



**SNOW  
COLLEGE**

**2016-17**  
ACADEMIC CATALOG

# 2016-17 ACADEMIC CATALOG



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

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

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

innovation, and atmosphere of engagement. I am confident this incredible school will continue to grow, expand offerings, and better the lives of many.

Go Badgers!

**Gary L. Carlston**

**President**

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# GENERAL INFORMATION

## 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.

The Practical Nursing and RN programs are accredited by the Accreditation Commission for Education in Nursing Inc.. (ACEN)

### **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 online at [www.snow.edu/ada/](http://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 of the Civil Rights Act or Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act), Snow College is an equal opportunity institution providing education and employment opportunities without regard to race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender, sexual orientation, marital status, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law.

Snow College does not discriminate on the basis of the aforementioned in employment or its educational programs and activities.

In addition, Title IX of the Education Amendments specifically prohibits sex discrimination in federally supported programs. In order to comply with Title IX, Snow College affirms its commitment to this policy by prohibiting any form of sexual misconduct, which includes sexual harassment, sexual violence such as rape, sexual assault, sexual exploitation, coercion, dating violence, domestic violence, and stalking. Local, state, and federal laws will be enforced on Snow's campuses.

The aforementioned Federal laws prohibit covered entities from retaliating against a person who files a charge of discrimination, participates in a discrimination proceeding, or otherwise opposes an unlawful employment practice.

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

### **EMPLOYMENT AND EMPLOYEES**

If you are an employee or potential employee with equal opportunity employment questions, please contact:

Wayne Squire, Director of Human Resources  
(435) 283-7058, Noyes Building, Room 242.

### **STUDENTS**

If you are a student or potential student with questions or concerns about discrimination, please contact Student Code of Conduct Officer:  
Craig Mathie, Vice President for Student Success  
(435) 283-7100, Greenwood Student Center, Room 204.

If you are student or potential student with questions regarding disability, please contact:

Katie Jean Larsen, Accessibility Services  
Coordinator  
(435) 283-7321, Greenwood Student Center, Room 239.

### **TITLE IX COMPLIANCE**

If you are a student, employee, or are otherwise connected with Snow College or any of Snow's campuses and have questions about Title IX or concerns about possible sex discrimination (i.e. on the basis of sex or gender, gender identity and/or expression, sexual orientation, pregnancy, etc.) or sexual misconduct (as stated above), please contact:

Staci Taylor, Snow College Title IX Coordinator  
(435) 283-7120, Noyes Building, Room 233.

OR

Denver Region, Office for Civil Rights, U.S.  
Department of Education, Cesar E. Chavez  
Memorial Building, 1244 Speer Boulevard, Suite  
310, Denver, CO 80204-3582.



# ACADEMIC CALENDAR

## FALL SEMESTER 2016

- Aug. 22-23 | Badger Orientation

### Full Fall Semester 2016

- Aug. 24 | Fall Semester classes begin
- Aug. 30 | Last day to pay tuition and fees
- Sept. 5 | Labor Day Holiday
- Sept. 14 | Last day to drop a Reg. Fall Semester course without a \$25 fee or "W" on record
- Oct. 14 | 1st-half Semester Ends
- Oct. 17 | 2nd-half Semester Begins
- Oct. 20-21 | Fall Vacation
- Nov. 3 | Final day to drop a Regular Fall Semester course
- Nov. 23-25 | Thanksgiving Break
- Dec. 12 | Fall Semester classes end
- Dec. 13-16 | Final exams
- Dec. 21 | Grades due

### First-half Fall Semester 2016

- Aug. 24 | Fall Semester classes begin
- Sept. 2 | Last day to add a class
- Sept. 2 | Last day to drop a 1st Half Semester course without a \$25 fee or "W" on record
- Sept. 5 | Labor Day Holiday
- Sept. 21 | Final day to drop a 1st-half Semester course
- Oct. 14 | 1st Half Semester classes end

### Second-half Fall Semester 2016

- Oct. 17 | 2nd Half Sem. classes begin
- Oct. 20-21 | Fall Vacation
- Oct. 26 | Last day to add a class
- Oct. 26 | Last day to drop a 2nd Half Semester course without a \$25 fee or "W" (record)
- Nov. 14 | Final day to drop a 2nd Half Semester class
- Nov. 23-25 | Thanksgiving Break
- Dec. 12 | Fall Semester classes end
- Dec. 13-16 | Final exams
- Dec. 21 | Grades due

## SPRING SEMESTER 2017

- Jan. 1 | New Year's Day
- Jan. 3 | Badger Orientation

### Full Spring Semester 2017

- Jan. 4 | Spring Semester classes begin
- Jan. 10 | Last day to pay tuition & fees

- Jan. 13 | Last day to drop from a 1st Half Semester course without a \$25 fee or "W" on record
- Jan. 16 | Martin Luther King Holiday
- Jan. 24 | Last day to drop from a Regular Spring Semester course without a \$25 fee or "W" on record
- Feb. 13 | Presidents' Day Holiday
- Feb. 24 | 1st-half Semester Ends
- Feb. 27 | 2nd-half Semester Begins
- March 13 -17 | Spring Break
- March 20 | Final day to drop a Regular Spring Semester course
- April 24 | Spring Semester classes end
- April 25-28 | Final exams
- April 29 | Commencement
- May 3 | Grades due

### First-half Spring Semester 2017

- Jan. 4 | Spring Semester classes begin
- Jan. 10 | Last day to pay tuition & fees
- Jan. 13 | Last day to add a class
- Jan. 13 | Last day to drop from a 1st Half Semester course without a \$25 fee or "W" on record
- Jan. 16 | Martin Luther King Holiday
- Feb. 1 | Final day to drop a 1st Half Semester course
- Feb. 13 | Presidents' Day Holiday
- Feb. 24 | 1st Half Semester classes end

### Second-half Spring Semester 2017

- Feb. 27 | 2nd Half Semester classes begin
- March 8 | Last day to add a class
- March 8 | Last day to drop a 2nd Half Semester course without a \$25 fee or "W" on record
- March 13-17 | Spring Break
- March 24 | Final day to drop a 2nd Half Semester course
- April 24 | Spring Semester classes end

## SUMMER SEMESTER 2017

### Full Summer Semester 2017

- May 1 | Semester classes begin
- May 5 | Last day to pay tuition and fees
- May 17 | Last day to drop a course without a \$25 fee or "W" on record
- May 29 | Memorial Day
- June 23 | Final day to drop classes
- July 4 | Independence Day Holiday
- July 24 | Pioneer Day Holiday

- July 26 | Classes End
- July 27 | Final exams
- Aug. 1 | Grades due

**Maymester 2017**

- May 1 | Maymester classes begin
- May 3 | Last day to drop a course without a \$25 fee or "W" on record
- May 5 | Last day to pay tuition and fees
- May 11 | Final day to drop Maymester classes
- May 25 | Maymester classes end
- May 26 | Maymester final exams
- May 29 | Memorial Day Holiday
- June 1 | Grades due for Maymester

**Summer Term 2017**

- May 30 | Classes begin
- June 5 | Last day to pay tuition and fees
- June 8 | Last day to drop a course without a \$25 fee or "W" on record

- July 4-5 | Independence Day Holiday
- July 5 | Final day to drop Summer Term class
- July 24 | Pioneer Day Holiday
- July 26 | Summer Term classes end
- July 27 | Summer Term final exams
- July 31 | Grades due for Summer Term

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

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

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

# ACADEMIC POLICIES & STANDARDS

## ACADEMIC HONESTY

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

### I. Academic Dishonesty

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

#### *Cheating*

1.1 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:

1.2 using unauthorized assistance 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;

1.3 giving unauthorized assistance to a student taking a quiz, test, or exam, or completing a graded assignment, whether the work is done in a classroom, a testing facility, or any other location;

1.4 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;

1.5 acquiring, by any means, a quiz, test, exam, or other course material before the instructor has authorized its use by the student in question;

1.6 continuing to work after time has expired for a quiz, test, exam, or other graded assignment;

1.7 submitting essentially the same work for credit in more than one course. (An exception can be made when the amount of work submitted meets or exceeds the total amount of work required; other restrictions may also apply.)

#### *Fraud*

2.1 Fraud is the deliberate misrepresentation of knowledge. The following behaviors are considered fraud:

2.2 citing a source (book, article, etc.) that does not exist;

2.3 citing a source for information that it does not contain;

2.4 citing a source for a proposition that it does not support;

2.5 identifying a source in a bibliography when the source is not cited in the text of the accompanying project;

2.6 intentionally distorting the meaning or applicability of data beyond a legitimate range of interpretation;

2.7 misrepresenting fictitious information as real.

#### *Plagiarism*

3.1 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:

3.2 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):

3.3 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);

3.4 “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 apprised of the accusation and given an opportunity to dispute it. The exact means by which an accusation can be disputed varies with the severity of the infraction.

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

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

Committee at least three business days before the hearing.

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

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

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

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

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

## **V. Sanctions**

The following sanctions shall be imposed for academic dishonesty.

### ***Level-One***

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

### ***Level-Two***

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

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

### ***Suspension***

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

1. The student leaves Snow College for the rest of the semester;

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

### ***Expulsion***

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

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

### ***Additional Sanctions***

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

## **VI. Appeals**

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

### ***To appeal an instructor's sanctions:***

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

### ***To appeal a Record of Academic Dishonesty:***

A student who wishes to dispute a Record of Academic Dishonesty should contact the Chair of the Academic Standards Committee to schedule a hearing. This hearing will be carried out as described.

### ***To appeal a sanction imposed by the Academic Standards Committee:***

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

### ***Legitimate Grounds for Appeal:***

The only legitimate grounds for appeal are as follows:

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

## 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.

*Note:* Financial aid satisfactory progress standards may differ.

### Academic Renewal

Academic renewal allows students the opportunity to recalculate their GPA by discounting grades of D+, D, D-, E, F, or UW which were earned five or more

years prior to the date of petition. The following conditions apply:

1. The applicant must be currently registered at 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 2.5 GPA in all courses.
3. Students who have completed a certificate or degree may not petition for renewal of grades earned before the certificate or degree was awarded.
4. Academic renewal may be requested only once during a student's academic career and is irreversible.
5. "Renewed" courses do not complete General Education requirements nor count toward credits for graduation.
6. "Renewed" courses remain on the student's transcript. Grades are never removed from the transcript.
7. Academic renewal does not apply to credit that is transferred into Snow College from another institution. Likewise, Snow College credit that is transferred to another institution will carry the original grades.

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

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

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

## ACADEMIC CREDIT

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

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as approved by Snow College, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

## Repeating a Course

Some courses 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 an appeal 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. The exceptions to this policy are the courses designated as "repeatable" 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 below.

## Advanced Placement Exam Credit

(Subject to Change)

Adv. Placement Exams | Score | Credit | Courses

- Art History | 3-5 | 3 | Elective ART credits
- Art Studio-Drawing | 3-5 | 3 | Elective ART credits
- Art Studio-2D Design | 3-5 | 3 | Elective ART credits
- Art Studio-3D Design | 3-5 | 3 | Elective ART credits
- Art Studio General | 3-5 | 3 | Elective ART credits
- Biology | 3-5 | 6 | BIOL 1010/1015 (LS) - 3/1 credit hours + 2 elective credit
- Chemistry | 3-4 | 6 | CHEM 1210/1215 (PS) - 4/1 credit hours + 1 hour elective credit
  - | 5 | 10 | CHEM 1210/1215 (PS) - 4/1 credit hours & CHEM 1220/1225 - 4/1 credit hours

- Computer Science A (half-year course) | 3 | 4 | CS 1400/1405 - 3/1 credit hours
  - | 4-5 | 8 | CS 1400/1405 - 3/1 credit hours & CS 1410/1415 - 3/1 credit hours
- Computer Science AB | 3-5 | 8 | CS 1400/1405 - 3/1 credit hours & CS 1410/1415 - 3/1 credit hours
- Economics: Micro (half-year course) | 3-5 | 3 | ECON 2010 (SS) - 3 credit hours
- Economics: Macro (half-year course) | 3-5 | 3 | ECON 2020 (SS) - 3 credit hours
- English Lang/Comp | 3 5 | 6 | ENGL 1010 (E1) & ENGL 1410 - 3 credit hours each
- English Lit/Comp | 3 | 6 | ENGL 1010 (E1) - 3 credit hours + 3 hours elective credit
- English Lit/Comp | 4-5 | 6 | ENGL 1010 (E1), ENGL 2200 (HU) - 3 credit hours each
- Environmental Studies (half-year course) | 3- 5 | 4 | 4 hours elective credit
- French Language | 3-5 | 8 | FREN 1010 & 1020 - 4 credit hours each
- Geography (Human -half year course) | 3-5 | 3 | 3 credit hours SS
- German Language | 3-5 | 8 | GERM 1010 & 1020 - 4 credit hours each
- Government & Politics U.S. (half-year course) | 3-5 | 3 | POLS 1100 (AI) - 3 credit hours
- History, European | 3-5 | 6 | HIST 1500 (SS) & HIST 1510 (SS) - 3 credit hours each
- History, United States | 3-5 | 3 | HIST 1700 (AI) - 3 credit hours
- History, World | 3-5 | 6 | HIST 1500 (SS) & HIST 1510 (SS) - 3 credit hours each
- Latin | 3-4 | 6 | 6 credit hours HU
  - | 5 | 8 | 8 credit hours HU
- Math: Calculus AB | 3 | 6 | 6 hours elective credit & waives QL
  - | 4-5 | 6 | MATH 1210 - 5 credit hours + 1 hour elective credit
- Math: Calculus BC | 3-5 | 6 | MATH 1210 - 5 credit hours + 1 hour elective credit
- Math Stats (half-year course) | 3-5 | 3 | MATH 1040 (MA) - 3 credit hours
- Music: Theory | 4-5 | 3 | MUSC 1110
- Physics 1 | 3-5 | 4 | PHYS 1010 + PHYS 1015
- 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

### **Comprehensive Equivalency Examination**

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

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

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

### **College Level Examination Program (CLEP) Credit**

Successful completion of the College Level Examination Program (CLEP) Exams may yield credit in general education or provide elective credits. CLEP course work is ungraded and is not considered resident credit. A student may not receive credit for both the exam and 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 <<http://flats.byu.edu>> to register for the exam, or see the Humanities Division secretary in HU 127A.

### **International Baccalaureate Credit**

Students must be enrolled at Snow College in order to receive credit. Students who earn scores of five (5) or above on Higher Level (HL) International Baccalaureate (IB) Examinations may be awarded up to eight (8) semester hours of credit in each Higher Level Examination or a total of 30 semester hours of credit for completion of the International Baccalaureate Diploma. Completion of the IB Diploma will clear General Education requirements with the exception of Composition (English 1010 and 2010), American Institutions, and Quantitative Literacy. These areas may be waived with corresponding Higher Level subject exam scores of five (5) or higher. No additional credit will be awarded.

If a student submits Advanced Placement and International Baccalaureate Credit, IB credit will be awarded first. If AP credit duplicates IB credit already awarded, AP credit will be reduced by the amount of credit awarded in the specific area.

A posting fee will be assessed for credit awarded (\$10/credit). Credits will be posted as "CR" grades and will not be calculated in the GPA.

### **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.

Military Credits: To obtain credit for military service or training, students must:

- meet with a Student Success Advisor,
- send or bring in-hand their DD214 discharge paper
- and obtain a military transcript from one of the following sources:

<https://jst.doded.mil/> (Army, Coast Guard, Marine Corps, and Navy)

<http://www.au.af.mil/au/ccaf/transcripts.asp> (Air Force)

<http://www.dliflc.edu/dlitranscripts.html> (Defense Language Institute)

There is a \$10 per credit fee for posting Military Training credit.

*Note:* Transferring military credits can affect your eligibility for veterans benefits. You must talk with a Student Success advisor or the Veterans office before you transfer your credits.

## **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.

## **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](mailto: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.

## **ACADEMIC APPEALS**

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

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

## **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.

# ADMINISTRATION

## ADMINISTRATION, FACULTY, AND STAFF

### General Administrative Officers

**Gary L. Carlston**, President; A.S., Snow College; B.S., M.Ed., Utah State University; Ph.D., Brigham Young University

**Steven Hood**, Vice President for Academic Affairs; B.A., M.A., Brigham Young University; Ph. D., University of California

**Jacob Dettinger**, Vice President of Finance and Administrative Services; A.S., B.S., M.Acc

**R. Craig Mathie**, Vice President for Student Success; B.A., M.Ed, Brigham Young University

**Patsy Daniels**, Assistant to the President, Richfield, Certificate

**Marci Larsen**, Assistant to the President for Institutional Affairs, A.S., Snow College, B.S., M.S., Utah State University

### Academic Deans

**Daniel Black**, Dean, Division of Natural Science and Mathematics, Associate Professor, Chemistry; B.S., Southern Utah University, M.S., Ed. D., Utah State University

**Kim Cragun**, Dean, Division of Social Science; Associate Professor, Home and Family Studies; B.A., Weber State College; M.S., Brigham Young University; -

**Ron Lamb**, Dean, Division of Humanities; Associate Professor, English; A.S., Snow College; B.S., M.S., Utah State University

**Michael P. Medley**, Dean, Division of Business and Applied Technologies; Associate Professor, Computer Information; B.A., M.B.A., California State University, San Bernardino

**Brad Olsen**, Dean, Division of Fine Arts; Associate Professor, Theatre; B.A.; Brigham Young University; M.F.A., Utah State University

### 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

**Jeana Cheney**, Bookstore Manager

**Annette Taylor**, Snow College Food Services

**Taran Dyches**, Food Service Office Assistant

### Ephraim & Richfield Faculty

**Cindy Alder**, Assistant Professor, Mathematics; B.S., Southern Utah University, M.Ed, Utah State University

**David Allred**, 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

**Lisa Anderson**, Associate Professor, Business; A.S., Snow College; B.S., Brigham Young University; M.S., Utah State University

**Mark Anderson**, Assistant Professor, Business, B.A., Lewis & Clark College; MBA, Brigham Young University; ABD, North Central University

**April Anderton**, Instructor, Allied Health; B.S.N., Western Governors University

**Kari Arnoldsen**, Professor, Mathematics; B.A., Ph.D., Brigham Young University

**Kenneth Avery**, Instructor, Industrial Mechanics Technology; A.A.S., Utah Technical College

**Andrew Bahlmann**, Assistant Professor, English; A.A., Snow College; B.A. Southern Utah University; M.A. University of Colorado at Boulder; Ph.D, University of Nevada Las Vegas

**LaFaun Barnhurst**, Associate Professor, Business; 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

**Trent Bean**, Assistant Professor, Theatre; B.F.A., Utah State University; M.F.A., The Ohio State University

**Bridget Bennett**, Instructor, Allied Health, B.S.N., University of Phoenix

**Celia Benson**, Assistant Professor, English; B.A., Brigham Young University; M.P.C., Westminster College

**Malynda Bjerregaard**, Assistant Professor, Communications; A.A., Snow College; B.A., 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

**Greg Milo Bosshardt**, Assistant Professor, Biology; A.S., Snow College; B.S., M.S., Logan University; Doctor of Chiropractic, Logan University

**Tracie Bradley**, Associate Professor, Home and Family Studies; B.S., Utah State University; M.S., Utah State University

**Michael Brenchley**, Assistant Professor, Sociology/Anthropology/History; A.S., Snow College; B.S., M.S., Utah State University

**Dean Brereton**, Assistant Professor, Allied Health; 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 (English) Brooks**, Assistant Professor, English; Certificate of TESOL, University of Utah; B.A.(English), University of Utah; B.A.(Spanish), University of Utah; M.A., University of Nevada, Reno

**Udambor Bumandalai**, Instructor, ESL; M.A., Brigham Young University

**Nathan Caplin**, Assistant Professor, Social Science; A.A., Dixie State University; B.A., Southern Utah University; J.D., J. Reuben Clark Law School; M.A., Brigham Young University

**Jeff Carney**, Associate Professor, English; A.B., Vassar College; M.A., University of Illinois

**Karen Carter**, Instructor, Allied Health; L.P.N., Utah Valley University

**Morris Casperson**, Associate Professor, Business; B.S., M.S., Utah State University

**Gary Chidester**, Associate Professor, Communications; A.A., Snow College; B.A., Weber State University; M.Ed., Utah State University

**Terrance Coltharp**, Instructor, Computer Information Systems; A.A.S., Snow College

**Elaine Compton**, Associate Professor, Communications; A.S., Mt. Hood Community College; B.S., M.S., Portland State University

**Sandra Cox**, Assistant Professor, Communications; A.S., Snow College; B.S., Utah State University; M.A., Southern Utah University

**Kim Cragun**, Associate Professor, Home and Family Studies; B.A., Weber State College; M.S., Brigham Young University

**Evan Curtis**, Assistant Professor, Visual Arts; B.F.A., SUNY Purchase College; M.F.A., Savannah College of Art and Design

**Ron Dalley**, Assistant Professor, Mathematics; B.S., Utah State University; M.A., Brigham Young University

**Sue Dalley**, Associate Professor, Home and Family Studies; B.S., Utah State University; M.S., Brigham Young University

**Chad Dewey**, Assistant Professor/Director of Natural Resources; B.S., Utah State University; M.S., Utah State University

**Sannali Dittli**, Assistant Professor, Mathematics; B.S., Brigham Young University; Ph.D., University of Wisconsin-Madison

**Amber Epling**, Associate Professor, Allied Health; B.S.N., Weber State University; M.S.N., University of Phoenix

**Dana Erskine**, Assistant Professor, Psychology; Ph.D., Brigham Young University

**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., State University of New York at Geneseo; M.S., The Ohio State University

**Kathy Fellers**, Assistant Professor, English; B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., University of Houston

**David Fullmer**, Director of Bands; Assistant Professor, Music; B.A., M.M., Brigham Young University; D.M.A., University of Washington

**Paul A. Gardner**, Professor, Biology; 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

**Nuno Gourgel**, Head Men's and Women's Soccer Coach; MBA, Saint Leo University; B.A., B.A., Ashford University

**Matthew Gowans**, Assistant Professor, English; B.S., Brigham Young University; M.A., Colorado State University; Ph.D., Loyola University Chicago

**David Graham**, Assistant Professor, History;

**Trent Hanna**, Assistant Professor, Music; B.M. & M.M., Sam Houston State University; D.M.A., University of Texas at Austin

**Brian Hansen**, Assistant Professor, Mathematics; B.S., M.S., Ph.D., Brigham Young University

**Kathleen Hansen**, Costume Designer/Lecturer

**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

**Diane Hill**, Instructor, Mathematics; B.A., M.A., Brigham Young University  
**Ted Hinckley**, Instructor/Director of Music Technology and Music Business, Music; B.A. Brigham Young University  
**Kevin Holdsworth**, Assistant Professor, English; B.A., University of Utah; M.A., Utah State University  
**Michael Huff**, Director of Choral Activities; Assistant Professor, Music; B.M., M.M., University of Utah; D.M.A., Arizona State University  
**Lorie Hughes**, Instructor, Mathematics; A.S., Snow College; B.S., Southern Utah University; M.A., Western Governors University  
**Janalee Jeffery**, Assistant Professor, 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 (Bill) A. Jensen**, Associate Professor, Foreign Languages; B.A., Brigham Young University; M.A., Pennsylvania State University  
**Heidi Johnson**, Assistant Professor, Biology; B.S., Southern Utah University; M.S., Brigham Young University  
**Madeline LeBaron Johnson**, Associate Professor, Music; B.M. Brigham Young University; M.M., Arizona State University; D.M.A., University of North Texas  
**Bryant Jones**, Assistant Professor, Chemistry; M.S., University of Rochester  
**Amy Jorgensen**, Associate Professor, Visual Arts; B.F.A., Tufts University & Museum School; M.F.A., University of California San Diego  
**Cyndi Jorgensen**, Instructor, Allied Health; L.P.N., Snow College; R.N., B.S.N., Weber State University; M.S.N., R.N., University of Phoenix  
**Rachel Keller**, Associate Professor, English; B.A., M.A., University of Central Arkansas; Ph.D., University of New Mexico  
**Sharon Kilmer**, Associate Professor, ESL, TESL; B.S., North Texas State University; M.S., Arkansas Tech University; M.S., Oklahoma City University  
**Shaun Kjar**, Assistant Professor, Communications; A.A., Snow College; B.A., Utah State University; B.S., Utah State University; M.S., Utah State University  
**Joy Korth**, Allied Health, BSN, RN  
**Philip Kuehn**, Assistant Professor, Director of Jazz Studies, Music; B.M., M.M.; Juilliard School; M.M. Juilliard School  
**Ron Lamb**, Associate Professor, English; A.S., Snow College; B.S., M.S., Utah State University

**Adam Larsen**, Professor, Visual Art; A.S., Snow College; B.F.A., Weber State University; M.F.A., Wichita State University  
**Chad Larsen**, Head Women's Softball Coach  
**Danni Larsen**, Assistant Professor, Home and Family Studies Department; B.S., Utah State University; MEd., Jones International University  
**Vance Larsen**, Professor, Music; B.M., Utah State University; M.M., Brigham Young University; PhD, University of Utah  
**Spencer Mack**, Athletic Trainer; Instructor, Physical Education;  
**Nick Marsing**, Assistant Professor, Psychology; B.S., M.S., Utah State University  
**Teri Mason**, Instructor, Cosmetology/Barbering; A.A.S., Snow College; Graduate, Sevier Valley Tech  
**Lauren Matthews**, Lecturer, B.A., Utah Valley University; M.A., Brigham Young University  
**Britt Maughan**, Head Football Coach; Instructor, Physical Education; B.S., Utah State University; M.S., University of Utah  
**Stacey McIff**, Assistant Professor, Business; B.S., Southern Utah University; M.S., Utah State University  
**Gary McKenzie**, Head Athletic Trainer, Instructor, Physical Education; B.S., M.Ed., Utah State University  
**Michael P. Medley**, Associate Professor, Computer Information Instructor; BA, MBA, California State University, San Bernardino  
**Justin Morgan**, Instructor, Diesel Mechanics; A.S., Snow College; B.S., Valley City State University  
**Colton Nay**, Industrial Manufacturing Technology;  
**Brian R. Newbold**, Associate Professor, Engineering & Physics; A.S. Ricks College; B.S., Ph.D., Brigham Young University  
**Andrew Nogasky**, Assistant Professor, Theatre; B.A., Bucknell University; M.F.A., Rutgers University  
**Tracy W. Nunley**, Instructor, Building Construction & Construction Management; Graduate Sevier Valley Applied Technology Center  
**Diane L. Ogden**, Associate Professor, ESL and TESL; B.A., Brigham Young University; M.A.T., School for International Training  
**Brad Olsen**, Associate Professor, Theatre; B.A., Brigham Young University; M.F.A., Utah State University  
**Jay Olsen**, Faculty, Farm & Ranch Management; B.S., M.S., Brigham Young University  
**Ted L. Olson**, Professor, Mathematics and 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; B.S., Brigham Young University; M.S., Utah State University; Ph.D., Purdue University

**Kade Parry**, Instructor, English; A.S., Snow College; B.S, M.S., Utah State University

**Dmitri Pesko**, Assistant Professor, Dance; M.A., Northern Illinois University; M.F.A., Jacksonville University in Florida

**Alex Peterson**, Assistant Professor, ESL; Director of Center for Global Engagement; A.A., Snow College; B.A. Brigham Young University; M.A.T., School for International Training

**Adrian Peterson**, Instructor, Biology and Chemistry; A.S., Snow College; B.A., University of Utah; M.D., Ross University

**Ivo Peterson**, Instructor, Communications; B.F.A., M.F.A., University of Utah; C.R.C., Utah State University

**Kevin Powell**, Assistant Professor, Mathematics; B.S., M.S., Brigham Young University; Ph.D., University of Arizona

**Chad Price**, Instructor, Cosmetology/Barbering; A.A.S., Snow College; Graduate, Evans Hairstyling College

**Jed Anthony Rasmussen**, Assistant Professor, Biology; A.A., Snow College; B.S., Utah State University; Ph.D., University of Iowa

**Kristal Ray**, Assistant Professor, Computer Science;

**Brent Reese**, Associate Professor, Automotive Technology; A.S., Merced Community College; B.S., Southern Utah University

**Jeff Reynolds**, Head Women's Volleyball Coach; Instructor, Physical Education; B.S., Utah State University

**Cozette Roberts**, Associate Professor, Business; B.S., M.Ed., Southern Utah University

**Kyle Rowley**, Assistant Professor, Engineering; B.S., M.S., Brigham Young University

**Mike Russell**, Head Women's Basketball Coach; Instructor, Physical Education; B.S., Weber State University

**Michael Salitrynski**, Assistant Professor, English; B.A., M.Ed., Mansfield; Ph.D., Bowling Green State University

**Donald Saltzman**, Instructor, Building Construction & Construction Management; A.A., Cuesta College; B.A., California Polytechnic State University

**Travis Schiffman**, Associate Professor, Foreign Languages, A.S., Snow College; B.A., University of Utah; M.A., Brigham Young University; M.A., The Pennsylvania State University

**Dennis Schugk**, Assistant Professor, Criminal Justice; B.S., Westminster College; M.S., University of Phoenix

**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**, Director of Orchestra; Associate Professor, Music; B.M., Utah State University; M.M., University of Miami; D.A., University of Northern Colorado

**Larry K. Smith**, Professor, Mathematics and Physics; B.S., Brigham Young University; M.A., Ph.D., University of Texas at Austin

**Kevin Sorensen**, Professor, Biology; A.S., Snow College; B.S., Ph.D., Utah State University; Post-Doctoral Fellowship, Stanford University

**Garth O. Sorenson**, Associate Professor, Engineering and Computer Science; A.S., Snow College; B.S., M.S., Utah State University

**Richard Squire**, Assistant Professor, Education; A.A., Snow College; B.A. Utah State University; M.A., Southern Utah University

**Allan R. Stevens**, Professor, Biology; A.S., Snow College; B.S., Utah State University; M.S., Ph.D., Brigham Young University

**Brian Stucki**, Assistant Professor, Music;

**Bradley Taggart**, Associate Professor, Visual Art; A.S., Snow College; B.S., Utah State University; M.F.A., Brigham Young University

**Ryan Thalman**, Assistant Professor, Chemistry and Natural Resources; B.S., BYU; Ph.D., University of Colorado Boulder

**Jonathan G. Tyler**, Assistant Professor, Mathematics; B.S., M.S., Brigham Young University; Ph.D., Utah State University

**Kellyanne Ure**, Assistant Professor, English; A.A., Weber State University; B.A., M.A., Brigham Young University; Ph.D. Texas Tech University

**Jeff Wallace**, Assistant Professor, Home and Family Studies; B.S., Utah State University; M.S., Utah State University

**Whitney Ward**, Assistant Professor, OLE; A.A.S., Brigham Young University Idaho; B.S., Utah State University; M.Ed., Georgia College and State University; Ph.D., Indiana University

**Milinda Weeks**, Assistant Professor, Theater; A.S., Snow College; B.F.A., M.F.A., Utah State University

**Douglas Wendel**, Associate Professor, Physics/Engineering/Chemistry and Math; B.S., M.E., University of Utah

**Gregory Wright**, Associate Professor, English; A.A., Snow College; B.A., M.A., Ph.D., University of Nevada, Las Vegas  
**Bradford Young**, Instructor, Political Science; M.A., University of California - Irvine  
**Steven Zollinger**, Assistant Professor, Mathematics; B.S., Utah State University; M.A. Western Governors University

### **Ephraim & Richfield Faculty Emeriti**

**Terry Ahlquist**, Instructor Emeritus, Computer Information Systems  
**Elliot Anderson, Jr.**, Associate Professor Emeritus, Physical Education  
**Jack Anderson**, Professor Emeritus, Agriculture  
**Jannette Anderson**, Professor, Emeritus, English  
**Monica Anderson**, Associate Professor Emeritus, Business Technology  
**Virgil Ash**, Associate Professor Emeritus, Physical Education  
**Roger Baker**, Professor Emeritus, English Education  
**M. Eldon Barnes, Jr.**, Assistant Professor Emeritus, Criminal Justice  
**Boyd R. Beck**, Professor Emeritus, Chemistry  
**Cameron Beatty**, Associate Professor Emeritus, ESL, TSFL, and Foreign Language  
**Carol Berthelson**, Instructor Emeritus, Cosmetology/Barbering  
**Toni Bosch**, Professor Emeritus, Dance  
**Ralph Brenchley**, Professor Emeritus, History  
**Susan Burdett**, Professor Emeritus, English  
**Terri Carr**, Assistant Professor Emeritus, Child Care Management  
**Marlin Christensen**, Instructor Emeritus, Building Construction and Construction Management  
**Kim Christison**, Professor Emeritus, Theatre Arts;  
**LaMar Cook**, Associate Professor Emeritus, Life Science  
**Barbara Couch**, Instructor Emeritus, CNA, L.P.N  
**Richard K. Duncan**, Lecturer Emeritus, Building Construction  
**Douglas Dyreng**, Associate Professor Emeritus, Business Management  
**Judie Erickson**, Assistant Professor Emeritus, Home and Family Studies  
**Layle T. Erickson**, Associate Professor Emeritus, Computer Science, Mathematics  
**James Ferri**, Instructor Emeritus, Culinary Arts  
**Luis Gordillo**, Associate Professor, Biology  
**Dennis Hansen**, Assistant Professor Emeritus, Music  
**Mel Jacobsen**, Instructor, Mathematics

**Allen Jensen**, Instructor Emeritus, Automotive Technology  
**Dale Jensen**, Associate Professor Emeritus, Diesel & Heavy Duty Mechanics  
**Rachel T. Jensen**, Associate Professor Emeritus, Business Education  
**Elaine L. Jorgensen**, Associate Professor  
**Michael Kowalski**, Professor, Emeritus, English  
**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  
**Judy Morgan**, Associate Professor Emeritus, Music  
**Bart Nelson**, Professor Emeritus, Mathematics  
**Lloyd Nelson**, Instructor Emeritus, Commercial/Graphic Arts  
**Roger Nielson**, Instructor Emeritus, Automotive Technology  
**Stanley Nielson**, Instructor Emeritus, Cosmetology/Barbering  
**Gary Parnell**, Professor Emeritus, Education  
**Bruce Peterson**, Lecturer Emeritus, Business Technology  
**Steve Peterson**, Professor Emeritus, English  
**Lee Pett**, Assistant Professor Emeritus, Electronics  
**Lynn H. Poulson**, Professor Emeritus, Marriage and Family Health  
**Carl Purcell**, Professor Emeritus, Art  
**Verl Ritchie**, Assistant Professor Emeritus, Business Education  
**David Rosier**, Associate Professor Emeritus, English  
**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  
**Bob Trythall**, Associate Professor Emeritus, Physical Education  
**Rick Wheeler**, Associate Professor, Communications  
**Yvonne Williams**, Associate Professor Emeritus, Business Technology  
**Daniel Witt**, Professor, Emeritus, Anthropology

**Robert Wright**, Professor Emeritus, Building Construction & Construction Management  
**Cless Young**, Associate Professor Emeritus, Geography, Psychology

### **Ephraim & Richfield Staff**

**Wissem Abid**, M.A., International Advisor, Center for Global Engagement  
**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**, B.A., International Advisor, Center for Global Engagement  
**Tom Adams**, A.S., Maintenance Specialist/Grounds  
**Phil Allred**, B.S., J.D., Chief Information Officer  
**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., Assistant Registrar  
**Michael Anderson**, B.S., M.A., Director, Student Support Services  
**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  
**Ashley T. Beyeler**, A.S., Ambassador Advisor  
**Preston Bown**, Grounds Manager, Grounds  
**James Blackburn**, A.A.S., Library Systems Administrator  
**Ken Blackburn**, Maintenance Specialist  
**Melissa Blackner**, Administrative Assistant for Allied Health  
**Ronald Bradley**, B.S., M. Ed., Network Systems Manager  
**Jesse Bratton**, Network/Multi-Media Tech.  
**Sharise Bringhurst**, A.S., Financial Aid Specialist  
**Dana Brotherson**, A.S., Financial Aid Specialist  
**Michelle Brown**, B.S., Director, Student Life and Leadership  
**Jennifer Bushman**, Administrative Assistant for Allied Health  
**Nikki Butterfield**, B.S., ADA Assistant  
**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 Advance and Government Relations  
**Leslee Cook**, B.S., Director of Campus Services - Ephraim  
**Jan Cragun**, A.S., B.S., Student Success Advisor  
**Barbara Dalene**, B.S., Student Success Advisor  
**Jack Dalene**, A.S., B.S., Director of Student Financial Services  
**Mike Daniels**, B.A., Concurrent Enrollment Advisor  
**Patsy Daniels**, Certificate, Assistant to the President  
**Amy Delbeq**, A.S., B.S., Biology Laboratory Coordinator  
**Denise Duncan**, A.S., Office Manager Athletics/AC  
**Michael Duncan**, Trades Manager  
**Lawrence Durtschi**, A.S., B.S., M.Ed., Director of Web Services  
**Bonnie Edwards**, A.A.S., B.S., M.B.A., Assistant Director of Human Resources  
**Nikki Elizabeth**, B.S., Admission Advisor  
**Dennis Faatz**, International Student Services/Activities Coordinator  
**Laura Faatz**, M.L.I.S., M.A., Public Services Librarian  
**Kenneth Fontaine**, Custodian  
**Anne Ford**, A.A.S., Coordinator, Distance Education  
**Armando Frutos**, Head Custodian  
**Diane J. Gardner**, B.S., M.Ed, Director Upward Bound  
**Lynette Graham**, Manager, Purchasing  
**Carol Green**, Intramural Community Events Director  
**Matthew Green**, Maintenance Specialist, Grounds  
**MarKay Gold**, B.S., Executive Asst. for Academic Affairs  
**Sara Golding**, A.S., B.S.; M.A., Academic Advisor/Instructor for Student Support Services  
**Robin Gore**, B.A., M.Acc., Director of Financial Compliance  
**Ben Hansen**, A.A.S., Welding Technology, Custodial/Maintenance  
**Jourdan Hansen**, Accounts Payable Manager  
**Sherri Hansen**, A.S., B.S., M.Acc, Budget Director  
**Beckie Hermansen**, B.A., M.S., Ed.D.; Director Institutional Research & Planning  
**Todd Hermansen**, A.A.S., Custodian  
**Yasmin Heywood**, M.S., Counselor/Therapist  
**Brian Howarth**, Manager of Utilities  
**Melanie L. Jenkins**, B.A., M.A., Brigham Young University; Director of General Education



**Douglas Johnson**, B.S., Coordinator, Concurrent Enrollment  
**Matthew Johnson**, A.S., B.S., M.S., Aquatics Director  
**Danon Jones**, Testing Center Manager  
**Lisa Jones**, A.S., Asst Dir Finance/Disbursements  
**Shane Jonson**, B.S., Admissions Advisor  
**Michael Jorgensen**, B.S., M.S., Director Purchasing  
**Lamar Keller**, Custodian  
**James Kittelsrud**, B.S., M.S., Director of Administrative Computing  
**Jonathan D Knudsen**, Accountant, BS of Accounting  
**Lisa Laird**, B.A., M.A., Career Services Manager  
**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  
**David Leach**, B.S., M.A., Multi-Media Specialist  
**Michael Lewellen**, Administrative Assistant, Library  
**Shawn Lindow**, A.A.S., B.S., M.E., Systems Analyst  
**Elona Lund**, Sevier Valley Center Office Manager  
**Tracy Madsen**, A.S., Office Manager  
**Marlin Mason**, A.S., B.S., M.S., Assistant CIO  
**Scott Mathie**, A.S., Residence Life Coordinator  
**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  
**Sinapati "Paki" Moe**, M.S., Multicultural Student Advisor  
**Fernando Montano**, B.S.W., Director, Inclusion/Diversity  
**Frank Montoya**, B.S., Night Custodial Manager  
**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, Head Men's Basketball Coach  
**Sherry Nielson**, Box Office/Fine Arts Administrative Assistant  
**Bree A. Olsen**, A.A., B.A., IVC Assistant  
**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  
**Emily Peterson**, J.D., M.S., Grants Officer  
**Landon Peterson**, B.S., M.S., Concurrent Enrollment Advisor  
**Patty Peterson**, Administrative Assistant, Admissions  
**Ruston Peterson**, Custodian/Setup  
**Monte Pilling**, Carpentry Certificate, Custodial  
**Lurlynn Potter**, B.S., Alumni and Donor Relations Manager  
**Rick Rassmussen**, Assistant Chief of Public Safety  
**Chrissy Ray**, Registration Coordinator  
**Allen Riggs**, B.S., M.S., Director of Counseling and Wellness Center  
**Eric Roberts**, Maintenance Custodian  
**Mark Roberts**, Custodian  
**Lynette Robust**, Administrative Assistant-Custom Fit  
**Kendra Sagers**, B.S., Head Men's and Women's Rodeo Coach; Instructor, Farm and Ranch Management  
**Jeff Savage**, A.S., Director of Admissions  
**Norma Shore**, A.S., Collections Specialist  
**Jessica Siegfried**, M.S., B.S., B.A., Director of Residential Life  
**Jeff Serrine**, Computer Services Manager  
**Wayne Squire**, B.S., M.B.A., Director of Human Resources  
**Michael Sorenson**, Maintenance Specialist  
**Ian Spackman**, Residence Life Administrator  
**Jason Springer**, B.S., M.B.A., EdS, Director of Student Success/Advisement Center  
**Sam Steed**, Physical Plant Director  
**John Stevens**, Office of Marketing & Communications, Director  
**Micah Strait**, A.S., B.A., M.A., J.D., Registrar  
**Amy Strate**, Custodian  
**Heidi Stringham**, B.A., Director Campus Relations  
**Angie Taukei'aho**, A.S., Office Manager, Trio Student Support Services  
**Annette Taylor**, Snow Food Service Manager  
**Staci Taylor**, A.A., A.A.S., Risk Manager/Title IX Compliance Officer  
**Jeanne Tripp**, A.S., B.S., Student Success Advisor  
**Nicholas VanDyke**, A.S., Sevier Valley Center Event Operations Manager  
**John D. Van Orman**, B.A., Concurrent Enrollment Advisor  
**Rachel Wade**, A.S., Admissions Administrative Assistant

**Derek Walk**, Chief of Public Safety  
**Sue Ann Walker**, Executive Assistant for the President's Suite  
**Travis Walker**, J.D., Donor Engagement Specialist  
**Bryce Warby**, B.S., Accountant  
**Carra Ward**, B.S., Office Manager/Prevention Specialist in Counseling and Wellness Center  
**Roger Watson**, A.S., B.S., Manager, Activity Center  
**Becky Welch**, Payroll Administrator  
**Cliff Whatcott**, B.S., M.S.W., Student Success Advisor  
**Jamee Wheelwright**, Administrative Assistant, Small Business Development Center, ATE  
**Meagan White**, B.S., M.A.C.C., Contoller  
**Zeb White**, B.S., M.B.A., Assistant Director of Student Life  
**Ernest Williams**, B.S., Equivalent, Oracle DBA  
**Merrill Worthington**, A.S., Financial Aid Specialist

### **Ephraim & Richfield Staff Emeriti**

**Rose Abbott**, Custodian  
**Darleen Anderson**, Cooperative Education  
**Gary Arnoldson**, Contoller, Interim VP for Business Administration  
**Lucinda T. Averett**, Academic Advisor/Instructor for Student Support  
**Noel P. Bailey**, Director of Career and Technical Education  
**Jackie Black**, Library Assistant  
**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  
**Steven Crosland**, Maintenance Specialist/Refrigeration  
**Russ Dean**, Dean Library and Information Services  
**Elaine Densley**, Secretary, Continuing Education  
**Jean Dutton**, Custodial Supervisor  
**Beth Ann Ericksen**, Coordinator, Registration  
**Don Erickson**, Physical Plant Director of Contracts and Construction  
**Janet Fautin**, Registrar/Admission Coordinator  
**Alvin Green**, Assistant to President  
**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  
**Carol Jacobsen**, Office Manager Athletics/ AC  
**Janie Jacobson**, Student Activities/Scholarship Coordinator  
**Dick James**, Maintenance Specialist, Electrician  
**Claudia Jarrett**, Director, Human Resources  
**Barbara Justesen**, Secretary, Humanities/ESL  
**David Lanier**, Business Services, GBEEC  
**Sandra Lanier**, Academic Advisor/Teacher, Student Support Services  
**Susan Larsen**, Director Student Success Center  
**Marian Lorensen**, Food Services Manager  
**Claire Lund**, Records Technician  
**Terry Lund**, Supervisor Building Trades  
**Terry Merrill**, Supervisor, Custodian  
**LaMar Mills**, Director Media Center  
**Eugene Moulton**, Director Auxiliary Services  
**Phillip Murray**, Director of Swimming Pool, Physical Education Teacher  
**Laree Nielson**, Custodian, Auxiliary Services  
**Robert Oliver**, Director of Operations Physical Plant/ Auxiliary Services  
**Claudia Olsen**, Office Manager, Student Support Services  
**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  
**Susan Stevenson**, Accounts Receivable Manager  
**Ethel Thomson**, Administrative Assistant Student Affairs  
**Vivian Tonahill**, Food Services  
**Michael Tyhurst**, Mechanical Supervisor  
**Richard L. White**, Associate V.P. for Academic Quality and Institutional Effectiveness Effectiveness  
**Susan Whiting**, Director of Wellness Center

**Ruth Williams**, Administrative Assistant,  
Admissions  
**Robert Wright**, Chief of Public Safety  
**Wayne Wright**, Telephone/Cable  
Television/Cabling Specialist

## GOVERNING BODIES

### State Board Of Regents

Daniel W. Campbell, Chair  
France A. Davis, Vice Chair  
Jessellie Barlow Anderson  
Nina Barnes  
Bailey Bowthorpe (Student)  
Leslie Castle  
Wilford Clyde  
Marlin K. Jensen  
Patricia Jones  
Steven J. Lund  
Robert S. Marquardt  
Steven R. Moore  
Jefferson Moss  
Robert W. Prince  
Harris H. Simmons  
Mark R. Stoddard  
Teresa Theurer  
Joyce Valdez  
John H. Zenger  
David Buhler, Commissioner of Higher Education

### Snow College Board Of Trustees

Theresa Alder, Chair  
Scott Bushnell, Vice Chair

Doug Barton  
Bailey Dalton (Student Body President)  
Leslie Keisel  
Emilee Kuchenmeister  
Michael McLean  
Rick C. Robinson

### Snow College Foundation Board

Randy Cox  
Doug Barton  
David Blackham  
Leonard Blackham  
Michael Carlston  
Eddie Cox  
Jared Eldridge  
Mark Geiselmayr  
Mark Howard  
Isaac Jacobson  
Mark Jones  
Dan Jorgensen  
Lori Nay  
Dave Parrish  
LeAnn Stoddard, Chair  
Jim Tatton  
Roger Thompson  
Brent Thorne  
Gary Carlston, Secretary  
Jacob Dettinger, Treasurer  
Rosie Marie Connor, Executive Director

# ADMINISTRATIVE SERVICES

## ADVANCEMENT

### Office of Advancement

#### Director of Advancement and Government

**Relations:** Rosie Connor

**Donor Engagement Specialist:** Travis Walker

**Alumni & Donor Relations:** Lurlynn Potter

**Grants:** Emily Peterson

**Phone:** (435) 283-7060

**Emails:** [giving@snow.edu](mailto:giving@snow.edu) or [alumni@snow.edu](mailto:alumni@snow.edu)

### Mission And Purpose

The mission of the Snow College Office of Advancement is to operate exclusively for educational purposes to assist the College in developing programs, services, and facilities, and to provide educational opportunities to its students, staff, faculty, and the residents of the local area served through gifts, grants, and donations.

The Office of Advancement's overall goals are to:

- Establish annual and long-term financial goals for institutional advancement.
- Administer an organized program for obtaining gift support from alumni, friends, faculty, staff, corporations, organizations, and private foundations to raise funds for scholarships, facilities and equipment, faculty, and curriculum development.
- Serve as a prudent and effective steward of annual, endowment and capital gifts donated to the College through data management and gift processing policies and procedures that ensure integrity and efficiency.

The purposes of the Office of Advancement are, in the broadest sense:

- To create awareness within the private sector of the financial needs of Snow College that are not met by state or federal support. These include the resources necessary to maintain vital existing programs as well as funds needed to enhance the College, furthering academic and institutional excellence.
- To implement a plan for meeting these needs through private gifts and support.
- To provide a vehicle for active alumni engagement and participation.
- To encourage and facilitate the active submission of grant requests by members of the

staff and faculty, to keep record of those activities, and to comply with all required reporting regulations for grant writing activity.

### Advancement Office Services

#### *Coordination of Fundraising Activities*

The Snow College Foundation and Advancement Office administer the College's fundraising activities and accept and manage all gifts. The Advancement Office shall have the authority through the College president to approve all fundraising activities undertaken by and on behalf of the College. The Advancement Office manages the Snow College Foundation, a private, nonprofit Utah corporation, through a Memorandum of Understanding with the College.

It is the responsibility of the Office of Advancement, in consultation with the president, to serve as the coordinator for all types of institutional fundraising programs and for all solicitation of funds from alumni, private individuals, foundations, businesses, corporations and organizations. Solicitation of gifts or grants made by anyone for the benefit of Snow College, or any agency or organizational unit thereof, shall require the prior coordination with the Office of Advancement.

#### *Coordination of Grant Activities*

The Office of Advancement provides support for grant activities for all divisions of the College, including applications to state, federal, and private sources. Accordingly, the Office of Advancement shall be informed of all grant proposals contemplated by College personnel. The expertise of our staff members can help interested faculty and staff members successfully navigate the intricacies of the grants process.

#### *Coordination of Alumni Activities*

The Office of Advancement manages and coordinates alumni activity and provides support to the Snow College Alumni Association. The mission of the Alumni Association is to maintain an active presence on the Snow College campus, communicate campus events to alumni members, recognize distinguished alumni, and serve as a fundraising advocate for the College.

For assistance with your fundraising, grants, or alumni related questions, contact the Advancement

Office at 435-283-7060. For more information regarding fundraising guidelines and policies at Snow College, please refer to the Advancement Office Policies and Procedures (Section 17.0 of the Snow College Personnel Policies) at <http://www.snow.edu/hr/tblcnts.htm>.

## CAMPUS SERVICES

**Director:** Leslee Cook

**Custodial Manager:** Frank Montoya

**Grounds Manager:** Preston Bown

**Mechanical Maintenance Manager:** Brian Howarth

**Trades Manager:** Mike Duncan

**Office Manager:** Tracy Madsen

**Physical Plant Facilities**

(435) 283-7221

Enterprises at Snow College comprising the facilities and auxiliary services organization include Food Services, Bookstore, Central Services, Mechanical Maintenance and Custodial Services.

### Food Service

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.

### Snow College Bookstore

The Snow College Bookstore is located in the Greenwood Student Center. It offers a full range of books and other merchandise to meet both the academic and personal needs of students.

### Central Services

Central Services includes a team of skilled individuals who are counted on to keeping our grounds looking nice for everyone to enjoy. Also includes general maintenance and recycling.

### Mechanical Maintenance

Mechanical Maintenance is a group of skilled employees who work year round with HVAC plumbing and Electrical needs.

### Custodial Service

Custodial Services works hard at keeping our buildings on campus clean for everyone to enjoy.

### Summary

The directors and staff members of the various Administrative Services departments are service-oriented people who are dedicated to the mission of Snow College. They have a keen sense of the value of each student and each member of the faculty and staff to the continuing success of the college. They seek for continuing improvement in their complex assignments. Suggestions and comments are always welcome.

## AUXILIARY SERVICES (RICHFIELD CAMPUS)

### Bookstore

A bookstore on the Richfield Campus supplies textbooks, supplies, equipment, and other course materials needed for classes taught on the campus. The bookstore stocks other useful items, including some clothing items, greeting cards and U.S. postage stamps. Contact the store at (435) 893-2204 for more details.

## OFFICE OF MARKETING & COMMUNICATION

**Director:** John Stevens (435) 283-7017

**Branding/Licensing Manager:** John Stevens (435) 283-7017

**Videography/Photography:** David Leach (435) 283-7016

**Social Media:** (435) 283-7616

**Graphic Design Services:** John Stevens and John Clark (435) 283-7626

**Copywriting:** (435) 283-7048

**Web Services:** John Stevens (435) 283-7017

**Public & Media Relations:** Marci Larsen (435) 283-7013

**Email:** [pr@snow.edu](mailto:pr@snow.edu)

[The Office of Marketing & Communication's](#) is the college's inhouse design/brand/marketing service for all Snow College offices, divisions, departments, centers and organizations. It is responsible for leading the overall integrated marketing communications for Snow College and strengthening the College's visibility and brand to both external and internal constituents. We lead the strategic direction for the College's identity and core messaging, and are responsible for organizing and implementing the College's communications and public relation activities.

Office of Marketing & Communication's services include publishing, graphic design and marketing services, photography, videography, social media

services, branding and licensing management, copywriting, Press Release writing, website design and management, marketing plans for departments and programs of Snow College. The Office produces all the brochures, pamphlets, programs, flyers, posters, banners, advertisements, billboards, books, booklets, signage, exhibits, displays and large digital printing projects, photography, videos, blogs, manages the college's social media portals, the Snow College website ([www.snow.edu](http://www.snow.edu)) and the Snow College athletic website ([www.snowbadgers.com](http://www.snowbadgers.com)).

## OFFICE OF INFORMATION TECHNOLOGY

**CIO** - Phil Allred

**Assistant CIO/Director of Network Services** - Marlin Mason

**IT Office Assistant** - Jennifer Bigelow

**Systems Analyst-Financial Aid** - Chris Adams

**Lab and Library Systems Administrator** - James Blackburn

**Network Systems Manager** - Ron Bradley

**Network/Multi-Media Tech.** - Jesse Bratton

**Manager of IP Telephone System/Computer Help Desk** - Justin Cherry

**Systems Engineer and Systems Administrator** - Jason Cherry

**Systems Administrator** - Kim Christensen

**Systems Administrator/Analyst** - Lawrence Durtschi

**Director of Business Information Services** - Jim Kittelsrud

**Systems Analyst** - Shawn Lindow

**Network/Computer Manager, Richfield** - Jeff Serrine

**Oracle DBA/Systems Administrator** - Ernie Williams

The Technology Center manages and maintains:

- Administrative Computing
- E-mail services
- Non-public facing web services
- Network Infrastructure
- Network Servers
- Network Security
- Student Computer Labs
- Computer Helpdesk
- On-Campus Housing Internet Access
- Software Site Licenses
- Remote Access
- Telecommunication Services

Related web sites and email addresses include:

<http://www.snow.edu/it>

<http://www.snow.edu/email>

<http://helpdesk.snow.edu>

<http://www.snow.edu/badgerweb>

## Student Email Policy

Snow College provides all students an email account. Students are required to use this address to receive official email communications from Snow College.

Students should check this account at least once a day, or forward this account to another account of their choice. This account can be accessed using <http://www.snow.edu/badgermail>.

Snow College will deliver official campus email communications including academic updates, administrative notices, financial aid information, and student 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: <http://www.snow.edu/badgermail>. The student's email address is: `username@student.snow.edu`.

## TEACHING & 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. Its 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

# ADMISSIONS

## ADMISSIONS OFFICE

### Ephraim Campus:

**Email:** snowcollege@snow.edu

### Web:

[www.snow.edu/welcome/admissions/application.html](http://www.snow.edu/welcome/admissions/application.html)

**Phone:** 800-848-3399

**Fax:** 435-283-7157

### Richfield Campus:

**Campus Relations Director:** 435-893-2256

The Admissions Office, on the Ephraim campus, is located in room #266 on the second floor of the Greenwood Student Center.

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

## ADMISSIONS POLICY

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

### Enrollment Deadline

Snow College does not have an admissions deadline, but the enrollment deadline for Snow College is the first day of the semester for which a student is attending. This means that a student would need to be admitted by that date to enroll in classes. If a student is starting during a late starting or mid semester class, the deadline is the first day those classes begin. To gain the advantage of early course registration, applicants are encouraged to submit an application for admission and all supporting documents (transcripts, ACT or SAT test scores) as early as possible. Students seeking scholarship consideration must have their Applications for Admission and Scholarship postmarked on or before the scholarship deadline. Applications for admission to Snow College are always accepted. If a student has missed an enrollment deadline, the admission application will be considered for the following semester.

## Exceptions to Deadline

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

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

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

## ADMISSION PROCEDURES

### Admission Requirements

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

- Complete the online admissions application;
- Pay the \$30 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.
- Provide documents such as high school transcripts, GED or equivalent exam, college transcripts, and/or ACT or SAT test scores, as



specified below.

**(by Standard Mail)**

Admissions Office  
Snow College, Box 1012  
150 College Avenue  
Ephraim, UT 84627 (or)

**(by Fax)**

435-283-7157 (or)

**(by Email)**

[transcripts@snow.edu](mailto:transcripts@snow.edu)

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

### 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 0700 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 or earn any college credit must:

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

### Transfer Students

A student who has successfully completed 20 or more post high school credits at another college must submit an official transcript of all college credits to Snow College. (See Transfer Credit

section of this catalog for detailed transfer credit requirements.)

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

### Early Admission

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

1. Is at least 16 years of age,
2. Submits an Early Admission Informed Consent Agreement found on our website at <http://www.snow.edu/registrars/forms.html>,  
AND
3. Submits a minimum ACT composite score of 16 or a minimum SAT composite score of 770.
4. Meet approved course prerequisites that apply to both regular college students and concurrent enrollment students, e.g. Math (ACT and/or math placement score).

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

### Non Degree Seeking Students

A student who wants to take a class for personal interest and does not plan to complete a degree need only submit the Application for Admission and the \$30 application fee. Should the student want to obtain credit for a class, a high school or college transcript will also need to be provided.

**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, GED or equivalent exam.

## Credit: Transfer and Other

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

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

## International Students

See information on International Student Admissions.

## Concurrent Enrollment Students

Concurrent enrollment classes are college-level classes offered to high school students for both high school and college credit. Classes may be located on the high school or college campus, may be taught by high school teachers who have been approved for adjunct faculty status at the college, or by college faculty members. A few online classes are offered for concurrent enrollment. Both vocational and general education classes may be offered for concurrent enrollment credit. Student eligibility requirements for Snow College Concurrent Enrollment are as follows:

1. Must be a junior or senior in high school, with some rare exceptions for sophomores.
2. Must have a GPA or ACT score which predicts success, generally considered to be a 3.0 GPA or 22 composite ACT score. CTE courses other than Business or Nursing require a minimum GPA of 2.0. (To be eligible, sophomores must have a GPA of 3.5 or higher and be recommended by their high school counselor as being ready to do college-level work)
3. Must submit ACT scores to enroll in English and Math courses. English 1010 requires an English ACT score of 17. Math 1030, 1040 or 1050 require a Math ACT score of 23.
4. Meet department specific prerequisites for enrollment in certain departmental courses.
5. Meet approved course prerequisites that apply to both regular college students and concurrent enrollment students.
6. Pass common final course examinations, which are required of concurrent enrollment students when those examinations are required of regular college students.
7. Students who receive a failing grade in any concurrent enrollment course will no longer be

considered eligible to take concurrent enrollment courses.

Students applying for Snow College concurrent enrollment must submit an online Snow College application for admission with a \$30 application fee.\* A student who completes 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.

\*Students that attend Snow College after high school must complete an application for admission as a new freshman, submit ACT scores and a high school transcript to be fully admitted.

## 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. Students with an English ACT score of 29 or higher may petition to skip English 1010 by taking an English Placement Exam in the Testing Center. The English Department will consider both the ACT and writing sample when placing a student. 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 0700, 0800, and 0900 is based upon a student's math ACT score. Students who score 17 and below will be placed in Math 0700 or 0800 (see page 51 for more information). Students who score 18-22 will be placed in Math 0900. Students who score 23 or higher may choose which class among Math 1030, 1040, 1050, or 1080 they feel best meets their needs.

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

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

### **Participation in Assessment Activities**

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

Some assessment work requires statistical sampling of the student population, so it is important that students be willing to help with assessment when

asked. Students should feel no reluctance about participating in assessment because any information obtained is used solely in the improvement of college instruction at the curricular or programmatic level and in ways that do not reflect individually on the student. The scores will not be part of any student's official record.

## **INTERNATIONAL STUDENT ADMISSIONS**

**Director:** Alex Peterson

**Director of International Student Services:**  
Dennis Faatz

**International Admissions Advisor:** Wissem Abid

**International Advisor:** Becky Adams

**Email:** international@snow.edu

**Phone:** 435-283-7411

### **Snow College ESL Program Mainstreaming Statement**

#### *Track One: Unconditional Admission*

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

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

#### *Track Two: Conditional Admission*

Students whose native language is not English may be admitted conditionally to Snow College. In order to qualify for this track, students must meet the Snow College academic eligibility requirement, but do not need to submit a TOEFL score. Students in this track are admitted into the ESL program. Students whose TOEFL score is below 500 (173 CBT or 63 iBT with a minimum of 15 in each section) are automatically admitted to this track, as well. All students in this track are given a placement exam upon arrival at Snow College.

After taking the Placement Exam, Track Two students are placed in one of four different levels. Students who earn a score of 88 or better on the placement exam will be admitted into regular academic courses and will need to take only ESL 1051 as a prerequisite for ENGL 1010. Students may challenge ESL 1051 by taking a written essay exam

that is graded by three ESL faculty members. Students must pass this with an 85% or better by at least two of the three raters.

### *Exit Criteria*

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

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

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

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

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

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

TOEFL  
CN6155  
Princeton, New Jersey 08541-6155 U.S.A.  
[www.ets.org/toefl/](http://www.ets.org/toefl/)

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

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

Students must come fully prepared to meet the necessary financial obligations for the full time they will be in the United States. It is estimated that each student will need at least \$18,500\* per academic year (9 months). This is exclusive of travel. Below are estimated costs:

Tuition and fees | 9 months | \$12,500  
Board and room | estimate | \$3,500  
Personal expenses | estimate | \$1,500  
Books and supplies | estimate | \$1,000  
**Total | \$18,500\***

\* Plus transportation  
\* Cost may change

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

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

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

# CAMPUS RESOURCES

## ACADEMIC SUPPORT SERVICES

### Center for Global Engagement

#### Coordinator of International

**Students Services and Activities:** Dennis Faatz  
**Humanities 119 H (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 TESL (Teaching English as a Second Language) program.

The Center for Global Engagement offers housing placement, monitors insurance coverage and helps with medical needs for international students. In addition, the CGE tracks students' progress while at Snow College and has a tutorial program for international 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.

### Computer Lab

#### *Ephraim Campus*

**Administrator:** James Blackburn  
Karen Huntsman Library  
(435) 283-7360

The computer labs located in the Karen H. Huntsman library are for student use. Offering Windows PC and Mac, the labs are available and staffed with a student assistant whenever the library is open during the Fall and Spring semester.

Students are complimented \$10 per semester for printing. Costs are 10 cents for black and white, and 30 cents for color prints. After the complimentary balance of \$10 has been used, the student can authenticate use of "Badger Bucks" directly through the print release station. Complimentary balances do not roll over semester to semester. Large format printing is also available through the library for an additional fee.

#### *Richfield Campus*

**Facilitator:** Michelle Olsen  
Richfield Campus Library  
(435) 893-2219

The computer lab located at the Richfield Campus library is for student use. The computers are all Windows PC. The lab has staff to assist students whenever the library is open.

Students using the lab may print school related items at no charge. Non-school printouts cost 5 cents for black and white, and 10 cents for color. Large format printing is also available through the library for an additional fee.

### Library Services

#### *Ephraim Campus*

Karen H. Huntsman Library  
**Director of Libraries:** Jon Ostler (435) 283-7362  
**Public Services Librarian:** Laura Faatz (435) 283-7361  
**Technical Services Librarian:** Lynn Anderson (435) 283-7366  
**Administrative Assistant:** Michael Lewellen (435) 283-7365

#### *Richfield Campus:*

**Campus Librarian:** Michelle Olsen (435) 893-2238

*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 print books, 150,000 E-books, about 300 print periodical and

newspaper subscriptions, and thousands of microforms, CDs, and DVDs. Through cooperative purchases with other college and university libraries in the state, the Library subscribes to several thousand full-text periodicals through the Internet. Special Collections houses materials related to Snow College, local history, Utah history, and other items of special interest.

### **Services:**

Access to the Library's online catalog, other databases and links to library services are available at: [www.snow.edu/library](http://www.snow.edu/library)

Group Study rooms, copy machines, computers, scanners, large format printer, 3D printer, laminator, microform scanners, and DVDs are available for use in the library. Video cameras, IPADS and audio recorders are available for checkout.

Snow College students, faculty and staff, as well as members of the community, may check out library materials. Inter-library loan services are available to Snow College students, faculty and staff. Students may use their Snow College identification to check out books from any college or university in Utah.

### **Reserve:**

As a service to students and faculty, items used to supplement instruction may be placed "on reserve." Physical items such as books and videos are kept at the circulation desk and typically loaned out for in-house use for 2 hours. Fair use copyright guidelines are followed for items placed on reserve.

### **Instruction/Information Literacy:**

Librarians are available to provide instruction sessions for research/literature reviews, information technology, citations and plagiarism and other areas. Instruction can be tailored to match particular subject/topic areas and other needs. For best results schedule at least one week in advance, but last minute requests may sometimes be accommodated. Please try to contact the library by at least 4:30 pm the previous day to meet these late requests. There is also a Library tutorial available in Canvas.

These instruction sessions will take place in the Library Instruction Room (027 for the Huntsman Library's lower level) for the Ephraim campus unless other arrangements are made. Persons interested in Instruction Sessions or tours may call (435) 283-7361 for Ephraim or (435) 893-2238 for Richfield.

### **Reference Assistance:**

- Phone: Ephraim (435) 283-7363, Richfield (435)-893-2219
- Text Message: Text "Snowlib" to 66746
- Email: [library@snow.edu](mailto:library@snow.edu)
- In person: 1st floor front desk

### **Technical Services:**

Technical Services is responsible for the acquisition, maintenance, processing and cataloging of all library materials which support the curriculum of Snow College.

The Library provides faculty, staff, and students with a range of opportunities and support in making materials requests either for borrowing or for purchase.

## **MATH/SCIENCE LAB**

### **Ephraim Campus**

**Director:** Kari Arnoldsen  
Noyes Building 101  
(435) 283-7497

#### **Hours available:**

Monday through Thursday 10:30 am - 7:30 pm  
Friday 10:30 am - 3:30 pm

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**

**Contact person:** Janalee Jeffery  
(435) 893-2229

A math tutor is available to students on the Richfield campus. For information on times and location, contact either Janalee Jeffery or the Richfield campus library. (Students who wish to work as a tutor on the Richfield Campus are encouraged to submit their resumes to Janalee Jeffery.)

## **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.

## TESTING CENTER

### Ephraim Testing Center

**Manager:** Danon Jones

Lucy Phillips Building, 1st floor

The Testing Center administers most tests needed by Snow College students, including National and Residual ACT, Accuplacer and BYU FLATS tests.

This center also administers classroom tests scheduled by instructors. A \$5.00 proctoring fee will be assessed to non Snow College Students. For appointments or further information, call (435) 283-7197.

Ephraim Semester Testing Hours:

- Monday – Thursday: 9:00 a.m. – 10:30 p.m.
- Friday: 9:00 a.m. – 7:00 p.m.
- Saturday: Noon – 4:00 p.m.
- Sunday: 5:00 p.m. – 9:00 p.m.

Open Monday – Friday from 9:00 a.m. to 5:00 p.m. between semesters, the first week of a semester, and in the summer.

Closed on all school holidays and long week-ends.

### Richfield Testing Center

**Coordinator:** Elizabeth Cazier

Portable Building #1

(435) 893-2239

The Richfield testing center administers most tests needed by students in the Utah System of Higher Education; including GED, ACT-National and Residual, CNA. Proctoring is available for business and private individuals – fees apply and vary depending on circumstances. For appointments, proctoring information and fee schedule, please call (435) 893-2239.

Richfield's Semester Testing Center Hours:

- Mon-Thurs: 8:00 am – 9:00 pm
- Fridays: 8:00 am – 5:00 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.

## CONFERENCE PROGRAMS

**Coordinator:** Donna Birk

Hitech Building 116

(435) 283-7167

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.

## DEPARTMENT OF PUBLIC SAFETY

**Chief:** Derek Walk (435) 283-7170

**Assistant Chief:** Rick Rasmussen (435) 283-7172  
Business Building - 151 South Main Str. , Ephraim

Snow College is a growing college with a population of over 5,000 students, faculty, and staff on both Ephraim and Richfield campuses. In addition, thousands of guests visit the campuses for a variety of special events and other activities. While the campuses are relatively safe, they are subject to some of the same problems experienced in other communities in central Utah.

Snow College campus police officers enjoy a special working relationship with Ephraim City Police Department and the Richfield City Police Department that enhances the level of law enforcement and safety on both campuses.

The mission of the Snow College Department of Public Safety is to provide and enhance a safe & secure educational environment for those that attend, work or visit our campuses. Snow College Public Safety efforts are supportive and are consistent with the goals and ideals of Snow College and its community. Snow College Public Safety's primary purpose is to foster trust, reduce crime, help educate students in life skills and to enhance the quality of life for our students, faculty, staff, and visitors.

### Annual Campus Security and Fire Report

Campus Security and Fire Report can be found on the Snow College Public Safety web page at [www.snow.edu/publicsafety/](http://www.snow.edu/publicsafety/) , and in Statistical

Information on the U.S. Department of Education web page in compliance with the federal CLERY Act. A copy can be obtained at the Public Safety office in the Business Building, Ephraim Campus.

### Campus Facilities Security

Snow College uses a surveillance camera system to document activities in public areas both inside and outside buildings. Do not assume additional safety based on observing a surveillance camera because such cameras are not generally monitored.

### Campus Police and Community Cooperation

Snow College Campus Police have complete police authority to apprehend and arrest anyone involved in illegal acts on campus and areas immediately adjacent to the campuses. If minor offenses involving college policies and regulations are committed by college students, the Campus Police may also investigate and refer the individual to the Vice President for Student Success for disciplinary action.

College police officers are sworn Ephraim City officers; thus they are actively involved with police calls for service off campus. Ephraim City officers have full jurisdiction on campus property within Ephraim City. College officers have full law enforcement authority on the Richfield Campus and the Richfield officers have full jurisdiction on campus property within Richfield City.

Both campuses are part of a 911 emergency system. By mutual agreement with these agencies, Campus Police officers can access the National Crime Information Center database and the Utah Bureau of Criminal Identification (BCI).

### After Hours Campus Security on Ephraim Campus

There is typically a student Campus Security Agent on duty from 6:15 PM until 1:30 AM Monday through Sunday. Campus Security Agents assist with special social and sporting events and to provide security checks of campus buildings and the library throughout the evening. They also can provide a safety escort for persons who are walking on or near campus after hours. CSAs are not peace officers and do not have police authority but can provide assistance and will summon proper authorities if necessary.

- Campus Security Agents: 435-340-8021

For Non-Law Enforcement Calls



- Campus safety escorts
- Access to or secure buildings
- Building type alarms
- Building damage or concerns
- Suspicious circumstances

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

- Dial 911
- 435-835-2345 Ephraim Campus
- 435-896-6471 Richfield Campus

### After Hours Campus Security on Richfield Campus

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

### Off-Campus Violations

Because off-campus housing facilities are not Snow College property, the Ephraim Police Department responds to all calls for service at these locations. Students involved in criminal behavior may be subject to disciplinary action based on that conduct being a violation of the Student Code of Conduct.

### Emergency Procedure Quick Reference Guide

Emergency procedure reference guides are posted in class rooms, offices and common areas on both campuses. They provide general information for reporting and responding to crimes or emergency incidents.

### Fire Alarm

When a fire alarm goes off in a building, individuals should evacuate the building to an open space away from and up wind from any possible fire and remain outside the building at a safe distance until the fire department or law enforcement has indicated the building is safe to re-enter.

### Reporting Accidents- Injuries- Incidents- Threats

All college-related accidents, injuries and incidents need to be reported to Risk Management. Report forms are available at [www.snow.edu/studentlife/safety.html](http://www.snow.edu/studentlife/safety.html). Scroll down to and click on: ACCIDENT - INJURY - INCIDENT REPORT FORM.

Completed forms should be turned into the person who supervised the class, work or activity. Incidents should be reported as soon as possible (within 24 hours or next business day) when they occur anywhere on campus or during any college sponsored activity away from Campus.

“If you see something, say something”. Any person who sees something odd or suspicious or, becomes aware of a potential threat of violence to self or others should report the threat to any of the following:

- Snow College Campus Police @ 435-283-7170 or 283-7172 - cellular 435-340-0676 or 435-340-1311
- Ephraim City Police/Sanpete Country Dispatch @ 435-835-2345
- Snow College Ephraim Wellness @ 435-283-7121
- Richfield Director of Safety @ 435-893-2235
- Richfield City Police @ 435-893-6471
- Emergency 911

### Reporting Potential Safety Concerns:

Please report concerns about lighting, pedestrian hazards, building safety and other types of safety concerns to the Maintenance Department at 435-283-7220 on the Ephraim Campus and 435-893-2235 on the Richfield Campus.

### Campus Parking

Under authority granted to Snow College by Utah State Code 53-B-103, 53-B-107, the Public Safety Department regulates parking on the campus and on public streets adjacent to the campus.

Parking of vehicles on the college campuses is on a first come, first served basis except where parking requires a parking permit or gate access. Each individual is not guaranteed a campus parking space and lack of space does not justify violation of college parking regulations.

Regulations are in force at the start of school, during test week, and when classes are not in session and throughout the year.

The following parking restrictions are enforced on campus;

1. Library/Bell Tower Parking lot by permit only M-F 7 a.m.- 5 p.m.
2. Gated west parking lot on the Richfield Campus. Only authorized faculty and staff may use this parking lot.

3. Reserved parking for individuals with disabilities. Failure to display a valid permit for these spaces will result in the vehicle being ticketed.

Parking violation citations may be paid or contested by contacting:

### **Ephraim Campus**

Ephraim City Justice Court  
5 South Main Street, Ephraim 283-4631.

Not less than 5 days or more than 14 days from the citation date.

### **Richfield Campus**

Sevier Justice Court  
250 North Main Street, Richfield  
Room 109, 896-9262 ext. 3

Not less than 5 days or more than 14 days from the citation date.

The following fines will be imposed for ticketed parking violations:

1. Spaces reserved for individuals with disabilities \$125.00
2. All other violations \$40.00

Snow College Vice President of Student Success may take administrative action on students that fail to settle any parking violation which may include but not be not limited to placing holds on transcripts or preventing registration for the next semester.

College safety personnel may place a parking boot on illegally parked vehicles. The owner/driver will be required to pay a fee or receive a citation from a police officer to have the boot removed.

Vehicle(s) parked in violation of this policy are subject to impound at the owners expense. Fees could exceed \$350.00, not including tow charges and fines.

### **Snow College Crime Statistics**

For Crime statistics relating to both Campuses, review the Campus Annual Security and Fire Report found on the Public Safety Web Page. [www.snow.edu/PublicSafety/](http://www.snow.edu/PublicSafety/) or contact Public Safety at 435-283-7170.

## **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.

## **INSTITUTIONAL RESEARCH AND PLANNING**

**Director:** Dr. Rebecca Hermansen (EdD)  
Noyes Building Rooms 313  
Phone: 435 283 7346

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

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

## **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.

## 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 courses for high school students and adults. For more information, contact the college CTE director, Mike Medley at (435) 893-2264.

## 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](http://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

# DEGREES & PROGRAMS

## ASSOCIATE DEGREES

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

### Associate of Arts (AA)

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

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

### Associate of Science (AS)

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

- Read effectively, constructively, and critically,
- Write clearly, informatively, and persuasively,
- Speak effectively in a variety of contexts,

- Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media,
- 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.

### Associate of Science Business (ASB)

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

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

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

### Associate of Pre-Engineering Degree (APE)

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 Science in Nursing (ASN)**

The Associate of Science in Nursing (ASN) degree prepares students for entry-level clinical practices as a registered nurse and to function as a member of a healthcare team. Students who graduate with an ASN will be eligible to apply and take the NCLEX-RN exam.

Snow College's ASN program is a PN-RN program. Students must have a current LPN license before classes start for fall semester. Students must complete all RN prerequisite and corequisite courses as well as elective courses in Humanities (3 credits), Fine Arts (3 credits), and American Institution (3 credits) with a total of 72 credits to graduate with their ASN.

Graduates of the ASN program are eligible to continue their education toward a Bachelor of Science in Nursing (BSN). A BSN degree prepares students to practice across all types of health care settings. A BSN is also required for entry into most graduate nursing programs including nurse practitioner, certified nurse anesthetist, nursing educator or nurse researcher.

### **Associate of Applied Science Degree (AAS)**

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

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

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

- Automotive Technology
- Building Construction and Construction Management
- Child Care Management
- Computer Information Systems
- Diesel & Heavy Duty Mechanics Technology
- Industrial Mechanics
- Machine Tool Technology
- Natural Resources
- Salon Business
- Teaching English as a Second Language - TESL
- Traditional Building Skills
- Welding Technology

### **BACHELOR OF MUSIC WITH AN EMPHASIS IN COMMERCIAL MUSIC**

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

### **CERTIFICATES & DIPLOMAS**

#### **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
- Cosmetology/Barbering
- Computer Information Systems
- ESL
- Family Life
- Practical Nursing
- Salon Business

### **Diplomas**

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

### **Proficiency Certificates**

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

### **Computer and Information Literacy Certification**

Computer and Information Literacy Certification  
Director: (435) 283-7560

Email: lisa.anderson@snow.edu

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

Many students coming to Snow College may already have acquired some or all of these skills through high school course work or other means. Some students and many nontraditional students haven't

had the opportunity to acquire computer literacy skills. Today's students and tomorrow's employees must be able to communicate by electronic mail, access library databases, and use Internet resources. They must be able to present information in well-designed spreadsheets, word processing documents, and slide shows. Students will find themselves at a disadvantage in future courses and employment without these skills.

### **What is the CIL Certification?**

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

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

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

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

### **Does Snow College or my major require CIL Certification? Why should I take the course?**

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

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

Although Snow College does not presently require the completion of CIL certification for graduation,

all students who attend and/or intend to graduate from Snow College would benefit from meeting the CIL certification regardless of major.

### **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.

# FINANCIAL AID & SCHOLARSHIPS

## FINANCIAL AID

### General Information

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

### Deadlines

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

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

### Financial Obligations

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

### New Limitations

#### *Pell Grant Lifetime Limit:*

The Department of Education has now limited a student's Pell eligibility to a total of 12 full-time semesters (or 6 full years) of Pell Grant eligibility during his/her lifetime. This limit applies to all students, regardless of when they received their first Pell Grant. Once a student has received a Pell Grant for 12 full-time semesters they will no longer be

eligible for further Pell Grant funding. (This is not appealable to any individual or institution.)

#### *150% Stafford Loan Subsidized Limit*

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

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

### Proration of Financial Aid

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

Students who drop classes within the first three weeks will have their financial aid reduced to match their enrollment. If a student receives a financial aid check prior to the change in their schedule they will have an unpaid balance in their student account. This balance may cause late fees or cause the Business Office to drop all of your classes. When adding and dropping classes pay attention to your student account so that you do not have punitive actions taken against you.

### Repeating Courses

Pell Grant funding may not be used to repeat a course more than twice where a student received a passing grade (A through D-). Once a student has completed any course twice with a passing grade they are no longer eligible to receive Pell Grant



funding for that course in the future. There are no exceptions to this Federal regulation.

### **Applying for Financial Aid**

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

### **Student Eligibility**

To receive Federal Title IV assistance:

- A student must demonstrate financial need, as determined by the Department of Education (FAFSA).
- Must have a high school diploma or GED certificate prior to the first day of class.
- Is not enrolled in elementary or secondary school.
- Is a U. S. citizen or eligible non-citizen.
- Is enrolled in an eligible program of study and is seeking a certificate or degree. (Taking Pre-requisites for transfer is not an eligible program.)
- Has a valid Social Security Number.
- Must maintain satisfactory academic progress.
- Certify that they are not in default on a student loan or owe an overpayment to the Department of Education.
- If male, is registered for selective service before age 26.
- For loan purposes, is at least a half-time (6 credit hour) student.
- Has not borrowed in excess of federal loan limits.
- Meets all other federally prescribed eligibility criteria.

### **Financial Aid Process**

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

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

### **How Financial Aid is Calculated**

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

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

### **Awards**

An Expected Family Contribution (EFC) is assigned to each applicant; the EFC determines the amount of aid a student may be eligible for. An EFC from 0 to 5000 is generally eligible for some Pell Grant, the lower the EFC the higher the Pell eligibility. Expected Family Contributions above this bench

mark are not Pell eligible. In most cases those with higher EFC's are only loan eligible. (EFC are subject to change during the Verification process.) All awards are tentative and subject to change.

### **Financial Aid Disbursements**

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

Snow College strongly urges the use of direct deposit for financial aid reimbursements.

### **Verification**

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

### **Satisfactory Academic Progress (SAP)**

Snow College Office of Financial Aid is responsible for ensuring that all students receiving federal financial aid meet minimum standards. Federal aid is Pell Grant, Loans, and Work Study. It is ultimately the student's responsibility to know if they are making progress towards their certificate or degree. A student should check their grades each semester and not assume they are eligible because we did not inform them. Not knowing or checking is not a valid excuse. Satisfactory Academic Progress is reviewed

at the end of each payment period (fall, spring, summer)

A student must successfully meet the following minimum requirements:

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

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

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

### **Failing Grades**

Students who fail all of their classes in a payment period are subject to the all "F" policy.

