growing global environment. Basic computer skill including a good understanding of file management (and/or BT 1010 or equivalent) is highly recommended.

#### BT 2400

#### TBA (3:3:0)

#### EXCEL FOR BUSINESS

Students will learn mathematical and spreadsheet concepts and use Excel to solve business problems. Students will format spreadsheets using effective design principles, enter common spreadsheet formulas and functions, create charts, work with tables, Pivot-Tables, and PivotCharts, manage multiple workbooks and worksheets, and work with common financial tools and functions. Basic computer skill including a good understanding of file management (and/or BT 1010 or equivalent) is highly recommended.

### BT 2420 TBA (3:3:0) DESKTOP PUBLISHING

The course is an introduction to current desktop publishing software. Emphasis will be placed on layout and design skills as well as the production of complex documents that are necessary for the business professional to compete successfully in a digital society. Projects and assignments will improve student proficiency in creating a variety of personal and business documents.

### BT 2430 TBA (3:3:0) ADVANCED DESKTOP PUBLISHING

This is an advanced course in desktop publishing which utilizes a variety page layout and image editing programs. A scanner, a digital camera, and other image acquiring methods may also be used. Layout and design skills will be developed and utilized to create documents that are used by professionals. Projects will illustrate student proficiency in creating a variety of original documents for advertising and office use. **Prerequisites: BT 2420** 

### BT 2440 F (3:3:0) DESIGNING PRINT MEDIA FOR BUSINESS

The course introduces current desktop publishing software and design skills used in print layout. Desktop publishing skills utilize page layout skills, image editing, and illustrations. A scanner and a digital camera will also be used. Desktop publishing skills will be developed and utilized to create documents that are used by business professionals. Unit projects will be part of a portfolio to illustrate student proficiency in creating a variety of original business documents for advertising and office use. **Prerequisites:** A basic level of computer literacy is required for this course.

#### BT 2450 (OC) TBA (3:3:0)

#### PRESENTATIONS FOR BUSINESS

BT 2450 is a course designed for students to improve their oral and technical presentation skills, allowing for increased poise and self-confidence in business settings. Students integrate presentation and technical skills to create dynamic and professional business-related presentations. Applying appealing design, students create computer-based slide show presentations utilizing drawing and editing tools, charts and graphs, multimedia, graphics, etc. Using the slide show presentations as visual aids, students apply professional oral presentation skills as they are given multiple opportunities to plan, create, and deliver business-related presentations to the class. This course fulfills the Oral Communication general education requirement.

### BT 2490 TBA (2:2:0) BUSINESS CORRESPONDENCE/TRANSCRIPTION

Students will perform transcription of office documents from sound media using the following skills: work processing, communication written and oral, listening, and decision making. Students will review grammar, spelling, punctuation, capitalization, document formats, and proofreading. **Prerequisites: Basic English skills and BT 1420 or equivalent** 

### BT 2500 TBA (3:3:0) DATABASE FOR BUSINESS

Students will learn how to organize and manage large amounts of data using a relational database. The course will focus on creating and querying tables, creating custom forms and reports, integrating the database with other software applications, automating tasks with macros, and securing a database. A good understanding of file management is highly recommended. Prerequisites: BT 1010 or equivalent; or instructor approval

#### BT 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.

### BT 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 Colle-

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giate 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.

### BT 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.)

### BT 2997, 2998, 2999 TBA (1-6 Cr.) COOPERATIVE EDUCATION ( $2^{ND}$ 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) INTRODUCTORY CHEMISTRY TBA (3:3:0)

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.** 

### 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. Co-requisite: 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. Co-requisite: 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. Co-requisite: CHEM 1110.** 

### CHEM 1120 (PS) S (4:4:0) ELEMENTARY ORGANIC/BIOLCHEMISTRY

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). Co-requisite: CHEM 1125.

#### CHEM 1125 (PS) S (1:0:2) ELEMENTARY ORGANIC BIOL-CHEMISTRY LABORA-TORY

(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). Co-requisite: 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. Co-requisite: 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, thermo chemistry, 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. Co-requisite: 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. Co-requisite: CHEM 1210, concurrent enrollment in or completion of MATH 1050.

### CHEM 1220 (PS) PRINCIPLES OF CHEMISTRY II TBA (4:4:0)

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. Co-requisite: CHEM 1220.

### CHEM 1997, 1998, 1999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE (1<sup>ST</sup> 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. Co-requisite: 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. Co-requisite: 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, preveterinary, 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). Co-requisite: CHEM 2325.** 

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#### 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). Co-requisite: 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 $2^{ND}$ 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.

#### 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 TSFL 1400, TSFL 1600, and TSFL 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** WEB FOUNDATIONS

TBA (3:2:2)

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 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 handson 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-bystep process for learning the fundamentals of supporting 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. Prerequisites: CIS 1120 or department approval.

#### **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

#### TBA (3:3:1) **CIS 1501** 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. Prerequisites: CIS 1050 or instructor approval

#### **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. Co-requisites: CIS 1050 - Logical Analysis & Program Design

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#### 2012-2013 **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 relate 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 handson 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 de-

velopment 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 (1:0:2) 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. 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. Co-requisites:** 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. Co-requisites: 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. Co-requisites: 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. Co-requisites: CIS 2162** 

### 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

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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.)

#### 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 entrepreneurships. 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.

### $\begin{array}{cc} CJ~1010~(SS) & FS~(3:3:0) \\ \text{INTRODUCTION TO CRIMINAL JUSTICE} \end{array}$

(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.

### 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

(formerly CRJU 1330)

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.

#### 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

(formerly CRJU 1350, Criminalistics)

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.

### CJ 1997, 1998, 1999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE – $1^{ST}$ 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** – 2<sup>ND</sup> 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 in-

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clude 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** 

#### 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 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 - 1<sup>ST</sup> 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 - $1^{ST}$ 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 Co-requisite.

#### COMM 1910 S (2:2:1) NEWSPAPER PRODUCTION - 1<sup>ST</sup> 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 (1<sup>ST</sup> 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.

### $\begin{array}{cc} COMM\ 2070\ (OC) & S\ (3:3:0) \\ ORAL\ INTERPRETATION\ OF\ LITERATURE \end{array}$

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.

#### FS (3:3:0) **COMM 2150 (OC)** 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** TBA (3:3:3) PHOTOJOURNALISM

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)** 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.

FS (3:3:0)

#### **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.

#### **COMM 2300 (OC)** F (3:3:0) INTRODUCTION TO PUBLIC RELATIONS (formerly COMM 2030)

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. Students registering for this course must have successfully completed or be concurrently enrolled in COMM 1020 or COMM 2110. Prerequisites: See catalog description.

#### **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.)

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### 2012-2013 COMM 2850 SPECIAL TOPICS

TBA (TBA:TBA:TBA)

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 - $2^{ND}$ 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 - $2^{ND}$ 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 (2<sup>ND</sup> YEAR)

An opportunity for majors to apply knowledge and techniques leaned 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.

### $\begin{array}{c} \textbf{COSB 1001} \\ \textbf{BASIC COSMETOLOGY/BARBERING} \end{array} \textbf{FSSu (6:6:0)} \\ \\$

(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. Co-requisites: 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** 

### $\begin{array}{c} \textbf{COSB 1105} & \textbf{F} \ \ \textbf{(10:0:25)} \\ \textbf{COSMETOLOGY/BARBERING LAB 1} \end{array}$

(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

### $\begin{array}{c} COSB~1205 & S~(10:0:25) \\ COSMETOLOGY/BARBERING~LAB~2 \end{array}$

(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 BARBERING LAB Su (6:0:14)

(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 SkillsUSA 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 SkillsUSA career and professional leadership organization.

### COSB 1715 APPLIED TECHNICAL MATH TBA (3:3:0)

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. **Corequisite: 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. **Corequisite: COSB 1810** 

# 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:** 

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AGRI BIOL CHEM CS ENGR GEO MATH

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COSB 1001, COSB 1005, COSB 1101, COSB 1105, COSB 1201, COSB 1205. Co-requisites: 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. Co-requisites: 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, haircutting 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. Co-requisites: 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. Co-requisites: 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. Co-requisites: 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. Co-requisites: 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 entrepreneurships. 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. Co-requisite: 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. Co-requisite: 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 objectoriented programming. Basic data structures, recursion, and fundamental computing algorithms are introduced. Prerequisites: CS 1400. Co-requisite: 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. Co-requisite: 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 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 require-

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ments. 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 – 2<sup>ND</sup> 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 1010 (FA) INTRODUCTION TO DANCE TBA (3:3:0)

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 1210 TBA (1:0:2)

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 YOGASTRENGTH FS (1:0:2)

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)

This course will be a vigorous and powerful approach to Vinyasa and Hatha Yoga's. Advanced posses 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) AERICAL 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.

#### **DANC 1590** HIP HOP I

TBA (1:1:1)

This course will explore a variety of Hip-hop styles and steps. Students will be introduces 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 thythms 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** FS (1:1:2) HIP HOP II

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** FS (1:0:2) SOCIAL DANCE II

(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 1740** TBA (1:0:2) LATIN SOCIAL DANCE I

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** TBA (1:1:1) LATIN SOCIAL DANCE II

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 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.

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### 2012-2013 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 SNOW DANCE ENSEMBLE II TBA (2:2:2)

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) FS (3:3:0) DANCE 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 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.

Co-requisites: 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

### 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. Co-requisites: 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, make-up, promotion, programming, personnel organization and the financial aspects of artistic productions.

### DANC 2756 FS (2:2:2) SNOW BALLROOM COMPANY

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. This course may be repeated for credit. Audition required.

### 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 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 APPLIED BASIC TECHNICAL MATH

This course is designed to give basic math skills, if

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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 discusses 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 extablish working habits that would reflect industry standards and result in a safe working environment.

### DMT 1007 PRINCIPLES OF TECHNOLOGY I TBA (2:1:2)

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. Co-requisites: 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. Co-requisites: 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 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. **Co-requisites: 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. Co-requisites: 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. Co-requistes: 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 McPhearson struts, alignment angles, and alignment with a computerized four wheel alignment fixture. Co-requisites: 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. Co-requisites: This lab DMT 1405 must be taken concurrently with the lecture DMT 1041.

#### DMT 1501 DIESEL BRAKES TBA (2:2:0)

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.

Co-requisites: This lecture DMT 1501 must be taken

Co-requisites: This lecture DMT 1501 must be taken concurrently with the lab DMT 1505.

#### DMT 1505 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. Co-requisites: 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 General Information

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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 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.

### 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. Co-requisites: 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. **Co-requistes:** 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 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. Co-requisites: 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 require. 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. **Co-requisites: 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. Co-requisites: 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. Co-requisites: 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. Co-requisites: The lab DMT 2605 must be taken concurrently with the lecture DMT 2601.

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### 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. Co-requisites: 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. Co-requisites: 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). Co-requisites: 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). Co-requisite: 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.

### 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 ad 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 coast, modular applications, building 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 BASIC CAD TBA (3:2:3)

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 – $1^{ST}$ 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

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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 $-2^{ND}$ 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 FS (3:2:0) INTRODUCTION TO EDUCATION

(formerly EDUC 2200)

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 30 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. **Prerequisites: HFST 1500 or PSY 1010 and Sophomore status recommended. Co-requisite: EDUC 1015.** Service learning sections available.

### EDUC 1015 FS (0:0:2) 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. **Co-requisite: EDUC 1010.** 

# EDUC 1997, 1998, 1999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE (1<sup>ST</sup>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 1997, 1998, 1999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE – 2<sup>ND</sup> 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 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. Nonnative 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 FS (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 – $1^{ST}$ 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, persuasive, and/or argumentative writing emphases. A major re-

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search 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-". Co-requisites: Affiliation with Snow College Honors Program.** 

#### 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.

# 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) F (3:3:0) INTRODUCTION TO POETRY

(formerly ENGL 2320)

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 (3:3:2) 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) S (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 De-

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 18<sup>th</sup> 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 F (3:3:0) INTRODUCTION TO CRITICAL LITERATURE/THEORY (formerly ENGL 2900)

This course offers an introduction to literary genres, literary criticism, critical interpretation and research. **Prerequisites: ENGL 2010 or consent of instructor.** 

# 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 lest 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 General Information

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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 $-2^{ND}$ 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.** 

# 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). Co-requisite: 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. Co-requisite: 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 processes, 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, Corequisite: 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 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.)

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#### **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 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 INTER-NATIONAL 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 firsthand 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.

# $\begin{array}{ll} ESL\ 1011 & F\ 1\&2, S\ 1\&2, SU\ (1:1:4) \\ \text{Level 3 Listening} & \end{array}$

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 General Information

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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 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) ELEMENTARY FRENCH II

S (5:5:0)

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 earths history. Designed for non-science majors. (A field trip may be required.) **Prerequisites: MATH 1010 competency. Co-requisite: 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 Co-requisite: GEO 1010.

### GEO 1050 GEOLOGY OF NATIONAL PARKS

(formerly GEOL 1050)

Introduction to the principles of geology as observed and studied in the national parks. Three to four weekend 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.** 

# $\begin{array}{ll} \textbf{GEO 1060 (PS)} & \textbf{F (3:3:0)} \\ \textbf{INTRODUCTION TO ENVIRONMENTAL GEOLOGY} \end{array}$

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. **Co-requisites: GEO 1065** 

#### <u>General</u> Information

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# Career & Technical Education AHNA

CIS COSB DMT MTT NURP PHAR TBSI WELD

**AUTO** 

#### <u>Business</u>

ACCT BUSADM BMGT BT FRM

#### 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

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### 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. **Co-requisites: 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. Co-requisites: 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. **Co-requisites: 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. Co-requisite: GEO 1225.

### 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 interpre-

tation of rocks in the field. **Prerequisites: GEO 1110** or 1010, ENGL 1010, MATH 1050, BIOL 1010 or permission of instructor. Co-requisite: 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 (1<sup>ST</sup> 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. Co-requisite: 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 (2<sup>ND</sup> 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)

site: GEOG 1005.

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. Co-requi-**

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. Co-requisite: 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

#### GERM 1010 TBA (4:5:0) ELEMENTARY GERMAN I

Learning sections available.

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.

<u>General</u> Information

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#### Career & Technical Education

AUTO BCCM CIS COSB DMT MTT NURP PHAR TBSI WELD

**AHNA** 

### Business

ACCT
BUSADM
BMGT
BT

#### Fine Arts

ART DANC MUSC THEA

**FRM** 

#### **Humanities**

COMM ENGL ESL LANG PHII

TSFL

### Natural Science & Mathematics

AGRI BIOL CHEM CS ENGR GEO MATH

# PHYS Social & Behavioral Science

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### 2012-2013 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 compression, 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 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 1001 TBA (1:1:1) START SMART

This course is recommended for all first-year students at Snow College. The course is taught during two days before regular classes begin for fall semester and in periodic meetings throughout the semester. The course is designed to help new students learn what they need to know to be successful learners at Snow College, to map out a written academic plan for their stay at the College, and to make helpful social connections. Students must earn a C- (70%) to receive credit for this course.

### 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 SPECIAL PROJECTS

TBA (variable:0:0)

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** 

HESC 1050 FS (2:2:0)
MEDICAL TERMINOLOGY

Medical Terminology

# 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

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ACCT BUSADM BMGT BT FRM

#### Fine Arts

ART DANC MUSC THEA

#### **Humanities**

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#### Natural Science & Mathematics

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# PHYS Social & Behavioral Science

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SNOW COLLEGE 279

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 – $1^{ST}$ 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, 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.)

# HESC 2997, 2998, 2999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE – 2<sup>ND</sup> 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)

experience is needed.

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

# 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.

# $\begin{array}{cc} HFST~1245 & FS~(1:0:2) \\ PRINCIPLES~OF~FOOD~MANAGEMENT~LAB \end{array}$

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 – 1<sup>ST</sup> 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

(formerly HFST1200)

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

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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. **Co-requisites: 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. **Co-requisites: HFST 2620** 

### HFST 2750 FS (5:0:15) PRACTICUM IN PRESCHOOL TRAINING

This course consists of an extended experience as a teacher in the department preschool lab. It includes experiences in curriculum and environment planning and organization, direction of activities, guidance of young children, and parent teacher relationships. HFST 2750 is required as a core course in the Child Care Management Program. Seminar in Preschool Teaching (HFST 2760) must be taken concurrently with this course. **Prerequisites: HFST 1500, 2610, 2620; permission of instruc-**

tor. Co-requisite: HFST 2760 Seminar in Preschool Teaching.

### 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. HFST 2760 is required as a core course in the Child Care Management program. Practicum in Preschool Traing (HFST 2750) must be taken concurrently with this course. Prerequisites: HFST 1500, 2610, 2620; and permission of the instructor. Co-requisite: HFST 2750 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 2997, 2998, 2999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE – 2<sup>ND</sup> 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 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 14<sup>th</sup> 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.

#### 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 ad 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.

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### 2012-2013 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 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 treephase 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 APPLIED TECHNICAL MATH TBA (3:3:0)

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 industryrelevant 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) ELEMENTARY ITALIAN II TBA (5:5:0)

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. **Pre-**

### requisites: 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

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enforcing 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 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. Repeatable 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.

#### 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.** 

### MATH 1010 FS (4:5:0)

#### INTERMEDIATE ALGEBRA

(formerly 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 simpligying 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. This course id designed for students who have had only one year of high school algebra or who did poorly in two years of algebra. 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) OUANTITATIVE 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) 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.

FS (4:4:0)

### 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 FS (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 integral for algebraic and trigonometric functions are presented. Prerequisites: (MATH 1050 and MATH 1060) or MATH 1080.

applications, conic sections and polar coordinates, infi-

### 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

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nite 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 wets 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. Co-requisite: MATH 1050.** 

### MATH 1997, 1998, 1999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE – 1<sup>ST</sup> 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) MATH 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 with a grade of C- or better.** Service learning sections available.

# MATH 2020 S (3:3:0) MATH 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 coordinates, and 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 with a grade of C- or better.** 

# 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) MULTIVARIABLE CALCULUS

This course is a continuation of the study of calculus. Topics include differentiation and integration of multivariable 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 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 – $2^{ND}$ 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 PRINCIPLES OF TECHNOLOGY I TBA (2:1:2)

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 1110 TBA (5:5:0) MACHINE TOOL I

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. **Co-requisites: MTT 1125.** 

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#### MTT 1125

TBA (5:0:15)

#### MACHINE TOOL SHOP I

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 (5:5:0) MACHINE TOOL II

This course is for second semester students. It covers advanced machining principles dealing with threads, gear cutting, computer numerical 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)

#### MACHINE TOOL SHOP II

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 SKILLSUSA – LEVEL 2

**TBA** (1:1:0)

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 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

### 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)

## $\begin{array}{cc} MTT\ 2910 & TBA\ (0.5:0.5:0) \\ PROFESSIONAL\ DEVELOPMENT-COURSE\ 3 \end{array}$

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.** 

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### 2012-2013 MUSC 1006

FS (0:0:0)

 $CONCERT\ ATTENDANCE-1^{ST}\ YEAR$ 

(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 perforers. This course meets the concert attendance requirement of te 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 demonstrated 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 contest-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 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 1090 F (2:2:0) ACCOMPANYING & COLLABORATIVE ARTS SEMINAR: BAROQUE ERA

Piano students will study music from the Baroque era is 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 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. Corequisite: 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. Co-requisites: MUSC 1126

#### **MUSC 1120** S (3:3:0)

#### MUSIC THEORY II

This course is the second half of the music theory series, continuing the study of the fundamental elements of music. Content will focus on part writing, composition, 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. Co-req-

uisites: MUSC 2126

#### **MUSC 1130**

#### SIGHT SING/EAR TRAINING I

This course will promote the development of each student's ability to sing music at sight, notate simple melodies and rhythms as dictated, 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)

**TBA (1:2:0)** 

#### **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 simple melodies and rhythms as dictated, and identify and notate choral harmonies as dictated. This course must be taken in sequence, and 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** FS (1:0:2) CLASS PIANO I

(formerly MUSC 1510)

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. 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

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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

(formerly MUSC 1520)

This course is the second in a sequence of four class piano courses for music majors. It teaches fundamentals of piano technique and prepares music majors to progress toward piano proficiency. Students must complete MUSC 1150 Class Piano I or test into this course (see a Music department advisor). **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 SNOW MEN TBA (1:0:2)

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 sonates. May be repeated for credit. **Prerequisites: Approval of instructor of Director of Orchestras required.** 

### MUSC 1186 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)

Group training in a variety of music literature. Those registering are expected to participate in major activities of the department. Non-auditioned.