Any student that receives all "F" grades will have to prove that they attended every course. At the end of the semester when instructors put in final grades they list your last date of attendance from their records based on class participation. Those dates are used to calculate how much aid you owe back to the Department of Education in a process called the Return of Title IV Funds. If you disagree with the date instructors provide to us you will have to prove last date of attendance by showing us a graded test, quiz or homework assignment beyond the date the instructors give us.

It is the student's responsibility to turn in documentation in a timely manner. Letters are only sent as a courtesy. Once funds are returned to the Department of Education it is difficult to get funds back, particularly loan funds.

If you fail all of your classes and get a grade change you will have to notify us as soon as possible. We are not made aware of grade changes once the Satisfactory Academic Progress report is run.

### **Reinstatement**

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

### **SAP Appeals**

Students who have been suspended can appeal their suspension by submitting an appeal form and providing documentation of extenuating circumstances. Situations for poor performance must be extenuating, beyond the student's control, to be considered. Students may also be required to submit a functional degree plan signed by a Student Success Advisor and stick with that plan in future enrollment periods. Appeals must be turned in before the end of the 15th day of the semester.

### **Return of Title IV Funds**

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

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

All federal monies owed back to the Department of Education through the Return of Title IV Funds

calculations are not eligible for Snow College Financial Relief.

### **Consortium Agreements**

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

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

### **Good Standing**

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

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

### **Eligible Programs**

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

approved by the Department of Education financial aid may not be available.

### **Misuse of Federal Funds**

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

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

### **Types of Aid**

#### **Employment/Federal Work Study**

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

### **Grants**

#### **Federal Pell Grant**

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

#### **Supplemental Educational Opportunity Grant**

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

#### **Utah Educational Disadvantage Funds**

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

#### **Higher Education Success Stipend Program**

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

### **Loans**

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

#### ***Loan Processing Deadlines:***

- Fall - December 1st
- Spring - April 14th
- Summer - June 5th

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

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

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

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

In the event the student withdraws from school some of the Direct Stafford Loan will need to be paid

immediately as part of the Return of Title IV Funds policy.

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

### *Loan Disbursements*

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

### *Subsidized Loans*

Subsidized Loans are loans that the Department of Ed pays the interest while you are in school, subsidy can be lost by the new 150 percent rule. The amount borrowed depends on the student's need, cost of attendance, and year in school. The interest rate is variable and changes annually. The minimum monthly payment begins at \$50.00, there is a six month grace period that begins once you are no longer a minimal half time student.

### *Unsubsidized Loans*

Unsubsidized Loans are available to those students who did not qualify, in whole or in part, for a subsidized loan. Interest begins accruing as soon as you receive disbursements. Interest does not stop until the loan is paid in full. If you are not paying interest your loan is capitalizing interest. You are paying interest on previous month's accrued interest and principle. If you allow your interest to capitalize your principle can and will grow to an amount greater than the original amount you borrowed.

The amount of the loan depends on need, cost of attendance, and year in school. The interest rate is variable and changes annually. The minimum monthly payment begins at \$50.00.

### *Federal Parent PLUS Loan*

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

## **Financial Aid Staff**

Jack E. Dalene: **Director**  
Merrill Worthington: **Financial Aid Advisor**

Sharise Bringhurst: **Financial Aid Advisor**  
Dana Brotherson: **Financial Aid Advisor**  
Chris Adams: **IT Systems Specialist**

## **SCHOLARSHIPS**

### **Scholarship Director:**

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

**Email:** [scholarships@snow.edu](mailto:scholarships@snow.edu)

**Web:** [www.snow.edu/scholarships](http://www.snow.edu/scholarships)

**Location:** The scholarship office is located on the second floor of the Greenwood Student Center, room 205.

### **General Information**

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

Snow College does not have a waiting list for scholarships. Scholarships are awarded annually each academic year. An academic year for scholarship purposes consists of fall and spring semesters. Scholarships are not awarded during summer semesters.

Credits not covered or earned by regular Snow College tuition processes will not count toward the required credits to maintain the scholarships (i.e. independent study, transfers from other institutions, etc.).

### **Application Deadlines**

Applications for all Snow College scholarships must be postmarked or submitted online on, or before the deadline as posted on the scholarship application. While you may qualify for a scholarship, awards are made based on available funds. We encourage students to apply as early as possible. March 1st is the scholarship application deadline each year for all Snow College scholarships with the exception of our Diversity scholarship which has an extended deadline of May 1st.

### **Scholarship Awarding Process**

Snow College scholarships are offered to students for the full academic year (fall and spring semesters). If a student is planning to start their

attendance during a spring semester, the March 1st deadline still applies. Although an award is made for the full academic year, it is the responsibility of each student who has been awarded a scholarship to maintain the set requirements (stated on the contract) in order for the scholarship to be renewed from one semester to the next. If awarded a scholarship, the student will be emailed his/her scholarship contract. It is the student's responsibility to read and comply with the set scholarship requirements. A thank you letter may be required to the provider of the scholarship.

### **Scholarship Contract**

The scholarship contract is a contract between the student and Snow College. By accepting the scholarship online (on BadgerWeb), the student accepts full responsibility to maintain the requirements in order to keep the award from one semester to the next. The scholarship contract is emailed to each student to their preferred email address provided on the Snow College admissions application. Students must accept their scholarships online before the start of the semester. The requirements of each scholarship award are stated on the student's contract. The requirements may 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 who have questions about their scholarship offer and any requirements should contact the scholarship office.

*NOTE:* Students with disabilities, or needing special consideration should contact the scholarship office immediately. Circumstances may arise on or 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 he or she may need special consideration before the completion of the semester.

### **Scholarship Deferments**

Students who wish to hold (defer) a scholarship must complete a Leave of Absence Form before their absence. Generally, freshman academic waivers are the only scholarships that are deferment eligible. The scholarship contract identifies deferment eligibility. Scholarships may be held (deferred) 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. Deferments being requested for personal reasons such as

employment, internship, illness, etc. will be reviewed and decided on by the scholarship appeals committee. Scholarships may be held for a period of 32 months. A student must submit documentation with the Leave of Absence Form supporting the reason for interrupting their education. The deferment may not be processed without supporting documentation. If a student attends another institution before the deferment or after he or she returns, the scholarship will be canceled. The scholarship office must be notified of when the student plans on returning or enrolling; this is the student's responsibility. Leave of absence or deferment forms must be turned in prior to the start of the first semester of deferment. If a leave of absence or deferment form is turned in after the start of the semester (of which the student would like to defer), the scholarship will not be held.

### **Scholarship Appeals**

A loss of a scholarship may be appealed for varied reasons but may include unavoidable absence from school due to medical issues, military service or personal issues (i.e. a death in the family or divorce). Other reasons to appeal may include a demonstrated unusually heavy or demanding academic course load, or an error on a final grade. Reasons that are typically insufficient for an appeal to be granted are that the student disagrees with the grade a professor gave, or that they student could have attended class but chose not to.

To appeal, students must complete a Scholarship Appeal form by the third Friday of the semester following the loss of his/her scholarship. The Scholarship Appeal Form should include as much documentation as possible. If an appeal is filed on a medical issue, the dates of illness or accident, the period for which the student could not attend school and explanation must be typed on official letterhead with physician's signature and telephone number. Medical bills do not meet the documentation guidelines. Other acceptable documentation may be (but are not limited to) obituaries, divorce decrees, statements from faculty or staff members, or military papers. Students must also submit unofficial transcripts and a detailed explanation with their scholarship appeal.

Students may pick up the scholarship appeal from the Snow College Scholarship office located on the 2nd floor of the Greenwood Student Center, room 205. The appeal form is also available online.

The scholarship office attempts to notify students that a scholarship will or has been lost. However, notification cannot be guaranteed and it is the student's responsibility to check their GPA and credit hours at the end of each semester to determine if they are in danger of losing their scholarship. Even if not notified by the scholarship office, a student must file a timely appeal by the third week of the next semester. If a scholarship has been lost due to grades or insufficient credit hours, the student should first contact all instructors to verify that all grades are accurate. A student should not ask an instructor to change a grade for the purpose of retaining a scholarship. If a grade has been reported or recorded inaccurately, this should be noted on the appeal form.

It is at the discretion of the scholarship appeals committee to either reinstate the scholarship back to the student in its entirety, to reduce the scholarship, or to decline the appeal. The committee may also suggest that a different type of scholarship be awarded to the student who is appealing. The terms and conditions along with the length of the award (if approved) will be communicated to the student through email.

### **95 Credit Rule**

For Snow College students who are not currently enrolled and accepted into a four year program, and have more than 95 attempted credit hours must petition the Scholarship Appeals Committee to be considered for any Snow College scholarship. Students appealing this rule must have an academic reason for staying at Snow College. Students are strongly encouraged to obtain supporting documentation from a faculty member and document the courses they expect to complete. Appeals for this purpose will be considered throughout the semester, but students are encouraged to appeal as early as possible. Students appealing under this category are appealing for the right to be considered for a scholarship. If the appeal is approved, it does not automatically guarantee the student a scholarship.

### **ADA Accommodations for Scholarship Purposes**

A student with a disability may apply for reasonable accommodations with regard to admission and scholarships. Potential accommodations include, but are not limited to, waiving the required ACT scores or course loads required to retain a scholarship. A student who believes they have a qualifying disability should contact the Snow College

Accessibility Resource Center well in advance of admission and scholarship application deadlines and work with the Center to provide required documentation and establish reasonable accommodations. Students appealing the loss or revocation of a scholarship related to a disability should indicate the reasons on the Scholarship Appeal Form.

### **Disbursement of Scholarship Funds**

Scholarship funds are disbursed into the student's Snow College account approximately ten days prior to the start of each semester, given that all application material is complete. All funds go towards what the student owes Snow College first, and then a refund may be generated. Academic scholarships will not disburse into the student's account until the student is registered for the required 15 credit hours. The funds may be withdrawn if the student drops below 15 credit hours within the first three weeks of the semester. After the third week of each semester (the 21st day), if the student drops below 15 credit hours but stays enrolled, the scholarship will not be renewed for the following semester. The student will then need to appeal to get funding back. All scholarship funds will be withdrawn if the student withdraws from school completely before the 60% semester date.

### **Duplication of Awards**

Due to limited resources and the need to distribute scholarships among as many students as possible, Snow College has the right to limit the amounts awarded to each student. Therefore, if a student is awarded two or more scholarships from different sources or departments, the student may be required to choose and accept only one of the awards. In such cases, the student should read carefully the scholarship contract for each award. Students cannot be awarded more than full tuition + \$700 per semester in Snow College scholarship funds.

### **Student Definitions (for scholarship purposes)**

- **New Freshman Student** is defined as a student who is entering Snow College as a regular admitted student with (1) no previous college experience, (2) concurrent enrollment credit, or (3) less than 20 dual enrollment or transfer credits.
- **Returning Student** is defined as any student who has completed at least one semester of post-

secondary coursework (after completing high school), with a minimum of 12 credit hours, on a Snow College campus. This includes online courses.

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

## Types of Scholarships

### *Freshmen Academic Scholarships*

- **Academic Elite** – This is a four semester scholarship awarded to those students with an index score of 141 and above. Students must complete (earn) 15 credits and earn a 3.5 GPA each semester of attendance. This scholarship will automatically renew for a second year if the student’s cumulative GPA is at least a 3.7.
- **Academic Excellence** – This is a two semester scholarship awarded to those students with an index score of 130-140.99. Students must complete 15 credits and earn a 3.25 GPA each semester of attendance.
- **Academic Honors** – This is a two-semester scholarship awarded to those students with an index score of 115-129.99. Students must complete 15 credits and earn a 3.25 GPA each semester of attendance.
- **Sterling Scholar**- This is a four semester scholarship. Students must be regional winners in the State of Utah or regional runners-up in any Sterling Scholar category. Students must complete 15 credit hours and earn a minimum 3.5 GPA each semester of attendance. This scholarship cannot be used in conjunction with an academic scholarship.

While a student may qualify for an academic scholarship, these awards are made based on available funds. We encourage all students to apply as early as possible. The deadline for academic scholarships is March 1st. Incoming freshmen academic scholarships are awarded based on overall academic achievement while in high school. The following factors are used to determine these:

- Overall high school GPA;

- Composite ACT score (see the SAT to ACT comparison below);
- Date of application;
- Available funds
- For home schooled students, and students who earn a GED, the index will be computed by using their composite ACT score or a sum of Mathematics and Verbal SAT scores in conjunction with the average GPA of newly admitted students with those same test scores.

Academic scholarships (waivers) pay for part or all of resident tuition. Please note that these scholarships are only for Utah residents. All students receiving an academic scholarship will be required to complete a minimum number of credit hours each semester and maintain a set GPA. These requirements are set by the scholarship office and are stated on the scholarship contract. It is the responsibility of the student to understand and maintain these requirements. Questions or concerns should be directed to the scholarship office.

## Index Calculation

A resident freshman academic scholarship index score is currently computed by taking the overall GPA x 20 + ACT x 2.6. The scholarship index formula may be revisited regularly and adjusted as appropriate.

## SAT to ACT comparison

Snow College used the following to determine the comparable SAT to ACT scores for scholarship purposes. We use the sum of mathematics and verbal scores. The writing test is not included.

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



1530-34  
1580-35  
1600-36

### **Returning or Transfer Student Academic Scholarships**

Students who are currently attending or transferring to Snow may apply for academic awards. Awards will be based on student academic performance and available funds. To be considered, students must have a minimum cumulative GPA of 3.5. These scholarships are awarded on a first come first serve basis as restricted by available funds. Each scholarship award may have individual requirements for the student to maintain. The scholarship requirements will be stated on the scholarship contract. The scholarship awardee will be required to write a thank you letter if the scholarship is funded by a private account. The deadline is March 1st.

### **Western Undergraduate Exchange Award (WUE)**

This waiver is granted to Snow College by the State of Utah and may be adjusted without prior notice. This is awarded as an academic scholarship and consideration for this award is based on high school GPA, ACT or SAT I test scores, and the student's admission date. An index of 115 or higher is required to be granted this award. Current Snow students and transfer students will be considered based on their GPA on post-high school credit and the date they submit their Returning/Transfer Academic Scholarship application. A minimum grade point average of 3.0 is required while maintaining 15 credit hours in order to renew this award. Participating states include: AK, AZ, CA, CO, HI, ID, MT, ND, NM, NV, OR, SD, WA, WY. The students will be placed on the award list based on the student's date of admission. The scholarship is awarded based upon availability of funds. This award reduces a student's nonresident portion of tuition to 150% of resident tuition. Any credits earned by students on a WUE scholarship cannot be used to meet the requirements for Utah residency. This scholarship cannot be used in conjunction with any other nonresident waiver. This scholarship cannot be deferred. The deadline is March 1st.

### **Non-Resident Tuition Waiver (NRTW)**

This waiver is granted to Snow College by the State of Utah and may be adjusted without prior notice. The NRTW is a one-year scholarship open to all

new non-resident students, from any state in the U.S. This is awarded as an academic scholarship and consideration for this award is based on high school GPA, ACT or SAT I test scores and the student's admission date. An index number of 115 or higher is required to be granted this award. After the first semester of enrollment, students must have completed 15 credit hours while maintaining a minimum 3.0 grade point average to receive the waiver for the second semester. The amount of the award is equal to one half of the difference between non-resident and resident tuition. The students will be placed on the awarding list based on the student's date of admission. The scholarship is then awarded based upon availability of funds. A student can only be awarded one non-resident scholarship. The NRTW scholarship is considered first for students not of a WUE state but a student from a WUE state can choose to have a NRTW. The NRTW cannot be deferred. The deadline is March 1st.

### **Alumni Legacy Nonresident Waivers**

These are granted to Snow College by the State of Utah and may be adjusted without prior notice. This award allows Snow College to waive an amount up to the full nonresident portion of tuition for children and grandchildren of Snow College graduates. This is to recognize the legacy of past graduates and promote a continued connection to their alma mater. This waiver is only for the children and/or grandchildren of Snow College graduates who live outside of Utah. A student must have at least one parent or grandparent who has graduated from Snow College with an associate's degree or higher. Applicants must be enrolled at a higher education institution in Utah for the first time to be considered. A minimum grade point average of 2.5 is required in order to be granted this waiver from one semester to the next. Any credits earned by students on the Alumni Legacy Waiver cannot be used to meet the requirements for Utah residency. This waiver cannot be used in conjunction with any other nonresident waiver. The Alumni Legacy Waiver cannot be deferred.

### **Non-Resident Waivers - Legislated (NRESW)**

These are granted to Snow College by the State of Utah. Snow College has the right to limit these funds and target the student population to be awarded. These waivers are awarded to students based on meritorious standards set by the college. The amount of this award will be set by Snow College, and cannot be used in conjunction with any other

nonresident waiver. This scholarship may be deferred if authorized by the Snow College scholarship office.

### **Performance-based and Departmental Scholarships**

These scholarships are awarded according to talent or excellence in specific areas or departments and may require an audition, portfolio, interview, declared major, etc. Each department, in conjunction with the scholarship office, sets the scholarship requirements. Students should read the applications carefully and discuss their questions with the scholarship office. Departmental applications are due March 1st. The student must contact the various departments for the performance-based deadlines and requirements.

### **Private Scholarships**

Many of our scholarships come from generous donations. The requirements to receive and/or keep these scholarships may be set by the individual, foundation, or company making the donation. To obtain a private scholarship, students must be admitted to Snow College, and complete the private scholarship application(s) for which they would like to be considered. The deadline for private scholarships is March 1st. Please note: An application for Federal Financial Aid (FAFSA) is also required for many of our private awards.

### **Diversity Scholarships**

The diversity scholarship takes into account ethnic origin, GPA, as well as geographic location, and is awarded by the Multicultural Committee. Students should read the application carefully, submit all of the needed documentation, and discuss any questions they might have with the scholarship office. The deadline for the diversity scholarship is May 1st.

### **International Student Scholarships**

The Snow College Center for Global Engagement is committed to helping international students. Scholarships are open for new and returning international students. The GPA requirement for these scholarships is set between a 2.5 and 3.0 and will be detailed on the scholarship contract. To apply

for these, students must contact the Center for Global Engagement at (435) 283-7411.

### **Leadership Scholarships**

Leadership scholarships are available to students who have shown leadership qualities through experience in high school as student body officers, class leaders, club officers, team captains, etc. In addition to the demonstration of leadership abilities, the student will also be expected to have above average grades.

- **Ambassador Leadership Scholarships:** Students applying for ambassador positions and scholarships are expected to submit a resume, leadership application, and have a personal interview with the Admissions Advisors/Director. The Director of Admissions and the Advisor to the Director decide on the annual awards. Once awarded, the student is required to maintain a minimum 2.75 GPA and earn 12 credits each semester. The student is required to sign and follow all points outlined in the Snow College Ambassador Leadership Contract. Failing to do so, may result in the removal of scholarship funds. If a student falls below the GPA or credit hour requirement or does not fulfill their Ambassador obligation(s), the scholarship office has the right to cancel disbursements or withdraw funds until further notice from the Admissions Director.
- **Student Body Advocate Scholarships:** Student Body Advocate Scholarships are awarded through the Student Government Office. Once awarded, the student is required to maintain a 2.75 GPA and earn 12 credits each semester. The student is required to sign and follow all points outlined in the Snow College Student Body Advocate Leadership Contract and the Individual Position Contract. Failing to do so, may result in the removal of scholarship funds.
- **Resident Assistant Scholarships:** A Resident Assistant (RA) is a leader who helps residents with their day to day needs throughout living on campus. RA's create positive, healthy, and safe living environments in the Residence Halls. To apply, students can go online or call (435) 283-7152.

# 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.

## GENERAL EDUCATION MISSION

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

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

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

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

Snow College, first and foremost, general education is who we are.

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

## LEARNING OUTCOMES

A student who completes the GE curriculum:

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

In addition, a student who graduates from Snow College with an AA degree can speak, read, and write a foreign language with basic proficiency.

## GE Requirements

The General Education curriculum is made up of courses that formulate a GE core (which is mandated

by the state of Utah) and a selection of course options that fall into several knowledge areas:

- GE Core
  - Quantitative Literacy (MATH 1030, 1040, 1050, or 1080)
  - American Institutions (ECON 1740, HIST 1700, POLS 1000, POLS 1100, HIST 2700, or HIST 2710)
  - English (ENGL 1010 and ENGL 2010)
- Knowledge Areas
  - Fine Arts
  - Oral Communication
  - Physical Education
  - Humanities
  - Social and Behavioral Science
  - Physical Science
  - Life Science
  - Science Inquiry

## FINE ARTS

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

**Outcomes.** Students who complete a course designated to fulfill the Fine Arts (FA) General Education requirement at Snow College should be able to:

- Articulate the dynamics of the creative process including the development of a lifetime sensibility as it applies to the disciplines of dance, music, theater, or visual arts.
- Provide an informed synopsis of the performing and/or visual arts in the contexts of culture and history through reading and interpreting pertinent information using a variety of traditional and electronic media.
- Demonstrate an understanding of the conceptual and elemental principles fundamental to the creation of various forms of artistic expression.
- Exhibit an ability to critically analyze artistic works using appropriate techniques, vocabulary, and methodologies.

## ORAL COMMUNICATION

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

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

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

- Analyze and critique the oral communication of oneself and others.
- Develop appropriate rhetorical patterns (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) to influence attitudes, beliefs and actions, while demonstrating speaking skills from process to product.
- Communicate orally in ways that are appropriate to the goal, communication channel, context of the communication episode while employing effective use of organizational strategies, communication ethics, verbal and nonverbal language, vocalics, and communication apprehension techniques.
- Manage and coordinate credible/relevant information gathered from multiple sources for the purposes of problem solving, decision-

making, speech building, and supporting an argument.

- Communicate effectively interpersonally with others in conversation, interview, and group/team contexts.
- Understand and manage conflict in a variety of communication contexts with an emphasis on team building.
- Explain the role human communication plays in the development and maintenance of societies including academic, social, and professional endeavors; communicate an understanding of vocabulary, concepts, materials, techniques, and methods of intellectual inquiry in communication.

## HUMANITIES

The Humanities are a group of academic disciplines that study the many ways by which humans have attempted to understand themselves and their world. At Snow College, the Humanities focus on cultural traditions that are expressed largely through text or which have a strong textual component: languages, literature, and philosophy. The methods by which the Humanities study culture are at once analytical and interpretive, objective and subjective, historical and aesthetic.

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

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

## SOCIAL AND BEHAVIORAL SCIENCES

Students will develop understanding of the world around them through study of content and the processes used by social and behavioral scientists to discover, describe, explain, and/or predict human behavior and social systems. Students must

understand the diversities and complexities of the cultural and social world, past and present, from a social scientist's perspective, and methodologies, and come to an informed sense of self and others.

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

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

## NATURAL SCIENCE (LIFE AND PHYSICAL SCIENCE)

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

Broad categories of the Natural Science disciplines include Physics, Astronomy, Chemistry, Geology,

Meteorology, and Biology. At Snow College, the first five are considered physical sciences and biology the life science. While properties of matter and energy in the physical sciences are common to life science, the emergent properties resulting from the complexities of life require additional study to amplify and clarify the scientific mechanisms of nature.

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

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

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

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

### Science Inquiry

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

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

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

### Physical Education

Physical Education is a discipline that emphasizes healthy lifestyles both physically and mentally by developing an understanding of how living a sustained healthy lifestyle will increase quality of life in the short and long term.

**Outcomes.** A student who earns General Education credit in Physical Education will be able to:

- Describe how becoming fit and leading a healthy lifestyle will improve the quality of their life both mentally and physically.
- Define what it means to be fit and lead a healthy lifestyle.
- Understand how they can make changes to improve their fitness and wellness.
- Outline proper strategies for developing a personal fitness routine.

### Associate of Applied Science Education

#### Outcomes

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

1. can describe the scope and principal features of his/her field of study, citing its core theories and practices, and use the current terminology of the field;
2. can read, retrieve, evaluate, interpret, and deliver information using a variety of traditional and electronic media;
3. can speak and write effectively and respectfully as a member of the global community, and work effectively as a member of a team;
4. can reason quantitatively in a variety of contexts;
5. can reason analytically, critically, and creatively about his/her field of study;
6. can address complex problems by integrating the knowledge and methodologies of multiple disciplines;
7. can generate products, recreate products, or provide services respective to his/her field;

8. has acquired entry-level skills specific to and appropriate for employment in his/her field of study;
9. is aware of industry specific certifications and has developed skills sufficient to acquire the same;

A student who graduates from Snow College with an AAS degree with career specific hazards can demonstrate safe practices and awareness of potential hazards in his/her field of expertise;

### **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.

### **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.

### **Honors Program**

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

wish to take one or two honors classes simply for the honors experience.

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

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

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

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

For a complete list of honors courses & their availability, consult the honors webpage:

[www.snow.edu/honors](http://www.snow.edu/honors)

### **Civic Engagement & Service Learning Program**

Snow's Civic Engagement & Service Learning Program (CE&SL) is designed to help students develop their critical thinking and leadership skills through intellectual, moral, and civic learning to create a rigorous and rewarding academic experience. CE&SL enables students to take what they're learning in the classroom and apply it through meaningful, hands-on projects that connect them with the community and help them prepare for professional and civic life beyond college.

Service learning (SL) – designated courses are available across most majors at Snow, and there are various other CE&SL opportunities available on and off campus, from Snow Service and other related clubs, to Alternative Spring Break trips, to other co-curricular service learning activities. These opportunities give students a chance to collaborate and connect with fellow students, and to work with community partners on projects that address real needs and problems in the local community and wider world.

Students who have participated in the program in the past have found that CE&SL has helped them network to potential job opportunities, enhance their resumes with significant experiences, and interact with their community and world through satisfying, meaningful work. One way students can structure their CE&SL experience at Snow is by pursuing the Service Scholars Recognition Award.

### **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](http://www.snow.edu/servicelearning)

### **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.

### **GE IDENTIFICATIONS**

General education courses are identified with the following:

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

### **GE 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.

# GRADUATION

## Graduation Coordinator:

Margie Anderson  
Greenwood Student Center 223  
435.283.7143

Students are encouraged to track their progress towards graduation via Degree Works. A student can access Degree Works through Badger Web.

## GENERAL INFORMATION

- Sixty-three total credits are required for an Associate Degree, thirty-six of which must be general education credits.
- Twenty-one semester credits must be resident credit earned at Snow College. College credits earned through AP, CLEP, and credit by exam do not satisfy this requirement.
- A cumulative grade point average of C (2.00) or better must be earned on work completed at Snow College.
- A grade of C- (1.7) or higher is required in the GE groups of Math, English, and American Institutions.
- Courses below 1000 do not count in a student's graduation GPA or graduation credits.
- Courses only count once towards graduation, with the exception of any course classified by the Curriculum Committee as "repeatable".
- Official transcripts from all postsecondary institutions attended must be submitted to Snow College. Transfer GPA is not calculated with the Snow College GPA.
- All student accounts must be paid in full. Diplomas and degrees will not be issued if there are any outstanding obligations.
- A student in continuous enrollment in regular fall and spring semesters at Snow College must, for purposes of meeting graduation requirements, elect to meet requirements in effect at the time of entering the college or at the time of graduation. If enrollment is interrupted, students must elect to meet requirements in effect at the time of reentry or the time of graduation.
- Credits not earned within the five years prior to the time of graduation from Snow College may be subject to review by both the Academic Standards Committee and the departments concerned.

## GENERAL GRADUATION REQUIREMENTS

### Associate of Arts Graduation Requirements.

- American Institutions (AI): at least 3 credits (minimum grade: C-)
- English (E1, E2): 6 credits (minimum grade: C-)
- Fine Arts (FA): 3 credits
- Foreign Language (FL): 4 credits
- Humanities (HU): 3 credits
- Math (MA): 3 credits
- Natural Science: 7 credits
  - Life Science (LS): 3 credits
  - Physical Science (PS): 3 credits
  - Natural Science Lab (LB): 1 credit
- Oral Communications (OC): 3 credits
- Physical Education (PE): 1 credit
- Social and Behavioral Science (SS): 3 credits
- Electives: 27 credits

### Associate of Science Graduation Requirements.

- American Institutions (AI): at least 3 credits (minimum grade: C-)
- English (E1, E2): 6 credits (minimum grade: C-)
- Fine Arts (FA): 3 credits
- Humanities (HU): 3 credits
- Math (MA): 3 credits
- Natural Science: 10-11 credits
  - Option 1: 11 credits
    - Life Science (LS) (3 credits)
    - Physical Science (PS) (3 credits)
    - Natural Science Lab (LB) (2 credit)
    - Science Inquiry (SI) (3 credits)
  - Option 2: 10 credits
    - Life Science (LS) (3 credits)
    - Physical Science (PS) (3 credits)
    - Natural Science Lab (LB) (1 credit)
    - 3 credits from AGBS (1010, 2200/2205, 2400, 2500), BIOL, CHEM, GEO, PHSC, PHYS – excluding COOP, internships, and special projects
- Oral Communications (OC): 3 credits
- Physical Education (PE): 1 credit

- Social and Behavioral Science (SS): 3 credits
- Electives: 27 credits

### *Courses in GE Areas*

A course in bold indicates a student must meet the course's prerequisite or that an instructor must sign the student into the course.

#### **AMERICAN INSTITUTIONS (AI)**

Minimum Grade C- (choose one)

- ECON 1740 U.S. Economic History
- HIST 1700 America Civilization
- POLS 1100 American/US National Government
- HIST 2700 U.S. History to 1877 & HIST 2710 U.S. History from 1877  
(must complete both 2700 & 2710 for AI)

#### **ENGLISH (E1 & E2) (6 credits)**

Minimum Grade C-

Complete both of the following courses

- ENGL 1010 Introduction to Writing
- ENGL 2010 Intermediate Writing or ENGL 2014 Honors English

#### **FINE ARTS (FA) (3 credits)**

- ART 1010 Intro. to the Visual Arts
- ART 1020 Basic Drawing (non majors)
- ART 1040 Art Studio Practices - 2D (non majors)
- ART 1050 Basic Photography
- ART 1060 Art Studio Practices - 3D (non majors)
- ARTH 2710 Art History Survey I
- ARTH 2720 Art History Survey II
- DANC 1010 Introduction to Dance
- MUSC 1010 Intro. to Music
- MUSC 1030 Intro. to Jazz and Popular Music
- MUSC 1031 History of Rock and Roll
- MUSC 1100 Fundamentals of Music
- MUSC 2010 Music History & Literature I
- MUSC 2020 Music History & Literature II
- MUSC 3010 Music History & Literature I
- MUSC 3020 Music History & Literature II
- MUSC 3630 Music History & Literature I
- MUSC 3640 Music History & Literature II
- MUSC 3650 Music History & Literature III
- THEA 1013 Survey of Theatre
- THEA 1023 Survey of Film
- THEA 1031 Theatre History & Lit Classical
- THEA 1032 Theatre History & Lit. Modern
- THEA 1033 Acting I
- THEA 1513 Stage Craft

- THEA 1740 Survey of Musical Theatre

#### **FOREIGN LANGUAGE (FL) (4 credits)**

- Complete 4 credits of one language numbered 1020 or above (excluding coops, internships, special projects, and undergraduate tutoring).

#### **HUMANITIES (HU) (3 credits)**

- COMM 1500 Introduction to Mass Media
- ENGL 2130 Science Fiction Literature
- ENGL 2150 Intellectual Traditions of the West
- ENGL 2160 Intellectual Traditions of the West
- ENGL 2200 Introduction to Literature
- ENGL 2210 Folklore and Literature
- ENGL 2220 Introduction to Fiction
- ENGL 2230 Classic Myths and Folk Tales
- ENGL 2240 Introduction to Poetry
- ENGL 2300 Introduction to Shakespeare
- ENGL 2400 Special Topics in Lit. & Culture
- ENGL 2410 Western American Literature
- ENGL 2420 Literature of the Outdoors
- ENGL 2430 Gothic & Supernatural Literature
- ENGL 2450 Introduction to Gender Studies
- ENGL 2460 African American Literature
- ENGL 2510 Masterpieces of American Lit.
- ENGL 2520 Masterpieces of American Lit.
- ENGL 2610 Masterpieces of British Lit.
- ENGL 2620 Masterpieces of British Lit.
- ENGL 2650 Language in Society
- ENGL 2660 Introduction to Language
- PHIL 1000 Introduction to Philosophy
- PHIL 2050 Ethics and Values
- PHIL 2600 World Religion and Scripture
- TSFL 2650 Language in Society
- TSFL 2660 Introduction to Language Systems

#### **MATH (MA) (3 credits)**

Minimum Grade C- (choose one)

- MATH 1030 Quantitative Literacy
- MATH 1040 Intro. to Statistics
- MATH 1050 College Algebra (or any other MATH course requiring MATH 1050 as a prerequisite)
- MATH 1080 Pre-Calculus

#### **NATURAL SCIENCE**

There are two options to satisfy your Natural Science graduation requirement. Science majors: you **MUST** meet with an advisor to see which classes you need.

- Option 1 (11 credits):
  - 3 credits: Life Science (LS)

- 3 credits: Physical Science (PS)
- 2 credits: Life Science and/or Physical Science Lab (LB)
- 3 credits: Science Inquiry (SI)
- Option 2 (10 credits):
  - 3 credits: Life Science (LS)
  - 3 credits: Physical Science (PS)
  - 1 credit: Physical or Life Science Lab (LB)
  - 3 credits: From AGBS (1010, 2200, 2205, 2400, 2500), BIOL, CHEM, GEO, PHSC, PHYS – excluding COOP, internships, and special projects.

**Life Science (LS) (\* lab optional)**

- BIOL 1010 General Biology\* (3 credits)
- BIOL 1050 Human Biology\* (3 credits)
- BIOL 1610 Biology I (3 credits)
- BIOL 1620 Biology II (3 credits)
- BIOL 2060 Introductory Microbiology (3 credits)
- BIOL 2200 General Microbiology (3 credits)
- BIOL 2300 Plant Taxonomy (3 credits)
- BIOL 2320 Human Anatomy (3 credits)
- BIOL 2420 Human Physiology (3 credits)

**Physical Science (PS)**

- CHEM 1010 Introduction Chemistry (3 credits)
- CHEM 1110 Elementary Chemistry (3 credits)
- CHEM 1120 Elementary Organic/Biochemistry (3 credits)
- CHEM 1210 Principles of Chemistry (3 credits)
- CHEM 1220 Principles Chemistry II (3 credits)
- GEO 1010 Survey of Geology (3 credits)
- GEO 1060 Environmental Geology (3 credits)
- GEO 1080 Oceanography (3 credits)
- GEO 1110 Physical Geology (3 credits)
- GEO 1220 Historical Geology (3 credits)
- GEO 2100 Evolution of the Earth-Honors (1 credit)
- GEOG 1000 Physical Geography (3 credits)
- PHSC 1000 Interdisciplinary Physical Science (3 credits)
- PHSC 1440 Cosmos (2 credits)
- PHYS 1000 Conceptual Physics (2 credits)
- PHYS 1010 Elementary Physics (3 credits)
- PHYS 1060 Astronomy: Star & Galaxies (3 credits)
- PHYS 1150 Intro. to Meteorology (2 credits)
- PHYS 2100 Honors Physics (2 credits)

**Natural Science Labs (LB)**

- BIOL 1015 General Biology Lab
- BIOL 1055 Human Biology Lab
- BIOL 1615 Biology I Lab
- BIOL 1625 Biology II Lab
- BIOL 2065 Introductory Microbiology Lab
- BIOL 2205 General Microbiology Lab
- BIOL 2305 Plant Taxonomy Lab
- BIOL 2325 Human Anatomy Lab
- BIOL 2425 Human Physiology Lab
- CHEM 1015 Introduction Chemistry Lab
- CHEM 1115 Elementary Chemistry Lab
- CHEM 1125 Elementary Organic/Biochemistry Lab
- CHEM 1215 Principles of Chemistry Lab
- CHEM 1225 Principles Chemistry II Lab
- GEO 1015 Survey of Geology Lab
- GEO 1065 Environmental Geology Lab
- GEO 1115 Physical Geology Lab
- GEO 1225 Historical Geology Lab
- GEO 2105 Evolution of the Earth-Honors Lab
- GEOG 1005 Physical Geography Lab
- PHSC 2105 Honors Physical Science Laboratory
- PHYS 1015 Elementary Physics Lab
- PHYS 2105 Honors Physics Lab

**Science Inquiry (SI)**

Choose any course(s) with the following prefixes (excluding coops, internships, special projects, and undergraduate tutoring):

- ANTH
- BIOL
- CHEM
- CJ
- ECON
- GEO
- GEOG
- PHSC
- PHYS
- PSY
- SOC

OR three credits from the following courses:

- AGBS 1010, 2200/2205, 2400, or 2500
- HFST 1020 Principles of Nutrition
- HFST 1400 Courtship & Marriage
- HFST 1500 Human Development
- HFST 2400 Family Relations
- HIST 1510 Modern World Civilizations
- HONR 2851 Honors Interdisciplinary Studies in Science

### **ORAL COMMUNICATION (OC) (3 credits)**

- BUS 1270 Strategic Selling
- BUS 2450 Presentations for Business
- COMM 1020 Public Speaking
- COMM 1560 Radio Production
- COMM 1870 Radio Performance - 1st year
- COMM 1880 Radio Performance - 2nd year
- COMM 2070 Oral Interpretation of Literature
- COMM 2110 Interpersonal Communication
- COMM 2150 Intercultural Communication
- COMM 2170 Organizational Communication
- COMM 2200 TV Production
- COMM 2270 Argumentation and Debate
- COMM 2300 Introduction to Public Relations
- COMM 2870 Radio Performance - 2nd year
- COMM 2880 Radio Performance - 2nd year
- DANC 2080 Dance Improvisation
- THEA 2080 Theatre Improvisation

### **PHYSICAL EDUCATION (PE) (1 credit)**

(Waived for students 31 and older)

- PE 1096 Fitness and Wellness

### **SOCIAL & BEHAVIORAL SCIENCE (SS) (3 credits)**

- ANTH 1000 Introduction to Anthropology
- BUS 1210 Personal and Consumer 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 1210 Personal and Consumer Finance
- HFST 1400 Courtship and Marriage
- HFST 1500 Human Development
- HIST 1500 Ancient World Civilization
- HIST 1510 Modern World Civilization
- 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

### **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. Snow College accepts transfer credit based on the following criteria:

- Courses must be non-remedial in nature and must be generally acceptable toward a degree or certificate.
- 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.
- 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 institution shall provide certification when students have fully completed its General Education requirements. Contact the Registrar's office to request certification.

### **GRADUATION DEADLINES & FEES**

Based on deadline dates listed below, please submit an application for graduation. Students should apply after completion of approximately 31 credits. Application forms are available from the Registration Office, the Student Success Center, or on the Snow College website under the Registrar's page. Please note, there is a \$25 application fee and

an additional \$25 fee for applications received after the posted deadline.

- Fall Semester: last day of preceding spring semester
- Spring: last Monday in October
- Summer: last Monday in April

The Registrar posts the exact deadline online.

## 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.

## GRADUATION WITH HONORS AWARDS

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.

- 4.00 Summa Cum Laude
- 3.89 Magna Cum Laude
- 3.74 Cum Laude

## COMMENCEMENT EXERCISES

### Ephraim Commencement

Commencement exercises, which occur the Saturday following the conclusion of Spring Semester, include all students who have graduated the preceding Fall Semester and those who will graduate in the current Spring Semester, or after the current academic year's Summer Semester. The College wants all candidates for graduation to be present at Commencement. Students deserve to be honored on this day. 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 Commencement

Snow College holds a separate commencement exercise on the Richfield campus for students completing programs (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.

## 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](http://www.snow.edu/servicelearning).

# REGISTRATION

## REGISTRATION OFFICE

**Registrar:** Micah N. Strait

**Assistant Registrar:** Margie Anderson

**Registration Coordinator:** Chrissy Ray

**Registration Assistant:** Tina Carlson

## REGISTRATION

The Registrar lists the dates for registration online prior to each semester. Students may choose to register over the internet (Badger Web) or in person at the registration windows or Student Success Center. Instructions for using these systems are available each semester online. Students are strongly encouraged to see an advisor prior to registration each semester (see Advising below.)

Students must be registered for a class to receive credit. It is imperative that they check their class schedule through Badger Web or 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 class roll does not include their name.

Students must make payments of fees according to deadlines listed in the Tuition and Fees section below. AP or transfer credit should be received at least three weeks prior to registration.

**Course Offerings.** Courses scheduled to be taught and advertised to students on Badger Web will not be canceled if there are less than three weeks before the semester starts. Exceptions to that policy exist for unforeseen exigencies and course enrollment that does not justify offering the course. In either event, the Academic Vice President must approve the cancellation. After the third week deadline, departments are responsible to teach the courses they advertised to the students if they do not meet the exceptions.

**Advising.** Snow College strongly recommends that students meet with an advisor in the Student Success Center, before registering for classes each semester. This helps ensure students meet their academic goals in a timely fashion. During the advisement session, an advisor will help students select classes appropriate to their major, goals, and interests.

Advisement is available in person, over the phone, or over the internet. Please call 435.283.7313 to

schedule an appointment for the Ephraim Campus or 435.893.2211 for the Richfield Campus. Internet advising is done through Snow College's Pre-Advisement at [www.snow.edu/advise](http://www.snow.edu/advise), or communicating via e-mail about major and educational plans.

**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:

1. Fill out the online admissions application and pay the onetime \$30 admission fee; and
2. On the first day of class request the instructor's signature on the add/drop 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 fees and expenses that may be attached to a class, such as books and lab fees.

**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; and
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](http://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 given a failing grade of "UW").

## Adding & Dropping Classes

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

**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. Adding or dropping courses should not be treated lightly. Students, instructors and advisors should do what is best for the student's academic success.

**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.

**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 following add/drop deadlines.

## Add/Drop Deadlines

**Changes During Weeks 1-3.** Students may add or drop classes over via Badger Web through the first five business days of the semester or by coming to the Registration Office or Student Success Center.

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

1. Week One: A student must submit a signed add/drop form when adding a closed class (full);
2. Weeks Two and Three: An instructor's signature is required for all open and closed classes.

Off-campus online students contact the Student Success Center at [advisement@snow.edu](mailto:advisement@snow.edu) for assistance.

**Changes During Weeks 4-10.** A student may 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:

1. The student obtains the signature of the instructor teaching the course; and
2. The student submits an add/drop form to the Student Success Center or Registration Office.

A student may add during this period with instructor permission under two circumstances.

1. The add corresponds with a drop of a higher level course that has already covered the material the lower level course to be added has covered to date; or
2. The student has been attending, participating in, and submitting assignments for the course to be added since the beginning of the semester.

The additions or switches permitted by this policy are those that will help the student succeed as a student and not those that simply prevent a student from receiving a failing grade for a course.

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:

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

## 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 online. All transactions require student and instructor signatures.

## 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 online [www.snow.edu/registrar](http://www.snow.edu/registrar). Students must submit their completed request for withdrawal from school to the Registration 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 chairperson in the Business Office on the second floor of the Noyes Building.

### **State Distance Education Authorization**

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

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

### **Attendance**

Regular and prompt attendance is expected of every student. Instructors may vary in their individual attendance policies. An instructor may submit a failing grade of "UW" if a student:

1. misses the first day of class; or
2. 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 Office by the 10th week deadline. A Student will not receive a UW after the 10th week drop deadline. A faculty member cannot officially withdraw a student. This is the student's responsibility.

**Jury and Witness Leave (Students).** Students 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.

**Note:** 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.

### **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 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 online at [www.snow.edu/registrar](http://www.snow.edu/registrar).

### *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 online at [www.snow.edu/registrar](http://www.snow.edu/registrar). Unless approved by the GE Committee, special project credit does not 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

## RECORDS

### Change of Name

A student whose name has legally changed and who wishes the name change to be reflected on Snow College records must submit appropriate legal documentation and make a request for a name change in the Registration Office by submitting the name change form, which is found online at [www.snow.edu/registrar](http://www.snow.edu/registrar).

### Confidentiality of Records

Snow College's policy concerning the confidentiality of student records follows three principles:

1. Honoring student privacy while securing the benefits of higher education;
2. Protecting students and the surrounding community; and
3. Complying with the Family Educational Rights and Privacy Act of 1974 (FERPA)

The following is an abbreviated version of Snow's Confidentiality of Records Policy. The complete confidentiality policy is available at [www.snow.edu/right2know](http://www.snow.edu/right2know) and [www.snow.edu/registrars/](http://www.snow.edu/registrars/).

### Rights to a Confidential & Accurate Record

Snow College and FERPA afford students attending Snow College certain rights with respect to their education records. These rights include:

1. **The Right to Inspect.** Each student has the right to inspect and review the student's education records within 45 days of making a written request to the appropriate official at Snow College (registrar, dean, head of the academic department, or other appropriate official).
2. **The Right to Request an Amendment to Student's Record.** Each student has the right to request an amendment to the student's education

records for information the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under Snow College's confidentiality policy or FERPA. If the record is not changed, the student can request a hearing as described in the complete policy mentioned above.

3. **The Right to a Confidential Record.** A student's education record is confidential. The College will not disclose personally identifiable information (PII) from a student's educational records without the student's written consent, except to the extent that FERPA authorizes disclosure without consent. FERPA allows schools to disclose certain PII without the consent of students to a limited number of parties. These include:
  1. school officials with legitimate educational interests;
  2. contractors or volunteers outside of Snow College whom the College has designated as school officials because they meet the criteria set forth in the complete policy; and
  3. upon request, officials from other post-secondary institutions with which a student seeks or intends to enroll.

See the "Disclosure of Information" in the online policy notification for a complete list of the disclosures that postsecondary institutions may make without consent.

4. **Right to Place Restriction on Directory Information.** Students at Snow College have the right to place a restriction on the dissemination of directory information. Please see below for a more thorough discussion about your rights and Snow's policy regarding directory information.
5. **Right to File a Complaint.** Each student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Snow College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

## Statute of Limitations

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

## Directory Information and Disclosure:

### *Directory Information*

Though directory information is included in personally identifiable information (PII), FERPA treats directory information differently than other PII. Under FERPA, the College may disclose directory information to third parties and may define what “directory information” is. 34 CFR §99.31(a)(11). To provide greater protection to the student, Snow College does not define “directory information” as broadly as the U.S. Department of Education's regulations allow. Snow has limited directory information, which may be disclosed to third parties, to the following:

- Student's full name(s);
- Addresses;
- Telephone number(s);
- Email addresses;
- Degrees, honors, and awards received;
- Enrollment status;
- Dates of attendance;
- Participation in officially recognized activities/sports; and
- Athletes' heights and weights

All directory information listed above may be disclosed to third parties, but Snow will only do so if the requesting party shows a legitimate educational or financial purpose for the information.

Under Snow's Confidentiality of Records Policy and FERPA, students have the right to place restrictions on their directory information. Students can place a restriction on their directory information at any time by making a written request at the Registration Office.

### Requests for Directory Information

Snow College will not disclose directory information to any person, organization, or agency that does not have a legitimate purpose for the disclosure of those records. Snow only recognizes educational, employment, and financial aid purposes as being legitimate reasons to disclose the directory information of its students to third parties. To obtain directory information, please provide a signed copy of the Directory Information Request Form to the Registrar's Office. Please briefly articulate what the

legitimate purpose is, how the disclosure will benefit the student, and how the information will be used.

### *Record of Certain Disclosures*

FERPA permits the disclosure of PII from students' education records without consent of the student if the disclosure meets certain conditions found in 34 CFR §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, 34 CFR §99.32 requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures pertaining to their records.

### *Transcripts*

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

## How to Order Transcripts from Snow College

Transcripts can be requested in the following ways:

1. By submitting a signed transcript request form via mail, email, or fax.
2. In person at the registration windows located on the second floor of the Greenwood Student Center.

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 435.583.7149.

There is a \$5.00 charge for all transcript requests. 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 435.283.7230.

## Grade System

The current grade system consists of the following:

#### Letter Description (Point Value)

A Excellent (4.0)  
A- Excellent (3.7)  
B+ Above Average (3.3)  
B Above Average (3.0)  
B- Above Average (2.7)  
C+ Average (2.3)  
C Average (2.0)  
C- Below Average (1.7)  
D+ Below Average (1.3)  
D Below Average (1.0)  
D- Below Average (0.7)  
F Failing (0.0)  
I Incomplete  
IE Incomplete Expired (0.0)  
P Pass  
F Fail (0.0)  
CR Credit (does not affect GPA)  
NC No Credit (does not affect GPA)  
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); and
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.

#### Grade Reports

Official grades for each semester may be accessed through Badger Web.

#### *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; and

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.

#### *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 may submit an official grade change by emailing the Registrar's Office with the email copied to the dean.

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 an 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 of Academic Affairs. The vice president will then form an ad hoc committee to review the case consisting of three faculty members (selected by the Faculty Senate), three students (selected by the Student Body President), and chaired by the Vice President for Academic Affairs (who will vote only in the case of a tie). No dispute will be considered later than one year following the end of the course in question.

Students should be aware that it is rare for colleges and universities to change faculty-assigned grades 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 of Academic Affairs.

## RESIDENCY

Snow College will determine student residency in accordance with Utah Law and the policy of the State Board of Regents. Please see policy R512 on the Board's policy webpage (<http://higheredutah.org/policies/>) for the Board's current policy. Please see Snow College's complete registration policy at [www.snow.edu/registrars/](http://www.snow.edu/registrars/).

Resident tuition applies to permanent residents of the State of Utah. Students must 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

online, at [www.snow.edu/registrars/](http://www.snow.edu/registrars/). The application, including all supporting documents, must be submitted by the end of the third 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 Registrar's Office.

## OTHER 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.

# STUDENT RIGHTS & RESPONSIBILITIES

## STUDENT RIGHT TO KNOW

Snow College's drug and alcohol policy, crime awareness and campus security statistics, graduation rates, athletic participation rates, financial aid information, and the complete FERPA policy are available at [www.snow.edu/right2know](http://www.snow.edu/right2know). Paper copies are also available by contacting the Student Success Office, Room #206 Greenwood Student Center, 435.283.7100.

### **Disclosure Of Graduation and Transfer-Out Rates of Degree/ Certificate Seeking, First-Time Freshman Undergraduates**

Snow College provides information regarding graduation/completion and transfer rates. The information is provided in compliance with the Student-Right-to-Know-Act of 1990 (P.L. 101-42). The rates reflect the program graduation/completion or transfer status of those students entering the college as full-time, first-time freshman for a given cohort year as which point 150% of the normal time-to completion has elapsed. This information is located on the College Navigator website (<http://nces.ed.gov/collegenavigator/>). Please type Snow College as the name of the school.

## STUDENT CODE OF CONDUCT

### **I. Purpose**

Snow College is committed to providing a safe, positive learning environment and promoting student success to advance students in the achievement of their educational goals. The Snow College Code of Conduct policy has been implemented to help achieve these goals.

By enrolling at Snow College, students assume the personal responsibility to conduct themselves according to the standards of conduct set forth in this policy. They also are expected to understand that violations of this code of conduct may result in the imposition of appropriate college discipline.

Snow College's campuses are an integral part of the educational, cultural, and recreational fabric of Ephraim and Richfield and their adjacent communities. The college expects its students to be good neighbors and citizens. The members of these communities have the right to expect that Snow students will act responsibly and that the college will

apply appropriate discipline when they do not. Therefore for the purpose of this policy and its administration, the cities where Snow College campuses are located and the adjacent communities are referred to as the college community. Snow College intends to enforce this Student Code of Conduct with respect to all on campus violations as well as violations involving off-campus conduct that adversely affect the college community and/or the pursuit of the college's objectives. The Vice President for Student Success 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 President. The President has delegated responsibility for the administration of the discipline system to the Vice President for Student Success. The Vice President for Student Success also employs an appeal board made up of various college officials. All decisions made by the appeal board are final. 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.

#### ***Equal Access To Snow College***

Snow College, an equal opportunity institution, welcomes students for admission according to the standards stated in its current admission application without regard to race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender, sexual orientation, marital status, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law.

#### ***Notice of Non-Discrimination***

In compliance with federal laws and regulations (Americans with Disabilities Act (ADA), Title I, Title VI, Title VII, Title IX of the Civil Rights Act or Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act), Snow College is an equal opportunity institution providing education and employment opportunities without regard to race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender, sexual orientation, marital status, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law.

Snow College does not discriminate on the basis of the aforementioned in employment or its educational programs and activities.

In addition, Title IX of the Education Amendments specifically prohibits sex discrimination in federally supported programs. In order to comply with Title IX, Snow College affirms its commitment to this policy by prohibiting any form of sexual misconduct, which includes sexual harassment, sexual violence such as rape, sexual assault, sexual exploitation, coercion, dating violence, domestic

violence, and stalking. Local, state, and federal laws will be enforced on Snow's campuses.

The aforementioned Federal laws prohibit covered entities from retaliating against a person who files a charge of discrimination, participates in a discrimination proceeding, or otherwise opposes an unlawful employment practice.

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

#### ***Employment and Employees***

If you are an employee or potential employee with equal opportunity employment questions, please contact:

Wayne Squire, Director of Human Resources  
(435) 283-7058, Noyes Building, Room 242.

#### ***Students***

If you are a student or potential student with questions or concerns about discrimination, please contact Student Code of Conduct Officer:  
Craig Mathie, Vice President for Student Success  
(435) 893-2216, Greenwood Student Center, Room 204.

If you are student or potential student with questions regarding disability, please contact:

Katie Jean Larsen, Accessibility Services  
Coordinator  
(435) 283-7321, Greenwood Student Center, Room 239.

#### ***Title IX Compliance***

If you are a student, employee, or are otherwise connected with Snow College or any of Snow's campuses and have questions about Title IX or concerns about possible sex discrimination (i.e. on the basis of sex or gender, gender identity and/or expression, sexual orientation, pregnancy, etc.) or sexual misconduct (as stated above), please contact:

Staci Taylor, Snow College Title IX Coordinator  
(435) 283-7120, Noyes Building, Room 233.

OR

Denver Region, Office for Civil Rights, U.S.  
Department of Education, Cesar E. Chavez  
Memorial Building, 1244 Speer Boulevard, Suite  
310, Denver, CO 80204-3582.

#### ***Other Student Rights***

- The right to reasonably accurate information in advertising, recruitment, and orientation efforts.

- The right to free and peaceable inquiry, expression, association and assembly.
- The right to reasonable use of college facilities and services intended for individual educational development.
- The right to protection against unreasonable surveillance, searches or seizures by members of the college community.
- The right to establish a college recognized, democratic student government with authority to legislate and administer, within its constitutional jurisdiction and within the limits of the law, normal democratic safeguards against abuse of power.
- The right to establish a college recognized press and other media, free of censorship and advanced approval of copy or program material, as long as these publications and programs remain within the canons of responsible journalism and the laws and regulations of the college, the Board of Regents, the State of Utah and the United States.
- The right to expect that all official college student records contain only information reasonably related to the educational mission and goals of the college or the health and safety of the individual and others.
- The right to protection against unauthorized disclosures of confidential information contained in college records.
- The right of groups and individual students to distribute literature on the campus in areas generally available to the public, provided that the distribution of such written materials:
  - does not physically obstruct normal pedestrian or vehicular traffic;
  - does not interfere with classes or scheduled meetings;
  - does not damage college property; or
  - does not unnecessarily litter college property. Those who distribute such materials must identify themselves clearly on the materials distributed.
- The right to expect the college to provide reasonable space indoors and outdoors for students and their organizations to post notices and posters. Such notices and posters may deal with subject matter including, but not limited to, notices of meetings or events, and expressions of positions and ideas on social or political topics. Designated posting spaces shall be established at appropriate locations throughout the campus with due regard to convenience and aesthetics. All notices and posters must be date stamped by

the appropriate office, which may impose reasonable restrictions on time and place.

- The right to engage in demonstrations as long as the demonstration is not violent and does not disrupt the educational and administrative process of the college or interfere with the rights of other members of the college community. Rules and procedures pertaining to demonstrations are available from the Office of the Vice President for Student Success.
- The right to expect that procedural due process will be exercised before imposition of disciplinary sanctions.

#### IV. Student Responsibilities

##### *General Responsibilities*

The following are considered personal organizational standards at Snow College. Any student found to be in violation of such standards may face disciplinary action. All alleged violations should be reported immediately to the Vice President for Student Success. 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 as determined by the Vice President for Student Success. Students who violate the Snow College Code of Conduct will also be referred to the Vice President for Student Success, who will investigate the offense and will meet with the complainant to determine how the incident will be resolved.

### *Snow College Drug and Alcohol Free Policy*

**Snow College has a zero tolerance drug and alcohol policy. The Federal Government enacted the Drug-Free School and Community Act on December 12th 1989. Institutions receiving federal funds under any federal program must certify that they have adopted a policy and implemented a program to prevent the unlawful possession, use of, or distribution of alcohol and illicit drugs by students. To comply with this federal requirement, Snow College has established the following drug and alcohol free policy:**

Snow College recognizes both the legal and social consideration relative to personal behavior and habits. Any activity that violates state, federal or local law is prohibited at Snow College. This includes driving under the influence; the possessing or drinking of alcoholic beverages by minors; driving under the influence of, possessing, trafficking in, or misusing alcohol, any narcotic, any dangerous/unlawful drug, or any other substance controlled by local, state or federal law, in any college building or on college grounds or elsewhere within the College Community, including on and off-campus housing. Sanctions could include fines, community service hours, mandatory drug/alcohol counseling/education/treatment, probation, suspension, expulsion and referral to civil authorities.

Students who are legally of age to smoke may do so if it does not infringe upon the rights of non-smokers. Smoking is permitted on college grounds, but not in college buildings nor within 25 feet of any building entrance.

Snow College students are responsible for their own citizenship. They are expected to obey all federal and state laws and local ordinances. Students are answerable to law enforcement authorities for law violations.

Violations of federal or state laws or local ordinances will be reported to law enforcement authorities, regardless of whether such violations occur on school campus grounds, school property, in local communities, or at college-sponsored activities. Any student charged with violating federal, state, or local laws will be subject to Snow College disciplinary action regardless of pending court actions.

Students who violate Snow College's Drug and Alcohol Policy will be referred to the Vice President for Student Success, who will investigate the offense and will meet with the complainant to determine how the incident will be resolved.

Alcohol and illegal drugs cause liver, heart, brain, and other organ damage. They also contribute to emotional, mental and psychological disorders. They impair the ability to make safe, responsible decisions. Binge drinking can cause death from alcohol poisoning.

The following resources are available for students who want help with alcohol or drug issues

- [allen.riggs@snow.edu](mailto: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, as well as any acts prohibited by state or federal law.

**Academic Dishonesty** includes, but is not limited to, cheating on tests, quizzes, or other evaluation instruments, collusion, falsification, deception, or misrepresentation of material submitted as class work and plagiarism.

**Assault/Battery** includes the following activities which are prohibited by Snow College anywhere within the college community including on and off campus housing units:

- Threatening, attempting or causing injury or bodily harm to an individual.
- Causing physical contact with another when the person knows or should reasonably believe that the other will regard the contacts as offensive or unwelcome.
- Verbal or written assault that is threatening or carries with it the intention to do bodily harm.

**Dating Violence** is any violence or physical harm, or threat of violence or physical harm, committed by a person who is or has been in a dating relationship with the victim including any attempt, conspiracy, or solicitation of such. A dating relationship means a social relationship of a romantic or intimate nature, or a relationship which has romance or intimacy as a goal by one or both parties, regardless of whether the relationship involves sexual intimacy. The following factors may be considered in determining if a dating relationship exists: whether the parties developed interpersonal bonding above a mere casual fraternization; the length of the parties' relationship; the nature and the frequency of the parties' interactions, including communications indicating that the parties intended to be in a dating relationship; whether, by statement or conduct, the parties demonstrated an affirmation of their relationship to others.

**Disorderly Conduct/Behavior** includes conduct/behavior which disrupts the academic and social environment or violates fair access to the academic experience on campus or anywhere within the college community. Some examples of disorderly conduct include but are not limited to: drunkenness; physical violence; harassing an instructor, staff or fellow student; obstruction or disruption of disciplinary procedures or other college activities including public functions; or language which incites by making reference to race or ethnic origins on college owned or controlled property, within the college community, in on or off campus housing units, or at college sponsored or supervised functions.

**Disruptive Behavior** is conduct which significantly interferes with the educational process, the educational environment (including on and off campus housing), or the administrative functions of the college. Whether a student's conduct rises to the level of being disruptive, is evaluated on the basis of the individual situation. Disruptive student conduct includes any behaviors or situations of a student that materially disrupts the study, housing, or other normal activities of other students or staff of the college. Examples of such conduct include:

- Intimidating, threatening, harassing, or violent behavior.
- Abuse of college administrative processes, individual resources of other students or of college administrators.
- Engaging in conduct or threatening to engage in conduct that may endanger the health, safety, of any individual.
- Physical acts, or written statements, gestures, or expressions that communicate direct or indirect threats of harm.
- Failure to follow medical or other professional advice with resultant need for intervention by others, including emergency medical personnel.
- Threatening or attempting suicide or other bodily harm.

**Disregard for College Authority** occurs when students fail to comply with official requests for contact or other direction from college officials performing their duties.

**Domestic Violence** is a pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other intimate partner. Prohibited Domestic Violence includes any criminal offense involving violence or physical harm or threat of violence or physical harm, or any attempt, conspiracy, or solicitation to commit a criminal offense involving violence or physical harm, when committed by one cohabitant against another including the offenses listed in Utah Code 77-36-1(4) or by a current or former spouse or intimate partner of the victim, a former cohabitant, by a person with whom the victim shares a child in common, or by any other person against an adult or youth victim protected by Utah domestic or family violence laws. Domestic violence can be physical, sexual, emotional or psychological actions or threats that influence another person, including any behaviors that intimidate, manipulate, humiliate, isolate, frighten, coerce or injure someone.

**Dress** expectations relative to student appearance are high. For health and safety reasons, appropriate attire, including shoes, are required while indoors on campus.

**Explosives, fireworks, or dangerous weapons:** The possession or use of explosives, fireworks and other dangerous weapons on campus and/or within the college community including on and off campus housing units is prohibited.

**False Information or Obstruction of Justice** involves furnishing false information to the college

with the intent to deceive or obstruct justice in any way and is unacceptable. Examples include, but are not limited to, the falsification of admissions application information and falsification of academic credentials, such as transcripts from other institutions.

**Firearms:** The use or possession of firearms is prohibited on campus and in campus housing except as specifically authorized by statute.

**Fraud** includes altering, falsifying, or otherwise misusing college documents, records or identification cards, including but not limited to registration, attendance or withdrawal forms, or transcripts, and is prohibited.

**Gambling** in any form on campus and/or within the college community including on and off campus housing units or at any college sponsored activities is prohibited.

**Information Technology Acceptable Use:**

Computer and information technology facilities operated by Snow College are available for the use of admitted Snow College students, faculty, staff, and authorized guests of the institution. College Information Technology facilities are comprised of numerous components, including such college owned facilities as computer hardware, multimedia hardware, video equipment, software, documentation, communications support, online account administration, support services, internet access and instructional materials. The Information Technology Acceptable Use Policy applies to situations where any person or persons utilize college information technology facilities alone or in combination with other information technology facilities.

Violation of this policy will result in suspension or revocation of use privileges, administrative discipline or immediate termination of the violator's relationship with Snow College and could lead to criminal and civil prosecution. The college is authorized by anyone utilizing its information technology facilities to cooperate with government and civil authorities in the prosecution of any criminal and civil matter against any person who violates this policy, including disclosure of any records, information, data, images, communications, recordings, or other evidence in the custody of or accessible by the college.

Use of any college information technology facility constitutes acceptance of the terms of the Information Technology Acceptable Use Policy.

Users acknowledge they have read and understand the policy and they shall be personally responsible for their acts or omissions in connection with utilization that violates this policy.

Authorized uses of the Snow College information Technology facilities include:

- Learning activities facilitating the college's instructional objectives.
- Research conducted in support of educational or research programs authorized by the college.
- Utilization by specifically authorized persons for the administration of the college and its programs.
- Communications necessary to conduct the purposes of the college and its programs.
- Communication between faculty, staff, students and others outside the college containing messages or information, the content of which is not in conflict with this policy.

Unauthorized uses of the Snow College Information Technology facilities include:

- Any utilization infringing on the rights or liberties of another
- Illegal or criminal use of any kind.
- Utilization involving communications, materials, information, data or images prohibited by legal authority as obscene, pornographic, threatening, abusive, harassing, discriminatory, or in violation of any other college policies.
- Deliberately wasting or overloading computing resources.
- Displaying obscene material in a computer lab or other on campus location in a way that potentially places such material in the view of others beyond their reasonable control.
- Accessing, viewing, printing, storing, transmitting, disseminating or selling any, information protected by law or subject to privilege or an expectation of privacy.
- Utilization that causes or permits materials protected by copyright, trademark, service mark, trade name, trade secret, confidential or proprietary data and information statutes, or communications of another, to be uploaded to a computer or information system, published, broadcast, or in any way disseminated without authorization of the owner.
- Any attempts to access any resources, features, contents or controls of the information technology facilities that are restricted, confidential or privileged.

- Intentional or reckless utilization of resources causing damage to or altering the operation, functions or design of the information technology facilities or content.
- Granting access to persons not authorized by Snow College to any college information technology facility, either by intentional action such as disclosure of account information or unintentional action such as failure to log off.
- Commercial, profit motivated or partisan political use not related to college programs.

Due to the inherent lack of security in most Internet communications, and due to the right and need for the college to monitor compliance with this policy, use of the Snow College information technology facilities that require strict privacy is not encouraged or supported. While Snow College will exercise due diligence to protect the privacy of technology facilities users, any person using any college information technology facility understands and agrees they are specifically waiving any expectation or right to privacy in their communications, data, programs or other personal information stored, displayed, accessed, communicated, published or transmitted on the facilities.

**Intimidation** of witnesses or victims happens when a person intimidates or attempts to intimidate any witness or victim who seeks to file a report or claim against another person with the intent to or with the knowledge that his/her conduct will obstruct, impede, impair, prevent or interfere with the administration of criminal justice.

**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.

**Retaliation** is prohibited at Snow College.

Retaliation is any adverse action (including intimidation, coercion, threats or harassment) taken against a person for participating in the Title IX complaint or any other complaint process including a person who has filed a complaint or provided information. This includes college officials pertaining to their duties. Examples of prohibited retaliation include:

- Contacting a student or college official to complain about their actions relative to a conduct investigation
- Contacting a person to try to coerce them into changing their testimony
- Threatening a student or college official for reporting an alleged act of assault or providing information
- Threatening a person if they do not change their testimony
- Encouraging or permitting friends to harass a person, e.g. chanting "liar" to the person on campus
- Following or having friends follow a person around campus
- Encouraging others to shun a person

**Sexual Misconduct** is Dating Violence, Domestic Violence, Sexual Harassment, Sexual Assault, Nonconsensual Sexual Contact or Intercourse, Sexual Exploitation or other sexual offenses as defined by Utah law including Chapter 5, Part 4 of Title 76.

**Sexual Harassment** is unwelcome conduct of a sexual nature such as unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal or physical conduct of a sexual nature on or off campus, when: (1) submission to such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing; or (2) submission to or rejection of such conduct is used as the basis for employment decisions or for

academic evaluation, grades, or advancement; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating or hostile academic or work environment. Sexual harassment may be found in a single episode, as well as in persistent behavior. Both men and women are protected from sexual harassment, and sexual harassment is prohibited regardless of the sex of the harasser.

**Sexual Violence** is a form of sexual harassment and refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

**Sexual Exploitation** occurs when a person takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or for the benefit or advantage of anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

- Invasion of sexual privacy;
- Prostituting another person;
- Non-consensual video or audio-taping of sexual activity;
- Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- Engaging in voyeurism;
- Knowingly transmitting an STI or HIV to another person;
- Exposing one's genitals in non-consensual circumstances;
- Inducing another to expose their genitals.

**Sexual Assault** is defined as any intentional sexual contact, touching, or sexual relations that occur without consent and/or by force or coercion. This includes aiding, abetting or encouraging such activity.

**Non-Consensual Sexual Contact** is defined as any intentional touching for sexual gratification (including intentional contact with the breasts, buttocks, groin, or genitals, including touching another with an object or any of these body parts, or

making another touch you or themselves), however slight, by a man or a woman upon a man or a woman that is without consent and/or by force.

**Non-Consensual Sexual Intercourse** is any sexual intercourse by a man or woman upon a man or a woman that is without consent and/or by force. Intercourse includes: vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

**Consent:** Sexual activity requires consent, which is defined as positive, unambiguous, and voluntary agreement to engage in specific sexual activity throughout a sexual encounter. Consent cannot be inferred from the absence of resistance or the absence of a "no"; a clear "yes," verbal or otherwise, is necessary. Consent to some sexual acts does not constitute consent to others, nor does past consent to a given act constitute present or future consent. Consent must be ongoing throughout a sexual encounter and can be revoked at any time. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another person. Consent cannot be obtained by threat, coercion, or force. Agreement under such circumstances does not constitute consent.

Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated, whether due to alcohol, drugs, or some other condition. A person is mentally or physically incapacitated when that person lacks the ability to make or act on considered decisions to engage in sexual activity. Engaging in sexual activity with a person whom you know – or reasonably should know – to be incapacitated constitutes sexual misconduct.

Snow College is committed to stopping and preventing sexual misconduct within the college community. Allegations of sexual misconduct involving students should be referred to the college's Title IX coordinator for investigation and appropriate administrative action.

Students who have been victims of sexual harassment or sexual assault may seek support and assistance at the college's Counseling and Wellness Center, Room 107 of the Social Science Building, 283-7136.

**Smoking** in campus buildings violates the Utah Indoor Clean Air Act, as well as rules and regulations governing college facilities and is

prohibited. Students and others must observe the 25 foot no smoking zone around building entrances.

**Solicitation** and sales by students on campus is strictly forbidden without prior approval from the Vice President for Student Success. Distributing advertising leaflets or handbills or using sound tracks and audio equipment to promote sales on college premises without prior written approval is also prohibited.

**Stalking.** A person is guilty of stalking who intentionally or knowingly engages in a course of conduct directed at a specific person and knows or should know that the course of conduct would cause a reasonable person: (a) to fear for the person's own safety or the safety of a third person; or (b) to suffer other emotional distress. Stalking may take many forms, including following, lying in wait, monitoring, and pursuing contact. Stalking may occur in person or through a medium of communication, such as letters, e-mail, text messages, or telephone calls.

**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.

## STUDENT DISCIPLINE

### I. Disciplinary Procedures

#### *Jurisdiction*

Snow College has the responsibility and obligation to prevent and correct misconduct, including sexual violence or other forms of sexual harassment, which disrupts or inhibits participation in college activities, classes, or other educational experiences. Prohibited conduct is explained in Section IV of the Student Code of Conduct.

#### *General Guidelines*

The following general guidelines apply to the college's student disciplinary procedure.

1. College officials are responsible to take necessary steps to maintain a safe environment. Sexual discrimination, harassment, retaliation,

intimidation, and coercion against the Impacted Person (person who believes he/she might be the subject of sexual discrimination, sexual harassment, sexual violence, or other sexual misconduct), Respondent (person against whom a complaint is made), witnesses, those conducting the investigation, and anyone else involved in the investigative process is prohibited.

2. The due process rights of individuals involved in a disciplinary procedure will be protected, including being informed about the alleged misconduct and having a reasonable opportunity to be heard and present information before disciplinary action is taken.
3. Appropriate interim measures to protect the safety and wellbeing of individuals involved in an investigation and possible subsequent disciplinary procedure may be taken. Interim measures may include temporary no contact order(s), changes in academic schedule(s), housing reassignment(s), counseling, or other relevant actions.
4. Parties have the right to pursue criminal complaints through Snow College's Public Safety Department simultaneously with the College's investigation if they choose to do so.
5. Decisions in disciplinary procedures are made based on a preponderance of evidence indicating that a Code of Conduct violation occurred.
6. Confidentiality will be protected as much as possible to respect the privacy of individuals involved in disciplinary procedures. Although confidentiality cannot be guaranteed, it should be exercised by all Parties in all phases before, during, and after appropriate action is completed.
7. Disciplinary procedures will be conducted in a timely manner.
8. Title IX involving Parties other than students will be handled by the following according to the status of the Parties involved:
  - **College Employee.** When the Respondent or Impacted Person is a College employee, the Title IX Coordinator will work with the Director of Human Resources to resolve the complaint.
  - **Third Party.** When a non-student, non-employee connected to the College observes or experiences an apparent Title IX violation or when a student or employee observes or experiences an apparent Title IX violation involving a

non-student, non-employee connected to the College, the Title IX Coordinator will work with all Parties in the resolution process.

### *Definitions*

An **Impacted Person** is a person who is directly impacted by the alleged acts of the Respondent. This person may or may not also be the Reporting Party.

A **Preponderance of Evidence** is the standard of proof required in making an investigative finding as to whether or not a violation of the Student Code of Conduct has occurred. I.e., the evidence demonstrates that it is more likely than not that the violation occurred.

A **Reporting Party** is a person who makes a complaint.

A **Respondent** is a person against whom a complaint is made.

A **Student Conduct Notice** is a written notice sent to an individual by a College official directing the individual to report to the Vice President for Student Success with respect to an alleged violation of the Student Code of Conduct.

The **Student Standards Committee** is a group of individuals who have been trained to hear disciplinary appeal cases and make recommendations through the Committee Chairperson as to what action should be taken.

The **Student Standards Committee Chairperson** is a person authorized by a College official to recommend action regarding an individual thought to have violated the Student Code of Conduct.

**Title IX Violations** include alleged sexual misconduct, sexual violence, sexual assault, dating violence, domestic violence, sexual harassment, stalking, or discrimination on the basis of sex or gender.

### *Disciplinary Process*

This procedure applies only to conduct related issues. Academic related issues are handled separately through the Academic Affairs Office. Where appropriate, a reference to the Vice President for Student Success or Title IX Coordinator includes their designees.

1. Allegation of misconduct may be made by any member of the College community —student, faculty, or staff, or by members of the community at large. All cases of alleged student

- misconduct shall be referred to the Vice President for Student Success for review, except Title IX violations, where the case shall be referred to the Title IX Coordinator for review.
2. Within a reasonable period of time, the Vice President for Student Success or the Title IX Coordinator will review the complaint; communicate with the Reporting Party and/or Impacted Person to discuss the allegations, witnesses, and evidence; and conduct an appropriate investigation including, as necessary, obtaining witness testimony or statements and physical evidence. Interim measures may be taken if appropriate. Interim measures may include temporary no contact order(s), changes in academic schedule(s), housing reassignment(s), counseling, or other relevant actions.
  3. The Respondent will be contacted and requested to attend a meeting with the Vice President for Student Success or, in cases of a Title IX violation, with the Title IX Coordinator, to discuss the allegation. At the start of the meeting, the Respondent shall be informed verbally or in writing of the alleged violation. The Vice President for Student Success or the Title IX Coordinator shall give the Respondent an opportunity to be heard, present any pertinent facts, and suggest others who may have pertinent information. Additional investigation may be undertaken.
  4. At any point in the proceedings, and where appropriate, an informal resolution may be agreed upon by all Parties (for example, mutual no-contact orders, restitution for unintentional property damage, educational projects, etc.). This may terminate or suspend further proceedings.
  5. After the matter is investigated, the Vice President for Student Success or the Title IX Coordinator will make a determination based upon a preponderance of the evidence whether a violation has occurred. If a violation has occurred, the Vice President for Student Success or the Title IX Coordinator shall make a determination as to the measures necessary to address the matter. If misconduct sanctions are appropriate, the Vice President for Student Success or, for a Title IX violation, the Title IX Coordinator shall, in consultation with the Vice President for Student Success, set appropriate misconduct sanctions as outlined in the Student Code of Conduct. (See Sanctions section.) The Respondent shall then be notified of the decision

in writing and, if there was an alleged Title IX violation, the Impacted Person shall be notified at the same time. The decision shall include findings from the investigation and notify the Respondent and Impacted Person of their right to appeal. Upon request, the Respondent or Impacted Person may review the investigation report (redacted as necessary to comply with FERPA).

6. Upon receiving the decision in writing, the Respondent or Impacted Person shall have five days to file a written appeal to the Student Standards Committee. A Respondent or Impacted Person who is or was not a part of Snow College's education community shall not have the right to appeal.
7. If a Respondent or Impacted Person chooses to appeal to the Student Standards Committee, he/she must notify the Vice President for Student Success and then follow the procedures for review by the Student Standards Committee. The written appeal request must include the following:
  - Name, address, email, and telephone number of the Appealing Party.
  - The decision being appealed.
  - The disciplinary sanction(s) given.
  - A copy of the decision letter.
  - Circumstances which the Appealing Party feels merit review.
  - Additional evidence the Appealing Party wishes to have considered, including names of persons who may be able to provide additional evidence.
  - Signature.

### *Student Standards Committee Hearings*

The procedure that the Student Standards Committee shall follow in considering all appeals is as follows:

1. The Committee shall be composed of 3 voting members: 2 members of the administration, faculty, or staff who have received training; and the Vice President for Academic Affairs or, if the VP is unavailable, a designee who has received training. The Parties will be advised of the names of the Committee members prior to the hearing, and any Party may timely object to a member for actual bias. An objection shall be reviewed by the Committee prior to the hearing and a substitute shall be selected if bias is found. Committee members shall also withdraw themselves if they are biased. The Committee members shall select one of their number as Chair to make administrative decisions and



- conduct the hearing or, in his or her discretion, the President may appoint a non-voting Chair in addition to the 3 voting members who shall make administrative decisions and conduct the hearing. The Chair shall notify the Parties of the hearing schedule and procedures. During all phases of an appeal, a Respondent and an Impacted Person may be accompanied by one support person or advocate.
2. The Committee shall review the written appeal request and the investigation report. Where the discipline which has been assessed is a 10-day suspension or less, the Committee may choose not to hold a hearing, instead hearing directly from the appealing Party and the other Party involved (Respondent or Impacted Person, hereafter “Parties”); hearing from any other witness(es) in its discretion; considering any additional evidence submitted by the Parties; and then making a decision. For discipline of a 10-day suspension or less the Committee may, and for discipline greater than a 10-day suspension shall, convene a hearing.
  3. Prior to the hearing, Parties shall be notified of the witnesses who will be called. Parties will also have the right to request that the Committee request the attendance of students or employees of the College with relevant knowledge, but the Committee may limit the number of witnesses and exclude cumulative witnesses and evidence.
  4. A hearing is not to be an adversarial process. Formal rules of evidence do not apply, and the highest level of civility is expected. The Parties shall have the right to be accompanied at the hearing by one support person or advocate of his/her choice including legal counsel, but when possible, the Appealing Party shall be expected to present his/her evidence. If legal counsel represents a Party, the Committee shall be notified at least 5 working days in advance of the hearing. The support person/advocate shall be allowed to advise their Party and may be allowed, as determined by the Chair of the Committee, to address objections to the Chair, suggest questions to be asked of a witness (which may be asked by the Chair in his/her discretion), and to give a final summation. The College shall be represented by the investigator or by counsel who will assist in presenting relevant evidence in support of the investigator’s decision. The appeal hearing shall be closed to the public, but a Respondent or Impacted Person may attend.
  5. The Committee may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the Parties and/or other witnesses during the hearing by providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, video conferencing, written statement, or other means as determined in the discretion of the Chair to be appropriate.
  6. At a hearing, the Parties shall have the right to present an opening statement, testimony, witnesses, evidence, written statements, and to give a final summation. In general, the Committee will question witnesses but may allow a directly question a witness it presents or to suggest questions for the Committee to ask. Formal rules of evidence shall not be in effect; any evidence having reasonably probative value as to a relevant fact may be admitted. Some or all of the investigator’s report may be admitted as evidence and the investigator may testify as to their investigation. With regard to witness statements, including statements or summaries in the investigator’s report, the Committee may consider why the witness is absent.
  7. At the conclusion of the hearing, the Committee shall commence deliberations in private. The Committee may meet further as necessary to finalize its decision. The Committee shall make its decision based upon a preponderance of the evidence. The Committee shall then submit its written findings of facts and its decision within five days of hearing the Parties’ appeal, unless this time is extended for good cause by the Committee. The Committee Chairperson will provide a copy of the report to the President, the Respondent, the Impacted Person, the Vice President for Student Success, and the Title IX Coordinator in Title IX cases. The Committee may sustain the original discipline, impose new discipline (which may be lesser or greater), or dismiss the matter without penalty. If necessary, the Committee may delay its decision, direct the investigator to obtain additional evidence, and then reconvene the hearing to take additional evidence on the record. If this is done, each Party shall be notified of the new investigator findings and given a chance to respond in the reconvened hearing. The Committee shall then deliberate further and issue its decision.
  8. Within 5 days of the issuance of the Committee’s decision, either Party may request reconsideration of the decision. A Party

requesting reconsideration shall submit a concise memorandum specifying any error claimed or new information not previously available. The other Party or the College may submit a concise opposing memorandum. The Committee shall issue a final decision within a reasonable time. **The decision by the Committee shall be the final decision of the College.**

9. There shall be a record, such as a digital recording, of all hearings before the Committee and it shall be kept in a confidential file in the Office of the Vice President for Student Success, and shall be available for review by the Appealing Party, the Impacted Person, the Respondent or by the College administration for a period of at least two years. The record shall be the property of the College and shall be classified as a protected record pursuant to GRAMA, Utah Code 63G-2-305 and/or a private record pursuant to 63G-2-302.8.