### 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 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-l 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) PERCUSSIONS 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 (1:0:1)

JAZZ CHAMBER MUSIC (Repeatable for Credit)

This course will provide small group ensemble experience in the jazz idiom and cover the basic compositional techniques used in small group arranging and composition. Students will learn the techniques of melody interpretation, techniques for melodic development during improvised solos, rhythmic techniques to communicate to other members of the ensemble, small group compositional techniques for harmonizing jazz standards and original compositions, and develop an academic understanding of the history of jazz musicians performing on the students chosen instrument. This course may be repeated.

#### 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 PRIVATE GUITAR – 1<sup>ST</sup> YEAR TBA (1:0.5-1:1-2)

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. 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** 

## $\begin{array}{ll} MUSC~1566 & TBA~(1:0.5\text{-}1:1\text{-}2) \\ \text{PRIVATE ORGAN-} 1^{\text{ST}}~\text{YEAR} \end{array}$

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. 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 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)

### $PRIVATE\ PIANO-1^{ST}\ YEAR$

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. 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**

## $\begin{array}{l} MUSC~1616 \\ PRIVATE~VOICE~-~1^{ST}~YEAR \end{array} TBA~(1:0.5-1:1-2)$

(formerly 161R)

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. All Students are also required to participate in regular master classes, recitals and juries which fulfill the lab portion of the course.

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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** 

### $\begin{array}{c} MUSC~1626 & TBA~(1:0.5\text{-}1:1\text{-}2) \\ PRIVATE~WOODWINDS-1^{ST}~YEAR \end{array}$

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. 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 1656 TBA (1:0.5-1:1-2)

 $PRIVATE\ BRASS-1^{ST}\ YEAR$ 

(formerly 165R)

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. 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 1686 TBA (1:0.5-1:1-2) PRIVATE PERCUSSION – 1<sup>ST</sup> 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. 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 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.

## $\begin{array}{cc} MUSC~1736 & TBA~(1\text{-}2\text{:}0.5\text{-}1\text{:}1\text{-}2) \\ PRIVATE~STRINGS~-~1^{ST}~YEAR \end{array}$

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

(formerly MUSC 1700)

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 1760. It is optional, but strongly encouraged, as it satisfies the instrumental music education major's similar requirements at their transfer institution.

### 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.

## $\begin{array}{cc} MUSC~1840 & F~(1:2:0) \\ \text{String workshop and pedagogy i} \end{array}$

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 Peda-

gogy. This course is required for instrumental music majors. **Prerequisites: MUSC 1840 or permission of instructor** 

## MUSC 1856 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. 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 – 1<sup>ST</sup> 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)

 $CONCERT\,ATTENDANCE-2^{ND}\,YEAR$ 

(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. Corequisite: 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.

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#### 2012-2013 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. Pianorelated 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 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 (formerly Advanced Music Theory) (formerly MUSC 2040)

This course is a continuation of Basic Music Theory including 19th Century chromatic harmony, composition, analysis and 20th Century harmonic practices. **Prerequisites: MUSC 1120 with a grade of C or better. Co-requisite: 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. **Co-requisites: 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. Co-requisites: MUSC 2140.

#### MUSC 2126 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. **Co-requisites: MUSC 2116.** 

### MUSC 2130 TBA (1:2:0)

### SIGHT SING/EAR TRAINING III

This course is required of music majors. Students develop the ability to sing music at sight, notate melodies and rhythms as dictated, and indentify and notate chordal harmonies as dictated. This course must be taken in sequence, and concurrently with MUSC 2110.

Prerequisites: Completion of MUSC 1140 with a grade of "C" or better or permission of instructor. Co-requisite: 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

(formerly MUSC 2070)

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 2120.

Prerequisites: Completion of MUSC 2130 with a grade of "C". Co-requisite: 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 which teaches the fundamentals of piano playing at an intermediate level. This course will provide students with intermediate level piano techniques, rhythms, music notation, and intermediate performance pieces. **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 will provide students with advanced level techniques, rhythms, music notation, and repertoire. 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**

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.** 

TBA (1:0:2)

### 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.

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### MUSC 2350 FS (2:2:0) BEGINNING CONDUCTING

This course is suggested for music majors. Non-majors who desire a foundation in basic conducting may also enroll. The fundamentals of baton technique are addressed, as well as the basics of score preparation.

## MUSC 2556 TBA (1:0.5-1:1-2) PRIVATE GUITAR - 2nd YEAR

(formerly MUSC 255R)

This course provides individual musical instruction at an intermediate 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 1556 or permission of instructor** 

## MUSC 2566 TBA (1:0.5-1:1-2) PRIVATE ORGAN – $2^{ND}$ 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: 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, tabliture, and historical and cultural context (\$70.00 fee). **Prerequisites: MUSA 1576 or equivalent experience** 

### MUSC 2596 TBA (1:0.5-1:1-2) PRIVATE PIANO, 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 permission, to non-music majors who wish to develop their musicianship and performance skills. An additional fee is required. **Prerequisites: MUSC 1596 or permission of instructor** 

### MUSC 2616 TBA (1:0.5-1:1-2)

PRIVATE VOICE – 2<sup>ND</sup> 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 1616 or consent of instructor

### MUSC 2626 TBA (1:0.5-1:1-2) PRIVATE WOODWIND – $2^{ND}$ 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 1626 or consent of instructor** 

## $\begin{array}{l} MUSC~2656 & TBA~(1:0.5\text{-}1:1\text{-}2) \\ PRIVATE~BRASS-2^{ND}~YEAR & \end{array}$

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.

### MUSC 2686 TBA (1:0.5-1:1-2) PRIVATE PERCUSSION – $2^{ND}$ 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.

### 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 – 2<sup>ND</sup> 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.)

### $\begin{array}{ccc} MUSC~2856 & TBA & (1:0.5:1) \\ PRIVATE~JAZZ~-~2ND~YEAR & \end{array}$

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 3030 F (3:3:0) JAZZ AND POPULAR MUSIC HISTORY I

This is the first course in a two semester sequence in the study of the history of jazz and American popular music 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 in the study of the history of jazz and American popular music styles. It is required for all students pursuing the Bachelor of Music degree in Commercial Music. **Pre-**

#### requisites: MUSC 3120

### MUSC 3036 TBA (1:0:4) SELECT CHOIR, THIRD YEAR

A small ensemble open to advanced choral musicians.

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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, 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 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. **Prereq-**

uisites: 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 (2:2:0) VOCAL 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 inmajor activities of the department. This course is open only to music majors pursuing the B. Mus degree or by permission of instructor. udition required. May be repeated for credit. **Prerequisites:** Admittance into B. MUS program or permission of instructor. Audition required.

## 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 ENCORE WOMEN TBA (1:0:2)

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. **Prereq**-

uisites: 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 course is the second in a sequence of two classes required of all students in the B. Music degree at Snow College. Students will learn 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. 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 course is the first in a sequence of two classes required of all students in the B. Music degree at Snow College. Students will learn 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. An additional course fee is required. Prerequisites: MUSC 3350 and admittance into B. Music program or permission of instructor.

## MUSC 3406 TBA (2:2:Lab) JAZZ IMPROVISATION II

This course is the second 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: Completion of 3306 or permission of instructor** 

### MUSC 3500 TBA (3:3:0) RECORDING STUDIO OPERATIONS

This course is required for students in the Bachelor of Music degree in Commercial Music - Music Production track. The course focuses specifically on the business of recording studios, including how to design,

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build, maintain and operate a studio. Students will also study the roles of various members of the studio production team (including talent, engineer, producer and studio owner) and strategies for maximizing revenue streams. **Prerequisites: MUSC 3750 Music Business Survey or permission of instructor** 

### MUSC 3540 F (3:3:0) MUSIC FORM AND ANALYSIS

Music Form and Analysis is an upper level course designed to provide students with a comprehensive background in the major compositional styles and forms of art music during the Baroque, Classical, and Romantic periods. The course is designed to aid students in the proper interpretation of musical lines and structures. An extensive focus will be place on the study of musical scores and the development of aural skills in relation to these scores. **Prerequisites: MUSC 2120** 

### MUSC 3556 TBA (1:0.5-1:1-2) PRIVATE GUITAR, 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 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 3560 F (3:3:0) SONGWRITING I

This course focuses on the practical application and technique of the working songwriter. Melody, lyrics, "hooks", points of view and song logic will be covered. Solo writing is introduced, as well as the concept of collaboration. Participants will work individually and in small groups. **Prerequisites: MUSC 3120** 

### MUSC 3566 TBA (1:0.5-1:1-2) PRIVATE ORGAN, 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 avail-

able 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 3570 TBA (3:3:0) SONGWRITING II

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.). Students will learn title/concept development and write lyrics based on selected readings. Historical masters of composition and lyric writing will be analyzed. Participants will work individually and in small groups. In addition, students will learn to catalogue their works to keep their output organized, and develop other good professional habits and discipline. Furthermore, students will learn about the publishing industry, and the process of protecting their works through copyright and registration with a rights organization such as ASCAP or BMI. **Prerequisites: MUSC 3560** 

### MUSC 3616 TBA (1:0.5-1:1-2) PRIVATE VOICE, 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 3626 TBA (1:0.5-1:1-2) PRIVATE WOODWINDS, 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 3630 (FA) F (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 3640 (FA) S (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 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 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 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.