## II. Sanctions

The following sanctions may be imposed upon any student found to have violated the Student Code of Conduct. Also, a disciplinary hold is typically placed on the student's records which would prevent the student to register for future classes until disciplinary sanctions are removed.

1. **Warning** - notice in writing to the student that the student is violating or has violated institutional regulations.
2. **Probation** - a written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating any institutional regulation(s) during the probationary period.
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 Vice President for Student Success).

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 Vice President for Student Success 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 may 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 Vice President or designee 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 Vice President

for Student Success. Cases involving the imposition of sanctions other than residence-hall expulsion, college suspension or college expulsion, shall be expunged from the student's confidential record three years after final disposition of the case.

The following sanctions may be imposed upon groups or organizations:

1. Those sanctions listed above (1) through (5)
2. Deactivation — loss of all privileges, including college recognition, for a specified period of time.

## STUDENT CONCERNS AND APPEALS

### Grievance

A grievance is a claim or charge of injustice, oppression or discrimination based upon an event or condition which affects the welfare or condition 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, the student should, with the exception of Title IX complaints/claims, 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 Vice President for Student Success, (435) 283-7100 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 and/or questions.
4. Scholarships, (435) 283-7150 for scholarship appeals and/or questions.
5. Residential Life, (435) 283-7280 for on-campus housing problems ONLY. Students living off-campus should work with their off-campus housing managers/owners.
6. Title IX, (435) 283-7120 for Title IX complaints and/or questions.

For other questions, individuals may call the Office of the Vice President for Student Success at (435) 283-7100.

### 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](mailto: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 Consumer Complaints

Students who have complaints against the College relating to fraud, false advertising, or other deceptive practices can file a complaint with the

Utah Division of Consumer Protection  
160 East 300 South, 2nd Floor  
P.O. Box 146704  
Salt Lake City, Utah 84114-6704

Telephone No. 801-530-6601,  
Toll Free in Utah at 1-800-721-SAFE

In addition, students involved with distance and correspondence education can file a complaint with their state's enforcement authority [www.snow.edu/online/State\\_Regulators](http://www.snow.edu/online/State_Regulators).

Students who have complaints relating to issues that are covered by the Student Code of Conduct should follow the institution's process for filing a complaint. The Student Code of Conduct is found at [www.snow.edu/catalog/student\\_rights.html](http://www.snow.edu/catalog/student_rights.html).

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

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

## SNOW COLLEGE DISABILITY DISCRIMINATION GRIEVANCE PROCEDURE

### I. Scope and Purpose

This procedure applies to all Snow College (Snow) students and campus guests. Procedures for college employees who may have experienced discrimination based on a disability are outlined in the Snow College Personnel Policies and are administered by the college's Human Resource Office. The purpose of this procedure is to assist the college in carrying out its responsibilities in administering and enforcing applicable federal and state laws and college policies related to nondiscrimination of students or campus guests on the basis of disability.

### II. Policy Statement

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 and other applicable law, Snow takes appropriate action to ensure that its programs and services are readily accessible to qualified individuals with disabilities. No qualified student or campus guest with a disability shall, on the basis of the disability, be excluded from participation in, be denied the benefit of, or otherwise be subjected to discrimination related to any of the institution's programs or activities. All college employees are expected to adhere to Snow College ADA/Sec. 504 policies. The college has the right and responsibility to resolve allegations of discrimination based on disability.

Retaliation is prohibited and Snow also investigates and resolves allegations of retaliation against individuals who have raised claims of discrimination based on disability or who have cooperated in an investigative process in some manner.

### III. Filing Process

Grievances must be filed with the Accessibility Services/ADA Coordinator (Coordinator). The Coordinator will ask the Complainant (the student or campus guest claiming there was discrimination) to submit a written report describing the alleged discrimination. The Coordinator will arrange assistance with this procedure, if needed. A grievance should be filed as soon as reasonably possible after the incident but will not be accepted more than 90 calendar days from the last act of alleged discrimination. Snow will consider requests to extend this period beyond the 90 calendar days when the Complainant can show he or she needed additional time due to circumstances beyond his or her control.

The Complainant will meet with the Coordinator to discuss the allegation, the resolution process, and options (informal, formal) for proceeding with resolution of the grievance. The Complainant is not required to follow the informal procedure before filing a formal grievance. The Respondent (the individual accused of discrimination) will be notified of the grievance within 10 working days after it is filed.

**Informal:** The Coordinator may offer the Complainant the opportunity to voluntarily discuss allegations and concerns with the Respondent (directly or through the Coordinator or some other mediator) to attempt to resolve the allegation. The Complainant is not required to do this to move forward with a formal grievance. The Coordinator will notify the respondent that his or her behavior has been questioned and whether informal resolution has been sought. The Coordinator may interview witnesses, obtain statements or other evidence from the Complainant and Respondent, or review other evidence when attempting informal resolution of a grievance. The Coordinator will provide both parties a written summary of the resolution of any grievance resolved through the informal process. If informal attempts to resolve the situation are not successful, the 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.

# STUDENT SERVICES

## ACCESSIBILITY SERVICES

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

**Richfield Campus Coordinator:** Cindy Avery,  
(435) 893-2205

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

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

## ADVISEMENT (STUDENT SUCCESS CENTER)

**Director:** Jason Springer  
**Assistant Director:** Katie Jean Larsen  
**Office Manager:** Jackie Beck (435) 283-7313  
**Advisors:** Laura Adams, Jan Cragun, Barbara Dalene, Jeanne Tripp, Andy Naylor

Greenwood Student Center 241  
Advisement@snow.edu  
[www.snow.edu/advise](http://www.snow.edu/advise)

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

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

### Richfield Campus Advisors:

Cynthia Avery, [cynthia.avery@snow.edu](mailto:cynthia.avery@snow.edu), (435) 893-2205  
Cliff Whatcott, [cliff.whatcott@snow.edu](mailto:cliff.whatcott@snow.edu), (435) 893-2234

The Student Success Center at Snow College is a "One-Stop Center" for student services in the areas of admissions, academic advisement, scholarship questions, 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.

### **Pre-Advisement:**

Students who live a considerable distance from the Snow College campus or who are otherwise unable to visit campus to meet personally with a Student Success Advisor can complete a "PreAdvisement" session online at <http://www.snow.edu/preadvise>. All new students would benefit from completing the PreAdvisement session. This brief activity introduces students to important Snow College academic information as well as the registration process. Upon successful completion of PreAdvisement, students will submit contact information to the Student Success Center. A Student Success Advisor will respond to the PreAdvisement via email and assist students in setting up a schedule and answering any questions.

### **The Cranium Café:**

The Student Success Center has added another advisor availability option for students who are unable to come to campus. The "Cranium Café" is an interactive computer session where the student and a Student Success Advisor can chat online using the computer keyboard or use the computer cameras to view one another and talk interactively. The Café is an appointment-only option and may be found at [www.snow.edu/advise/](http://www.snow.edu/advise/).

### **"How to" Videos:**

Several "how-to" videos are also offered on the Advisement website: [www.snow.edu/advise/](http://www.snow.edu/advise/). Students can quickly learn about academic advising, general education requirements, Badger mail, Canvas instructions, as well as registering for classes in a very short period of time by viewing these videos. Viewing the "How to" videos will be a pre-requisite to a Cranium Café appointment.

### **Graduation Maps (Most-Affordable Pathways):**

In response to an initiative from the Board of Regents, the Student Success Advisors at Snow College will be embracing a more student-guided effort towards completion of Associate Degrees, Associate of Applied Science Degrees, certificates,

and one bachelor's degree in Commercial Music. This effort will include strongly encouraging students to explore major and career information and instruction early on in their experience at Snow in order to declare a major by their third semester at Snow College. Degree maps (Most-Affordable Pathways or Graduation Maps) have been created to provide an efficient completion path through general education courses as well as pre-requisite majors' courses in four semesters for associate degrees or eight semesters for a bachelor's degree in Commercial Music and two semesters for certificates. Parents, high school counselors, or anyone having an interest in investigating efficient paths to certificates, an AS, AAS, APE, or a BS in Commercial Music can access the maps at: [www.snow.edu/advise/](http://www.snow.edu/advise/).

### **15 to Finish:**

On average, if students complete 15 credits the first semester at Snow College and 16 credits the remaining three semesters, they will have an associate degree in two years. 15 credits costs the same amount as taking 12 credits.

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

### ***Additional Student Responsibilities:***

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

### *Some Other Important Reminders for Students:*

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

### **Academic Support**

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

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

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

### **Career Exploration**

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

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

### **Transfer Information**

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

Students who intend to transfer should:

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



letters of recommendation from faculty when they transfer

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

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

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

#### LOWER DIVISION COURSES:

(Numbered 1000-2999, usually taken at Snow)

General Education

Major Prerequisites

Minor Prerequisites (if needed)

Recommended Courses

#### UPPER DIVISION COURSES:

(Numbered 3000-4999, usually taken at a university)

University Requirements/Breadth Requirements

Major Courses

Minor Courses (if needed)

Recommended Courses

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

### Intent to Transfer Program for New Students

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

### Cooperative Education

The Cooperative Education Program enables students to earn college credits while working in jobs related to their majors. Students enrolled in Cooperative Education are able to integrate classroom study with a planned and supervised work experience. Paid or volunteer Cooperative Education experience helps students be better prepared to seek employment in their field. Snow College offers two

Cooperative Education plans. The Parallel Plan requires that students attend class while working part-time during a given semester. The Alternate Plan allows students to alternate full time study one semester with full time work the next semester.

#### *Benefits of Cooperative Education to the Student*

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

#### *Eligibility to Participate in Cooperative Education*

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

#### *Credit*

The basis for awarding credit involves:

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

### CAREER SERVICES

**Director:** Lisa Laird, 435-893-2221

**Advisor:** 435-283-7648

Richfield Campus – Washburn 155

Ephraim Campus – Business 108

[www.snow.edu/careerbadger](http://www.snow.edu/careerbadger)

Career.Services@snow.edu

We match Snow College students to employers for professional, full-time employment and internships. We also provide job postings for on-campus student jobs, part-time off-campus jobs and for summer jobs to help students succeed while at Snow College.

Core Services:

- We engage and train Students in job search skills and workplace readiness
- We refer Students to full-time professional employment, internships, and part-time jobs
- We consult with Employers to develop employee recruiting programs or internships that meet or exceed national standards and labor regulations

- We support Faculty on career advisement and the development of internships for their students.
- We provide classroom presentations, workshops, and campus club presentations on a variety of professional development and job seeker topics.
- We advise Administrators and Division Deans on regional labor market conditions and employer training needs.
- We work with local, county and regional communities and government agencies to ensure Snow College programs continue to meet their needs

### Office Hours

Ephraim - Monday through Friday, 8 a.m. to 5 p.m.  
 Richfield - See [www.snow.edu/careerbadger](http://www.snow.edu/careerbadger) for posted office hours.

### Job Postings

Approximately 200 jobs are posted each month on Career Badger ([www.snow.edu/careerbadger](http://www.snow.edu/careerbadger)). These include full-time career positions, part-time local off-campus jobs, paid internships, AND Snow College part-time campus jobs.

All students registered for six credits or more have a job seeker account waiting for them. Students may follow the log-in link from the student page at [Snow.edu/careerbadger](http://Snow.edu/careerbadger). Once there use your Badger ID number (example 00999999) as the user name and your 8-digit birthday (MMDDYYYY) for the PIN. If you've changed your birthday password since arriving on campus, use your Wi-Fi password as your Career Badger PIN. A guest account is also available at username: freshman and password: badger.

Please note that only current students taking 6 credits or more may apply for Snow College campus jobs. Campus jobs categories are: Federal Work Study, Student Hourly, and Work-To-Learn. All current students may apply for Hourly or Work-To-Learn jobs. Only students who have been awarded Federal Work Study through their Snow College Financial Aid package may apply for those jobs.

### Electronic Library Resources

We maintain a virtual Career Library on Career Badger's job posting site and at [www.pinterest.com/careerbadger](http://www.pinterest.com/careerbadger) on topics such as job search skills, resumes, interviews, or LinkedIn profiles.

### Campus Job Fairs and Recruiting Events

Events are posted at [www.snow.edu/careerbadger](http://www.snow.edu/careerbadger). They include career fairs, practice interview days, federal employment day, on-campus employer recruiting visits, employer-hosted job search or interviewing workshops, employer-hosted interviews, and alumni mentoring and resume reviews.

### COUNSELING & WELLNESS CENTER

**Director:** Allen T. Riggs

**Counselor/Therapist:** Yasmin Heywood

**Office Manager/Prevention Specialist:** Carra Ward  
 Social Science Building, room #109  
 (435) 283-7136

[allen.riggs@snow.edu](mailto: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 to 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 free seminars and "Super Activities". 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. We also sponsor a call center support line where students may text, chat or speak by phone with a student mentor. The service is anonymous and designed to assist students who are struggling and just need to talk with someone or who may need a referral to the center or other departments on and off campus.

### OFFICE OF DIVERSITY & INCLUSION

**Director:** Fernando Montano

Greenwood Student Center

435-283-7328

[Fernando.montano@snow.edu](mailto:Fernando.montano@snow.edu)

The Mission of the Office of Diversity/ Inclusion is to support the college mission by improving the retention and completion rates of underrepresented students through:

- Providing support to close the academic achievement gap and completion rates between minority students and their classmates.
- Promoting and creating opportunities for student involvement and leadership to better connect minority students to the college experience.
- Developing a more inclusive, welcoming campus climate for Snow College students and it's employees.

The Office of Diversity and Inclusion also provides resources and support to students from all backgrounds through the Multicultural Center.

## Multicultural Center

**Advisor:** Paki Moe  
(435) 283-7658  
[sinapati.moe@snow.edu](mailto:sinapati.moe@snow.edu)

The Multicultural Center (MCC), located in the Greenwood Student Center is here to support students of all backgrounds who attend Snow College. The MCC is a great place to visit between classes to meet other students, make new friends, study, use the computers or seek help from tutors. The Multicultural Center promotes cultural and diversity awareness through activities and events presented on campus and by supporting the clubs for diverse student interests such as: the Black Student Union, HGSA-LGBT, Multicultural Club, Latinos in Action, Native American Club, French club and the Poly Club. We support the students' academic success and retention through the provision of tutors for the general education classes and by offering a Diversity scholarship for those who qualify. The MCC is also a link between the students and the different departments on our campus.

## OUTREACH AND COMMUNITY PROGRAMS

### Community Education

**Coordinator:** Graysen Fox  
**Richfield Office:** 800 W 200 S, Richfield UT 84701  
**Ephraim Office:** 151 S. Main Street Ephraim UT 84627  
**Email:** [graysen.fox@snow.edu](mailto:graysen.fox@snow.edu)  
Office (435) 893-2267 | Cashier (435) 283-7670  
Facebook @SnowCollegeCommunityEd  
Twitter @SnowCommunityEd

The Office of Community Education coordinates Lifestyle, Business Improvement, Trade Certification and Continuing Education (CEU) classes and workshops hosted on the Snow College

Ephraim & Richfield campuses. Anything can happen with Community Education. Thanks to community members LIKE YOU we are partnering with new instructors and adding new classes every month. Your suggestions for new topics continue to pour in and fuel the spirit of #NEVERSTOPLEARNING! And the process is easier than ever. If you or a friend have a desire to share your knowledge with the community just contact us to get started. Follow us on Facebook and subscribe to our email newsletter to receive updates.

## Concurrent Enrollment

**Coordinator:** Doug Johnson  
Greenwood Student Center, 2nd floor, Room #205  
(435) 283-7320  
**Academic Advisors:** Mike Daniels, Landon Peterson, John D. Van Orman

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 Snow College's service area, after receiving approval, may offer courses such as English, history, mathematics, languages, and CTE. These courses are taken without the student ever leaving the high school campus. High schools statewide may receive Snow College IVC (Interactive Video Conferencing) concurrent enrollment courses, previously known as EdNet. These courses are taught by a Snow College instructor with high school students participating at their schools on live interactive video. See Admissions section for eligibility requirements. Visit [www.snow.edu/ce](http://www.snow.edu/ce) for additional information.

## RESIDENCE LIFE

**Director:** Jessica Siegfried  
**Operations Manager:** Ian Spackman  
**Leadership Development:** Scott Mathie  
**Office Manager:** Jaquelyn Deneau  
Greenwood Student Center 221  
435-283-7280  
[www.snow.edu/housing](http://www.snow.edu/housing)

Snow College provides affordable on-campus housing for both single and family students. Residence Life encourages both the social and academic growth of students and works to provide an environment conducive to such goals. With a staff of both professionals and student para-professionals trained to assist students in personal growth, student can feel safe and secure living in the Residence Halls. Applying for on-campus housing

has been made easier with the addition of an online application process. This process will allow student to select rooms, roommates and much more. Applications are available at [www.snow.edu/housing/apply](http://www.snow.edu/housing/apply). Students have the option to apply for a Fall Only, Academic Year, Spring Only and Summer Only term contract. Room availability is at a first come first serve basis, so students should consider applying prior to March 1st.

Residence Life provides on-campus housing students with programming, security, resources and a Residence Hall Association (RHA). Each Residence Hall is equipped with 24-hour camera observation, keycard entry access, on-campus security and Resident Assistants (RAs) on-duty nightly. Public Safety officials have access to all housing facilities for the purposes of securing buildings and for emergency response. Residence Halls also include free laundry, parking, internet, utilities and cable. Additionally students can feel that their voice can be heard by participating in the on-campus housing student government known as RHA.

Residence Life also provides Living Learning Communities (LLCs) in several on-campus housing locations. These LLCs are designated for students of a particular type of interest such as Fine Arts and Athletics. Students may apply to live in such communities through the Residence Life on-campus housing application. Family Housing is also provided on-campus with a limited number of apartments. Payment plans are available for students and families for both housing and badger buck plans.

## STUDENT LIFE

EPHRAIM CAMPUS: GSC 227  
[www.snow.edu/studentlife](http://www.snow.edu/studentlife)  
Office (435) 283-7121

**Director of Student Life & Leadership:** Michelle Brown

**Assist. Director of Student Life:** Zeb White

**Student Life Program Coordinator:** Jill Trythall

RICHFIELD CAMPUS: AB 103B

**Student Activities Coordinator:** Sara Phelps  
(435) 893-2259

The professional staff of Student Life is engaged in student leadership training, orientation, retention, activities and service to enhance student learning outside the classroom. The primary purpose of Student Life is to provide out-of-class experiences

for students to meet other students, socialize, and enjoy their college experience in a safe environment. In addition, Student Life presents opportunities for students to learn responsibility and leadership skills. The areas of focus within Student Life include Activities, Clubs, Diversity and Service.

## Activities and Campus Organizations

The Snow College student life office organizes and coordinates campus activities in an effort to help the institution achieve its primary mission. It offers students numerous opportunities to become involved in clubs, service organizations, student government and leadership teams. Its primary goals are to support student academic success, offer service opportunities and give students training in leadership skills. All student organizations, clubs and leadership teams work in coordination to plan activities, service projects and events to meet these objectives. For more information about campus activities or student organizations, please contact the Student Life Office.

## Lost and Found

### *Greenwood Student Center Mail Room*

The college lost and found is located at the information window in the Greenwood Student Center (GSC). Items may be turned in and claimed during regular business hours. Items left at the end of each term will be displayed for appropriate owners to claim. Unclaimed items will be donated to local clothing banks. High-cost items such as cell phones and laptops will be turned into Campus Police.

## New Student Orientation

Starting college can be a big adjustment. We want to help students make a smooth transition to college. We can help them find where their classrooms are, where study help can be found, and make new friends. The program starts just prior to the regular Fall and Spring terms and includes numerous opportunities to get acquainted with classmates, the campus, and campus resources. It is the best way to start college!

## Snow Service

**Coordinator:** Brad Young  
Social Science Building, SS-203C  
(435) 283-7652  
[bradford.young@snow.edu](mailto:bradford.young@snow.edu)

Snow Service is the headquarters for service and volunteerism on the Snow College Campus. This club exists to help students develop and learn in the areas of citizenship, interpersonal communication, character building, and awareness of the community around them, through volunteer service. The five pillars of Snow Service are Education, Environment, Global Outreach, Social Justice and Wellness. The services performed focus on community needs and the resolution of real community problems with the goal of making an impact for good on the communities surrounding our campus; the city of Ephraim, Sanpete County, the nation and the world. Students interested in Academic Service Learning should investigate the Service Scholar Award.

### **Student Email Policy**

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

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

### **Student Government**

The Snow College Student Association (SCSA) is the instrument of student government and is organized according to the official Constitution of the Snow College Student Association. The Student Body President, Student Body Vice-President, Programming Chair for the Richfield campus and the Student Body Advocates are elected each spring for the approaching school year.

Students wishing to run or apply for a student body officer position must meet certain academic standards as outlined in the SCSA Constitution. Interested students should contact the Student Life Office and attend information meetings held in the Spring.

### **Student Insurance**

Students registered for 6 or more credits are covered by an accidental injury insurance program that covers injuries that occur while involved in campus activities (excluding participation in collegiate athletics). This policy is secondary to other insurance coverage a student may have. In the event

of an accidental injury please have your supervising faculty or staff member submit an accident report to Risk Manager Staci Taylor. She can be reached at (435) 283-7120 or [staci.taylor@snow.edu](mailto:staci.taylor@snow.edu). Following receipt of the accident report, the risk manager 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.

### **STUDENT SUPPORT SERVICES (TRIO) OFFICE**

**Director:** Mike Anderson  
**Academic Advisor/Instructor:** Sara Golding  
**Tutoring/Transfer Advisor:** Gwenaley Hardy  
**Office Manager:** Angie Taukei'aho  
**Instructors:** Stacey Fletcher, Mel Jacobsen  
Greenwood Student Center 250  
(435) 283-7390

Student Support Services eligibility requires U.S. citizenship and intention of receiving a bachelors degree. Other qualifiers include income status (guidelines similar to Pell Grant eligibility), or first generation status (neither parent having a bachelor or higher degree), or a certified learning or physical disability.

Courses offered through Student Support Services are tuition-free to students who qualify for this federally funded program. These courses are designed to strengthen competency in English usage (grammar, writing and verbal), mathematics and study skills. Courses numbered under 1000 count as regular hours for receiving financial aid, scholarships and full-time student status. They do not count as hours towards graduation or honors classification. In addition to courses, Student Support Services offer academic advising, tutoring, and transfer assistance that includes visits to In-state universities.

Persons interested in enrolling in this program should contact Student Support Services in the Greenwood Student Center, room 250, or call (435) 283-7390.

### **UPWARD BOUND (TRIO) OFFICE**

**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.

# TUITION & FEES

Tuition and fees are determined annually and are approved by the Board of Regents.

## PAYMENT DEADLINE

Tuition, fees, and if applicable housing charges, must be paid no later than the 5th class day of the semester or term as designated on the official academic calendar. Students who fail to pay their balances OR sign up for a payment plan by the due date may be dropped or subject to drop from their classes. Only payment of charges will guarantee classes are held. Students are responsible to contact the campus cashier's office to resolve any issues or concerns regarding payment of their account.

## 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 acknowledgment 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](http://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.

## 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](http://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.

## TUITION AND FEES POLICIES

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).

If a student decides not to take a class, it is the responsibility of the student to drop the course before the 100% Refund Deadline. Dropping the class before this deadline removes the charges from the student's account and allows other students to register. Charges for classes dropped after the 100% Refund Period deadlines will remain owing and will not be credited back to the student's account balance.

### Tuition Refund

#### Fall & Spring Semesters:

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

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

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

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

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

## TUITION SCHEDULE

### Resident Tuition and Fee Schedule Regular Semester

Credit Hours	Tuition	Fees	Total
0.5	\$105.00	\$-	\$105.00
1	\$142.00	\$-	\$142.00
1.5	\$178.00	\$-	\$178.00
2	\$215.00	\$-	\$215.00
2.5	\$253.00	\$-	\$253.00
3	\$569.00	\$58.00	\$627.00
3.5	\$643.00	\$68.00	\$711.00
4	\$716.00	\$78.00	\$794.00
4.5	\$790.00	\$88.00	\$878.00
5	\$863.00	\$98.00	\$961.00
5.5	\$937.00	\$108.00	\$1,045.00
6	\$1,011.00	\$118.00	\$1,129.00
6.5	\$12,086.00	\$128.00	\$1,214.00
7	\$1,159.00	\$138.00	\$1,297.00
7.5	\$1,232.00	\$148.00	\$1,380.00
8	\$1,305.00	\$158.00	\$1,463.00
8.5	\$1,379.00	\$168.00	\$1,547.00
9	\$1,452.00	\$178.00	\$1,630.00
9.5	\$1,526.00	\$188.00	\$1,714.00
10-20	\$1,598.00	\$198.00	\$1,796.00
20.5	\$1,673.00	\$198.00	\$1,871.00
21	\$1,747.00	\$198.00	\$1,945.00
21.5	\$1,821.00	\$198.00	\$2,019.00
22	\$1,894.00	\$198.00	\$2,092.00
22.5	\$1,967.00	\$198.00	\$2,165.00
23	\$2,040.00	\$198.00	\$2,238.00
23.5	\$2,113.00	\$198.00	\$2,311.00
24	\$2,188.00	\$198.00	\$2,386.00
24.5	\$2,261.00	\$198.00	\$2,459.00
25	\$2,335.00	\$198.00	\$2,533.00

### Music 3rd & 4th Year Resident Tuition and Fee Schedule

Credit Hours	Tuition	Fees	Total
0.5	\$125.00	\$-	\$125.00
1	\$170.00	\$-	\$170.00
1.5	\$214.00	\$-	\$214.00
2	\$258.00	\$-	\$258.00
2.5	\$303.00	\$-	\$303.00
3	\$683.00	\$58.00	\$741.00
3.5	\$771.00	\$68	\$839.00
4	\$859.00	\$78.00	\$937.00
4.5	\$948.00	\$88.00	\$1,036.00
5	\$1,036.00	\$98.00	\$1,134.00
5.5	\$1,124.00	\$108.00	\$1,232.00



6	\$1,213.00	\$118.00	\$1,331.00
6.5	\$1,303.00	\$128.00	\$1,431.00
7	\$1,391.00	\$138.00	\$1,529.00
7.5	\$1,478.00	\$148.00	\$1,626.00
8	\$1,566.00	\$158.00	\$1,724.00
8.5	\$1,654.00	\$168.00	\$1,822.00
9	\$1,743.00	\$178.00	\$1,921.00
9.5	\$1,831.00	\$188.00	\$2,019.00
10-20	\$1,918.00	\$198.00	\$2,116.00
20.5	\$2,007.00	\$198.00	\$2,205.00
21	\$2,096.00	\$198.00	\$2,294.00
21.5	\$2,185.00	\$198.00	\$2,383.00
22	\$2,273.00	\$198.00	\$2,471.00
22.5	\$2,360.00	\$198.00	\$2,558.00
23	\$2,448.00	\$198.00	\$2,646.00
23.5	\$2,536.00	\$198.00	\$2,734.00
24	\$2,626.00	\$198.00	\$2,824.00
24.5	\$2,714.00	\$198.00	\$2,912.00
25	\$2,802.00	\$198.00	\$3,000.00

**Non-Resident Tuition and Fee Schedule**  
**Regular Semester**

Credit Hours	Tuition	Fees	Total
0.5	\$380.00	\$-	\$380.00
1	\$514.00	\$-	\$514.00
1.5	\$643.00	\$-	\$643.00
2	\$785.00	\$-	\$785.00
2.5	\$912.00	\$-	\$912.00
3	\$2,101.00	\$58.00	\$2,159.00
3.5	\$2,368.00	\$68.00	\$2,436.00
4	\$2,634.00	\$78.00	\$2,710.00
4.5	\$2,901.00	\$88.00	\$2,989.00
5	\$3,168.00	\$98.00	\$3,266.00
5.5	\$3,435.00	\$108.00	\$3,543.00
6	\$3,702.00	\$118.00	\$3,820.00
6.5	\$3,969.00	\$128.00	\$4,097.00
7	\$4,236.00	\$138.00	\$4,374.00
7.5	\$4,503.00	\$148.00	\$4,651.00
8	\$4,769.00	\$158.00	\$4,927.00
8.5	\$5,036.00	\$168.00	\$5,204.00
9	\$5,304.00	\$178.00	\$5,502.00
9.5	\$5,571.00	\$188.00	\$5,759.00
10-20	\$5,837.00	\$198.00	\$6,035.00
20.5	\$6,104.00	\$198.00	\$6,302.00
21	\$6,371.00	\$198.00	\$6,569.00
21.5	\$6,640.00	\$198.00	\$6,838.00
22	\$6,906.00	\$198.00	\$7,104.00
22.5	\$7,173.00	\$198.00	\$7,371.00
23	\$7,440.00	\$198.00	\$7,638.00
23.5	\$7,707.00	\$198.00	\$7,905.00
24	\$7,973.00	\$198.00	\$8,171.00

24.5	\$8,241.00	\$198.00	\$8,439.00
25	\$8,508.00	\$198.00	\$8,706.00

**Music 3rd & 4th Year Non-Resident Tuition and Fee Schedule**

Credit Hours	Tuition	Fees	Total
0.5	\$456.00	\$-	\$456.00
1	\$617.00	\$-	\$617.00
1.5	\$771.00	\$-	\$771.00
2	\$941.00	\$-	\$941.00
2.5	\$1,094.00	\$-	\$1,094.00
3	\$2,521.00	\$58.00	\$2,579.00
3.5	\$2,842.00	\$68.00	\$2,910.00
4	\$3,161.00	\$78.00	\$3,239.00
4.5	\$3,481.00	\$88.00	\$3,569.00
5	\$3,802.00	\$98.00	\$3,900.00
5.5	\$4,122.00	\$108.00	\$4,230.00
6	\$4,443.00	\$118.00	\$4,561.00
6.5	\$4,763.00	\$128.00	\$4,891.00
7	\$5,084.00	\$138.00	\$5,222.00
7.5	\$5,404.00	\$148.00	\$5,552.00
8	\$5,723.00	\$158.00	\$5,881.00
8.5	\$6,044.00	\$168.00	\$6,212.00
9	\$6,365.00	\$178.00	\$6,543.00
9.5	\$6,686.00	\$188.00	\$6,874.00
10-20	\$7,005.00	\$198.00	\$7,203.00
20.5	\$7,325.00	\$198.00	\$7,523.00
21	\$7,646.00	\$198.00	\$7,844.00
21.5	\$7,967.00	\$198.00	\$8,165.00
22	\$8,287.00	\$198.00	\$8,485.00
22.5	\$8,607.00	\$198.00	\$8,805.00
23	\$8,927.00	\$198.00	\$9,125.00
23.5	\$9,248.00	\$198.00	\$9,446.00
24	\$9,567.00	\$198.00	\$9,765.00
24.5	\$9,889.00	\$198.00	\$10,087.00
25	\$10,209.00	\$198.00	\$10,407.00

**Online Course Tuition**

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

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

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

## Summer School Tuition

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

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

## Senior Citizen Students

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

## Continuing Education, Off-Campus and Correspondence Course Tuition and Fees (Resident Students)

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

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

## GENERAL FEES

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.

## General Fees

### 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
- Fitness | \$3.00
- Insurance | \$2.80
- Intramurals | \$6.00
- Music | \$5.00
- Theater | \$4.45

Total Student Fees | \$198.00

### 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 | \$6.95
- Fitness | \$3.00
- Insurance | \$2.80
- Library | \$16.00
- Student Organizations | \$10.00
- Testing Center | \$5.00

Total Student Fees | \$198.00

## Course & Services Fee Table

(Subject To Change Without Prior Notice)

- Admissions | Admission Change of Status Fee | \$15.00
- Admissions | Admissions Application Fee | \$30.00
- AHNA 1000 | Nursing Assistant | \$16.00
- ART 1020 | Basic Drawing | \$5.00
- ART 1040 | Art Studio Practices 2D | \$20.00
- ART 1050 | Basic Photography | \$95.00
- ART 1060 | Art Studio Practices 3D | \$35.00
- ART 1110 | Drawing I | \$5.00
- ART 1120 | 2D Design | \$15.00
- ART 1130 | 3D Design | \$75.00
- ART 1140 | Photo I | \$95.00
- ART 1150 | Intro to Jewelry Making | \$95.00

- ART 1200 | Art Talks | \$50.00
- ART 1300 | Digital Media Fundamentals | \$95.00
- ART 1400 | Experimental Video I | \$95.00
- ART 1500 | Silver & Alternative Photo | \$95.00
- ART 1510 | Creative Visualization | \$50.00
- ART 1800 | Digital Print & Interactive Media | \$90.00
- ART 2110 | Drawing II | \$75.00
- ART 2140 | Photo II | \$95.00
- ART 2230 | Printmaking I | \$85.00
- ART 2240 | Printmaking II | \$85.00
- ART 2310 | Animation I | \$95.00
- ART 2600 | Introduction to Sculpture | \$95.00
- ART 2630 | Mixed Media: Collage and Assemblage | \$45.00
- ART 2650 | Introduction to Ceramics | \$85.00
- ART 2900 | Figure Drawing | \$75.00
- ART 2950 | Experiments in Visual Thinking | \$45.00
- BIOL 1015 | General Biology Lab | \$30.00
- BIOL 1055 | Human Biology Lab | \$30.00
- BIOL 1615 | Biology I Lab | \$30.00
- BIOL 1625 | Biology II Lab | \$30.00
- BIOL 2035 | Introductory Genetics Lab | \$30.00
- BIOL 2065 | Introductory Microbiology Lab | \$30.00
- BIOL 2120 | Rural Health Scholars | \$100.00
- BIOL 2155 | Human Anatomy for Artists Lab | \$30.00
- BIOL 2205 | General Microbiology Lab | \$30.00
- BIOL 2225 | General Ecology for Life Science Majors Lab | \$30.00
- BIOL 2305 | Plant Taxonomy Lab | \$30.00
- BIOL 2325 | Human Anatomy Lab | \$30.00
- BIOL 2425 | Human Physiology Lab | \$30.00
- BIOL 2585 | Introduction to Soil Science Lab | \$30.00
- BIOL 2655 | Pathophysiology Lab | \$30.00
- BUS 1020 | Computer Technology & Applications | \$10.00
- BUS 1060 | QuickBooks for Small Business | \$10.00
- BUS 1110 | Digital Media Tools | \$10.00
- BUS 2010 | Business Computer Proficiency | \$10.00
- CHEM 1015 | Introductory Chemistry Lab | \$30.00
- CHEM 1115 | Elementary Chemistry Lab | \$30.00
- CHEM 1125 | Elementary Organic/Biochemistry Lab | \$30.00
- CHEM 1215 | Principles of Chemistry Lab I | \$30.00
- CHEM 1225 | Principles of Chemistry Lab II | \$30.00
- CHEM 2315 | Organic Chemistry Lab I | \$30.00
- CHEM 2325 | Organic Chemistry Lab II | \$30.00
- CIS 1125 | IT Essentials | \$10.00
- CIS 1150 | BICIS Copper Structural Cabling System | \$10.00
- CIS 1155 | BICIS Optical Fiber Structured Cabling Systems | \$10.00
- CIS 1200 | Introduction to Networks | \$10.00
- CIS 1205 | Routing and Switching Essentials | \$10.00
- CIS 2200 | Scaling Networks in the Enterprise | \$10.00
- CIS 2205 | Wide Area Networking Fundamentals | \$10.00
- CIS 2300 | CISCO Wireless Networking Fundamentals | \$10.00
- CM 2596 | Wood Furniture | \$100.00
- CM 2636 | Blacksmithing | \$150.00
- CM 2686 | Adobe Restoration | \$100.00
- CM 2706 | Furniture Refinishing | \$150.00
- CM 2746 | Windsor Chair Making | \$250.00
- CM 2756 | Millwork and Window Fabrication | \$150.00
- CM 2796 | Wood Furniture II | \$200.00
- COMM 1870, 1880 (OC) | Radio Performance - First Year | \$10.00
- COMM 2870, 2880 (OC) | Radio Performance - Second Year | \$10.00
- COOP | Course #'s 1997, 1998, 1999, 2997, 2998, 2999 | \$25.00
- COSB 1215 | Intermediate Barbering Lab | \$50.00
- COSB 1811 | Nail Technology Lab | \$50.00
- COSB 2305 | Advanced Barbering Lab | \$100.00
- Cosmetology | One time supply fee | \$869.00

- DMT 1810 | Commercial Driver License Written Exam Prep | \$100.00
- DMT 1820 | Commercial Driver License Performance Exam Prep | \$150.00
- DMT 1825 (per hour) | Commercial Driver License Performance Training Lab | \$50.00
- DMT 1830 | Commercial Driver License Certificate Preparation | \$100.00
- DMT 1840 | Commercial Driver | \$30.00
- ENGL 2014 | Intermediate Composition: Honors Thesis (printing fee) | \$20.00
- ENGR 2240 | Surveying | \$7.00
- ENGR 2255 | Analog Circuits Lab | \$7.00
- ENGR 2705 | Digital Circuits Lab | \$7.00
- ESL | ESL Fee (1/2 Semester Fee) | \$112.50
- ESL | ESL Fee (for ESL classes) | \$225.00
- FOR | Foreign Student Fee | \$260.00
- FOR | Foreign Student Fee (1/2 semester) | \$130.00
- GEO 1015 | Survey of Geology | \$25.00
- GEO 1065 | Environmental Geology | \$10.00
- GEO 1080 | Oceanography | \$20.00
- GEO 1115 | Physical Geology Lab | \$25.00
- GEO 1220 | Historical Geology | \$25.00
- GEO 2500 | Geology Field Studies | \$50.00
- GEOG 1005 | Physical Geography Lab | \$10.00
- GNST 0990 | New Student Orientation | \$15.00
- HESC 1500 | EMT - Emergency Medical Tech. Lab Fee | \$100.00
- HESC 1500 | EMT - Emergency Medical Tech. State Fee | \$160.00
- HFST 1245 | Principles of Food Management Lab | \$22.00
- HFST 2120 | Foods and Nutrition for Children Lab Fee | \$22.00
- HFST 2620 | Creative Exp. For Children | \$22.00
- HFST 2630 | Practicum in Preschool Training A | \$20.00
- HFST 2635 | Practicum in Preschool Training B | \$15.00
- Misc. | AP Credit posting fee (per credit) | \$10.00
- Misc. | Equivalency Exam for Credit (per semester hour) | \$15.00
- Misc. | Foreign Language posting fee (per credit) | \$10.00
- Misc. | Graduation | \$25.00
- Misc. | Military Training Credit Posting fee | \$10.00
- Misc. | Proctor Fee (non-student) | \$5.00
- Misc. | Skills Classes - Skills USA-Level I, II, III, IV | \$25.00
- Misc. | Student I.D. Card (lost/replacement) | \$10.00
- Misc. | Student I.D. Card (one-time charge) | \$5.00
- Misc. | Transcript of Credits, Official | \$5.00
- MUSC | Practice Key Card per semester | \$40.00
- MUSC | Practice Key Card per year | \$60.00
- MUSC | Private Music (NON MAJORS) | \$340.00
- MUSC 1050, 1060, 1150, 1160, 2150, 2160 | MUSC Group Piano | \$30.00
- MUSC 1166, 2166, 3166, 4166 | A Capella Choir - Years 1-4 | \$10.00
- MUSC 1556/2556/3556/4556 | Private Guitar - Years 1-4 (\$440/hr; \$380/.5hr) | \$440.00/hr
- MUSC 1566/2566/3566/4566 | Private Organ - Years 1-4 (\$440/hr; \$380/.5hr) | \$440.00/hr
- MUSC 1576, 2576 | Class Guitar | \$100.00
- MUSC 1596/2596/3596/4596 | Private Piano - Years 1-4 (\$440/hr; \$380/.5hr) | \$440.00/hr
- MUSC 1616/2616/3616/4616 | Private Voice - Years 1-4 | \$440.00/hr; \$380/.5hr) | \$440.00/hr
- MUSC 1626/2626/3626/4626 | Private Woodwinds - Years 1-4 | \$440.00/hr; \$380/.5hr) | \$440.00/hr
- MUSC 1656/2656/3656/4656 | Private Brass - Years 1-4 | \$440.00/hr; \$380/.5hr) | \$440.00/hr
- MUSC 1686/2686/3686/4686 | Private Percussion - Years 1-4 | \$440.00/hr; \$380/.5hr) | \$440.00/hr
- MUSC 1736/2736/3736/4736 | Private Strings - Years 1-4 | \$440.00/hr; \$380/.5hr) | \$440.00/hr
- MUSC 1856/2856/3856/4856 | Private Jazz - Years 1-4 | \$440.00/hr; \$380/.5hr) | \$440.00/hr
- MUSC 3696 | (Majors) Private Composition/Production | \$440.00
- MUSC 4696 | (Majors) Composition | \$440.00
- NURP 1102 | Fundamentals of Nursing | \$170.00

- NURP 1109 | Professional Transition for the Practical Nurse | \$125.00
- NURP 1110 | IV Therapy | \$50.00
- NURP 1114 | Caring for Adults I | \$20.00
- NURP 2114 | Advanced Nursing Care of the Adult and Child | \$125.00
- NURP 2190 | Patient Care Management | \$165.00
- NURP 2214 | Advances Nursing Care of the Adult and Child Clinical | \$45.00
- NURP 2290 | Patient Care Management Clinical | \$50.00
- OLE 1505 | Kayaking | \$75.00
- OLE 1527 | Rock Climbing | \$75.00
- OLE 1535 | Backpacking | \$75.00
- OLE 1542 | Wilderness First Responder | \$175.00
- OLE 1550 | Mountain Biking | \$75.00
- OLE 1625 | Cross Country Skiing | \$75.00
- OLE 1635 | Backcountry Skiing | \$75.00
- OLE 1655 | Snowshoeing | \$75.00
- OLE 1660 | Winter Camping | \$75.00
- OLE 2200 | Expedition Leadership | \$1,500.00
- PE 1015 | Spinning 1 | \$30.00
- PE 1130 | Beginning Golf | \$17.00
- PE 1131 | Golf II | \$46.00
- PE 1135 | Archery I | \$38.00
- PE 1136 | Archery II | \$38.00
- PE 1145 | Bowling I | \$50.00
- PE 1340 | Lifeguarding | \$7.50
- PE 1505 | Kayaking | \$75.00
- PE 1527 | Rock Climbing | \$75.00

- PE 1535 | Backpacking | \$75.00
- PE 1543 | First Aid | \$8.00
- PE 1550 | Mountain Biking | \$75.00
- PE 1625 | Cross Country Skiing | \$75.00
- PE 1635 | Backcountry Skiing | \$75.00
- PE 2050 | Basketball Officiating | \$9.00
- PE 2055 | Football Officiating | \$9.00
- PE 2600 | Intro to Sports Medicine | \$7.00
- PHSC 1005 | Interdisciplinary Physical Science Lab | \$30.00
- PHSC 2105 | Honors Physical Science Lab | \$30.00
- PHYS 1015 | Elementary Physics Lab | \$30.00
- PHYS 1060 | Astronomy | \$10.00
- PHYS 2015 | College Physics I Lab | \$30.00
- PHYS 2025 | College Physics II Lab | \$30.00
- PHYS 2215 | Physics for Scientists and Engineers I Lab | \$30.00
- PHYS 2225 | Physics for Scientists and Engineers II Lab | \$30.00
- RHA Fee | Residence Hall Association | \$5.00
- THEA 1223 | Stage Makeup | \$10.00
- THEA 2510 | Scene Painting | \$10.00
- WELD | Welding Locker | \$5.00

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

# VETERAN'S AFFAIRS

## VETERAN'S AFFAIRS

National Guard/Reservists/Dependents of Veterans  
**Veterans' Coordinator:** Miriam Thomas  
Greenwood Student Center 208  
Phone: (435) 283-7065  
Email: [miriam.thomas@snow.edu](mailto:miriam.thomas@snow.edu)  
Fax: (435) 283-7134

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

There are now very strict deadlines for tuition assistance. Give yourself a month lead time before the 1st day of classes.

## IMPORTANT WEB SITES

The following are important web sites containing information and resources for those seeking Veterans Benefits: Veterans Administration (Application forms and online processes are available for download on this site.)  
[www.gibill.va.gov](http://www.gibill.va.gov). Army National Guard Educational Benefits (Federal Tuition Assistance, Participant must have a virtual army account and password, all tuition assistance is now done electronically, there are no paper applications.)  
[www.goarmyed.com](http://www.goarmyed.com).

## IMPORTANT PHONE NUMBERS

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

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

## BENEFIT ELIGIBILITY IS BASED UPON:

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

## MATRICULATION

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

## SATISFACTORY PROGRESS

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

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

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

any reason should contact the Student Success office 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 register for approved courses. The class schedule should be given to the VA certifying official for approval.

### 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. Not all credit on transcripts will be accepted.

### DEFINITION OF A VETERAN

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

### STUDENT STATUS

For receipt of benefits

- Full-time = 12 credits or more each semester
- 3/4 time = 9, 10, or 11 credits per semester
- 1/2 time = 6, 7, or 8 credits per semester
- 1/4 time = 3, 4, or 5 credits per semester

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

(Chapter 33 veterans must be at least 3/4 time for the housing stipend.)

### PRIOR CREDIT EVALUATION

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

### VETERANS ELIGIBILITY, REMEDIAL COURSEWORK:

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

## PLACEMENT TESTING FOR REMEDIAL COURSEWORK:

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

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

### English:

#### English 0980 (Beginning Composition)

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

#### English 0990 (Beginning Grammar) Student Support Services Student Only

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

### Math:

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

#### Math 0700 (Pre-Algebra):

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

#### Math 0800 (Beginning Algebra):

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

#### Math 0850 (Math Literacy):

This course prepares a student to go directly to either Math 1030 or Math 1040. A student may also use this course in place of Math 0800 and then continue

to Math 0900 and onto Math 1050 or Math 1080. ACT scores are 15-22 or SAT scores are 350-450.

#### Math 1010: (Intermediate Algebra)

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

## DISCLAIMER

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

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

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

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

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



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

## SATISFACTORY ATTENDANCE POLICY

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

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

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

Students failing to meet the school's established attendance policy may be terminated from VA

education benefits. The school's certifying official will report the termination to the VA on VA Form 22-1999b, Notice of

Change in Student Status, within 30 days of determining the actual last date of the student's attendance. The last date of attendance can be determined through any of the following methods:

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

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

## LEAVE OF ABSENCE

Leave 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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# DIVISION OF BUSINESS & APPLIED TECHNOLOGIES

Mike Medley, Dean

**Phone:** (435) 893-2264

**Email:** [mike.medley@snow.edu](mailto:mike.medley@snow.edu)

## Richfield Campus

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

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

## Ephraim Campus

- Building Construction and Construction Management
- Business
- Commercial Driver's License
- Computer Information Systems
- Nursing Assistant
- Outdoor Leadership and Entrepreneurship
- Practical Nursing
- Registered Nursing

## ALLIED HEALTH

### Associate Director:

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

### Administrative Assistants:

Melissa Blackner  
Richfield Campus

Allied Health Admissions  
(435) 893-2232

Jennifer Bushman  
Ephraim West Campus  
(435) 283-7588

## Description

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

- Nursing Assistant
- Practical Nurse
- Registered Nurse (PN-RN)

## Careers

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

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

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

## Nursing Assistant/Home Health Aid

**Instructor:** Karen Carter, LPN

### *Preparation for State Certification*

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

- AHNA 1000 Nursing Assistant (6)

## Outcomes

Students who complete the Snow College CNA program:

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

## Admission Requirements

1. Student must be at least 16 years old and a junior in high school to begin the CNA course;
2. Preference is given to students 17 years or older;
3. Student must have a TB test before entering the CNA program;
4. Student must have an approved background check before entering the CNA program. The background check must be received by the Allied Health Administrative Assistant in a sealed envelope.
5. Applying student must provide the following:
  - High school students: a copy of their ACT with a score of 16 or higher in Math and 15 or higher in Reading or a copy of your high school transcript with a GPA of 2.5 or higher;
  - College student must provide proof of current or past enrollment as a college student;
  - Adult non-credit student must have proof of one of the following
    1. Current or past enrollment as a college student.
    2. Copy of an ACT with a score of 16 or higher in Math and 15 or higher in Reading.
    3. A high school transcript showing a GPA of 2.5 or higher.
    4. Take the Accuplacer test scoring 40 or above in Elementary Algebra.

## NURSING

### Practical Nursing

**Assistant Professors:** Dean Brereton, MSN, RN

**Instructors:** April Anderton, MSN, RN; Bridget Bennett BSN, RN; Jill Christensen, BSN, RN; Cyndi Jorgensen, MSN, RN; Joy Korth, MSN, RN

## Preparation for State Certification

The Practical Nursing program offers the students a Certificate of Completion in Practical Nursing and eligibility to take the National Council Licensure Examination (NCLEX –PN). Students will be prepared to go directly into the workforce and/or choose to continue to study towards a higher nursing degree.

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

Accreditation Commission for Education in Nursing  
3343 Peachtree Road NE, Suite 500  
Atlanta, GA 30326  
Phone: (404) 975-5000  
Fax: (404) 975-5020  
www.acenursing.org

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

## Outcomes

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

- Apply basic principles from the biological and behavioral sciences and nursing theory to determine nursing actions for individuals and their families in a variety of health care settings.
- Participate as a mid-level member of a nursing team assigned to complete patient assessments, including planning, implementation, and evaluation of nursing care to assist clients of all ages to meet their functional needs.
- Safely implement psychomotor skills within the LPN scope of practice.
- Use effective communication skills with clients, family members, and health team members.
- Provide health education for individuals, families, and peers within the LPN scope of practice.
- Demonstrate concern for sociocultural and spiritual values when interacting with clients and health team members in a variety of settings.
- Display responsibility and accountability for his/her nursing care utilizing ethical and legal principles within the LPN scope of practice.

- Select appropriate goals for continued self-growth and vocational mobility to achieve his/her full potential.
- Provide service to classmates, clients, families, community, and health team members.

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

### Admission Requirements

#### Admission Procedures

An application packet can be obtained from the Allied Health department secretary, 435-893-2232, or download a packet at [www.snow.edu/alliedhealth](http://www.snow.edu/alliedhealth).

The application deadline is April 15.

1. Applications must be submitted to the Allied Health department at Snow College and include.
  - A complete and signed LPN application;
  - official college transcripts;
  - two letters of recommendation, preferably from previous employers or teachers;
  - \$25 non-refundable Nursing Application fee payable to Snow College.
  - Provide proof of current Certified Nursing Assistant License.
  - Provide evidence of math competency by one of the following methods:
    1. ACT test results with a minimum math score of 23;
    2. Accuplacer test score of 90 or above;
    3. Completion of MATH 0900 with a minimum of a C (2.0) grade.

2. Prerequisite classes must be completed prior to entering the Practical Nursing program

#### Prerequisite Requirements

Prerequisite General Education requirements include:

BIOL 2320 Human Anatomy with lab (4)  
 BIOL 2420 Human Physiology with lab (4)  
 ENGL 1010 Expository Composition (3)

**Total Prerequisite Credits: 11**

3. Co-requisite nursing requirements:  
 Co-requisite courses can be taken concurrently while in the nursing program;

#### Co-Requisite Courses

Fall or Spring Semester  
 PSY 1010 General Psychology (3)

#### 4. Recommended Courses

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

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

All prerequisite and co-requisite classes must be passed with a C (2.0) grade or better; any grade below a C (2.0) will not be accepted.

Acceptance into the Practical Nursing program will be by letter of notification before June 10 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.

#### **Post Admission Requirements:**

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

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

#### Recommended Curriculum

*PRACTICAL NURSING (PN)*

Certificate of Completion

NURP 1102 Fundamentals of Nursing\* (4)

NURP 1103 Pharmacology (3)

NURP 1106 Pediatric - Maternity Nursing I (2)

NURP 1107 Pediatric - Maternity Nursing II (3)  
NURP 1109 Professional transition for the Practical Nurse+ (2)  
NURP 1114 Caring for the Adult I (4)  
NURP 1115 Caring for the Adult II (3)

**Total Credit Requirements for Certificate: 21**

\*A safety component is included in this course.

+Includes Human Relations requirement.

*PRACTICAL NURSING*

Certificate of Completion - Curriculum

**Fall**

NURP 1102 (4)

NURP 1103 (3)

NURP 1114 (4)

NURP 1106 (2)

**Total (13)**

**Spring**

NURP 1115 (3)

NURP 1107 (3)

NURP 1109 (2)

**Total (8)**

LPN courses must be completed and passed with a C (2.0) or better grade to progress to the next semester or complete the LPN nursing program.

Students who are accepted into the LPN program have the opportunity to transfer into the PN to RN program if all RN qualifications are met.

**REGISTERED NURSING (RN)**

**PN TO RN program**

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

The PN to RN program is accredited by the Accreditation Commission for Education in Nursing Inc. (ACEN)

Accreditation Commission for Education in Nursing  
3343 Peachtree Road NE, Suite 500  
Atlanta, GA 30326  
Phone: (404) 975-5000  
Fax: (404) 975-5020  
www.acenursing.org

Classes will be held at Snow College on both the Ephraim and Richfield campuses. Clinical laboratories are held in surrounding facilities.

Registered Nurses are prepared to work in a variety of health care settings.

*Outcomes*

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

- Apply basic principles from the biological and behavioral sciences and nursing theory to determine nursing actions for individuals and their families in a variety of health care settings.
- Participate as a member of a nursing team assigned to complete patient assessments, including planning, implementation, and evaluation of nursing care to assist clients of all ages to meet their functional needs.
- Safely implement psychomotor skills within the RN scope of practice.
- Use effective communication skills with clients, family members, and health team members.
- Provide health education for individuals, families, and peers.
- Demonstrate concern for sociocultural and spiritual values when interacting with clients and health team members in a variety of settings.
- Display responsibility and accountability for his/her nursing care utilizing ethical and legal principles within their scope of practice.
- Select appropriate goals for continued self-growth and vocational mobility to achieve his/her full potential.
- Provide service to classmates, clients, families, community, and health team members.
- Display leadership abilities through application of management principles, critical thinking, delegation, and prioritization of care.

*Admission Requirements*

Admission into the PN to RN program is on a point system as there is limited space available. Points are primarily based upon GPA, work experience, and references. Current Snow College LPN students have the opportunity to transfer directly into the PN to RN program if all RN qualifications are met.

*Admission Procedures*

An application packet can be obtained from the Allied Health department secretary, 435-893-2232, or download a packet at [www.snow.edu/alliedhealth](http://www.snow.edu/alliedhealth).

The application deadline is March 1.

1. Applications must be submitted to the Allied Health department at Snow College and include:
  - A completed and signed RN application;

- A \$25, non-refundable Nursing Application fee, payable to Snow College;
  - Two letters of recommendation, preferably from previous employers or teachers;
  - Submit a current, unrestricted Utah State LPN license. Students accepted into the RN program with a pending license have until August 1 to submit a copy of their licensure;
  - Official transcripts of all colleges and/or universities attended to date must be received by the Allied Health department by March 1 of current year;
  - Provide evidence of math competency by one of the following methods:
    1. ACT test results with a minimum math score of 23;
    2. Accuplacer test score of 90 or above;
    3. Completion of MATH 0900 with a minimum of a C (2.0) grade.
  - Cumulative College GPA of 2.5 or higher
2. Graduate of an ACEN Accredited Practical Nursing program or equivalent program. A minimum grade of B- (2.7) is required in all LPN nursing courses. Students with lower than a B- (2.7) must show at least part-time (24 hrs/week) experience working as an LPN for a minimum of one year.
  3. Prerequisite classes must be completed prior to entering the Registered Nursing program.

#### RN Prerequisite Requirements

Prerequisite General Education requirements include:

BIOL 2320/2325 Human Anatomy with lab (4)  
 BIOL 2420/2425 Human Physiology with lab (4)

CHEM 1110/1115 Elementary Chemistry with lab (5)

ENGL 1010 Expository Composition (3)

PSY 1010 General Psychology (3)

**Total Prerequisite Credits: 19**

4. Co-requisite nursing requirements:  
 Co-requisite nursing courses can be taken concurrently while in the nursing program.

#### Co-Requisite Courses

Fall or Spring Semester

ENGL 2010 Intermediate Research Writing (3)

MATH 1040 Introduction to Statistics\* (3)

All prerequisite and co-requisite classes must be passed with a C (2.0) grade or better; any grade below a C (2.0) will not be accepted.

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

#### 5. Recommended Courses:

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

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

Acceptance into the PN to RN program will be by letter of notification before April 10 of the current year.

#### *Post Admission Requirements*

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

- 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.
- Applications must have proof of current immunizations, which include Varicella (chickenpox), Tdap, MMR, Hepatitis B, Two-step TB test or chest X-ray, and flu vaccine.
- Students must pass a drug screen test as well as a background check.
- Students must review and agree to adhere to the policies and guidelines outlined in the Snow College Registered Nursing Handbook.

#### *Recommended Curriculum*

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

Associate of Science in Nursing Degree

NURP 2114 Advanced Nursing Care of the Adult and Child (3)

NURP 2214 Advanced Nursing Care of the Adult and Child Clinical (4)

NURP 2130 Treatment Modalities (2)

NURP 2180 Mental Health Nursing Across the Lifespan (2)

NURP 2280 Mental Health Nursing Across the Lifespan Clinical (1)

NURP 2190 Patient Care Management (2)  
NURP 2290 Patient Care Management Clinical (3)  
**Credit Requirements for Certificate: 17**

*Registered Nurse (PN to RN) Associate Degree – Curriculum*

**Fall**

NURP 2130 (2)  
NURP 2114 (3)  
NURP 2214 (4)  
GE courses\* (3)

**Total 12**

**Spring**

NURP 2180 (2)  
NURP 2280 (1)  
NURP 2190 (2)  
NURP 2290 (3)  
GE courses\* (6)

**Total 14**

RN courses must be completed and passed with a B- (2.7) or better grade to progress to the next semester or complete the RN nursing program.

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

Requirements for an Associate of Science in Nursing (ASN). An ASN is required to sit for the NCLEX-RN.

*LPN License*

BIOL 2320/2325 Human Anatomy with lab (4)  
BIOL 2420/2425 Human Physiology with lab (4)  
CHEM 1110/1115 Elementary Chemistry with lab (5)  
ENGL 1010 Expository Composition (3)  
PSY 1010 General Psychology (3)  
ENGL 2010 Intermediate Research Writing (3)  
MATH 1040 Introduction to Statistics\* (3)  
Humanities (3) \*\*  
Fine Arts (3) \*\* and  
American Institution (3) \*\*

\*\*GE courses must be completed by the end of the RN year:

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

*Prerequisite Courses*

BIOL 2320/2325 | Human Anatomy w/lab (4)  
BIOL 2420/2425 | Human Physiology w/lab (4)  
ENGL 1010 | Expository Composition (3)  
GE Course | General Education Course (3)

**Total Credits: 14**

*1st Fall Semester Courses*

NURP 1102 | Fundamentals of Nursing (4)  
NURP 1103 | Pharmacology (3)  
NURP 1106 | Pediatric-Maternity Nursing I (2)  
NURP 1114 | Caring for the Adult I (4)  
PSY 1010 | Co-requisite (General Psychology) (3)

**Total Credits: 16**

*1st Spring Semester Courses*

NURP 1115 | Caring for the Adult II (3)  
NURP 1107 | Pediatric-Maternity Nursing II (3)  
NURP 1109 | Professional Transition for the Practical Nurse (2)  
CHEM 1110/1115 | Elementary Chemistry w/lab (5)

**Total Credits: 13**

*2nd Fall Semester Courses*

NURP 2114 | Advanced Nursing Care of the Adult and Child (3)  
NURP 2214 | Advanced Nursing Care of the Adult & Clinical (4)  
NURP 2130 | Treatment Modalities (2)  
ENGL 2010 | Intermediate Research Writing (3)  
GE Course | General Education Course (3)

**Total Credits: 15**

*2nd Spring Semester Courses*

NURP 2180 | Mental Health Nursing Across the Lifespan (2)  
NURP 2280 | Mental Health Nursing Across the Lifespan Clinical (1)  
NURP 2190 | Patient Care Management (2)  
NURP 2290 | Patient Care Management Clinical (3)  
MATH 1030, 1040\*, or 1050 | Intro. to Statistics \* see application packet (3)  
GE Course | General Education Course (3)

**Total Credits: 14**

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

**BUSINESS DEPARTMENT**

**Associate Professors:** Lisa B. Anderson, LaFaun Barnhurst, Morris O. Casperson, Cozette Roberts

**Assistant Professors:** Mark Anderson, Stacey McIff (Chair), Whitney Ward

**Instructors:** Jay Olsen, Kendra Sagers

**Phone:** (435) 283-7566

Business has a history at Snow College spanning more than 100 years. The founders were passionate about education and practical in providing knowledge and skills to help their children become useful and successful in the world of business and industry. The Business Department is committed to build on this distinguished history. The goal of



serving students with exceptional programs remains unchanged, but the methods have evolved to meet the changing world.

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

### **Associate of Science Business**

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

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

#### **Outcomes**

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

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

#### **Acquire Substantive Knowledge**

- Students will be able to examine fundamentals of business and the relationship of business to society by analyzing a real business.
- Students will be able to apply knowledge of local and national laws as they relate to business.

#### **Communications**

- Students will be able to deliver oral presentations that are customized for the

intended audience, well organized, and effectively delivered.

- Students will be able to produce clear, concise, purposeful, and grammatically correct written documents.

#### **Computation**

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

#### **Professionalism**

- Students will be able to collaborate effectively in teams, complete responsibilities, and assist teammates.
- Students will be able to design an educational and/or career pathway that establishes a direction for their overall professional goals.

#### **Technology**

- Students will be able to complete a project using business technology to solve real-world business problems in a changing and dynamic workplace.
- Students will be able to produce professional-looking documents and projects using industry standard hardware and software tools.

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

#### **Careers**

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

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

Associate Of Science Business Degree Core Requirements: (64 Crs.)

ACCT 2010+ Financial Accounting (3)

ACCT 2020+ Managerial Accounting (3)

BUS 1200 Business Careers Seminar (1)

BUS 1700/1710 Prof. Business Leadership I (1)  
BUS 2200 Business Communication (3)  
BUS 2010 Business Computer Proficiency (3)  
BUS 2050 Business Law (3)  
ECON 2010+x Principles of Microeconomics (3)  
ECON 2020+x Principles of Macroeconomics (3)  
MATH 2040+x Applied Statistics (4)  
MATH 1100+ Applied Calculus (4)  
BUS 1270 Strategic Selling (3)

or

BUS 2450 Presentations for Business (3)  
General Education Requirements (34-37)  
Total 64-67

+Prerequisites Required.

x Can be counted with GE

Note: There are some differences in the General Education preferences depending on the transfer institution. Students are strongly encouraged to contact advisers at the institution to which they plan to transfer and to do so in their first year at Snow. BYU and the University of Utah have modified core requirements; see an adviser at the transfer school.

### ***Recommended Curriculum***

#### **Associate of Science Business**

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

Suggested Curriculum for ASB Degree - Business Transfer:

#### ***Fall Y1***

MATH 1050 College Algebra (4)  
BUS 1200 Business Careers Seminar (1)  
BUS 1270 Strategic Selling (3)

or

BUS 2450 Presentations for Business (3)  
BUS 1020 Computer Technology and Applications (3) (*only for beginners; not required*)  
BUS 1700 Professional Business Leaders (1)  
ENGL 1010 Introduction to Writing (3)  
Physical Science GE (3) (*move to Spring if taking BUS 1020*)

#### ***Spring Y2***

BUS 2010 Business Computer Proficiency\* (3)  
PE 1096 Fitness and Wellness (1)  
American Institutions GE (3)  
ENGL 2010 Intermediate Writing (3)  
MATH 2040 Applied Statistics\* (4)

#### ***Fall Y2***

Humanities GE (3)  
ACCT 2010 Financial Accounting (3)

ECON 2010 Microeconomics\* (3)  
BUS 1600 Entrepreneurship Seminars (*not required for degree*) (1)  
MATH 1100 Applied Calculus \* (4)  
Fine Arts GE (3)

#### ***Spring Y2***

BUS 2050 Business Law (3)  
ECON 2020 Macroeconomics \* (3)  
ACCT 2020 Managerial Accounting \* (3)  
Life Science GE + (3-4)  
BUS 2200 Business Communication (3)

\* Prerequisites Required

+ See General Education worksheet to determine appropriate Life Science and Science Inquiry requirements.

A minimum of 63 credit hours required to graduate.

Snow College has developed specific articulation agreements with: USU, WSU, U of U, BYU, UVU, and SUU. If students know the institution to which they will be transferring, they should visit with their advisor to develop a schedule specific to that institution. If students are not sure to which institution they will be transferring or are planning to transfer out of state, Snow recommends the generic Associate of Business schedule outlined above. This schedule should meet most pre-business requirements. Students transferring to BYU or the U of U may need to meet different requirements for matriculation.

#### **Certificate of Completion in Business:**

The Certificate in Business is comprised of 30-33 credits. To earn a Certificate of Completion in Business, a student takes core business courses and then pairs with a Certificate of Proficiency in his or her area of interest. Choose from Entrepreneurship, Marketing, Business & Music Technology, Agribusiness, or Outdoor Leadership and Entrepreneurship (see next section). Students will gain entry-level knowledge, skills, and abilities related to general business theory and application. For a student completing an AS or AA degree, the Certificate of Completion in Business is an excellent choice for **smart electives**. This certificate would also be a great asset to someone who needs to sharpen employment skills. Students who complete the Certificate of Completion also complete a Certificate of Proficiency.

#### **CORE**

BUS 1060 QuickBooks for Small Business (3)  
BUS 1170 Team and Interpersonal Dynamics (3)

BUS 1200 Business Careers Seminar (1)  
BUS 1700 Professional Business Leaders (1)  
BUS 1020 Computer Technology & Applications  
(3)

or

BUS 2010 Business Computer Proficiency  
BUS 2200 Business Communication (3)

**Sub-Total 17**

**TRACK/OPTIONS**

Certificate of Proficiency Marketing (16)  
Certificate of Proficiency Business & Music  
Technology (21)  
Certificate of Proficiency Entrepreneurship (19)  
Certificate of Proficiency Outdoor Leadership &  
Entrepreneurship (16)  
Certificate of Proficiency Agribusiness (17-19)

**Sub-Total 16-21**

**ELECTIVE COURSES** (Select from the following  
courses to reach 30-33 credits total)

BUS 1020 Computer Technology & Applications  
(3)

BUS 1110 Digital Media Tools (4)

BUS 1210 Personal Finance - GE (3)

BUS 1270 Strategic Selling - GE (3)

BUS 1300 Social Media Marketing (3)

BUS 1510 Photoshop (3)

BUS 1600 Entrepreneurship Seminars (1)

BUS 2010 Business Computer Proficiency (3)

BUS 2050 Business Law (3)

BUS 2222 Entrepreneurship (3)

BUS 2450 Presentations for Business - GE (3)

BUS 2600 Project Management (3)

BUS 2650 Principles of Management (3)

Sub-Total variable

**Total Number of Credits 30-33**

**Proficiency Certificates**

The Business Department awards proficiency  
certificates to students completing particular courses  
or sequences of courses. These certificates indicate  
mastery or competency in useful and marketable  
skills. These certificates by themselves are not  
eligible for financial aid and may count only as  
electives towards a degree. Students should contact  
the Business Department for specific requirements.

**BUSINESS DEPARTMENT CERTIFICATES OF  
PROFICIENCY - Smart Electives**

Certificate of Proficiency in Marketing

BUS 1110 | Digital Media Tools (4)

BUS 1270 | Strategic Selling (3)

BUS 1300 | Social Media Marketing (3)

BUS 1010 | Introduction to Business (3)

COMM 1500 | Introduction to Mass Media (3)

**Total Number of Credits 16**

**CERTIFICATE OF PROFICIENCY IN BUSINESS  
AND MUSIC**

BUS 1110 | Digital Media Tools (4)

BUS 1020 | Computer Technology & Application  
(3)

BUS 1300 | Social Media Marketing (3)

BUS 2200 | Business Communication (3)

MUSC 3750 | Survey of Music Business (3)

MUSC 1100 | Intro to Music Theory (2)

MUSC 1200 | Survey of Music Technology (2)

MUSC 1901 | Performing Arts Exploratory: Music  
Careers (1)

**Total Number of Credits 21**

**CERTIFICATE OF PROFICIENCY IN  
ENTREPRENEURSHIP**

BUS 1020 | Computer Technology & Applications  
(3)

BUS 1060 | Quick Books for Small Business (3)

BUS 1270 | Strategic Selling (3)

BUS 1600 | Entrepreneurship Seminars (1-2)

BUS 2650 | Management Principles for  
Entrepreneurs (3)

BUS 1300 | Social Media Marketing (3)

BUS 2222 | Entrepreneurship (3)

**Total Number of Credits 19-20**

**CERTIFICATE OF PROFICIENCY IN OUTDOOR  
LEADERSHIP AND ENTREPRENEURSHIP**

BUS 1600 | Entrepreneurship Seminars (1)

BUS 2222 | Entrepreneurship (3)

OLE 1000 | Introduction to Outdoor Leadership (3)

OLE 1010 | Outdoor Leadership Business and  
Careers (1)

OLE 1542 | Wilderness First Responder (3)

OLE 2000 | Outdoor Skills (2)

OLE 2100 | Outdoor Leadership Ethics and  
Environment (2)

OLE 2200 | Expedition Leadership (1)

**Total Number of Credits 16**

**CERTIFICATE OF PROFICIENCY IN  
AGRIBUSINESS**

AGBS 1010 | Fundamentals of Animal Science (4)  
or

NR 1030 | Fundamentals of Food Production (2)

AGBS 1100 | Agribusiness Career Explorations (2)

AGBS 2020 | Intro. Agri. Economics and Agri.  
Business (3)

AGBS 2030 | Managerial Analysis and Decision  
Making (3)

BUS 1060 | Quick Books for Small Business (3)

BUS 1600 | Entrepreneurship Seminar (1)

## ACCOUNTING

See Associate of Science Business

## AGRIBUSINESS

**Instructor/Advisor:** Jay Olsen

**Phone:** (435) 283-7335

**Advisor:** Kendra Sagers

**Phone:** (435) 283-7336

### Description

Agriculture has been part of Snow College from the beginning of the college. Currently the Agriculture program focuses on the business of farming and ranching and agribusiness. The Agri. Business program is committed to building on our agriculture heritage with the goal of serving students with sound exceptional programs to build skills for successfully running and operating an agribusiness.

Snow College Agri. Business Department offers a Certificate of Proficiency, a Certificate of Completion and Associate of Applied Science (AAS) in Agri. Business. Agri. Business and Agriculture majors desiring to transfer to a university to work towards a Bachelor of Science (BS) in any area of Agriculture will want to complete an Associate of Science (AS 63 credits). Agriculture students desiring to enter the workforce following two years of college will look to pursue an Associate of Applied Science (AAS 63 credits). An AAS provides an ideal preparation for entrance into professions such as: agriculture business management and other business careers, livestock production, crop production, agriculture sales, agriculture marketing, and natural resource areas e.g. range management, forestry, grazing management and soil conservation. Students desiring a quick upgrade of agriculture skills will look towards a Certificate of Proficiency or Certificate of Completion.

### Outcome

Students who complete an AS with emphasis in Agriculture Business, or students who complete an AAS in Agri. Business or either of the Agri. Business certificates should expect the following outcomes from the program:

#### Acquire Substantive Knowledge

- Have acquired a balanced and inclusive knowledge of agriculture business management.
- Are familiar with current theories and processes in planning, analyzing, and directing an agriculture business.
- Are familiar with internal and external business and economic forces that effect the business environment of agricultural business

#### Communications

- Are comfortable and confident in making decisions, expressing ideas and organizing ideas into presentations and able to interact with others.
- Be able to produce clear, purposeful and grammatically correct written documents.

#### Computation

- Have the ability to keep financial and production records and apply financial and production records in decision making.
- Be able to perform appropriate analyses for quantitative and qualitative data and decision making.

#### Professionalism

- 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.
- Be able to work with a partner or as a team to prepare and present a presentation an informative and effect presentation on a substantive agriculture topic.

#### Technology

- Know fundamental use of computers in an agriculture business management setting using spreadsheets, accounting software and basic agriculture business analysis software.
- Be able to produce professional looking documents, presentations and projects using current industry standard software.

### 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

#### *Certificate of Proficiency in Agri. Business*

AGBS 1010 Fundamentals of Animal Science (4)  
 or  
 NR 1030 Fundamentals of Food Production Systems (2)  
 AGBS 1100 Agri. Business Career Explorations (2)  
 AGBS 2020 Intro Agri. Economics and Agri. Business (3)  
 AGBS 2030 Agricultural Managerial Analysis & Decision Making (3)  
 BUS 1060 Business Management Accounting (3)  
 BUS 1600 Entrepreneurship Seminar (1)  
 BUS 1010 Introduction to Business (3)  
 TOTAL 17-19

#### *Certificate of Completion in Agri Business*

ENGL 1010 Expository Composition (3)  
 ECON 1740 US Economic History (3)  
 AGBS 1010 Fundamentals of Animal Science (4)  
 AGBS 1100 Agri Business Career Explorations (2)  
 AGBS 2020 Intro. To Agri. Economics & Agri. Business (3)  
 AGBS 2030 Agricultural Managerial Analysis & Decision Making (3)  
 BUS 1010 Introduction to Business (3)  
 BUS 1060 QuickBooks for Small Business (3)  
 BUS 1600 Entrepreneurship Seminar (1-2)  
 BUS 1300 Social Media Marketing (3)  
 BUS 1480 Advertising and Promotion (3)  
 TOTAL 32-33

#### *AAS in Agri. Business (core classes)*

ENGL 1010 Expository Composition (3)  
 AGBS 1715 Technical Math  
 or  
 MATH 1030 Quantitative Literacy  
 or  
 MATH 1040 Intro. To Statistics (3)  
 BUS 1170 Team and Interpersonal Dynamics (3)  
 ECON 1740 US Economic History (3)  
 Fine Arts (3)  
 Humanities (3)  
 BIO 1010 General Biology (Agronomy Emphasis take BIOL 1610) (3)  
 BIO 1015 General Biology Lab (Agronomy Emphasis take BIOL 1615) (1)  
 TOTAL 22

#### *Agri. Business Required classes*

AGBS 1010 Fundamentals of Animal Science (4)

AGBS 1100 Agri. Business Career Explorations (2)  
 AGBS 2020 Intro. To Agri. Economics & Agri. Business (3)  
 AGBS 2030 Agricultural Managerial Analysis & Decision Making (3)  
 BUS 1010 Introduction to Business (3)  
 BUS 1060 QuickBooks for Small Business (3)  
 BUS 1300 Social Media Marketing (3)  
 TOTAL 21

4 Areas of Emphasis in the Agri Business AAS Degree (choose one area)

#### *Agri Business & Management*

PHSC 1000 Interdisciplinary Physical Science (3)  
 BUS 1210 Personal Finance (3)  
 BUS 1600 Entrepreneurship Seminar (2)  
 ACCT 2010 Financial Accounting (3)  
 ACCT 2020 Managerial Accounting (3)  
 ECON 2010 Introduction to Microeconomics (3)  
 ECON 2020 Introduction to Macroeconomics (3)  
 TOTAL 20

#### *Animal Science*

PHSC 1000 Interdisciplinary Physical Science (3)  
 BUS 1600 Entrepreneurship Seminar (2)  
 AGBS 2200 Anatomy & Physiology of Domestic Animals (3)  
 AGBS 2205 Anatomy & Physiology of Domestic Animals (Lab) (1)  
 AGBS 2400 Livestock Feeds and Feeding (4)  
 NR 2040 Introduction to Range Management (3)  
 NR 2050 Range Management and Monitoring (4)  
 TOTAL 20

#### *Agronomy*

PHSC 1000 Interdisciplinary Physical Science (3)  
 BIOL 1610 Biology I (4)  
 BIOL 1615 Biology (lab) (1)  
 BIOL 2300 Plant Taxonomy (3)  
 BIOL 2305 Plant Taxonomy (lab) (1)  
 NR 2040 Introduction to Range Management (3)  
 NR 2060 Survey of Hydrology (3)  
 NR 2805 Short Term Training in Natural Resources (2)  
 TOTAL 20

#### *Range*

BIOL 2300 Plant Taxonomy (3)  
 BIOL 2305 Plant Taxonomy (lab) (1)  
 AGBS 2400 Livestock Feeds and Feeding (4)  
 NR 2040 Introduction to Range Management (3)  
 NR 2050 Range Management and Monitoring (4)  
 NR 2060 Survey of Hydrology (3)  
 NR 2805 Short Term Training in Natural Resources (2)  
 TOTAL 20

Total number of credits for AAS in Agri. Business with one area of Emphasis (63)

### Additional Considerations

Students who wish to transfer to a four-year school to pursue a bachelor's degree in business should consider the Associate of Science Business (ASB) degree offered at Snow College.

## BUSINESS MANAGEMENT

See Associate of Science Business

## FARM/RANCH MANAGEMENT

**Program Coordinator:** Jay Olsen (435) 283-7335

**Instructor:** Kendra Sagers (435) 283-7336

### Description

Snow College offers a Farm/Ranch Management program to assist farm/ranch families in achieving their business and personal goals by improving the profit-ability 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 business skills and business management objectives and goals. 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) one-on-one at the farm/ranch site with some group instruction to discuss and give instruction on topics of common interest. All financial and production records and other information is kept strictly confidential.

Management of a farm/ranch is primarily a decision making process. To be successful in management and decision-making processes, the course is composed of various units taught in an organized sequence. Approximately 135 contact hours are required to complete the program.

### Outcomes

Students who complete courses in Farm/Ranch Management will be expected to demonstrate that they:

- Have record-keeping skills necessary for business decisions;
- Can maintain a working chart of accounts;
- Can post income and expenses to the accounting system using the chart of accounts;
- Are able to reconcile their accounting system with their monthly bank statements;
- Can create a profit and loss statement;
- Are able to 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/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 FRM 2030, Farm/Ranch Management III and Farm/Ranch Management IV are optional to gain extra experience and skills depending on the client's needs.

#### Fall

FRM 2010 Farm/Ranch Management I (2)

#### Fall

FRM 2020 Farm/Ranch Management II (2)

#### Fall

FRM 2030 Farm/Ranch Management III (2)

#### Fall

FRM 2040 Farm/Ranch Management IV (0.5)

## OUTDOOR LEADERSHIP AND ENTREPRENEURSHIP

**Associate Professor:** Dr. Whitney Ward (Director)

**Phone:** (435) 283-7551

## Description

The Outdoor Leadership and Entrepreneurship Program at Snow College is a highly field-based program that offers unique learning environments, which are characterized by hands-on learning in small classes where students have the opportunity for close interaction with fellow students, faculty, professionals, and the outdoor environments.

Students will leave Snow College with a strong educational foundation and real-world experience in both outdoor leadership and entrepreneurship by participating in a variety of experiences including internship, certifications, trainings, and instruction.

The Outdoor Leadership and Entrepreneurship Program prepares to successfully start their own outdoor business, enter the outdoor industry workforce, or continue their education.

## Outcomes

Students who complete the Outdoor Leadership and Entrepreneurship Associates Degree will:

- Communicate effectively in both oral and written contexts.
- Work effectively both individually and with others through class projects and through internship experiences.
- Apply business principles as they relate to the outdoors.
- Address and assess industry standards and best management practices.
- Apply outdoor skills in a wilderness environment namely:
  - Basic camping skills
  - Equipment and clothing selection and use
  - Weather
  - Health and sanitation
  - Travel techniques
  - Navigation
- Express theoretical knowledge as it relates to outdoor adventure and then demonstrate critical thinking, judgment and decision-making.
- Develop a personal definition of outdoor leadership.
- Apply planning, logistics, and risk management strategies for trip planning/programming.

## Careers

The Outdoor Leadership and Entrepreneurship Program will help prepare students for entry to mid-level employments for one of 6 million jobs in the

outdoor industry. The following are just some of the potential employment opportunities in Outdoor Leadership and Entrepreneurship:

- Adventure Business
- Community Centers (YMCA, Boys and Girls Club etc.)
- Travel Agencies
- Ski Resorts
- City, State and National Parks
- U.S. Forest Service
- Ecotourism
- Recreation Guide
- Outfitter Organizations
- Camp Management
- Youth Risk Programs
- Hotel and Resort Recreation Management
- Education
- Manufacturing
- Retail
- Wilderness Therapy

## Recommended Curriculum

Outdoor Leadership Component (20 or 21 credits)

Choose 2 credits from the following Outdoor Activities Courses

OLE/PE 1505 Kayaking (1)

OLE/PE 1527 Rock Climbing (1)

OLE/PE 1635 Backcountry Skiing (1)

OLE 1655 Snowshoeing (1)

OLE 1660 Winter Camping (1)

Outdoor Leadership Core

ENGL 2420 Literature of the Outdoors (3)

OLE 1000 Introduction to Outdoor Leadership (3)

OLE 1542 Wilderness First Responder (3)

OLE 2000 Outdoor Skills (2) or

OLE/PE 1535 Backpacking (3)

OLE 2100 Outdoor Leadership Ethics and Environment (2)

OLE 2200 Expedition Leadership (1)

OLE 2998 Outdoor Leadership Internship (2)

Choose one of the following (2)

OLE 2450 Climbing-based Skills/Leadership

OLE 2550 Snow-based Skills/Leadership

OLE 2600 Adventure Education

OLE 2650 Ropes Course Leadership

OLE 2750 Water-based Skills/Leadership

Outdoor Entrepreneurship Component (14 credits)

BUS 1010 Introduction to Business (3)

BUS 1060 QuickBooks for Small Business (3)

BUS 1270 Strategic Selling

or

BUS 2450 Presentations for Business (3)  
BUS 1600 Entrepreneurship Seminars (1)  
BUS 2222 Entrepreneurship (3)  
OLE 1010 Outdoor Leadership Business and Careers (1)

**Fall (Even Years) (Immersion Experience)**

OLE 1000 Introduction to Outdoor Leadership (SS) (3)  
OLE 1010 Outdoor Leadership Business and Careers (1)  
OLE 1542 Wilderness First Responder (3)  
OLE 2000 Outdoor Skills (2)  
OLE 2100 Outdoor Leadership Ethics and Environment (2)  
OLE 2200 Expedition Leadership (1)  
PE 1096 Fitness and Wellness (PE) (1)  
BUS 1600 Entrepreneurship Seminars (1)  
GE (3)

**Total: 17**

**Fall (Odd Years)**

BUS 1010 Introduction to Business (3)  
BUS 1060 QuickBooks for Small Business (3)  
ENGL 1010 Introduction to Writing (E1)(3)  
ENGL 2420 Literature of the Outdoors (HU) (3)  
OLE/PE Outdoor Activity Course (1)  
GE (4)

**Total: 17**

**Spring Y1**

BUS 1270 Strategic Selling (OC) or  
BUS 2450 Presentations for Business (OC) (3)  
ENGL 2010 Intermediate Research Writing (E2) (3)  
MATH (MA) (3)  
OLE/PE Outdoor Activity Course (1)  
GE (3)

**Total: 13**

**Spring Y2**

BUS 2222 Entrepreneurship (3)  
OLE 2450 Climbing- based Outdoor Leadership or  
OLE 2550 Snow-based Leadership Development or  
OLE 2600 Adventure Education or  
OLE 2650 Ropes Course Leadership  
OLE 2750 Water-based Outdoor Leadership (2)  
OLE 2998 Outdoor Leadership Internship (2)  
GE (6)  
Elective (3)

**Total: 16**

## CONSTRUCTION TECHNOLOGY DEPARTMENT

### Construction Management

**Instructors:** Donald Saltzman (Ephraim), Tracy Nunley (CUCF)

**Phone:** (435) 283-7577

### Description

The Construction Management Program offers students excellent, practical training in state-of-the-art residential and light-commercial construction. Students develop or enhance their skills in areas such as cabinet making and millwork, rough and finish carpentry, architectural drafting (including computer-aided drafting systems).

Students who enroll in this program must be in good mental and physical condition so they can perform required tasks. For some courses, a student must be able to lift 100 lbs., climb ladders and scaffolding, and operate power equipment safely. Meeting these requirements will help students work toward a safe and rewarding career in the construction industry.

The two-year curriculum also includes management and business courses students need to become successful contractors, builders, and carpenters.

### Outcomes

Students who complete an Construction Management will be expected to demonstrate that they

- know practical, state-of-the-art residential construction techniques
- possess related business and architecture design skills
- can complete the interior and exterior finish on residential buildings
- can construct quality cabinets
- can design a complete set of plans for a residential building
- believe excellence is the hallmark of all work and activities in the program
- are confident their skills will meet the needs of employers

### Careers

Students who complete an emphasis in Construction Management at Snow College and complete any additional requirement needed to obtain the



appropriate license will be eligible for employment in the following occupations:

- Framing and rough carpentry
- Cabinet and millwork
- Carpentry
- Subcontracting
- Architectural Design

## Certificates and Degrees

### *Certificate*

A Certificate of Completion is awarded after a student completes 12-29 credits. Before the student may take courses that count towards the Certificate, a specific course of study must be worked out and approved by the department. This course of study will be tailored to meet the student's individual needs. Completion of the certificate indicates that the student is skilled in contracting, subcontracting, or a related business in the construction industry.

### *Associate Of Applied Science Degree*

This two-year degree is awarded upon completion of the following specific requirements (63 credits minimum).

Core Courses: (16 Credits Required)

CM 1150 Blueprint Reading (1st Half Sem) (2)

CM 2270 Construction Codes and Zoning (1st Half Sem) (2)

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

Communication Requirement

BUS 2200 Business Communications (3)

ENGL 1010 Expository Composition (3)

Drafting

DRFT 1100 Architecture Residential Design (3)

Human Relations Requirement

BUS 1170 Team and Interpersonal Dynamics (3)

COMM 2110 Interpersonal Communications (3)

Business Courses (9 Credits Required)

BUS 1010 Introduction to Business (3)

BUS 1060 QuickBooks for Small Business (3)

BUS 1210 Personal Finance (3)

BUS 1020 Computer Technology and Applications (3)

+Prerequisite Required

Building Construction Courses (31 Credits Required)

- CM 1290 Electrical Wiring (2nd Half Semester) (3)

- CM 1999 Cooperative Education Experience (1st Year) (1-6)
- CM 2010 Framing Methods (5)
- CM 2100 Interior Finish (5)
- CM 2150 Cabinet Construction (3)
- CM 2356 Construction Specialties (0.5-3)
- CM 2596 Wood Furniture (1.5)
- CM 2690+ Woodworking Technology (3)
- CM 2706 Furniture Refinishing & Conservation (1)
- CM 2746 Windsor Chair Making (2)
- CM 2796 Wood Furniture II (2)
- CM 2800 Special Projects (1-2)
- CM 2999 Cooperative Education Experience (2nd Year) (1-6)

Elective Courses: (7 Credits Required)

Select from any courses in the catalog (7)

+Prerequisite Required

## Recommended Curriculum

63 Credits Required

Fall – Year 1

CM 1150

CM 2270

Construction 6

Business 3

Human Relations 3

Total 16

Spring – Year 1

Construction 14

Business 3

Total 17

Fall – Year 2

Construction 8

Computation 3

Drafting 3

Total 14

Spring – Year 2

Construction 3

Business 3

Human Relations 3

Electives 7

Total 16

Associate of Arts Or Associate Of Science Degree.

Students may earn an AA or AS while taking a curriculum that emphasizes construction management. This option is designed for students who need advanced training for teaching or management positions that require a bachelor's degree.

**Industrial Manufacturing Technology****Instructors:** Alan Hart (Chair), Colton Nay**Phone:** (435) 896-2233*Description*

The program is intended for students interested in working in manufacturing settings as a general manufacturing technician for manufacturing, processing, or other production environments. The Industrial Manufacturing Technology program prepares students to install, maintain, diagnose/troubleshoot, and repair complex and integrated manufacturing equipment/systems.

This program is designed to give students a basic knowledge of maintaining and repairing a variety of machines and mechanical systems within manufacturing facilities. Through lecture and practical lab experience students will learn the industrial manufacturing skills needed in today's industry.

Students pay regular college tuition plus the cost of tools, coveralls, and safety equipment during their training. The purchased equipment is the personal property of the student.

As an industrial manufacturing mechanic, students will be maintaining and repairing a wide variety of machines, mechanical systems including factory machinery, food processing machinery, textile machinery, transportation equipment, and metal fabrication machinery. Students will diagnose mechanical pneumatic, hydraulic, and electrical problems. Students will be working with mathematics, blueprint reading, welding, electronics, and computers.

Students will be required to pass an entrance test with math and reading scores of an appropriate level. If the scores are too low, students will need to plan extra time to remediate those skills upon entering the program.

*Outcomes*

Students who complete an AAS degree in Industrial Manufacturing Mechanics Technology will be expected to demonstrate that they have acquired skills/knowledge in the following areas:

- manual dexterity – when handling very small parts, workers must have a steady hand and good hand-eye coordination

- mechanical skills – use sophisticated diagnostic equipment for troubleshooting
- technical skills – use sophisticated diagnostic equipment for troubleshooting
- troubleshooting skills – must observe and properly diagnose and fix problems that a machine may be having
- design – must have knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models
- mathematics – knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications
- judgment and decision making – industrial manufacturing mechanics must have the ability to measure the relative cost and benefits of potential actions to choose the most appropriate decision
- operation and control – controlling operations of manufacturing equipment or system
- critical thinking – use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

*Careers*

Career opportunities include installing, maintaining, troubleshooting, and repairing factory equipment, conveying systems, production machinery, packaging equipment, and other equipment found in various industrial settings. The industry is expected to grow almost 20 percent in the next 10 years. Students can expect to find positions as Industrial Machinery Mechanics, Maintenance and/or Repair Mechanics, Manufacturing Mechanics, and Industrial Manufacturing Mechanics.

*Recommended Curriculum**Associate of Applied Science Degree*

MANF 1100 Manufacturing and Automation Tech (3)

MANF 1200 Introduction to Robotics (3)

MANF 1300 Geometric Dimensioning and Tolerancing (3)

MANF 1350 Manufacturing Processes and Design (3)

MANF 1400 Composites (3)

MANF 1500 Quality Control (3)

INDM 1050 Industrial Safety and Basics (1)

MANF 1060 Industrial Blueprint Reading (3)

INDM 1100 Industrial Mechanics I (3)

INDM 1600 Industrial Electricity (3)

INDM 1800 Industrial Hydraulics (3)

INDM 1900 Industrial Controls & PLC (3)  
WELD 1030 Related Oxy-Acetylene and Arc  
Welding (3)  
MANF 2332 Mechanical CAD Drafting (4)  
MTT 2435 Computer Numerical Control Operations  
(4)  
MTT 2440 Computer Aided Manufacturing (4)  
CHEM 1010 Intro to Chemistry (3)  
CHEM 1015 Intro to Chemistry Lab (1)  
Communication Requirement (3)  
Computation Requirement (3-4)  
Computer Requirement (3)  
Human Relations Requirement (2)  
Credit Requirements for AAS Degree (63-64)

Communication Requirement (Choose One)  
ENGL 1010 Expository Composition\* (3)  
BUS 2200 Business Communications (3)

\*If you plan on transferring into a Bachelor degree  
program, you will need MATH 1050.

Computation Requirement (choose One)  
INDM 1715 Applied Technical Math (3)  
MATH 1050 College Algebra\* (4)

\*If you plan on transferring into a Bachelor degree  
program, you will need MATH 1050.

Computer Requirement  
BUS 1020 Computer Technology and Applications  
(3)

Human Relations Requirement (Both are required)  
MANF 1930 Leadership & Professional  
Development I (1)  
MANF 2930 Leadership & Professional  
Development II (1)

*Certificate of Proficiency (19 credits):*  
MANF 1100 Manufacturing and Automation (3)  
MANF 1200 Introduction to Robotics (3)  
INDM 1050 Industrial Safety & Basics (1)  
MANF 1060 Industrial Mechanics I (3)  
INDM 1800 Industrial Hydraulics (3)  
INDM 1100 Industrial Mechanics I (3)  
Communication Requirement (3)  
Computer Requirement (3)

*Certificate of Completion (33 credits):*  
MANF 1060 Industrial Blueprint Reading (3)  
MANF 1100 Manufacturing and Automation (3)  
MANF 1350 Manufacturing Processes and Design  
(3)  
MANF 1400 Composites (3)  
INDM 1050 Industrial Safety & Basics (1)  
INDM 1600 Industrial Electricity (3)  
INDM 1800 Industrial Hydraulics (3)

WELD 1030 Related Oxy-Acetylene and Arc  
Welding (3)  
Communication Requirement (3)  
Computation Requirement (3)  
Computer Requirement (3)  
Human Relations Requirement (2)

### *Associate Of Applied Science – Suggested Curriculum*

Fall – Year 1  
INDM 1050 (1)  
MANF 1060 (3)  
INDM 1600 (3)  
MANF 1200 (3)  
Computation (3)  
Human Relations (1)  
Total 14

Spring -Year 1  
MANF 2332 (4)  
INDM 1100 (3)  
INDM 1800 (3)  
MANF 1100 (3)  
MANF 1400 (3)  
Human Relations (1)  
Total 17

Fall – Year 2  
INDM 1900 (3)  
MANF 1350 (3)  
MTT 2435 (4)  
Computer (3)  
Communications (3)  
Total 16

Spring – Year 2  
MTT 2440 (4)  
MANF 1300 (3)  
MANF 1500 (3)  
WELD 1030 (3)  
CHEM 1010 (3)  
CHEM 1015 (1)  
Total (17 )

GNST 1010 College Study Skills  
Depending on your entrance test scores and  
circumstances, you may be required to take this  
course. If this is a requirement for you, you should  
wait to take INDM 1930/2930 within your next two  
semesters. College Study Skills is worth 2 credits.

### **Industrial Mechanics Technology**

**Instructor:** Ken Avery  
**Phone:** (435) 896-2225

## Description

This program is designed to give students a basic knowledge of maintaining and repairing a variety of machines and mechanical systems. Through lecture and practical lab experience students will learn the industrial mechanics skills needed in today's industry.

Students pay regular college tuition plus the cost of tools, coveralls, and safety equipment during their training. The purchased equipment is the personal property of the student.

As an industrial mechanic, students will be maintaining and repairing a wide variety of machines, mechanical systems including factory machinery, food processing machinery, textile machinery, transportation equipment, and metal fabrication machinery. Students will diagnose mechanical pneumatic, hydraulic, and electrical problems. Students will be working with mathematics, blueprint reading, welding, electronics, and computers.

Students will be required to pass an entrance test with math and reading scores of an appropriate level. If the scores are too low, students will need to plan extra time to remediate those skills upon entering the program.

## Outcomes

Students who complete an AAS degree in Industrial Mechanics Technology will be expected to demonstrate that they have acquired skills/knowledge in the following areas:

- manual dexterity – when handling very small parts, workers must have a steady hand and good hand-eye coordination
- mechanical skills – industrial mechanics use sophisticated diagnostic equipment for troubleshooting
- technical skills – industrial mechanics use sophisticated diagnostic equipment for troubleshooting
- troubleshooting skills – industrial mechanics must observe and properly diagnose and fix problems that a machine may be having
- design – industrial mechanics must have knowledge of design techniques, tools, and principals involved in production of precision technical plans, blueprints, drawings, and models

- mathematics – knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications
- judgment and decision making – industrial mechanics must have the ability to measure the relative cost and benefits of potential actions to choose the most appropriate decision
- operation and control – controlling operations of equipment or system
- critical thinking – using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

## Careers

Career opportunities include installing, maintaining, troubleshooting, and repairing factory equipment, conveying systems, production machinery, packaging equipment, and other equipment found in various industrial settings. The industry is expected to grow almost 20 percent in the next 10 years.

## Recommended Curriculum

### ASSOCIATE OF APPLIED SCIENCE DEGREE

- INDM 1050 Industrial Safety and Basics (1)
- INDM 1060 Industrial Blueprint Reading (3)
- INDM 1100 Industrial Mechanics I (3)
- INDM 1200 Industrial Mechanics II (3)
- INDM 1300 Industrial Mechanics III (3)
- INDM 1400 Industrial Mechanics IV (3)
- INDM 1500 Industrial Pneumatics (3)
- INDM 1600 Industrial Electricity (3)
- INDM 1620 Industrial Electronics (3)
- INDM 1800 Industrial Hydraulics (3)
- INDM 1820 Industrial Pumps (3)
- INDM 1840 Industrial Rigging (3)
- INDM 1900 Industrial Controls & PLC (3)
- BMGT 1700 Strategic Innovation (1)
- CHEM 1010 Intro to Chemistry (3)
- CHEM 1015 Intro to Chemistry Lab (1)
- MTT 1000 Machine Tool Technology (2)
- MTT 1110 Machine Tool I (3)
- MTT 1125 Machine Tool Shop I (5)
- WELD 1020 Shielded Metal Arc Welding (4)
- WELD 2200 Semi-Auto Processes/MIG (2)
- Communication Requirement (3)
- Computation Requirement (3-4)
- Computer Requirement (2-3)
- Human Relations Requirement (2)
- Credit Requirements for AAS Degree (68-70)
- Communication Requirement (Choose One)
- ENGL 1010 Expository Composition\* (3)
- BUS 2200 Business Communications (3)

\*If you plan on transferring into a Bachelor degree program, you will need ENGL 1010.

Computation Requirement (Choose One)  
INDM 1715 Applied Technical Math (3)  
MATH 1010 Intermediate Algebra (4)  
MATH 1050 College Algebra\* (4)

\*If you plan on transferring into a Bachelor degree program, you will need MATH 1050.

Computer Requirement (Choose One)  
CIS 1011 Computer Fundamentals (2)  
BUS 1020 Computer Technology and Applications (3)

Human Relations Requirement (Both are Required)  
INDM 1930 Leadership & Professional Development I (1)  
INDM 2930 Leadership & Professional Development II (1)

Certificate of Proficiency (30 credits):  
INDM 1050 Industrial Safety and Basics (1)  
INDM 1060 Industrial Blueprint Reading (3)  
INDM 1100 Industrial Mechanics I (3)  
INDM 1200 Industrial Mechanics II (3)  
INDM 1300 Industrial Mechanics III (3)  
INDM 1600 Industrial Electricity (3)  
INDM 1800 Industrial Hydraulics (3)  
MTT 1000 Machine Tool Technology (2)  
WELD 1020 Shielded Metal Arc Welding (4)  
Computation Requirement (3)  
Computer Requirement (2-3)

Certificate of Completion (32 credits):  
INDM 1050 Industrial Safety and Basics (1)  
INDM 1300 Industrial Mechanics III (3)  
INDM 1500 Industrial Pneumatics (3)  
INDM 1600 Industrial Electricity (3)  
INDM 1800 Industrial Hydraulics (3)  
INDM 1820 Industrial Pumps (3)  
MTT 1000 Machine Tool Technology (2)  
WELD 1020 Shielded Metal Arc Welding (4)  
Communication Requirement (3)  
Computation Requirement (3)  
Computer Requirement (2-3)  
Human Relations Requirement (2)

### *Associate of Applied Science – Suggested Curriculum*

Fall – Year 1  
INDM 1050 (1)  
INDM 1060 (3)  
INDM 1100 (3)  
INDM 1200 (3)  
INDM 1300 (3)

MTT 1000 (2)  
Communications (3)  
Human Relations (1)  
Total 19

Spring -Year 1  
INDM 1400 (3)  
INDM 1600 (3)  
MTT 1110 (3)  
MTT 1125 (5)  
WELD 1020 (4)  
Total 18

Fall – Year 2  
INDM 1500 (3)  
INDM 1620 (3)  
WELD 2200 (2)  
Computation (3-4)  
Computer (2-3)  
Human Relations (1)  
Total 14-16

Spring – Year 2  
INDM 1800 (3)  
INDM 1820 (3)  
INDM 1840 (3)  
INDM 1900 (3)  
BMGT 1700 (1)  
CHEM 1010 (3)  
CHEM 1015 (1)  
Total 17

GNST 1010 College Study Skills  
Depending on your entrance test scores and circumstances, you may be required to take this course. If this is a requirement for you, you should wait to take MTT 1930/2930 within your next two semesters. College Study Skills is worth 2 credits.

### **Machine Tool Technology**

**Instructor:** Alan Hart  
**Phone:** (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, Computer Numerical Control 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 Intro to Precision Machining (3)
- MTT 1125 Intro to Precision Machining Lab (5)
- MTT 1210 Intermediate Precision Machining (3)
- MTT 1225 Intermediate Precision Machining Lab (5)
- MTT 2330 Introduction to Computer Numerical Control (8)
- MTT 2430 Computer Numerical Control Operations (8)
- MTT 2716 Machine Tool Mathematics/Measurement (3)
- MANF 1060 Industrial Print Reading (3)
- MANF 1300 Geometric Dimensioning (3)
- MANF 1500 Quality Control (3)
- MANF 2332 Mechanical CAD Drafting (3)
- WELD 1030 Related Oxy-acetylene & Arc Welding (3)
- WELD 2320 Metallurgy (4)
- Communication Requirement (3)
- Computation Requirement (3-4)
- Computer Requirement (3)
- Human Relations Requirement (2)
- Credit Requirements for AAS Degree (65)
- Communication Requirement (Choose One)
- ENGL 1010 Expository Composition\* (3)
- BUS 2200 Business Communications (3)
- \*If you plan on transferring into a Bachelor degree program, you will need ENGL 1010.
- Computation Requirement (Choose One Option)
- MTT 1715 Applied Technical Math (3)
- MATH 1050 College Algebra\* (4)
- \*If you plan on transferring into a Bachelor degree program, you will need MATH 1050.
- Computer Requirement
- BUS 1020 Computer Technology and Applications (3)
- Human Relations Requirement (Both are Required)
- INDM 1930 Leadership & Professional Development I (1)
- INDM 2930 Leadership & Professional Development II (1)
- Electives
- MTT 1000 Survey of Machine Tool Tech (2)
- MTT 1999 Cooperative Education (1-6)
- MTT 2800 Special Projects (1-2)

GNST 1010 College Study Skills (1-2)  
GNST 1020 College Success Skills (3)  
WELD 1000 Welding Fundamentals (2)

\*A safety component is included in this course.

### *Associate of Applied Science - Suggested Curriculum*

Fall – Year 1

MTT 1715 (3)  
MTT 1110 (3)  
MTT 1125 (5)  
MANF 1060 (3)  
Human Relations (1)  
Total (15)

Spring – Year 1

MTT 1210 (3)  
MTT 1225 (5)  
MANF 1500 (3)  
WELD 1030 (3)  
Human Relations (1)  
Total (15)

Fall – Year 2

MANF 2332 (3)  
MTT 2330 (8)  
Communication (3)  
MANF 1300 (3)  
Total (17)

Spring – Year 2

MTT 2430 (8)  
MTT 2716 (3)  
WELD 2320 (4)  
Computer (3)  
Total (18)

GNST 1010 College Study Skills  
Depending on your entrance test scores and circumstances, you may be required to take this course. If this is a requirement for you, you should wait to take MTT 1930/2930 within your next two semesters. College Study Skills is worth 2 credits.

### **Welding Technology**

**Associate Professor:** Alan S. Palmer  
**Phone:** (435) 893-2220

#### *Description*

Snow College offers a Welding Technology program of approximately 63 semester hours of instruction, which prepares the student to meet job entry requirements. This program covers all welding processes commonly used in the fabrication, repair,

and construction industries. It is taught by welding on both plate and pipe, and using ferrous and non-ferrous materials.

Students pay regular college tuition plus the cost of tools, coveralls, and safety equipment during their training. The purchased equipment is the personal property of the student.

Students have two options. They may obtain (1) an Associate of Applied Science degree in Welding Technology, or (2) complete any one or more of specific Welding courses without completing the degree.

Exact course descriptions and hours for the Welding Technology program match with other state schools and use national and international curriculum and task lists. There has been a working relationship between institutions to accept student hours and credit.

#### *Outcomes*

Students who complete an AAS Welding Technology at Snow College will demonstrate that they

- have a knowledge of welding technology skills; i.e., safety, oxyacetylene welding, cutting, shielded metal arc welding, gas metal arc welding, flux cored arc welding, gas tungsten arc welding, blueprint reading, applied math, metallurgy, electrical safety, etc;
- have a knowledge of codes and standards;
- have a knowledge of tools used in the trade;
- have a knowledge of interpersonal skills;
- 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)  
 INDM 1600 Electrical (3)  
 WELD 1300 Advanced Arc Welding\* (8)  
 WELD 1310 Welding Inspection (2)  
 WELD 2200 Semi-Automatic Processes\* (8)  
 WELD 2210 Blueprints for Welders (6)  
 WELD 2320 Metallurgy (4)  
 WELD 2400 Industrial Joining Processes\* (8)  
 WELD 2800 Special Projects (1-2)  
 MANF 1060 Industrial Blue Print Reading (3)  
 MANF 2332 Mechanical CAD Drafting (3)  
 MTT 1350 Related Machine Shop (2)  
 Communication Requirement (3)  
 Computation Requirement (3-4)  
 Computer Requirement (3)  
 Human Relations Requirement (2)  
 Credit Requirements for AAS Degree (64-67)

Communication Requirement (Choose One)  
 ENGL 1010 Expository Composition (3)  
 BT 2200 Business Communication (3)

Computation Requirement (Choose One)  
 WELD 1715 Applied Technical Math (3)  
 MATH 1050 College Algebra (4)

Computer Requirement  
 BUS 1020 Computer Technology and Applications (3)

Human Relations Requirement (Both are Required)  
 WELD 1930 Leadership Professional Development I (1)  
 WELD 2930 Leadership Professional Development II (1)

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

The following suggested curriculum is for Fall entering students. Individuals with prior experience or entering at other semesters will need to develop an individualized schedule with department head.

***Associate of Applied Science - Suggested Curriculum***

Fall – Year 1  
 WELD 1020 (4)  
 WELD 1715 (3)  
 WELD 1010 (4)  
 Computation (3-4)  
 Computer (3)  
 Human Relations (1)  
 Total 18-19

Spring – Year 1  
 MTT 1350 (2)  
 WELD 1600 (3)  
 WELD 1300 (8)  
 WELD 1310 (2)  
 MANF (1060)  
 Human Relations (1)  
 Total 19

Fall – Year 2  
 WELD 2200 (8)  
 WELD 2210 (6)  
 Communication (3)  
 Total 17

Spring – Year 2  
 MANF 2332 (3)  
 WELD 2320 (4)  
 WELD 2400 (8)  
 Total 17

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

**INFORMATION TECHNOLOGY DEPARTMENT**

**Computer Information Systems Technology - Computer Networking**

**Associate Professor:** Michael Medley (Chair)  
**Instructor:** Terrence Coltharp  
**Phone:** (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, Server Management, PC Hardware and Software configuration. Each of these skill-sets is marketable individually; however, the combination will help set students apart as top candidates for employment in this field.

The networking program focuses on industry leading skills to include CISCO Essentials, Routing and Switching, Wireless Networking, VOIP Networking, Network Security, Internetworking, Server Administration, and Network Storage. In addition, the networking program covers Microsoft and Linux operating systems, Web Foundations, Databases, and Cloud Environments.



Students will gain the knowledge and skills to certify in CISCO, BICSI, Microsoft, CIW, and CompTIA certification domain areas.

### *Outcomes*

Students who complete a Certificate of Completion or an AAS in Computer Information Systems – Computer Networking from Snow College will be expected to demonstrate that they

- know basic computer skills and the use of a variety of computer programs
- know fundamentals of IT Essentials
- know fundamentals of networking
- know fundamentals of internetworking
- know fundamentals of server management
- know fundamentals of databases
- know fundamentals of project management
- know foundations of Web design and implementation
- know sound business and/or project management
- know rules and regulations that govern their field of expertise
- know business ethics and copyright issues
- follow good business practices
- safely and efficiently perform quality work on computer networking systems
- can assemble and run a computer network
- understand the part that IT plays in a business infrastructure

### *Careers*

Students who complete the CIS program can expect careers as computer operators, LAN/WAN technicians, PC Maintenance technicians, Jr. Application Systems Analysts, Jr. Business System Analysts, Jr. Database Analysts, Website Designers, Technical Support Analysts, LSN Support Technicians, Jr. Network Administrators, Jr. Network Security Analysts, and other high-paying technical jobs in the IT industry. The latest equipment is used to provide hands-on training.

### *Recommended Curriculum*

*ASSOCIATE OF APPLIED SCIENCE - Networking Emphasis*

- CIS Core Courses (30)
- CIS Network Administration Courses (9)
- CIS Internetworking Courses (6)
- Communication Requirement (3)
- Computation Requirement (3-4)
- Human Relations Requirement (2)

CIS Electives (As needed)

Total 63

### *CERTIFICATE OF PROFICIENCY - Network Administration*

CIS 1125 IT Essentials: PC Hardware and Software (3)

CIS 1150 PC Copper Structured Cabling Systems (3)

CIS 1200 PC Introduction to Networks (3)

CIS 1205 Routing and Switching Essentials (3)

CIS 2310 Cisco Networking Security Fundamentals (3)

CIS 1930 Leadership & Professional Development-1 (1)

Total 16

### *CERTIFICATE OF PROFICIENCY - Advanced Networking*

BUS 2600 Project Management (3)

CIS 1155 Optical Fiber Structured Cabling Systems (3)

CIS 2210 Cisco ROUTE: Implementing IP Routing (3)

CIS 2215 Cisco SWITCH: Implementing IP Switching (3)

CIS 2220 Cisco TSHOOT: Maintaining and Troubleshooting IP Networks (3)

CIS 2250 Cisco VOIP Networking Fundamentals (3)

or

CIS 2300 Cisco Wireless Networking Fundamentals (1)

CIS 2930 Leadership & Professional Development - 2 (1)

BUS 1750 Strategic Innovation (1)

Total 20

### *CERTIFICATE OF PROFICIENCY - Server Administration*

CIS 1125 IT Essentials: PC Hardware and Software (3)

CIS 1150 PC Copper Structured Cabling Systems (3)

CIS 1155 Optical Fiber Structured Cabling Systems (3)

CIS 1405 Installing and Configuring Windows Servers (3)

CIS 1410 PC Administering Windows Servers (3)

CIS 2400 Advanced Windows Server Configuration (3)

CIS 1930 Leadership & Professional Development - 1 (1)

Total 19

### *CERTIFICATE OF PROFICIENCY - Server Server Administration*

BUS 2600 Project Management (3)  
CIS 2500 Enterprise Storage Fundamentals (3)  
CIS 2510 Monitoring & Operating Cloud Environments (3)  
CIS 2520 Configuring and Deploying Cloud Environments (3)  
CIS 1620 Linux Fundamentals (3)  
CIS 2930 Leadership & Professional Development - 2 (1)  
BUS 1750 Strategic Innovation (1)  
Total 17

*Core Courses (30 Credits)*

CIS 1125 IT Essentials: PC Hardware and Software (3)  
CIS 1200 Introduction to Networks (3)  
CIS 1205 Routing and Switching Essentials (3)  
CIS 2310 Cisco Networking Security Fundamentals (3)  
CIS 1620 Linux Fundamentals (3)  
BUS 2600 Project Management (3)  
CIS 2200 Scaling Networks in the Enterprise (3)  
CIS 2205 Wide Area Networking Fundamentals (3)  
CIS 2300 Cisco Wireless Networking Fundamentals (3)  
CIS 2250 Cisco VOIP Networking Fundamentals (3)  
Total Core 30

*Network Administration Courses (9 Credits)*

CIS 1405 Installing and Configuring Windows Servers (3)  
CIS 1410 Administering Windows Servers (3)  
CIS 2400 Advanced Windows Server Configuration (3)  
Total 9

*Internetworking Courses (6 Credits)*

CIS 1150 Copper Structured Cabling Systems (3)  
CIS 1155 Optical Fiber Structured Cabling Systems (3)  
Total (6)

*Communication Requirement (Choose One)*

BUS 2200 Business Communication (3)  
ENGL 1010 Expository Composition\* (3)

\*If you plan on transferring into a B.S. degree program, you will eventually need ENGL 1010.

*Computation Requirement (Choose One)*

CIS 1715 Technical Math (3)  
BUS 1060 QuickBooks for Small Business (3)  
MATH 1050 College Algebra\* (4)

\*If you plan on transferring into a B.S. degree program, you will eventually need MATH 1050.

Human Relations Requirement (2 Credits Required for AAS)  
CIS 1930 Leadership and Professional Development - Course 1 (1)  
CIS 2930 Leadership and Professional Development - Course 2 (1)  
BUS 1170 Team and Interpersonal Dynamics (3)

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

*Electives*

CIS 1030 Web Foundations (3)  
CIS 1640 Database Design - PHP (3)  
CIS 2210 Cisco ROUTE: Implementing IP Routing (3)  
CIS 2215 Cisco SWITCH: Implementing IP Switching (3)  
CIS 2220 CISCO TSHOOT: Maintaining and Troubleshooting IP Networks (3)  
CIS 2500 Enterprise Storage Fundamentals (3)  
CIS 2510 Monitoring and Operating Cloud Environments (3)  
CIS 2520 Configuring and Deploying Cloud Environments (3)  
CIS 1999 Cooperative Education (1-6)  
CIS 2800 Special Projects (1-2)  
GNST 1010 College Study Skills (1-2)

*Associate of Applied Science - Suggested Curriculum*

Fall – Year 1  
CIS 1125 (3)  
CIS 1150 (3)  
CIS 1155 (3)  
CIS 1200 (3)  
CIS 1205 (3)  
CIS 1930 (1)  
Communication (3)  
Total 19

Spring – Year 1  
CIS 1620 (3)  
CIS 2200 (3)  
CIS 2205 (3)  
BUS 2600 (3)  
CIS Electives (3)  
Total 15

Fall – Year 2  
CIS 1405 (3)  
CIS 2310 (3)  
CIS 1930 (1)  
Computations (3)

CIS Electives (3)  
Total 13

Spring – Year 2

CIS 1410 (3)

CIS 2400 (3)

CIS 2300 (3)

CIS 2305 (3)

CIS Electives (6)

Total 16

Non-Credit Offerings

Courses can be taken for credit or non-credit but students must follow the semester schedule. A non-credit introductory class for PC Users is offered.

Contact the instructor for details.

## SERVICES TECHNOLOGY DEPARTMENT

### Cosmetology/Barbering

**Instructors:** Teri Mason (Chair), Chad Price, Lisa Ritter, Amanda Wood

**Phone:** (435) 893-2261

#### *Description*

The Cosmetology/Barbering Technology program is designed to prepare students for direct employment in cosmetology, barbering salons and/or prepare them to open new salon businesses. This program includes 1600 clock time hours of instruction required by the State of Utah for licensure. Students are prepared to take the National Interstate Council of State Boards of Cosmetology Licensure Examination required for licensure.

Students learn to communicate with customers, analyze skin, hair and nails, perform the duties of hair cutting, coloring, styling, chemical texture services, basic skin and nail services and all other services offered in a licensed salon.

This program is intended for students interested in working in cosmetology/barbering salons as a cosmetologist, barber, nail technician, salon manager or business owner. Students earning the A.A.S. Salon Business degree will be prepared to run their own business, execute sales promotions, maintain necessary financial reports and other skills associated with maintaining a successful salon business.

The Snow College Cosmetology/Barbering Technology program is unique above any other Cosmetology program in Utah. At Snow College a student has the following options:

1. Earn hours for licensure purposes only
2. Earn a Certificate of Completion in Cosmetology/Barbering Technology
3. Earn an A.A.S. degree in Salon Business
4. Specialize in Nail Technology.

If you already have a Cosmetology/Barbering license through the State of Utah, contact the Student Success office to find out how you can pursue an A.A.S. in Salon Business.

The Cosmetology/Barbering Technology Certificate of Completion requires 1600 hours of instruction and the addition of two general education courses.

The Associate of Applied Science Salon Business degree requires 1600 hours of instruction, the addition of general education courses and Business courses from the list below.

Students pay college tuition and fees, plus the cost of books, equipment and lab fees used during their training. Costs above tuition total approximately \$800.

Cosmetology/Barbering Technology program accepts new students three times a year, August, January and June. Due to limited space and high demand, interested individuals should contact the Richfield Campus Student Success office or access an application online at [www.snow.edu/cosmetology/](http://www.snow.edu/cosmetology/).

Application deadlines are as follows:

- Fall Semester (May 1)
- Spring Semester (October 1)
- Summer Semester (April 1)

For more details about the selection process, contact the department chair.

#### *Outcomes*

Students who complete an AAS in Salon Business at Snow College will be expected to demonstrate that they have knowledge of/and an understanding in the following areas:

- principles and practices related to cosmetology/barbering skills; i.e., shampooing, styling, men and women haircutting, straight razor shaving, hair extensions, chemical texture services, haircoloring, skin care, nail services, and other material essential to becoming a successful cosmetologist/barber;
- State of Utah rules and regulations governing Cosmetology/Barbering;
- related anatomy and physiology;

- assess salon work areas and practices, recognize potential safety hazards and implement accepted methods to mitigate those hazards;
- writing coherent reports and document client results;
- assess present conditions and determine the action needed to obtain desired client outcomes based on a critical analysis of situations;
- work effectively both individually and with others through class projects and client services through lab experiences;
- communicate in electronic, verbal and written formats;
- deal professionally and ethically with clients, the public and co-workers;
- relevant business practices and the requirements of a successful operation commonly found in cosmetology/barbering establishments.

### Careers

There are a wide variety of professional careers you can pursue after earning a degree in Salon Business from Snow College. These include; Cosmetologist, Hairstylist, Haircolor Specialist, Chemical Texture Specialist, Esthetician, Nailcare Artist, Salon Owner, School Instructor, Salon Manager, Salon Sales Consultant, Makeup Artist, Fashion Show Stylist, Photo and Movie Stylist, Platform Artist and Educator, Beauty Magazine Writer, Cosmetology School Owner, Salon Computer Expert, and Trade Show Director.

### Recommended Curriculum

*Certificate of Proficiency-----1600 clock hours:*

- COSB 1000 Basic Cosmetology Theory (4)
- COSB 1005 Basic Cosmetology Lab (5)
- COSB 1015 Basic Barbering Lab (4)
- COSB 1100 Basic Barbering Theory (3)
- COSB 1200 Cosmetology/Barber Sciences (1.5)
- COSB 1201 Cosmetology/Barber Procedures (1.5)
- COSB 1205 Intermediate Cosmetology Lab (6)
- COSB 1215 Intermediate Barbering Lab (4)
- COSB 2300 Principles of Cosmetology/Barbering (1.5)
- COSB 2301 Disciplines of Cosmetology/Barbering (1.5)
- COSB 2305 Advanced Cosmetology Lab (6)
- COSB 2315 Advanced Barbering Lab (4)
- COSB 2505 Cosmetology Capstone (2)
- Total 44

Additional elective credit courses may be required to reach the 1600 clock hours required for state licensure.

### Electives

- COSB 1305 Cosmetology Practical Lab (4)
- COSB 1315 Barbering Practical Lab (4)
- COSB 1519 Cosmetology/Barbering Lab (1-6)
- COSB 2519 Adv. Cosmetology/Barbering Lab (1-6)
- GNST 1001 Start Smart (1)
- GNST 1010 College Study Skills (1)
- GNST 1020 College Success Skills (3)

*Certificate of Completion:*

*Certificate of Proficiency (44)*  
*and*

- Human Relations requirement (choose 2-3 credits)
- COSB 1910 Professional Development Course 1 (1)
- COSB 1920 Professional Development Course 2 (1)
- COSB 1581 SkillsUSA – Level 1 (1)
- COSB 1582 SkillsUSA – Level 2 (1)
- COSB 2581 SkillsUSA – Level 3 (1)
- COSB 2582 SkillsUSA – Level 4 (1)

*and*

- Computation requirement (choose one)
- MATH 1715 Applied Technical Math (3)
- MATH 1050 College Algebra (3)
- BUS 1060 Quickbooks for Small Business (3)

*and*

- Communication requirement (choose one)
- ENGL 1010 Expository Composition (3)
- BUS 2200 Business Communication (3)
- Total 52

*Associate of Applied Science Salon Business:*

*Certificate of Completion (52)*

*and*

Computer requirement

- BUS 1020 Computer Technology & Applications (3)

*and*

8 CREDITS from the following courses:

- BUS 1010 Introduction to Business (3)
- BUS 1060 Quickbooks for Small Business (3)
- BUS 1110 Digital Media Tools (4)
- BUS 1270 Strategic Selling (3)
- BUS 1300 Social Media Marketing (3)
- COMM 1500 Introduction to Mass Media (3)
- BUS 1600 Entrepreneurship Seminars (1)
- BUS 2222 Social Media Marketing (3)
- BUS 2650 Management Principles for Entrepreneurs (3)

Credit requirements for A.A.S. Degree (63)

*NOTE:* For the Communication, Computation and Human Relations requirements, there are other courses available with department chair approval.

The following suggested curriculum is for fall entering students. Individuals with prior experience

or entering at other semesters will need to develop an individualized schedule with the department chair.

## **Associate of Applied Science - Salon Business: Suggested Curriculum**

### ***Fall Entering Students***

1st Semester  
COSB 1000 (4)  
COSB 1005 (5)  
COSB 1015 (4)  
COSB 1100 (3)  
COSB 1910 (1)  
GNST 1001 (1)  
Total 18

2nd Semester  
COSB 1200 (2)  
COSB 1201 (2)  
COSB 1205 (6)  
COSB 1215 (4)  
COSB 1920 (1)  
GE course (3)  
Total 17

3rd Semester  
COSB 2300 (2)  
COSB 2301 (2)  
COSB 2305 (6)  
COSB 2315 (4)  
COSB 2505 (2)  
GE course (3)  
Total 18

4th Semester  
BUS XXXX (1-3)  
BUS XXXX (1-3)  
BUS XXXX (1-3)  
BUS XXXX (1-3)  
Total 4-12

### **Nail Technology**

**Instructor:** Lisa Ritter  
**Phone:** (435) 893-2224

Nails have become serious business. Nail technology is the foremost and fastest growing profession within the beauty industry and the future outlook for the professional in this field is bright. There are many exciting job options available.

Students will receive 300 hours of education in both theory and practical experience in many phases of manicuring and in the application of artificial nails. Their education will prepare them for the

professional marketplace, as well as give them the necessary knowledge to successfully pass the Utah State Board exams.

Snow College is one of four schools in Utah bearing the impressive credential of CND School Partner. CND is the global leader in science, education and innovation in the professional nail industry. The company invests in Snow College annually, sending an educator to their Learning Leadership Conference, where state of the art products and educational techniques are launched far before they ever reach the market.

A Nail Technician can earn an average entry level wage of \$27,850 according to the US Department of Labor, Bureau of Labor Statistics. Statistics from the US Department of Labor also state that Nail Technology is an exploding field with anticipated growth of 28% during the next decade which will offer unlimited opportunities for technicians.

Enrollment will be determined on a first come first registered basis. Applications may be received in the Student Success office up to two weeks prior to start date. Applications may be printed online at [www.snow.edu/cosmetology/](http://www.snow.edu/cosmetology/).

- Summer Session: (TBA)
- Fall Session: (August)
- Spring Session: (January)

Students pay either credit or non-credit college tuition and fees plus the cost of books, equipment and lab fees used during their training. Costs above tuition total approximately \$800.

### ***Nail Technology Curriculum***

COSB 1810 Theory of Nail Technology (4)  
COSB 1811 Nail Technology Practicum (6)

### **Student Instructor**

Students will receive 1000 hours of instruction and lab experience. This course prepares the student for licensure as a Cosmetology/Barbering Instructor.

Prerequisites - A current Cosmetology/Barber license and one year documented work experience. Students interested in this course must be recommended by instruction faculty through an interview process.

COSB 2709 Student Instruction (8-16)

## TRANSPORTATION TECHNOLOGY DEPARTMENT

### Automotive Technology

**Associate Professor:** Brent Reese (Chair)

**Instructor:** Robert Gary

**Phone:** (435) 893-2215

#### *Description*

Snow College Transportation Technology department offers an Automotive Technology program that follows the eight (8) Automotive Service Excellence (ASE) areas. Students are encouraged to take the ASE certification tests when they complete an area. The areas of ASE Certification and the associated course numbers are as follows:

Auto Engine Repair Lecture (AUTO 1101)

Auto Engine Repair Lab (AUTO 1105)

Auto Automatic Trans. & Transaxles Lecture (AUTO 1201)

Auto Automatic Trans. & Transaxles Lab (AUTO 1205)

Auto Manual Trans. & Transaxles Lecture (AUTO 1301)

Auto Manual Trans. & Transaxles Lab (AUTO 1305)

Auto Suspension & Steering Lecture (AUTO 1401)

Auto Suspension & Steering Lab (AUTO 1405)

Auto Brakes Lecture (AUTO 1501)

Auto Brakes Lab (AUTO 1505)

Auto Electrical & Electronics I (AUTO 1600)

Auto Fuel, Emissions, & Ignition Systems Lecture (AUTO 1801)

Auto Fuel, Emissions, & Ignition Systems Lab (AUTO 1805)

Auto Electrical & Electronics II Lecture (AUTO 2601)

Auto Electrical & Electronics II Lab (AUTO 2605)

Auto Heating and Air Conditioning Lecture (AUTO 2701)

Auto Heating and Air Conditioning Lab (AUTO 2705)

Auto Engine Performance Lecture (AUTO 2801)

Auto Engine Performance Lab (AUTO 2805)

Students pay regular tuition plus the cost of books, tools, and safety equipment during their training. The purchased books, tools, and equipment are the personal property of the students.

Students have three options. (1) They may complete any singular course for a school certificate. (2)

Obtain any one or combination of State Certificates of Proficiency in Engine Performance, Engines and Drivetrains, Chassis and Climate Control, or Electrical Systems and Automatic Transmissions. (3) 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 55 years. Since May 1994, this program has met the requirements and received ASE certification in all eight (8) automotive specialty areas from the National Automotive Technicians Education Foundation, Inc. (NATEF). Curriculum, equipment, and instruction must be constantly updated and reviewed by the NATEF organization and an on-site visit is required every five years. ASE Certification has become a national industry standard and is used for working with Weber State University, Utah Valley State College, and The Utah Applied Technology Colleges to coordinate and articulate programs.

#### *Outcomes*

Students who complete an AAS degree or specific courses in any or all of the eight ASE areas in Automotive Technology at Snow College will be expected to demonstrate that they

- have basic knowledge of the automobile and its design and function
- have basic knowledge of the individual sub systems in an automobile and their operation
- have basic knowledge of ASE, its requirements, and role in the automobile industry
- have basic comprehension of diagnostic procedures
- work safely and effectively
- follow diagnosis and repair procedures
- complete all Priority 1 tasks, 80% of Priority 2 tasks, and 60 % of Priority 3 tasks required by ASE/NATEF for the areas covered
- have a sense of pride in their skills and abilities
- have feelings of self-worth as they receive positive feedback from completed jobs
- have a positive impact of continuing their technical training by themselves with their employer's help
- have a sense of honesty and integrity in their profession and place of employment.

#### *Careers*

Some career opportunities in the automotive field are service manager, automotive repair technician, shop foreman, parts technician, and consultant.

## Recommended Curriculum

### *Associate of Applied Science Degree*

#### Prerequisites:

AUTO 1000 - Automotive Safety and Basics\* (1)

-or-

*Demonstrate equivalent knowledge and competency*

Satisfactorily complete the following courses:

AUTO 1101 Auto Engine Repair Lecture (2)

AUTO 1105 Auto Engine Repair Lab (3)

AUTO 1201 Auto Automatic Trans. & Transaxles  
Lecture (2)

AUTO 1205 Auto Automatic Trans. & Transaxles  
Lab (3)

AUTO 1301 Auto Manual Trans. & Transaxles  
Lecture (2)

AUTO 1305 Auto Manual Trans. & Transaxles Lab  
(3)

AUTO 1401 Auto Suspension & Steering Lecture  
(2)

AUTO 1405 Auto Suspension & Steering Lab (3)

AUTO 1501 Auto Brakes Lecture (2)

AUTO 1505 Auto Brakes Lab (3)

AUTO 1600 Auto Electrical & Electronics I (5)

AUTO 1801 Auto Fuel, Emissions, & Ignition  
Systems Lecture (3)

AUTO 1805 Auto Fuel, Emissions, & Ignition  
Systems Lab (2)

AUTO 2601 Auto Electrical & Electronics II  
Lecture (4)

AUTO 2605 Auto Electrical & Electronics II Lab (2)

AUTO 2701 Auto Heating and Air Conditioning  
Lecture (2)

AUTO 2705 Auto Heating and Air Conditioning.  
Lab (2)

AUTO 2801 Auto Engine Performance Lecture (3)

AUTO 2805 Auto Engine Performance Lab (2)

BUS 1020 Computer Technology and Applications  
(3)

Communication Requirement (3)

Computation Requirement (3-4)

Human Relations Requirement (2)

Electives (consult with an advisor) (3-4)

Credit Requirements for AAS Degree 63-67

#### **Communication Requirement (Choose One)**

BUS 2200 Business Communication (3)

ENGL 1010 Expository Composition (3)

#### **Computation Requirement (Choose One Option)**

AUTO 1715 Applied Technical Math (3)

MATH 1050 College Algebra (4)

#### **Human Relations Requirement**

AUTO 1930 Leadership & Professional Dev. 1 (1)

AUTO 2930 Leadership & Professional Dev. 2 (1)

or

BUS 1600 Entrepreneurship Seminar (1)

GSNT 1500 Career Decision (1)

#### **Electives**

AUTO 1001 Automotive Technology I (6)

AUTO 1002 Automotive Technology II (6)

AUTO 1039 Automotive Technology III (2-6)

AUTO 1509 Hot Rod & Performance Vehicles (2)

AUTO 2900 Special Projects (1-2)

AUTO 2990 Shop Practicum I (2-12)

AUTO 2991 Shop Practicum II (2-12)

GNST 1010 College Study Skills (2)

\*All other related classes with instructor approval.

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

Students transferring to Weber State University may need the following classes:

CHEM 1010 Introductory Chemistry (3)

HIST 1700 (3)

### *Associate of Applied Science - Suggested Curriculum*

#### Fall

AUTO 1000 (1)

AUTO 1101 (2)

AUTO 1105 (3)

AUTO 1301 (2)

AUTO 1305 (3)

AUTO 1600 (5)

AUTO 1930 (1)

*Total 17*

#### Spring

AUTO 1401 (2)

AUTO 1405 (3)

AUTO 1501 (2)

AUTO 1505 (3)

AUTO 2701 (2)

AUTO 2705 (2)

AUTO 2930 (1)

BUS 1020 (3)

*Total 18*

#### Fall

AUTO 1801 (3)

AUTO 1805 (2)

AUTO 2801 (3)

AUTO 2805 (2)

AUTO 1715 (3)

*Total 13-19*

## Spring

AUTO 1201 (2)  
AUTO 1205 (3)  
AUTO 2601 (4)  
AUTO 2605 (2)  
BUS 2200 (3)  
*Total 14*

Enough Electives for 63-67 credits

### **ASE CERTIFICATION COURSES**

Prerequisites:

AUTO 1000 Automotive Safety and Basics\* (6)

-or-

*Demonstrate equivalent knowledge and competency*

The student may complete any one or more of the following courses without completing the whole program.

AUTO 1101 Auto Engine Repair Lecture (2)  
AUTO 1105 Auto Engine Repair Lab (3)  
AUTO 1201 Auto Automatic Trans. & Transaxles Lecture (2)  
AUTO 1205 Auto Automatic Trans. & Transaxles Lab (3)  
AUTO 1301 Auto Manual Trans. & Transaxles Lecture (2)  
AUTO 1305 Auto Manual Trans. & Transaxles Lab (3)  
AUTO 1401 Auto Suspension & Steering Lecture (2)  
AUTO 1405 Auto Suspension & Steering Lab (3)  
AUTO 1501 Auto Brakes Lecture (2)  
AUTO 1505 Auto Brakes Lab (3)  
AUTO 1600 Auto Electrical & Electronics I (5)  
AUTO 2601 Auto Electrical & Electronics II (4)  
AUTO 2605 Auto Electrical & Electronics II Lab (2)  
AUTO 2701 Auto Heating and Air Conditioning Lecture (2)  
AUTO 2705 Auto Heating and Air Conditioning Lab (2)  
AUTO 2801 Auto Engine Performance Lecture (3)  
AUTO 2805 Auto Engine Performance Lab (2)

### **Diesel Heavy Duty Mechanics Technology**

**Instructor:** Justin Morgan

**Phone:** (435) 893-2218

#### *Description*

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

This program covers the servicing and repairing of diesel and heavy-duty equipment and machines in

preparation for becoming a successful Heavy Duty Mechanic.

Students pay regular college tuition plus the cost of tools, coveralls, and safety equipment during their training. The purchased equipment is the personal property of the student.

Students have three options. (1) They may complete any singular course for a school certificate. (2) Obtain any one or combination of State Certificates of Proficiency in Engine Performance, Engines and Hydraulics, Chassis and Electrical Systems, or Drivetrains and Climate Control. (3) Obtain an Associate of Applied Science degree in Diesel Technology.

Exact course descriptions and hours for the Snow College Diesel & Heavy Duty Mechanics Technology program match with other state schools and use national and international curriculum and task lists. For over 34 years there have been hundreds of students who have completed this program and are working in Utah and other states.

#### *Outcomes*

Students who complete an AAS in Diesel & Heavy Duty Mechanics Technology will be expected to demonstrate that they

- have basic knowledge about diesel and heavy duty mechanics technology skills; ie., safety, computer, electrical systems, diesel engines, fuel systems, air conditioning, hydraulics, powertrains, chassis systems, and other material to become a successful technologist
- have basic knowledge of rules and regulations
- have a basic knowledge of tools used in the trade
- have a basic knowledge of interpersonal skills
- can demonstrate good safety practices in shop
- complete 80% of skill/task lists for each course
- 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 1000 Safety and Basics (1)  
DMT 1101 Diesel Engine Repair & Overhaul Lecture (2)  
DMT 1105 Diesel Engine Repair & Overhaul Lab (3)  
DMT 1301 Transmissions & Drivetrains Lecture (3)  
DMT 1305 Transmissions & Drivetrains Lab (3)  
DMT 1401 Steering & Suspension Lecture (2)  
DMT 1405 Steering & Suspension Lab (2)  
DMT 1501 Brakes Lecture (2)  
DMT 1505 Brakes Lab (2)  
DMT 1600 Electrical & Electronics I (5)  
DMT 1801 Computerized Engine Controls & Fuel Systems Lecture (2)  
DMT 1805 Computerized Engine Controls & Fuel Systems Lab (2)  
DMT 2311 Hydraulics & Pneumatics Lecture (2)  
DMT 2315 Hydraulics & Pneumatics Lab (2)  
DMT 2601 Electrical & Electronics II Lecture (4)  
DMT 2605 Electrical & Electronics II Lab (2)  
DMT 2701 Heating & Air Conditioning Lecture (2)  
DMT 2705 Heating & Air Conditioning Lab (2)  
DMT 2801 Emissions Control Systems Lecture (2)  
DMT 2805 Emissions Control Systems Lab (2)  
MTT 1350 Related Machine Shop Practice (2)  
WELD 1030 Related Oxyacetylene & Arc Welding (3)  
Communications Requirement (3)  
Computer Requirement (2-3)  
Computation Requirement (3-4)  
Human Relations Requirement (2)  
Electives (as needed)  
Credit Requirements for AAS Degree 63-65

#### **Communication Requirement (Choose One)**

BUS 2200 Business Communication (3)  
ENGL 1010 Expository Composition (3)

#### **Computer Requirement (Choose One)**

BUS 1020 Computer Technology and Applications (3)

#### **Computation Requirement (Choose One Option)**

DMT 1715 Applied Technical Math (3)  
MATH 1050 College Algebra (4)

#### **Human Relations Requirement**

DMT 1930 Leadership & Professional Dev. I (1)  
DMT 2930 Leadership & Professional Dev. II (1)  
or  
BUS 1600 Entrepreneurship Seminar (1)  
GSNT 1500 Career Decision (1)

### **Electives**

DMT 1109 Intro to Diesel Technology (2)  
DMT 1810 Commercial Driver License Written Exam Preparation\*\* (0.5)  
DMT 1820 Commercial Driver License Performance Written Exam Prep.\*\* (1)  
DMT 1825 Commercial Driver License Skills Training Lab\*\* (0.5)  
DMT 1830 Commercial Driver License Certificate Preparation\*\* (1)  
DMT 1840 Commercial Driver License - Class B Written & Performance Exams\*\* (1)  
DMT 1999 Cooperative Education (1-2)  
DMT 2800 Special Projects (1-2)  
GNST 1010 College Study Skills (1-2)

\*A safety component is included in this course.

\*\*CDL course can be taken by contacting Lon Wheelwright at (435) 283-7378. Refer to the Commercial Driver License section of this catalog.

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

The following suggested curriculum is for Fall entering students. Individuals with prior experience or entering at other semesters will need to develop an individualized schedule with the department chair.

### *Associate of Applied Science - Suggested Curriculum*

#### Fall

DMT 1000 (1)  
DMT 1600 (5)  
DMT 1801 (2)  
DMT 1805 (2)  
DMT 2801 (2)  
DMT 2805 (2)  
DMT 1930 (1)  
*Total 15*

#### Spring

DMT 1301 (3)  
DMT 1305 (3)  
DMT 2701 (2)  
DMT 2705 (2)  
MTT 1350 (2)  
DMT 2930 (1)  
WELD 1030 (3)  
*Total 16*

#### Fall

DMT 1101 (2)  
DMT 1105 (3)  
DMT 2311 (2)

DMT 2315 (2)  
DMT 1715 (3)  
BUS 1020 (3)  
*Total 15*

Spring

DMT 2601 (4)  
DMT 2605 (2)  
DMT 1401 (2)  
DMT 1405 (2)  
DMT 1501 (2)  
DMT 1505 (2)  
BUS 2200 (3)  
*Total 17*

**Commercial Drivers License (CDL)**

**Instructor:** Lon Wheelwright

**Phone:**(435) 283-7378q

Courses in this area prepare the student for different parts of the CDL exam. DMT 1810 prepares the student for the written part of the Class A Commercial Driver's License Exam; DMT 1820 prepares the student for the Class A CDL Basic Skills Performance Exam; DMT 1825 prepares the student for the Class A CDL Road Test Performance Exam; and DMT 1830 provides students with preparation for an additional Certificate. DMT 1840 prepares the student for the Written, Pre-Trip Inspection and Basic Skills portions of the Class B CDL. Most courses require additional fees. All classes require instructor permission for enrollment. Students must be able to meet CDL physical requirements.

# DIVISION OF FINE ARTS, COMMUNICATIONS & NEW MEDIA

Brad Olsen, **Dean**

**Phone:** (435) 283-7481

**Email:** [brad.olsen@snow.edu](mailto:brad.olsen@snow.edu)

**Administrative Assistant:** Sherry Nielson

**Phone:** (435) 283-7472

Classes in the Fine Arts Division are designed to satisfy the requirements of the first two years of a college major, or to satisfy the immediate needs of general education.

## VISUAL ART

**Professor:** Adam Larsen (Chair)

**Associate Professors:** Scott Allred, Brad Taggart

**Assistant Professor:** Evan Curtis, Amy Jorgensen

**Web:** <http://www.snow.edu/art/>

**Email:** [adam.larsen@snow.edu](mailto:adam.larsen@snow.edu)

**Phone:** (435) 283-7416

### Description

Snow College Visual Arts offers a curriculum designed to provide all students with a general understanding of the principles of art which fashion the visual world around us. For art majors, the department provides the visual arts foundation for the first two years of college study. Emphasis is placed on teaching the fundamentals dynamics of art, development of creative and critical thinking skills, instilling historical context, and the exploration of media. It is the goal of the department to expose students to the tools and knowledge necessary to succeed in further study in any art related field they wish to pursue.

### Mission

Snow College Visual Arts educates students in the principles of concept, materials, history, and critical theory. The department promotes the active pursuit of excellence and independent inquiry of visual dialog in an interdisciplinary environment. The student is considered an artist in progress and an integral part of an evolving community of artists and ideas crossing political, social, and cultural boundaries.

### Outcomes

Students who complete an emphasis in visual arts at Snow College will be expected to:

- Demonstrate fluency in historical content and context
- Demonstrate an understanding of conceptual principles
- Demonstrate a proficiency in materials and techniques
- Demonstrate critical analysis of works of art

### Careers

Snow College Visual Arts enjoys a long history of excellence in teaching as evidenced by successful articulation to senior institutions where students routinely excel and perform at the top tier of their class. Students who complete their first two years studying visual art and general education at Snow College prepare themselves to articulate into competitive BFA programs. Many of our graduates have successfully completed higher degrees and are now working in the creative industry, education, as studio artists, art therapists and many other fields within the vast visual arts discipline. Below is a brief list of possible career options in the visual arts.

Animator  
Concept Artist  
Environmental Designer  
Graphic Designer  
Photographer  
Entertainment Designer  
Industrial Designer  
Illustrator  
Art Educator  
Studio Artist  
Art Therapist  
Gallery Curator

### Recommended Curriculum

Students who wish to transfer to a four-year institution in visual arts should follow the guidelines below. Students who know specifically where they are transferring should contact that institution's art department to obtain specific degree requirements.

This curriculum represents 63 total credits required for the AS degree (with an emphasis in art) preparing students for articulation into a four-year BFA program. BFA bound students are not required to take a foreign language. Students seeking an Associate of Arts(AA) need to complete four credits of a foreign language numbered 1020 or above. Always check with your advisor prior to registration.

### **Visual Arts Foundation (15 credits)**

ART 1110 Drawing I\* (3)  
ART 1120 2D Design\* (3)  
ART 1140 3D Design (3)  
ART 1160 Visual Arts Orientation\* (1)  
ART 1200 Art Talks\* (should be taken each semester) (4)  
ART 1300 Digital Media Fundamentals (3)  
ART 2260 Art Majors Sophomore Seminar (1)  
\*Courses that should be taken Fall semester of the freshman year

### **Art History Core (6 credits)**

ARTH 2710 Art History Survey I (3)  
ARTH 2720 Art History Survey II (3)

The Art History Core should be taken Fall and Spring of the sophomore year.

### **Art Electives**

ART 1140 Photo I+ (3)  
ART 1150 Intro to Jewelry/Small Metals (3)  
ART 1400 Experimental Video I (3)  
ART 1500 Silver & Alternative Photo (3)  
ART 1510 Creative Visualization (3)  
ART 1800 Digital Print/Interactive Media+ (3)  
ART 2110 Drawing II+ (3)  
ART 2140 Photo II+ (3)  
ART 2200 Painting I+ (3)  
ART 2230 Printmaking I+ (3)  
ART 2240 Printmaking II+ (3)  
ART 2310 Animation I+ (3)  
ART 2600 Sculpture I+ (3)  
ART 2650 Introduction to Ceramics (3)  
ART 2750 Travel Seminar (0.5)  
ART 2900 Figure Drawing+ (3)  
ART 2950 Experiments in Visual Thinking (3)

+Pre-requisite: Faculty advisement is recommended with studio electives to ensure articulation of credit and discipline relevance

### **General Education (Associate of Science)**

HIST 1700 American Civilization (AI)\* (3)  
MATH 1030 Quantitative Literacy (MA)\* (3)  
ENGL 1010 Expository Composition (E1) (3)  
ENGL 2010 Intermediate Writing (E2) (3)  
ART 2710/2720 Art History Survey I/II\* (3)

COMM 1020 Public Speaking (OC)\* (3)  
ENGL 2200 Introduction to Literature (HU)\* (3)  
PHYS 1010 Elementary Physics (PS)\* (3)  
BIOL 1050/1055 Human Biology/Lab (LS)\* (4)  
PE 1096 Fitness for Life (PE) (1)  
PSY 1010 General Psychology (SS)\* (3)  
BIOL 2150 Human Anatomy for Artists (SI)\* (3)  
OC (3)

\*Alternative courses exist in these categories – consult the official GE worksheet for all options.

### **Additional Considerations**

Always check with your advisor prior to registration. In addition, check with your transfer institution as soon as possible to obtain specific major degree requirements and transferability of credit.

Students who are seeking an Associate of Arts (AA) need to complete two semesters of one foreign language. The BA requires four semesters.

Examples of student work may be retained by the department for the school's permanent collection. In that event students will be compensated for the cost of materials.

### **Engagement**

#### *Exhibition Opportunities :*

The Snow College Art Gallery advances the arts through the annual exhibition of diverse works. The gallery is a vital resource for teacher, student, and community – it is our visual library. It is a training ground for critique, creative imagination, and discussion and it serves as a bridge to the arts outside the boundaries of our campus while promoting artistic dialog among peers. The gallery annually showcases Artists in Residence/Works in Progress, a juried exhibition of student work and a bi-annual faculty exhibition, in addition to national solo and group shows. The Snow College Art Gallery houses and maintains the Snow College Permanent Collection, including the Lund-Wassmer Collection, works donated by patrons, and new acquisitions. All exhibitions and events are free and open to the public.

AltSpace and Annex are galleries dedicated to exhibiting independently produced work by visual art students of Snow College. The spaces are designed to foster initiative, independent thought, and professionalism. The student gallery spaces promote studio practice beyond the boundaries of the classroom. Solo and collaborative exhibitions are encouraged. Participants are selected by a jury process and are solely responsible for the content,

fabrication, marketing, and installation of exhibitions.

#### *Travel :*

Snow College Visual Arts annually sponsors an educational travel opportunity for art students. This experience is designed to engage students with the diversity of the greater art community that exists outside of Utah. This offering provides academic credit for participating students to travel to a major art centers in the United States (New York, Chicago, Los Angeles, San Francisco, Washington DC, Santa Fe, Seattle) and Europe. This cultural exchange is instrumental to the development of a historical and contemporary visual art sensibility.

#### *Visiting Artists :*

The Art Talks visiting artist series provides visual art students a weekly dialog and exposure to a diverse selection of working contemporary artists and art professionals. Snow College Visual Arts facilitates this series, in part, because of its rural geography of being isolated from the opportunities that a metropolitan area provides including, access to galleries and a consistent network to artists. In order for students to succeed as emerging artists, it is essential that they engage in the dialog of contemporary art. Art Talks provides students with a constant connection with the greater art world. Lectures are free and open to the public.

#### *Summer Snow Visual Arts Workshops :*

Summer Snow is an annual summer workshop series designed to augment regular semester offerings in the visual arts. Each June, Summer Snow students come to campus to work with professional artists during two, weeklong intensive studio sessions. These residencies are designed both for current Snow College students and professional artists, art educators, and art students from other institutions. Summer Snow curriculum has included workshops in the disciplines of, watercolor, drawing, printmaking, photography, sculpture, ceramics, and digital media. Students at all levels of artistic prowess are welcome to participate.

## COMMUNICATION

**Associate Professors:** Gary Chidester (Chair), Elaine Compton

**Assistant Professors:** Malynda Bjerregaard, Sandra Cox, Shaun Kjar

**Instructor:** Ivo Peterson

**Email:** [gary.chidester@snow.edu](mailto:gary.chidester@snow.edu)

**Phone:** (435) 283-7425

The Department of Communication offers programs for successful transfer to baccalaureate programs in major areas of communication, including public speaking, interpersonal communication, mass media, broadcasting, intercultural communication, organizational communication, forensics, public relations and journalism. Students may choose from the following areas of emphasis: speech/public relations, journalism, and broadcasting.

Professional experiences are provided through the student newspaper (Snowdrift), radio station (Kagj), television (Snow TV), the Snow College Speech and Debate Team, and various internship opportunities.

Communication students regardless of emphasis should take the following core curriculum courses: COMM 1020, COMM 1500, COMM 2110, and COMM 2150.

### **Mission Statement**

Snow College Communication Department continues a tradition of excellence in preparing students for successful lifetime interactions, by providing educational opportunities and dynamic experiences in professional areas of emphasis.

### **Outcomes**

**Students who complete the recommended core communication curriculum at Snow College will be able to:**

- construct and deliver a well-organized and logical presentation that demonstrates critical thinking skills and audience adaptation.
- use appropriate delivery techniques(e.g. maintain adequate eye contact, be vocally expressive, avoid distracting or nervous mannerisms, etc.) in an oral presentation.
- use appropriate technology to enhance messages and convey great depths of information, knowledge and feeling in communication settings.
- listen actively and employ critical thinking skills to create meaningful dialogue.
- demonstrate interpersonal competence by using ethical conflict resolution management techniques and mediated message adaptations.
- work together on a team project to enhance communication and collaboration skills through experience.
- develop fundamental knowledge regarding inter cultural differences and cultivate communication strategies to address them.

- have the ability to research, analyze, and process information from a variety of credible sources to utilize as support for various projects.
- recognize the artistic value in a variety of media.
- address current ethical dilemmas facing the world through verbal and written analysis.
- critically analyze facts, values, ethics, or civic policy presented by other students.

**Students who complete an emphasis in broadcasting will be able to:**

- receive training in audio console operation, use of recorders and/or microphones, and audio editing.
- do basic announcing for radio stations.
- participate in hands-on projects and on-air performance.
- learn video editing techniques specific to broadcast journalism.
- learn writing skills particular to broadcast journalism.
- use writing and editing techniques to produce video projects that tell a story in the broadcast journalism style.
- perform the basic camera moves and compositions.
- understand and produce a string of basic shots into a meaningful sequence.
- recall definitions of basic media production terminology and know their use.
- produce a news story for broadcasting.
- appreciate the impact of broadcasting on the general public.
- appreciate the difference between unrestricted expression and responsible broadcasting.

**Students who complete an emphasis in journalism will be able to:**

- understand the elements of a basic newspaper story.
- use standard copy editing and proofreading symbols.
- know current trends in newspaper design.
- know basic elements of the Associated Press Style Guide.
- design a newspaper page according to current trends.
- write a publishable new story using the inverted pyramid style and principles of the five "W's".
- analyze various media messages and the effects those messages have on society.
- appreciate the importance of free press in our society.

- display proper ethical behavior in journalism.
- employ proper interviewing techniques for news gathering.
- meet strict deadlines as directed by newspaper staff.

**Students who complete an emphasis in public relations will be able to:**

- understand basic public relation theory, ethics, principles and practices of building relationships with various publics.
- explain the history, theories, and models of corporate public relations.
- explain the role of the public relations professional in the corporate environment.
- describe the strategies, tactics, and techniques of public relations programs.
- develop an understanding of the various writing tasks for specific audiences and purposes.
- develop a basic communications plan.
- plan, advertise, and market and event using what they have learned about public relations.

**Communication courses address the following GE outcomes:**

**The Communication Department of Snow College provides educational opportunities for student understanding in six of the colleges general outcomes:**

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

1. has a fundamental knowledge of human cultures and the natural world, with particular emphasis on: The Humanities. Each of the Core Communication Classes starts with a brief historical view of the development of Humanities through the study of Communications which can be traced to a handbook written on papyrus in Egypt about 4,500 years ago. Each course then demonstrates how communication is used in every field of education in today's society.
2. can read, retrieve, evaluate, interpret, and deliver information using a variety of traditional and electronic media; Each of the Core Communication Classes requires that students research current topics, evaluate, interpret and deliver information in the traditional spoken format. Communication Courses also teach the delivery of information in several forms of electronic media.
3. can speak and write effectively and respectfully as a member of the global community, and work

effectively as a member of the team; Each of the Core Communication Classes requires students to speak effectively and respectfully in the global community by creating effective oral presentations about the current issues which face society. Many Communication Classes require students to present a team oral presentation.

4. can respond with information sensitivity to an artistic work of experience; All Communication Classes develop the ability of students to recognize the artistic values in other people's work by recognizing and reviewing the merit of the oral presentations. Many Communication Classes develop the artistic skills needed to present effective artistic presentation of their own by presenting other authors literature or producing new works of their own.
5. can reason analytically, critically, creatively about nature, culture, facts, values, ethics, and civic policy; All Core Communication Classes develop the student's ability to reason analytically and critically about facts, values, ethics and civic policy by creating effective oral presentations about the current issues which face society. Many Communication Classes develop the student's ability to reason creatively about nature and culture by presenting oral presentation that explore culture and nature as topics.
6. can address complex problems by integrating the knowledge and methodologies of multiple disciplines. All Core Communication Classes develop the student's ability to address complex problems by integrating the knowledge and methodologies of multiple disciplines by creating effective oral presentations about the current issues which face society.

## Careers

There are many career paths that a person with a Communication Major can choose. Here are some job titles Communication Majors hold. Use this as an ideas list, remember that it represents some, but certainly not all of the careers you might consider. Many of these careers will take additional schooling at a university.

### Business:

Management  
 Mediator  
 Negotiator  
 Manager  
 Newsletter Editor  
 Executive Manager

Personnel Recruiter  
 Customer Service Representative  
 Benefits Administrator  
 Trainer Admissions Counselor  
 Sales Representative  
 Training and Development  
 Industrial and Labor Relations  
 Public Information Officer

### Advertising:

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

### Communication Education:

School Counselor  
 Audiovisual Specialist  
 Education Researcher  
 Alumni Officer  
 Language Arts Coordinator  
 High School Speech Forensics/Debate Coach  
 Educational Tester  
 Director of College News  
 Educational Fundraiser  
 Educational Administrator  
 Speech Communication Department

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

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

### Journalism (Print or Electronic):

Reporter  
 Newscaster  
 Copy Writer  
 Editor

Author  
News Service Researcher  
Acquisitions Editor  
Script Writer  
Technical Writer  
Media Interviewer

**Public Relations:**

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

**Theatre/Performing Arts:**

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

**Government/Politics:**

Campaign Director  
Program Coordinator  
Legislative Assistant  
Public Information Office Writer  
Research Specialist  
Elected Official

**High Technology Industries:**

Systems Analyst  
Language Specialist  
Technical Copywriter  
Audio & Visual Computer Display Specialist  
Trainer for Communication  
Cognition Researcher  
Circuit Television Producer/Director

**Communication and Health Care:**

Health Educator  
Medical Grants Writer  
Research Analyst  
Hospice Manager  
Activities Director  
Health Care Counselor  
Medical Center Publications Editor  
Hospital Director of Communication

Clinic Public Relations Director  
Health Personnel Educator  
School Health Care Administrator  
Marketing Director  
Health Communication Analyst  
Medical Training Supervisor

**International Relations and Negotiations:**

Translator  
Diplomat  
Corporate Representative  
Foreign Correspondent  
Student Tour Coordinator  
On-Air International Broadcasting

**Law:**

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

**Social and Human Services:**

Social Worker  
Human Rights Office  
Religious Leader  
Mental Counselor  
Public Administrator  
Recreation Supervisor  
Community Affairs Liaison  
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 university's communication program.

- All communication majors, regardless their emphasis, must take the following classes:

#### **Communication Core**

COMM 1020 Public Speaking (OC) (3)  
COMM 2110 Interpersonal Communication (OC) (3)  
COMM 1500 Mass Media (HU) (3)  
COMM 2150 Intercultural Communication (OC) (3)  
**12 Credits Total**

#### **Journalism Emphasis**

- Classes offered within the Journalism emphasis are designed to help students develop skills necessary to report clearly and coherently in journalism avenues including web publishing and print. Students majoring in Communication within the Journalism Emphasis will work on a team of editors, managers, writers, photographers, advertisement specialist, and production members to create a weekly edition of brightly illustrated, engaging journalism known as the "Snowdrift". Participation in the journalism coursework gives students hands on application and skills implementing the lessons learned throughout the emphasis.

#### **Required Core Classes**

- All journalism majors must complete the four required core communication courses as well as the following classes specific to journalism:

#### **Communication Core**

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**

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)**

ENGL 2250 Creative Writing (3)  
ENGL 2010 Intermediate Research Writing (3)  
ENGL 2875 Intermediate Research Writing E2 (3)  
COMM 2270 Argumentation and Debate (3)  
**6 credits total**

#### **Broadcasting Emphasis**

- The broadcasting program gives Snow Students the opportunity to study and implement visual and audio communications with their own radio show or television broadcasting. Students majoring in broadcasting emphasis gain professional public speaking, operational, and managerial experience; setting a solid background for those wanting to pursue a further broadcasting degree, or enter the workforce.

#### **Required Core Classes**

- All journalism majors must complete the four required core communication courses as well as the following classes specific to journalism:

#### **Communication Core**

COMM 1020 Public Speaking (OC) (3)  
COMM 2110 Interpersonal Communication (OC) (3)  
COMM 1500 Mass Media (HU) (3)  
COMM 2150 Intercultural Communication (OC) (3)  
**12 credits total**

#### **Required Broadcasting Courses**

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)**

COMM 2080 Creative Writing (3)  
ENGL 2010 Intermediate Research Writing (3)  
ENGL 2875 Intermediate Research Writing E2 (3)  
COMM 2270 Argumentation and Debate (3)  
**6 credits total**

#### **Public Relations Emphasis**

- Students interested in Public Relations will understand the fundamentals of how messages are shaped and utilize techniques to improve the reception of those messages. PR students will focus learning on all core elements of communication plus gain experience creating public relations events on campus and for the community.

#### **Required Core Classes**

- All Public Relations majors must complete the four required core communication courses as well as the following classes specific to a public relations emphasis:

#### **Communication Core**

COMM 1020 Public Speaking (OC) (3)

COMM 2110 Interpersonal Communication (OC) (3)  
COMM 1500 Mass Media (HU) (3)  
COMM 2150 Intercultural Communication (OC) (3)  
**12 credits total**

#### **Required Public Relations Courses**

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)**

ENGL 2250 Creative Writing (3)  
ENGL 2010 Intermediate Research Writing (3)  
ENGL 2875 Intermediate Research Writing E2 (3)  
COMM 2270 Argumentation and Debate (3)  
**6 credits total**

#### **Additional Considerations**

Programs may change. Be sure to check with a communication faculty advisor and the appropriate department at your transfer institution to make sure you are making appropriate progress on your educational plan.

It is strongly recommended that students become involved with the Snow College Honor Society.

Cooperative education programs and internships are encouraged for those students who wish to build a strong program. Participation in one or more of the following programs will help to build professional experience:

#### **Snowdrift**

The Snow College Snowdrift is a student written, edited and produced weekly newspaper that has its finger on the pulse of Snow College. Student writers have the opportunity to be the voice of campus while developing a printed and online paper of record. Students have real world experiences in writing, editing, photography, design, advertising sales and editorial decisions that give them an experience in a working newsroom.

#### **KAGJ**

KAGJ-FM 88.9, the Kage is Snow College's radio station run exclusively by students for students and the surroundings are including most of Sanpete and Sevier Counties.

Every effort has been made to create a professional radio environment. Students have a lot of fun, but also learn and develop the skills, techniques and discipline necessary to enter the professional field of radio broadcasting.

Broadcasting is an interesting, ever-changing field with job opportunities in many different areas. The training in audio production that students receive at the Kage will be useful not only in radio broadcasting, but also in TV, video or film productions, and pretty much anywhere that technical audio skill is needed.

**KAGJ-FM** offers a wide variety of entertainment, news, sports, public affairs and specialty programming 24 hours a day.

#### **Snow TV**

Snow TV currently produces programming of Snow College based events for airing on CentraCom and Manti Telephone cable that serve the major portions of Sanpete and Sevier Counties as well as portions of Juab and Millard Counties.

The programs produced by Snow TV include football games, concerts, weekly convocations, volleyball games, weekly business seminars, men's and women's basketball games, dance recitals, international cinema introductions, softball games and other student productions. Students involved in the Snow TV program get the opportunities to learn to work with HD cameras and the accompanying techniques, sound equipment, video switching (Tricaster), directing, play-by-play and color commentary and post-production editing. All set up and take down is performed by the students under the direction and guidance of professional supervisors.

Students involved with Snow TV receive guidance and supervision with the latest technologies in HD shooting and editing, as well as working in streaming live events and creating post-produced programs in a variety of contexts.

#### **Forensics**

The communication Department has recently resurrected its national award winning forensic team. The team is in the third year of competition since being reinstated and is already a strong competitor on the forensic circuit. Advisor Malynda Bjerregaard is committed to having as strong of a team as possible and encourages interested students to try out for the team. Each year the team plans on

completing in at least six out-of-state tournaments and one national tournament. The department is hopeful that 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.

## DANCE

**Chair:** Brad Olsen

**Assistant Professor:** Dmitri Pesko

**Web:** [www.snow.edu/dance](http://www.snow.edu/dance)

**Email:** [brad.olsen@snow.edu](mailto:brad.olsen@snow.edu)

**Phone:** (435)283-7481

### Description

The dance program at Snow College is an affordable, pre-professional program that allows students to explore, grow, and find their niche in the world of dance. The program offers a wide array of classes ranging from beginning to advanced levels, designed for both the student wishing to just explore or for the serious dancer wishing to develop a higher level of technique.

The Snow College Dance Department offers a curriculum designed to provide all students with a general understanding of the principles of movement that promote dance as an artistic and cultural expression with the power to enrich and transform the individual, community and society. For dance majors, the department provides the technical foundation for the first two years of college study. Emphasis is placed on the fundamentals of dance: ballet, modern dance, jazz, tap, hip hop, social dance, yoga and performance, as well as development of creative skills and exploration of dance theory. It is the goal of the department to expose students to the tools and knowledge necessary to succeed in further study in any dance related field they wish to pursue. The Dance Department offers a unique experience for dance majors to begin their artistic development in small classes with maximum individual contact with instructors.

The Dance Department is an integral part of the Fine Arts Division and is housed in the Dance Wing of the Activity Center and in the Business Building.

### Outcomes

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

- know the general history and can identify the repertory of western theatrical dance;
- know the vocabulary and theory of the major forms of theatrical and social dance;
- can verbalize and demonstrate knowledge of the principles and concepts that govern human movement;
- can demonstrate correct performance and production skills;
- can apply choreographic theory and practice;
- can verbalize their feelings about their own work and the work of others through critical thinking;
- understand the fundamentals of music with an emphasis on its relationship to dance.

### Careers

Those trained in dance find careers as public and private school teachers, college and university educators (require graduate degree), performers, choreographers, dance historians and critics, arts administrators, dance therapists and professionals in the field of dance science, private studio owners, health and fitness consultants, dance notators and movement analysts.