### MUSC 3686 TBA (1:0.5-1:1-2) PRIVATE PERCUSSION, THIRD YEAR

**Prerequisites: Permission of instructor** 

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 3720 TBA (3:3:0) AUDIO/VIDEO POST PRODUCTION

This course is required for students pursuing the B. Music degree - Music Production track. Students in this course will learn about the roles and responsibilities of those who work in the post-production industry, and the file types, platforms and delivery methods required by that industry. Students will also learn the basics of video editing. Courses of this type are offered in similar B. Mus. programs across the US. **Prerequisites: Completion of MUSC 3352 or permission of instructor** 

## $\begin{array}{cc} MUSC~3736 & TBA~(1:0.5\text{-}1:1\text{-}2) \\ \text{PRIVATE STRINGS, THIRD YEAR} \end{array}$

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 an overview of the music industry in the United States. Students will explore a variety of music industry career paths, including traditional performance and recording, but also related areas, such as arts management, usic products & merchandizing, public relations, music publishing, and traditional & online music distribution. Students will also learn about the copyright laws of the US and how they relate to intellectual property. This course is required for all music majors pursuing the B. Mus. degree at Snow College. **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** 

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## 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 vocal music performance majors, as well as those wishing for an advanced experience in vocal literature. 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.** 

## $\begin{array}{cc} MUSC~3976 & TBA~(1:0:2) \\ \text{CHAMBER VOCAL ENSEMBLE, THIRD YEAR} \end{array}$

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 4036 TBA (1:0:4) SELECT CHOIR, FOURTH YEAR

A small ensemble open to advanced choral musicians. Available only to music majors who are pursuing the B. Mus. degree. 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. Audition required. This course is repeatable for credit. **Prerequisites: By audition and with permission of instructor** 

## 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. Audition required. This course is repeatable for credit. **Prerequisites: By Audition and with permission of instructor** 

## MUSC 4110 TBA (3:3:0) CONTEMPORARY KEYBOARD HARMONY

This course is intended for students pursuing the Bachelor of Music degree in Commercial Music - Performance and Songwriting/Composition tracks. Students will learn how to compose, arrange and harmonize melodies using

modern harmonic techniques. Students will also learn to read modern notation symbols, especially jazz chord symbols. **Prerequisites: MUSC 3120 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. Tis 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 ad 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. An audition is required. This course is repeatable for credit. **Prerequisites: Permission of the Instructor** 

## MUSC 4140 S (3:3:0) CONTEMPORARY ORCHESTRATION

This course focuses on the study of instruments in a large, performing ensemble such as full orchestra or band, and how the combination of these instruments are commonly used in contemporary music. An extensive focus will be placed on techniques of composition, music notation, and scoring for large ensembles. Students will be expected to compose short works in various styles that will be performed in class. This course is required for students pursuing the Bachelor of Music degree in Commercial Music - Songwriting/Composition track. **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 course is open only to music majors pursuing the B. Mus degree. Addition 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 labratory for performers, composers, and music technologists. It is required for all students pursuing the Bachelor of Music degree in Commercial music. **Prerequisites: Instructor permission** 

### MUSC 4150 S (3:3:0) COMMERCIAL COMPOSITION

This course focuses on the practical application of composition skills learned in Music Theory I-IV to the area of commercial music. Emphasis will be placed on the creation of original jingles, compositions, and musical arrangements for a wide variety of instrumental and vocal ensembles. Areas of study will include writing music for television, film, commercials, radio, video games and the internet. **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 course is open only to music majors pursuing the B. Mus degree. 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 course is open only to music majors pursuing the B. Mus degree. 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 course is repeatable for credit. **Prerequisites: By permission of instructor** 

### MUSC 4196 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 4206 FS (1:0:2) WOODWIND CHAMBER MUSIC, FOURTH YEAR

Chamber ensemble groups for woodwind players. Available only to music majors who are pursuing the B. Mus. degree. Audition required. May be repeated for credit. **Prerequisites: MUSC 3206 or permission of instructor. Addition required** 

### MUSC 4226 ENCORE WOMEN TBA (1:0:2)

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. 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

Students will gain ensemble experience on a variety of percussion instruments. Available only to music majors who are pursuing the B. Mus. degree. Audition required. This course may be repeated for credit. **Prerequisites:** MUSC 3336 or permission of instructor. Audition required.

## MUSC 4350 TBA (3:3:0) ADVANCED CONDUCTING

This course is required for all students pursuing the B. Music degree. This course continues with concepts started in Beginning Conducting. Students will learn more about score preparation and advanced baton and hand conducting techniques. Prerequisites: MUSC 2350 and admittance to the B. Music program or permission of instructor

## MUSC 4400 TBA (3:3:0) SURVEY OF CONTEMPORARY MUSICAL STYLES

This course supplements study in the private lesson and in MUSC 4147 (Commercial Music Ensemble) in the study of contemporary musical styles. Students will learn performance techniques used by contemporary musicians, in a variety of stylistic genres. Students will also study the role of technology in achieving certain contemporary musical styles. This course is required for students pursuing the Bachelor of Music degree in Commercial Music - Performance and Songwriting/

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Composition tracks. 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. Available only to music majors who are pursuing the B. Mus. degree. 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 is designed to teach students the basics of audio recording theory. Students will learn about the historical background and scientific properties important to audio recording. Students will begin to learn to listen for and recognize how sounds are achieved, starting with historical settings and moving toward move modern examples. This course is required of all students in the B. Music degree program - Music Production track. Prerequisites: Completion of MUSC 2130/2140 with a grade of "C" or better. Admittance into B. MUS program of permission of instructor

## MUSC 4450 TBA (3:2:2) AUDIO RECORDING TECHNIQUES I

This course is the first of a two course sequence. Students will learn the techniques associated with modern audio recording, particularly as they relate to the project studio. This course is required for students in the B. Music program - Music Production emphasis. **Prerequisites:** MUSC 4440 or permission of instructor

### MUSC 4556 TBA (1:0.5-1:1-2) PRIVATE GUITAR, 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 4566 TBA (1:0.5-1:1-2) PRIVATE ORGAN, 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 mu-

sic 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 4596 TBA (1:0.5-1:1-2) PRIVATE PIANO, 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 4616 TBA (1:0.5-1:1-2) PRIVATE VOICE, 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 4626 TBA (1:0.5-1:1-2) PRIVATE WOODWINDS, 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: Per**-

#### mission of instructor

### MUSC 4656 TBA (1:0.5-1:1-2) PRIVATE BRASS, 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 4686 TBA (1:0.5-1:1-2) PRIVATE PERCUSSION, 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 4700 TBA (3:2:2) AUDIO RECORDING TECHNIQUES II

This course is the second of a two course sequence. Students will learn advanced techniques associated with modern audio recording, particularly related to the professional recording studio and sound stage. This course is required for students in the B. Music program - Music Production emphasis. **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 ELECTRONIC MUSIC

This course is required for students pursuing the B. Music degree in Commercial Music - Music Production track. Students will make an in-depth study of synthesis, its history and various forms. Students will also learn about Musical Instrument Digital Interface (MIDI), its history and uses as a pre-production and production tool. Prerequisites: MUSC 4450 Audio Recording Techniques I

TBA (3:2:2)

#### MUSC 4840 TBA (3:3:0) LIVE SOUND/CONCERT PRODUCTION

This course is required for all students in the Performance (instrumental/vocal) and Music Production tracks of the Commercial Music Bachelor's degree program. Students in this course will learnt he basics of live sound: PA systems, mixers, mics and typical stage setups. Students will have the opportunity to run live sound for two shows during the course of the semester. 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

This course provides students the opportunity to demonstrate mastery of the concepts and skills necessary for completion of all tracks of the Bachelor of Music Degree in Commercial Music, and is required of all students pursuing this degree. 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: Completion of required junior year music courses in B. Mus degree or permission of instructor General Information

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#### 2012-2013 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. 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 3976 or permission of instructor. Audition required.** 

### 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.

### 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 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 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.

## $\begin{array}{cc} NURP~1101 & FSSu~(1:0:3) \\ \text{DRUG~DOSAGES~AND~CALCULATIONS} \end{array}$

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 (5:3:6)

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 PHARMACOLOGY TBA (2:1:3)

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 action, 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 (1:0.5:1) 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 (4:3:3)

(formerly NURP 1104)

#### CARING FOR THE ADULT I

(formerly Medical Surgical Nursing 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 (4:2:12)

(formerly NURP 1105)

#### CARING FOR THE ADULT II

(formerly Medical Surgical Nursing II)

This course is the main clinical component of NURP 1102, 1103, and 1104 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. 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 176 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

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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 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 equiva-

lent 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. Licensing, 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. Licensing, 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. The course culminates with multiple placements at outdoor business and organizations.

### 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 comple-

## OLE 2000 FSSu (2:2:0) OUTDOOR SKILLS

tion.

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 2010 TBA (2:0:0) OUTDOOR LEADERSHIP PROFESSIONAL SKILLS DEVELOPMENT

This course provides an experiential approach in addressing the planning, logistics, and safety and risk management needed to design, and implement outdoor endeavors. Development of a personal and professional outdoor ethic will be emphasized in part by utilizing the Leave No Trace Center for Outdoor Ethics Master

Educator curriculum and the State of Utah Guiding and Outfitting requirements.

#### 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, 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.

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#### 2012-2013 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 1** 

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 combining 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 1

(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)

GOFT I

(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 BOWLING FS (1:0:2)

(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 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 and 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 walleyball, to help them improve their skills, and play safely and effectively.

#### PE 1225 SOFTBALL S (1:0:2)

This course teaches the fundementals of softball and team play.

### PE 1230 SOCCER S (1:0:2)

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.

#### 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 provided 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

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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 AGRESSION 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 KAYAKING FSSu (1:0:2)

(formerly PHED 1170, Canoeing/Kayaking/Sailing) In this course, students learn paddling strokes and techniques, safety measures and self-rescue techniques. Students learn to the read water flow patterns on flat and white water rivers, and to properly care for equipment. Students must pass a swimming test. A field trip is required. This course may be repeated for credit. **Co-requisite: 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

(formerly PHED 1030)

This course is an introduction to rock climbing; it teaches basic techniques, 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 BACKPACKING FSSu (3:2:2)

(formerly PHED 1020)

In this course students develop minimum impact camping techniques. They learn about environmental awareness and preservation ethics, and techniques and skills needed to plan and conduct a successful and 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 FS (1:0:2)

MOUNTAIN BIKING

(formerly PHED 1040)

This course is an introduction to mountain biking. It teaches riding techniques, cycling safety, and the knowledge to adequately maintain a bicycle. This course is repeatable for credit.