### Description

DANC 1075 Dance Orientation: (required for all 1st semester dance students)  
Analysis & Notation (3)  
DANC 1100 Ballet I (1)  
DANC 1130 Ballet II (1)  
DANC 1160 Rhythmic Training (3)  
DANC 1200 Modern Dance I (1)  
DANC 1210 Yoga I (1)  
DANC 1220 Yoga II (1)  
DANC 1230 Modern Dance II (1)  
DANC 1300 Aerial Dance I (1)  
DANC 1330 The Creative Process (3)  
DANC 1500 Jazz I (1)  
DANC 1520 Folk Dance I (1)  
DANC 1530 Jazz II (1)  
DANC 1580 Tap I (1)  
DANC 1590 Hip Hop I (1)  
DANC 1690 Hip Hop II (1)  
DANC 1710 Social Dance II (1)  
DANC 1720 Ballroom Technique I (1)  
DANC 1740 Latin Dance I 1  
DANC 1906 The Snow Dance Ensemble (2)

DANC 2100 Ballet III (2)  
DANC 2110 Point I (1)  
DANC 2340 Choreography I (1)  
DANC 2350 Teaching Methods - Children's Dance (3)  
DANC 2656 Drill Team (Badgerettes) (2)  
DANC 2700 Dance Production (3)  
DANC 2080 Dance Improvisation (3)  
DANC 2756 Snow Ballroom Company (2)

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

#### **Fall Semester I**

Technique Classes (any level):  
Ballet (1, 2, or 3) (1-2)  
Modern Dance (1)  
Dance Performance (2)  
Dance Lecture Classes:  
Creative Process (3)  
Dance Orientation: Analysis and Notation  
(*required for all 1st semester Dance majors*) (3)  
General Education Classes:  
English 1010 (3)  
Math 1030 (3)  
PE 1096 (1)

#### **Spring Semester I**

Technique Classes (any level):  
Ballet (1, 2, or 3) (1-2)  
Modern Dance or Folk (1)  
Dance Performance (2)  
Dance Lecture Classes: Methods of Teaching  
Children's Dance (3)  
Choreography (3)  
General Education Classes:  
American Institutions (3)  
Life Science & Lab (4)  
English 2010 (3)

#### **Fall Semester II**

Technique Classes (any level):  
Ballet (1, 2, or 3) (1-2)  
Modern Dance (1)  
Dance Performance (2)  
Tap Dance (1)  
Dance Lecture Classes: Methods of Teaching  
Rhythmic Theory (3)  
\*Anatomy for Artists SI (3)  
Anatomy for Artists Lab (1)  
General Education Classes:  
Humanities (3)  
\* Science Inquiry SI (3)  
\*\* Oral Communications (3)  
(\*\* DANCE 2080 - Dance Improvisation will fill the  
Oral Communications division)

#### **Spring Semester II**

Technique Classes (any level):  
Ballet (1, 2, or 3) (1-2)  
Modern Dance (1)  
Dance Performance (2)  
Social Dance (1)  
Dance Lecture Classes:  
Theatrical Lighting (3)  
\*Introduction to Dance FA (3)  
Capstone (1)  
General Education Classes:  
Physical Science + Lab (4)  
Social Science (3)  
\*Fine Arts FA (3)

#### **Additional Considerations**

A student who has chosen a transfer institution should check prerequisites unique to that institution. Students are required to take a placement audition at the new institution, which will determine the transferability of credits. Therefore it is wise for students to take as much dance technique as possible while at Snow College to increase the chances for a successful audition. A student who works closely with the Snow College dance advisor will be helped through the transfer process.

#### **Employment Opportunities**

The dance department employs students to assist in the Dance Department Office and as performance assistants. This is accomplished through the college "Work-to-Learn" program. Students may apply for these positions at the Financial Aid Employment.

#### **Scholarship Opportunities**

##### **Performance Scholarships**

To qualify for a dance performance scholarship, you are invited to audition. Please see our web site for audition dates [www.snowcollege.edu/dance](http://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 Jenny Mair (435) 283-7467 or emailing [jenny.mair@snow.edu](mailto:jenny.mair@snow.edu).

#### **MUSIC**

**Professor:** Vance Larsen (Chair)

**Associate Professors:** Madeline LeBaron Johnson, Brent Smith

**Assistant Professors:** Dr. David Fullmer, Trent Hanna, Dr. Michael Huff, Philip Kuehn, Brian Stucki

**Instructional Staff:** Ted Hinckley

**Email:** [vance.larsen@snow.edu](mailto:vance.larsen@snow.edu)

**Phone:** (435) 283-7472

## Description

The music department at Snow College was named the Horne School of Music in January 2002 as a result of a substantial gift to the college from the Horne family. The Horne School of Music at Snow College is an accredited member of the National Association of Schools of Music since 1995 and is also an “All Steinway School”. The Horne School of Music is housed in a \$17 million performing arts building known as the Eccles Center for the Performing Arts.

## Bachelor of Music with an Emphasis in Commercial Music Degree

In 2012 the Horne School of Music was awarded the first bachelor’s degree in the history of Snow College; a Bachelor of Music degree with emphasis in Commercial Music (BM). The primary goal for students who complete this degree is to be properly prepared to compete for work in the music industry. Along with their General Education courses, students in the BM degree program take a rigorous core of courses that prepare them to be professional musicians, along with coursework in business that prepares them to enter the music industry. In addition, through the Merrill Osmond Music Entrepreneurship Center, students are given the opportunity for internship and other pre-professional experiences while still in school.

## Bachelor of Music Degree Outcomes

Upon graduation, students of the BM degree will have met the following competencies:

1. Students will have foundational capabilities in classical performing mediums, including the ability to work independently to prepare performances at the highest possible level.
2. Students will have knowledge of a wide variety of solo and ensemble literature suitable for use in public performance, classroom teaching, and in the private studio.
3. Students will know and be able to demonstrate basic pedagogical techniques related to their instrument.
4. Students will demonstrate performance capabilities in various idioms, including the ability to perform, improvise, compose, arrange, and score. Some students will be capable of doubling on secondary instruments.

5. Students will demonstrate knowledge of the history and literature of classical, jazz, and American popular music, including the cultural sources and influences of these musical genres.
6. Students will possess the skills necessary to begin work as a performer and composer/arranger in a variety of jazz and commercial studio music idioms. This includes the ability to produce the appropriate expressive style of the music being produced.
7. Students will know how to use various music technologies, including music notation software and music editing programs. Students will be trained in the recording and production aspects of the music industry. They will be able to work a sound board, set up microphones, monitors, speakers, and other technology used in the production of music events or recordings.

## Careers in Music

The music industry has undergone many changes in recent years. Today’s musician must be competent in their specialty field, but modern musicians should be entrepreneurial in seeking as many revenue streams as possible. Because of the size and complexity of the modern music industry, many opportunities exist for musicians seeking employment. It is the goal of the Horne School of Music to prepare students to compete for work in a wide range of professions in the field of music. A brief list of some of these job opportunities follows:

### Commercial Arranging and Composition

There is great demand in the music world for composers and arrangers. These musicians compose music for commercials, video games, movies, tv, and popular music performances. While a music degree is not required to do this job, those who have the background of a solid music degree will be better prepared to work in this field. The Bachelor of Music with an emphasis in Commercial Music degree at Snow College is great training for working in this field.

### Music Business

In this line of work, musicians sell products or services to consumers of music goods. These consumers include other musicians and the buying public. In this career, an individual will work with online music programs, sales, and dispersal of music and music equipment to the public. People who work in this field often own their own business. Some examples of these types of businesses are: musical instrument store, sheet music store, piano tuner, instrument repair service. Some of these types

of businesses require special training that can be obtained at some universities or colleges or sometimes these skills can be acquired through an apprenticeship. Business classes are strongly recommended for students interested in pursuing music business as a career.

**Private Instruction**

Private Instruction involves one-on-one teaching to help musicians progress in their chosen instrument. A degree is not required to do this job, but a music degree provides credibility to the teacher and will help the teacher gain more students. This job requires an individual to be self-motivated. Most private instructors are self-employed. Having a knowledge of tax law regarding musicians is helpful. Private instructors often serve as mentors to students. Private instructors must be very knowledgeable of pedagogical practices and the technical aspects of their instrument.

**Music Education**

Music majors who earn the Bachelor of Music degree (including the BM degree offered at Snow) can certify to teach music in the public schools. Students who complete the BM degree at Snow College can obtain K-12 certification through our partnership with Weber State University. With a Master’s degree, music majors are eligible to teach at a community college. If a doctoral degree is obtained, the music major will be qualified to teach at a four-year university.

**Performance**

Many music majors audition for and are accepted into performing ensembles of all kinds. In addition, many music majors choose to pursue a career as solo performers. While there is no mandated degree for a performance career, performers often complete music degrees before obtaining work. The type of training a music degree provides prepares students to work as performers.

**Music Therapy**

This field combines music with psychology. Music Therapists help emotionally, mentally, and physically traumatized people improve their lives.

They are often affiliated with or employed by hospitals, mental health facilities, and nursing homes. A Bachelor’s degree in music therapy is required for this job.

**Music Production**

This career involves recording music for the audio market or organizing, promoting, and staging live music events. Individuals who work in this career need flexible schedules and are generally self-employed. No degree is required to work in this field, but a music degree can be very helpful to those who pursue this line of work. Business classes can also be helpful. The Bachelor of Music with an emphasis in Commercial Music degree at Snow College would be a good degree to pursue if hoping to work in the field of music production.

**Music Management**

Music management combines music with business related skills such as marketing, sales, and management. Music managers organize concerts and tours. They promote and advertise the events, and help the musicians they work for gain notoriety. A minimum of a Bachelor’s degree is required. People working in this field either have clients that they represent or they might work for a musical ensemble, such as a symphony. A minimum of a Bachelor’s degree is required.

**Music Law**

This career requires the JD degree to become a lawyer. Lawyers who specialize in music law deal with intellectual property law (copyrights, trademarks, etc.), competition law, bankruptcy law, contract law, defamation (for music artists), immigration law, and health and safety law (for live events).

**Bachelor of Music - Curriculum**

For more information, please see Barbara Dalene, music adviser, in the Advisement Office.

**Bachelor of Music with an emphasis in Commercial Music**

<b>General Education Requirements</b>		
<b>Division</b>		<b>Credit</b>
American Institutions (AI)	C- grade required	3
Mathematics (ACT placement)	C- grade required	3
English 1010	C- grade required	3
English 2010	C- grade required	3
Fine Arts (FA)		3
Oral Communications (OC)	BUS 1270	2
Humanities		3

Physical Education	PE 1096	1
Social and Behavioral Science (SS)	ECON 2010	3
Physical Science (PS)		3
Life Science (LS)		3
Science Lab		1 or 2*
Science Inquiry		3
Foreign Language (AA)	1020 or above	5**

\*Associates of Science requires 2 science labs from either Life Science or Physical Science  
 \*\*Associates of Arts requires a Physical Science and a Life Science, but only one science lab.  
 \*\*Associates of Arts requires - 4 credits of one language numbered 1020 or above. (Undergraduate

tutoring and 2800 special projects excluded.)  
 Music majors can do either Associate of Science or Associate of Art requirements.

<b>Music Core Requirements</b>			
<b>Course</b>		<b>Course#</b>	<b>Credit</b>
Concert Attendance (4 Semesters)	F/S	1006/2006	0
Music Theory I	F/S	MUSC 1110	3
Music Theory II	S/SU	MUSC 1120	3
Music Theory III	F	MUSC 2110	3
Music Theory IV	S	MUSC 2120	3
Sight Singing & Ear Training I	F/S	MUSC 1130	1
Sight Singing & Ear Training II	S/SU	MUSC 1140	1
Sight Singing & Ear Training III	F	MUSC 2130	1
Sight Singing & Ear Training IV	S	MUSC 2140	1
*Class Piano III	F	MUSC 2150	1*
*Class Piano IV	S	MUSC 2160	1
Form & Analysis	F	MUSC 2540	3
Beginning Conducting	S	MUSC 2350	2
**Music Hist. and Lit. I	S	MUSC 3630	3
**Music Hist. and Lit. II	F	MUSC 3640	3
** Music Hist. and Lit. III	S	MUSC 3650	3
Jazz & Amer. Pop. History I	F	MUSC 3030	3
Jazz & Amer. Pop. History II	S	MUSC 3031	3
Private Instruction	F/S	MUSC XXXX	8
Ensembles	F/S	MUSC XXXX	8
Songwriting I	F/S/SU	MUSC 3560	2
Keyboard Harmony	S/SU	MUSC 4110	3
Advanced Conducting	F	MUSC 4350	2
Sv. Contemporary Music Styles	F	MUSC 4400	2
Senior Recital	F/S	MUSC 4905	1
Commercial Music Ensemble	F/S	MUSC 4147	1

\*Students must demonstrate competence to be placed into Class Piano III or will need to take Class Piano I and /or Class Piano II as a prerequisite.

\*\* Complete two of the three Music History and Literature courses. (MUSC 3630,3640,3650)

<b>Associated Courses - Required to take all of the following:</b>			
<b>Course</b>	<b>Course #</b>		<b>Credit</b>
QuickBooks for Small Business	BUS 1060	S	3

Business Law	BUS 2050	F/S	3
Strategic Selling	BUS 1270	F/S	3*
Management Principles for Entrepreneurs	BUS 2650	F/S	3
Survey of Music Business	MUSC 3750	F	3
Principles of Microeconomics	ECON 2010	F/S	3**
Live Sound/Concert	MUSC 4840	S	2
Music Technology I	MUSC 3350	F/S	2
Music Technology II	MUSC 3352	S/SU	2
Senior Capstone	MUSC 4901	F/S	2

\* Personal Selling (BMGT 1270) fills Oral Communications for General Education requirements.

\*\* Principles of Microeconomics (ECON 2010) fills Social and Behavioral Science for General

Education requirements. ECON 2010 also has a MATH 0900 pre-requisite.

**Associated Courses - take 7 credits from the following:**

Course		Course #		Credit
Improvisation I	Perform. Instr.	MUSC 3306	F	2
Improvisation II	Perform. Instr.	MUSC 3406	S	2
Contemp. Vocal Styles	Perform. Vocal	MUSC 3250	F	2
Opera Workshop	Perform. Vocal	MUSC 3920	F/S	2
Commercial Arranging	Composition	MUSC 4130	F	3
Contemporary Orch	Composition	MUSC 4140	S	2
Commercial Comp.	Composition	MUSC 4150	S	2
Songwriting II	Composition	MUSC 3570	S/SU	2
Electronic Music	Production	MUSC 4750	F	2
A/V Post Production	Production	MUSC 3720	F	2
Audio Recording Theory & Techniques	Production	MUSC 4440	S	3
Advanced Audio Prod. & Studio Ops.	Production	MUSC 4700	S	3

**Instrumentalist** may want to take Contemporary Orchestration and Commercial Composition to fill the required 7 credits in this area.

**Vocalists** may want to take Commercial Arranging and Contemporary Orchestration to fill the required 7 credits in this area.

**Math Placement**

Students please be aware that you MAY have to take more than one semester of math.

- MATH ACT of 0 – 14: MATH 0700\*
- MATH ACT of 15 – 17: MATH 0800\*
- MATH ACT of 18 – 22: MATH 0900\*
- MATH ACT of 23 – 27: MATH 1030, 1040, 1050
- MATH ACT of 28 or higher: MATH 1060 or 1100

Math 0700 or 0800 credits do NOT count toward graduation, but they do count towards scholarship and financial aid credit requirements

\*To place into a higher level math class you can take a test called “Accuplacer”. There is a \$10 charge. The test can be taken at the Testing Center.

Major preparation information is given only as a guide. Information is subject to change without notice. For most recent information, students must visit the Music Department website: <https://www.snow.edu/academics/fineart/music/index.html>, or contact the music advisor, Barbara Dalene, at 435-283-7309.

**Bachelor of Music – Application & Audition Information**

The Bachelor of Music degree in Commercial Music program is open by audition only. The process of auditioning for the program differs slightly



depending on whether or not a student is new to Snow College (an incoming freshman or transfer student) or a continuing student from the two-year program. The different procedures for auditioning are outlined below. All students must audition on an instrument or voice to be considered for the program. If there is additional material that you would like to submit in support of your application (especially in the areas of songwriting or music production) please follow the instructions below.

### **Audition Procedure – New Students**

All students must first be admitted to Snow College. This may be accomplished by filling out an application online at <http://www.snow.edu/welcome/admissions/application.html>

All students must also apply for admission to the Bachelor of Music degree program. This may be accomplished by filling out an application online at [www.snow.edu/music](http://www.snow.edu/music)

All students must audition on their major instrument or voice. You may audition by:

- Participating in annual scholarship auditions, which are typically held during the middle of February (check the website [www.snow.edu/music](http://www.snow.edu/music) for details), OR
- Audition by appointment with the coordinator of your area:
  - Brass and Percussion areas – Dr. David Fullmer [david.fullmer@snow.edu](mailto:david.fullmer@snow.edu)
  - Jazz area – Prof. Philip Keuhn [philip.keuhn@snow.edu](mailto:philip.keuhn@snow.edu)
  - Piano area – Dr. Trent Hanna [trent.hanna@snow.edu](mailto:trent.hanna@snow.edu)
  - String area – Dr. Brent Smith [brent.smith@snow.edu](mailto:brent.smith@snow.edu)
  - Vocal area – Dr. Michael Huff [michael.huff@snow.edu](mailto:michael.huff@snow.edu)
  - Woodwind area – Dr. Madeline LeBaron [madeline.johnson@snow.edu](mailto:madeline.johnson@snow.edu)
- Video audition for out of state/country students may be arranged by contacting the coordinator of your area (see above);
- An audition would typically consist of performance of a solo piece of sophomore-level difficulty. The audition may also include the playing of scales, etudes or a sight-reading skill evaluation.

*Note:* If you are interested primarily in the concentration areas of Songwriting/Composition or Music Production please also include:

- a typewritten resume outlining your experience in your area of interest and samples of your work. Samples might include: recordings (audio or video), notation samples (traditional or lead sheet) in pdf format, links to online samples, etc. These samples should be sent via email to:
  - Songwriting/Composition - Dr. Trent Hanna [trent.hanna@snow.edu](mailto:trent.hanna@snow.edu)
  - Music Production - Ted Hinckley [ted.hinckley@snow.edu](mailto:ted.hinckley@snow.edu)

### **Audition Procedure – Continuing Students**

All students must audition on their major instrument or voice. You may audition by:

- Audition by appointment with the coordinator of your area;
- Filling out your jury form and checking the box that indicates you are wishing to use your jury as an audition. If at all possible, use this process. OR,
  - Brass and Percussion areas – Dr. David Fullmer [david.fullmer@snow.edu](mailto:david.fullmer@snow.edu)
  - Jazz area – Prof. Philip Keuhn [philip.keuhn@snow.edu](mailto:philip.keuhn@snow.edu)
  - Piano area – Dr. Trent Hanna [trent.hanna@snow.edu](mailto:trent.hanna@snow.edu)
  - String area – Dr. Brent Smith [brent.smith@snow.edu](mailto:brent.smith@snow.edu)
  - Vocal area – Dr. Michael Huff [michael.huff@snow.edu](mailto:michael.huff@snow.edu)
  - Woodwind area – Dr. Madeline LeBaron [madeline.johnson@snow.edu](mailto:madeline.johnson@snow.edu)
- An audition would typically consist of performance of a solo piece of sophomore-level

*Note:* If you are interested primarily in the concentration areas of Songwriting/Composition or Music Production please also include:

- a typewritten resume outlining your experience in your area of interest and samples of your work. Samples might include: recordings (audio or video), notation samples (traditional or lead sheet) in pdf format, links to online samples, etc. These samples should be sent via email to:

- Songwriting/Composition - Prof. Vance Larsen
- Music Production - Ted Hinckley

### Other Music Programs

In addition to the BMCM degree, the Horne School of Music also offers a comprehensive two-year music program with emphases in Music Performance (instrumental/vocal) Music Education (choral/instrumental), and Music Therapy. In addition, the School of Music offers numerous courses that satisfy the Fine Arts General Education requirement. For more information, please see Barbara Dalene, music adviser, in the Advisement Office. (435-283-7309)

### Additional Considerations

#### Transfer

A student who has chosen a transfer institution should check prerequisites unique to that institution. A student who works closely with Snow College music faculty will be helped through the transfer process as smoothly as possible.

#### Instruments

All instrumental music students should secure a professional quality instrument of their own as soon as possible. This will enable them to progress as far as possible during their college careers. Some instruments are available for rent in limited quantities.

#### Concert Attire

All members of the Horne School of Music performing ensembles will be required to have black formal concert attire, except when not required by the director. These may be purchased individually before coming to Snow, or through the school of music ensemble in which you are participating.

#### Recitals and Juries

All music majors are required to perform at one student recital per semester and perform a musical jury at the end of each semester.

#### Private Lessons

All music majors are required to take private lessons through instructors authorized by the Horne School of Music. There is a \$400.00 fee per semester.

## THEATRE ARTS

**Professor:** Brad Olsen (Chair)

**Assistant Professors:** Trent Bean, Andrew Nogasky, Milinda Weeks

**Costumer:** Kathleen Hansen

**Web:** <http://www.snow.edu/theatre>

**Email:** [brad.olsen@snow.edu](mailto:brad.olsen@snow.edu)

**Phone:** (435) 283-7481

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.

### **Teaching**

Theatre majors who complete a Bachelor's degree and certification in secondary education are usually eligible to teach drama at the high school level. Theatre majors who earn a Master's of Fine Arts degree are eligible to teach performance and production on a college or university level. Majors wishing to teach theatre history and dramatic criticism on a university or college level generally will be required to earn a doctorate degree.

### **Actor**

There are a variety of opportunities in the field of acting to include professional theatre to film, summer stock and television commercials, to voice over work for radio and animation.

### **Technician**

Technical theatre is one of the fastest growing fields of employment in the theatre. Technicians are needed for a variety of jobs in the legitimate theatre, film, opera, dance, concert events, corporate shows, television and theme parks.

### **Designer**

A theatre major may wish to become a designer in one or more of the following areas: scenery, costumes, lighting, hair, makeup and sound. Designers can find employment in theatre, film, opera, television, concert events, corporate shows and theme parks.

### **Director**

Theatre majors who become directors can expect to find work in the following areas: educational theatre, professional theatre, regional theatre, film, opera and television.

### **Recommended Curriculum**

The Department of Theatre Arts offers courses and production experience required for successful transfer to baccalaureate programs. Students wishing to transfer to a particular institution, should consult that institution regarding other course requirements that may be needed.

THEA 1031 Theatre History and Literature Classic (3)

THEA 1032 Theatre History and Literature Modern (3)

THEA 1033 Acting I (3)

THEA 1080 Theatre Improv Perf Team (2)

THEA 1223 Makeup (2)

THEA 1513 Stage Craft (3)

THEA 2033 Acting II (3)

THEA 2080 Theatre Improvisation (3)

THEA 2140 Directing (3)

THEA 2203 Costume Construction (3)

THEA 2210 Basic Scene Design (3)

THEA 2510 Scene Painting (3)

THEA 2540 Stage Lighting (3)

THEA 2611 Production Practicum I (1-2)

THEA 2612 Production Practicum II (1-2)

THEA 2613 Production Practicum III (1-2)

THEA 2614 Production Practicum IV (1-2)

THEA 2615 Production Practicum V (1-2)

THEA 2616 Production Practicum VI (1-2)

THEA 2601 Performance Practicum I (1-2)

THEA 2602 Performance Practicum II (1-2)

THEA 2603 Performance Practicum III (1-2)

THEA 2604 Performance Practicum IV (1-2)

THEA 2605 Performance Practicum V (1-2)

THEA 2606 Performance Practicum VI (1-2)

### **Suggested Schedule**

#### **Performance Majors**

##### **Fall - Year 1**

THEA 1031 (3)

THEA 1033 (3)

THEA 2601-2606 (1-2)

ENGL 1010 (3)

MATH 1030+ (3)

Social Science (3)

**TOTAL 16-17**

##### **Spring - Year 1**

THEA 1032 (3)

THEA 1223 (2)

THEA 2510 (3)

THEA 2033+ (3)

THEA 2601-2606 (1-2)

Humanities (3)

**TOTAL 15-16**

##### **Fall - Year 2**

THEA 1513 (3)

THEA 2080 (3)

THEA 2210 (3)

THEA 2601-2606 (1-2)

ENGL 2010+ (3)

Life science or

Physical science (3)

PE (1)

**TOTAL 16-18**

##### **Spring - Year 2**

THEA 2140+ (3)

THEA 2203 (3)

THEA 2540 (3)

THEA 2601-2606 (1-2)  
American Inst. (3)  
Life science or  
Physical science (3-4)

**TOTAL 16-17**

**+Prerequisites Required.**

### **Production Majors**

#### **Fall - Year 1**

THEA 1031 (3)  
THEA 1513 (3)  
THEA 2611-2616 (1-2)  
ENGL 1010 (3)  
MATH 1030+ (3)  
Social Science (3)

**TOTAL 16-17**

#### **Spring - Year 1**

THEA 1032 (3)  
THEA 1223 (2)  
THEA 2510 (3)  
THEA 2203 (3)  
THEA 2611-2616 (1-2)  
Humanities (3)

**TOTAL 15-16**

#### **Fall - Year 2**

THEA 1033 (3)  
THEA 2080 (3)  
THEA 2210 (3)  
THEA 2611-2616 (1-2)  
ENGL 2010+ (3)  
Life science or  
Physical science (3-4)  
PE (1)

**TOTAL 17-18TOTAL 17-19**

#### **Spring - Year 2**

THEA 2140+ (3)  
THEA 2033+ (3)  
THEA 2540 (3)  
THEA 2611-2616 (1-2)  
American Inst (3)  
Life science or  
Physical science (4)

**TOTAL 17-19**

**+Prerequisites Required.**

### **Additional Considerations**

In the state of Utah, two semesters of a foreign language are required for an AA degree. Generally, theatre majors will graduate from a university with a BFA or a MFA degree which usually does not require a foreign language. However, it is advised that a student contact the particular transfer

institution he/she wishes to attend for specifics regarding a language requirement.

As finances allow, those wishing to be performance majors should develop and keep their own makeup kits. They should also have a pair of black character shoes and rehearsal clothes.

Those wishing to be production majors should develop and keep their own set of standard tools: e.g. screwdrivers, pliers, utility knives, and measuring tapes. They should also develop and keep a set of all black crew clothes.

### **Employment Opportunities**

The theatre department employs students to assist as carpenters, stage and costume technicians, and box office managers. This is accomplished through the college "Work-to-Learn" and "Work Study" programs. Students may apply for these positions at the Financial Aid Employment Window.

### **Scholarship Opportunities**

#### **Performance Scholarships**

To qualify for a theatre performance scholarship, you are invited to audition for the theatre faculty on the Snow College Campus. The audition should consist of two contrasting pieces (non-musical) each at least two minutes in length but no more than two minutes and 30 seconds for a total audition time of four to five minutes. A portfolio and/or resume of your performance experience are also requested for presentation at this time.

Further information can be obtained by calling Sara Golding at (435) 283-7150, Brad Olsen at (435) 283-7481 or email at [brad.olsen@snow.edu](mailto:brad.olsen@snow.edu).

#### **Club**

Snow College Theatre Guild is the theatre club on campus. Theatre Guild members are involved in service projects, staffing the theatre box office, ushering for productions, and sponsoring social events on campus. Any student interested in the Snow College Theatre Guild can join.

### **NEW MEDIA**

For information about the New Media Program, please contact:

Chase Mitchell (435) 283-7340  
[chase.mitchell@snow.edu](mailto:chase.mitchell@snow.edu)

# DIVISION OF HUMANITIES

Ron Lamb, **Dean**  
**Phone:** (435) 283-7456

## ENGLISH

**Professor:** David Allred (Chair)  
**Associate Professors:** Kent Bean, Jeff Carney, Erick Faatz, Melanie Jenkins, Rachel Keller, Ron Lamb, Gregory Wright  
**Assistant Professors:** Andrew Bahlmann, Celia Benson, English Brooks, Kathy Fellers, Matthew Gowans, Kevin Holdsworth, Mike Salitrynski, Kellyanne Ure  
**Instructor:** Kade Parry  
**Lecturer:** Lauren Matthews  
**Phone:** (435) 283-7410

### 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) gender studies, American studies, multicultural studies, folklore, and film.

English majors study a variety of authors, genres, and literary periods. They study language as a vehicle of utility and pleasure. They study literature as a reflection of the human condition. They read and write extensively.

### Outcomes

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

- know the elements of most literary genres and the vocabulary used to describe them;
- know the general outline of British and/or American literary history;
- know the scope of several distinct literary theories;
- can respond constructively to an unfamiliar literary work;
- can write a mature essay that interprets a literary work within the framework of a recognized literary theory;
- believe that literature is an important form of expression;
- believe that they are themselves capable of participating in the literary tradition.

### Careers

Students who earn a degree in English should be able to work in the following areas:

#### Teaching

English majors who earn a bachelor's degree and certification in secondary education are usually eligible to be high school English teachers. With a master's degree, English majors are eligible to teach at a two-year college. These levels usually emphasize the teaching of writing. With a doctorate, English majors are eligible to teach at 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.

Fully matriculated students with an English ACT score of 29 or above may petition to have the English 1010 requirement waived by taking an English Placement Exam in the Testing Center.

Students who wish to transfer to a four-year institution to major in English should take courses as recommended below. Note that these recommendations represent a minimal commitment to studying English. Students who have a transfer institution in mind should consult that institution's English Department regarding course transferability as soon as possible.

#### **The following four courses:**

ENGL 2510 Masterpieces of American Literature I (3)

ENGL 2520 Masterpieces of American Literature II (3)

ENGL 2610 Masterpieces of English Literature I (3)

ENGL 2620 Masterpieces of English Literature II (3)

#### **Two courses from the following:**

ENGL 2150 Intellectual Traditions of the West I (3)

ENGL 2160 Intellectual Traditions of the West II (3)

ENGL 2300 Introduction to Shakespeare (3)

ENGL 2200 Introduction to Literature (3)

#### **The following course:**

ENGL 2600 Introduction to Critical Literature/Theory (3)

#### **One course from the following:**

ENGL 2250 Creative Writing (3)

ENGL 2280 Methods and Practice in Tutoring Writers (3)

ENGL/TESL 2660 Introduction to Language (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 2280.

English majors should develop as much background as possible in history and philosophy.

### **Weeds Literary Magazine**

Once a year, the English Department publishes *Weeds*, a magazine of art, prose, and poetry. *Weeds* is written and produced entirely by students. The editor of *Weeds* is chosen by the department on the basis of merit.

### **The Writing Lab**

Students in ENGL 2280, Methods and Practice in Tutoring Writers, serve as tutors in the Snow College Writing Lab. Graduates of the course are eligible for paid positions as writing tutors. This tutoring experience provides a unique opportunity to learn what it means to teach English. It is also an excellent way to serve the campus community.

## **ENGLISH AS A SECOND LANGUAGE**

**Associate Professors:** Sharon Kilmer (Chair), Diane L. Ogden

**Assistant Professor:** Alex Peterson

**Instructor:** Udambor Bumandalai

**Phone:** (435) 283-7434

### **Description**

The ESL Department provides an intensive English program designed for non-native English speakers 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 before arrival on campus,

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.**

## Outcomes

### Writing:

Students will be able to write clearly and effectively to succeed in regular academic courses.

### Reading:

Students will be able to read effectively to obtain information to succeed in regular academic courses.

### 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.

## Recommended Curriculum

ESL courses are eight weeks in duration, which means there are two sessions per semester. This allows beginning students to complete the ESL program in four sessions or two semesters. Note: students must pass all ESL courses with a grade of B (85%) or better before they advance to the next level or matriculate into regular college course work.

### Level 1

ESL 0211 Level I Listening (1)  
ESL 0241 Level I Content Based Reading (1.5)  
ESL 0251 Level I Writing (1.5)  
ESL 0270 Level I Conversation (1)  
ESL 0280 Level I Grammar (2)

ESL 1000 International Student Orientation (.5)  
**TOTAL 7.5**

### Level 2

ESL 0480 Level II Grammar (1.5)  
ESL 0411 Level II Listening (1)  
ESL 0431 American Culture and Values (1.5)  
ESL 0441 Level II Reading (1.5)  
ESL 0451 Level II Composition (1.5)  
ESL 0470 Level II Conversation (1)  
ESL 1000 International Student Orientation (.5)  
**TOTAL 8.5**

### Level 3

ESL 0431 American Culture & Values (1.5)  
ESL 0970 Level III Conversation (1)  
ESL 1011 Level III Listening (1)  
ESL 1040 Level III Content-Based Reading (2)  
ESL 1051 Level III Composition (1.5)  
ESL 1080 Level III Grammar (1)  
ESL 1000 International Student Orientation (.5)  
**TOTAL 8.5**

### Level 4

ESL 0975 Level 4 Conversation (1)  
ESL 1051 Level III Composition (1.5)  
ESL 1130 Level IV American Culture/History (1.5)  
ESL 1161 Level IV Intro to Research (1.5)  
ESL 1170 Level IV Intro Literature (1)  
ESL 1191 Level IV TOEFL Prep. (1.5)  
ESL 1000 International Student Orientation (.5)  
**TOTAL 8.5**

## 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-speaking students who graduate from Snow College with an AA or an AS can be accepted directly into most Utah four-year institutions as a junior without being required to have a TOEFL score.

## Snow College ESL Program

- The Snow College ESL program is an Intensive English Program (IEP).
- The purpose of the program is to teach English for Academic Purposes.
- Students should have a basic level of English when they arrive at Snow College. We do not teach classes below Level 1 (false beginner level). Students should have had some English instruction before entering the Snow College ESL program.

- There are five dates during the year when students may enter the Snow College ESL program. If a student desires to enter late, they must wait until the next enrollment period.
- The Snow College catalog states that students are accepted with a TOEFL score of 63 (with a minimum of 15 in each area) that will allow them to enter as mainstream students. Students should, therefore, come with a TOEFL score, not a TOEFL equivalent. IELTS scores are discouraged. If IELTS is considered, the student must have a score of 6.0 to enter as a mainstream student.
- Students who do not have the minimum TOEFL score must take the English Placement Test and follow the results of the placement test score. (See Snow College catalog International Student Admissions section).
- The English Placement Test is given during new student orientation only. This applies to local students, as well as international students. The only exception will be for those students who have experienced flight delays or cancellations en route to Snow College. Students with visa delays will have to enter the following session.
- If Snow College will not allow a student to register for classes because of a hold or for any other reason, that student will not be allowed to attend ESL classes. (See Snow College catalog Registration section).
- ESL students must arrive by the third day of the session in order to attend classes that session. This applies to new, returning and local students who are registering through Continuing Education.
- ESL students are required to be registered for classes by the end of the first week of the session. For example, if classes begin on Wednesday, students must be registered by Wednesday of the next week. This includes new students, returning students, and local students who are registering through Continuing Education.
- ESL students are expected to be in class for every class period, and make normal progress toward completion of the ESL program. Students who miss classes regularly will be reported to the PDSO at the end of the third week of each session. At that time, the PDSO will initiate disciplinary action. Any student who has a medical condition that does not allow the student to attend classes regularly will be required to have a written acknowledgement from an American physician stating that fact.

That student will still be responsible for turning in assignments, in a timely manner, for the classes missed.

- A student is allowed to take a class only twice if that student is neglecting to make progress in the class. Neglecting to make progress includes failing a class because of not abiding by attendance policy, or failing a class because of failure to complete homework, coursework, and tests as determined by the teachers' policies.
- ESL faculty will keep a written record of all instances of cheating and plagiarism in their ESL classes. All ESL faculty and the director of the Center for Global Engagement will be informed of any incident of cheating or plagiarism.

**The first instance of plagiarism** will be handled at the teacher's discretion, i.e., talk to the student and let him/her know what score s/he will receive on the assignment (a zero is possible). All ESL faculty will also be informed of the first incident. If there is a second instance of plagiarism, the student will receive an F in the class, and it will be reported to the director of the Center for Global Engagement.

**The first instance of cheating** will result in a zero on the assignment/test. All ESL faculty will be informed of the incident. If there is a second instance of cheating (even if it is the first instance in another class), the student will receive an F in the class in which the second incident occurred. Repeated instances of cheating could lead to dismissal from the ESL program.

- ESL students must finish all Level 3 classes before they can register for any regular academic courses. ESL students must finish all ESL classes before taking English 1010.
- Students placed in ESL classes must complete the ESL courses in which they are registered each session according to the ESL curriculum.
- The use of cell-phones and other electronic devices is not allowed in ESL classes. Cell-phones and other electronic devices must be turned off and out of sight during class time. The only exception will be when a teacher allows the use of an electronic device for in-class work.

## FOREIGN LANGUAGES

**Associate Professors:** Sheryl James Bodrero, William Jensen, Travis Schiffman (Chair)

**Phone:** (435) 283-7442



## 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.

## Why Study Foreign Language?

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.

## 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 simple sentences. They may need help or visuals to keep the conversation going. (Novice high person to person communication)
- Students will express satisfaction with their ability to reach their communication goals.

### **Cultural Competence**

- Students will be able to talk about and describe (in English) aspects of the target culture, such as food, clothing, types of dwellings, modes of transportation, buildings, and monuments.
- Students will be able to make comparisons between their culture and the target culture and explain differences based on linguistic, geographic, historical, etc. cues.
- Students will seek opportunities to learn about and experience new cultures outside of class.

### **Academic Advising**

Most students meet with an adviser in the Student Success Center to determine which language they should study. On occasion the adviser will work with the Foreign Languages Department chairperson or the teacher of the specific foreign language to determine the placement of a student in a particular level.

Students who seek to major or minor in a foreign language most often seek advice about advanced language courses from the faculty member who teaches that language. In these cases students are advised based on their experience, abilities, and interests. Majors and minors are encouraged to contact the foreign language department of their transfer school for specific course requirements and opportunities.

### **Careers**

Students who earn a bachelor's degree in a foreign language often choose career paths in the following areas:

#### **Teaching**

Combining a foreign language major with teaching

certification qualifies graduates to teach language at the K-12 levels, and fosters increased sensitivity when teaching students of different cultural backgrounds. With a master's degree, foreign language majors are eligible to teach in a two-year college where basic through intermediate levels of language instruction are emphasized. A doctorate in a foreign language prepares majors to teach at a four-year college or university where they may teach language, literature, civilization, and/or linguistics courses to undergraduate and graduate students. College professors usually have opportunities to teach courses focused on their area of specialization. They can also expect to do research.

*Note:* foreign language majors who choose to pursue graduate work may find opportunities to support their studies by teaching basic language courses for their departments. These programs typically require some training in foreign language teaching methodology.

#### **Business**

Combined with a business minor or major, graduates would have an advantage as employers seek candidates to work on international projects targeted at Asia, Europe, the Caribbean, North, Central, and South America.

#### **Public Service/Government/Military**

Public servants whose mission is community-oriented will be better able to serve both urban and rural areas due to growing numbers of people who do not speak English as their first language. Those working in diplomatic/political arenas will be able to handle international affairs as well as multicultural national matters. Graduates with a bachelor's degree who enter the military are eligible for officer training. Combined with other degrees, graduates will be better able to specialize in certain areas of military service that require both additional education and the ability to survive in a foreign country. Military assignments may also include those listed below under interpretation and translation.

#### **Basic Interpretation/Translation**

Specialization in this area will qualify graduates to work in the private sector as well as in diplomatic settings, providing needed goods and services for businesses and other organizations.

#### **Science and Technology**

A combination of foreign language studies with studies in any one of a number of science or technology-related fields may enhance one's career opportunities. In particular, foreign language skills

are in considerable demand when combined with studies in majors such as computer information systems, computer science, engineering, microbiology/genetics, medicine, and pharmacology. Consult a member of the foreign language faculty to determine which fields would best suit the study of a particular language.

### **Additional Considerations**

Students who have a transfer institution in mind should consult that institution's foreign language departments for exact prerequisites as soon as possible.

A basic knowledge of at least one other foreign language is required for most graduate degrees in foreign languages.

Students who wish to be certified in secondary education should consult the Education Department for additional requirements.

Students interested in a teaching career may wish to take TSFL 1400, 1997, 1998, 1999, 2300, and 2700.

### **Undergraduate Tutoring**

Students with extensive experience in a foreign language may enroll in the 2950 course and serve as tutors. This tutoring experience provides a unique opportunity to experience a teaching role in a foreign language. It is also an excellent way to serve the community.

### **Documentation of Proficiency by Special Examination**

Students wishing credit for a language not taught at Snow College, or who desire consideration for credit when they have language proficiency should schedule an examination with the Brigham Young University Language and Intercultural Research Center. Students should request that the results of that evaluation be sent to the Dean of the Humanities Division at Snow College, who will certify to the Registrar the credits to be awarded. Please call (801) 378-3511. This recording will give the current information regarding test dates and times.

## **PHILOSOPHY**

**Associate Professor:** Gregory Wright (Chair)

**Assistant Professor:** Mike Salitrynski

**Phone:** (435) 283-7462

### **Outcomes**

Students who complete philosophy classes at Snow College will be expected to demonstrate that they

- can explain how philosophy is done and the major issues in the areas of logic, metaphysics, epistemology, political, and moral philosophy;
- can articulate and argue his or her own beliefs in each of the areas of philosophy;
- can analyze and evaluate an argument in philosophy.

Students who complete an Associate Degree and continue on for further schooling find employment mainly in teaching. In addition, many philosophy majors are accepted into law school.

### **Philosophy courses offered at Snow:**

PHIL 1000 Introduction to Philosophy

PHIL 2050 Ethics and Values

PHIL 2600 World Religion and Scripture

## **TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)**

**Associate Professors:** Sharon Kilmer, Diane L. Ogden (Chair)

**Assistant Professors:** William Jensen, Alex Peterson

**Instructor:** Udambor Bumandalai

**Phone:** (435) 283-7436

### **Description**

The TESL department offers a training program for students who want to teach English to non-native speakers of English. Students can earn an Associate of Applied Science (AAS) degree in TESL or complete the TESL curriculum while pursuing an Associate of Arts (recommended) or Associate of Science degree.

### **Preparation:**

Students will be prepared to continue in a program to pursue a TESOL minor, a TESOL Bachelor's degree or a Master's in a related field (i.e. TESOL, Second Language Teaching, Applied Linguistics).

### **Teaching Ability:**

Students will be able to teach English 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.

## Recommended Curriculum

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.

### Freshman (Semester 1)

TESL 1400 Methods in Teaching Second Language (4)

ENGL 1010 Introduction to Writing (3)

TESL 1050 International Partners (1)

TESL 1600 Language Learning Strategies (1)

TESL 1997 First Year Practicum in Teaching (1-2)

Foreign Language 1010 (5)

**TOTAL CREDITS: 15-16**

### Freshman (Semester 2)

MATH 1030 Quantitative Literacy (3)

TESL 1150 Community Outreach (1)

TESL 1998 First Year Practicum in Teaching (1)

Fine Arts (3)

Foreign Language 1020 (5)

PE 1096 Fitness for Life (1)

**TOTAL CREDITS: 16-17**

### Sophomore (Semester 1)

ENGL 2010 Intermediate Writing (3)

TESL/ENGL 2650 Language in Society (3)

TESL 2997 Second Year Practicum in Teaching (1-2)

Life Science (3)

American Institutions (3)

Social Science\* (3)

**TOTAL CREDITS: 16-17**

### Sophomore (Semester 2)

TESL 2300 Testing and Evaluation (1)

TESL/ENGL 2660 Introduction to Language

Systems (3)

TESL 2700 Job Search Resources (1)

TESL 2998 Second Year Practicum (1-2)

Physical Science with a lab (4)

Oral Communications (3)

**TOTAL CREDITS: 15-16**

### +Prerequisites required

\*recommended

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

### Foreign Language Requirement

Students who are pursuing an AAS must take courses in two different foreign languages. Students who are pursuing an AA must take 4 credits of one foreign language numbered 1020 or above.

### Outcomes

- Students will be able to write effective lesson plans to teach their students across the curriculum and effectively test their students.
- Students will 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).
- Students will be able to teach English abroad if their native language or if they are competent in English (TOEFL iBT of 63 or successful completion of the ESL program at Snow College) to non-native speakers.

### Careers

Career opportunities can be found abroad or in Adult ESL programs throughout the United States.

# DIVISION OF NATURAL SCIENCE AND MATHEMATICS

Dan Black, **Dean**

**Phone:** (435) 283-7534

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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

**Professors:** Paul A. Gardner, Joseph M. Papenfuss, Kevin Sorensen, Allan R. Stevens (Chair)

**Assistant Professors:** Greg Bosshardt, Heidi Johnson, Jed Rasmussen

**Instructor:** Adrian Peterson

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### Description

Biology is the study of life. It is a very broad discipline which includes key aspects of all the fields in the life sciences. Cell biology studies the function, ultrastructure and internal processes of cells of given organisms. Molecular biology examines these processes on the molecular level of proteins, DNA, RNA, etc. Animal biology or zoology includes more specialized fields of study. Some examples are anatomy (structures), morphology (how shape or form relate to function), physiology (internal processes and functions and their coordination), genetics (heritability of the information that ultimately directs all life functions and responses to the environment), systematics and taxonomy (ordering, classifying and naming of species), evolution (origin and development of species), and ecology (interrelationships of living organisms with each other and the environment). Human biology is

an intensively studied area of animal biology. Plant biology or botany is likewise divided into the same specialized fields of study found in zoology.

Microbiology includes the study of bacteria, viruses (virology), fungi (mycology) and protists, although many of the latter are studied in plant and animal biology. These component areas of microbiology may be further subdivided into the fields of study mentioned above.

### Outcomes

Students who complete recommended Life Sciences curricula at Snow College will be expected to demonstrate that they

- know the essential qualities and key processes commonly found in life forms;
- have begun to understand the diversity of living organisms and their myriad interrelationships in the biological world;
- know how to apply systematic methods to understand complexities of an individual organism or to 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 beauties and marvels of the living world, extant or extinct;
- have some understanding of the role that biology plays in modern life as well as past history.

### Careers

Although biology is a very broad discipline, well-prepared students pursuing a course of study in biology can often move from one field or career track to another during their undergraduate college work. Students find the same flexibility in their graduate studies as well. Students trained in biology are knowledgeable in plant biology, animal biology, microbiology, chemistry, math and physics as well as in more specific fields directly related to their career path.

There are three general career paths. Trained professionals generally apply their training to solve or treat recurring problems while working for government and private agencies, industry or agriculture. Many of these find work with bachelor degree level training, but some will have graduate-level training.

Teachers in biology and its component fields work in secondary education, colleges and universities, and in government extension programs. Most college teachers and many in secondary education have graduate degrees.

Researchers work on both applied problems that professionals identify as important but beyond their resources to solve and on basic research to understand key processes and essential aspects of life for the sake of knowledge. Researchers may work for universities, government agencies, or private enterprise. Most will have Ph.D. level training and commonly postdoctoral experience.

The Department of Life Sciences offers students the opportunity to begin the development of an exciting, rewarding career in any one of its numerous fields. The faculty provide solid lower division undergraduate training in classroom and laboratory settings, on field trips, interaction with seminar guest lecturers and in club participation. Students are also encouraged to participate in campus organizations and extracurricular activities, volunteer work, and to obtain summer jobs and internships. There are opportunities for cooperative education (coop ed), undergraduate teaching and some undergraduate research.

Areas of study within the life sciences that may be initially explored and studied at Snow College include biology, botany, plant taxonomy, human anatomy and physiology, microbiology, genetics, ecology, insect life, human physiology, soil science, and zoology. These areas and courses may lead to majors and careers in their own right or to additional areas of interest.

In the natural resources preparation in majors such as environmental studies, forestry, rangeland resources, fisheries and aquatic sciences, wildlife, recreation resources management, watershed and earth systems is available.

Students may also explore medicine and prepare for medical or dental school or careers in dental hygiene, radiologic technology, respiratory therapy, physical therapy, occupational therapy, pharmacy,

nursing, chiropractic, optometry, osteopathy, podiatry, industrial hygiene and public health.

In addition, the Department of Agriculture at Snow College is closely allied with the life sciences and includes related fields and careers including a pre-veterinary option, and preparation for animal and dairy science, animal or plant breeding, horticulture and agriculture.

Students who complete an emphasis in the following life science fields, their general education requirements, and earn their associate degree can usually expect to transfer to a university as juniors and enter any of the following majors or tracks to become trained professionals, teachers and/or researchers.

The life sciences can be subdivided into three main groups: classical biology, human biology and natural resources. The following table lists some majors and careers associated with each of these three groups.

## **Recommended Curriculum**

### **For the Associate of Science in the Life Sciences**

Programs may change. It is very important to check with a biology faculty advisor! Students should also contact the appropriate departments for their majors at the expected transfer institutions to determine if there are any changes to the recommended class schedules below.

#### **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**

BIOL 1610 + (4)

BIOL 1615 (1)

ENGL 1010 (3)

Humanities (3)

Social Science (3)

NR 1010 (2)

**TOTAL 16**

#### **Spring - Year 1**

BIOL 1620+ (4)

BIOL 1625 (1)

MATH 1050 + ◊ (4)

Fine Arts (3)

American Inst (3)

PE 1096 (1)

**TOTAL 16**

**Fall - Year 2**

BIOL 2030 + (3)  
 BIOL 2035 (1)  
 CHEM 1210 + (4)  
 CHEM 1215 (1)  
 ENGL 2010 + (3)  
 MATH 1210 +\* (5)

**TOTAL 17****Spring - Year 2**

BIOL 2220 + (3)  
 BIOL 2225 (1)  
 BIOL elective (3-4)  
 CHEM 1220 + (4)  
 CHEM 1225 (1)  
 MATH 2040 +\* (4)

*or*

MATH 1220 +\* (4)

**TOTAL 16-17****+ Prerequisites Required.**

\*MATH 1210, 2040 recommended for USU; MATH 1210, 1220 recommended for U of U.

◇ If taken previously, then interchangeable with BIOL elective.

**Biology and some Pre-Professional Majors  
Suggested Three-year Curriculum:****Fall - Year 1**

NR 1010 (2)  
 BIOL 1010 (3)  
 MATH 1010 (4)  
 Social Science (3)  
 Fine Arts (3)  
 ENGL 1010 (3)

**TOTAL 18****Spring - Year 1**

MATH 1050 + (4)  
 CHEM 1110 (4)  
 CHEM 1115 (1)  
 Humanities (3)  
 American Inst (3)  
 PE 1096 (1)

**TOTAL 16****Fall - Year 2**

BIOL 1610 + (4)  
 BIOL 1615 (1)  
 CHEM 1210 + (4)  
 CHEM 1215 (1)  
 MATH 1210 + (5)

*or*

MATH 1100 + (4)  
 Electives (1-3)

**TOTAL 15-17****Spring - Year 2**

BIOL 1620 + (4)  
 BIOL 1625 (1)  
 CHEM 1220 + (4)  
 CHEM 1225 (1)  
 ENGL 2010 + (3)  
 BIOL 2200 (2)

BIOL 2205 (2)

**TOTAL 17****Fall - Year 3**

BIOL 2030 + (3)  
 BIOL 2035 (1)  
 MATH 1220 + (4)

*or*

MATH 2040 + (4)

CHEM 2310 + (4)

CHEM 2315 (1)

*or*

PHYS 2010\* (4)

PHYS 2015 (1)

*or both*

Electives (3)

**TOTAL 16-18****Spring - Year 3**

BIOL 2220 + (3)  
 BIOL 2225 (1)  
 CHEM 2320 + (4)  
 CHEM 2325 (1)

*or*

PHYS 2020\* (4)

PHYS 2025 (1)

*or both*

Electives (1-6)

**TOTAL 15-17**

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

**Natural Resources**

**For degrees in the following fields, refer to the Natural Resources section.**

- Forestry
- Rangeland Resources
- Conservation Ecology
- Wildlife Restoration Ecology Majors

**For degrees in the following fields, refer to the Natural Resources section.**

- Environmental Studies
- Geography
- Recreation Resources Management Majors

**For degrees in the following fields, refer to the Natural Resources section.**

- Fisheries and Aquatic Sciences Majors

**For degrees in the following fields, refer to the Natural Resources section.**

- Watershed and Earth Systems Majors

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

(†Pre-Professional includes pre-dent, pre-med, pre-vet, etc.)

**Fall - Year 1**

BIOL 1610 + (4)  
 BIOL 1615 (1)  
 CHEM 1210 + (4)  
 CHEM 1215 (1)  
 MATH 1210 + (5)  
 BIOL 1820 (1)  
 PE 1096 (1)

**TOTAL 17**

**Spring - Year 1**

BIOL 1620 + (4)  
 BIOL 1625 (1)  
 CHEM 1220 + (4)  
 CHEM 1225 (1)  
 ENGL 2010 + (3)  
 MATH 1220 + (4)

**TOTAL 17**

**Fall - Year 2**

BIOL 2320 (3)  
 BIOL 2325 (1)  
 BIOL 2030 + (3)  
 BIOL 2035 (1)  
 Humanities (3)

*and*

CHEM 2310 + (4)  
 CHEM 2315 (1)

*or*

PHYS 2010 + (4)  
 PHYS 2015 (1)

*or*

PHYS 2210 + (4)  
 PHYS 2215 (1)

**TOTAL 16**

**Spring - Year 2**

BIOL 2420 (3)  
 BIOL 2425 (1)  
 Fine Arts (3)  
 Social Sciences (3)

*and*

CHEM 2320 + (4)  
 CHEM 2325 (1)

*or*

PHYS 2020 + (4)

PHYS 2025 (1)

*or*

PHYS 2220 + (4)

PHYS 2225 (1)

**TOTAL 15**

**+ Prerequisites Required.**

Curriculum assumes MATH 1050, ENGL 1010, and an American Institutions course have already been completed.

Students must take one full year of physics and two full years of chemistry along with one full year of majors biology courses for admittance to medical school.

Dental, chiropractic, optometry, and other schools may have differences in required courses, so consult with your biology faculty advisor.

A three-year program can be adapted from the biology majors suggested three-year curriculum.

**Composite Biology Teaching Majors Suggested Curriculum (Utah State University):**

**Fall - Year 1**

BIOL 1610 + (4)  
 BIOL 1615 (1)  
 ENGL 1010 (3)  
 Humanities (3)  
 Social Science (3)

NR 1010 (2)

**TOTAL 16**

**Spring - Year 1**

BIOL 1620 + (4)  
 BIOL 1625 (1)  
 MATH 1050 + ◊ (4)  
 Fine Arts (3)  
 American Inst (3)

PE 1096 (1)

**TOTAL 16**

**Fall - Year 2**

BIOL 2030 + (3)  
 BIOL 2035 (1)  
 Humanities (3)  
 CHEM 1110 + ◊◊ (4)  
 CHEM 1115 (1)  
 GEO 1110 + (3)  
 GEO 1115 (1)

**TOTAL 16**

**Spring - Year 2**

BIOL 2220 + (3)  
 BIOL 2225 (1)  
 BIOL 2420 (3)  
 BIOL 2425 (1)



CHEM 1120 + (4)  
CHEM 1125 (1)  
ENGL 2010 + (3)  
**TOTAL 16**

**+ Prerequisites Required.**

◇ MATH 1210 recommended.

◇◇ CHEM 1210 recommended with organic chemistry and biochemistry courses at USU for wider career options.

BIOL 3300 General Microbiology, STAT 3000 Statistics for Scientists, and physics series will need to be taken at USU. If a third year is taken at Snow College, BIOL 2200/2205 may count for BIOL 3300 and MATH 2040 may count for STAT 3000. Either Physics series PHYS 2010/2015 and 2020/2025 or 2210/2215 and 2220/2225 should count.

**Medical Laboratory Science (University of Utah) or Clinical Laboratory Science (Brigham Young University) Suggested Curriculum:**

**University of Utah:**

**Fall - Year 1**

CHEM 1210 + (4)  
CHEM 1215 (1)  
MATH 1050 + (4)  
ENGL 1010 (3)  
BIOL 1820 (1)  
BIOL 1010« (3)

*or*

BIOL 1610 + « (4)

*and*

BIOL 1615 (1)  
PE 1096 (1)

**TOTAL 17**

**Spring - Year 1**

CHEM 1220 + (4)  
CHEM 1225 (1)  
BIOL 2320 (3)  
BIOL 2325 (1)  
COMM 2110 (3)

*or*

COMM 1020 (3)  
MATH 1040 (3)

**TOTAL 15**

**Fall - Year 2**

CHEM 2310 + (4)  
CHEM 2315 (1)  
BIOL 2030 + (3)  
BIOL 2035 (1)  
Fine Arts (3)  
BIOL 1610 + (4)

BIOL 1615 (1)  
**TOTAL 17**

**Spring - Year 2**

PATH 3900\* (3)  
BIOL 2420 (3)  
BIOL 2425 (1)  
American Inst (3)  
ENGL 2010 + (3)  
Social Science (3)

**TOTAL 16**

**+ Prerequisites Required.**

«Consult an advisor for approval.

Computer literacy – students are expected to be able to do word processing and Internet searches.

\*Make arrangements to take this online biochemistry course through the Medical Technology Program in the Department of Pathology in the U of U Medical School.

\*BIOL 2200/2205 is recommended especially for three-year students.

**Brigham Young University:**

**Fall - Year 1**

CHEM 1210 + (4)  
CHEM 1215 (1)  
MATH 1050 + (4)  
BIOL 1610 + (4)  
BIOL 1615 (1)  
BIOL 1820 (1)  
ENGL 1010 (3)

**TOTAL 18**

**Spring - Year 1**

CHEM 1220 + (4)  
CHEM 1225 (1)  
BIOL 1620 + (4)  
BIOL 1625 (1)  
HIST 1700 (3)  
Humanities (3)  
PE 1096 (1)

**TOTAL 17**

**Fall - Year 2**

BIOL 2030 + (3)  
BIOL 2035 (1)  
CHEM 2310 + (4)  
CHEM 2315 (1)  
PHYS 2010 + (4)  
PHYS 2015 (1)  
Fine Arts (3)

**TOTAL 17**

**Spring - Year 2**

MATH 2040 + (4)

ENGL 2010 + (3)  
CHEM 2320 + (4)  
CHEM 2325 (1)  
PHYS 2020 + (4)  
PHYS 2025 (1)  
Social Sciences (3)  
**TOTAL 20**

**+ Prerequisites Required.**

Advanced Placement (AP) or summer school credit for English 1010, History 1700 or college algebra (Math 1050) will make this schedule more feasible. MATH 1100 is also recommended, if the schedule permits. Students could take either the organic chemistry or physics series at BYU to lighten their schedule.

Biochemistry, cell and molecular biology and specific microbiology Prerequisites will need to be taken at BYU. These courses are equivalent to one heavy semester of 16 to 19 hours.

\*BIOL 2200/2205 is recommended especially for three-year students.

**Nursing Suggested Curriculum:**

**4 yr BS transfer to U of U, BYU or Westminster:**

**Fall - Year 1**

CHEM 1110 + (4)  
CHEM 1115 (1)  
ENGL 1010 (3)  
Humanities (3)  
MATH 1050 + (4)  
BIOL 1820 (1)  
**TOTAL 16**

**Spring - Year 1**

CHEM 1120 + (4)  
CHEM 1125 (1)  
ENGL 2010 + (3)  
American Inst (3)  
BIOL 2320 (3)  
BIOL 2325 (1)  
**TOTAL 15**

**Fall - Year 2**

BIOL 2420 (3)  
BIOL 2425 (1)  
PSY 1010 ◊ (3)  
BIOL 1610 + (4)  
BIOL 1615 (1)  
HFST 1020 (3)  
PE 1096 (1) 1  
**TOTAL 16**

**Spring - Year 2**

BIOL 2650 + (3)

BIOL 2655 (1)  
HFST 1500 (3)  
MATH 1040 (3)  
Fine Arts (3)  
BIOL 2060 (3)  
BIOL 2065 (1)  
**TOTAL 17**

**+ Prerequisites Required.**

◊ SOCI 1010 – Westminster.

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

**2 yr. AS transfer:**

**Fall - Year 1**

CHEM 1110 + (4)  
CHEM 1115 (1)  
ENGL 1010 (3)  
MATH 1010 (4)  
Humanities (3)  
BIOL 1820 (1)  
**TOTAL 16**

**Spring - Year 1**

BIOL 2320 (3)  
BIOL 2325 (1)  
ENGL 2010 + (3)  
HFST 1020 (3)  
Fine Arts (3)  
American Inst (3)  
**TOTAL 16**

**Fall - Year 2**

BIOL 2420 (3)  
BIOL 2425 (1)  
PSY 1010\* (3)  
MATH 1040 +\*\* (3)

*or*

MATH 1050 +\*\* (4)  
HESC 1050\* (2)  
COMM 1020 (3)  
**TOTAL 15-16**

**Spring - Year 2**

HFST 1500 (3)  
BIOL 2650 + (3)  
BIOL 2655 (1)  
PE 1096 (1)  
BIOL 2060\*\* (3)  
BIOL 2065 (1)  
Electives (2-3)  
**TOTAL 15-16**

**+ Prerequisites Required.**

\*Highly recommended.

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

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

Pre-Pharmacy Majors – see Chemistry Department.

Pre-Veterinary Majors – see Agriculture Department.

### **Pre-Physical Therapy Majors Suggested Curriculum:**

#### **University of Utah:**

##### **Fall - Year 1**

ENGL 1010 (3)

MATH 1050 + (4)

PSY 1010 (3)

CHEM 1110 + (4)

CHEM 1115 (1)

*or*

CHEM 1210 +\* (4)

CHEM 1215 (1)

**TOTAL 15**

##### **Spring - Year 1**

ENGL 2010 + (3)

MATH 1060 +\* (2)

*or*

MATH 1210 + (5)

PE 1096 (1)

BIOL 1010 (3)

BIOL 1015 (1)

CHEM 1120 + (4)

CHEM 1125 (1)

*or*

CHEM 1220 + (4)

CHEM 1225 (1)

Electives\* (0-3)

**TOTAL 18**

##### **Fall - Year 2**

BIOL 2320 (3)

BIOL 2325 (1)

PE 1543\*\* (3)

Fine Arts (3)

PHYS 2010 + (4)

PHYS 2015 (1)

*or*

PHYS 2210 + (4)

PHYS 2215 (1)

PE 1096 (1)

**TOTAL 16**

##### **Spring - Year 2**

BIOL 2420 (3)

BIOL 2425 (1)

American Inst (3)

Humanities (3)

PHYS 2020 + (4)

PHYS 2025 (1)

*or*

PHYS 2220 + (4)

PHYS 2225 (1)

**TOTAL 15**

#### **+ Prerequisites Required.**

\*If CHEM 1210 series is taken, then CHEM 2310 series is required.

\*\*HESC 2110 taught in the Spring is an acceptable substitute.

Also required are 3000 level statistics, professional writing, diversity course and abnormal psychology to be taken at the U of U.

#### **Radiologic Technology Suggested Curriculum:**

##### **Fall - Year 1**

BIOL 2320 (3)

BIOL 2325 (1)

BIOL 1820 (1)

ENGL 1010 (3)

MATH 1050 + (4)

CIS 1010 (3)

**TOTAL 15**

##### **Spring - Year 1**

CHEM 1110 + (4)

CHEM 1115 (1)

American Inst (3)

ENGL 2010 + (3)

Fine Arts (3)

PE 1096 (1)

**TOTAL 15**

##### **Fall - Year 2**

BIOL 2060 (3)

BIOL 2065 (1)

PHYS 1010 + (3)

PHYS 1015 (1)

COMM 2110 (3)

Electives (6)

**TOTAL 17**

##### **Spring - Year 2**

BIOL 2420 (3)

BIOL 2425 (1)

Humanities (3)

PSY 1010 (3)

Electives (6)

**TOTAL 16**

#### **+ 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.

**Also, please refer to Biological Science section for these majors:**

Chiropractic  
Dental Hygiene  
Dentistry  
Entomology  
Genetics  
Health Education Science  
Microbiology  
Nursing  
Occupational Therapy  
Optometry  
Osteopathy  
Pharmacy  
Physical Therapy  
Physiology  
Podiatry  
Pre-Medicine  
Radiologic Technology  
Respiratory Therapy  
Zoology

## CHEMISTRY

**Professor:** Dan Black

**Associate Professor:** Doug Wendel

**Assistant Professor:** Sannali Dittli (Chair), Bryant Jones, Adrian Peterson, Ryan Thalman

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## Description

Chemistry is the study of matter and its changes. Chemistry is a very broad discipline that is considered essential training for engineers, physicians, pharmacists, dentists, nurses, and science teachers as well as for all those pursuing any program in life or physical science. Chemistry broadly includes the study of inorganic, organic, and biologically important compounds as well as the physical and analytical characterization of these materials. Snow College has had excellent success providing exceptional preparation for those desiring to continue in chemistry, chemical engineering, pharmacy, and other premedical and science programs. The Chemistry Department offers general education courses to teach basic principles of scientific thought as it applies to matter and its properties and transformations. General Education students also are able to engage in laboratory experiences. Laboratories are an integral part of chemistry studies at Snow College and provide hands-on experience with the concepts discussed in classes.

## Outcomes

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

- understand the principles of chemistry and the scientific method;
- understand the impact of chemistry in their lives;
- realize that chemistry is fundamental in understanding other natural sciences;
- can apply chemical principles to solve problems;
- can use chemical laboratory equipment and instruments;
- appreciate the usefulness of chemistry as a tool for solving problems;
- appreciate the way scientific research is done and the importance of the scientific method;
- appreciate medical, industrial and technological innovations resulting from the study of chemistry.

## Careers

A chemistry degree can act as a powerful springboard to launch graduates into fascinating careers with immediate employment opportunities.

## Chemical Technicians

Those with two or more years of chemistry preparation can often find employment conducting

chemical analysis and testing, and in assuring the quality of products in various industries.

### **Research and Development**

Chemistry majors who earn a bachelor's or advanced degrees often find employment in research. Here chemists apply their knowledge to solve problems and discover new or improved products for a variety of applications. Those trained to do chemical research find employment in industry, government agencies, and universities. Often chemists work in teams with other scientists and contribute to the solutions of problems and the discovery of new principles and products. While laboratory research is the traditional career of many chemists, some chemists are employed as executives who manage production facilities, businesses, research groups or laboratories.

### **Teaching**

Chemistry majors who earn a bachelor's degree and a secondary education certificate can teach in high schools. Those who receive a master's degree can teach in two-year colleges and those with a doctorate in chemistry are eligible to teach in a four-year college or university. Many of these teaching positions may include chemical research as part of their job description.

### **Chemical Engineering**

Those interested in chemistry can branch into chemical engineering and find jobs in many areas including oil refining, chemical production, food processing, power generation, waste management, and environmental areas, to name a few. Engineering courses will also be required. See the Engineering Department for a schedule.

### **Crossover science fields**

Those with significant knowledge in chemistry find jobs in such areas as law, marketing, sales, consulting, purchasing, and in many health professions. Other more obvious crossover science fields are biotechnology, forensic science, environmental science, hazardous waste management, and material science, metallurgy, cosmetics, pharmacology, and medicine.

### **Recommended Curriculum**

Chemistry majors who wish to transfer to a four-year institution should take the following courses while at Snow College.

#### **Chemistry suggested two-year curriculum\***

##### **Fall - Year 1**

CHEM 1210 (4)

CHEM 1215 (1)

MATH 1210 (5)

G E (6)

**TOTAL 16**

##### **Spring - Year 1**

CHEM 1220 (4)

CHEM 1225 (1)

MATH 1220 (4)

MATH 2270 (4)

**TOTAL 16**

##### **Fall - Year 2**

CHEM 2310 (4)

CHEM 2315 (1)

PHYS 2210 (4)

PHYS 2215 (1)

MATH 2210 (3)

G E (3)

**TOTAL 16**

##### **Spring - Year 2**

CHEM 2320 (4)

CHEM 2325 (1)

PHYS 2220 (4)

PHYS 2225 (1)

MATH 2280 (3)

PHYS 2710 (3)

**TOTAL 16**

\*This schedule assumes that MATH 1050 and 1060 and English 1010 and 2010 have already been taken in high school or will be taken in block or summer sessions.

#### **Pre-professional Pharmacy suggested two-year curriculum\***

##### **Fall - Year 1**

CHEM 1210 (4)

CHEM 1215 (1)

MATH 1210 (5)

BIOL 1110 (3)

BIOL 1115 (1)

FINE ARTS (3)

**TOTAL 17**

##### **Spring - Year 1**

CHEM 1220 (4)

CHEM 1225 (1)

MATH 1220 (4)

BIOL 2320 (3)

BIOL 2325 (1)

ENGL 2260 (3)

**TOTAL 16**

##### **Fall - Year 2**

CHEM 2310 (4)

CHEM 2315 (1)

PHYS 2010 (4)  
PHYS 2015 (1)  
*or*  
PHYS 2210 (4)  
PHYS 2215 (1)  
BIOL 2420 (3)  
BIOL 2425 (1)  
PE 1096 (1)

**TOTAL 15**

**Spring - Year 2**

CHEM 2320 (4)  
CHEM 2325 (1)  
PHYS 2020 (4)  
PHYS 2025 (1)

*or*

PHYS 2220 (4)  
PHYS 2225 (1)  
COMM 1020 (3)  
ECON 2010 (3)

**TOTAL 16**

\*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 curriculum\*+

**Fall - Year 1**

CHEM 1110 (4)  
CHEM 1115 (1)  
MATH 1040 (3)  
BIOL 2320 (3)  
BIOL 2325 (1)  
ENGL 1010 (3)

**TOTAL 15**

**Spring - Year 1**

MATH 1050 (4)  
MATH 1060 (2)  
ENGL 2010 (3)  
BIOL 2420 (3)  
BIOL 2425 (1)  
PE 1096 (1)

**TOTAL 14**

**Fall - Year 2**

CHEM 1210 (4)  
CHEM 1215 (1)  
MATH 1210 (5)  
COMM 1020 (3)  
FINE ARTS (3)

**TOTAL 16**

**Spring - Year 2**

CHEM 1220 (4)

CHEM 1225 (1)  
MATH 1220 (4)  
BIOL 2060 (2)  
BIOL 2065 (2)  
ENGL 2260 (3)

**TOTAL 16**

**Fall - Year 3**

CHEM 2310 (4)  
CHEM 2315 (1)  
PHYS 2010 (4)  
PHYS 2015 (1)

*or*

PHYS 2210 (4)  
PHYS 2215 (1)  
BIOL 1610 (4)  
BIOL 1615 (1)

**TOTAL 15**

**Spring - Year 3**

CHEM 2320 (4)  
CHEM 2325 (1)  
PHYS 2020 (4)  
PHYS 2025 (1)

*or*

PHYS 2220 (4)  
PHYS 2225 (1)  
ECON 2010 (3)  
American Inst. (3)

**TOTAL 16**

\* This schedule will provide the prerequisites for admission to Pharmacy Schools at the U of U and in most of the surrounding states. Two-year programs are possible in Pre-pharmacy for pharmacy schools in some of these surrounding states. Contact your pharmacy advisor for details.

+This schedule assumes the student has had no college credit classes in high school, and little or no chemistry.

**Additional Considerations**

In any physical science major requiring chemistry, the recommended sequence, CHEM 1210, 1215, 1220, 1225, is designed to be taken in the freshman year. This series is designed to prepare the student for additional work in chemistry leading to a bachelor's degree in chemistry, engineering, chemical engineering, premedical programs and some degrees in biology, agriculture, and nutrition. CHEM 1110, 1115, 1120, 1125, are designed as a terminal courses for those who will not need additional chemistry, such as majors in pre-physical therapy, home economics, pre-nursing and some biological sciences.

Students who wish to be certified in secondary education should consult the education department for additional requirements.

## PHYSICAL SCIENCES:

See Chemistry

**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](http://www.extension.usu.edu).

## COMPUTER SCIENCE

**Professor:** Larry Smith

**Associate Professors:** Brian R. Newbold, Garth O. Sorenson (Chair)

**Assistant Professor:** Kyle Rowley, Kristal Ray

**Web:** <http://engr.snow.edu>

**Email:** [engineering@snow.edu](mailto:engineering@snow.edu)

**Phone:** (435) 283-7505

### Description

Computer Science is the systematic study of algorithmic processes that describe and transform information: their theory, analysis, design, efficiency, implementation, and application (Peter Denning et al.).

Computer Science majors study algorithms and data structures, high-level and low-level programming languages. They study computer organization and architecture. Computer Science majors study software methodology and engineering, operating systems and artificial intelligence and robotics. Majors also study database and information retrieval and numerical and symbolic computation. They study social, ethical, and professional issues. They program extensively and analyze and design computing systems, both hardware and software.

### Outcomes

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

- know the elements of high-level and low-level programming languages and the vocabulary used to describe them;

- know the common data structures and various implementations of each;
- understand the basics of digital circuits and how a central processing unit works;
- understand number systems; specifically base-2, base-16, and base-10;
- can design and implement a program in a high-level language and low-level language;
- can analyze and synthesize a digital circuit;
- appreciate the social and ethical responsibilities of a computer professional;
- believe that they are capable of participating in the systematic study of algorithmic processes.

### Careers

Students who earn a degree in computer science should be able to work in the following areas:

#### Teaching

Computer science majors who earn a bachelor's degree and certification in secondary education are usually eligible to be high school information technology teachers. With a master's degree, computer science majors are eligible to teach in a two-year college. These levels usually emphasize the teaching of programming. With a doctorate, computer science majors are eligible to teach in a four year college or university. College professors may choose an area of specialization, which is usually related to their doctoral studies; they are also expected to do research.

#### Research

Scholarly research in computer science is usually combined with teaching at four year college or university. In addition, many companies including governmental agencies hire computer scientists to do research.

#### Software Engineering

Software engineers design and implement software solutions to real problems. They work for a variety of employers, most commonly software companies.

#### Computer Engineering

Computer engineers design and implement hardware solutions to real problems. They generally work for computer manufacturing companies.

#### Information Technology

Information Technologists provide support to individuals, groups, organizations, and companies in all sectors who use computers and related technology. They may be employed directly or as consultants. They recommend, install, and maintain computer and related hardware as well as software.

## Recommended Curriculum

Students who wish to transfer to a four-year institution should take the following courses while at Snow:

CS 1400 Fundamentals of Programming (3)  
CS 1405 Fundamentals of Programming Lab (1)  
CS 1410 Object-Oriented Programming (3)  
CS 1415 Object-Oriented Lab (1)  
CS 2420 Data Structures and Algorithms (3)  
CS 2810 Computer Organization & Architecture (3)  
MATH 1210 Calculus I (5)  
MATH 1220 Calculus II (4)  
MATH 1630 Discrete Math (3)  
MATH 2210 Multivariable Calculus (3)

### One sequence from the following (most universities require physics specifically):

PHYS 2210 Physics for Scientists & Engineers I (4)  
PHYS 2215 Physics for Scientists & Engineers I Lab (1)  
PHYS 2220 Physics for Scientists & Engineers II (4)  
PHYS 2225 Physics for Scientists & Engineers II Lab (1)

or

CHEM 1210 Principles of Chemistry I (4)  
CHEM 1215 Principles of Chemistry I Lab (1)  
CHEM 1220 Principles of Chemistry II (4)  
CHEM 1225 Principles of Chemistry II Lab (1)

Some four-year institutions may also require the following courses available at Snow:

MATH 2270 Linear Algebra (3)  
MATH 2280 Differential Equations (3)  
ENGR 2700 Digital Circuits (3)  
ENGR 2705 Eidual Circuits Lab (1)

Students who are considering the computer science major, but who feel less than adequately prepared, should take one or more of the following exploratory/preparatory courses:

MATH 1050 College Algebra (4)  
MATH 1060 Trigonometry (2)  
PHYS 1000 Conceptual Physics (3)  
ENGR 1010 Introduction to Engineering (1)

### Suggested Schedule for two years at Snow

Students who are well prepared can complete the following schedule to be ready to start junior level courses when they transfer to a four year institution. This schedule does not complete the Snow College GE requirements in two years. Previous credit or summer terms would be necessary to graduate with an AS degree from Snow College.

### Fall-Year 1

CS 1400 (3)  
CS 1405 (1)  
MATH 1210 (5)  
ENGL 1010 (3)  
GE 3  
PE 1096 (1)  
**TOTAL 16**

### Spring-Year 1

CS 1410 (3)  
CS 1415 (1)  
MATH 1220 (4)  
ENGL 2010 (3)  
GE (3)  
GE 3  
**TOTAL 17**

### Fall-Year 2

CS 2420 (3)  
MATH 2210 (3)  
MATH 1630 (3)  
PHYS 2210 (4)  
PHYS 2215 (1)  
GE (3)  
**TOTAL 17**

### Spring-Year 2

CS 2810 (3)  
MATH 2270 (3)  
MATH 2280 (3)  
PHYS 2220 (4)  
PHYS 2225 (1)  
GE (3)  
**TOTAL 17**

### Suggested Schedule for three years at Snow

Students who need more preparation or who want a lighter load can complete the following schedule to be ready to start junior level courses when transfer to a four-year institution. This schedule does complete the Snow College GE requirements in three years.

### Fall-Year 1

CS 1400 (3)  
CS 1405 (1)  
MATH 1050 (4)  
MATH 1060 (2)  
ENGL 1010 (3)  
**TOTAL 13**

### Spring-Year 1

CS 1410 (3)  
CS 1415 (1)  
MATH 1210 (5)  
ENGL 2010 (3)



PE 1096 (1)  
**TOTAL 13**

**Fall-Year 2**

CS 2420 (3)  
MATH 1220 (4)  
GE (3)  
GE (3)  
**TOTAL 13**

**Spring-Year 2**

CS 2810 (3)  
MATH 2210 (3)  
GE (3)  
PHYS 1000 (3)  
**TOTAL 12**

**Fall-Year 3**

MATH 1630 (3)  
PHYS 2210 (4)  
PHYS 2215 (1)  
GE (3)  
**TOTAL 11**

**Spring-Year 3**

MATH 2270 (3)  
MATH 2280 (3)  
PHYS 2220 (4)  
PHYS 2225 (1)  
GE (3)  
**TOTAL 14**

**Additional Considerations**

Students who have a transfer institution in mind should consult that institution's Computer Science Department for exact prerequisites as soon as possible.

Students who wish to be certified in secondary education should consult the Education Department for additional requirements.

In the state of Utah, two semesters of a foreign language are required for an AA degree. Four semesters are required for a BA.

**Student Employment Opportunities**

Students in their sophomore year in computer science have the background necessary to work as tutors, lab assistants, and teaching assistants while at Snow College. This experience provides a unique opportunity to work in a technical job while going to school. It is also an excellent way to serve fellow students.

**ENGINEERING**

**Professor:** Ted Olson

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

**Assistant Professor:** Kyle Rowley

**Web:** <http://enr.snow.edu>

**Email:** [engineering@snow.edu](mailto:engineering@snow.edu)

**Phone:** (435) 283-7505

**Description**

Engineering is a challenging and rewarding profession for young men and women. It requires extensive training in mathematics and science, as well as a mentality that is both creative and practical. The engineer is an adventurer, an innovator, a builder, and, above all, a problem solver. He or she is seeking better, simpler, and more economical solutions to the problems that confront modern society.

Snow College offers the Associate of Pre-Engineering (APE) degree to students who plan to transfer to a university and pursue a baccalaureate degree in any of the traditional fields of engineering. This two-year degree requires an emphasis of course work in engineering, mathematics, and physical science, with fewer general education requirements than the Associate of Science (AS) or the Associate of Arts (AA) degree. It is anticipated that a student will also earn an AS degree while at Snow College, but additional course work will be needed to complete the balance of general education requirements for that degree.

**Outcomes**

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

- have a working knowledge of the theories and principles of physics in the areas of Newtonian mechanics, gravitation, electricity and magnetism, wave motion and physical optics;
- are acquainted with standard methods of mathematical analysis including trigonometry and analytic geometry, differential and integral calculus, matrices and linear algebra, and the solutions to differential equations;
- understand the role of chemistry in our physical and biological environment as it pertains to atomic and molecular structure, the laws of thermodynamics and how energy is exchanged between systems;

- can work effectively in a group to accomplish an objective, and make a significant contribution to its outcome;
- can combine the knowledge of physics and chemistry, together with the analytical skills of mathematics to find solutions to technical problems that benefit society;
- can use the computer to store and process technical data, to access information remotely over the internet, and as a computational tool related to the engineering process;
- feel an appreciation for the physical world and the laws that govern it;
- enjoy the beauty of mathematics and elegance of physical theories;
- appreciate the importance of professional ethics as practiced by engineers as they apply their knowledge and skills to serve society.

### Further Schooling and Careers

Students who complete an emphasis in engineering at Snow College and transfer to a university usually will

- be able to transfer into a university engineering program at the junior level and continue their studies without loss of time or credits;
- have gained a sufficiently broad and rigorous background in the physical sciences, mathematics, and engineering methods that they will be successful and perform well in comparison to their fellow students at the university.

Students who complete an emphasis in engineering at Snow College and complete any additional needed training usually should be eligible for employment in the following occupations

- oil refining, environmental remediation, composite materials, and nuclear waste management;
- design and construction of transportation systems, structural projects, water systems, agricultural facilities, and mining projects;
- design and manufacture of mechanical systems in the auto industry, aerospace vehicles, farm machinery, and heating and air conditioning systems;
- computer design and manufacturing, electric power production, microwave and radio communications, and signal processing.

### Requirements for Associate of Pre-Engineering Degree

The Associate of Pre-Engineering (APE) degree is offered to students who plan to transfer to a university and pursue a baccalaureate degree in any of the traditional fields of engineering. This degree requires an emphasis of course work in engineering, mathematics, and science; with fewer general education requirements than that required for the associate of science (AS) or the associate of arts (AA) degree. However, it is recommended that a student earn the AS as well as the APE while at Snow College. These additional general education credits can be acquired by transfer of college credit taken while in high school, by taking credits during Maymester or summer term, or by transferring credits back to Snow College from the university. The option of taking some general education classes at the upper division level in the university is consistent with recent Accreditation Board for Engineering and Technology (ABET) standards.

Course work for the APE degree must include the completion of a minimum of 64 semester credit hours as specified below. (At least 21 semesters hours must be resident credit earned at Snow College.) Credit may be transferred from any accredited college or university for which course equivalents have been certified. The minimum grade accepted from transfer credit is C- (1.7). A cumulative grade point average of 2.0 must be earned on course work completed at Snow College.

#### Engineering Science:

##### 12 credit hours selected from:

- ENGR 1000 Introduction to Engineering (2)
- ENGR 1300 Engineering Graphics & Design (3)
- ENGR 2010 Statics (3)
- ENGR 2030 Dynamics (3)
- ENGR 2140 Strength of Materials (3)
- ENGR 2240 Survey & Global (3)
- ENGR 2250 Analog Circuits (3)
- ENGR 2255 Analog Circuits Lab (1)
- ENGR 2300 Thermodynamics (3)
- ENGR 2450 Numerical Methods (3)
- ENGR 2700 Digital Circuits (3)
- ENGR 2705 Digital Circuits Lab (1)

#### Mathematics:

##### 15 credit hours selected from:

- MATH 1210 Calculus I (5)
- MATH 1220 Calculus II (4)
- MATH 2210 Calculus III (3)
- MATH Differential Equations & Linear Algebra (4)

MATH 2270 Linear Algebra (3)  
MATH 2280 Differential Equations (3)

**Physical Science:**

**10 credit hours selected from:**

PHYS 2210 University Physics I (4)  
PHYS 2215 University Physics I Lab (1)  
PHYS 2220 University Physics II (4)  
PHYS 2225 University Physics II Lab (1)  
CHEM 1210 Principles of Chemistry I (4)  
CHEM 1215 Principles of Chemistry I Lab (1)  
CHEM 1220 Principles of Chemistry II (4)  
CHEM 1225 Principles of Chemistry II Lab (1)

**English Composition:**

**6 credit hours:**

ENGL 1010 Introduction to Writing (3)  
ENGL 2010 Intermediate Writing (3)

**General Education:**

7 additional credit hours selected from approved general education courses. These can be chosen from: Humanities, Fine Arts, Life Science, Social & Behavioral Sciences, or American Institutions; plus PE 1096.

*Note:* Additional General Education courses must be taken to earn an Associate of Science Degree.

**Engineering Technical Electives:**

**A minimum of 12 credit hours selected from:**

Life Science, Engineering, Computer Science, Mathematics, Physics, Chemistry, Geology, or other engineering-related course work approved by the Engineering Department.

**SUGGESTED PROGRAM FOR COMPLETING THE A.P.E DEGREE IN TWO YEARS**

(Assumes student has completed math through college algebra)

**ELECTRICAL AND COMPUTER ENGINEERING**

**Fall-Year 1**

CS 1400 (3)  
CS 1405 (1)  
ENGR 1000 (2)  
MATH 1210 (5)  
ENGL 1010 (3)  
GE (3)

**TOTAL 17**

**Spring-Year 1**

CS 1410 (3)  
CS 1415 (1)  
ENGR 2700 (3)  
ENGR 2705 (1)  
MATH 1220 (4)

ENGL 2010 (3)  
**TOTAL 15**

**Fall-Year 2**

ENGR 2250 (3)  
ENGR 2255 (1)  
MATH 2210 (3)  
PHYS 2210 (4)  
PHYS 2215 (1)  
GE (4)

**TOTAL 16**

**Spring-Year 2**

ENGR 2010 (3)  
MATH 2270 (3)  
MATH 2280 (3)  
PHYS 2220 (4)  
PHYS 2225 (1)  
TE (3)

**TOTAL 17**

**CIVIL AND ENVIRONMENTAL ENGINEERING**

**Fall-Year 1**

CHEM 1210 (4)  
CHEM 1215 (1)  
ENGR 1000 (2)  
MATH 1210 (3)  
ENGL 1010 (3)  
ENGR 1300 (3)

**TOTAL 18**

**Spring-Year 1**

CS 1400 (3)  
CS 1405 (1)  
ENGR 2010 (3)  
MATH 1220 (4)  
ENGL 2010 (3)  
BIOL 1010 (3)

**TOTAL 17**

**Fall-Year 2**

PHYS 2140 (3)  
ENGR 2240 (3)  
MATH 2210 (3)  
PHYS 2210 (4)  
PHYS 2215 (1)  
GE (4)

**TOTAL 18**

**Spring-Year 2**

ENGR 2030 (3)  
ENGR 2450 (3)  
GEO 1110 (3)  
GEO 1115 (1)  
MATH 2250 (4)

TE (3)

**TOTAL 17**

**MECHANICAL AND AEROSPACE  
ENGINEERING**

**Fall-Year 1**

CHEM 1210 (4)

CHEM 1215 (1)

ENGR 1000 (2)

MATH 1210 (5)

ENGL 1010 (3)

GE (3)

**TOTAL 18**

**Spring-Year 1**

CS 1400 (3)

CS 1405 (1)

ENGR 2010 (3)

MATH 1220 (4)

ENGR 1300 (3)

GE (4)

**TOTAL 18**

**Fall-Year 2**

ENGR 2140 (3)

ENGR 2250 (5)

ENGR 2255 (1)

MATH 2210 (3)

PHYS 2210 (4)

PHYS 2215 (1)

ENGL 2010 (3)

**TOTAL 18**

**Spring-Year 2**

ENGR 2030 (3)

ENGR 2450 (3)

MATH 2250 (4)

PHYS 2220 (4)

PHYS 2225 (1)

ENGR 2300 (3)

**TOTAL 18**

**CHEMICAL ENGINEERING**

**Fall-Year 1**

CHEM 1210 (4)

CHEM 1215 (1)

ENGR 1000 (2)

MATH 1210 (5)

ENGL 1010 (3)

GE (3)

**TOTAL 18**

**Spring-Year 1**

CHEM 1220 (4)

CHEM 1225 (1)

ENGR 2010 (3)

MATH 1220 (4)

ENGL 2010 (3)

GE (3)

**TOTAL 18**

**Fall-Year 2**

CHEM 2310 (4)

CHEM 2315 (1)

ENGR 2140 (3)

MATH 2210 (3)

PHYS 2210 (4)

PHYS 2215 (1)

PE 1096 (1)

**TOTAL 17**

**Spring-Year 2**

ENGR 2300 (3)

ENGR 2450 (3)

MATH 2250 (4)

PHYS 2220 (4)

PHYS 2225 (1)

TE (3)

**TOTAL 18**

**Suggested Program For Completing The A.P.E  
Degree In Three Years**

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

**ELECTRICAL AND COMPUTER  
ENGINEERING**

**Fall - Year 1**

MATH 1050 (4)

MATH 1060 (2)

ENGL 1010 (3)

GE (4)

**TOTAL 13**

**Spring - Year 1**

ENGR 1000 (2)

MATH 1210 (5)

ENGL 2010 (3)

GE (3)

**TOTAL 13**

**Fall - Year 2**

CS 1400 (3)

CS 1405 (1)

MATH 1220 (4)

PHYS 2210 (4)

PHYS 2215 (1)

**TOTAL 13**

**Spring - Year 2**

CS 1410 (3)

CS 1415 (1)

MATH 2210 (3)

PHYS 2220 (4)

PHYS 2225 (1)  
**TOTAL 12**

**Fall - Year 3**

ENGR 2250 (3)  
ENGR 2255 (1)  
MATH 2270 (3)  
TE (3)  
TE/GE (3)  
**TOTAL 13**

**Spring - Year 3**

ENGR 2010 (3)  
ENGR 2700 (3)  
ENGR 2705 (1)  
MATH 2280 (3)  
TE/GE (3)  
**TOTAL 13**

**CIVIL AND ENVIRONMENTAL  
ENGINEERING**

**Fall - Year 1**

MATH 1050 (4)  
MATH 1060 (2)  
ENGL 1010 (3)  
BIOL 1010 (3)  
**TOTAL 12**

**Spring - Year 1**

CHEM 1210 (4)  
CHEM 1215 (1)  
ENGR 1000 (2)  
MATH 1210 (5)  
**TOTAL 12**

**Fall - Year 2**

CS 1400 (3)  
CS 1405 (1)  
MATH 1220 (4)  
PHYS 2210 (4)  
PHYS 2215 (1)  
**TOTAL 13**

**Spring - Year 2**

ENGR 2010 (3)  
MATH 2210 (3)  
GEO 1110 (3)  
GEO 1115 (1)  
ENGL 2010 (3)  
**TOTAL 13**

**Fall - Year 3**

ENGR 1330 (3)  
ENGR 2140 (3)  
ENGR 2240 (3)  
GE (4)  
**TOTAL 13**

**Spring - Year 3**

ENGR 2030 (3)  
ENGR 2450 (3)  
MATH 2250 (4)  
TE (3)  
**TOTAL 13**

**MECHANICAL AND AEROSPACE  
ENGINEERING**

**Fall - Year 1**

MATH 1050 (4)  
MATH 1060 (2)  
ENGL 1010 (3)  
GE (4)  
**TOTAL 13**

**Spring - Year 1**

CHEM 1210 (4)  
CHEM 1215 (1)  
ENGR 1000 (2)  
MATH 1210 (5)  
**TOTAL 12**

**Fall - Year 2**

CS 1400 (3)  
CS 1405 (1)  
MATH 1220 (4)  
PHYS 2210 (4)  
PHYS 2215 (1)  
**TOTAL 13**

**Spring - Year 2**

ENGR 2010 (3)  
MATH 2210 (3)  
PHYS 2220 (4)  
PHYS 2225 (1)  
ENGL 2010 (3)  
**TOTAL 14**

**Fall - Year 3**

ENGR 1300 (3)  
ENGR 2140 (3)  
ENGR 2250 (3)  
ENGR 2255 (1)  
GE (3)  
**TOTAL 13**

**Spring - Year 3**

ENGR 2030 (3)  
ENGR 2300 (3)  
ENGR 2450 (3)  
MATH 2250 (4)  
**TOTAL 13**

**CHEMICAL ENGINEERING**

**Fall - Year 1**

MATH 1050 (4)  
MATH 1060 (2)

ENGL 1010 (3)  
GE (3)  
**TOTAL 12**

**Spring - Year 1**

CHEM 1210 (4)  
CHEM 1215 (1)  
ENGR 1000 (2)  
MATH 1210 (5)  
**TOTAL 12**

**Fall - Year 2**

MATH 1220 (4)  
PHYS 2210 (4)  
PHYS 2215 (1)  
ENGL 2010 (3)  
**TOTAL 12**

**Spring - Year 2**

CHEM 1220 (4)  
CHEM 1225 (1)  
MATH 2210 (3)  
PHYS 2220 (4)  
PHYS 2225 (1)  
**TOTAL 13**

**Fall - Year 3**

CHEM 2310 (4)  
CHEM 2315 (1)  
ENGR 2140 (3)  
GE (4)  
**TOTAL 1**

**Spring - Year 3**

ENGR 2010 (3)  
ENGR 2300 (3)  
ENGR 2450 (3)  
TE (3)  
**TOTAL 12**

**Additional 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.

**GEOLOGY**

**Associate Professor:** Renée Mauche Faatz (Chair)

**Web:** <http://www.snow.edu/geology>

**Email:** [geology@snow.edu](mailto: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 complete the recommended Geology curriculum at Snow College will be expected to demonstrate that they

- know the common materials of which the earth is composed;
- know the processes that create the different types of rocks;
- know the principal chemical and physical processes at work both on and below the earth's surface;
- know the major events in the geologic evolution of the earth, especially North America and Utah;
- know the significant events in the development of geology as a science;
- can identify common rocks and minerals;
- can read and interpret topographic and geologic maps and aerial and satellite imagery ;
- 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.

### Hydrogeology:

This area requires a bachelor's degree or master's degree in geology. Hydrogeologists find and maintain adequate water resources for communities and individuals.

### Engineering:

Geologists often work with civil engineers in the design and construction of buildings, roads, dams, and so on. This area requires a bachelor's degree or master's degree in geology.

### Teaching:

Geology majors who earn a bachelor's degree and certification in secondary education are usually eligible to be high school earth science teachers. With a doctorate, geology majors are eligible to teach in a four-year college or university. In conjunction with a doctorate the geology major will specialize in a variety of subfields including paleontology, glaciology, sedimentology, geophysics, geochemistry, seismology, hydrogeology, marine geology, and geomorphology.

Active research and publishing are expected of the university geology professor.

### Research:

Scholarly research in geology is often combined with teaching at the university level. However, there are a variety of specializations that allow the geologist to pursue pure research at one of many of private and government sponsored laboratories in the United States and elsewhere. This area of geology requires at least a master's degree, often a doctorate.

## Recommended Curriculum

Students who wish to transfer to a four-year institution as a geology major should take the following geology courses while at Snow:

GEO 1110 Physical Geology (3)  
 GEO 1115 Physical Geology Lab (1)  
 GEO 1220 Historical Geology (3)  
 GEO 1225 Historical Geology Lab (1)  
 GEO 2500 Geology Field Studies (1-4)

Students who wish to transfer to a four-year institution as a geology major should take the following math courses before leaving Snow:

MATH 1050 College Algebra (4)  
 MATH 1060 Trigonometry (3)  
 MATH 1210 Calculus I (5)  
 MATH 1220 Calculus II (4)

Students who wish to transfer to a four-year institution as a geology major should take the following additional science courses while at Snow. These require MATH 1050 (Chemistry) or MATH 1220 (Physics) as Prerequisites.

CHEM 1210 Principles of Chemistry I (4)  
 CHEM 1215 Principles of Chemistry I Lab (1)  
 CHEM 1220 Principles of Chemistry II (4)  
 CHEM 1225 Principles of Chemistry II Lab (1)  
 PHYS 2210 University Physics I (4)  
 PHYS 2215 University Physics I Lab (1)  
 PHYS 2220 University Physics II (4)  
 PHYS 2225 University Physics II Lab (1)

Students who are considering the geology major, but who have not had adequate high-school math or whose math skills are weak, are encouraged to take the following course before attempting those suggested. (Consult your advisor)

MATH 0900 Algebra II (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 courses before attempting those suggested above:

CHEM 1110 Elementary Chemistry (4)  
CHEM 1115 Elementary 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 a paleontology may also want to complete BIOL 1610, 1615, 1620, 1625 (these require a previous chemistry class).

## MATHEMATICS

**Professors:** Kari Arnoldsen (Chair), Jonathan Bodrero, Ted Olson, Larry Smith

**Assistant Professors:** Cindy Alder, Ron Dalley, Brian Hansen, Janalee Jeffery

**Instructors:** Diane Hill, Lorie Hughes, Kevin Powell, Jonathan Tyler, Steve Zollinger

**Web:** <http://www.snow.edu/math>

**Email:** [math@snow.edu](mailto: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 (cf. Columbia Encyclopedia (5th ed.)).

Some definitions of mathematics heard from others:

- That which mathematicians do.
- The study of well-defined things.
- The study of statements of the form "P implies Q".
- The branch of science which you could continue to do if you woke up and the universe were gone.

Contrary to many a layman's perception, mathematics does not consist only of crunching numbers or solving equations. There are also parts of mathematics which have nothing at all to do with numbers or equations, though at Snow College it seems that we do a lot of number-crunching before we can get to the more interesting stuff. For a taste of a mostly-non-number crunching math experience check out MATH 1030.

### Outcomes

- **Calculation:** Students will be able to perform calculations successfully and sufficiently to solve presented problems.
- **Interpretation/Communication:** Students will be able to interpret and explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- **Application:** Students will be able to make judgements and draw appropriate conclusions based on the quantitative analysis of data.

### Careers

Students who earn a degree in mathematics should be able to work in the following areas:

#### Teaching

Mathematics majors who earn a Bachelor's degree and certification in secondary education are usually eligible to be high-school mathematics teachers. With a Master's degree, mathematics majors are eligible to teach in a two-year college. These levels usually emphasize the teaching of beginning mathematics areas (algebra, calculus, linear algebra, statistics). With a doctorate, mathematics majors are eligible to teach in a four-year college or university. College professors may choose an area of specialization, which is usually related to their doctoral studies; they are also expected to continue to pursue research studies.

#### National Security Agency

The NSA is currently the largest employer of mathematicians in the world outside of education. This often has to do with code-making and -breaking, but they are hired for other reasons.

#### Think Tanks

Several corporations (private and government run) hire mathematicians and other science types to create and think and work. If a thinker can produce an idea that can be used even once in a decade the company feels the investment has been well worth it.



### **Statistics and Actuarial Science**

Insurance companies and cities, among others, hire these mathematicians to help them predict and project as they do long-term planning.

### **Cities, Corporations, etc.**

Mathematicians are hired to help cities and others do “management science/planning.” Aspects of game theory and social science mathematics help to do the job.

### **Biological Sciences, Computer Sciences, Wild-Life Sciences, etc.**

Many large science concerns hire mathematicians to do the parts of the experiments that require mathematics. This includes topography and GPS work and range-life studies. Mathematicians can work and use their knowledge in hundreds of areas.

### **Recommended Curriculum**

Students who wish to graduate from Snow with an AA or an AS degree must complete 31 credit hours of General Education and have a total of 63 credit hours. Students who wish to transfer to a four-year institution in Mathematics should also take the following courses while at Snow:

MATH 1210 Calculus I (5)  
MATH 1220 Calculus II (4)  
MATH 2210 Calculus III (3)  
MATH 2270 Linear Algebra (3)  
MATH 2280 Differential Equations (3)  
MATH 2250 Linear Algebra & Differential Equations  
(includes material from MATH 2270 and MATH 2280 and may be sufficient at your transfer institution) (4)

### **One year-long major’s sequence in another science**

(some Universities require physics specifically)  
CHEM 1210 Principles of Chemistry (4)  
CHEM 1215 Principles of Chemistry I Lab (1)  
CHEM 1220 Principles of Chemistry (4)  
CHEM 1225 Principles of Chemistry II Lab (1)  
OR  
PHYS 2210 Physics for Scientists and Engineers I (4)  
PHYS 2215 Physics for Scientists and Engineers Lab I (1)  
PHYS 2220 Physics for Scientists and Engineers II (4)  
PHYS 2225 Physics for Scientists and Engineers Lab II (1)  
OR  
BIOL 1610 Biology I (4)

BIOL 1615 Biology I Lab (1)  
BIOL 1620 Biology II (4)  
BIOL 1625 Biology II Lab (1)

It is highly recommended that Mathematics majors take as many of the following as possible:

MATH 1030 (3)  
MATH 1630 (3)  
MATH 2040 (4)  
MATH 2100 (2)  
PHYS 2100 (2)

If a student feels underprepared to begin the calculus series, other courses are available that the student can begin with.

### **Suggested Schedule for Two Years at Snow:**

This schedule is for well-prepared students

#### **Fall - Year 1**

MATH 1210 (5)  
MATH 2100 (2)  
PHYS 2100 (2)  
ENGL 1010 (3)  
Amer. Inst. (3)  
**TOTAL 15**

#### **Spring - Year 1**

MATH 1220 (4)  
MATH 2040 (4)  
ENGL 2010 (3)  
Life Science (3)  
Fine Arts (3)  
**TOTAL 17**

#### **Fall-Year 2**

MATH 2210 (3)  
MATH 1630 (3)  
PHYS 2210 (4)  
PHYS 2215 (1)  
Humanities (3)  
Phys. Ed. (1)  
**TOTAL 15**

#### **Spring-Year 2**

MATH 2280 (3)  
MATH 2270 (3)  
PHYS 2220 (4)  
PHYS 2225 (1)  
Social Science (3)  
Individual Choice (3)  
**TOTAL 17**

### **Suggested Schedule for Three Years at Snow:**

This schedule can accommodate students needing a bit more preparation or who want lighter loads due to employment or other needs.

### **Fall-Year 1**

MATH 1050 (4)  
ENGL 1010 (3)  
Fine Arts (3)  
Amer. Inst. (3)  
**TOTAL 13**

### **Spring-Year 1**

MATH 1060 (2)  
MATH 2040 (4)  
ENGL 2010 (3)  
Life Science (3)  
Phys. Ed. (1)  
**TOTAL 13**

### **Fall-Year 2**

MATH 1210 (5)  
MATH 2100 (2)  
PHYS 2100 (2)  
PHYS 2210 (4)  
PHYS 2215 (1)  
**TOTAL 14**

### **Spring-Year 2**

MATH 1220 (4)  
MATH 2270 (3)  
PHYS 2220 (4)  
PHYS 2225 (1)  
**TOTAL 12**

### **Fall-Year 3**

MATH 2210 (3)  
MATH 1630 (3)  
Humanities (3)  
GE Elective (3)  
**TOTAL 12**

### **Spring-Year 3**

MATH 2280 (3)  
MATH 1030 (3)  
Social Studies (3)  
Ind. Choice (3)  
**TOTAL 12**

A five semester choice would be easily doable, but pay attention to classes that are only offered once per year.

### **Placement in Math Classes**

Snow College offers a variety of math classes to meet the needs of students with different levels of math skills. The goal at Snow is to help students find the class that best meets their needs. Rather than a course that is too advanced, or a class that is too basic, students should be enrolled in a math course that best matches their skills. Mandatory placement in Math courses is based upon student ACT scores

or placement test scores. Follow the chart below to see the ACT placement. 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 0700**

This three-credit course is for students who need to review basic arithmetic. Students should take this class if they have never had algebra, or if it has been a very long time since they have had any math classes. Students with a Math ACT of 14 or below will be placed here.

### **MATH 0800**

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 0900.

**Prerequisites: An ACT of 15-17 or an appropriate Accuplacer score. (See the advisement center for more information.)**

### **MATH 0850**

This course takes the place of Math 0800 if the student is on a Non-STEM path. Basic algebra, statistics and problem-solving will be encountered. This course prepares students for Math 1030 or Math 1040 or for Math 0900 if the student then decides to follow a STEM path.

### **MATH 0900**

This four-credit course in intermediate algebra is for students who have only had one year of high school algebra, or if they had two years of high school algebra and averaged a grade of C+ or below. Students with a Math ACT of 18-22 will be placed here.

### **MATH 1030**

This three-credit course is for students who are prepared for college math and plan to major in humanities, fine arts, or some other major options. Students should take this class if their ACT math score is 23 or above or if they have successfully completed three years of high school math with

grades of B or above or MATH 0900 with a C (2.0) or better.

**MATH 1040**

This three-credit course is for students who are prepared for college math and who plan to major in some social science areas (check with advisor), as well as some other major options including nursing. Students should take this class if their ACT math score is 23 or above, or if they have successfully completed three years of high school math with a grade of B or above or MATH 0900 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 three years of high school math with a grade of B or above or MATH 0900 with C or better.

Course #	ACT Math Score	SAT (Math) Score	Accuplacer	Other Prerequisites
Math 0700	14 or lower	Below 350	39 or lower	-
Math 0800	15-17	350-400	40-53	-
Math 0900	18-22	870-1030 (?)	54-89	1 yr. of HS Algebra OR 2 yrs of HS Algebra (w/average of C+ or lower)
Math 1002				2 yrs of HS Algebra OR Math 0900
Math 1030, 1040, or 1050	23 or higher			2 yrs of HS Algebra (w/average of B or higher) OR Math 0900 w/C or higher
Math 1060				Math 1050 w/C or higher
Math 1080	25 or higher			Math 0900 w/B or higher OR Math 1050 w/C or higher
Math 1100				Math 1050 OR Math 1080
Math 1210	26 or higher			Math 1050 and Math 1060 OR Math 1080
Math 1220				Calculus 1 (Math 1210)
Math 1630				Math 1050
Math 2010 or 2020				Math 1050
Math 2040				Math 1050 OR Math 1080
Math 2100				Math 0900 or HS equiv.
Math 2210				Calculus 11 (Math 1220)
Math 2250				Math 2210
Math 2270				Math 1210
Math 2280				Math 2210
Math 2901				Most of a lower division preparation in a Science, Math, or Engineering major
GE Math Waiver	28 or higher			

An ACT math score of 28 or higher waives general ed. Math (1030, 1040, 1050).

**Additional Considerations**

Students who have a transfer institution in mind should consult that institution's mathematics department for exact prerequisites as soon as

possible. See  
<http://www.snow.edu/math/otherdepts.html>.

Students who wish to be certified in secondary education should consult the education department for additional requirements.

In the state of Utah, two semesters of a foreign language are required for an AA degree (in addition to the AS requirements). Four semesters of a foreign language are required for a B.A.

Mathematics majors should take GE courses in other divisions. PHIL1000, COMM 2110, and MUSC 1010 are recommended. It is preferable to fill the Individual Choice category outside of the Natural Science division. Foreign languages are also recommended.

It is a good idea for mathematics majors to secure employment as a grader for one of the math professors.

### **The Math/Science Lab**

Mathematics students are often hired as tutors in the Math/Science lab. This is a good way to get extra practice solving problems. One learns anything best by teaching it.

## **NATURAL RESOURCES**

**Assistant Professor:** Chad Dewey (Director)  
**Web:** [www.snow.edu/lifesci/majorprep.html](http://www.snow.edu/lifesci/majorprep.html)  
**Email:** chad.dewey@snow.edu  
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### **Description**

Natural Resources are the materials or substances found in nature that have value. Students will study many different types of natural resources, including: plants, animals, soil, water, air, minerals, and fossil fuels. They will study how biotic resources react with abiotic resources and further understand how to manage those resources for future sustainability. At Snow College, students can choose from the following two degrees.

#### **A.A.S. Degree:**

The Associate of Applied Science (AAS) degree is a highly field-based program that prepares students for direct employment upon graduation. It accomplishes this by having students involved in government and private agency projects coupled with pertinent classroom instruction. The program prepares students to have an employment edge by providing certifications, instruction, experience, and knowledge required to be directly employable

without the need for extensive on-the-job training. The program is designed to get students immediately involved in fieldwork through internships with public and private organizations such as the Forest Service, BLM, state agencies, and industrial organizations. Students will take fewer General Education (GE) classes, and focus more towards natural resource related courses.

#### **A.S. Degree:**

The Associate of Science (AS) degree in natural resources prepares students to transfer to a four year institution upon graduation to obtain a Bachelor's Degree. These students will take required GE courses as well as a large number of hands-on courses directly relating to their desired field of study. They may also be involved in government and private agency projects, as well as certifications and training specific to their field of interest.

### **Outcomes**

#### **Students will:**

- Be able to write coherent reports and documents
- Be able to explain the history and policies associated with land use
- Be able to be an advocate for multiple and sustainable use of our natural resources
- Be able to evaluate range resource health through proper monitoring techniques
- Be able to demonstrate accurate monitoring procedures
- Be able to apply economic management principles to natural resource use
- Be able to assess present conditions and determine the action needed to obtain desired result based on a critical analysis of situations
- Understand how natural resources provide our food, fiber, standard of living and recreation
- Understand how resources are interconnected and that management of some resources without consideration of other resources can lead to unexpected results
- Learn to work effectively both individually and with others through class projects and through internship experiences
- Be able to communicate in electronic, verbal, and written formats
- Demonstrate competency in utilizing geospatial technologies ( Global Positioning System – GPS, Geographic Information System – GIS, and remote sensing)
- Demonstrate the ability to reason scientifically

## Careers

A natural resources degree will qualify students to obtain jobs in many areas of natural resources as land managers and technicians. Many jobs are available in fields such as: Rangeland Resources, Wildlife Science, Conservation and Restoration Ecology, Forestry, Fisheries and Aquatic Science, Watershed and Earth Systems, Geography, Environmental Studies, and Recreation Resource Management. Within these fields, students could find employment in the private sector in areas such as: oil/gas, mining, timber, environmental consulting, non-profit organizations and agriculture. Within local, state, and federal governments, jobs are available in the many different agencies, including: Forest Service, BLM, USGS, NRCS, BOR, DEQ, State Parks, and Public Works.

## Recommended Curriculum

Natural Resources Majors who wish to graduate with an AAS degree and move directly into employment need to take all core classes and at least one class from each cluster.

### Core Classes

NR 1010 Introduction to Natural Resources (2)  
NR 1020 Environmental Sampling and Analysis (2)  
NR 2010 Environmental Policy, Regulation, and Report Writing (2)  
NR 1030 Fundamentals of Food Production (2)  
BIOL 2220/2225 Ecology/Lab (OR)  
GEO 1060/1065 Environmental Geology / Lab (3/1)  
BIOL 2300/2305 Plant Taxonomy/Lab (3/1)  
GEO 1800/1805 Global Information Systems/Lab (3/1)  
NR 1900 Projects /Internship (1-3)  
Math 1050 College Algebra (4) (OR)  
Math 1040 Statistics (3) (4-3)  
ENGL 1010 Expository English (3)  
COMM 1020 Public Speaking (3)  
**Total minimum core course credits (27/3)**

In addition to the courses that fulfill the core requirements (no double dipping) students should take at least 31 credits from the following clusters with at least one course from each cluster and a short-term training course.

### Wildlife and Ecology Cluster

NR 2610 Wildland Animal Ecology & Identification (3/1)  
BIOL 1010/1015 General Biology/Lab (3/1)  
BIOL 1610/1615 Biology I/Lab (4/1)  
BIOL 1620/1625 Biology II /Lab (4/1)

BIOL 2220/2225 Ecology /Lab (3/1)  
BIOL 2580/2585 Soil Science /Lab (3/1)

### Agriculture - Range Cluster

NR 2040 Introduction to Range (3)  
NR 2050 Range Management and Monitoring (4)  
AGBU 2020 Agricultural Business Management (3)  
AGBU 2030 Managerial Analysis and Decision Making (3)  
AGRI 1010 Fundamentals of Animal Science (4)  
AGRI 2400 Livestock Feeds and Feeding (4)  
AGRI 2600/2605 Anatomy and Physiology of Farm Animals /Lab (3/1)

### Hydrology - Geology Cluster

GEO 1010/1015 Survey of Geology/Lab (3/1)  
GEO 1110/1115 Physical Geology /Lab (3/1)  
GEO 1060/1065 Environmental Geology /Lab (3/1)  
GEOG 1000/1005 Physical Geography /Lab (3/1)  
\*(Course #) Introduction to Hydrology / Lab

### Chemistry Cluster

CHEM 1010/1015 Introductory Chemistry (3/1)  
CHEM 1110/1115 Elementary Chemistry (4/1)  
CHEM 1120/1125 Elementary Organic / Biochemistry (4/1)  
CHEM 1210/1215 Principles of Chemistry I (4/1)  
CHEM 1220/1225 Principles of Chemistry II (4/1)

Short-Term Training (specific to each student) (1-3)

## AAS in Natural Resources Suggested Two-year Curriculum

### Fall - Year 1

NR 1010 (2)  
MATH 1050 (4)  
BIOL 2300 (3)  
BIOL 2305 (1)  
Cluster (6)  
**TOTAL 16**

### Spring - Year 1

NR 1020 (2)  
NR 1030 (2)  
Cluster (11)  
**TOTAL 15**

### Fall - Year 2

ENGL 1010 (3)  
COMM 1020 (3)  
NR 1900 (2)  
Cluster (8)  
**TOTAL 16**

### Spring - Year 2

NR 2010 (2)  
BIOL 2220 (3)  
BIOL 2225 (1)

GEO 1800 (4)  
Cluster (6)  
**TOTAL 16**

**Total Credits 63**

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

**Fall - Year 1**

BIOL 1610 + (4)  
BIOL 1615 (1)  
MATH 1050 + (4)  
COMM 1020 (3)  
NR 1010 (2)  
Humanities (3)  
**TOTAL 17**

**Spring - Year 1**

BIOL 1620 + (4)  
BIOL 1625 (1)  
MATH 1100 + (4)  
BIOL 2300 + (3)  
BIOL 2305 (1)  
HIST 1700 (3)  
**TOTAL 16**

**Fall - Year 2**

CHEM 1210 + (4)  
CHEM 1215 (1)  
ENGL 1010 (3)  
PE 1096 (1)  
Fine Arts (3)  
BS/SS (3)  
**TOTAL 15**

**Spring - Year 2**

CHEM 1220 + (4)  
CHEM 1225 (1)  
BIOL 2220 + (3)  
BIOL 2225 (1)  
MATH 2040 + (4)  
ENGL 2010 + (3)  
**TOTAL 16**

+ Prerequisites Required.

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

**Fall - Year 1**

BIOL 1010 (3)  
BIOL 1015 (1)  
MATH 1050 + (4)  
GEOG 1000 + (3)  
GEOG 1005 (1)  
ENGL 1010 (3)

NR 1010 (2)  
**TOTAL 17**

**Spring - Year 1**

MATH 2040 + (4)  
HIST 1700 (3)  
COMM 1020 (3)  
BIOL 2300 + (3)  
BIOL 2305 (1)  
PE 1096 (1)  
**TOTAL 15**

**Fall - Year 2**

CHEM 1110 + (4)  
CHEM 1115 (1)  
GEOG 1110 + (3)  
GEOG 1115 (1)  
BIOL 2580 + (3)  
BIOL 2585 (1)  
SOC 1010 ◊ (3)  
**TOTAL 16**

**Spring - Year 2**

NR 1020 (2)  
BIOL 2220 + (3)  
BIOL 2225 (1)  
ENGL 2010 + (3)  
Fine Arts (3)  
Humanities (3)  
**TOTAL 15**

+ Prerequisites Required.

◊ Any BS/SS for Environmental Studies but SOCI 1010 required for Recreation Resources Management majors.

**Fisheries and Aquatic Sciences Major Suggested Curriculum:**

**Fall - Year 1**

BIOL 1610 + (4)  
BIOL 1615 (1)  
MATH 1050+ (4)  
Humanities (3)  
NR 1010 (2)  
ENGL 1010 (3)  
**TOTAL 17**

**Spring - Year 1**

BIOL 1620 + (4)  
BIOL 1625 (1)  
MATH 1100 (4)  
BIOL 2220 (3)  
BIOL 2225 (1)  
HIST 1700 (3)  
**TOTAL 16**

**Fall - Year 2**

CHEM 1210 + (4)  
 CHEM 1215 (1)  
 PHYS 2010 + (4)  
 PHYS 2015 (1)  
 PE 1096 (1)  
 BS/SS (3)  
 Fine Arts (3)  
**TOTAL 17**

**Spring - Year 2**

CHEM 1220 + (4)  
 CHEM 1225 (1)  
 GEOG 1800 (4)  
 ENGL 2010 + (3)  
 NR 1020 (2)  
 COMM 1020 (3)  
**TOTAL 17**

+ Prerequisites Required.

**Watershed and Earth Systems Major Suggested Curriculum:****Fall - Year 1**

BIOL 1610 + (4)  
 BIOL 1615 (1)  
*or*  
 BIOL 1010 (3)  
 BIOL 1015 (1)  
 MATH 1050 + (4)  
 COMM 1020 (3)  
 NR 1010 (2)  
 ENGL 1010 (3)  
**TOTAL 16-17**

**Spring - Year 1**

BIOL 1620 + (4)  
 BIOL 1625 (1)  
*or*  
 NR 1020 (2)  
 PE 1096 (1)  
 MATH 1210+ (5)  
 HIST 1700 (3)  
 GEO 1110 (3)  
 GEO 1115 (1)  
**TOTAL 15-18**

**Fall - Year 2**

CHEM 1210 + (4)  
 CHEM 1210 (1)  
 PHYS 2010 + (4)  
 PHYS 2015 (1)  
 BIOL 2580 + (3)  
 BIOL 2585 (1)  
 BS/SS (3)  
**TOTAL 17**

**Spring - Year 2**

GEOG 1800 (4)  
 MATH 1220 (4)  
 ENGL 2010 + (3)  
 Humanities (3)  
 Fine Arts (3)  
**TOTAL 17**

+ Prerequisites Required

**Natural Resources A.S. Degree Suggested Three-year Curriculum:****Fall - Year 1**

NR 1010 (2)  
 BIOL 1010 (3)  
*or*  
 CHEM 1110 (4)  
 CHEM 1115 (1)  
 MATH 1010 (4)  
 ENGL 1010 (3)  
 Soc. Science (3)  
**TOTAL 16-17**

**Spring - Year 1**

MATH 1050 + (4)  
 HIST 1700 (3)  
 Fine Arts (3)  
 Humanities (3)  
 PE 1096 (1)  
 Electives (1-3)  
**TOTAL 15-17**

Follow regular paths in suggested two-year curriculum for natural resources majors.

Replace previously taken courses with core and cluster courses from the Natural Resources AAS degree. Also, please refer to Natural Resources section for these majors.

**Forest Science**  
**Range Science**  
**Soil Science**  
**Wildlife Resources**

**PHYSICS**

**Professor:** Ted L. Olson (Chair), Larry Smith  
**Associate Professor:** Doug Wendel, Brian Newbold  
**Web:** <http://www.snow.edu/physics>  
**Email:** [physics@snow.edu](mailto:physics@snow.edu)  
**Phone:** (435) 283-7509

**Description**

Physics is the study and application of the fundamental laws of nature, including the laws of

motion gravity, electromagnetism, thermodynamics, and microscopic interaction. The laws govern the behavior of objects at all scales, from the smallest subatomic particles to the entire observable universe. In between, physicists study nuclear reactions, the interactions of atoms with light, properties of solids, chaotic dynamics of fluids, and the evolution of stars and galaxies, among many other topics. Classical physics is based on Newton's laws of motion and gravitation and Maxwell's equations of electricity and magnetism; while modern physics is based on Einstein's relativity and the theory of quantum mechanics.

"Science is the systematic enterprise of gathering knowledge about the world and organization and condensing that knowledge into testable laws and theories" (from a statement by the American Association of Physics Teachers) and physics is a fundamental science that underlies the other natural sciences.

Physics is one of the liberal arts and was called Natural Philosophy until a century or two ago. Physics is about asking questions and pushing back the frontiers of knowledge. Engineering, in contrast, is more about applications and making things work and could be called Applied Physics. Mathematics is the language of physics and physicists generally really like it. Curiosity is the hallmark of physicists.

## Outcomes

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

- know how to approach a problem and solve it;
- know how to apply physics to everyday situations;
- know about the basic laws that govern the universe and the world around us;
- understand that physics is useful in many areas of life;
- understand that physics is a fundamental science that underlies the other natural sciences;
- understand the methods scientists use to do science;
- can do elementary problems in mechanics, electricity & magnetism, gravitation, optics, waves, etc;
- can set up an experiment to test an idea;
- can work with various kinds of physical and electrical equipment including computers comfortably;

- appreciate the pervasiveness of physics in the world;
- appreciate the role of physics in history as well as its role in modern life;
- appreciate technological innovations that result from applied physics;
- feel confident in their abilities to deal with the world.

## Careers

Students who earn a degree in physics should be able to work in the following areas;

### Teaching

Physics majors who earn a bachelor's degree and certification in secondary education are usually eligible to be high-school physics teachers. With a master's degree, physics majors are eligible to teach in a two-year college. With a doctorate, Physics majors are eligible to teach in a four-year college or university. College professors may choose an area of specialization, which is usually related to their doctoral studies; they are also expected to do research. Examples of such areas of specialization include solid state physics, atomic and molecular physics, relativity, quantum mechanics, statistical physics and chaos, optics, particle physics, cosmology, astrophysics, physics education, etc.

### Research

Many industries and corporations hire research physicists to do basic or applied research. Defense industries and government research laboratories such as those at Livermore, Los Alamos, and the Oak Ridge also hire many physicists. Communication skills and the ability to work in teams are very important in this context

### Instrumentation

Physicists with Bachelor's degrees are often employed to invent, build, maintain, and use various kinds of scientific equipment in many contexts.

### Cross-over science fields

Since physics is the foundation of all other sciences there are many cross-disciplinary opportunities to work in astrophysics, geophysics, biophysics, or chemical physics, etc. People with physics degrees are also often employed as engineers.

### Other professions

A physics education is a broad education that teaches thinking and problem-solving skills -- the very skills needed in many areas of business, finance, and law. A Bachelor's degree in physics is



wonderful preparation for further education in medical or law school or an MBA program.

### **Recommended Curriculum**

Students who wish to transfer to a four-year institution in Physics should take the following courses while at Snow:

- MATH 1210 Calculus I (5)
- MATH 1220 Calculus II (4)
- MATH 2210 Calculus III (3)
- MATH 2270 Linear Algebra (3)
- MATH 2280 Differential Equations (3)
  
- PHYS 2100 Honors Physics (recommended) (2)
- PHYS 2210 Physics for Scientists and Engineers I (4)
- PHYS 2215 Physics for Scientists and Engineers I Lab (1)
- PHYS 2220 Physics for Scientists and Engineers II (4)
- PHYS 2225 Physics for Scientists and Engineers II Lab (1)
- PHYS 2710 Modern Physics (3)

One year-long major's sequence in another science (some universities require Chemistry specifically):

- CHEM 1210 Principles of Chemistry I (4)
- CHEM 1215 Principles of Chemistry I Lab (1)
- CHEM 1220 Principles of Chemistry II (4)
- CHEM 1225 Principles of Chemistry II Lab (1)

*or*

- GEO 1110 Physical Geology (3)
- GEO 1115 Physical Geology Lab (1)
- GEO 1220 Historical Geology (3)
- GEO 1225 Historical Geology Lab (1)

*or*

- BIOL 1610 Biology I (4)
- BIOL 1615 Biology I Lab (1)
- BIOL 1620 Biology II (4)
- BIOL 1625 Biology II Lab (1)

Students who are considering the physics major, but who feel less than adequately prepared, should take one or more of the following exploratory course while bringing their math skills up to calculus level:

- PHSC 1000 Conceptual Physical Science (3)
- PHYS 1000 Conceptual Physics (2)
- PHYS 1010 Elementary Physics (3)
- PHYS 1015 Elementary Physics Lab (1)
- ENGR 1010 Introduction to Engineering (1)

### **Suggested Schedule for Two Years at Snow:**

This schedule is for well-prepared students. This schedule does not complete the Snow GE requirements in two years, so previous credit (AP,

concurrent enrollment, etc.) or summer terms would be necessary to graduate with an AS from Snow.

### **Fall-Year 1**

- MATH 1210 (5)
- CHEM 1210 (4)
- CHEM 1215 (1)
- ENGL 1010 (3)
- PHYS 2100 (2)
- TOTAL 15**

### **Spring-Year 1**

- MATH 1220 (4)
- CHEM 1220 (4)
- CHEM 1225 (1)
- Life Science (3)
- GE requirement (3)
- PE 1096 (1)
- TOTAL 16**

### **Fall-Year 2**

- MATH 2210 (3)
- ENGL 2010 (3)
- PHYS 2210 (4)
- PHYS 2215 (1)
- CS 1400 (3)
- CS 1405 (1)
- TOTAL 15**

### **Spring-Year 2**

- MATH 2270 (3)
- MATH 2280 (3)
- PHYS 2220 (4)
- PHYS 2225 (1)
- PHYS 2710 (3)
- GE requirement (3)
- TOTAL 17**

### **Suggested Schedule for Three Years at Snow:**

This schedule can accommodate students who need a bit more preparation or who want lighter loads due to employment. This schedule does complete all Snow GE requirements for graduation with an AS after three years if the individual choice category is filled with some of the physics or chemistry listed.

### **Fall-Year 1**

- MATH 1050 (4)
- MATH 1060 (2)
- ENGL 1010 (3)
- CHEM 1210 (4)
- CHEM 1215 (1)
- TOTAL 14**

### **Spring-Year 1**

- MATH 1210 (5)
- PHYS 1010 (3)
- PHYS 1015 (1)

CHEM 1220 (4)  
CHEM 1225 (1)  
**TOTAL 14**

**Fall-Year 2**

MATH 1220 (4)  
CS 1400 (3)  
CS 1405 (1)  
ENGL 2010 (3)  
PHYS 2100 (2)  
GE requirement (3)  
**TOTAL 16**

**Spring-Year 2**

MATH 2210 (3)  
CS 1410 (3)  
CS 1415 (1)  
MATH 1630 (3)  
PE 1096 (1)  
GE requirement (3)  
**TOTAL 14**

**Fall-Year 3**

MATH 2270 (3)  
PHYS 2210 (4)  
PHYS 2215 (1)  
GE requirement (3)  
**TOTAL 14**

**Spring-Year 3**

MATH 2280 (3)  
PHYS 2220 (4)  
PHYS 2225 (1)  
GE requirement (3)  
**TOTAL 14**

A five-semester schedule could also work by combining ideas from the two suggested schedules above (for example, the second semester of CPSC and MATH 1630 could be eliminated, and PHYS could be skipped if physics was taken in high school,) but pay attention to classes that are only offered once per year.

**Additional Considerations**

Students who have a transfer institution in mind should consult that institution's physics department for exact prerequisites as soon as possible. See <http://www.snow.edu/physics/otherDepts.html>.

Students who wish to be certified in secondary education should consult the education department for additional requirements.

In the state of Utah, two semesters of a foreign language are required for an AA degree (in addition to the AS requirements). Four semesters of a foreign language are required for a B.A.

Strong computer skills are essential to physics majors. Students should have programming experience or take CPSC 1400 and CPSC 1405. Students should also become familiar with standard applications such as a spreadsheet program and a math program like MATLAB, Maple, or Mathematica.

Students interested in astronomy or astrophysics should take PHYS 1060.

Students interested in meteorology should take PHYS 1150.

Students interested in geophysics should also take GEO 1110 and GEO 1220.

Physics majors should broaden themselves by taking GE courses in other divisions. PHIL1000, COMM 2110, and MUSC 1010 are recommended. It is preferable to fill the Individual Choice category outside of the Natural Science Division. Foreign languages are also recommended.

Physics majors may wish to secure employment as a grader or lab assistant for one of the physics professors.

As finances allow, physics majors should acquire a graphing calculator and a computer.

A large proportion of physics students do not end their formal education with a bachelor's degree but go on to do graduate work in physics or in other fields.

**The Math/Science Lab**

Physics students are often hired as tutors in the Math/Science lab. This is a good way to get extra practice solving problems. One learns physics best by teaching it.

# DIVISION OF SOCIAL & BEHAVIORAL SCIENCE

Kim Cragun, **Dean**

**Phone:** (435) 283-7491

**Email:** [kim.cragun@snow.edu](mailto:kim.cragun@snow.edu)

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.

## CRIMINAL JUSTICE

**Department Chair:** Dennis Schugk

**Phone:** (435) 283-7580

### Outcomes

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

- know the criminal justice process and organizations
- know the basic theories and procedures of criminal justice;
- know the concept and theoretical foundations of the American criminal justice system;
- know the relationship among the three criminal justice components, namely, the police, the courts, and corrections;
- describe the components of the criminal justice system and the role of each component;
- identify the types and need for laws;
- discuss the principles and values that serve as a basic for criminal and social justice;
- appreciate the complexities of justice and due process;
- appreciate the social dilemmas of law enforcement and corrections;

- appreciate the impact of the criminal justice system on American social and cultural systems.

### Careers

Students who complete an emphasis in criminal justice, the general education requirements, and earn the associate degree can usually expect to transfer to a university as a junior. Students may also enter one of the major branches of the criminal justice system; Law Enforcement, Court System, or Corrections in pursuit of a professional career. Students usually find employment in:

#### Law Enforcement

Local/State level employment opportunities may include Police Officer, Deputy Sheriff, Highway Patrol Officer. Federal level employment opportunities may include Federal Bureau of Investigation, Department of Justice, Alcohol, Tobacco and Firearms, Border Patrol, or other federal agencies.

#### Court System

State and Federal employment opportunities may include Bailiff, Court Services Officer, U.S. Marshals Service. Similar job opportunities exist at the county and local level in the major metropolitan areas of the United States.

#### Corrections

Local, county, and state level employment opportunities may include Jailer, Corrections Officer, Parole or Probation Officer, Juvenile Probation Officer. Federal level employment opportunities may include Federal Corrections Officer, Federal Probation Officer.

In addition to employment as a sworn officer all criminal justice agencies require and employ civilians (non-sworn) personnel in many support capacities. Some of these include: criminalist, criminologist, crime scene technician, forensic services technician, records maintenance, case worker, and investigative aid

### Recommended Curriculum

#### Fall

- CJ 1010 (3)
- CJ 1300 (3)

- CJ 1340/2350\* (6)

TOTAL 12

### Spring

- CJ 1010 (3)
- CJ 1330/1350\* (6)
- CJ 2330 (3)

TOTAL 12

*Note:* Please see Criminal Justice Professors for any CJ course advisement.

### Other Recommended Courses

- PSY 1010 - General Psychology
- SW 1010 & 2100 - Social Work
- BUS 1020 - Computer Technology and Application
- HFST 1500 - Human Development

*Note:* Please see Student Success Advisors for General course study.

## SOCIAL WORK

**Department Chair:** Dennis Schugk

### Outcomes

Students who complete an emphasis in social work will be expected to demonstrate they

- know the history of social work;
- know the roles of social workers in society;
- know the basic concepts of social welfare;
- can discuss social work as a profession;
- can identify the skills and knowledge of social work practice;
- appreciate social welfare from the political perspective;
- appreciate social and biological systems impact on children and childhood;
- appreciate the influence of diversity and social status on human behavior;
- appreciate social work as a helping profession

### Careers

Students who complete 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 Schedules:

#### Utah State University:

#### Fall - Year 1

- CIS 1010 & lab (3)
- MATH 1040 (MA)+ (3)
- HFST 1500 (SS) (3)
- SW 1010 (3)
- Elective (2)

TOTAL (15)

#### Spring - Year 1

- BIOL 1010 & lab (4)
- ENGL 1010 (EI) (3)
- PSY 1000 (IC) (3)
- ANTH 1000 (3)
- Elective (3)

TOTAL (16)

#### Fall - Year 2

- ENGL 2010 (E2)+ (3)
- SW 2100 (3)
- Phy. Sci. GE (PS) 3 or 4
- PE 1096 (PE) (1)
- COMM 2110 (HU) (3)
- Electives (3)

TOTAL 16 or 17

#### Spring - Year 2

- American Institutions GE (3)
- Fine Arts GE (FA) (3)
- SOC 1010 (3)
- Elective (3)
- Elective (4)

TOTAL (13)

#### +Prerequisites Required.

Visit USU's Web site often for the latest information at [www.usu.edu](http://www.usu.edu)

#### University of Utah:

The student must have completed (or currently enrolled in) the following classes:

- PSY 1010
- SOC 1010
- BIOL 1010
- POLS 1100
- SW 1010
- SW 2300

### **Weber State University:**

#### Fall - Year 1

- CIS 1010 & lab (3)
- MATH 1040 (MA)+ (3)
- HFST 1500 (SS) (3)
- SW 1010 (3)
- Elective (2)

TOTAL (15)

#### Spring - Year 1

- BIOL 1050 & lab (4)
- ENGL 1010 (EI) (3)
- PSY 1010 (IC) (3)
- ANTH 1000 (3)
- Elective (3)

TOTAL (16)

#### Fall - Year 2

- ENGL 2010 (E2)+ (3)
- SW 2100 (3)
- Phy. Sci. GE (PS) 3 or 4
- PE 1096 (PE) (1)
- COMM 2110 (HU) (3)
- Electives (3)

TOTAL 16 or 17

#### Spring - Year 2

- American Institutions GE (3)
- Fine Arts GE (FA) (3)
- SOC 1010 (3)
- Elective (3)
- Elective (4)

TOTAL (13)

### **+Prerequisites Required.**

Visit Weber's Web site often for the latest information at [www.weber.edu](http://www.weber.edu)

## **EDUCATION**

**Elementary Education Advisor:** Richard Squire  
(Chair)

**Early Childhood Education Advisor:** Kim Cragun  
**Elementary Education Faculty Teacher Advisors**

**for students transferring to BYU:** Jonathan Bodrero

**Secondary Education Advisors:** Since Secondary Education is a shared responsibility, there are various advisors.

The mission of the department is to provide future K-12 teachers with the knowledge, love of learning and commitment to service that will make them outstanding candidates for certification at any university in the country. The department's goals are to introduce future teachers to the historical, philosophical, and cultural foundations of their chosen profession and to give them practical experience observing actual primary and secondary classroom operations. By carefully advising students in their selection of majors, lower division general education requirements, and elective courses, the department seeks to assure their success as they transfer to baccalaureate institutions and go on to enter the teaching profession.

### **Outcomes**

Students who complete an emphasis in teacher education will be expected to demonstrate that they

- know the historical, philosophical and cultural foundations of American education;
- know the general outline of how American schools are governed and financed;
- know how the fields of psychology and human development inform the field of education;
- know the uses and possible misuses of technology in education;
- know the activities and daily routines of practicing professional teachers;
- can write a personal teaching philosophy;
- can successfully complete course work in math, and introduction to education;
- can work with teachers in a classroom setting for 24 hours;
- can demonstrate the traits that predict a future as a successful teaching professional;
- can conduct themselves professionally in transfer and job interviews;
- appreciate the high ethical standards expected of teaching professionals;
- appreciate interest in and concern for the welfare of student;
- appreciate commitment to the role of the teacher as learner.

## **Additional Considerations**

Getting an Associate Degree is only the first step to becoming an educator in Utah. At Snow, students are able to complete lower division general education requirements as well as many prerequisites.

The certification options for Utah educators are: Early Childhood Education, Elementary Education, Secondary Education, Special Education, Special Education (Birth through Age 5) and Communication Disorders.

### **Early Childhood Education**

An Early Childhood Certificate is required for teaching kindergarten and permits assignment in kindergarten through grade three; it is recommended for those teaching in a formal program below kindergarten level i.e., Head Start. Utah Schools that offer this degree include:

- BYU
- DSU
- SUU: as a dual certificate with Elementary Education only
- UVSC: as a dual certificate with Elementary Education only
- USU
- U of U
- Weber
- Westminster

\*See suggested curriculum

### **Elementary Education**

An Elementary Teaching Certificate is required for teaching grades 1-8. The 1-8 certificate permits a teacher to teach any academic area in grades 1-6. However the teacher must be subject specific endorsed to teach assigned subjects at the seventh and eighth grade levels.

Those wishing to transfer to DSU, SUU, USU, UVU, or WSU. Please see the transfer guide at [snow.edu/education](http://snow.edu/education) to see the classes you will need at Snow College in order to apply for the education program at the above universities. They will require an area of concentration to teach grades 7 and 8. If you want to transfer to the U of U, BYU or Westminster please talk with the department chair as soon as possible to find the path that best fits you.

### **Secondary Education**

A Secondary Teaching Certificate with subject endorsement(s) is required for teaching grades 6-12. The 6-12 certificate requires a major and minor or a composite major. A composite major is so large that

there is not room for a minor i.e., biology is a composite major at most four-year institutions. (BYU, SUU, USU, UVSC, U of U, Weber, Westminster (grades 7-12))

### **Special Education K-12**

A student does not declare special education as a major until the student's junior year after the student has filled prerequisites in either early childhood education, elementary education, or secondary education.

A Special Education Certificate is required for teaching students with disabilities in grades K-12. The endorsements are in the following areas:

- Mild/Moderate- permits the holder to teach students with disabilities who need instruction in Core Curriculum based on academic, behavior, and life skill demands, regardless of setting (resource or self-contained), or category of disability. Holders of Special Education certificates may also be issued endorsements in English as a Second Language, Bilingual and Driver Education, but are restricted to providing services to special education students only. BYU, SUU, USU, U of U, Weber (K-12), Weber (Secondary only), Westminster
- Severe- permits the holder to teach students with learning/behavior/adaptive deficits, who need instruction in functional academic, functional behavior, and functional life skill demands, regardless of setting (resource or self-contained), or category of disability. BYU, USU, U of U
- Hearing Impaired- permits the holder to teach students who are deaf or hearing impaired. USU
- Visually Impaired- permits the holder to teach students who are blind or visually impaired. USU

### **Special Education Birth - Age 5**

A Special Education Certificate is required for teaching infants, toddlers and preschool-age children with disabilities. USU, U of U

### **Communication Disorders**

A Communication Disorders Certificate is issued by the Utah State Office of Education for teaching pupils with communication disorders. The teacher may be endorsed in either speech/language pathology or audiology or both. This certificate/endorsement permits service at the elementary and/or secondary level (K-12). Students

should be aware that there is no employment without a Master's degree in this area.

- BYU: Speech Pathology, Audiology
- USU: Education of the Deaf and Hard of Hearing dual only with Early Childhood OR Elementary Education OR Secondary Education OR Special Education.
- U of U: Speech Pathology, Audiology

#### **Other options available:**

- Bilingual Education Endorsement- Weber
- Elementary Education Math Endorsement- Weber
- ESL (K-12) Endorsement- BYU, USU, Weber
- Gifted and Talented Endorsement- SUU, USU, Weber
- Instructional Technology- SUU, USU, Westminster
- Kindergarten Endorsement- BYU
- Middle School Endorsement (grades 6-9)- BYU, USU
- Music Endorsement (K-12)- BYU, SUU
- Physical Education Endorsement (K-12)- SUU
- Reading Specialist (K-12)- SUU, USU, Weber
- Rehab Counseling- USU
- School Counseling- BYU, USU, U of U
- School Library Media (K-12)- SUU, USU
- School, Psychology- U of U
- School Social Worker- U of U

The following courses are of general value to most students considering a career in K-12 teaching:

- BUS 1020
- EDUC 1010
- HFST 1500
- MATH 1050
- PE 1543
- PHIL 2050
- PSY 1010
- SPED 2030

Students who are leaning toward a particular transfer institution should contact the department chair for more specific requirements. **Education majors are subject to a background check.**

## **HOME AND FAMILY STUDIES**

**Associate Professors:** Tracie Bradley (Chair), Kim Cragun, Sue Dalley

**Assistant Professors:** Danni Larsen, Jeff Wallace

Programs in the Department of Home and Family Studies are designed to aid students in meeting their roles in society, both in and out of the work force. Emphasis is placed on human interrelationships as well as basic family science and theory and practical skills. All courses are open to both men and women.

#### **Department Programs:**

- Child Care Management
- Early Childhood Education
- Family and Consumer Science Education
- Family Life Certificate

#### **Child Care Management**

Child Care Management offers specific training in the education and care of children ages newborn through 5 years of age. The program also offers important business skills needed to start and operate home or commercial child care services. Students who earn an AAS degree (which requires 63 semester hours of study and usually takes two years to complete) are eligible for job entry.

#### **Outcomes**

Students who complete the recommended Child Care Management curriculum at Snow College will be able to

- apply the major theories of human development to classroom practice.
- identify developmentally appropriate practice as it applies to guidance of young children.
- demonstrate developmentally appropriate management techniques in the multi-age early childhood classroom.
- plan, execute, and measure meaningful and challenging developmentally appropriate curriculum for the early childhood classroom.
- plan nutritious meals for the early childhood classroom.
- implement practice that recognizes growth and developmental characteristics of the infant, toddler, and preschool child.

#### **Careers**

Students who earn a degree in Child Care Management at Snow College should be able to work in the following areas:

#### **Supervision and Administration**

Child Care Management majors who earn an Applied Associate Degree in Child Care Management and are at least 21 years old are usually eligible to be child care center directors. They are

also eligible to own and direct family centered day care and preschool programs.

### **Teaching**

Majors in this field are usually eligible for employment as head teachers, teachers, and teacher's assistants in for profit or not-for-profit center-based day cares; preschool facilities; and Head Start.

### **Child Care**

Other employment possibilities include professional nanny positions, employment with Child Care Resource & Referral, and elementary school para-professional teacher aides.

### *Additional Considerations*

A C grade is required for each required Core class.

Students who enter the program after the first semester of their freshman year may take longer to graduate because of class sequencing and should consult the Child Care Management advisor.

### *Recommended Curriculum*

#### **Home & Family Studies Core Requirements**

*Take all of the following:*

- HFST 1020 Principles of Nutrition (3)
- HFST 1500 Human Development (3)
- HFST 2120 Nutrition for Children (3)
- HFST 2400 Family Relations (3)
- HFST 2500+ Early Childhood (3)
- HFST 2610+Guidance of Young Children (3)
- HFST 2620 Creative Experiences For Children (3)
- HFST 2630+ Practicum in Preschool Training A (3)
- HFST 2635+ Practicum in Preschool Training B (2)
- HFST 2760+ Seminar in Preschool Teaching (1)

#### **+Prerequisites Required**

#### **Marketing / Management Core Requirements**

*Required*

- HFST 1600 Child Care As A Business (2)

*and*

*Choose 6 credits from the following in consultation with advisor*

- HFST 2250 Personal and Consumer Management (3)
- BUS 1010 Introduction to Business (2)
- HFST 1210 Personal Finance (3) *or* BUS 1210 Personal Finance (3)

- BUS 1270 Strategic Selling (3)
- BUS 1480 Advertising & Promotion (3)
- BUS 2650 Management Principles for Entrepreneurs (3)
- HFST 2800 Special Projects (1-2)
- HFST 2997, etc. Cooperative Education (1-3)
- Others as determined useful to the degree through advisor - student consultation

#### **Required Related Courses:**

Computation (*Choose one*):

- MATH 0900 or any Math GE (3-4)

Communications (*Choose one*):

- ENGL 1010 Expository Composition (3)

Human Relations

- COMM 2110 Interpersonal Communications (3)
- PE 1096 Fitness and Wellness (1)

Related Instruction

- PE 1543 First Aid (3)
- PE 2222 Playground and Recreation (3)

#### **Optional Core and Optional Related**

*Complete 12 to 14 credits from the following*

- All HFST courses not counted in other areas.

Other classes as determined useful to degree through faculty advisor- student consultation

### **Child Development / Early Childhood Education**

#### *Description*

This program leads to transfer into professional training for teaching in preschool programs, kindergarten, grades 1-3, as well as employment opportunities in day care centers and other social agencies.

#### *Outcomes*

Students who complete an emphasis in Child Development/Early Childhood Education will be expected to demonstrate that they

- know the major theories of human growth and development;
- understand typical behaviors for the differing stages of development;
- understand the normal patterns of physical, emotional, social, moral and cognitive development;
- know what constitutes developmentally appropriate practice;



- know strategies for positive discipline;
- understand the characteristics of effective care givers;
- recognize the influence of cultural and historical trends on development across the life span;
- can apply theories to real life situations;
- can observe, record, and interpret children's behavior using their knowledge of human development as a foundation;
- can respond effectively to situations that require adult intervention in the child development lab.

### *Careers*

Students who complete an emphasis in child development/early childhood education and complete additional training at a four year institution should be eligible for employment in the following occupations:

- Public education teacher
- Daycare/preschool provider

### *Recommended Curriculum*

#### **Associate of Science Degree**

#### **General Education Requirements (36 credits):**

It is suggested that students use the following courses to fulfill the appropriate general education categories:

- HFST 1020 Nutrition (IC) (3)
- HFST 1500 Human Development (SS) (3)

#### **Home & Family Studies Suggested Curriculum Core Courses:**

- HFST 1300 Personal & Family Health (2)
- HFST 2500+ Early Childhood (3)
- HFST 2600 Intro. To Early Childhood Education (2)
- HFST 2610+ Guidance to Young Children (3)
- HFST 2620+ Creative Experiences for Children (3)

+Prerequisites Required.

#### **Suggested Classes**

- HFST 2630 Practicum in Preschool Training A (3)
- HFST 2635 Practicum in Preschool Training B (2)

### **Family and Consumer Science**

#### *Description*

Family and Consumer Science offers an opportunity for students to pursue interests in six subject areas:

Foods and Nutrition, Interior Design, Clothing and Textiles, Early Childhood Education, Human Development and Family Relations, and Family Resource Management. This emphasis helps students fill their roles in society, both in and out of the work force. Students investigate human relationships as well as basic family science, theory, and practical skills.

#### *Outcomes*

According to their areas of interest, students pursuing a course of study in Family and Consumer Science will be expected to demonstrate that they:

- Know the basic principles underlying nutritional choices and the potential consequences of those choices;
- Know the fundamental principles of food preparation and meal management;
- Can plan and prepare nutritious meals.
- Can operate a home sewing machine, select fabrics and notions to complete textile projects;
- Can recognize the intrinsic value of personally designed textile projects and the skills it takes to make them;
- Will demonstrate an understanding of conceptual principles regarding design, as well as demonstrate fluency in historical content and context of architecture and furniture;
- Will demonstrate proficiency in materials and techniques used in design application for residences and will demonstrate analysis and recognition of good design based on educational guidelines;
- 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 guidance and discipline;
- Can observe, record, and interpret children's behavior in the context of developmental theories;
- Can appreciate the way cultural, historical, biological, and environmental factors contribute to development across the lifespan;
- Can recognize the skills necessary to make and maintain healthy marriage and family relations;
- Can identify and explain positive character traits that lead to healthy relationships;
- Can find and interpret research and other literature and write a report;

- Can demonstrate ability to develop and make a professional presentation;
- Can create and apply basic personal financial statements;
- Can identify and explain principles of effective personal management;
- Can demonstrate ability to create effective personal goals and plan.

### *Careers*

Students who complete the recommended curriculum in Family and Consumer Science should be able to continue their studies at one of the 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 financial planners. Students would also be prepared to develop entrepreneurial interests.

### *Recommended Curriculum*

#### **Core courses:**

- HFST 1140 Introductory Sewing (2)
- HFST 1240 Principles of Food Management (3)
- HFST 1400 Courtship and Marriage (3)
- HFST 2040 Intermediate Sewing (3)
- HFST 2130 Interior Design (3)
- HFST 2250 Personal and Consumer Management (3)
- HFST 2400 Family Relations (3)
- BUS 1210 Personal Finance (3)
- EDUC 2200 Intro to Education (3)

#### **Additional courses:**

- HFST 1130 Quiltmaking (3)
- HFST 1260 Weight Control and Eating Behaviors (2)
- HFST 1300 Personal and Family Health (2)
- HFST 2500 Early Childhood (3)
- HFST 2610 Guidance of Young Children (3)
- HFST 2620 Creative Experiences for Children (3)

It is suggested that students use the following course to fulfill the appropriate General Education requirements:

- ART 1120 (FA) (3)
- BIOL 1050 (LS) (3)
- CHEM 1110, 1115 (PS) (5)
- CHEM 1120, 1125 (PS) (5)
- HFST 1020 Nutrition (IC) (3)
- HFST 1500 Human Development (SS) (3)

### **Suggested Classes**

- HFST 2630 Practicum in Preschool Training A (3)
- HFST 2635 Practicum in Preschool Training B (2)

### *Additional Considerations*

Students who wish to earn a Bachelors degree in a comprehensive Family and Consumer Science program should plan to transfer to Utah State University, Southern Utah University, or Brigham Young University after finishing their work at Snow.

### **Special Opportunities**

Classes at Snow College are small, allowing students to become well acquainted with both faculty and other students.

Family and Consumer Science students are also given the opportunity to participate with students and professionals from throughout the state in professional workshops and conferences.

### **Family Life Certificate**

This one year certificate program offers practical and theoretical training for the student desiring to be successful in home and family settings. A total of 28 credits are required.

#### **Core courses:**

- HFST 1020 Nutrition (3)
- HFST 1240 Principles of Food Management (3)
- HFST 1400 Courtship and Marriage (3)
- HFST 1500 Human Development (3)
- HFST 2120 Nutrition for Children (3)
- HFST 2250 Personal and Consumer Management (3)
- HFST 2400 Family Relations (3)
- HFST 2610 Guidance of Young Children (3)

#### **Additional courses:**

- HFST 1140 Introductory Sewing (2)
- HFST 1300 Personal and Family Health (2)
- HFST 2130 Interior Design (3)
- HFST 2620 Creative Experiences for Children (3)
- BUS 1210 Personal Finance (3)

## **PHYSICAL EDUCATION**

**Instructors:** Dan Finn, Nuno Gourgel, Matt Johnson, Spencer Mack, Britt Maughan, Rafe Maughan, Gary McKenzie, Rob Nielson (Chair),

Jeff Reynolds, Mike Russell

**Phone:** (435) 283-7020

## Description

The Physical Education department provides students with the knowledge and skills to acquire a life 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

- Students will demonstrate an understanding of the rules, etiquette and strategy of each activity or sport.
- Students will understand the value of lifetime sports, health principles and activities (regular exercise & proper nutrition).
- Students will perform specified sport or activity at a proficient level or show sufficient progress from pre test to post test.
- Students will participate in regular activity or sport.

## Careers

Students who earn a degree in physical education are able to work as physical education teachers, athletic team coaches, athletic trainers, in parks and recreation and in exercise science.

## Special Opportunities

Students may work as lifeguards, water safety instructors, cooperative education teachers and coaches, intramural staff and game officials, athletic team managers and recreation interns.

## Recommended Curriculum

### Core courses:

General requirements for all physical education majors:

- BIOL 2420 Human Physiology (3)
- BIOL 2425 Human Physiology Lab (1)
- BIOL 2320 Human Anatomy (3)
- BIOL 2325 Human Anatomy Lab (1)
- COMM 1020 Public Speaking (3)
- PE 2222 Playground and Recreation and Recreation Leadership (3)
- PE 1543 First Aid (3)

- PE 1096 Fitness and Wellness (1)
- PE 2010 Introduction to Physical Education (3)
- PSY 1010 General Psychology (3)
- Two team sports and two individual sports.

## Physical Education Health Courses

This area is for those desiring to major in physical education and or health.

- HFST 1300 Personal and Family Health (2)
- PE 1096 Fitness and Wellness (1)
- PE 1345 Water Safety (2)
- PE 1543 First Aid (3)
- PE 2010 Intro to PE (3)
- PE 2600 Intro to Sports Medicine (3)

## PE Split Semester Plan

Many sections of PE courses are offered on a split semester plan and/or in blocks. Block one meets MTWR for the first eight weeks of the semester. Block two meets MTWR for the second eight weeks of the semester.

## SOCIAL SCIENCE

### Anthropology

**Assistant Professor:** Michael Brenchley

#### Description

Anthropology is the holistic study of humankind. The field is divided into two major areas of study:

First, the study of physical anthropology which draws on the theories and concepts of biological science in order to place humans in the taxonomy of living primates, and to explain the principles upon which Darwinian and modern evolutionary theory is based.

Second, the study of cultural anthropology, including archaeology, linguistics, ethnography and ethology. Archaeology explores the artifactual evidence of the appearance of human culture and follows the evolution and diffusion of that culture in successive generations. Linguistics is concerned with the comparison of different language groups and their probable patterns of divergence. Ethnographers collect data from historical sources where possible, and by participant observation among the diverse cultural groups surviving to the present. This data is then studied by ethnologists to derive theories of human family, educational, religious economic and political behavior.

### *Outcomes*

- Students who complete the Introduction to Anthropology course at Snow College will be expected to demonstrate that they:
- know the major concepts of physical and cultural anthropology;
- understand the scientific theory of physical and cultural evolution.

### *Careers*

Anthropology majors are employed in a variety of career fields. Anthropology majors are employed in but not limited to the following job fields: business and industry research, academic institutions, health professions, archeology, non-profit organizations, consulting, government agencies, communications, etc.

A career as a professional anthropologist, whether as a teacher or a researcher, is a long term commitment requiring the completion of at least a master's degree if one seeks employment as a teacher at the 2-year college level, and a Ph.D. for employment in a teaching or research position at a 4-year college or university.

Government agencies and private foundations may fund projects in anthropology and hire qualified researchers and writers.

Additional Considerations

Students should consult the anthropology instructor for recommended courses and transfer advice.

### **Economics**

**Professor:** Kerry D. Hansen

**Assistant Professor:** Nathan Caplin

### *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
- Political Consulting
- Government
- Law
- Banking
- Stock and Bond trading

### *Recommended Curriculum*

Students who wish to transfer to a four-year institution and become an economics major should take the following courses:

- ECON 2010 Microeconomics
- ECON 2020 Macroeconomics
- A statistics course
- A business calculus or calculus course.

### *Additional Considerations*

Please realize that Snow College does not offer an economics major, but that the four-year public institutions recommend the above four courses and completion of the general education requirements if a student wishes to enter as a junior in economics.

It is recommended that students seek advice concerning other recommended courses of study while at Snow College from their advisor or from the four-year institutions to which the students plans to transfer.

### **Geography**

**Associate Professors:** Renee Mauche Faatz,  
Douglas Wendel

**Instructor:** Jon Ostler

### *Description*

Geography is the study of the interaction of human kind with their environment and the world in which we live. It is concerned with the imprints of human activity on the surface of the earth. There are a

number of specializations within the discipline; including cultural, regional, physical, spatial organization, cartography, and geographic information systems (GIS) to name a few.

Geography helps students understand the ongoing changes and new directions taking place in our world.

### *Outcomes*

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

- 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 Professors:** Nathan Caplin, David Graham

### *Description*

History is the study of humanity's past. All that mankind has written, thought, done, or created is of interest to the historian. The study of history is a liberating endeavor because it enables individuals to appreciate others and to understand themselves in the context of mankind's collective experiences.

### *Outcomes*

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

- know the historical developments of the nations, cultures, societies, and eras they have studied;
- know the political, economic and legal systems of societies they have studied;
- know the religions, value systems, class structures, and philosophies of societies they have studied;
- know the contributions of leading historical figures to their respective societies;
- know the aesthetic and artistic achievements of diverse cultures;
- know the role which ideologies play in history;
- can interpret and explain historical documents;
- can employ the tools of historical scholarship in historical research and writing;
- can interpret current events by the application of historical knowledge and understanding to contemporary developments;
- can think critically and analytically about historical developments and events, cause and effect relationships, and the meaning and significance of historical events;
- appreciate the way historical understanding broadens intellectual horizons;
- appreciate the way diversity enriches the human experience;
- appreciate the way historical knowledge can foster a more empathetic understanding of the challenges and tribulations which have confronted mankind;
- appreciate the way an awareness of past racial, ethnic, or religious struggles should foster a reluctance to judge and impose one's own values on others;

- appreciate the way the legacy of freedom and personal liberty bequeathed to us by our fore bears is a privilege to 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)
- HIST 1700 American Civilization (3)

### Additional Considerations

Students who wish to be certified in secondary education should consult the education department for additional requirements.

In the state of Utah, two semesters of a foreign language are required for an AA degree. Four semesters are required for a B.A.

If time permits, it is recommended that students take HIST 2340 History of England and HIST 2350 History of the American West.

Prospective majors in history should seek to acquire an extensive background in the social and behavioral sciences, with courses in political science, sociology, economics, and geography being especially recommended.

## Political Science

**Professor:** Kerry Hansen

**Instructor:** Bradford Young

### Description

Political science is the systematic study of governance by the application of empirical and generally scientific methods of analysis. In addition to examining the state and its organs and institutions,

political science encompasses studies of all the societal, cultural, and psychological factors that mutually influence the operation of government and the body politic.

### Outcomes

Students who complete the courses in Political Science offered at Snow College be able to:

- Demonstrate a theoretical and factual understanding of government, politics, and political philosophy, nationally and internationally.
- Demonstrate the analytic ability, communication skills, and facility with political research methods.
- Engage in effective participation in civic affairs, careers in government and the teaching of government, and further undergraduate and graduate study in political science, law, and other fields related to the public sector

### Careers

#### **Business & Finance**

Undergraduate political science training offers a good preparation for careers or graduate programs in business. Undergraduate courses in political economy and development can be useful preparation for working in business development, financial consulting, or public finance. Students who have focused on area studies and international relations may find opportunities in international business or trade.

#### **Public Administration & International Affairs**

Undergraduate studies in any area of political science can be useful for a career in public administration. Knowledge of the political process, strong writing skills, and familiarity with research methods are all useful preparation for these careers. While many careers in public service require only a bachelor's degree, graduate programs in public administration, public policy, and international affairs provide specialized training for positions in a variety of government and public service careers.

#### **Non-governmental Organizations & Non-profits**

If you are thinking about a career in public service, consider non-profits, foundations, or non-governmental organizations. These organizations operate at the local, national, and international policy level, working on virtually all issue areas all over the globe. The missions of these organizations range from local neighborhood housing to state environmental policy to global human rights. Non-profits, foundations, and non-governmental

organizations offer opportunities for political science graduates at all degree levels.

### **Journalism & Media**

If you are interested in a career in journalism or media, political science training can give you the substantive and analytical background you need. Typically political science courses place heavy emphasis on developing fluid and clear writing and speaking skills, which are beneficial for positions in print or broadcast journalism, publishing, social media, communications, and public relations.

### **Academic Research and Teaching**

With a PhD in political science, you will have gained key methodological skills that will prepare you for a career as a college or university professor conducting cutting-edge research in a variety of political science subfields, including American politics, comparative politics, political theory, and international relations.

### ***Recommended Curriculum***

Students who wish to transfer to a four-year institution should take the courses recommended below. Students who have a transfer institution in mind should consult that institution's Political Science department regarding course transferability as soon as possible.

- POLS 1100 American National Government (3) or POLS 1000 American Heritage (3)
- POLS 2100 Introduction to International Relations (3)
- POLS 2200 Introduction to Comparative Politics (3)
- POLS 2300 Introduction to Political Theory (3)

## **Psychology**

**Assistant Professors:** Dana L. Erskine, Nick Marsing

### ***Description***

Psychology is the study of human behavior and mental processes. Psychologists study behavior, consciousness, learning, memory, motivation, emotion, development, personality, attitudes and attitude change, group processes, interpersonal attraction, prosocial behavior, leadership, aggression, and prejudice. Psychologists also study the methods by which valid psychological knowledge is obtained.

Students who complete the recommended psychology curriculum at Snow College will be prepared to continue their studies at any four-year

institutions in Utah. They will also have had the opportunity (if they desire) to conduct original research, and attend or even present at national conferences, and volunteer in meaningful ways.

### ***Outcomes***

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

- Become familiar with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Appreciate the interdependence of cultures and people.
- Understand and apply basic, and scientifically sound, research methods in psychology.
- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Understand and apply psychological principles to personal, social, and organizational issues.
- Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
- Develop insight into one's own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
- Learn effective methods of studying, preparing for class, and working in groups.
- Appreciate the value of lifelong learning.

### ***Careers***

#### **A Degree to ANYWHERE!**

One of the wonderful aspects of majoring in psychology is the insight it provides into human behavior as well as the critical and analytical skills students develop. This unique combination of skills is highly valued in many sectors outside of psychology; such as business, education, health care, and law. Psychology as a major or minor is a way to open a lot of doors professionally.

For students who want to work in the psychology field, there are a variety of different opportunities. Some unique areas are;

#### **Counseling/Therapy/Clinical Psychology**

This emphasis prepares individuals to work with clients in formal practice. Helping them to improve life behaviors and better understand themselves. Graduate level degrees and state licenses are required.

### **School Counseling**

This emphasis prepares individuals to work in an education setting to provide academic career, college readiness, and personal/social guidance. A masters degree and state licensure are required.

### **Forensic Psychology**

This emphasis prepares individuals to work closely with the judicial and criminal justice systems to provide professional psychological expertise. A masters degree is required or doctorate is required.

### **Engineering Psychology/ Human Factors**

This emphasis prepares individuals to explore the relationship between humans and the products we use every day. A masters degree is required, but a doctorate is recommended.

### **Educational Psychology**

This emphasis is for those who want to assess educational practices, student learning, or work with students & teachers. A masters degree or doctorate is preferred.

### **Industrial or Organizational Psychology**

This emphasis prepares individuals to work in industry and business 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.

### **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 courses. 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 2300 Introduction to Social Psychology (3)
- PSY 1400 Analysis of Behavior (3)
- PSY 1100 Human Development (3)
- PSY 2010 Psychology as Science & Career (3)
- PSY 1234 Psychology in Popular Media (2)

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

- SOC 1020 Modern Social Problems (3)
- BIOL 1050 Human Biology (3)
- BIOL 1055 Human Biology Lab (1)
- MATH 1040 Introduction to Statistics (3)
- PHIL 1000 Introduction to Philosophy (3)

### ***Additional Considerations***

Students should consult a psychology faculty for additional recommended courses.

Students should also take the opportunity to be a part of psychology club for volunteer, leadership, and research experiences.

### **Sociology**

**Professor:** Kerry D. Hansen

**Assistant Professor:** Michael Brenchley

### ***Description***

Sociology studies the patterns of social structure and interaction from the micro-level through the macro-level of social analysis. It uses human demography and human ecology as a background for three major theoretical frameworks: Symbolic Interaction Theory, Functional Theory, and Conflict Theory. Sociology encourages students to develop a "sociological imagination" through which they may develop insights into how social forces at all levels form a complex playing-field of social life on which, through their interaction with others, students may maximize their opportunities.

### ***Outcomes***

Students who complete the two sociology courses offered at Snow College are expected to demonstrate that they

- know the major concepts of those courses;
- know the major viewpoints of Symbolic Interaction Theory, Functionalist Theory and Conflict Theory;
- know the concepts behind human ecology and human demography.

### ***Careers***

A Sociology degree can lead to many different types of careers. Sociology majors are employed in but not limited to the following job fields: academic social service or rehabilitation institutions, corrections and criminal justice, business/industry marketing and research, health professions, government agencies,



public relations, management and human resources, etc.

Teaching and research can also be a popular career choice for sociologists.

A career in sociology as a teaching profession is a long-term commitment. One must have a Masters degree if one is to seek employment as a teacher at the two-year college level, and a Ph.D. if one seeks employment at a four-year college or university in either teaching, research, or both.