#### 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 S (1:0:2)

CROSS COUNTRY SKIING (formerly PHED 1050)

This course teaches cross country skiing technique fundamentals, 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 S (1:0:2)

BACKCOUNTRY SKIING

(formerly PHED 2100)

This course is designed to help students learn how to control ski descents in ungroomed back country conditions. The students will learn to dig and analyze snow pits for avalanche prediction. They will locate buried avalanche transceivers. An emphasis is placed on proper route selection to remain safe in the backcountry. This course may be repeated for credit. **Prerequisites: Beginning cross country skiing or instructor's 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 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 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 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

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#### PHYS Social & Behavioral Science

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### 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. Openentry, 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 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 – 2<sup>ND</sup> 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. 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, opthallmics, otics, recontinant 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.** 

## $\begin{array}{ll} PHIL\ 2600\ \ (HU) & F\ (3:3:0) \\ WORLD\ RELIGION\ AND\ SCRIPTURE \end{array}$

(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 dem-

onstrations 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 experiements 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.

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#### PHYS 1010 (PS) ELEMENTARY PHYSICS

FS (3:3:0)

(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. Co-requisite: 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. **Co-requisite: 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 (1<sup>ST</sup> 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 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. Co-requisite: 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. Co-requisite: 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. Co-requisite: 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. **Co-requisite: 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. Co-requisites: 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. Co-requisite: 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. Co-requisite: 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. Co-requisite: 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. **Co-requisite:** 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 Co-requisite: PHYS 2220.

#### **PHYS 2800** TBA (variable:0:0) SPECIAL PROJECTS

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#### **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.

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#### 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 – 1<sup>ST</sup> 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 specific 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

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#### 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)

#### **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. Co-requisites: 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. Co-requisites: PSY 1400

#### PSY 1997, 1998, 1999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE – 1<sup>ST</sup> 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. Co-requisites: 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

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# **PSY 2997, 2998, 2999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE – 2<sup>ND</sup> 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

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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

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### 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 Co-requisite: SW 1930.** 

### SW 1997, 1998, 1999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE – 1<sup>ST</sup> 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

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### SW 2997, 2998, 2999 TBA (1-6 Cr.) COOPERATIVE EDUCATION EXPERIENCE – 2<sup>ND</sup> YEAR (formerly SOWK 2997, 2998, 2999)

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courses at the same time the student is enrolled in the work experience.

# TBSI 2536 FSSu (1.5:1:1)

This course is a hands-on workshop for the traditional building skills of stained glass. The course includes the philosophy of historic preservation and traditional practices in the art of designing, cutting, and soldering stained glass. Projects will be constructed using both lead came and copper foil techniques. Fee Required

#### TBSI 2546 F (1.5:1:1) TRADITIONAL HISTORIC DECORATIVE AND FLAT PLASTER

This course offers a hands on workshop for the traditional building skills of decorative and flat plaster. The course includes the philosophy of historic preservation and traditional practices for the repair, cleaning, and restoring of decorative and flat plaster. The application of scratch, brown, finish, moldings and medallions are done in the TBSI workshop or on a building project site. Fee Required

### TBSI 2556 FSu (1.5:1:1) TRADITIONAL ARCHITECTURAL WOOD CARVING

This course is a hands-on workshop for the traditional skills of architectural wood carving. The course includes the philosophy of historic wood carving and traditional practices of wood carving. The participants learn carving principles through working on an Acanthus Leaf or similar models. The workshop also covers layout and design and the use and sharpening of carving chisels. This class is for beginners through advanced students. Fee Required

# TBSI 2586 F (1:1:1) TRADITIONAL LOG CABIN RESTORATION

This course offers a hands on workshop for the traditional building skills of log cabin restoration. The course includes the philosophy of historic preservation and traditional practices of log cabin repair. It teaches skills needed to repair typical problems encountered in historic log buildings such as log replacement, decay repairs, hewing, notching, moving, dutchman, roof installation and other skills. (Cross-listed as BCCM 2586)

# TBSI 2596 FSSu (1.5:1:1) TRADITIONAL 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. Fee Required

# TBSI 2616 Su (1.5:1:1) TRADITIONAL HISTORIC CERAMIC TILE PAINTING (formerly Traditional Historic Tile Painting) This course offers a hands on workshop for the tradi-

tional building skills of the ancient art of making and decorating ceramic tiles. Participants will learn how to roll and cut handmade tiles from a sheet of damp clay. Participants will decorate "biscuit" or clay fired tiles, using traditional methods which have been used since the time of ancient Egyptians. Participants will also learn how to get the tiles ready for final firing by applying different glazes for different effects. This workshop will include a field trip to the Snow College ceramic art studio to observe the final stages of loading the kiln and the process of firing tiles. A brief demonstration on how to cut tiles on a wet saw and the installation of tiles will also be presented by an expert. Fee Required

# TBSI 2626 S (1.5:1:1) TRADITIONAL FAUX PAINTING

This course offers a hands-on workshop for the traditional building skills of decorative and faux painting. The course contect includes faux painting techniques in marbling, wood graining, gold leafing, fresco art, antiquing, gilding, sgraffito, wall treatments, and others. Many techniques are learned on sample boards. (Crosslisted as BCCM 2626)

# TBSI 2636 S (1.5:1:1) TRADITIONAL ARCHITECTURAL BLACKSMITHING

This 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 coal forge and a gas forge, forging processes, tool heat treating and weld forging. Fee Required

# TBSI 2656 S (1.5:1:1) TRADITIONAL HISTORIC MASONRY PRESERVATION

This course is a hands-on workshop for the traditional building skills of historic masonry preservation. The course includes the philosophy of historic preservation and traditional practices for the repair, cleaning, coating, repointing, lime producing, mortar analysis of historic brick masonry. Fee Required

# TBSI 2666 S (1.5:1:1) TRADITIONAL STONEWORK AND STONE CARVING

This course is a hands on workshop for the traditional building skills of Stonework Construction. The course includes the philosophy of historic preservation and traditional practices for repairing, repointing, cutting and carving stone. Fee Required

# TBSI 2676 FSSu (2:0:0) OLD WORLD TRADITIONAL BUILDING SKILLS

(formerly England Preservation Work Abroad)
Preservation and restoration work in England/Wales/
Scotland and other places will give students actual
experience working on centuries-old buildings while
experiencing the culture of that country. Each year

TBSI will schedule trips with a duration of one or two or three weeks with an emphasis in stone/masonry or stain glass/faux/tile painting or woodworking/ mill-work/ carving/ building techniques or etc. related to preservation and restoration. The participants will learn history, experience the culture and do hands-on work in the particular area of travel. Travel cost varies, see director. **Prerequisites: Approval of TBSI director or instructor.** 

# TBSI 2686 F (1.5:1:1) Traditional adobe restoration

This 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.

# TBSI 2696 F (1.5:1:1) TRADITIONAL TIMBER FRAMING

This is a hands on course for the traditional building skills of timer framing. The course covers the history, philosophy and traditional practices for the design, manufacture and construction of timber frame projects. Actual timber frame project will be constructed in the TBSI shop. Fee Required.

# TBSI 2700 F (3:3:0) HISTORIC PRESERVATION

This course provides an introduction to and overview of current historic preservation practices including the Secretary of Interior's Standards for preservation, rehabilitation, and restoration of historic buildings. Methods used to fabricate building materials using traditional building skills and craft will be investigated.

# TBSI 2701 S (3:3:0) BUILDING ASSESSMENT

This course provides an introduction to and overview of building assessment procedures used in current historic preservation practice. Methods used to assess and rehabilitate building materials using traditional building skills and craft will be investigated.

### TBSI 2706 S (1.5:1:1)

TRADITIONAL FURNITURE REFINISHING AND CONSERVATION
The course includes the philosophy of historic preservation and hands-on traditional practices for repairing

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. Fee Required

# TBSI 2746 SSu (1.5:1:1) TRADITIONAL 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 the 5 day workshop will build a Windsor chair from log, to splitting, to shaping, to lathe turning and to assembling the finished product.

# TBSI 2756 S (1.5:1:1) TRADITIONAL 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.

# TBSI 2766 Su (1.5:1:1) HISTORIC LANDSCAPE PRESERVATION

This course is a hands-on introduction to the theory and practice of historic landscape preservation. Instruction includes visits to historic properties in Sanpete County to de-construct historic landscapes by examining and documenting landscape features to scale. Participants will attempt to determine the origin of the materials and building methods based on their experience and knowledge. Participants will apply what they learn by helping to construct a landscape feature.

# TBSI 2776 FSu (1.5:1:1) HISTORIC GRAVESTONE PRESERVATION

This course is a hands-on introduction to knowledge and acquired training regarding gravestone preservation. This course will demonstrate and perform treatments for all of the most common gravestone preservation dilemmas including clearing, resetting tilted stones, and rejoining fractured tablet stones which are common throughout many parts of America. Proper documentation and recording of the restoration process is also part of the course.

# TBSI 2786 TBA (1.5:1:1) TRADITIONAL ARCHITECTURAL BLACKSMITHING II (Repeatable for credit)

This course is a workshop for teaching traditional building skills of architectural blacksmithing at a more advanced level than TBSI 2636. The course includes artistic design, collaring, mounting foot, up set square corner, tenons, rivet heads and several scrolls like bevel, fishtail, half penny and ribbon. This course also exposes students to jigs and specialty tools along with lap and drop tong forge welding. Students will meet for a three hour lecture preceding the three day workshop. **Prerequisites: TBSI 2636 or instructor's approval.** 

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# TBSI 2796 TBA (1.5:1:1) TRADITIONAL WOOD FURNITURE II

(Repeatable for credit)

This course is a workshop for teaching traditional building skills of wood furniture at a more advanced level than TBSI 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 three day workshop.

Prerequisites: TBSI 2596 or instructor's approval.

# TBSI 2806 TBA (1.5:1:1) TRADITIONAL LOG CABIN RESTORATION II (Repeatable for credit)

This course offers a workshop for teaching traditional building skills of log cabin restoration at a more advanced level than TBSI 2586. The course teaches traditional practices of log cabin repair in using epoxy, daubing, chinking, dutchman and crown log replacement. It also teaches the process of jacking up and removing a sill log, spandrell log and a mid wall log. Students will meet for a three hour lecture preceding the three day intensive workshop. **Prerequisites: Traditional Log Cabin Restoration TBSI 2586 or instructor's approval.** 

# 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

**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.

#### 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 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: TSFL 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: TSFL 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: TSFL 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: TSFL 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: TSFL 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: TSFL** 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: TSFL** 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: TSFL** 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 techniques 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,

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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 – $1^{ST}$ 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. Co-requisites: 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.