#### *Additional Considerations*

Sociology courses are recommended as background courses in a number of other majors requiring less than a Masters or Doctorate degree. Sociology courses are excellent, and sometimes required background courses for persons majoring in education, counseling and guidance, social work,

criminal justice, early childhood education, and human resources. Students contemplating such careers should check with the appropriate advisor.

Students who finish the two courses offered in sociology at Snow College at the grade level required by a Utah State Higher Education four-year institution or university offering Bachelors, Masters or Doctorate degrees in sociology may transfer their sociology credits at full face value. Students deciding to major in sociology are advised to make the decision to transfer as early as possible; otherwise, they may find themselves at a disadvantage to sophomore students at the transfer institution who may elect to take some junior level sociology courses which cannot be offered at two-year colleges, such as Snow.

# COURSE DESCRIPTIONS

## A

**ACCT 2010 Financial Accounting**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

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. This course is the first in a series designed for the Sophomore year in preparation for obtaining the ASB degree.

Prerequisites: **MATH 1050 or Equivalent**

**Corequisites: None**

**ACCT 2020 Managerial Accounting**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: N/A**

This course is a 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**

**AGBS 1010 Fundamentals of Animal Science**  
**Semester Taught Fall (4:4:0)**  
**General Ed Requirement: N/A**

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.

**AGBS 1100 Career Exploration in Agribusiness**  
**Semester Taught (2:2:0)**  
**General Ed Requirement: N/A**

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.

**AGBS 1700 Western Riding Skills I**  
**Semester Taught Fall (3:2:2)**  
**General Ed Requirement: N/A**

The objective of this class is to allow students to practice and further develop their horsemanship skills. This course is designed to cover principles of basic horsemanship and will include some of the principles of schooling/training horses that are already broke to ride. An understanding of horse behavior and safe conduct around horses are central to the course. Students will be introduced to the fundamentals of riding, handling and grooming, as well as becoming familiar with the parts of the horse. Students have the opportunity for hands-on application of these principles by actually riding and schooling horses during this course.

Topics presented will include horsemanship skills, equine behavior, equine psychology, and how this knowledge can be utilized to produce and present a willing, useful horse. Goals will be set for each student-horse pair, and efforts will be made to reach these goals. Students must have or arrange for their own horse.

**AGBS 1715 Applied Technical Math**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: N/A**

This course covers the principles of business math and algebra and geometry as they apply to problem solving in the Business and Applied Technologies (BAT) division programs. It includes basic business mathematical concepts the quadratic equation, exponents and radicals, polynomials, constructions of geometric shapes, the circle concept, and applications of volume and shapes.

**AGBS 1900 Horsebreaking and Training I**  
**Semester Taught Fall (3:2:2)**  
**General Ed Requirement: N/A**

This course introduces fundamental principles and techniques used in starting and training young horses. It covers safety, equipment, handling principles, and techniques through practical application. Students will begin this course with a horse that has never been ridden. They will learn and apply techniques on this horse to take him from halter broke to riding under the saddle. Students must have or make arrangements to have their own horse.

**AGBS 2020 Introduction to Agricultural Economics & AgriBusiness Management**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

This course will introduce students to important aspects of the agricultural economy, its structure and function, how agricultural markets work, the impact of public policy on agriculture economics, and the relationship between agribusiness and agriculture economics.

**Corequisites: N/A**

**AGBS 2030 Managerial Analysis and Decision Making**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: N/A**

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. AGBS 2020 is a prerequisite for this course, or instructor approval must be given.

Prerequisites: **AGBS 2020**

Corequisites: **N/A**

**AGBS 2200 Anatomy and Physiology of Domestic Animals**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Individual Choice**

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.

Corequisites: **AGBS 2205**

**AGBS 2205 Anatomy and Physiology of Domestic Animals Lab**  
**Semester Taught Fall (1:0:2)**  
**General Ed Requirement: Life Science**

This laboratory setting allows students to physically examine domestic animal tissues, organs, and systems.

Corequisites: **AGBS 2200**

**AGBS 2400 Livestock Feeds and Feeding**  
**Semester Taught (4:4:0)**  
**General Ed Requirement: N/A**

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.

**AGBS 2500 Animal Breeding**  
**Semester Taught (4:4:0)**  
**General Ed Requirement: N/A**

Reproductive physiology and artificial insemination will be covered as well as basic genetic and inheritance interactions. Principles involved in breeding animals, including mating systems, performance testing and progeny testing will be examined. Students will be introduced to production selection principles; such as indexing, genetic selection, keep/cull criteria and other methods for the improvement of farm animals.

**AGBS 2700 Western Riding Skills II**  
**Semester Taught Spring (3:2:2)**  
**General Ed Requirement: N/A**

This course is designed for the intermediate rider and will allow students to further practice and develop riding skills. Students will concentrate on improving control and execution of aids, collection and control, and interpreting horse behavior. Students will also be introduced to more advanced equitation maneuvers and patterns as they are encouraged to develop skills useful for training and showing horses. Instruction will review and improve knowledge and skills in barn safety, horse health care, and riding techniques. There will be mounted as well as unmounted (classroom) lessons. Students must have or arrange for their own horse.

Prerequisites: **Western Riding & Horsemanship I**

**AGBS 2900 Horse Breaking and Training II**  
**Semester Taught Spring (3:2:2)**  
**General Ed Requirement: N/A**

This course introduces more advanced principles and techniques used in starting and training young horses. It covers safety, equipment, handling principles, and techniques through practical application. Students will begin this course with a horse that was either used in the Horse Breaking & Training I course or with a horse that has no more than 30 days riding time. They will learn and apply techniques on this horse to take him from beginning riding under the saddle to work or competition suitable and marketable for sale. Students must provide or have access to their own horse.

Prerequisites: **Horse Breaking & Training I**

**AHNA 1000 Nursing Assistant**  
**Semester Taught (6:4:4)**  
**General Ed Requirement: N/A**

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.**

Corequisites: **N/A**

**ART 1001 Summer Snow Master Classes**  
**Semester Taught Summer (2:0:0)**  
**General Ed Requirement: N/A**

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 Introduction to the Visual Arts**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Fine 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.

Prerequisites: N/A

Corequisites: N/A

### **ART 1020 Basic Drawing**

**Semester Taught Spring, Fall (3:3:3)**

**General Ed Requirement: Fine Arts**

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.

Prerequisites: N/A

Corequisites: N/A

### **ART 1040 Art Studio Practices-2D (non-majors)**

**Semester Taught (3:3:3)**

**General Ed Requirement: Fine Arts**

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-majors) which is offered in sequence or concurrently.

Prerequisites: none

### **ART 1050 Basic Photography**

**Semester Taught Spring, Summer, Fall (3:3:3)**

**General Ed Requirement: Fine Arts**

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.

Prerequisites: N/A

Corequisites: N/A

### **ART 1100 Visual Culture (Formerly Art Majors Orientation)**

**Semester Taught Fall (3:3:0)**

**General Ed Requirement: N/A**

This course is an introduction to culture, theory, and practice associated with visual art. It will include visual arts orientation, readings, critical discussion, and research related to visual culture and meaning. Required of all art majors.

Prerequisites: None

### **ART 1110 Drawing I**

**Semester Taught Spring, Fall (3:3:3)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

### **ART 1120 2D Surface (formerly 2D Design)**

**Semester Taught Spring, Fall (3:3:3)**

**General Ed Requirement: N/A**

This foundation studio course introduces students to the dynamics of the visual language. It will foster the development of compositional sensibility and promote the development of abilities in a variety of mediums, including analog and digital processes. Emphasis will be placed on the study of theory and application of two-dimensional structure through assignments designed to develop creative thinking, critical analysis, and visual problem solving skills. A comprehensive portfolio will be required of each student. This course is required of all art majors. A lab fee is required.

Prerequisites: None

### **ART 1130 3D Space (formerly 3D Design)**

**Semester Taught Spring, Fall (3:3:3)**

**General Ed Requirement: N/A**

This foundation studio course includes the study of the principles and elements of design and creative problem solving with application to three-dimensional space. Emphasis is placed on the systematic approach that artists use to take a work from conception to completion using both analog and digital means. This course is required for all art majors. A lab fee is required.

Prerequisites: None

**ART 1140 4D Time**  
**Semester Taught Spring, Fall (3:3:3)**  
**General Ed Requirement: N/A**

This foundation studio course introduces students to time-based media. Investigations will include conception, storyboarding, sequencing, narrative and non-linear time, stop motion animation, video, and sound design. Both analog and digital components will be utilized to experiment with the broad range of time-based media available to visual artists. This course will culminate with a final portfolio of virtual kinetic work combining multiple and integrated applications of each technology. This course is required of all art majors. A lab fee is required.

**ART 1150 (formerly Art 1140) Photo I (formerly Art 1140)**  
**Semester Taught Spring, Fall (3:3:3)**  
**General Ed Requirement: N/A**

This course introduces students to the fundamental practices and concepts in photography and explores multiple modes of photo-based image making. Students will explore the nature and meaning of photographic representation and the role images play in contemporary culture. Topics include DSLR camera operation, exposure, image editing, working with available light, elements of composition, exhibition presentation, historical photographic perspectives, and conceptual strategies used in making photographs. Photo I is a required foundation course for all art majors. A DSLR camera is required.

**Corequisites: N/A**

**ART 1160 Visual Arts Orientation**  
**Semester Taught Fall (0:1:0)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

**ART 1200 Art Talks**  
**Semester Taught Spring, Fall (1:1:0)**  
**General Ed Requirement: N/A**

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.

Prerequisites: None

**Corequisites: None**

**ART 1300 Digital Media Fundamentals**  
**Semester Taught Spring, Fall (3:3:3)**  
**General Ed Requirement: N/A**

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.

**ART 1400 Experimental Video I**  
**Semester Taught Fall (3:3:3)**  
**General Ed Requirement: N/A**

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.

**Corequisites: N/A**

**ART 1500 Silver & Alternative Photography**  
**Semester Taught Spring (3:3:3)**  
**General Ed Requirement: N/A**

This course introduces photographic processes based in the traditional wet darkroom. Techniques include camera building, exposure, film processing, silver-based printing, and alternative 19th century photographic processes. Artworks are discussed in the context of historical and contemporary photographic concepts and imagery. Students will present a final portfolio and critiques will be held regularly throughout the semester. A film camera and course fee are required.

**ART 1510 Creative Visualization**  
**Semester Taught (3.0:3.0:3.0)**  
**General Ed Requirement: N/A**

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 1600 (formerly ART 1150) Jewelry Making/Small Metals I**  
**Semester Taught (3:3:3)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**ART 1800 Digital Print and Interactive Media for Artists**  
**Semester Taught (3.0:3.0:3.0)**  
**General Ed Requirement: N/A**

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 2110 Drawing II**  
**Semester Taught Spring, Fall (3:3:3)**  
**General Ed Requirement: N/A**

This course is an experimental drawing class designed to build upon abilities developed in Drawing I and sensibilities fostered in 2D Design. Students are expected to possess a basic level of skill working in black and white and in a variety of dry drawing media. This class will emphasize the expansion of the drawing language 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

Corequisites: N/A

**ART 2140 Photo II**  
**Semester Taught Fall (3:3:3)**  
**General Ed Requirement: N/A**

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.

**ART 2200 Painting I (formerly Beginning Oil Painting)**  
**Semester Taught Spring, Fall (3:3:3)**  
**General Ed Requirement: N/A**

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

Corequisites: N/A

**ART 2230 Relief Printmaking (formerly Printmaking I)**  
**Semester Taught Spring, Fall (3:3:3)**  
**General Ed Requirement: N/A**

This course explores relief printmaking as a dynamic and thriving visual art medium. Students will create original prints utilizing the processes of woodcut, linocut, plastic engraving, and experiment with photo polymer processes. Study will include investigation of the evolution and historical significant of each process as well as contemporary trends in the world of printmaking. In addition to a final portfolio of prints, this course will culminate with the conception and execution of an editioned artists' book utilizing relief printing technologies. A lab fee is required.

**ART 2240 Intaglio Printmaking (formerly Printmaking II)**  
**Semester Taught Spring, Fall (3:3:3)**  
**General Ed Requirement: N/A**

This course explores intaglio printmaking as a dynamic and thriving visual art medium. Students will create original prints utilizing the processes of drypoint, etching, aquatint, engraving, collagraph, and mezzotint. Study will include investigation of the evolution and historical significant of each process as well as contemporary trends in the world of printmaking. In addition to a final portfolio of prints, this course will culminate with the conception and execution of an editioned artists' book utilizing intaglio printing technologies. A lab fee is required.

**ART 2260 Art Majors Sophomore Seminar**  
**Semester Taught Spring (1:2:0)**  
**General Ed Requirement: N/A**

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 art majors.

Prerequisites: *N/A*

**Corequisites:** *N/A*

**ART 2310 Animation I**

**Semester Taught (3.0:3.0:3.0)**

**General Ed Requirement:** *N/A*

This course will provide students with a progressive foundation in digital animation. Students will study the dynamics of kinetics, character development, 3D rendering, camera, and audible applications, as they relate to this dynamic, time-based medium. Utilizing these principles, this course will culminate with the production of a short, comprehensive, portfolio worthy, 3D animation. A lab fee is required for this course.

**ART 2510 Photography: Portraits**

**Semester Taught Fall (3:3:3)**

**General Ed Requirement:** *N/A*

This course teaches students traditional and explorative methods in portrait photography. Students will explore the nature and meaning of photographic representation and the role portraiture plays in personal and cultural identity. Topics include intermediate camera operation, camera format, image editing, natural and artificial lighting, exhibition presentation, historical perspectives, and conceptual approaches in used in making compelling portraits. Students should have a strong command of basic camera operation and manual exposure before enrolling in this course. DSLR camera and lab fee are required.

**ART 2600 Sculpture I**

**Semester Taught Spring, Fall (3:3:3)**

**General Ed Requirement:** *N/A*

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.

Prerequisites: **ART 1130**

**Corequisites:** *N/A*

**ART 2630 Mixed Media: Collage + Assemblage**

**Semester Taught (3:3:3)**

**General Ed Requirement:** *N/A*

This studio course explores material, process, historical context, aesthetics, legalities, and conceptual theory associated with appropriating and manipulating discarded media and found objects in the making of mixed media and altered art. Applied studio projects revolve around the

genre of 2D collage and 3D assemblage. A lab fee is required.

**ART 2650 Ceramics I**

**Semester Taught Spring, Fall (3:3:3)**

**General Ed Requirement:** *N/A*

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 2680 Figure Sculpture**

**Semester Taught (3:3:3)**

**General Ed Requirement:** *N/A*

This course is an introduction to modeling the human figure in clay. Students will construct portrait and figure sculptures while working from the live model. Armatures, human proportions, anatomy, and types of clay and modeling techniques will be explored. This course is one of a triad of classes that revolve around the human form including, BIOL 2150 Human Anatomy for Artists and ART 2900 Figure Drawing.

**ART 2756 Travel Seminar**

**Semester Taught Spring (1:1:0)**

**General Ed Requirement:** *N/A*

A course designed to expose art majors to the diversity outside of Utah through art travel tours. This annual one credit offering includes a travel experience to one major art center in the 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.

Prerequisites: *N/A*

**Corequisites:** *N/A*

**ART 2900 Figure Drawing for Art Majors**

**Semester Taught Spring (3:3:3)**

**General Ed Requirement:** *N/A*

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**

**Corequisites:** *N/A*

**ART 2950 Experiments in Visual Thinking**

**Semester Taught (3:3:3)**

**General Ed Requirement:** *N/A*

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 current themes in contemporary art. Students develop an expanded visual vocabulary of contemporary art practices while learning how to visually and verbally communicate their ideas and process. Students are expected to be self-motivated and directed. Class hours are devoted to lectures, discussions, presentations, demonstrations, studio time, and critiques.

**ARTH 2710 Art History Survey I**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: Fine Arts**

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.

Prerequisites: N/A

Corequisites: N/A

**ARTH 2720 Art History Survey II**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: Fine Arts**

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 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

Prerequisites: N/A

Corequisites: N/A

**ASL 1010 Basic Sign Language**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

This course teaches the basic elements of signed language, ASL grammar, and deaf culture.

**AUTO 1000 Automotive Safety and Basics**  
**Semester Taught (1:1:1)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**AUTO 1001 Automotive Technology I**  
**Semester Taught (6:4:6)**  
**General Ed Requirement: N/A**

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.

Prerequisites: None

Corequisites: None

**AUTO 1002 Automotive Technology II**  
**Semester Taught (6:5:4)**  
**General Ed Requirement: N/A**

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

Corequisites: N/A

**AUTO 1007 Principles of Technology I**  
**Semester Taught (2:1:2)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**AUTO 1008 Principles of Technology II**  
**Semester Taught (2:1:2)**  
**General Ed Requirement: N/A**

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

Corequisites: N/A

**AUTO 1039 Automotive Technology III**  
**Semester Taught (2:0:4.5)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**AUTO 1101 (formerly AUTO 1100) Automotive Engine Repair**



**Semester Taught (2:2:0)****General Ed Requirement: N/A**

This course covers construction and operational principles of basic gasoline engine systems and major overhaul of the complete automotive engine. Corequisite: This lecture AUTO 1101 must be taken concurrently with the lab AUTO 1105.

**Corequisites: AUTO 1105****AUTO 1105 (formerly AUTO 1100) Automotive Engine Repair Lab****Semester Taught (3:0:9)****General Ed Requirement: N/A**

This course gives students the hands-on lab experience required for AUTO 1101. This course covers construction and operational principles of basic gasoline engine systems and major overhaul of the complete automotive engine. Corequisite this lab AUTO 1105 must be taken concurrently with the lecture AUTO 1101.

**Corequisites: AUTO 1101****AUTO 1201 (formerly AUTO 1200) Automotive Automatic Transmissions and Transaxles****Semester Taught (2:2:0)****General Ed Requirement: N/A**

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. Corequisite: This lecture AUTO 1201 must be taken concurrently with the lab AUTO 1205.

Prerequisites: N/A

**Corequisites: AUTO 1205****AUTO 1205 (formerly AUTO 1200) Automotive Automatic Transmissions and Transaxles Lab****Semester Taught (3:0:9)****General Ed Requirement: N/A**

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. Corequisite: This lab AUTO 1205 must be taken concurrently with the lecture AUTO 1201.

Prerequisites: N/A

**Corequisites: AUTO 1201****AUTO 1301 (formerly AUTO 1300) Automotive Manual Transmissions/Transaxles and Power Trains****Semester Taught (2:2:0)****General Ed Requirement: N/A**

This course covers theory, operation, diagnosis, maintenance, and overhaul of the clutch, standard transmission, standard transaxles, drive lines, differentials, front-wheel drive units, and four-wheel drive

components. Corequisite: This lecture AUTO 1301 must be taken concurrently with the lab AUTO 1305.

Prerequisites: N/A

**Corequisites: AUTO 1305****AUTO 1305 (formerly AUTO 1300) Automotive Manual Transmissions/Transaxles and Power Trains Lab****Semester Taught (3:0:9)****General Ed Requirement: N/A**

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 transaxles, drive lines, differentials, front-wheel drive units, and four-wheel drive components. Corequisite: This lab AUTO 1305 must be taken concurrently with the lecture AUTO 1301.

Prerequisites: N/A

**Corequisites: AUTO 1301****AUTO 1401 (formerly AUTO 1400) Automotive Suspension and Steering****Semester Taught (2:2:0)****General Ed Requirement: N/A**

This course covers repair and adjustment suspension and steering systems. Students study steering gears, rack and pinion, conventional and McPherson struts, alignment angles, and alignment with a computerized four-wheel alignment fixture. Corequisite: This lecture AUTO 1401 must be taken concurrently with the lab AUTO 1405.

Prerequisites: N/A

**Corequisites: AUTO 1405****AUTO 1405 (formerly AUTO 1400) Automotive Suspension and Steering Lab****Semester Taught (3:0:9)****General Ed Requirement: N/A**

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 McPherson struts, alignment angles, and alignment with a computerized four-wheel alignment fixture. Corequisite: This lab AUTO 1405 must be taken concurrently with the lecture AUTO 1401.

Prerequisites: N/A

**Corequisites: AUTO 1401****AUTO 1501 (formerly AUTO 1500) Automotive Brakes****Semester Taught (2:2:0)****General Ed Requirement: N/A**

This course covers principles, repair, and adjustment of the automotive brake system and includes hydraulic theory, diagnosis, and service of brake systems. Students study drums, disks, power units, and Antilock Braking System (ABS) brakes. Corequisite: This lecture AUTO 1501 must be taken concurrently with the lab AUTO

1505.

Prerequisites: N/A

Corequisites: AUTO 1505

**AUTO 1505 (formerly AUTO 1500) Automotive Brakes Lab**

**Semester Taught (3:0:9)**

**General Ed Requirement: N/A**

This course gives students the hands-on lab experience for AUTO 1501. This course covers principles, repair, and adjustment of the automotive brake system and includes hydraulic theory, diagnosis, and service of brake systems. Students study drums, disks, power units, and Antilock Braking System (ABS) brakes. Corequisite: The lab AUTO 1505 must be taken concurrently with the lecture AUTO 1501.

Prerequisites: N/A

Corequisites: AUTO 1501

**AUTO 1509 Hot Rod and Performance Vehicles**

**Semester Taught (2:1:3)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**AUTO 1519 Basic Automotive Upholstery**

**Semester Taught (2:1:3)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**AUTO 1600 Automotive Electrical and Electronics I**

**Semester Taught (5:5:3)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**AUTO 1715 Applied Technical Math**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

This course covers the principles of algebra and geometry as they apply to problem solving in the Business and Applied Technologies (BAT) division programs. It includes the quadratic equation, exponents and radicals, polynomials, constructions of geometric shapes, the circle

concept, and applications of volume and shapes.

Prerequisites: N/A

Corequisites: N/A

**AUTO 1801 (formerly AUTO 1800) Automotive Fuel, Emissions, and Ignition Systems**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

Students will have an understanding of the theory, operation, diagnosis, and repair of fuel, emission control systems, and ignition systems. Corequisite: The lecture AUTO 1801 must be taken concurrently with the lab AUTO 1805.

Prerequisites: N/A

Corequisites: AUTO 1805

**AUTO 1805 (formerly AUTO 1800) Automotive Fuel, Emmissions, and Ignition Systems Lab**

**Semester Taught (2:0:6)**

**General Ed Requirement: N/A**

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. Corequisite: The lab AUTO 1805 must be taken concurrently with the lecture AUTO 1801.

Prerequisites: N/A

Corequisites: AUTO 1801

**AUTO 1930 Leadership & Professional Development - Course 1**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**AUTO 2601 (formerly AUTO 2600) Automotive Electrical and Electronics II**

**Semester Taught (4:4:0)**

**General Ed Requirement: N/A**

This course covers the theory, operation, and diagnosis of automotive batteries, starting systems, charging systems, lighting systems, instrumentation, and automotive accessories. Corequisite: The lecture AUTO 2601 must be taken concurrently with the lab AUTO 2605.

Prerequisites: N/A

Corequisites: AUTO 2605

**AUTO 2605 (formerly AUTO 2600) Automotive Electrical and Electronics II Lab**

**Semester Taught (2:0:4)**

**General Ed Requirement: N/A**

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. Corequisite: The lab AUTO 2605 must be taken concurrently with the lecture AUTO 2601. Prerequisites: N/A

**Corequisites: AUTO 2601**

**AUTO 2701 (formerly AUTO 2700) Automotive Heating and Air Conditioning**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

Students will cover the principles, operation, and servicing of automotive air conditioning and heating systems and their components. Corequisite: The lecture AUTO 2701 must be taken concurrently with the lab AUTO 2705.

Prerequisites: N/A

**Corequisites: AUTO 2705**

**AUTO 2705 (formerly AUTO 2700) Automotive Heating and Air Conditioning Lab**

**Semester Taught (2:0:5)**

**General Ed Requirement: N/A**

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. Corequisite: The lab AUTO 2705 must be taken concurrently with the lecture AUTO 2701.

Prerequisites: N/A

**Corequisites: AUTO 2701**

**AUTO 2801 (formerly AUTO 2800) Automotive Engine Performance**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

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. Corequisite: The lecture AUTO 2801 must be taken concurrently with the lab AUTO 2805.

Prerequisites: N/A

**Corequisites: AUTO 2805**

**AUTO 2805 (formerly AUTO 2800) Automotive Engine Performance Lab**

**Semester Taught (2:0:6)**

**General Ed Requirement: N/A**

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. Corequisite: The lab AUTO 2805 must be taken concurrently with the lecture AUTO 2801.

Prerequisites: N/A

**Corequisites: AUTO 2801**

**AUTO 2930 Leadership & Professional Development - Course 2**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

**AUTO 2990 Shop Practicum I**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

**AUTO 2991 Shop Practicum II**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

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**

**Corequisites: N/A**

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**B**

**BIOL 1010 General Biology**

**Semester Taught Spring, Summer, Fall (3:3:0)**

**General Ed Requirement: Life Science**

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.

Prerequisites: none

Corequisites: none

**BIOL 1015 General Biology Laboratory**  
**Semester Taught Spring, Summer, Fall (1:0:2)**  
**General Ed Requirement: Life Science Lab**

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.

Prerequisites: N/A

**Corequisites: The laboratory BIOL 1015 must be taken concurrently with the lecture BIOL 1010.**

**BIOL 1050 Human Biology**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Life Science**

Human Biology is the study of the human species at several levels of organization with 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 the Natural Science GE requirement (LS).

Corequisites: None

**BIOL 1055 Human Biology Laboratory**  
**Semester Taught Fall (1:0:2)**  
**General Ed Requirement: Life Science**

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.

Corequisites: BIOL 1050

**BIOL 1610 Biology I**  
**Semester Taught Fall (4:4:0)**  
**General Ed Requirement: Life Science**

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 year-long 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.**

Corequisites: BIOL 1615

**BIOL 1615 Biology I Laboratory**  
**Semester Taught Fall (1:0:3)**  
**General Ed Requirement: Life Science Lab**

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.**

Corequisites: BIOL 1610

**BIOL 1620 Biology II**  
**Semester Taught Spring (4:4:0)**  
**General Ed Requirement: Life Science**

This course introduces major phyla and classes of the Chromista, red algae, green algae, plants, and animals through the study of structure/function relationships, reproductive mechanisms, adaptations, and evolutionary development, physiology, ecology, and human importance. This is the second semester course of a year long sequence that is required for most biology majors, many preprofessional majors, Natural Resource majors, and some Agriculture majors.

Prerequisites: **BIOL 1610 and 1615, or instructor**

Corequisites: BIOL 1625

**BIOL 1625 Biology II Laboratory**  
**Semester Taught Spring (1:0:3)**  
**General Ed Requirement: Life Science Lab**

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**

Corequisites: BIOL 1620

**BIOL 1820 Careers in Medicine and Related Fields**  
**Semester Taught Fall (1:1:0)**  
**General Ed Requirement: N/A**

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. Prerequisites: N/A

Corequisites: N/A

**BIOL 2030 Introductory Genetics**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: Individual Choice**

This course introduces transmission, population, and quantitative genetics incorporating both molecular and classical aspects of genetic studies. Prerequisites: **Any biology core course such as BIOL 1010, 1050, 1610, etc., or instructor permission.**

Corequisites: BIOL 2035 (formerly BIOL 276L)

**BIOL 2035 Introductory Genetics Laboratory**  
**Semester Taught Fall (1:0:2)**  
**General Ed Requirement: Individual Choice**

This laboratory course allows for student experimentation and application of principles learned in the Introductory Genetics lecture course. **Prerequisites: Any biology core course such as BIOL 1010, 1050, 1610, etc. or instructor permission**

**Corequisites: BIOL 2030 (formerly BIOL 2760)**

**BIOL 2060 Introductory Microbiology**  
**Semester Taught Spring, Summer, Fall (3:3:0)**  
**General Ed Requirement: Life Science**

Introductory microbiology surveys the fundamental biological processes observed in bacteria and microorganisms with emphasis placed on their beneficial and harmful activities related to humans and other organisms. Molecular genetics and biotechnology are introduced. It must be taken concurrently with BIO 2065. **Prerequisites: CHEM 1110 (or higher), BIO 1010, BIO 1610, BIO 2420, or instructor**  
**Corequisites: BIOL 2060 must be taken concurrently with the Laboratory BIOL 2065.**

**BIOL 2065 Introductory Microbiology Laboratory**  
**Semester Taught Spring, Summer, Fall (1:0:2)**  
**General Ed Requirement: Life Science**

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.

**Prerequisites: CHEM 1110 (or higher), BIOL 1010, BIOL 1610, BIOL 2420 or instructor**  
**Corequisites: The laboratory BIOL 2065 must be taken concurrently with the lecture BIOL 2060.**

**BIOL 2065 Introductory Microbiology Laboratory**  
**Semester Taught Spring, Summer, Fall (1:0:2)**  
**General Ed Requirement: Life Science**

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. **Prerequisites: A strong background in chemistry or biology is recommended.**  
**Corequisites: The laboratory BIOL 2065 must be taken concurrently with the lecture BIOL 2060.**

**BIOL 2100 Honors Biology**  
**Semester Taught Spring (1:1:0)**  
**General Ed Requirement: Individual Choice**

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 2120 Rural Health Scholars**  
**Semester Taught Spring, Fall (1:1:0)**  
**General Ed Requirement: N/A**

This course is designed to give students preparing for careers in health care (nursing, physical therapy, occupational therapy, dental hygiene, speech pathology, audiology, pharmacy, medicine, etc.) opportunities for service, leadership, and exposure to various careers in health care. It will also provide instruction in making applications, writing personal statements, and interviewing. There will also be discussions based on articles dealing with issues related to health care such as emerging diseases, new treatments, and ethics. Students will be responsible for attendance, article discussions, advising sessions, community service hours, and maintaining a journal of these activities. All activities will be evaluated throughout the semester. All students considering a career in health care are encouraged to enroll. Enrollment may be continued each semester for elective credit.

**BIOL 2121 Rural Health Scholars - Basic Medical Skills**

**Semester Taught Spring (1:1:0)**  
**General Ed Requirement: N/A**

This course is designed to give continued guidance to pre-health profession students at Snow College involved in the Rural Health Scholars program. Students will learn basic medical skills from current health care professionals and how they can apply them as future health care workers. Students will continue to learn about volunteerism, leadership, job shadowing and patient exposure and its impact on themselves and their future academic goals. Students will continue to read weekly health care articles to stay informed on relevant topics currently affecting health care.

**Prerequisites: BIOL 2120**

**Corequisites: N/A**

**BIOL 2122 Rural Health Scholars: Critical Analysis and Reading in Healthcare**

**Semester Taught Spring, Fall (1:1:0)**  
**General Ed Requirement: N/A**

This course is designed to give continued guidance to pre-health profession students involved in the Rural Health Scholars program. Students will be assigned a book relevant to the health care field to read during the semester. Students will be required to provide reflection on the book as well as continue to learn about volunteerism, leadership, job shadowing and patient exposure and its impact on themselves and their future academic goals.

**Prerequisites: BIOL 2120**

**Corequisites: N/A**

**BIOL 2150 Human Anatomy for Artists**

**Semester Taught Fall (2:2:0)**  
**General Ed Requirement: Individual Choice**

Human Anatomy for Artists is designed primarily for art students interested in the human figure and its anatomy as it relates to drawing, painting, sculpture, photography, and dance. The focus of the course is primarily on the

musculoskeletal system. It must be taken concurrently with the laboratory, BIOL 2155. **Corequisites:** BIOL 2155

**BIOL 2155 Human Anatomy for Artists Lab**  
**Semester Taught Fall (1:0:2)**  
**General Ed Requirement: N/A**

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. **Corequisites:** BIOL 2150

**BIOL 2200 General Microbiology**  
**Semester Taught Spring (2:2:0)**  
**General Ed Requirement: Life Science**

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 BIO 2205. Courses must be taken together to satisfy the Life Science GE requirement.

**Prerequisites:** CHEM 1210 or CHEM 1110 and BIOL 1610 (formerly BIOL 1310) or BIOL 2420 (formerly BIOL 2610), or instructor

**Corequisites:** The lecture BIOL 2200 must be taken concurrently with the lab BIOL 2205.

**BIOL 2205 General Microbiology Laboratory**  
**Semester Taught Spring (2:0:5)**  
**General Ed Requirement: Life Science**

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 BIO 2200. **Prerequisites:** CHEM 1210 or CHEM 1110 and BIOL 1610 (formerly BIOL 1310) or BIOL 2420 (formerly BIOL 2610), or instructor's permission. Students need to be able to use a microscope.

**Corequisites:** The lecture BIOL 2200 must be taken concurrently with the lab BIOL 2205.

**BIOL 2220 General Ecology for Life Science Majors**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

Study of the interrelationships among organisms and their environments, addressing where and how organisms live. Adaptation, population growth, species interactions, biodiversity, and ecosystem function are explored for a wide variety of organisms and ecosystems.

**Prerequisites:** BIOL 1610, BIOL 1615, or permission of instructor

**Corequisites:** BIOL 2225

**BIOL 2225 General Ecology for Life Science Majors**  
**Lab**

**Semester Taught Spring (1:0:3)**  
**General Ed Requirement: N/A**

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.

**Corequisites:** BIOL 2220

**BIOL 2300 Plant Taxonomy**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: N/A**

This course introduces general principles of identifying and classifying plants and use of plant identification manuals (known as 'Floras'). Emphasis is given to the identification and classification of common families and genera of flowering plants and selected other vascular plants. Emphasis is also given to common North American Range plants.

**Prerequisites:** None

**Corequisites:** BIOL 2305 Plant Taxonomy Lab

**BIOL 2305 Plant Taxonomy Lab**  
**Semester Taught Fall (1:0:3)**  
**General Ed Requirement: N/A**

The Laboratory portion of Plant Taxonomy provides hands-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.

**Prerequisites:** None

**Corequisites:** BIOL 2300 Plant Taxonomy

**BIOL 2320 Human Anatomy**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Life Science**

This course is a study of the structure of the human body. It is designed primarily for students preparing for careers in nursing, physical therapy, and other fields of health care. It must be taken concurrently with BIOL 2325.

**Corequisites:** BIOL 2325

**BIOL 2325 Human Anatomy Laboratory**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

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. **Corequisites:** BIOL 2320

**BIOL 2420 Human Physiology**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Life Science**

Human physiology is the study of the functions of the human body. A major emphasis is placed on the mechanisms that regulate the functions of individual organ systems. The complex interactions between systems that maintain a constant, dynamic internal environment which is important for normal cell function will also be discussed. This class is for students whose major course of study is an allied health profession and for those interested in careers in biology, medicine or dentistry. It must be taken concurrently with BIOL 2425. Strongly recommended preparatory courses: CHEM 1110 or 1210, and BIOL 2320.

**Corequisites: BIOL 2425**

**BIOL 2425 Human Physiology Laboratory**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: Life Science Lab**

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, CHEM 1110 or 1210**

**Corequisites: BIOL 2425 must be taken concurrently with the lecture, BIOL 2420**

**BIOL 2450 Undergraduate Teaching in Biology**  
**Semester Taught Spring, Fall (2:1:2)**  
**General Ed Requirement: N/A**

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 Introduction to Soil Science**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

Introduction to Soil Science is a course for students majoring in agriculture, botany, and natural resources. Concepts covered in this class include: fundamentals of soil formation, soil physical properties, classification, chemistry, microbiology, and fertility. Completion of CHEM 1110 or 1210 and MATH 1030 or above is recommended.

**Corequisites: BIOL 2585**

**BIOL 2585 Introduction to Soil Science Lab**  
**Semester Taught Spring (1:0:2)**  
**General Ed Requirement: N/A**

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.

**Corequisites: BIOL 2580**

**BIOL 2650 Pathophysiology**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: N/A**

The study of pathophysiology is the study of the dynamic changes in cell and organ function that occur in injury and disease. This course provides an introduction to the basic concepts of pathophysiology. The focus of this course will be the abnormal functioning of diseased organs as well as gross and microscopic characteristics of diseased tissue. Epidemiology and clinical manifestations are integrated throughout the course. Students will briefly explore normal cell, organ and organ system function and use this as a basis to understand how injury and disease alter normal physiology. This course must be taken concurrently with BIO 2655. Prerequisites: BIO 2420 (formerly BIOL 2610) and BIO 2425 (formerly BIOL 261L).**Prerequisites: BIOL 2420 (formerly BIOL 2610), BIOL 2425 (formerly BIOL 261L)**  
**Corequisites: BIOL 2655**

**BIOL 2655 Pathophysiology Laboratory**  
**Semester Taught (1:0:2)**  
**General Ed Requirement: N/A**

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 BIO 2650.**Prerequisites: BIOL 2420 (formerly BIOL 2610), BIOL 2425 (formerly BIOL 261L)**

**Corequisites: BIOL 2650**

**BUS 1010 Introduction to Business**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: N/A**

This is a survey course covering trends in entrepreneurship, business, economics, forms of business ownership, small business management, marketing, advertising, pricing and finance. The course identifies and explains the different business functions and their interrelationships.

Prerequisites: **None**

**Corequisites: None**

**BUS 1020 Computer Technology and Applications**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

BUS 1020 is an introductory course covering computer related topics and business computer applications. Students will use Microsoft Office or Office 365 to learn the basics of word processing, spreadsheet, and presentation software and use all applications in a final project. Other technology related topics may include computer concepts, security, ethics, operating systems,

email, Internet features, blogs, podcasts, Canvas, and other various technologies and computer applications related to a major or career.

Prerequisites: N/A

Corequisites: N/A

### **BUS 1060 QuickBooks for Small Business**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

This course is designed for entrepreneurs or small business owners who have chosen to use QuickBooks software to manage a business. The course teaches basic accounting concepts and simple automated accounting methods for recording business transactions and maintaining necessary financial reports.

Prerequisites: N/A

Corequisites: N/A

### **BUS 1110 Digital Media Tools**

**Semester Taught (4:4:0)**

**General Ed Requirement: N/A**

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 standards.

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.

Prerequisites: None

### **BUS 1170 Team and Interpersonal Dynamics**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: None

Corequisites: None

### **BUS 1200 Business Careers Seminar**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

This course will introduce students to the many rewarding career and educational opportunities in business. Students will explore the Business and Technology Division degree and certificate options available at Snow, as well as future educational and career possibilities. The course is designed to help students connect career interests with

educational options and requirements. Various business faculty will teach the course, which also includes guest lectures from working professionals.

### **BUS 1210 Personal and Consumer Finance**

**Semester Taught (3:3:0)**

**General Ed Requirement: Social and Behavioral Science**

This course will introduce personal and consumer financial concepts and give students basic tools to make sound financial decisions in today's society based on economic trends and research. This is a practical course in personal money management consisting of financial planning including career choices, budgeting, planning for retirement, financing a home and automobile, and understanding consumer credit, taxes, insurance, and investments. Students will use basic math skills as well as read, write, and think critically.

Note: This course is cross-listed as HFST 1210 and meets general education requirements for Social and Behavioral Science.

Prerequisites: None

Corequisites: None

### **BUS 1270 Strategic Selling**

**Semester Taught (3:3:0)**

**General Ed Requirement: Oral Communications**

BUS 1270 is a comprehensive and pragmatic course that explores the theory and application of sales and customer service, with a focus on relationship building. Students will present multiple sales presentations based on strategies, theories, and best practices learned in class.

The culmination of the course is a final sales presentation which provides an opportunity to apply what was learned throughout the term.

Prerequisites: None

### **BUS 1300 Social Media Marketing**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

Social Media Marketing is designed to provide participants with a foundation and skill set in a new, evolving world of social media tools and strategies, which can be immediately applied in the workplace and in life. Students will learn how to create meaningful relationships with customers, colleagues, and employers all online. The course will provide a solid introduction around online community building and creating value using social media interaction. Facebook, LinkedIn, Twitter, YouTube, blogs, forums, and other relevant social media tools will be introduced and practiced.

### **BUS 1510 Photoshop**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

This course introduces students to producing graphic art on the computer. Students will develop skills in photo manipulation and graphic design using Adobe Photoshop. Students will learn to differentiate between effective and



ineffective designs and will also learn different design approaches through projects and examples.

**BUS 1600 Entrepreneurship Seminars**

**Semester Taught Fall (1-2:1-2:0)**

**General Ed Requirement: N/A**

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 once per academic year (fall or spring).

Prerequisites: **None**

Corequisites: **None**

**BUS 1700 Professional Business Leadership I**

**Semester Taught Fall (1-2:1-2:1)**

**General Ed Requirement: N/A**

This is the first course in a series of four. Students who take this course will be involved in the Snow College Business Club and will have the opportunity of affiliating with Phi Beta Lambda (FBLA-PBL) and/or Collegiate DECA. This course will assist students in gaining the competitive edge through engagement in career exploration, leadership development, self-improvement, and volunteer programs. Students build their resumes, meet business leaders in the community and beyond, experience the rewards of community service, and enjoy unique travel opportunities -- all while networking with both peers and professionals. This course brings business and education together in a positive working relationship through innovative leadership development programs. Students may register for 1 or 2 credits.

**BUS 1710 Professional Business Leadership II**

**Semester Taught Spring (1-2:1-2:1)**

**General Ed Requirement: N/A**

This is the second course in a series of four. Students who take this course will be involved in the Snow College Business Club and will have the opportunity of affiliating with Phi Beta Lambda (FBLA-PBL) and/or Collegiate DECA. Special emphasis will be on competition preparation during this semester.

This course will assist students in gaining the competitive edge through engagement in career exploration, leadership development, self-improvement, and volunteer programs. Students build their resumes, meet business leaders in the community and beyond, experience the rewards of community service, and enjoy unique travel opportunities -- all while networking with both peers and professionals. This course brings business and education together in a positive working relationship through innovative leadership development programs. Students may register for 1 or 2 credits.

**BUS 1997 Cooperative Education Experience**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

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.**

Corequisites: **N/A**

**BUS 1998 Cooperative Education Experience**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

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.**

Corequisites: **N/A**

**BUS 1999 Cooperative Education Experience**

**Semester Taught (1-6:0:2-12)**

**General Ed Requirement: N/A**

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.**

Corequisites: **N/A**

**BUS 2010 Business Computer Proficiency**

**Semester Taught Spring, Fall (3:3:0)**

**General Ed Requirement: N/A**

This course is designed for business majors and those wanting a thorough knowledge of spreadsheets and databases. Students will use Microsoft Excel and Access. The course will cover introductory to intermediate database concepts and intermediate to advanced spreadsheet concepts. Students will complete an integrated project using both applications to solve business problems. Students should have a basic understanding of computer applications and file management. BUS 1020 is recommended as a prerequisite.

Prerequisites: **N/A**

Corequisites: **N/A**

**BUS 2050 Business Law**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

This course addresses basic principles of business law, including the legal environment of business, forms of

business organization, ethics, torts, contracts, agency, and the purchase and sale of goods under the Uniform Commercial Code. This class will provide a basic framework of business law which will help students who either start their own business, work for someone else, or pursue a legal degree.

### **BUS 2120 Web Development Essentials**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

This course will instruct students in fundamentals of web site creation practices by developing basic skills in XHTML and CSS. Students will explore the range of Internet and web technologies, looking particularly at future opportunities for Web and multimedia developers. Students will also examine various multimedia formats (images, audio, video, sound, and animation) and learn about Web standards and accessibility.

**Prerequisites: A basic level of computer literacy is required for this course. Students will be expected to have a basic skill level in the following tasks: saving files, using email and sending attachments, searching on the Internet, using a word processor, and creating simple graphics in a basic graphic design or manipulation tool.**

### **BUS 2200 Business Communication**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

In this course students learn valuable skills in preparing professional business documents, including reports and correspondence. This course also includes resume and cover letter preparation, as well as job interview strategies and techniques. Skills learned in this course are valuable to students in any major.

### **BUS 2222 Entrepreneurship**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

Welcome to the entrepreneurial revolution. This class is an introductory course intended to provide students with a solid foundation in terms of the vital role played by entrepreneurs and entrepreneurship in the 21st century global economy. During this semester we will assess, explore, critique, and celebrate the phenomenon of entrepreneurship.

This course has been designed for students to learn about the characteristics of an entrepreneur and the various elements essential to developing and leading a successful entrepreneurial enterprise. Students will learn the attributes of a successful entrepreneur must have beginning with how to develop a business plan. The many aspects of leadership, management, and teamwork will be covered through business projects, field study, guest speakers, readings, case studies, classroom discussion, and the class enterprise project. If you've got big ideas, here's where you can find the knowledge and strategies to take them to the next level, whether you're ready to channel

your inspiration into a new venture or take your ideas to a larger organization.

### **BUS 2450 Presentations for Business**

**Semester Taught (3:3:0)**

**General Ed Requirement: Oral Communications**

BUS 2450 is a course designed for students to develop effective oral and technical presentation skills, allowing for increased poise and self-confidence. Students integrate presentation and technical skills to create dynamic and professional presentations. Students create presentations using a variety of media utilizing drawing and editing tools, charts and graphs, multimedia, graphics, etc. Using technology-based presentations as visual aids, students apply professional oral presentation skills as they are given multiple opportunities to plan, develop, deliver, and evaluate presentations. This course fulfills the Oral Communication general education requirement.

### **BUS 2600 Project Management**

**Semester Taught (3:0:0)**

**General Ed Requirement: N/A**

Students will gain a practical understanding of project management principles to be applied in a business or personal setting. Students will have opportunities to build strong portfolios to showcase their skills as they create deliverables for real-world projects, whether working individually or as part of a group. Students will learn project management software and will be prepared to plan, organize, lead, participate in, control, and improve projects. Appropriate methodologies, tools, diagrams, software, and techniques will be covered. Each chapter and assignment will correspond to A Guide to the Project Management Body of Knowledge (PMBOK Guide). This correlation will ensure that students understand the established standards in project management today and will help prepare them to take the Certified Associate in Project Management (CAPM) certification exam.

### **BUS 2650 Management Principles for Entrepreneurs**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

This course addresses specific management strategies related to starting, owning, operating, and growing a small business. Students will explore marketing, customer service, financial management, leadership, ethics, and growth opportunities. Real-world case studies and examples will be used throughout the course, along with contemporary readings relevant in the current business environment.

**Prerequisites: N/A**

**Corequisites: N/A**

### **BUS 2700 Professional Business Leadership III**

**Semester Taught Fall (1-2:1-2:1)**

**General Ed Requirement: N/A**

This is the third course in a series of four and is designed for the second year student.

Students who take this course will be involved in the Snow College Business Club and will have the opportunity of affiliating with Phi Beta Lambda (FBLA-PBL) and/or Collegiate DECA. This course will assist students in gaining the competitive edge through engagement in career exploration, leadership development, self-improvement, and volunteer programs. Students build their resumes, meet business leaders in the community and beyond, experience the rewards of community service, and enjoy unique travel opportunities -- all while networking with both peers and professionals. This course brings business and education together in a positive working relationship through innovative leadership development programs. Students may register for 1 or 2 credits.

**BUS 2710 Professional Business Leadership IV**  
**Semester Taught Spring (1-2:1-2:1)**  
**General Ed Requirement: N/A**

This is the fourth course in a series of four and is designed for the second year student. Students who take this course will be involved in the Snow College Business Club and will have the opportunity of affiliating with Phi Beta Lambda (FBLA-PBL) and/or Collegiate DECA. Special emphasis is placed on competition preparation.

This course will assist students in gaining the competitive edge through engagement in career exploration, leadership development, self-improvement, and volunteer programs. Students build their resumes, meet business leaders in the community and beyond, experience the rewards of community service, and enjoy unique travel opportunities -- all while networking with both peers and professionals. This course brings business and education together in a positive working relationship through innovative leadership development programs. Students may register for 1 or 2 credits.

**BUS 2750 Business Travel Seminar**  
**Semester Taught (1:1:0)**  
**General Ed Requirement: N/A**

This course is designed to provide a dynamic business-oriented 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 preparatory lectures before and after the travel experience. Students will be responsible for all travel expenses. This course is repeatable one time for credit.

## C

**CHEM 1010 Introductory Chemistry**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Physical Science**

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 the 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 1011 or equivalent**  
**Corequisites: CHEM 1015**

**CHEM 1015 Introductory Chemistry Laboratory**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: Physical Science**

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**

**Corequisites: CHEM 1010**

**CHEM 1110 Elementary Chemistry**  
**Semester Taught Spring, Fall (4:4:0)**  
**General Ed Requirement: Physical Science**

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**

**Corequisites: CHEM 1115 Elementary Chemistry Laboratory**

**CHEM 1115 Elementary Chemistry Laboratory**  
**Semester Taught Spring, Summer, Fall (1:0:2)**  
**General Ed Requirement: Physical Science**

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 1011 or equivalent**

**Corequisites: CHEM 1110**

**CHEM 1120 Elementary Organic/Biochemistry**  
**Semester Taught Spring (4:4:0)**  
**General Ed Requirement: Physical Science**

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 CHEM 1115 (both successfully completed)**

**Corequisites: CHEM 1125**

**CHEM 1125 Elementary Organic/Biochemistry Laboratory**

**Semester Taught Spring (1:0:2)**

**General Ed Requirement: Physical Science**

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 CHEM 1115 (both successfully completed)**

**Corequisites: CHEM 1120**

**CHEM 1210 Principles of Chemistry I**

**Semester Taught Spring, Fall (4:4:0)**

**General Ed Requirement: Physical Science**

This course is designed to teach chemical theory and principles as they are applied to present day chemistry. Topics covered in this course include atomic theory, gas laws, thermochemistry, molecular bonding, reaction chemistry, etc. This course should be taken by students in programs such as chemistry, physics, geology, biology, engineering, pre-medical areas who will take additional chemistry courses. **Prerequisites: Math 1050 or concurrent enrollment**

**Corequisites: Chem 1215**

**CHEM 1215 Principles of Chemistry Laboratory I**

**Semester Taught (1:0:3)**

**General Ed Requirement: N/A**

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 1011**

**Corequisites: Chem 1210, concurrent enrollment in or completion of Math 1050**

**CHEM 1220 Principles of Chemistry II**

**Semester Taught (4:4:0)**

**General Ed Requirement: Physical Science**

This course is a 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**

**Corequisites: CHEM 1225**

**CHEM 1225 Principles of Chemistry Laboratory II**

**Semester Taught (1:0:3)**

**General Ed Requirement: Physical Science**

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**

**Corequisites: CHEM 1220**

**CHEM 2310 Organic Chemistry I**

**Semester Taught Fall (4:4:0)**

**General Ed Requirement: N/A**

CHEM 2310 is the first semester of a full-year course in organic chemistry, which is the study of the structures and properties of compounds primarily composed of carbon and hydrogen. Reactivity is studied in the context of mechanism patterns associated with functional groups, with emphasis on synthesis and biochemical applications. This course is required for all chemistry-centered majors, most pre-professional programs, and many life science majors, and is commonly taken in the second year of study.

**Prerequisites: CHEM 1210 and CHEM 1220**

**Corequisites: CHEM 2315**

**CHEM 2315 Organic Chemistry Laboratory I**

**Semester Taught Fall (1:0:3)**

**General Ed Requirement: N/A**

CHEM 2315 is the laboratory complement of CHEM 2310. The laboratory experience reinforces the principles of organic chemistry by teaching foundational techniques and simple synthesis reactions. This lab course is designed for pre-professional majors as well as chemistry majors.

**Prerequisites: CHEM 1215 and CHEM 1225**

**Corequisites: CHEM 2310**

**CHEM 2320 Organic Chemistry II**

**Semester Taught Spring (4:4:0)**

**General Ed Requirement: N/A**

CHEM 2320 is the second semester of a full-year course in organic chemistry, which is the study of the structures and properties of compounds primarily composed of carbon and hydrogen. Reactivity is studied in the context of mechanism patterns associated with functional groups, with emphasis on synthesis and biochemical applications. This course is required for all chemistry-centered majors, most pre-professional programs, and many life science majors, and is commonly taken in the second year of study.

**Prerequisites: CHEM 2310 and CHEM 2315**

**Corequisites: CHEM 2325**

**CHEM 2325 Organic Chemistry Laboratory II**

**Semester Taught Spring (1:0:3)**

**General Ed Requirement: N/A**

CHEM 2325 is the laboratory complement of CHEM 2320. The laboratory experience reinforces the principles of organic chemistry by providing opportunities to perform reactions studied in the lecture course. This lab course is designed for pre-professional majors as well as

chemistry majors.

Prerequisites: **CHEM 2310 and CHEM 2315**

Corequisites: **CHEM 2320**

**CHEM 2901 Sophomore Capstone**

**Semester Taught Spring, Fall (.5:1:0)**

**General Ed Requirement: N/A**

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 In-depth Investigations in Chemistry**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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**

**CHIN 1010 Elementary Chinese I**

**Semester Taught Fall (5:5:0)**

**General Ed Requirement: N/A**

This course provides an introduction to speaking, listening, and a limited amount of reading and writing in Mandarin Chinese. It is designed for students with no previous Chinese study. During the course, students develop basic oral and listening communication skills by participating in activities that require them to use Chinese in a variety of situations. As a result of developing these skills, they also acquire the ability to read and write Mandarin at a basic level. Elemental cultural themes are also explored. This course will cover commonly used vocabulary, a certain number of Chinese characters, basic grammar rules, and practice with Pinyin and tones. There will be greater emphasis on oral skills than on written skills. This course is interactive with a focus on learner participation and basic conversation practice in Chinese.

Prerequisites: **None**

Corequisites: **None**

**CHIN 1020 Elementary Chinese II**

**Semester Taught Spring (5:5:0)**

**General Ed Requirement: Foreign Language**

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 Undergraduate Tutoring**

**Semester Taught Spring, Fall (1:0:3)**

**General Ed Requirement: N/A**

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 Computer Fundamentals**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

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**

Corequisites: **N/A**

**CIS 1030 Web Foundations**

**Semester Taught (3:2:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: **N/A**

Corequisites: **N/A**

**CIS 1060 Information Technology Project Management**

**Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

This course is designed to prepare students to manage IT projects from initiation to closure. Students will gain the fundamentals of project management and will learn the project management process to include topics in planning, execution, project acceptance, management, and support. Students will learn to manage projects for scope, time, and budget restraints.

**CIS 1125 IT Essentials****Semester Taught Spring, Summer, Fall (3:2:3)****General Ed Requirement: N/A**

This course discusses the history, role, and structure of computer architecture and operating systems needed by computers. This course provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level computer technicians. The curriculum covers the fundamentals of computer hardware and software as well as advanced concepts in security, networking, and computer technician responsibilities. Lab exercises include assembling a computer, laptop, and troubleshooting problems. The course prepares students for the CompTIA A+ certification exam.

**CIS 1140 Networking Technologies****Semester Taught (3:3:1)****General Ed Requirement: N/A**

In this course, students will learn the basic concepts and prerequisites of network computing, including hardware, software, topologies, and the Open Systems Interface (OSI) reference model. Additionally, students will install, configure, and troubleshoot computer networking hardware and software.

Prerequisites: **CIS 1120 or department approval****Corequisites: N/A****CIS 1150 BICSI Copper Structured Cabling Systems****Semester Taught (3:2:3)****General Ed Requirement: N/A**

This course discusses the structure and architecture of copper wires needed for networking systems to operate. This class is designed to explore physical and functional characteristics of copper cabling systems, with emphasis and detailed information in the following areas: transmission methods and media, safety, cabling pathways and spaces, structured cabling systems standards, topologies, bonding, grounding, connections and termination, testing and troubleshooting. Lab exercises include planning a networking installation, pulling wire, termination of copper wires, testing, and troubleshooting. This course covers half of the domain knowledge for students preparing to take the BICSI Installer 1 certification exam.

**CIS 1155 BICSI Optical Fiber Structured Cabling Systems****Semester Taught (3:2:3)****General Ed Requirement: N/A**

This course discusses the structure and architecture of fiber cabling needed for Metropolitan and Wide area networking systems to operate. This class is designed to explore physical and functional characteristics of fiber cabling systems with emphasis and detailed information in the following areas: transmission methods and media, safety, cables and connecting hardware, cable splicing and termination, testing, troubleshooting, and fire stopping practices. Additionally, students will be exposed

to issues related to data centers, health care, cable systems project management, and other specific applications. Lab exercises include planning network installation, pulling fiber, termination of fiber optic cables, testing, and troubleshooting. This course covers the fiber optic half of the domain knowledge for students preparing to take the BICSI Installer 1 certification exam.

**CIS 1200 Introduction to Networks****Semester Taught (3:2:3)****General Ed Requirement: N/A**

This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and network operations. Students will build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

**CIS 1205 Routing and Switching Essentials****Semester Taught (3:2:3)****General Ed Requirement: N/A**

This course describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality, including topics in troubleshooting routers, switches, RIPv1, RIPv2, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks.

Prerequisites: **CIS 1200****CIS 1405 Installing and Configuring Windows Servers****Semester Taught (3:2:3)****General Ed Requirement: N/A**

This course will teach students the installation and configuration of servers and applications in a Microsoft Server environment. Students will be introduced to topics in the following areas: server roles and features, hyper-v, network services, active directory (AD), and group policies.

**CIS 1410 Administering Windows Servers****Semester Taught (3:2:3)****General Ed Requirement: N/A**

This course teaches students how to administer Windows Server systems. It is part of a series of courses that provides the skills and knowledge necessary to implement a core Windows Server Infrastructure in an existing enterprise environment. This course primarily covers the administration tasks necessary to maintain a Windows Server infrastructure such as Implementing Server Images, User and Group management with Activity Directory Domain Services (AD DS) and Group Policy, Remote Access and Network Policies, Data Security, Monitoring and Update Management.

Prerequisites: **CIS 1405****CIS 1510 Introduction to Programming with Python****Semester Taught (3:2:2)****General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: CIS 1050 - Logical Analysis & Program Design**

**CIS 1520 Android Programming with Java**  
**Semester Taught (3:2:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

**CIS 1620 Linux Fundamentals**  
**Semester Taught (3:3:1)**

**General Ed Requirement: N/A**

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**

**Corequisites: N/A**

**CIS 1640 Database Design - PHP**  
**Semester Taught (3:2:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

**CIS 1700 Mobile Web Development Essentials**  
**Semester Taught (3:3:1)**

**General Ed Requirement: N/A**

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.**

**Corequisites: N/A**

**CIS 1715 Applied Technical Math**  
**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

**CIS 1811 Web Site Development**  
**Semester Taught (3:3:1)**

**General Ed Requirement: N/A**

This course will teach students how to build and maintain effective web sites. This is not a course in layout and design. While students will gain experience with web-page editing software, this is primarily a hands-on course in the use of hypertext markup language (HTML) and JavaScript.

Prerequisites: N/A

**Corequisites: N/A**

**CIS 1820 Web Site Application Development**  
**Semester Taught (3:3:1)**

**General Ed Requirement: N/A**

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**

**Corequisites: N/A**

**CIS 1930 Leadership & Professional Development - Course 1**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

**CIS 1999 Cooperative Education Experience**  
**Semester Taught (1-6:0:2-12)**

**General Ed Requirement: N/A**

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.**

**Corequisites: N/A**

**CIS 2200 Scaling Networks in the Enterprise  
Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

This course describes the architecture, components, and operations of routers and switches in large and complex networks. Students learn how to configure routers and switches for advanced functionality. Students will also be able to configure and troubleshoot routers and switches and resolve common issues with OSPF, EIGRP, STP, and VTP in both IPv4 and IPv6 networks. Students will also develop the knowledge and skills needed to implement DHCP and DNS operations in a network.

Prerequisites: **CIS 1205**

**CIS 2205 Wide Area Networking Fundamentals  
Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

This course discusses the WAN technologies and network services required by converged applications in a complex network. The course enables students to understand the selection criteria of network devices and WAN technologies to meet network requirements. Students learn how to configure and troubleshoot network devices and resolve common issues with data link protocols. Students will also develop the knowledge and skills needed to implement IPsec and virtual private network (VPN) operations in a complex network.

Prerequisites: **CIS 2200**

**CIS 2210 Cisco ROUTE: Implementing IP Routing  
Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

This course will teach students how to plan, configure, and verify the implementation of complex enterprise LAN and WAN routing solutions, using a range of routing protocols in IPv4 and IPv6 environments. Students will obtain the knowledge and skills needed to plan, implement, monitor, secure, maintain, and troubleshoot converged enterprise networks. The student will also be able to configure a secure routing solution to support branch offices and mobile workers. Comprehensive labs emphasize hands-on learning and practice to reinforce configuration skills.

Prerequisites: **CIS 1205**

**CIS 2215 Cisco SWITCH: Implementing IP Switching  
Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

This course teaches students how to implement, monitor, and maintain switching in converged enterprise networks. Students will learn how to plan, configure, and verify the implementation of complex enterprise switching solutions. The course also covers the secure integration of VLANs, WLANs, voice, and video into enterprise networks. Comprehensive labs emphasize hands-on learning and practice to reinforce configuration skills.

Prerequisites: **CIS 1205**

**CIS 2220 Cisco TSHOOT: Maintaining and  
Troubleshooting IP Networks  
Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

This course teaches students how to monitor, maintain and troubleshoot complex enterprise routed and switched IP networks. Skills learned include: planning and execution of regular network maintenance, support and troubleshooting using technology-based processes and best practices based on systematic and industry recognized approaches. Extensive labs emphasize hands-on learning and practice to reinforce troubleshooting techniques.

Prerequisites: **CIS 2210 and CIS 2215**

**CIS 2250 Cisco VOIP Networking Fundamentals  
Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

Cisco VOIP Networking Fundamentals teaches students how to maintain and operate a Cisco Unified Communications solution that is based on Cisco Unified Communications Manager, Cisco Unified Communications Manager Express, Cisco Unity Connection, and Cisco Unified Presence. This course provides the students with the knowledge and skills to achieve associate-level competency in Cisco Unified Communications. This course introduces the architecture, components, functionalities, and features of Cisco Unified Communications solutions and describes how daily job tasks, such as system monitoring, moves, adds, and changes are performed on Cisco Unified Communications Manager, Cisco Unified Communications Manager Express, Cisco Unity Connection, and Cisco Unified Presence.

Prerequisites: **CIS 1205**

**CIS 2300 Cisco wireless Networking Fundamentals  
Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

This course will introduce students to the fundamentals of a Cisco based wireless network. Students will become familiar with wireless network planning, designing, installation, and configuration. Students will become familiar with wireless standards and concepts covering security and troubleshooting.

Prerequisites: **CIS 1205**

**CIS 2310 Cisco Networking Security Fundamentals  
Semester Taught (3:2:3)**

**General Ed Requirement: N/A**



This course will introduce students to the fundamentals of network security concepts using Cisco equipment. Students will become familiar with network attackers and their attacks, security basics, network and web security, cryptography, operational security, firewalls, adaptive security appliances, policies and procedures related to network security.

Prerequisites: **CIS 1205**

**CIS 2400 Advanced Windows Server Configuration  
Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

This course teaches students how to provision and configure advanced services using Windows Server. This course is part three, in a series of three courses that provides the skills and knowledge necessary to implement a core Windows Server infrastructure in an existing enterprise environment. This course primarily covers advanced configuration of services necessary to deploy, manage, and maintain a Windows Server infrastructure, such as advanced networking services, Active Directory Domain Services (AD DS), identity management, rights management, Federated services, network load balancing, failover clustering, business continuity, and disaster recovery.

Prerequisites: **CIS 1410**

**CIS 2500 Enterprise Storage Fundamentals  
Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

This course teaches students the knowledge and skills required to configure basic network storage needs including archive, backup, and restoration technologies. The students will also be able to understand the fundamentals of business continuity, application workload, system integration, and storage/system administration, while performing basic troubleshooting on connectivity issues and referencing documentation.

**CIS 2510 Monitoring and Operating Cloud  
Environments**

**Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

This course teaches students how to monitor and operate a private cloud with Microsoft System Center 2012. It focuses on how to manage and administer the private cloud, and it describes how you can monitor key infrastructure elements and applications that run within the private cloud.

**CIS 2520 Configuring and Deploying Cloud  
Environments**

**Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

This course teaches students private cloud configuration and deployment with Microsoft System Center 2012. Students will configure and baseline a new installation, configure virtualized server environments, and make

available server resources in a private cloud based server environment.

**CIS 2800 Special Projects  
Semester Taught (1-2:0:3-6)  
General Ed Requirement: N/A**

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.)

Prerequisites: **N/A**

**Corequisites: N/A**

**CIS 2930 Leadership & Professional Development -  
Course 2**

**Semester Taught Spring (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: **N/A**

**Corequisites: N/A**

**CJ 1010 Introduction to Criminal Justice  
Semester Taught Spring, Fall (3:3:0)**

**General Ed Requirement: Social and Behavioral  
Science**

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.

**Prerequisites: N/A**

**Corequisites: N/A**

**CJ 1300 Introduction To Corrections  
Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

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  
**Corequisites:** N/A

### **CJ 1330 Criminal Law**

**Semester Taught Fall (3:3:0)**

**General Ed Requirement:** N/A

Criminal Law is a survey of American criminal law including the historical foundations, limits and purposes of law, the elements of crime, and criminal defenses.

**Prerequisites:** N/A

**Corequisites:** CJ 1350 - Forensic Science

### **CJ 1340 Criminal Investigation**

**Semester Taught Spring (3:3:0)**

**General Ed Requirement:** N/A

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

**Corequisites:** N/A

### **CJ 1350 Introduction to Forensic Science**

**Semester Taught Spring (3:3:0)**

**General Ed Requirement:** N/A

This course will provide the student with an introduction and overview of the various disciplines of forensic science employed in modern day criminal investigation. The course will include methods of identification, documentation, and collection of physical evidence in criminal investigations.

**Prerequisites:** N/A

**Corequisites:** CJ 1330 - Criminal

### **CJ 2110 Introduction To Security**

**Semester Taught Spring (3:3:0)**

**General Ed Requirement:** N/A

This course surveys the principles and concepts of physical security, crime prevention and control. General examination of security functions and various components.**Prerequisites:** N/A

**Corequisites:** N/A

### **CJ 2330 Juvenile Justice**

**Semester Taught Spring (3:3:0)**

**General Ed Requirement:** N/A

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.**Prerequisites:** N/A

**Corequisites:** N/A

### **CJ 2350 Laws of Evidence**

**Semester Taught Spring (3:3:0)**

**General Ed Requirement:** N/A

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

**Corequisites:** N/A

### **CLA 1269 Catering**

**Semester Taught (2:0:4)**

**General Ed Requirement:** N/A

This course is designed to involve students in planning, preparation and setup of catering services from small dinner parties to large banquets. Food presentation and garnishing are also covered in this course.

**Prerequisites:** N/A

**Corequisites:** N/A

### **CLA 1301 Culinary Arts I**

**Semester Taught (1:1:0)**

**General Ed Requirement:** N/A

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.

**Prerequisites:** N/A

**Corequisites:** N/A

### **CLA 1303 Baking and Pastries I**

**Semester Taught (3:1:4)**

**General Ed Requirement:** N/A

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.

**Prerequisites:** N/A

**Corequisites:** N/A

### **CLA 1305 Hot Food Preparation I**

**Semester Taught (3:1:4)**

**General Ed Requirement:** N/A

This course covers basic preparation of stocks, sauces, soups, meats, poultry, fish, vegetables and starches. This course is a prerequisite for CLA 1405.

**Prerequisites:** N/A

**Corequisites:** N/A

### **CLA 1306 Short Order Cooking I**

**Semester Taught (3:1:4)**

**General Ed Requirement:** N/A

This course covers basic preparation of sandwiches, grilled items and fried foods. This course is a prerequisite for CLA 1406.

**Prerequisites:** N/A

**Corequisites:** N/A

### **CLA 1307 Cold Food Preparation I**

**Semester Taught (3:1:4)**

**General Ed Requirement:** N/A

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.

Prerequisites: N/A

Corequisites: N/A

### **CLA 1401 Culinary Arts II**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

This course covers menu planning and development and food preparation. Lab experiences will be provided as students rotate through stations.

Prerequisites: **CLA 1301**

Corequisites: N/A

### **CLA 1403 Baking and Pastries II**

**Semester Taught (3:1:4)**

**General Ed Requirement: N/A**

This course covers the preparation and presentation of pastries, creams and sauces.

Prerequisites: **CLA 1303**

Corequisites: N/A

### **CLA 1405 Hot Food Preparation II**

**Semester Taught (3:1:4)**

**General Ed Requirement: N/A**

This course is a continuation of CLA 1305, but will include more advanced entrees, stocks, soups, sauces and some international cuisine.

Prerequisites: **CLA 1305**

Corequisites: N/A

### **CLA 1406 Short Order Cooking II**

**Semester Taught (3:1:4)**

**General Ed Requirement: N/A**

This course covers advanced techniques in preparation of specialty sandwiches, grilling and deep frying work, including proper organization.

Prerequisites: **CLA 1306**

Corequisites: N/A

### **CLA 1407 Cold Food Preparation II**

**Semester Taught (3:1:4)**

**General Ed Requirement: N/A**

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**

Corequisites: N/A

### **CM 1100 Construction Math and Estimating**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

In this course, students learn to compute quantities of materials, cost of materials, labor, and other costs related to a residential building.

Prerequisites: **Prior or concurrent enrollment in CM 1150 or CM 2010, or previous residential construction**

**experience, or equivalent.**

**Corequisites: N/A**

### **CM 1150 Construction Print Reading (formerly Blueprint Reading)**

**Semester Taught (2:4:0)**

**General Ed Requirement: N/A**

In this course, students learn the symbols, terms, specifications, relationships of views, measurements, sections, and details for proper interpretation of plans used for residential and light commercial buildings. This is a half semester course.

### **CM 1200 Building Science Fundamentals**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

### **CM 1280 Plumbing Fundamentals**

**Semester Taught (3:2:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

### **CM 1290 Residential Electrical Wiring**

**Semester Taught Fall (3:2:2)**

**General Ed Requirement: N/A**

In this course, students receive instruction on the fundamentals of wiring of 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.

Prerequisites: N/A

Corequisites: N/A

### **CM 1910 NAHB Club**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

### **CM 1920 NAHB Club**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

### **CM 1999 Cooperative Education Experience**

**Semester Taught (1-6:0:2-12)**

**General Ed Requirement: N/A**

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.**

**Corequisites: N/A**

### **CM 2010 Framing Methods**

**Semester Taught Fall (5:3:6)**

**General Ed Requirement: N/A**

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 the project house.

Prerequisites: N/A

**Corequisites: N/A**

### **CM 2050 Building Layout and Concrete Construction**

**Semester Taught (3:2:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

### **CM 2100 Interior Finish**

**Semester Taught (5:3:6)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

### **CM 2150 Cabinet Construction**

**Semester Taught Fall (3:1:5)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

### **CM 2160 Exterior Finish**

**Semester Taught Spring (3:2:4)**

**General Ed Requirement: N/A**

This course provides instruction in the selection and methods of application of various kinds of exterior wall and cornice finish.

Prerequisites: N/A

**Corequisites: N/A**

### **CM 2270 Construction Codes and Zoning**

**Semester Taught Spring (2:2:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

### **CM 2300 Advanced Computerized Estimating and Job Cost Accounting**

**Semester Taught (3:2:2)**

**General Ed Requirement: N/A**

This course focuses on computerized applications in construction estimating and job cost accounting. It emphasizes use of computers for productivity and integration of estimating and job costing for effective cost control. Course content includes typical business workflow from setup to final financial statements.

Prerequisites: **Prior or concurrent enrollment in a basic accounting course is recommended. Prior completion of CM 1100 or equivalent or permission of instructor is required.**

**Corequisites: N/A**

**CM 2356 Construction Specialties**  
**Semester Taught Spring, Fall (0.5-3:0:1.5-9)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**CM 2460 Construction Scheduling and Cost Control**  
**Semester Taught (2:2:0)**  
**General Ed Requirement: N/A**

This course provides instruction in the planning and scheduling of construction projects. Students learn construction project control through use of critical path, Gantt bar charts, and reporting practices using microcomputers.

Prerequisites: N/A

Corequisites: N/A

**CM 2596 Wood Furniture**  
**Semester Taught Spring, Fall (1:1:1)**  
**General Ed Requirement: N/A**

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 chests of drawers.

Prerequisites: N/A

Corequisites: N/A

**CM 2636 Architectural Blacksmithing**  
**Semester Taught Fall (1.5:1:1)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**CM 2660 Entry and Passage Door Construction**  
**Semester Taught (3:1:5)**  
**General Ed Requirement: N/A**

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.

**CM 2686 Adobe Restoration**  
**Semester Taught (1.5:1:1)**  
**General Ed Requirement: N/A**

This course is a hands-on workshop for the traditional building skills of adobe restoration. The course covers the history, philosophy and traditional practices for the repair, manufacture and construction of historic adobe projects.  
Prerequisites: None

**CM 2690 Woodworking Technology**  
**Semester Taught Spring (3:1:5)**  
**General Ed Requirement: N/A**

This course is a wood project construction course with experience in milling, assembling and designing of wood projects. Emphasis is placed on layout and construction techniques. The instruction in the making of high-end furniture, including the various types of joinery and finishes will be covered.

Prerequisites: N/A

Corequisites: N/A

**CM 2706 Furniture Refinishing and Conservation**  
**Semester Taught Spring (1:5:1)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**CM 2746 Windsor Chair Making**  
**Semester Taught Spring, Summer (2:1:2)**  
**General Ed Requirement: N/A**

The Windsor chair style has endured for three centuries and is considered a high fashion chair today. The merit of the Windsor chair is its beauty, simple lines, dignified, attractive, and decorative appearance. The participants in this 5 day workshop will build a Windsor chair from log, to splitting, to shaping, to lathe turning, and to assembling the finished product.

Prerequisites: N/A

Corequisites: N/A

**CM 2756 Millwork and Window Fabrication and Restoration**  
**Semester Taught (1:1:1)**  
**General Ed Requirement: N/A**

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 replication 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.

Prerequisites: N/A

Corequisites: N/A

### **CM 2796 Wood Furniture II**

**Semester Taught (1:1:1)**

**General Ed Requirement: N/A**

This course is a workshop for teaching traditional building skills of wood furniture at a more advanced level than CM 2596. The course covers the aesthetic philosophy of historic furniture, and the construction of historic wood furniture; such as chairs, cabinets, chests, and small tables. A furniture project is completed during each workshop which exposes students to a large variety of wood working techniques. Students will meet for a three hour lecture preceding the three day workshop.

Prerequisites: **CM 2596 or instructor approval**

Corequisites: N/A

### **CM 2800 Special Projects**

**Semester Taught (1-2:0:3-6)**

**General Ed Requirement: N/A**

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.)

Prerequisites: N/A

Corequisites: N/A

### **CM 2910 NAHB Club**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

### **CM 2920 NAHB Club**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

### **CM 2999 Cooperative Education Experience**

**Semester Taught (1-6:0:2-12)**

**General Ed Requirement: N/A**

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.**

Corequisites: N/A

### **COMM 1020 Public Speaking**

**Semester Taught Spring, Fall (3:3:0)**

**General Ed Requirement: Oral Communications**

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 Technology Tools for Communicators**

**Semester Taught Spring, Fall (3:3:0)**

**General Ed Requirement: N/A**

This course is designed to provide students with a working knowledge of resources and tools available to communication professionals. It examines media technology, databases, software and techniques applied by professionals to transform data into useful formats for the strategic decision-making process. Contents focus on technology tools for digital media marketing, production and distribution. It requires extensive use of the Internet, public and professional database, specialized software, such as Adobe and other technology resources.

### **COMM 1045 Beginning Film Production**

**Semester Taught Fall (3:1:4)**

**General Ed Requirement: N/A**

This is a course that introduces you to basic digital filmmaking production and procedures utilizing digital video systems. Emphasis on fundamental technical knowledge, film theory, camera and editing techniques, and script development. Short dramatic or documentary group projects as well as individual projects.  
Prerequisites: N/A

**COMM 1130 Media Writing**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

Students in this course will learn how to gather and evaluate information to craft stories for the broad public. This course teaches the core skills of news judgment, news writing, basic reporting and editing, feature writing, law and ethics --- and covering news from diverse communities.

**COMM 1385 Intermediate TV Production**  
**Semester Taught Spring, Fall (1-3:1:3-6)**  
**General Ed Requirement: N/A**

For Communication majors and other students interested in a hands-on experience working with the local Community Television Channel (Snow TV) on any of its production projects. Includes basic television production skills for college and local community and government events. Students work a minimum number of hours based on the credits for which they register: 3 hours per week for 1 credit, 6 hours per week for 2 credits, or 9 hours per week for 3 credits. Repeatable up to 6 credits subject to graduation restrictions.

Prerequisites: **COMM 2200 and/or instructor approval**

**COMM 1500 Introduction to Mass Media**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Humanities**

This course is an introduction into the nature of media and its relationship with the individual. The course teaches students to analyze, assess and evaluate popular culture, literature, and media. It includes a focus on various mediums including literature, radio, television, film, books, newspaper, and advertising to assist students in looking at the big picture of how media affects their perceptions.

**COMM 1560 Radio Production**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Oral Communications**

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 Radio Performance - 1st Year**  
**Semester Taught Fall (1:1:2)**  
**General Ed Requirement: Oral Communications**

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 1880 Radio Performance - 1st Year**  
**Semester Taught Spring (1:1:2)**  
**General Ed Requirement: Oral Communications**

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 Newspaper Production**  
**Semester Taught Fall (2:2:1)**  
**General Ed Requirement: N/A**

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.

**COMM 1910 Newspaper Production**  
**Semester Taught Spring (2:2:1)**  
**General Ed Requirement: N/A**

Students have the opportunity to engage in an in-depth examination of Journalism and the news writing processes. Students are responsible for the planning design, and publication of the student newspaper. This production process will involve feature writing, page/graphic design, typesetting, and business management.

**COMM 2070 Oral Interpretation of Literature**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: Oral Communications**

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 Intercollegiate Forensics**  
**Semester Taught Spring, Fall (3:1:4)**  
**General Ed Requirement: N/A**

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 Interpersonal Communication**  
**Semester Taught Spring, Summer, Fall (3:3:0)**  
**General Ed Requirement: Oral Communications**

Interpersonal Communication is a practical and general course designed for students who desire to improve their communication effectiveness. Emphasis is placed on relationship communication skills as well as conflict resolution for both social and professional settings. Emphasis is also placed on delivery of at least two professional oral presentations performed during the semester.

**COMM 2150 Intercultural Communication**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Oral Communications**

This course explores communication styles, expectations, values, and norms among and across cultures and examines how cultural similarities and differences impede or enhance communication.

Prerequisites: **none**  
Corequisites: **none**

**COMM 2170 Organizational Communication**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: Oral Communications**

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 Photojournalism 1**  
**Semester Taught Fall (3:3:3)**  
**General Ed Requirement: N/A**

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 some of their own photographic supplies.

**COMM 2200 TV Production**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Oral Communications**

This course will emphasize practical application. Students will learn the elements of video production, editing techniques and writing skills particular to broadcast journalism. They will use a field video camera and post-

production editing equipment to produce individual and team assignments.

**COMM 2270 Argumentation and Debate**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Oral Communications**

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 2280 Photojournalism 2**  
**Semester Taught Spring (3:3:3)**  
**General Ed Requirement: N/A**

This 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.

The market for stories communicated visually has never been stronger. Photographs presented alone or as an essay in a multimedia contest, continue to provide student photojournalists a unique opportunity to present their work.

Instruction will progress from basic camera operation and the news "one shot" to more comprehensive visual storytelling that may incorporate audio, video or other multimedia components.

**COMM 2300 Introduction to Public Relations**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: Oral Communications**

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.  
Prerequisites: **none**

**COMM 2330 Media Workshop: Internet**  
**Semester Taught Spring, Fall (2:0:4)**  
**General Ed Requirement: N/A**

A supervised laboratory experience in the exploration of story telling and narrative communication with multimedia and interactivity; development of new media skills; preparation of materials for online media, progression from linear into non-linear narrative.  
Prerequisites: **none**

**COMM 2850 Special Topics**  
**Semester Taught (TBA:TBA:TBA)**  
**General Ed Requirement: N/A**

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 Radio Performance - 2nd Year**  
**Semester Taught Fall (1:1:2)**  
**General Ed Requirement: Oral Communications**

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 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 2880 Radio Performance - 2nd Year**  
**Semester Taught Spring (1:1:2)**  
**General Ed Requirement: Oral Communications**

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 2900 Newspaper Production 2**  
**Semester Taught Fall (2:2:1)**  
**General Ed Requirement: N/A**

Senior staff students will practice the theory and application of newspaper design, production, and reporting as staff members and student editors of The Snowdrift, Snow College's student newspaper. Senior staff will work as mentors, student instructors, and be responsible for newspaper production.  
Prerequisites: **Comm 1900**

**COMM 2910 Newspaper Production 2**  
**Semester Taught Spring (2:2:1)**  
**General Ed Requirement: N/A**

Senior staff students have the opportunity to lead and assist with instruction as students engage in an in-depth examination of Journalism and new writing processes. Senior staff will help in planning design and publication of the student newspaper. This production process will involve feature writing, page/graphic design, typesetting and business management.  
Prerequisites: **Comm 1910**

**COSB 1000 Basic Cosmetology Theory**  
**Semester Taught Spring, Summer, Fall (4:4:0)**  
**General Ed Requirement: N/A**

This theory course (formerly COSB 1001) 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.  
Prerequisites: **N/A**

**Corequisites: This course must be taken concurrently with COSB 1005, COSB 1015, COSB 1100**

**COSB 1001 (formerly COSB 1010) Basic Cosmetology/Barbering Theory**  
**Semester Taught Spring, Summer, Fall (6:6:0)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **N/A**

**Corequisites: This course must be taken concurrently with COSB 1005.**

**COSB 1005 Basic Cosmetology Lab**  
**Semester Taught Spring, Summer, Fall (5:0:15)**  
**General Ed Requirement: N/A**

This lab course with the Basic Barbering Lab course are the main lab components 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.