# 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 2726 FS (0:0:0)

#### PRODUCTION PRACTICUM

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 (0:15:15)

#### PERFORMANCE PRACTICUM

This course allows application of acting skills through supervised play rehearsals and performances.

Prerequisites: Instructor's permission. Co-requisites: 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 $-2^{ND}$ 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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# 2012-2013 TSFL 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 ESL 1000.)

Prerequisites: Students must have a current Foreign Student Visa to attend this course.

### 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 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.

# TSFL 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.

## TSFL 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.

### TSFL 1054 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.

### 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 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.

### TSFL 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.

### TSFL 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.

### TSFL 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.

#### TSFL 1400 F (4:4:0)

METHODS IN TEACHING SECOND AND FOREIGN LANGUAGES
This is an introductory course in techniques 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.

#### F2, S2 (1:2:0) **TSFL 1600**

# 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 pathway to proficiency.

#### 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 Co-requisites: Concurrent enrollment in TSFL 1400 or completion of TSFL 1400.

#### **TSFL 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: **TSFL 1051** 

#### **TSFL 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: TSFL 1052** 

#### **TSFL 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:** 

**TSFL 1053** 

#### **TSFL 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:** 

**TSFL 1054** 

#### **TSFL 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: TSFL 1151

#### **TSFL 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: TSFL 1152

#### S1 (1:1:0) **TSFL 2153** 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: TSFL 1153

#### **TSFL 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: TSFL** 1154

#### **TSFL 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 techniques of teacher self-evaluation to improve the quality of instruction.

#### **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 con<u>General</u> **Information** 

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sider 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, 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 METALARC 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. Co-requisite: 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 1020.

#### **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 nondestructive testing for the various welding defects. Prerequisites: WELD 1020. Corequisite: 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. Corequisite: 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. Corequisite: WELD 1305.

#### **WELD 1581 TBA** (1:1:0) $\mathbf{SKILLSUSA} - \mathbf{LEVEL} \ \mathbf{1}$

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 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.

<u>General</u> <u>Information</u>

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WELD

### Fine Arts

ART DANC MUSC

#### THEA **Humanities**

COMM **ENGL ESL** LANG PHII

TSFL

#### Natural Science & **Mathematics**

**AGRI BIOL** CHEM CS **ENGR GEO** 

#### MATH PHYS Social & Behavioral

#### Science **ANTH** CJ**ECON**

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#### **WELD 1910** TBA (0.5:0.5:0) 2012-2013 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 SkilssUSA 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.

#### **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.

#### TBA (8:3:15) **WELD 2200** SEMI-AUTOMATIC WELDING PROCESSES

A course designed for welding technology majors to cover theory and practical hands on experience with semiautomatic 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. Prereq-

uisites: 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.

#### TBA (8:3:15) **WELD 2400**

## 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 forth 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 forth 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.

### 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 SkilsUSA career and professional leadership organization.

<u>General</u> Information Divisions & Departments Career & Technical **Education AHNA AUTO BCCM** CIS COSB DMT MTT NURP PHAR **TBSI** WELD **Business** ACCT **BUSADM BMGT** BT **FRM Fine Arts** ART DANC **MUSC** THEA **Humanities** COMM **ENGL ESL** LANG PHII TSFL Natural Science & **Mathematics AGRI BIOL** CHEM CS **ENGR GEO** MATH **PHYS** Social & Behavioral Science **ANTH** CJ**ECON EDUC GEOG** HIST **HFST POLS PSY** PΕ SW SOC Academic Support Services Community Programs Student Life Student Policies

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# ADMINISTRATION, FACULTY AND STAFF FOR EPHRAIM & RICH-FIELD CAMPUSES

#### GENERAL ADMINISTRATIVE OFFICERS

**Scott L. Wyatt,** President; B.S., Utah State University; J.D., University of Utah

**Gary Smith,** Vice President for Academic Affairs; B.S., Northern Arizona University; M.S.W., University of Utah; Ph.D. Virginia Commonwealth University

**Marvin L. Dodge,** Vice President for Administrative Services; B.S., M.P.A., Brigham Young University

**R.** Craig Mathie, Vice President for Student Success; B.A., M.Ed, Brigham Young University

**Richard L. White**, Associate Vice President for Academic Quality and Institutional Effectiveness; B.S., Utah State University; Ed. M., Harvard University; D. Ed., Pennsylvania State 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

**Douglas Dyreng,** Dean, Division of Business and Technology; AS, Snow College; B.S., 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 Career and Technical Education; 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

David Abbott, Food Service Manager

Teri Bailey, Bookstore Manager

#### **EPHRAIM & RICHFIELD CAMPUS FACULTY**

**Cindy Alder,** Instructor, Mathematics; B.S. Math, Southern Utah University, M.Ed, Utah State University

**Maria Allen,** Instructor, Nursing; R.N. Ricks College, B.S.N. Weber 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

**Monica Anderson,** Associate Professor, Business Technology; B.S., M.Ed., Southern Utah University

Willie Applewhite, Director of Jazz Studies, M.M., the Julliard School

**Kari Arnoldsen,** Professor, Mathematics; B.A., Ph.D., Brigham Young University

**Virgil Ash,** Associate Professor, Physical Education, Outdoor Programs; B.S., M.A., 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

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**Celia Benson,** Term Faculty, English; B.A., Brigham Young University; M.P.C., Westminster College

**Malynda Bjerregaard,** Instructor, Communications, A.A., Snow College; B.A., Southern Utah University: M.A., Southern Utah University

**Daniel Black,** Associate Professor, Chemistry; B.S., Southern Utah University; M.S., Ed.D., Utah State University

**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

**Robert Boyer,** Diesel and Heavy Duty Mechanics Instructor; B.S., Utah Valley 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

**George Brooks,** Term Faculty, English; Certificate of TESOL, University of Utah; B.A.(English), University of Utah; B.A.(Spanish), University of Utah; M.A., University of Nevada

**Susan Burdett,** Professor, English; B.A., M.A., University of Utah; Ph.D., University of California-Davis

**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,** Assistant Professor, Communication; A.A., Snow College; B.A., Weber State University; M.Ed., Utah State University

Marlin Christensen, Instructor, Building Construction and Construction Management; B.S., University of Phoenix; M.Ed., Utah State University

**Kim Christison,** Professor, Theatre Arts; A.S., Snow College; B.F.A., M.F.A., Utah State University; M. Ed Westminister College; Ph.D., University of Utah

**Elaine Compton,** Assistant Professor, Communications; A.S., Mt. Hood Community College; B.S., M.S., Portland State University

**Omel Contreras,** Assistant Professor, Mathematics; B.A., M.A., Brigham Young University

**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;

Susan Crook, Director (Interim) TBSI/ Mormon Pioneer Heritage Institute; A.S., Dixie College; BLA, University of Utah; MEd, BYU; MLA, Utah State University

**Ron Dalley**, Instructor, 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

**Douglas Dyreng,** Associate Professor, Business Management; A.S., Snow College; B.S., M.S., Brigham Young University

**Gregary Edwards,** Instructor of Biological Sciences, B.S., Missouri Southern State College; M.L.S., University of Maryland

**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

**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

**Brian Hansen,** Term Faculty, Mathematics; B.S., M.S., Ph.D., Brigham Young University

**Kerry Hansen,** Professor, Economics, Sociology, Political Science; B.A., M.P.A., D.A., Idaho State University

**Alan Hart,** Instructor, Machine Tool Technology; A.A.S., Snow College

**Kevin Holdsworth**, Instructor, English; B.A., University of Utah; M.A., Utah State University

**Lorie Hughes,** Term Faculty, Mathematics; A.S., Snow College; B.S., Southern Utah University; M.A., Western Governors University

**Tyler Hughes,** Head Football Coach, Instructor, Physical Education; B.S., Utah State University

**Mel Jacobsen,** Lecturer, Other Educational Programs; AS, Snow College; B.S., Utah State University; M.Ed., Brigham Young University

**Janalee Jeffery**, Instructor, Mathematics; B.A., Brigham Young University; M.S., University of Utah

**Melanie L. Jenkins,** Associate Professor, English; B.A., M.A., Brigham Young University

**William A. Jensen,** Assistant Professor, Foreign Languages; B.A., Brigham Young University; M.A., Pennsylvania State University

**Keven John,** Head Women's Volleyball Coach, B.S., United States Sports Academy

**Heidi Johnson,** Instructor of Biological Sciences, B.S., Southern Utah University; M.S., Brigham Young University

Russell Johnson, Associate Professor, Business Management; B.A., Brigham Young University; M.S., American Graduate School of International Management **Amy Jorgensen,** Assistant Professor, Visual Arts; B.F.A., Tufts University & Museum School; M.F.A., University of California, San Diego

**Elaine L. Jorgensen,** Associate Professor, Music; B.S., University of Utah; M.M., D.M.A., Manhattan School of Music

**Karen Kearl,** Certified Nursing Assistant Instructor; L.P.N., Utah Valley University

**Rachel Keller,** Assistant Professor, English; B.A., M.A., University of Central Arkansas; Ph. D., University of New Mexico

**Sharon Kilmer,** Assistant Professor, ESL, TSFL; B.S., University of North Texas; M.A., Arkansas Tech. University; M.A., TESL Certification, Oklahoma City University

**Clinton King,** Instructor, Chemistry; B.S. Brigham Young University; M.S. University of Illinois

**Michael Kowalski,** Professor, English; B.A., Temple University; M.A., Ph.D., University of California-Berkeley

**Ron Lamb,** Associate Professor, English; A.S., Snow College; B.S., M.S., Utah State University

**Adam Larsen,** Assistant Professor, Art; A.S., Snow College; B.F.A., Weber State University; M.F.A., Wichita State University

Chad Larsen, Head Women's Softball Coach

**Vance Larsen,** Associate Professor, Music; B.M., Utah State University; M.M., Brigham Young University

**Yiu-Hsuan (Amber) Liao**, Piano Area Director and Music Theory Coordinator; B.F.A., National Taiwan Normal University; M.F.A., Music Peabody Conservatory; D. O.M., Manhattan School of Music

**Nick Marsing,** Assistant Professor, Psychology; A.S., B.S., M.S., Utah State University

**Teri Mason,** Instructor, Cosmetology/Barbering; A.A.S., Snow College; Graduate Sevier Valley Tech

**Britt Maughan,** Assistant Defensive Football Coach, B.S. in Psychology, Utah State University

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**Stacee McIff,** Assistant Professor, Business Technology; B.S., Southern Utah University; M.S., Utah State University

**Gary McKenzie**, Head Athletic Trainer/Teacher, Physical Education; B.S., M.Ed., Utah State University

**Michael P. Medley,** Assistant Professor, Computer Information Systems; B.A., M.B.A., Cal State University, San Bernardino

**Patricia Meredith,** Director, Dance; B.A., M.A., University of Utah

**Steven Meredith,** Associate Professor Music/Director of Choral Activities; B.M., M.M., University of Utah; D.M.A., Arizona State University

**Brian R. Newbold,** Associate Professor, Engineering & Computer Science; A.S. Ricks College; B.S., Ph.D., Brigham Young University

**Tracy W. Nunley,** Instructor, Building Construction and Construction Management (CUCF); Graduate Sevier Valley Applied Technology Center; B100 General Contractor License

**Diane L. Ogden,** Associate Professor/Director International Center, English as a Second Language; B.A., Brigham Young University; M.A.T., School for International Training

**Brad Olsen,** Associate Professor, Theatre Arts; B.A., Brigham Young University; M.F.A., Utah State University

**Sauna Olsen,** Instructor of Nursing, A.A.S., SLCC; A.S., Snow College; N.A.E.B., Stevens Heneger; M.S., Grand Canyon University

**Ted L. Olson,** Professor, Mathematics, Physics; A.S., Snow College; B.S., M.S., University of Utah

**Alan Palmer,** Associate Professor, Welding; B.S., M.Ed., Southern Utah University

**Joseph M. Papenfuss,** Professor, Biology, Botany, and Genetics; B.S., Brigham Young University; M.S., Utah State University; Ph.D., Purdue University

**Alex Peterson,** Instructor/International Center Assistant Director, ESL; A.A., Snow College; B.A. Brigham Young University; M.A.T., School for International Training

**Ivo Peterson,** Instructor, Communications; B.F.A., M.F.A., University of Utah; C.R.C., Utah State University

**Steve Peterson,** Professor, English; B.A., Brigham Young University; M.A., University of Hawaii

**Kenyon Platt,** Assistant Professor of Mathematics, B.A. and M.S., USU; Ph.D., University of Georgia

**Chad Price,** Instructor, Cosmetology/Barbering; A.A.S., Snow College; Graduate Evans Hairstyling College

**Jennifer Quarnberg,** Instructor of Nursing, B.S., Weber State University

**Brent Reese,** Associate Professor, Automotive Technology; A.S., Merced Community College; B.S., Southern Utah University

**Cozette Roberts,** Associate Professor, Business Technology; B.S., M.Ed., Southern Utah University

**David Rosier,** Associate Professor, English; A.A., Snow College; B.A., Brigham Young University; M.S., Utah State University

**Donald Saltzman,** Instructor, Building Construction & Construction Management (Ephraim Site); A.A., Cuesta College, B.A., California Polytechnic State University

**Debi Sampson,** Instructor, Nursing; A.S. (Nursing R.N.), B.S.N., Weber State University

**Travis Schiffman,** Assistant Professor, Foreign Languages, A.S., Snow College; B.A., University of Utah; M.A., Brigham Young University; M.A., Pennsylvania State University

**K.** Michael Seibt, Professor, History, Political Science; B.A., M.A., University of Utah; A.B.D, University of Oregon, University of Colorado School of Law

**Brent D. Smith,** Associate Professor, Strings, Director of Orchestra; B.M., Utah State University; M.M., University of Miami; D.A., University of Northern Colorado

**Larry K. Smith,** Professor, Mathematics, Physics; B.S., Brigham Young University; M.A., Ph.D., University of Texas at Austin

**Kevin Sorensen,** Associate Professor, Life Science; A.S., Snow College; B.S., Ph.D., Utah State University

**Garth Sorenson,** Associate Professor, Computer Science, Engineering; A.S., Snow College; B.S., M.S., Utah State University

**Richard Squire**, Education Chair/Instructor; A.A., Snow College; B.A. Utah State University; M.A., Sourthern Utah University **Allan R. Stevens,** Professor, Biology, Entomology, Ecology; A.S., Snow College; B.S., Utah State University; M.S., Ph.D., Brigham Young University

**Bradley Taggart,** Associate Professor, Art; A.S., Snow College; B.S., Utah State University; M.F.A., Brigham Young University

**Bob Trythall,** Associate Professor, Physical Education; A.S., B.S., M.S., Brigham Young University

Natalie Visgar, Head Women's Basketball Coach/ Instructor, Physical Education; B.S., M.S., Montana State-Billings

**Jeffery Wallace,** Instructor, Home and Family Sciences; B.S., Utah State University; M.S., Utah State University

Whitney Ward, Assistant Professor, Outdoor Leadership; A.A.S., Brigham Young University Idaho; B.S., Utah State University; M.Ed., Georgia College and State University; Ph.D., Indiana University

Mark Wathen, Associate Professor, Chemistry; A.S., Snow College; B.S., M.S., Utah State University; PhD, Northern Colorado

**Douglas Wendel,** Associate Professor, Physics, Engineering, Chemistry; B.S., M.E., University of Utah

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**Gregory Wright,** Assistant Professor, English; A.A., Snow College; B.A., M.A., Ph.D., University Nevada Las Vegas

**Cless Young,** Associate Professor, Geography, Psychology; B.S., M.Ed., Brigham Young University

**Steven Zollinger**, Instructor, Mathematics; B.S., Utah State University; M.A. Western Governors University

### EPHRAIM & RICHFIELD FACULTY EMERITI

**Terry Ahlquist,** Instructor Emeritus, Computer Information Systems

Osral Allred, Professor Emeritus, Art

Elliot Anderson, Jr., Associate Professor Emeritus, Physical Education

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M. Eldon Barnes, Jr., Assistant Professor Emeritus, Criminal Justice

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**Carol Berthelson,** Instructor Emeritus, Cosmetology/Barbering

Toni Bosch, Professor Emeritus, Dance

**Barbara Bown,** Associate Professor Emeritus, Family Life, Counseling

Ralph Brenchley, Professor Emeritus, History Terri Carr, Assistant Professor Emeritus, Child Care Management

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**Layle T. Erickson,** Associate Professor Emeritus, Computer Science, Mathematics

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**Dale Jensen,** Associate Professor Emeritus, Diesel & Heavy Duty Mechanics

Rachel T. Jensen, Associate Professor Emeritus, Business Education

**Lynn Lindsay**, Assistant Professor Emeritus, Math **James Luster**, Professor Emeritus, Physics/ Engineering

Anne Lynch, Assistant Professor Emeritus, English Enola Mangelson, Instructor Emeritus, Library Science

**Earl McBride,** Associate Professor Emeritus, Computer Information Systems

John Meade, Professor Emeritus, Psychology/ Mathematics

Russel Mendenhall, Professor Emeritus, TBSI
T. Blaine Moore, Professor Emeritus, Biology
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Bart Nelson, Professor Emeritus, Mathematics
Lloyd Nelson, Instructor Emeritus, Commercial/
Graphic Arts

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**Stanley Nielson,** Instructor Emeritus, Cosmetology/Barbering

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Carl Purcell, Professor Emeritus, Art

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**Verl Ritchie,** Assistant Professor Emeritus, Business Education

**Lynn Schiffman,** Instructor Emeritus, Business Management

**Diana Major Spencer,** Professor Emeritus, English **Jeane Staples,** Instructor Emeritus, Cosmetology/Barbering

**E. Allen Thorsen,** Instructor Emeritus, Automotive Technology

Ronald Thurgood, Professor Emeritus, Engineering Daniel Witt, Professor, Emeritus, Anthropology Robert Wright, Professor Emeritus, Building Construction & Construction Management

#### EPHRAIM & RICHFIELD CAMPUS STAFF

Rose Abbott, Custodian

**Chris Adams,** B.S., Systems Analyst- Financial Aid **Diane Adams,** A.S., Administrative Assistant, Student Services

Laura Adams, A.A.S., B.S., M.S., Student Success Advisor

**Rebecca Adams,** A.S., Administrative Assistant, International Center/Humanities Division

**Tom Adams,** A.S., Maintenance Specialist/Grounds **Christie Allred,** B.S., M. Ed., Payroll Accountant **Zachary Allred,** M.L.S., A.S., B.A., Public Services Librarian

**Joseph Anderson**, B.S., Sevier Valley Center Director **Lynn Anderson**, B.A., M.L.I.S., Technical Services Librarian

Margie Anderson, A.S., B.S., Registrar Michael Anderson, B.S., M.A., Director, Student Support Services

**Ammon Arave,** A.A., B.S., Admissions Advisor **Hayden Arnold,** B.A., Internal Auditor, Business Office CPA

Cindy Avery, A.S., B.S., Student Success Advisor Catherine Beal, A.A.S., B.S., IVC Manager Leon Beal, Maintenance Specialist, Auxiliary David Beck, Maintenance

**Jackie Beck,** A.A.S., Office Manager, Student Success **Jackie Black,** A.S., Library Assistant

**Heather Boren,** B.A., Executive Assistant for Academic Affairs

**Preston Bown,** Maintenance Specialist, Grounds **Ronald Bradley,** B.S., M. Ed., Network Systems Manager

**Jesse Bratton,** Assistant Mechanical Supervisor **Michelle Brown,** B.S., Director, Student Life and Leadership

Jim Case, Maintenance

Elizabeth Cazier, B.S., M.S., Testing Center Coordinator

**Jason Cherry,** A.A.S., Systems Engineer and Systems Administrator

**Justin Cherry,** A.S., B.S., M. Ed., Computer Lab/Help Desk Manager

**Alan K. Christensen,** B.S., M.Ed., Director of Small Business Center

**Keith Church,** A.A., SBDC Assistant Director/Custom Fit Field Representative

**Rosie Connor**, B.S., M.P.H., Director of Philanthropic Initiatives

Leslee Cook, B.S., Office Manager Physical Plant Jan Cragun, A.S., Student Success Advisor Steven Crosland, A.A.S., Maintenance Specialist/ Refrigeration

**Barbara Dalene,** A.A.S., Student Success Advisor **Jack Dalene,** A.S., B.S., Director of Student Financial Services

**Patsy Daniels**, Certificate, Assistant to the President **Jacob Dettinger**, A.S., B.S., M.Acc, Director of Internal Audit

**Lesle Dodge**, B.S., Literacy Coordinator/Instructor **Timothy Dolan**, B.S., Residential Life/Operations Manager

Scott Drew, Custodian

**Denise Duncan,** A.S., Financial Aid Specialist **Michael Duncan,** Central Services Manager **Lawrence Durtschi,** A.S., B.S., M.Ed., Director of Web Services

**David Dyches,** A.S., B.S., M.B.A., Director of Human Resources

**Bonnie Edwards**, A.A.S., B.S., M.B.A., Assistant Director of Human Resources

**Beth Ann Ericksen,** A.S., B.S., Coordinator, Registration

**Dennis Faatz,** International Student Services/Activities Coordinator

Janet Fautin, Registrar/Admission Coordinator Kenneth Fontaine, Custodian

Anne Ford, A.A.S., Coordinator, Distance Education Armando Frutos, Head Custodian

**Diane J. Gardner,** B.S., M.Ed, Director Upward

**Josh Gardner,** A.S., Maintenance Specialist/Boiler Operations

Lynette Graham, Manager, Purchasing

**Carol Green,** Intramural Community Events Director **Matthew Green,** Maintenance Specialist, Grounds

Ben Gridley, Information Security Officer

Sara Golding, A.S., Coordinator, Scholarships

Robin Gore, B.A., M.A., Compliance Officer

**Kathleen Hansen,** Manager Eccles Center, Director of Ascension

**Paul Harnett,** B.P.A., M.F.S., Assistant Director of Public Safety

**Sam Heikinen,** B.S., M.S., Director, Center for Global Engagement

**Rebecca Hermansen,** B.A., M.S., Ed.D., Director Institutional Research & Planning

**Todd Hermansen,** A.A.S., Custodian

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**Carol Jacobsen,** A.A.S., B.S., Office Manager Athletics/ AC

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**Matthew Johnson,** A.S., B.S., M.S., Aquatics Director **Danon Jones,** Testing Center Manager

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**Shaun Kjar,** A.A., B.A., Assistant Director, Student Life

Lisa Laird, B.A., M.A., Career Services Advisor Danni Larsen, A.S., B.S., M.S., Instructor, HFST Katie Jean Larsen, A.A., B.A., M.S., Assistant Director Student Success Center

**Kip Larsen,** B.S., Farm/Ranch Management Instructor **Marci Larsen,** A.S., B.S., M.S., Assistant to President for Institutional Affairs

Susan Larsen, A.S., B.S., M.S., Director Student Success Center

**David Leach,** B.S., M.A., Multi-Media Specialist **Shawn Lindow,** A.A.S., B.S., M.E., CIO

Elona Lund, Sevier Valley Center Office Manager

Rachel Lund, B.S., Admissions Advisor

Terry Lund, Supervisor Building Trades

Marlin Mason, A.S., B.S., M.S., Assistant CIO

Terry Merrill, Supervisor, Custodian

**Pennie Mickelson,** A.A.S., Program Services Specialist Upward Bound

**Chasey D. Mitchell Jr.,** B.S., M.Ed., Director Teaching and Technology Center

**Weston Mitchell,** Richfield Campus Master Electrician **Frank Montoya,** A.S., Custodian

Vandy Moore, B.S., M.S., Student Success Advisor Andrew Naylor, A.A., B.A., M. Ed., Student Success Advisor

**Matthew Nielson,** Richfield Evening Custodial Manager

**Robert Nielson,** B.S., M.S., Director of Athletics **Sherry Nielson,** Box Office/Fine Arts Administrative Assistant

**Robert Oliver,** A.S., Director of Operations Physical Plant/ Auxiliary Services

Claudia Olsen, A.S., Office Manager, Student Support Services

**Jay Olsen**, B.S., M.S., Farm/Ranch Management Coordinator

Lanny Olsen, Custodian

Michelle Olsen, A.S., B.S., M.L.S., Campus Librarian Vaughn Ray Olson, Boiler Operator

**Jon Ostler,** A.A.S., B.S., M.L.I.S., Director of Libraries **Dan Panas,** Grounds Maintenance

**Lorie Parry,** A.S., Administrative Assistant Enrollment Services

**David Peterson,** A.S., B.S., Library Systems Analyst **Ruston Peterson,** Custodian/Setup

Floyd Quinn, Maintenance Specialist/Painter Codi Ramsey, B.S., Advancement

William Reeve, B.S., M.S., Senior Programmer/ Analyst

**Allen Riggs,** B.S., M.S., Director of Wellness Center **Eric Roberts,** Maintenance Custodian

Mark Roberts, Custodian

Diana Robbins, M.A., Theraplist

Lynette Robison, Administrative Assistant-Custom Fit

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Norma Shore, A.S., Collections Specialist

**Jessica Siegfried,** M.S., B.S., B.A., Director of Residential Life

Jeff Sirrine, Computer Services Manager

Michael Sorenson, Maintenance Specialist

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**John Stevens,** Brand Manager/Graphic Designer **Susan Stevenson,** A.A., B.S., M.Ed. Accounts Receivable Manager

**Heidi Stringham**, B.A., Director Campus Relations **Jeanne Tripp**, A.S., B.S., Student Success Advisor **Nicholas VanDyke**, A.S., Sevier Valley Center Event Operations Manager

**Sue Ann Walker,** Executive Assistant for the President's Suite

Bryce Warby, B.S., Accountant

**Roger Watson,** A.S., B.S., Manager, Activity Center **Jamee Wheelwright,** Administrative Assistant, Small Business Development Center, ATE

**Richard L. White**, B.S., M.Ed., Ph.D., Associate V.P. for Academic Improvement and Institutional Effectiveness

Ernest Williams, B.S., Equivalent, Oracle DBA Merrill Worthington, A.S., Financial Aid Specialist Brandon Wright, A.S., B.S., Director of Admissions Robert Wright, B.S., Director of Public Safety Wayne Wright, Telephone/Cable Television/Cabling Specialist

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**Darleen Anderson,** Cooperative Education **Gary Arnoldson,** Controller, Interim VP for Business Administration

**Noel P. Bailey,** Director of Career and Technical Education

Kenny Bown, Grounds Supervisor

**Larry Bradley,** Maintenance Specialist/Carpentry **Pat Brian,** Allied Health Department Secretary

**Keith Brothersen,** A.A.S., Bus Driver/Mechanic **Ross Brown,** Counselor

Kent Charlesworth, Head Custodian

Zeff Couture, Physical Facilities

Russ Dean, Dean Library and Information Services

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Personnel -

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Elaine Densley, Secretary, Continuing Education Jean Dutton, Custodial Supervisor

**Don Erickson,** Physical Plant Director of Contracts and Construction

**Alvin Green,** Assistant to President

Steve Hall, Maintenance Specialist/Boiler Operations

Gene Hansen, V.P. for Administrative Services

Max Hansen, Physical Facilities

**Robert Harding, Physical Facilities** 

**Jerry Hawley,** Custom Fit/Tech Prep/School to Careers Director

**Colleen Hermansen,** Administrative Assistant to Vice President for Academic Affairs

**Monte Hermansen,** Maintenance Specialist/Boiler Operations

Marlene Holman, Coordinator Graduation

**Kenneth Jackson,** Director, Upward Bound/Education

Talent Search

Janie Jacobson, Student Activities/Scholarship Coordinator

Claudia Jarrett, Director, Human Resources

Margaret Jorgensen, Food Services

Barbara Justesen, Secretary, Humanities/ESL

David Lanier, Business Services, GBEEC

**Sandra Lanier**, Academic Advisor/Teacher, Student Support Services

Doris Larsen, Public Relations Specialist

Marian Lorensen, Food Services Manager

Claire Lund, Records Technician

LaMar Mills, Director Media Center

**Eugene Moulton, Director Auxiliary Services** 

**Phillip Murray,** Director of Swimming Pool, Physical Education Teacher

Laree Nielson, Custodian, Auxiliary Services

Boyd Olson, Physical Facilities

Darlene Orton, Office Manager, Accounts Payable

**Kent Paulson,** Assistant Supervisor Mechanical

**Ardith Peterson,** Human Resources/Personnel Manager

**John Peterson,** Maintenance Custodial Auxiliary Services

Renee Peterson, Secretary to the President

Paul Rasmussen, Director of Institutional Research

April Christensen Reynolds, Bookstore Manager

Carol Rowley, Academic Support

**Brach Schlueter,** Dean of Student Life and Enrollment Services

Kathleen Schoemig, Resource Teacher

**Irene Scow,** Collection Specialist

Maxine Shepherd, Bookkeeper, Financial Aid

Mont Shepherd, Assistant Director, Physical Plant

Bette Shuffler, Cashier

Larry Shurtliff, Coach

**R. Jay Snow,** Assistant to the Vice President for

Advancement

Keith Sorensen, Assistant Supervisor, Activity Center

**Ethel Thomson,** Administrative Assistant Student Affairs

Vivian Tonahill, Food Services

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	BUSADM
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	BT
	FRM Fine Arts
	ART
	DANC
	MUSC THEA
	Humanities
	COMM
	ENGL
	ESL LANG
	PHIL
	TSFL
	Natural Science & Mathematics
	AGRI
	BIOL CHEM
	CS
	ENGR
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	PHYS
	Social & Behavioral
	Science ANTH
	CJ
	ECON EDUC
	GEOG
	HIST
	HFST POLS
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	SW SOC
	Academic Support Services
	Community Programs
	Student Life
	Student Policies
	Administrative Services
	Course Descriptions
	Personnel