Prerequisites: **N/A**

**Corequisites: COSB 1000, COSB 1015, and COSB 1100**

**COSB 1015 Basic Barbering Lab**  
**Semester Taught Spring, Summer, Fall (4:0:12)**  
**General Ed Requirement: N/A**

Lab instruction and practice are an integral part of this program. This course covers practical experience with shampooing, scalp treatments, manicuring, haircutting, hairstyling, facials, massage, care and styling of hairpieces, and shaving with an emphasis on all men specific services.

Prerequisites: **N/A**

**Corequisites: This course must be taken concurrently with COSB 1000, COSB 1005, COSB 1100**

**COSB 1100 Basic Barbering Theory**  
**Semester Taught Spring, Summer, Fall (3:3:0)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: This course must be taken concurrently with COSB 1000, COSB 1005, and COSB 1015**

**COSB 1200 Cosmetology/Barber Sciences**  
**Semester Taught Spring, Fall (1.5:1.5:0)**  
**General Ed Requirement: N/A**

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. This is a block course and must be taken with COSB 1201, COSB 1205, and COSB 1215.

Prerequisites: **COSB 1000, COSB 1100, COSB 1005, and COSB 1015**

**Corequisites: COSB 1201, COSB 1205, and COSB 1215**

**COSB 1201 Cosmetology/Barber Procedures**  
**Semester Taught Spring, Fall (1.5:1.5:0)**  
**General Ed Requirement: N/A**

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 1000, COSB 1005, COSB 1015, COSB 1100**

**Corequisites: This course must be taken concurrently with COSB 1200, 1205, and 1215**

**COSB 1205 Intermediate Cosmetology Lab**  
**Semester Taught Spring, Fall (6:0:18)**  
**General Ed Requirement: N/A**

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 1000, COSB 1005, COSB 1015, COSB 1100**

**Corequisites: COSB 1200, COSB 1201, COSB 1215**

**COSB 1215 Intermediate Barbering Lab**  
**Semester Taught Spring, Fall (4:0:12)**  
**General Ed Requirement: N/A**

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. This course has a \$50.00 lab fee. This fee is nonrefundable.

Prerequisites: **COSB 1000, COSB 1005, COSB 1015, COSB 1100**

**Corequisites: COSB 1200, COSB 1201, COSB 1205**

**COSB 1305 Cosmetology Practical Lab**  
**Semester Taught Summer (4:0:12)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

**COSB 1315 Barbering Practical Lab**  
**Semester Taught Summer (4:0:12)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

**COSB 1519 Cosmetology/Barbering Lab**  
**Semester Taught Spring, Summer, Fall (1-6:0:2.5-15)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **With instructor approval**

**Corequisites: N/A**

**COSB 1581 SkillsUSA - Level 1**  
**Semester Taught (1:1:0)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

### **COSB 1582 SkillsUSA - Level 2**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

### **COSB 1715 Applied Technical Math**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

### **COSB 1810 Theory of Nail Technology**

**Semester Taught Spring, Summer, Fall (4:4:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: COSB 1811**

### **COSB 1811 Nail Technology Lab**

**Semester Taught Spring, Summer, Fall (6:0:16)**

**General Ed Requirement: N/A**

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. A \$50.00 lab fee includes; a one-time rental of a stateboard testing kit. This fee is non-refundable.

Prerequisites: N/A

**Corequisites: COSB 1810**

### **COSB 1910 Professional Development - Course 1**

**Semester Taught Fall (1:1:0)**

**General Ed Requirement: N/A**

This course 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, personal financial skills, community service and resume writing skills are emphasized.

Prerequisites: N/A

**Corequisites: N/A**

### **COSB 1920 Professional Development - Course 2**

**Semester Taught Spring (1:1:0)**

**General Ed Requirement: N/A**

This course is the second in a series of courses designed to deal with employment opportunities, public speaking, job application, and employment portfolios, focusing on mentoring, job search, leadership skills and being a good salon team player.

Prerequisites: N/A

**Corequisites: N/A**

### **COSB 2300 Principles of Cosmetology/Barbering**

**Semester Taught Spring, Fall (1.5:1.5:0)**

**General Ed Requirement: N/A**

This theory course covers in-depth principles and practices of the following subjects; ethics, history and opportunities, hygiene, bacteriology and infection control, general anatomy and physiology, skin structure and growth, nail structure and growth, properties of the hair and scalp, and basics of chemistry.

Prerequisites: **COSB 1000, COSB 1005, COSB 1100, COSB 1015, COSB 1200, COSB 1201, COSB 1205, COSB 1215**

**Corequisites: COSB 2301, COSB 2305, COSB 2315**

### **COSB 2301 Disciplines of Cosmetology/Barbering**

**Semester Taught Spring, Fall (1.5:1.5:0)**

**General Ed Requirement: N/A**

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, and nail diseases and disorders.

Prerequisites: **COSB 1000, COSB 1005, COSB 1015, COSB 1100, COSB 1200, COSB 1201, COSB 1205, COSB 1215**

**Corequisites: COSB 2300, COSB 2305, COSB 2315**

### **COSB 2305 Advanced Cosmetology Lab**

**Semester Taught Spring, Fall (6:0:18)**

**General Ed Requirement: N/A**

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. Students perform services in a salon setting. This course has a service learning component. A \$100.00 lab fee includes; a one-time rental of a stateboard testing kit. This fee is non-refundable.

Prerequisites: **COSB 1000, COSB 1005, COSB 1015, COSB 1100, COSB 1200, COSB 1201, COSB 1205, COSB 1215**

**Corequisites: COSB 2300, COSB 2301, COSB 2315**

**COSB 2315 Advanced Barbering Lab**  
**Semester Taught Spring, Fall (4:0:12)**  
**General Ed Requirement: N/A**

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. Students perform services in a salon setting. The course has a service learning component.

Prerequisites: **COSB 1000, COSB 1005, COSB 1015, COSB 1100, COSB 1200, COSB 1201, COSB 1205, COSB 1215,**

**Corequisites: COSB 2300, COSB 2301, COSB 2305**

**COSB 2505 Cosmetology/Barbering Capstone**  
**Semester Taught Spring, Summer, Fall (2:0:6)**  
**General Ed Requirement: N/A**

Lab instruction and practice are an integral part of this program. This capstone course allows students to complete the last 1-100 hours of the mandated 1600 clock hours by the State of Utah. Students are prepared to take the National Interstate Council of State Boards of Cosmetology Licensure Examination (NIC test) and apply for licensure.

Prerequisites: **Must have Instructor approval**

**Corequisites: N/A**

**COSB 2519 Advanced Cosmetology/Barbering Lab**  
**Semester Taught Spring, Summer, Fall (1-6:0:2.5-15)**  
**General Ed Requirement: N/A**

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, haircoloring, chemical relaxing, hair lightening, retail sales, appointment booking, and phone skills. Students perform services in a salon setting. Repeatable for credit.

Prerequisites: **COSB 1000, COSB 1005, COSB 1015, COSB 1100, COSB 1200, COSB 1201, COSB 1205,**

**COSB 1215**

**Corequisites: N/A**

**COSB 2709 Cosmetology/Barbering/Nail Technology**  
**Student Instructor**  
**Semester Taught (8-16:2:16)**  
**General Ed Requirement: N/A**

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 of work experience**

**Corequisites: N/A**

**COSB 2910 Professional Development - Course 3**  
**Semester Taught Fall (.5:.5:0)**  
**General Ed Requirement: N/A**

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**

**Corequisites: N/A**

**CS 1400 Programming Fundamentals**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

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**

**Corequisites: CS 1405**

**CS 1405 Programming Fundamentals Lab**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

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**

**Corequisites: CS 1400**

**CS 1410 Object-Oriented Programming**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

This course continues the development of the discipline of computing. It introduces the concepts of object-oriented programming. Basic data structures, recursion, and fundamental computing algorithms are introduced.

Prerequisites: **CS 1400**

**Corequisites: CS 1415**

**CS 1415 Object-Oriented Programming Lab**

**Semester Taught Spring (1:0:2)**

**General Ed Requirement: N/A**

This laboratory provides continued experience to develop in depth correct programming practices. It provides the opportunity to apply object-oriented programming concepts and data structures.

Prerequisites: **CS 1400**

**Corequisites: CS 1410**

**CS 2420 Data Structures and Algorithms**

**Semester Taught Fall (3:3:0)**

**General Ed Requirement: N/A**

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 2630 Mobile Application Development**

**Semester Taught Spring (3:3:0)**

**General Ed Requirement: N/A**

This course introduces students to application development for mobile devices. Students will learn about the various issues facing mobile application designers, both with respect to hardware constraints and user expectations. Students will learn how to address these constraints with techniques in implementation, software design, and user-interaction design. Students will also learn about concepts at the core of modern mobile computing, such as software and data distribution models and location awareness.

The course utilizes the Android OS as the development platform, but the concepts covered in the course are platform independent.

Prerequisites: **CS 2420**

**CS 2810 Computer Organization & Architecture**

**Semester Taught Spring (3:3:0)**

**General Ed Requirement: N/A**

This course introduces organization and architecture of computer systems. Topics include assembly language programming, instruction sets, pipelining, and memory systems.

Prerequisites: **CS2420 AND ENGR2700**

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**D**

**DANC 1001 Summer Dance Workshop**

**Semester Taught (1-3:1-3:1-2)**

**General Ed Requirement: N/A**

This class is designed for visiting summer school students to help them improve their individual dance technique and performance. Credit is variable, depending on workshop length and instructional hours. Participants must have successfully completed their sophomore year of high school. Repeatable for credit.

Prerequisites: **N/A**

**Corequisites: N/A**

**DANC 1010 Introduction to Dance**

**Semester Taught (3:3:0)**

**General Ed Requirement: Fine Arts**

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.

Prerequisites: **None**

**DANC 1075 Dance Orientation: Analysis and Notation**

**Semester Taught (3:2:2)**

**General Ed Requirement: N/A**

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 personal 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.

Prerequisites: **None**

**Corequisites: None**

**DANC 1100 Ballet I**

**Semester Taught Spring, Fall (1:1:2)**

**General Ed Requirement: N/A**

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 Ballet II**

**Semester Taught Spring, Fall (1:1:2)**

**General Ed Requirement: N/A**

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 Rhythmic Training**  
**Semester Taught Spring (3:2:2)**  
**General Ed Requirement: N/A**

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.**Prerequisites: None**

**DANC 1200 Modern Dance I**  
**Semester Taught Spring, Fall (1:1:2)**  
**General Ed Requirement: N/A**

This course will introduce students to the basic technique, fundamental principles and context of modern dance. Movement is presented by means of demonstration, description and exploration. Emphasis will be on alignment, coordination, strength and muscular control. This course is repeatable for credit.

**DANC 1205 Gentle Yoga**  
**Semester Taught (1:0:2)**  
**General Ed Requirement: N/A**

This course will be a gentle and restorative approach to Hatha Vinyasa Yoga. The use of props and based on individual student needs, flowing postures, meditative awareness and breath control will bring increased health and balance to both body and mind.  
**Prerequisites: None**  
**Corequisites: None**

**DANC 1210 Yoga I**  
**Semester Taught (1:0:2)**  
**General Ed Requirement: N/A**

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.  
**Prerequisites: None**  
**Corequisites: None**

**DANC 1215 Yogastrength**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

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. This course is repeatable for credit.  
**Prerequisites: None**  
**Corequisites: None**

**DANC 1220 Yoga II**  
**Semester Taught Spring, Fall (1:1:2)**  
**General Ed Requirement: N/A**

This course will be a vigorous and powerful approach to Vinyasa and Hatha Yoga's. Advanced poses will be incorporated and additional emphasis on prana yama (breath work) to deepen the mind/body connection. Flowing, progressive posture and meditative awareness will bring balance to both body and mind.**Prerequisites: Yoga I or Instructor Permission**  
**Corequisites: None**

**DANC 1225 Powerstretch**  
**Semester Taught Spring, Fall (.5:0:1.0)**  
**General Ed Requirement: N/A**

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.  
**Prerequisites: None**  
**Corequisites: None**

**DANC 1230 Modern Dance II**  
**Semester Taught Spring, Fall (1:1:2)**  
**General Ed Requirement: N/A**

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 Aerial Dance I**  
**Semester Taught (1:1:1)**  
**General Ed Requirement: N/A**

This course offers technical instruction and creative exploration on the aerial fabric apparatus.  
**Prerequisites: None**  
**Corequisites: None**

**DANC 1310 Aerial Dance II**  
**Semester Taught (1:1:1)**  
**General Ed Requirement: N/A**

This course offers beginning to intermediate technical instruction and creative exploration on the aerial fabric apparatus.  
**Prerequisites: Aerial Dance I or permission of instructor**  
**Corequisites: None**

**DANC 1330 The Creative Process**  
**Semester Taught (3:2:2)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **None**

Corequisites: **None**

#### **DANC 1500 Jazz Dance I**

**Semester Taught (1:1:1)**

**General Ed Requirement: N/A**

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 Folk Dance I**

**Semester Taught Summer, Fall (1:0:2)**

**General Ed Requirement: N/A**

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 Tap Dance I**

**Semester Taught (1:1:1)**

**General Ed Requirement: N/A**

This course will introduce the basic steps, vocabulary and rhythms of Tap Dance. It will also address the history of this American theatrical dance form.

Prerequisites: **None**

Corequisites: **None**

#### **DANC 1590 Hip Hop I**

**Semester Taught (1:1:1)**

**General Ed Requirement: N/A**

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.

Prerequisites: **None**

Corequisites: **None**

#### **DANC 1680 Tap Dance II**

**Semester Taught (1:1:1)**

**General Ed Requirement: N/A**

This course will introduce the basic steps, vocabulary and rhythms of Tap Dance. It will also address the history of this American theatrical dance form.

Prerequisites: **Tap Dance I or permission of instructor**

Corequisites: **None**

#### **DANC 1690 Hip Hop II**

**Semester Taught Spring, Fall (1:1:2)**

**General Ed Requirement: N/A**

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 1700 Social Dance I**

**Semester Taught Spring, Fall (1:1:1)**

**General Ed Requirement: N/A**

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.

#### **DANC 1710 Social Dance II**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

This course teaches intermediate level American Social Dance including Foxtrot, Waltz, Swing, Viennese Waltz, West Coast Swing and Cha Cha. Emphasizes correct rhythm, poise, form, dance positions and etiquette.**Prerequisites: Social Dance I (PE 1170) or Instructor Permission**

#### **DANC 1720 Ballroom Technique I**

**Semester Taught (2:1:2)**

**General Ed Requirement: N/A**

Stage exhibition, competitive, social and career aspects of dance are introduced in this technique course. Students will improve posture and overall aesthetics, including lines, body shapes and contra-body movement position. Muscle tone, isolation, stretching and strengthening are core concepts at this stage of dance.

Prerequisites: **None**

Corequisites: **None**

#### **DANC 1740 Latin Social Dance I**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

For students with no prior Latin Ballroom Dance experience. This course teaches the beginning style of Social Latin style Rumba, Samba, Salsa and Cha Cha. Emphasis is placed on correct rhythm, poise, footwork, and foot positions.

#### **DANC 1750 Latin Social Dance II**

**Semester Taught (1:1:1)**

**General Ed Requirement: N/A**

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**

Corequisites: **None**

#### **DANC 1760 Ballroom Technique II**

**Semester Taught (2:1:2)**

**General Ed Requirement: N/A**

Stage exhibition, competitive, social and career aspects of dance are introduced in this technique course. Students will improve posture and overall aesthetics, including lines, body shapes and contra-body movement position. Muscle tone, isolation, stretching and strengthening are core concepts at this stage of dance.

Prerequisites: **DANC 1720 or DANC 1740 or DANC 2756 or instructor permission or**

**Corequisites: If no prerequisite then current enrollment in DANC 1710 or 1750 or 2756**

**DANC 1901 Performing Arts Career Exploratory  
Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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 Snow Dance Ensemble I  
Semester Taught (2:2:2)**

**General Ed Requirement: N/A**

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  
Semester Taught (2:2:2)**

**General Ed Requirement: N/A**

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: **Permission of Instructor. Audition required.**

**Corequisites: Ballet I or II or III and Modern Dance I or II or III**

**DANC 2080 Dance Improvisation  
Semester Taught Spring, Fall (3:3:0)**

**General Ed Requirement: Oral Communications**

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.

**Prerequisites: None**

**Corequisites: None**

**DANC 2100 Ballet III**

**Semester Taught Spring, Fall (2:2:2)**

**General Ed Requirement: N/A**

This course will build on the technique, theory and vocabulary acquired in Ballet II. It will emphasize ballet discipline, body direction, 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 Pointe I**

**Semester Taught Spring, Fall (1:1:1)**

**General Ed Requirement: N/A**

This course emphasizes ballet pointe work. Builds strength, control and explores various music components necessary for development of virtuosity. For dance majors and other students with an interest in the professional dance world. Repeatable for credit.

Prerequisites: **DANC 1100 or DANC 1130**

**Corequisites: DANC 1130 or Instructor Permission**

**DANC 2200 Modern Dance III**

**Semester Taught (2:1:2)**

**General Ed Requirement: N/A**

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 Modern Dance IV**

**Semester Taught (2:1:2)**

**General Ed Requirement: N/A**

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 2200 or permission of instructor**

**DANC 2300 Aerial Dance III**

**Semester Taught (1:1:1)**

**General Ed Requirement: N/A**

This course offers intermediate to advanced technical instruction and creative exploration on the aerial fabric apparatus.

Prerequisites: **Aerial Dance II or permission of**



**instructor**

**Corequisites: None**

**DANC 2310 Aerial Dance IV**

**Semester Taught (1:1:1)**

**General Ed Requirement: N/A**

This course offers advanced technical instruction and creative exploration on the aerial fabric apparatus.

Prerequisites: **Aerial Dance III or permission of instructor**

**Corequisites: None**

**DANC 2340 Choreography I**

**Semester Taught (3:2:2)**

**General Ed Requirement: N/A**

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**  
**Corequisites: None**

**DANC 2350 Teaching Methods - Children's Dance**

**Semester Taught (3:2:2)**

**General Ed Requirement: N/A**

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-kindergarden through 6th grade children. This class is designed for dance majors and related curricula but open to all students interested in working with children.  
Prerequisites: **None**  
**Corequisites: None**

**DANC 2360 Experiential Anatomy and Physiology**

**Semester Taught Spring (3:2:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: **None**

**Corequisites: None**

**DANC 2656 Drill Team**

**Semester Taught Spring, Fall (2:1:3)**

**General Ed Requirement: N/A**

The Badgerettes are a precision dance team and an important aspect of halftime performances at football and basketball games. This course will provide a rigorous experience in the process and practice of dance rehearsal and performance in a pre-professional dance company setting. The dancers will perform jazz, hip hop, novelty, character, high kick, and military styles. The group also supports Snow College activities and performs on campus and in the community multiple times each semester.

Audition required.

Prerequisites: **Audition**

**Corequisites: Students must be concurrently enrolled in at least one of the following courses: DANC 1100, 1130, 1200, 1230 or 2100**

**DANC 2700 Dance Production**

**Semester Taught (3:2:2)**

**General Ed Requirement: N/A**

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.  
Prerequisites: **None**

**DANC 2720 Ballroom Technique III**

**Semester Taught (2:2:1)**

**General Ed Requirement: N/A**

Students in this course will improve their ballroom dance technique in the following ways: Posture and overall aesthetics, including lines, body shapes and contra-body movement position. Foot work is a crucial element also with Standard and Latin foot placements, turnout, toe heel timing and overall foot strengthening. Muscle tone, isolation, stretching and strengthening are core concepts at this stage of dance. Stage exhibition, competitive, social and career aspects of dance are introduced. Maybe repeated for credit.

Prerequisites: **DANC 1710 or 1750 or Instructor approval**

**Corequisites: If no prerequisite then current enrollment in DANC 1710 or 1750 or 2756**

**DANC 2756 Snow Ballroom Company I**

**Semester Taught (2:2:2)**

**General Ed Requirement: N/A**

This course will provide an introduction to the process and practice of dance rehearsal and performance of ballroom dance. Includes lecture/ demonstrations and performances for the college, community, local schools and other venues as requested. Audition required.

Prerequisites: **By Audition Only**

**Corequisites: DANC 1720**

**DANC 2757 Snow Ballroom Company II**

**Semester Taught (2:2:2)**

**General Ed Requirement: N/A**

Membership in this company will provide a primer to the process and practice of dance rehearsal and performance of ballroom dance. Includes lecture/ demonstrations and performances for the college, community, local schools and other performances as requested. Audition required.

Prerequisites: **DANC 2756**

**Corequisites: DANC 1720**

**DANC 2758 Snow Ballroom Company III**

**Semester Taught (2:2:2)**

**General Ed Requirement: N/A**

Membership in this company will provide a primer to the process and practice of dance rehearsal and performance of ballroom dance. Includes lecture/ demonstrations and performances for the college, community, local schools and other performances as requested. Audition required. Prerequisites: **DANC 2757 or Instructor Permission**  
**Corequisites: DANC 2710**

**DANC 2759 Snow Ballroom Company IV**  
**Semester Taught (2:2:2)**  
**General Ed Requirement: N/A**

This course will provide an introduction to the process and practice of dance rehearsal and performance of ballroom dance. Includes lecture/ demonstrations and performances for the college, community, local schools and other performances as requested. Audition required. Prerequisites: **DANC 2758**  
**Corequisites: DANC 2750**

**DANC 2760 Ballroom Technique IV**  
**Semester Taught (2:1:2)**  
**General Ed Requirement: N/A**

Stage exhibition, competitive, social and career aspects of dance are introduced in this technique course. Students will improve posture and overall aesthetics, including lines, body shapes and contra-body movement position. Muscle tone, isolation, stretching and strengthening are core concepts at this stage of dance. Prerequisites: **DANC 1710 or DANC 1750 or Instructor approval**  
**Corequisites: if no prerequisite then current enrollment in DANC 2756**

**DANC 2850 Special Topics**  
**Semester Taught (TBA:TBA:TBA)**  
**General Ed Requirement: N/A**

This course is designed to address a special topic associated with the discipline that may not be included as a part of the normal curriculum. Topics may be extensions of current field of study or it may include possible future additions to the departmental curriculum.

**DANC 2901 Dance Capstone**  
**Semester Taught (2:2:1)**  
**General Ed Requirement: N/A**

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 Snow Dance Ensemble III**  
**Semester Taught (2:2:2)**  
**General Ed Requirement: N/A**

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**

**DANC 2916 Snow Dance Ensemble IV**  
**Semester Taught (2:2:2)**  
**General Ed Requirement: N/A**

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 1000 Diesel Safety and Basics**  
**Semester Taught (1:1:1)**  
**General Ed Requirement: N/A**

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. Prerequisites: **N/A**  
**Corequisites: N/A**

**DMT 1007 Principles of Technology I**  
**Semester Taught (2:1:2)**  
**General Ed Requirement: N/A**

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. Prerequisites: **N/A**  
**Corequisites: N/A**

**DMT 1008 Principles of Technology II**  
**Semester Taught (2:1:2)**  
**General Ed Requirement: N/A**

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**

**Corequisites: N/A**

**DMT 1101 Diesel Engine Repair and Overhaul Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

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.

Corequisite: This lecture DMT 1101 must be taken concurrently with the lab DMT 1105.

Prerequisites: **N/A**

**Corequisites: DMT 1105**

**DMT 1105 Diesel Engine Repair and Overhaul Lab Semester Taught (3:0:9)**

**General Ed Requirement: N/A**

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.

Corequisite: This lab DMT 1105 must be taken concurrently with the lecture DMT 1101.

Prerequisites: **N/A**

**Corequisites: DMT 1101**

**DMT 1109 Introduction to Diesel Technology Semester Taught (2:1:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: **N/A**

**Corequisites: N/A**

**DMT 1301 Transmissions and Drivetrains Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

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. Corequisite: This lecture DMT 1301 must be taken concurrently with the lab DMT 1305.

Prerequisites: **N/A**

**Corequisites: DMT 1305**

**DMT 1305 Transmissions and Drivetrains Lab Semester Taught (3:0:9)**

**General Ed Requirement: N/A**

This course gives students the hands-on lab experience for DMT 1301. 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. Corequisite: This lab DMT 1305 must be taken concurrently with the lecture DMT 1301.

Prerequisites: **N/A**

**Corequisites: DMT 1301**

**DMT 1401 Diesel Suspension and Steering Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

This course covers repair and adjustment suspension and steering systems. Students study steering gears, rack and pinion, conventional and McPherson struts, alignment angles, and alignment with a computerized four wheel alignment fixture. Corequisite: This lecture DMT 1401 must be taken concurrently with the lab DMT 1405.

Prerequisites: **N/A**

**Corequisites: DMT 1405**

**DMT 1405 Diesel Suspension and Steering Lab Semester Taught (2:0:6)**

**General Ed Requirement: N/A**

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 McPherson struts, alignment angles, and alignment with a computerized four wheel alignment fixture. This lab DMT 1405 must be taken concurrently with the lecture DMT 1401.

Prerequisites: **N/A**

**Corequisites: DMT 1401**

**DMT 1501 Diesel Brakes Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

This course covers principles, repair, and adjustment of the diesel truck and trailer brake systems and includes hydraulic theory, air brake theory, diagnosis, and service of brake systems. Students study drums, disks, power units, and Antilock Braking System (ABS) brakes.

Corequisite: This lecture DMT 1501 must be taken concurrently with the lab DMT 1505.

Prerequisites: N/A

**Corequisites: DMT 1505**

### **DMT 1505 Diesel Brakes Lab**

**Semester Taught (2:0:6)**

**General Ed Requirement: N/A**

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 Antilock Braking System (ABS) brakes. The lab DMT 1505 must be taken concurrently with the lecture DMT 1501.

Prerequisites: N/A

**Corequisites: DMT 1501**

### **DMT 1600 Diesel Electrical and Electronics I**

**Semester Taught (5:5:3)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

### **DMT 1715 Applied Technical Math**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

This course covers the principles of algebra and geometry as they apply to problem solving in the Business and Applied Technologies (BAT) division programs. It includes the quadratic equation, exponents and radicals, polynomials, constructions of geometric shapes, the circle concept, and applications of volume and shapes.

Prerequisites: N/A

**Corequisites: N/A**

### **DMT 1801 Computerized Engine Controls and Fuel Systems**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

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. Corequisite: The lecture DMT 1801 must be taken concurrently with the lab DMT 1805.

Prerequisites: N/A

**Corequisites: DMT 1805**

### **DMT 1805 Computerized Engine Controls and Fuel Systems Lab**

**Semester Taught (2:0:6)**

**General Ed Requirement: N/A**

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. Corequisite: The lab DMT 1805 must be taken concurrently with the lecture DMT 1801.

Prerequisites: N/A

**Corequisites: DMT 1801**

### **DMT 1930 Leadership & Professional Development - Course 1**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

### **DMT 1999 Cooperative Education Experience**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

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.**

**Corequisites: N/A**

### **DMT 2311 Hydraulics and Pneumatics**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

This course covers theory, formulas, design, maintenance, and repair of hydraulic and pneumatic operated systems, including rams, pistons, apply devices, motors, etc.

Prerequisites: N/A

**Corequisites: DMT 2315**

### **DMT 2315 Hydraulics and Pneumatics Lab**

**Semester Taught (2:0:6)**

**General Ed Requirement: N/A**

This course covers theory, formulas, design, maintenance, and repair of hydraulic and pneumatic operated systems, including rams, pistons, apply devices, motors, etc. Co-requisite: The lab DMT 2315 must be taken concurrently with the lecture DMT 2311.

Prerequisites: N/A

**Corequisites: DMT 2311**

**DMT 2601 Diesel Electrical and Electronics II**

**Semester Taught (4:4:0)**

**General Ed Requirement: N/A**

This course covers the theory, operation, and diagnosis of diesel batteries, starting systems, charging systems, lighting systems, instrumentation, and diesel accessories. Corequisite: The lecture DMT 2601 must be taken concurrently with the lab DMT 2605.

Prerequisites: N/A

**Corequisites: DMT 2605**

**DMT 2605 Diesel Electrical and Electronics II Lab**

**Semester Taught (2:0:4)**

**General Ed Requirement: N/A**

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. Corequisite: The lab DMT 2605 must be taken concurrently with the lecture DMT 2601.

Prerequisites: N/A

**Corequisites: DMT 2601**

**DMT 2701 Diesel Heating and Air Conditioning**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

Students will cover the principles, operation, and servicing of automotive, diesel, and transportation air conditioning and heating systems and their components. Corequisite: The lecture DMT 2701 must be taken concurrently with the lab DMT 2705.

Prerequisites: N/A

**Corequisites: DMT 2705**

**DMT 2705 Diesel Heating and Air Conditioning Lab**

**Semester Taught (2:0:5)**

**General Ed Requirement: N/A**

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. Corequisite: The lab DMT 2705 must be taken concurrently with the lecture DMT 2701.

Prerequisites: N/A

**Corequisites: DMT 2701**

**DMT 2800 Special Projects**

**Semester Taught (1-2:0:3-6)**

**General Ed Requirement: N/A**

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.)

Prerequisites: N/A

**Corequisites: N/A**

**DMT 2801 Emissions and Emissions Control Devices**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

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 lecture DMT 2801 must be taken concurrently with the lab DMT 2805.

Prerequisites: N/A

**Corequisites: DMT 2805**

**DMT 2805 Emissions and Emissions Control Devices Lab**

**Semester Taught (2:0:6)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: DMT 2801**

**DMT 2930 Leadership & Professional Development - Course 2**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

### **DRFT 1007 Principles of Technology I**

**Semester Taught (2:1:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

### **DRFT 1008 Principles of Technology II**

**Semester Taught (2:1:2)**

**General Ed Requirement: N/A**

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**

Corequisites: N/A

### **DRFT 1010 Technical Drafting**

**Semester Taught (5:3:4)**

**General Ed Requirement: N/A**

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.

Prerequisites: **None**

Corequisites: **None**

### **DRFT 1100 Architecture-Residential Design**

**Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

The emphasis of this course is comprehensive coverage of design fundamentals and procedures used to represent design ideas using traditional, as well as state of the art technology. It covers the solving of problems related to the design of a residential structure and considers the influence of building cost, modular applications, building codes, and zoning regulations with respect to the site and design.

Prerequisites: **None**

Corequisites: **None**

### **DRFT 1200 Mechanical Drafting/Assembly Drawings**

**Semester Taught (3:3:5)**

**General Ed Requirement: N/A**

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**

Corequisites: N/A

### **DRFT 1302 Basic CAD**

**Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

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.

Prerequisites: **None**

Corequisites: **None**

### **DRFT 1312 Advanced CAD**

**Semester Taught (4:2:5)**

**General Ed Requirement: N/A**

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**

Corequisites: N/A

### **DRFT 2100 Architectural Drafting**

**Semester Taught (4:3:3)**

**General Ed Requirement: N/A**

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 in DRFT 1010**

Corequisites: **None**

### **DRFT 2332 Mechanical CAD Drafting**

**Semester Taught (4:3:3)**

**General Ed Requirement: N/A**

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.

**Corequisites: None**

## **E**

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**ECON 1010 Economics As A Social Science**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: Social and Behavioral Science**

This course provides non-business majors with basic concepts and philosophies essential to everyday operation in the economic environment.**Prerequisites: N/A**  
**Corequisites: N/A**

**ECON 1740 U.S. Economic History**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: American Institutions**

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.**Prerequisites: N/A**  
**Corequisites: N/A**

**ECON 2010 Introduction to Microeconomics**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Social and Behavioral Science**

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**  
**Corequisites: N/A**

**ECON 2020 Introduction to Macroeconomics**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: Social and Behavioral Science**

This course develops a basic understanding of how the national economy works, and how the private and public sectors interact to create stable economic conditions.**Prerequisites: ECON 2010**  
**Corequisites: N/A**

**EDUC 1004 Investigations in Diversity**  
**Semester Taught (1:1:0)**  
**General Ed Requirement: N/A**

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.

**Prerequisites: N/A**

**Corequisites: N/A**

**EDUC 1010 Introduction to Education**  
**Semester Taught Spring, Summer, Fall (2:2:0)**  
**General Ed Requirement: N/A**

The primary focus of this course is upon the attributes of an effective, professional teacher. Opportunities for assessment of personal qualifications are provided through self-analysis, discussion and through experience as an observer/aide for a minimum of 24 hours in public school classrooms (see EDUC 1015). This course also includes a variety of the history of American education, and the roles of various professionals engaged in education.

**EDUC 1015 Introduction to Education Lab**  
**Semester Taught Spring, Fall (1:0:1)**  
**General Ed Requirement: N/A**

This course is the lab that accompanies EDUC 1010. In this lab students gain practical experience as an observer/aide for a minimum of 30 hours in public school classrooms.

**Prerequisites: None**

**Corequisites: EDUC 1010**

**EDUC 2850 Special Topics**  
**Semester Taught Summer (2:2:0)**  
**General Ed Requirement: N/A**

This course is designed to address a special topic associated with the discipline that may not be included as a part of the normal curriculum. Topics may be extensions of current field of study or it may include possible future additions to the departmental curriculum.

**EDUC 2851 Global Perspectives on Education, Latin America**  
**Semester Taught Spring (2-3:2:)**  
**General Ed Requirement: N/A**

This course is designed to introduce prospective elementary and secondary teachers to the historical, philosophical, and cultural forces that affect education in Latin America. Participants will understand the nature of learning and the diversity of learning opportunities for students in Latin America. This course will provide potential teachers with ideas about what they need to consider in educating culturally diverse populations.  
**Prerequisites: EDUC 1010**

**ENGL 0980 Writing Basics**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

Recommended for students scoring lower than 17 on the English section of the ACT (and required for those scoring below 11), 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. **Prerequisites: none**  
**Corequisites: none**

**ENGL 0991 Beginning Writing**  
**Semester Taught Fall (3:5:0)**  
**General Ed Requirement: N/A**

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 Expository Composition**  
**Semester Taught Spring, Summer, Fall (3:3:0)**  
**General Ed Requirement: English**

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, and it includes rhetorical analysis. See prerequisites.

**Prerequisites: Students who have an ACT English score of 11-17 or an SAT verbal score of 368-483 are encouraged to take English 0980 or 0991 before taking English 1010. 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).**  
**Corequisites: none**

**ENGL 1010 Expository Composition\***  
**Semester Taught Spring, Fall (3:5:0)**  
**General Ed Requirement: English**

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, and it includes rhetorical analysis. See prerequisites.

**\*Open to Student Support Services participants only.**  
**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).**  
**Corequisites: none**

**ENGL 1410 English Mechanics**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: N/A**

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.

**Prerequisites: none**  
**Corequisites: none**

**ENGL 2010 Intermediate Research Writing**  
**Semester Taught Spring, Summer, Fall (3:3:0)**  
**General Ed Requirement: English**

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. The course will require several research oriented writing assignments. 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 Intermediate Composition: Honors Thesis**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: English**

This course is designed to improve the composition skills of honors students through an honors thesis project. Students will study effective discourse, argumentation, and research methods. They will select a subject for their thesis project and work with an advisor in the field of study. This class replaces English 2010 as part of the English GE requirement, and students must achieve a C- or higher to receive GE credit.

**Prerequisites: ENGL 1010 with a minimum grade of C-**  
**Corequisites: Affiliation with Snow College Honors Program**



**ENGL 2130 Science Fiction Literature**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Humanities**

This course is designed to give students an appreciation of science fiction, a literary genre that is often overlooked by the literary establishment. The course examines the contemporary history of the genre using several representative texts.

Prerequisites: **None**  
Corequisites: **None**

**ENGL 2150 Honors Intellectual Traditions of the West**

**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: Humanities**

This course is an integrative exploration of the intellectual traditions of the ancient and medieval Western world. The emphasis of the course is on reading seminal literary works, but introduces other interdisciplinary approaches such as art, architecture, philosophy, religion, and mathematics. It fulfills an HU general education requirement. This class is open to all students and fills an honors program requirement.

**ENGL 2160 Honors Intellectual Traditions of the West**

**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: Humanities**

This course is an integrative exploration of Europe and America during the sixteenth through twenty-first centuries. The emphasis of the course is on reading entire seminal works in the history of western culture, and other interdisciplinary approaches might include art, music, philosophy, religion, and science. It fulfills an HU general education requirement. This class is open to all students and is a required core class in the Honors Program.

**ENGL 2200 Introduction to Literature**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Humanities**

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. The course will emphasize literary traditions, historical time periods, diverse authors, careful reading, literary analysis, and thoughtful interpretation.

Prerequisites: **None**

**ENGL 2210 Folklore and Literature**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Humanities**

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.

Prerequisites: **N/A**  
Corequisites: **N/A**

**ENGL 2220 Introduction to Fiction**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Humanities**

This course is an introduction to fiction, primarily short stories and novels. The course will emphasize literary traditions, historical time periods, diverse authors, careful reading, literary analysis, and thoughtful interpretation.

**ENGL 2230 Classic Myths and Folktales**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Humanities**

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.

Prerequisites: **N/A**  
Corequisites: **N/A**

**ENGL 2240 Introduction to Poetry**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Humanities**

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 Creative Writing**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

This course is an introduction to the writing of fiction and/or poetry. Students read and discuss exemplary models and compose a variety of projects of their own. For fiction, emphasis is placed on plot, character, dialogue, and description. For poetry, emphasis is placed on language, structure, and voice. This course may be repeated once for elective credit.

**ENGL 2280 Methods and Practice in Tutoring Writers**  
**Semester Taught Fall (3:3:1)**  
**General Ed Requirement: N/A**

This course is designed for students who wish to be writing tutors, English instructors, or educators. Tutors will work one hour 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.**  
Corequisites: **none**

**ENGL 2300 Introduction to Shakespeare**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Humanities**

Shakespeare remains one of the most popular playwrights in the English Language. Who is he? Why is he considered so important? What meaning did his works have in his own time? Are they applicable to today's culture? This course will examine these questions by examining a sampling of Shakespeare's plays and poetry from a variety of critical perspectives.

**ENGL 2330 Children**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

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: **English 1010**

**ENGL 2400 Special Topics in Literature and Culture**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Humanities**

This course is designed to introduce unique literary topics on a semester to semester basis. Gothic literature, Science Fiction literature, African American literature courses all began as English 2400 classes. The specific subject for any given semester will be shown in the class schedule.  
Prerequisites: **none**  
**Corequisites: none**

**ENGL 2410 Literature of the American West**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Humanities**

This course is a regional study of literature of the American West. Areas of emphasis include Native Americans, mountain men, settlers, the cowboy myth hero, and the American frontier. Manifest Destiny and the multicultural nature of westward expansion will be emphasized in the course.  
Prerequisites: **None**  
**Corequisites: None**

**ENGL 2420 Literature of the Outdoors**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Humanities**

This course is a survey of literature addressing the experiences of people and their relationship with the natural environment. Encountering nature is a fundamental characteristic of human cultures and individuals. With the growing interest and importance of human relationships with the environment, the genres of natural history writing, experiential nature writing, and exploration and adventure writing have continued to flourish. This course is designed to help students become aware of the complexities of our relationship with the outdoors by surveying literature that deals with relevant themes.  
Prerequisites: **None**  
**Corequisites: None**

**ENGL 2430 Gothic and Supernatural Literature**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Humanities**

This course explores Gothic and supernatural literature, with an emphasis on horror fiction, from 1764 to the present day. Works that have been studied in recent years include Frankenstein, "Carmilla," "The Tell-Tale Heart," and short stories by Stephen King. Themes that have been discussed include the sublime, sexual identity, and the nature of evil.

Prerequisites: **None**  
**Corequisites: None**

**ENGL 2450 Introduction to Gender Studies**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Humanities**

Introduction to Gender Studies investigates gender and gender identity, reflecting on how gender is identified and defined; how gender norms are established, maintained, and disrupted; and the role gender plays in both personal and social contexts. Students will be familiarized with gender theory. In addition, students will be introduced to the historical context surrounding gender studies, as well as key terms, movements, and thinkers within the field.

**ENGL 2460 African-American Literature**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Humanities**

This course focuses on the contributions of African-American writers to the development of a multi-racial culture in America, and to the expression of the black experience through literature.

**ENGL 2510 Masterpieces of American Literature I**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: Humanities**

This course focuses on the development of ideas, movements, and genres in American literature from exploration and settlement to Romanticism as illustrated through representative texts.

**ENGL 2520 Masterpieces of American Literature II**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: Humanities**

This course focuses on the development of ideas, movements, and genres in American literature from Realism to the present as illustrated through representative texts.

**ENGL 2600 Introduction to Critical Literature / Theory**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: N/A**

This course offers an introduction to literary genres, literary criticism, critical interpretation, and research.  
Prerequisites: **English 2010**

**ENGL 2610 Masterpieces of British Literature I**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: Humanities**

This course surveys significant cultural ideas and currents of British literature from its beginnings through the

Eighteenth Century as illustrated through representative texts.

**ENGL 2620 Masterpieces of British Literature II**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: Humanities**

The course focuses on the development of ideas, movement, and genres in British Literature from the Romantic era to the present as illustrated through representative texts.

**ENGL 2650 Language in Society**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Humanities**

We are all intimately familiar with at least one language: our own. Few native speakers, however, stop to consider what they know about their own language and how their language shapes daily life. This course will provide students with a basic introduction to language and the relationship of language to society. Examples will be taken from a wide variety of languages and cultures. This course is cross-listed with TESL 2650.

Prerequisites: N/A

Corequisites: N/A

**ENGL 2660 Introduction to Language Systems**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: Humanities**

A general introduction to the theory of language, this course will focus on language systems, including how they exist in linguistic communities, with particular attention to phonology, morphology, syntax and semantics. Examples of general linguistic principles will be drawn from English as well as other languages. Cross-listed as TESL 2660.

Prerequisites: N/A

Corequisites: N/A

**ENGR 1000 Introduction to Engineering**  
**Semester Taught Spring, Fall (2:1:2)**  
**General Ed Requirement: N/A**

ENGR 1000 explores engineering as a career choice. It is an introduction to the theory and practice of engineering science, including elementary problem solving and engineering design. Additional topics include engineering history, disciplines, functions, education, demographics, and future challenges. Lab experiences will emphasize the use of the computer as an engineering tool to solve problems and writing programs. Students are challenged with a engineering project to develop team engineering skills.

Prerequisites: **College Algebra**

Corequisites: N/A

**ENGR 1300 Engineering Graphics & Design**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

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)**

Corequisites: N/A

**ENGR 1800 Interdisciplinary Introduction to GIS**  
**Semester Taught Fall (4:2:4)**  
**General Ed Requirement: N/A**

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, geography, natural resources, law enforcement, many business fields, surveying, journalism, and many other areas. GPS will also be taught for producing input for GIS if time permits. 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 0900 (or equivalent), ACT math score 23 or higher (or equivalent), or appropriate placement test score**

**ENGR 2010 Statics**  
**Semester Taught Spring (3:3:1)**  
**General Ed Requirement: N/A**

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 in a series of classes that engineering students study to learn the mechanics of materials.

Prerequisites: **Calculus I (MATH 1210)**

Corequisites: N/A

**ENGR 2030 Dynamics**  
**Semester Taught Spring (3:3:1)**  
**General Ed Requirement: N/A**

The Dynamics course explores the physical conditions an object experiences when moving. Students utilize classical Newtonian theory to analyze mass systems in response to applied forces and moments. Topics include motion and kinetic analysis of particles and rigid bodies. ENGR 2030 is part of a series of classes that engineering students study to learn the mechanics of materials.

Prerequisites: **Calculus II (MATH 1220), and Physics I (PHYS 2210)**

Corequisites: N/A

**ENGR 2140 Strength of Materials****Semester Taught Fall (3:3:1)****General Ed Requirement: N/A**

The Strength of Materials course explores the deformation and possible failure of an object subjected to forces and moments. Stress and strain due to axial, torsional, bending, and shearing loads are studied. Additional topics include: stress-strain diagrams, material properties, thermal expansion, stress concentrations, elastoplastic behavior, residual stresses, statically indeterminate structures, power shaft design, transformed sections, shear force and bending moment diagrams, beam design, eccentric loading, non-symmetric bending, Mohr's Circle to find principal stresses, failure criteria, pressure vessels, beam deflection by integrating singularity functions, superposition, and column buckling. ENGR 2140 is part of a series of classes that engineering students study to learn the mechanics of materials.

Prerequisites: **Calculus II (MATH 1220), and Statics (ENGR 2010)**

**Corequisites: N/A**

**ENGR 2160 Materials Science****Semester Taught (3:3:1)****General Ed Requirement: N/A**

The Materials Science course explores how the atomic and microstructure of metals, ceramics, polymers, and composites affect material properties, such as diffusion, elasticity, hardness, work hardening, failure modes, phase transformations, crystallinity, corrosion, conductivity, etc. Constraints driving the selection of materials for engineering applications are examined.

Prerequisites: **Calculus II (MATH 1220), Principles of Chemistry I (CHEM 1210), and Mechanics of Materials (ENGR 2140). CHEM 1210 and ENGR 2140 may be taken concurrently with instructor approval and other significant chemistry education already completed.**

**Corequisites: N/A**

**ENGR 2240 Surveying and Global Positioning****Semester Taught Fall (3:2:3)****General Ed Requirement: N/A**

Laboratory and lecture class covering the use of a transit, a level, a 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 Geographic Information Systems (GIS).

Prerequisites: **MATH 1060 or high school trigonometry**

**ENGR 2250 Analog Circuits****Semester Taught Fall (3:3:0)****General Ed Requirement: N/A**

This course presents the fundamentals of analog circuits, including an introduction to circuit analysis techniques using Ohm's Law, Kirchhoff's Laws, node voltages, mesh currents, and Thevenin and Norton equivalent circuits. Both first order RL and RC circuits and second order

RLC circuits are included as well as operational amplifiers. Also treated are phasors and sinusoidal steady-state analysis.

Prerequisites: **Calculus II (MATH 1220)**

**Corequisites: Analog Circuits Lab (ENGR 2255)**

**ENGR 2255 Analog Circuits Laboratory****Semester Taught Fall (1:0:3)****General Ed Requirement: N/A**

This laboratory course is to accompany ENGR 2250. It 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.

**Corequisites: Analog Circuits (ENGR 2250)**

**ENGR 2300 Engineering Thermodynamics****Semester Taught Spring (3:3:0)****General Ed Requirement: N/A**

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 Numerical Methods****Semester Taught Spring (3:3:0)****General Ed Requirement: N/A**

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 MATHLAB computational software will be a major emphasis of the course.

Prerequisites: **Calculus II (MATH 1220), C++**

**Programming**

**Corequisites: N/A**

**ENGR 2700 Digital Circuits****Semester Taught Spring (3:3:0)****General Ed Requirement: N/A**

This course is an introduction to digital systems, logic gates, combinational logic circuits, and sequential logic circuits. It includes minimization techniques and implementation with encoders, decoders, multiplexers, and programmable logic devices. Mealy and Moore models of state machines, state minimization, and state assignment are considered. A hardware description language is also introduced.

Prerequisites: **MATH 1050**

**Corequisites: ENGR 2705**

**ENGR 2705 Digital Circuits Laboratory**  
**Semester Taught Spring (1:0:2)**  
**General Ed Requirement: N/A**

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**

**ESL 0211 Level 1 Listening**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1:1:4)**  
**General Ed Requirement: N/A**

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**

**ESL 0241 Level 1 Content Based Reading**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1.5:3:0)**  
**General Ed Requirement: N/A**

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 prereading 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**

**ESL 0251 Level 1 Writing**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1.5:3:0)**  
**General Ed Requirement: N/A**

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**

**ESL 0270 Level 1 Conversation**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1:5:0)**  
**General Ed Requirement: N/A**

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**

**ESL 0280 Level 1 Grammar**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (2:5:0)**  
**General Ed Requirement: N/A**

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**

**ESL 0411 Level 2 Listening**  
**Semester Taught Spring, Summer, Fall, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1:1:4)**  
**General Ed Requirement: N/A**

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 and the words and phrases which let the student know that a particular pattern is being used. When students recognize the context of the information they are hearing, their English listening skills improve.

**Prerequisites: Successful completion of ESL 0211 or placement in ESL 0411 through the department**

**ESL 0431 Level 2 American Culture and Values for International Students**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1.5:3:0)**  
**General Ed Requirement: N/A**

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**

**ESL 0441 Level 2 Reading**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1.5:3:0)**  
**General Ed Requirement: N/A**

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**

**ESL 0451 Level 2 Composition**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1.5:3:0)**  
**General Ed Requirement: N/A**

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**

**ESL 0470 Level 2 Conversation**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1:5:0)**  
**General Ed Requirement: N/A**

This eight-week course is designed to give ESL students at the 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 0470 through the ESL department placement exam or successful completion of ESL 0270 with a B (85%) or better.**

**ESL 0480 Level 2 Grammar**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1.5:3:0)**  
**General Ed Requirement: N/A**

This course is designed to give ESL students at the intermediate level a continued foundation of English grammar. English grammar structural problems common to many ESL learners will be dealt with in this course.

Prerequisites: **Successful completion of ESL 0280 or placement in ESL 480 through the department.**

**ESL 0970 Level 3 Conversation**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1:5:0)**  
**General Ed Requirement: N/A**

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 ESL department placement exam or successful completion of ESL 0470 with a B (85%) or better.**

**ESL 0975 Level 4 Conversation**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1:5:0)**  
**General Ed Requirement: N/A**

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**

**ESL 1000 International Student Orientation**  
**Semester Taught (.5:1:0)**  
**General Ed Requirement: N/A**

This course is required for incoming ESL students and will provide them 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.

Prerequisites: **Students must have a current Foreign Student Visa to attend this course.**

**ESL 1011 Level 3 Listening**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1:1:4)**  
**General Ed Requirement: N/A**

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. Students also develop note-taking skills to prepare for fully matriculated coursework.

Prerequisites: **Successful completion of ESL 0411 or placement in ESL 1011 through the department**

**ESL 1040 Level 3 Content-Based Reading**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (2:4:0)**  
**General Ed Requirement: N/A**

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**

**ESL 1051 Level 3 Composition**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1.5:3:0)**  
**General Ed Requirement: N/A**

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**

**ESL 1080 Level 3 Grammar**

**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1:2:0)**  
**General Ed Requirement: N/A**

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**

**ESL 1130 Level 4 American Culture and History**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1.5:3:0)**  
**General Ed Requirement: N/A**

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 in ESL 1130 through the department**

**ESL 1161 Level 4 Introduction to Research**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1.5:3:0)**  
**General Ed Requirement: N/A**

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**

**ESL 1170 Level 4 Introduction to Literature**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1:2:0)**  
**General Ed Requirement: N/A**

This course is designed to give students a basic foundation in critical and evaluative reading. The course will also serve as a general introduction to literature with a focus on enjoyment, understanding, and analysis. Three genres will be covered--fiction, drama, and poetry.

Prerequisites: **Successful completion of ESL 1040 in the ESL Department or placement in ESL 1170 through the department**

**ESL 1191 Level 4 TOEFL Preparation Course**  
**Semester Taught Summer, Fall 1st Block, Fall 2nd**

**Block, Spring 1st Block, Spring 2nd Block (1.5:3:2)**  
**General Ed Requirement: N/A**

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 or placement in ESL 1191 through the department**

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## F

**FREN 1010 Elementary French I**  
**Semester Taught Fall (5:5:0)**  
**General Ed Requirement: N/A**

This course 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 oral and listening communication skills by participating in activities that require them to use French in a variety of situations. As a result of developing these skills, they also acquire the ability to read and write French at a basic level. 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 and basic conversation practice in French.

Prerequisites: **None**  
**Corequisites: None**

**FREN 1020 Elementary French II**  
**Semester Taught Spring (5:5:0)**  
**General Ed Requirement: Foreign Language**

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 Intermediate French I**  
**Semester Taught Fall (4:5:0)**  
**General Ed Requirement: Foreign Language**

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 Intermediate French II**  
**Semester Taught Spring (4:5:0)**  
**General Ed Requirement: Foreign Language**

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 2950 Undergraduate Tutoring**  
**Semester Taught Spring, Fall (1-2:0:3-6)**  
**General Ed Requirement: N/A**

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 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 Farm/Ranch Management I**  
**Semester Taught (2:2:1)**  
**General Ed Requirement: N/A**

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. **Prerequisites: N/A**  
**Corequisites: N/A**

**FRM 2020 Farm/Ranch Management II**  
**Semester Taught (2:2:1)**  
**General Ed Requirement: N/A**

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**  
**Corequisites: N/A**

**FRM 2030 Farm/Ranch Management III**  
**Semester Taught (2:2:1)**  
**General Ed Requirement: N/A**

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**  
**Corequisites: N/A**

**FRM 2040 Farm/Ranch Management IV**  
**Semester Taught (.5:0:1)**  
**General Ed Requirement: N/A**

This course is designed to teach advanced principles of farm/ranch business management and is designed to meet specialized individual student needs. Five areas of specialization are emphasized. Individual instruction focuses on one or 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**  
**Corequisites: N/A**

## G

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**GEO 1010 Survey of Geology**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Physical Science**

This course is a study of the earth, its materials, its surface processes, internal processes and a brief account of earth's history. **Prerequisites: MATH 0850 or higher, ACT math score 23 or higher (or equivalent), or appropriate placement test score.**  
**Corequisites: GEO 1015**

**GEO 1015 Survey of Geology Lab**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: Physical Science Lab**

The Survey of Geology lab component allows for student application of the principles learned in Survey of Geology lecture. It also teaches students skills necessary to apply



these principles. There is an emphasis on investigative learning. In this course students will learn how to identify and interpret common minerals, rocks and fossils. In addition, students will learn to read and interpret topographic and geologic maps, aerial and satellite photos, and interpret landforms, geologic history and resources on these maps and photos.

**Prerequisites: MATH 0850 or higher,, ACT math score 23 or higher (or equivalent), or appropriate placement test score.**

**Corequisites: GEO 1010**

**GEO 1060 Introduction to Environmental Geology  
Semester Taught Fall (3:3:0)**

**General Ed Requirement: Physical Science**

This course is a study of the geological processes that affect or are affected by human activity such as earthquakes, volcanic hazards, flooding, waste, mineral and energy resources. This course is designed for non-majors. A field trip may be required.

**Prerequisites: MATH 0850 or higher, ACT math score 23 or higher (or equivalent), or appropriate placement test score.**

**Corequisites: GEO 1065**

**GEO 1065 Introduction to Environmental Geology  
Lab**

**Semester Taught Fall (1:0:2)**

**General Ed Requirement: Physical Science 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.

**Prerequisites: MATH 0850 or higher, ACT math score 23 or higher (or equivalent), or appropriate placement test score.**

**Corequisites: GEO 1060**

**GEO 1080 Oceanography**

**Semester Taught (3:3:0)**

**General Ed Requirement: Physical Science**

This class is an introduction to the study of the earth's oceans including and understanding of seafloor topography and composition, sediments, plate tectonics, seawater dynamics and chemistry, atmosphere and ocean currents, waves, tides, coastal landforms and marine life. This course is designed for non-majors.

**Prerequisites: MATH 1010 or equivalent**

**GEO 1110 Physical Geology**

**Semester Taught Spring (3:3:0)**

**General Ed Requirement: Physical Science**

This course is an introduction to physical geology. It includes an introduction to the materials and composition of the earth and the physical processes, both internal and external, that shape the earth. A field trip may be required.

**Prerequisites: MATH 0850 or equivalent, ACT math score 23 or higher (or equivalent), or appropriate placement test score.**

**Corequisites: GEO 1115**

**GEO 1115 Physical Geology Lab**

**Semester Taught Spring (1:0:2)**

**General Ed Requirement: Physical Science 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.

**Prerequisites: MATH 0850 or higher, ACT math score 23 or higher (or equivalent), or appropriate placement test score.**

**Corequisites: GEO 1110**

**GEO 1220 Historical Geology**

**Semester Taught Spring (3:3:0)**

**General Ed Requirement: N/A**

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**

**Corequisites: GEO 1225**

**GEO 1225 Historical Geology Laboratory**

**Semester Taught Spring (1:0:2)**

**General Ed Requirement: N/A**

In this course students will learn to apply to basic principles of historical geology including rock identification, sedimentology, relative and absolute dating, fossil identification, geologic map interpretation and interpretation of rocks in the field**Prerequisites: GEO 1110 or 1010, ENGL 1010, MATH 1050, BIOL 1010 or permission of instructor**

**Corequisites: GEO 1220**

**GEO 1700 Fundamentals of GPS and GIS Navigation**

**Semester Taught (3:2:2)**

**General Ed Requirement: N/A**

This course introduces fundamental navigation skills using handheld GPS units, compasses, and map reading skills. The class will also cover how to transfer and manipulate data onto basic GIS software to create usable maps.

**GEO 1800 Interdisciplinary Introduction to GIS**

**Semester Taught Fall (4:2:4)**

**General Ed Requirement: N/A**

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, geography, natural resources, law enforcement, many business fields, surveying, journalism, and many other areas. GPS will also be taught for producing input for GIS if time permits. 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 0900 (or equivalent), ACT math score 23 or higher (or equivalent), or appropriate placement test score**

**GEO 1820 Intermediate GIS**  
**Semester Taught Spring (3:1:4)**  
**General Ed Requirement: N/A**

This course will cover principles of geographic data acquisition, processing, and display through digital methods. Students will learn how to use GIS to generate information for spatial-decision making and understand the limitations and pitfalls of using GIS in spatial analysis. This course is designed for non-majors and majors.

Prerequisites: **GEO 1800 or GEOG 1800 or ENGR 1800**

**GEO 2500 Geology Field Studies**  
**Semester Taught Spring, Fall (1:0:0)**  
**General Ed Requirement: N/A**

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 1110 or permission of instructor**

**GEO 2850 Cartography and Digital Mapmaking**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: N/A**

Cartography is the science and art of map making. Students will learn principles for creating maps that immediately and effectively communicate spatial relationships to a reader, applying those principles to their own maps over the course of the semester. This course is designed for non-majors and majors.

Prerequisites: **Math 0900 (or equivalent), ACT math score 23 or higher (or equivalent), or appropriate placement test score**

**GEO 2900 Applied GIS**  
**Semester Taught Spring (3:1:4)**  
**General Ed Requirement: N/A**

This capstone course will allow students to use skills that they have learned in previous GIS courses to complete a semester-long, applied project using geographic information systems. Projects will be flexible, based largely on the interests of the students and proficiencies of

the instructor. Students will create maps based on data collected and created first-hand, rather than relying solely on existing datasets. Students will also be encouraged to include a significant service component in their project.

**Corequisites: GEO 1820**

**GEO 2901 Sophomore Capstone**  
**Semester Taught Spring, Fall (.5:1:0)**  
**General Ed Requirement: N/A**

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**

**GEOG 1000 Physical Geography**  
**Semester Taught Spring, Summer, Fall (3:3:0)**  
**General Ed Requirement: Physical Science**

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 0850 or higher, ACT math score 23 or higher (or equivalent), or appropriate placement test score.**

**Corequisites: GEOG 1005**

**GEOG 1005 Physical Geography Lab**  
**Semester Taught Spring, Summer, Fall (1:0:2)**  
**General Ed Requirement: Physical Science Lab**

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.

Prerequisites: **MATH 0850 or higher, ACT math score 23 or higher (or equivalent), or appropriate placement test score.**

**Corequisites: GEOG 1000**

**GEOG 1300 People and Places of the World**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Social and Behavioral Science**

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. **Prerequisites: None**

**Corequisites: None**

**GEOG 1400 Human Geography**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

This course is a survey of the major sub-disciplines within human geography, including urban geography, cultural geography, population geography, health/medical geography, economic geography, and political geography. This course is designed for non-majors and majors.

**Prerequisites: None**

**Corequisites: None**

**GEOG 1800 Interdisciplinary Introduction to GIS**  
**Semester Taught Fall (4:2:4)**  
**General Ed Requirement: N/A**

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, geography, natural resources, law enforcement, many business fields, surveying, journalism, and many other areas. GPS will also be taught for producing input for GIS if time permits. There is also a service learning component to the course to give the students actual experience. This course is cross listed as ENGR 1800 and GEO 1800

**Prerequisites: Math 0900 (or equivalent), ACT math score 23 or higher (or equivalent), or appropriate placement test score**

**GNST 0990 New Student Orientation**  
**Semester Taught (0:0:0)**  
**General Ed Requirement: N/A**

This orientation is recommended for all first-year students at Snow College. The orientation is held during two days before regular classes begin for Fall semester. The orientation is designed to help new students learn what they need to know to be successful learners at Snow College and to make helpful social connections. Students will not earn credit or a grade for the orientation, but their participation will be recorded.

**Prerequisites: N/A**

**Corequisites: N/A**

**GNST 1010 College Study Skills**  
**Semester Taught Spring, Fall (1:1:0)**  
**General Ed Requirement: N/A**

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, note taking, reading and memory strategies, listening skills,

and emotional intelligence. This course is also offered online.

**GNST 1020 College Success Skills**  
**Semester Taught Spring, Fall (3:5:0)**  
**General Ed Requirement: N/A**

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.**

**Corequisites: N/A**

**GNST 1060 Convocation: Snow College Arts and Lecture Series**  
**Semester Taught Spring, Fall (1:1:0)**  
**General Ed Requirement: N/A**

The Convocation Arts and Lecture Series 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.

**Prerequisites: none**

**Corequisites: none**

**GNST 1070 Leadership Principles and Skills I**  
**Semester Taught Spring, Fall (2:2:0)**  
**General Ed Requirement: N/A**

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 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.

**Prerequisites: None**

**Corequisites: N/A**

**GNST 1080 Leadership Principles and Skills II**  
**Semester Taught Spring, Fall (2:2:0)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **None**

**Corequisites: N/A**

**GNST 1100 Introduction to Civic Engagement and Service-Learning**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

This course will provide students 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.

Prerequisites: **none**

**GNST 1500 Career Decisions**

**Semester Taught Spring, Fall (1:1:0)**

**General Ed Requirement: N/A**

This course assists students in exploring career possibilities that are appropriate for their abilities, interests, and personalities.

**GNST 2010 Graduation Capstone Seminar**

**Semester Taught Spring, Fall (1:1:0)**

**General Ed Requirement: N/A**

This capstone course is a reflection on and assessment of student learning experiences leading to a degree or certificate from the College. It is also a preparation and planning for the student's next phase of education or career opportunities.

Prerequisites: **30 credit hours toward graduation or equivalent**

**Corequisites: N/A**

**GNST 2800 Special Projects**

**Semester Taught (variable:0:0)**

**General Ed Requirement: N/A**

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.)

Prerequisites: **None**

**Corequisites: None**

**GNST 2875, 2876 Intercultural Experience Abroad**

**Semester Taught Spring, Fall (3:0:0)**

**General Ed Requirement: N/A**

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 of 21 classroom (contact) hours per semester. Students will also live in a homestay experience with a Japanese family for the duration of their stay.

Prerequisites: **Acceptance by Otemon Gakuin University**

**Corequisites: Permission from Center for Global Engagement**

**GNST 2925 Internship**

**Semester Taught (3-6:0:0)**

**General Ed Requirement: N/A**

Internships are a discipline specific academic based work experience. Students may earn 3 - 6 credit hour based on the number of hours worked. Internships must be approved in advance by the appropriate Department Chair and Division Dean. Instructors permission required.

Prerequisites: **Instructor**

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## H

**HESC 1050 Medical Terminology**

**Semester Taught Spring, Fall (2:2:0)**

**General Ed Requirement: N/A**

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.**Prerequisites:** N/A

**Corequisites:** N/A

**HESC 1500 EMT - Emergency Medical Technician**

**Semester Taught Spring, Fall (9:7:2)**

**General Ed Requirement:** N/A

This is an intensive course in pre-hospital emergency care that is in compliance with the National EMS Education Standards and Utah State Bureau of Emergency Medical Services for EMT. Students successfully completing this course may be eligible for state certification as an EMT. EMT certification is a pre-requisite to becoming an AEMT (Advanced EMT) or a Paramedic, as well as BS and MS degrees in the Emergency Medical Services fields. There are 130-150 hours of class, 10 hours of clinical in a hospital and ambulance association, and approximately 15 hours of patient assessments (100) required of each student.

Since the purpose of this course is to prepare to become certified as a Utah EMT, the state application, background check, and testing fees (approximately \$160.00 - \$195.00) will be collected by the college and transmitted to the state. Additional Snow College lab fee of \$100.

Technical, academic, and physical standards for this course are outlined in the Declaration of Understanding of Technical and Academic and Physical Standards for the EMT, from the Utah Department of Health, Bureau of Emergency Medical Services. This document is available from the instructor. If students have questions about their ability to complete the course work necessary to certify as an EMT, they should obtain the document and determine their eligibility before registering for the course.

**HFST 1020 Principles of Nutrition**

**Semester Taught Spring, Fall (3:3:0)**

**General Ed Requirement:** Individual Choice

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 Quiltmaking Styles and Techniques**

**Semester Taught Spring, Fall (2:2:2)**

**General Ed Requirement:** N/A

Through the process of completing a pieced quilt, students will apply design principles and elements and learn and practice sewing skills. Students will also be introduced to contemporary and historical textiles.

**Prerequisites:** N/A

**Corequisites:** N/A

**HFST 1140 Introductory Sewing**

**Semester Taught Fall (2:2:2)**

**General Ed Requirement:** N/A

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 projects, including a project for humanitarian aid. No previous sewing experience is needed.

**Prerequisites:** N/A

**Corequisites:** N/A

**HFST 1210 Personal and Consumer Finance**

**Semester Taught (3:3:0)**

**General Ed Requirement:** Social and Behavioral Science

This course will introduce personal and consumer financial concepts and give students basic tools to make sound financial decisions in today's society based on economic trends and research. This is a practical course in personal money management consisting of financial planning including career choices, budgeting, planning for retirement, financing a home and automobile, and understanding consumer credit, taxes, insurance, and investments. Students will use basic math skills as well as read, write, and think critically.

Note: This course is cross-listed as BUS 1210 and meets general education requirements for Social and Behavioral Science.

**Prerequisites:** None

**Corequisites:** None

**HFST 1240 Introductory Foods (formally Principles of Food Management)**

**Semester Taught Spring, Fall (2:2:0)**

**General Ed Requirement:** N/A

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. The lecture session includes a lab component.

**Prerequisites:** N/A

**Corequisites:** HFST 1245

**HFST 1245 Introductory Foods Lab (formally Principles of Food Management Lab)**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement:** N/A

This course is the lab component to HFST 1240 Introductory Foods. Students will put into practice the principles learned in class culminating with the planning and preparing a meal for four guests. Students must also register for HFST 1240.

**Corequisites:** Students must also register for HFST 1240

**HFST 1260 Weight Control and Eating Behaviors**

**Semester Taught Spring, Fall (2:2:0)**

**General Ed Requirement:** N/A

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.

Prerequisites: N/A

Corequisites: N/A

**HFST 1300 Personal and Family Health**

**Semester Taught Spring, Fall (2:2:0)**

**General Ed Requirement: N/A**

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. **Prerequisites: N/A**

**Corequisites: N/A**

**HFST 1400 Courtship and Marriage**

**Semester Taught Spring, Fall (3:3:0)**

**General Ed Requirement: Social and Behavioral Science**

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. **Prerequisites: N/A**

**Corequisites: N/A**

**HFST 1500 Human Development**

**Semester Taught Spring, Fall (3:3:0)**

**General Ed Requirement: Social and Behavioral Science**

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.

Prerequisites: N/A

Corequisites: N/A

**HFST 1600 Child Care As A Business**

**Semester Taught Spring (2:2:0)**

**General Ed Requirement: N/A**

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. **Prerequisites: N/A**

**Corequisites: N/A**

**HFST 2040 Intermediate Sewing**

**Semester Taught Spring, Fall (3:2:4)**

**General Ed Requirement: N/A**

This course includes intermediate level sewing techniques. Students use home sewing machines and sergers to construct at least four projects. Projects may be clothing, accessories, or sewn items for other uses. A

variety of techniques will be demonstrated in class.

Students will complete and compile a portfolio of sewing skills. The class is individualized to allow students to build skills from their own level of competency. This course may be repeated for credit.

Prerequisites: N/A

Corequisites: N/A

**HFST 2120 Foods and Nutrition for Children**

**Semester Taught Spring, Fall (3:2:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: HFST 2125

**HFST 2120 Foods and Nutrition for Children**

**Semester Taught Fall (3:3:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**HFST 2130 Interior Design**

**Semester Taught Spring, Fall (3:3:0)**

**General Ed Requirement: N/A**

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. This course also introduces student to the professional aspects of a career in Interior Design. Corequisite HFST 2135 - Interior Design Studio Lab required.

**Corequisites: HFST 2135 - Interior Design Studio Lab**

**HFST 2135 Interior Design Studio Lab**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

This is a required corequisite lab for HFST 2130-Interior Design.

**Corequisites: HFST 2130 - Interior Design**

**HFST 2230 Concepts of Cosplay**

**Semester Taught Spring, Fall (2:1:2)**

**General Ed Requirement: N/A**

This course integrates the knowledge and methodologies of multiple disciplines including: Individualized sewing instruction, allowing students to build skills from their own level of competency (HFST); Reinforcing cultural

themes taught in Japanese courses (JAPN); Application of techniques and artistry of make-up for theatre (THEA); Examining the impact that playing a character has on personality and behavior, and gaining better understanding into personality theories and how they might influence characters or identification with characters (PSY).

**HFST 2250 Personal and Consumer Management**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **none**

Corequisites: **none**

**HFST 2400 Family Relations**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Science Inquiry**

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 Early Childhood Development**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

This course focuses on the fundamental principles of growth and development during infancy and the early childhood years. The course includes the study of theory and research as well as biological and environmental development. The course follows the child through infancy to middle childhood and includes the physical, cognitive, emotional and social development in each stage.

Prerequisites: **HFST 1500 - Human Development or Instructor**

**HFST 2500 Early Childhood Development**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

This course will focus on the fundamental principles of growth and development from conception through early and middle childhood. The study of the relevant theories and research in the biological, social, emotional and cognitive development of young children will also be included. **Prerequisites: HFST 1500 - Human Development or Instructor's permission required.**

**HFST 2600 Introduction to Early Childhood Education**

**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: N/A**

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 required.**

**HFST 2600 Introduction to Early Childhood Education**

**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: N/A**

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**

**HFST 2610 Guidance of Young Children**  
**Semester Taught Spring, Fall (3:2:2)**  
**General Ed Requirement: N/A**

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 Permission**  
Corequisites: **N/A**

**HFST 2620 Creative Experiences for Children**  
**Semester Taught Spring, Fall (3:2:0)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **N/A**

Corequisites: **HFST 2625**

**HFST 2630 Practicum In Preschool Training A**  
**Semester Taught Spring, Fall (3:0:9)**  
**General Ed Requirement: N/A**

This course consists of an extended experience as a teacher in the child development lab. It includes experiences in curriculum and environment planning and organization, direction of activities, guidance of young children, and parent teacher relationships. HFST 2630 is highly recommended for students who are interested in

Child Care Management and Early Childhood Education. HFST 2630 is required as a core course in the Child Care Management Applied Associate Degree Program. Seminar in Preschool Teaching (HFST 2760) must be taken concurrently with this course.

Prerequisites: **HFST 1500, 2610, 2620; permission of instructor**

**Corequisites: HFST 2760 Seminar in Preschool Training**

**HFST 2635 Practicum In Preschool Training B**  
**Semester Taught Spring, Fall (2:0:6)**  
**General Ed Requirement: N/A**

This course consists of an extended experience as a teacher in the child development lab. It includes experiences in curriculum and environment planning and organization, direction of activities, guidance of young children, and parent teacher relationships. HFST 2635 is highly recommended for students who are interested in Child Care Management and Early Childhood Education. HFST 2635 is required as a core course in the Child Care Management Applied Associate Degree Program. Seminar in Preschool Teaching (HFST 2760) must be taken concurrently with this course.

Prerequisites: **HFST 1500, 2610, 2620; permission of instructor**

**Corequisites: HFST 2760 Seminar in Preschool Training**

**HFST 2750 Practicum In Preschool Training**  
**Semester Taught Spring, Fall (5:0:15)**  
**General Ed Requirement: N/A**

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 instructor**

**Corequisites: HFST 2760 Seminar in Preschool Teaching**

**HFST 2760 Seminar In Preschool Teaching**  
**Semester Taught Spring, Fall (1:1:0)**  
**General Ed Requirement: N/A**

This course will provide the forum for students to discuss and plan their practicum in preschool teaching. It includes experiences in curriculum writing and environment planning and organization. HFST 2760 is required as a core course in the Child Care Management program and highly recommended for students interested in Early Childhood Education. Practicum in Preschool Training (HFST 2630, 2635) must be taken concurrently with this course.

Prerequisites: **HFST 1500, 2610, 2620; and permission of the instructor**

**Corequisites: HFST 2630 & HFST 2635 Practicum in Preschool Training**

**HFST 2850 Special Topics**  
**Semester Taught Spring, Fall (TBA:TBA:TBA)**  
**General Ed Requirement: N/A**

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.

**HIST 1220 Modern Asian Civilization**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

This course presents a survey history of Asia from the 1500s to the present. As each individual society has rich depth and complex historical events, the course pursues a country-by-country analysis of areas east of Afghanistan and south of the former Soviet Union.

Prerequisites: **N/A**

**HIST 1500 Ancient World Civilization**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: Social and Behavioral Science**

This course explores the history of the world from the earliest times into the 14th century. Emphasis is placed on the cultural and intellectual aspects of both Western and non-Western civilizations which established the foundations for their subsequent historical developments.

**Prerequisites: None**

**Corequisites: None**

**HIST 1510 Modern World Civilizations**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: Social and Behavioral Science**

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.

**Prerequisites: None**

**Corequisites: None**

**HIST 1700 American Civilization**  
**Semester Taught Spring, Summer, Fall (3:3:0)**  
**General Ed Requirement: American Institutions**

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.

**Prerequisites: None**

**Corequisites: None**

**HIST 2700 United States History to 1877**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Social and Behavioral Science**



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, taken in conjunction with HIST 2710, will satisfy the American Institutions requirement. This course is offered only online.**Prerequisites: N/A**  
**Corequisites: N/A**

**HIST 2710 United States History from 1877**  
**Semester Taught Spring, Summer, Fall (3:3:0)**  
**General Ed Requirement: Social and Behavioral Science**

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 is offered only online.  
**Prerequisites: N/A**  
**Corequisites: N/A**

**HONR 2850 Honors Interdisciplinary Studies**  
**Semester Taught (1-3:1-3:0)**  
**General Ed Requirement: N/A**

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.  
**Prerequisites: None**  
**Corequisites: None**

**HONR 2851 Honors Interdisciplinary Studies in Science**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Science Inquiry**

This course is designed for honors students and focuses on interdisciplinary topics. The specific subject for any given semester will be shown in the class schedule and course advertisement materials. While class topics will vary from semester to semester, the course will emphasize issues and topics that can be studied by multiple academic disciplines, and the class will be designed to meet the requirements for Science Inquiry GE credit.  
**Prerequisites: None**  
**Corequisites: None**

## **I**

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**INDM 1050 Industrial Safety**  
**Semester Taught (1:1:1)**  
**General Ed Requirement: N/A**

This course teaches the rights and responsibilities of workers in the workplace to ensure industrial safety. Students will gain valuable knowledge about how they can protect themselves and others in industrial settings. Students will explore a wide range of topics, including laws, guidelines, behaviors, and equipment related to industrial safety.  
**Prerequisites: N/A**  
**Corequisites: N/A**

**INDM 1060 Industrial Print Reading**  
**Semester Taught (3:2:2)**  
**General Ed Requirement: N/A**

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.  
**Prerequisites: N/A**  
**Corequisites: N/A**

**INDM 1100 Industrial Mechanics I**  
**Semester Taught (3:2:3)**  
**General Ed Requirement: N/A**

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.  
**Prerequisites: N/A**  
**Corequisites: N/A**

**INDM 1200 Industrial Mechanics II**  
**Semester Taught (3:2:3)**  
**General Ed Requirement: N/A**

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**  
**Corequisites: N/A**

**INDM 1300 Industrial Mechanics III****Semester Taught (3:2:3)****General Ed Requirement: N/A**

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****Corequisites: N/A****INDM 1400 Industrial Mechanics IV****Semester Taught (3:2:3)****General Ed Requirement: N/A**

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.

Prerequisites: **N/A****Corequisites: N/A****INDM 1500 Industrial Pneumatics****Semester Taught (3:2:3)****General Ed Requirement: N/A**

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.

Prerequisites: **N/A****Corequisites: N/A****INDM 1600 Industrial Electricity****Semester Taught (3:2:3)****General Ed Requirement: N/A**

This course teaches industry-relevant fundamentals of AC/DC electrical systems used for power and control in industrial, commercial, agricultural, and residential applications as well as commercial and residential applications including single phase AC motors and three-phase AC electric motors, DC electric motors, and DC generators. Students will learn skills in how to operate, install, analyze performance, select electric machines for various applications, design, and troubleshoot basic AC/DC electrical circuits for various applications.

Prerequisites: **N/A****Corequisites: N/A****INDM 1620 Industrial Electronics****Semester Taught (3:2:3)****General Ed Requirement: N/A**

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.

Prerequisites: **N/A****Corequisites: N/A****INDM 1715 Applied Technical Math****Semester Taught (3:3:0)****General Ed Requirement: N/A**

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.

Prerequisites: **N/A****Corequisites: N/A****INDM 1800 Industrial Hydraulics****Semester Taught (3:2:3)****General Ed Requirement: N/A**

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.

Prerequisites: **N/A****Corequisites: N/A****INDM 1820 Industrial Pumps****Semester Taught (3:2:3)****General Ed Requirement: N/A**

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.

Prerequisites: **N/A****Corequisites: N/A****INDM 1840 Industrial Rigging****Semester Taught (3:2:3)****General Ed Requirement: N/A**

This course teaches a comprehensive set of industry-relevant skills including how to safely move loads of

difference 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.

Prerequisites: N/A

**Corequisites: N/A**

### **INDM 1900 Industrial Controls and PLC**

**Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

This course teaches industry-relevant skills including how to operate, interface, program, and troubleshoot PLC systems for a variety of applications.

Prerequisites: N/A

**Corequisites: N/A**

### **INDM 1930 Leadership & Professional Development - Course 1**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

### **INDM 2800 Special Projects**

**Semester Taught (1-2:0:3-6)**

**General Ed Requirement: N/A**

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.)

Prerequisites: N/A

**Corequisites: N/A**

### **INDM 2930 Leadership & Professional Development - Course 2**

### **Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A**

### **ITAL 1010 Elementary Italian I**

**Semester Taught (5:5:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: **None**

### **ITAL 1020 Elementary Italian II**

**Semester Taught (5:5:0)**

**General Ed Requirement: Foreign Language**

ITAL 1020 continues the introduction to Italian language and culture begun in ITAL 1010. In this course students continue to develop and improve their communication skills by participating in activities that require them to use Italian in a variety of situations. Students learn to communicate about topics that are familiar to them (e.g., home, travel, work, health, and leisure activities) in past, present, and future time frames. This course is interactive with a focus on learner participation. Successful completion of this course fulfills the foreign language requirement for the A.A. degree at Snow College. **Prerequisites: ITAL 1010 or equivalent**

### **ITAL 2950 Undergraduate Tutoring**

**Semester Taught Spring, Fall (1-2:0:3-6)**

**General Ed Requirement: N/A**

This course is for native or more proficient speakers of Italian who will help beginning students review, strengthen, and apply language skills taught in all Italian 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 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

## J

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### **JAPN 1010 Elementary Japanese I** **Semester Taught Spring, Fall (5:5:0)** **General Ed Requirement: N/A**

This course provides an introduction to the Japanese language and the cultures of Japanese-speaking peoples. It is designed for students with no previous Japanese study. During the course, students develop basic oral and listening communication skills by participating in activities that require them to use Japanese in a variety of situations, including conversation, grammar, pronunciation, reading and writing. Numerous kanji characters are introduced. 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, internships, Japanese Club activities, a study abroad program, and a speech contest are all sponsored. This course is interactive with a focus on learner participation and basic conversation practice in Japanese.

Prerequisites: **None**

Corequisites: **None**

### **JAPN 1020 Elementary Japanese II** **Semester Taught (4:5:0)** **General Ed Requirement: Foreign Language**

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 program, speech contest, internships, and Japanese Club activities are sponsored. **Prerequisites: JAPN 1010 or equivalent**

### **JAPN 2950 Undergraduate Tutoring** **Semester Taught Spring, Fall (1:0:3)** **General Ed Requirement: N/A**

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**

## K

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### **KORE 1010 Elementary Korean I** **Semester Taught Spring (4:5:0)** **General Ed Requirement: Foreign Language**

Korean 1010 is an introduction to speaking, listening, and a limited amount of reading and writing in Korean. It is designed for students with no previous Korean study. During the course, students develop basic communication skills by participating in activities that require them to use Korean in a variety of situations. Elemental cultural themes are also explored. This course will cover commonly used vocabulary, a certain number of Korean characters, basic grammar rules, and practice with Hanja and tones. This course is interactive with a focus on learner participation.

## L

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## M

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### **MANF 1060 Industrial Print Reading** **Semester Taught (3:2:2)** **General Ed Requirement: N/A**

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.

Prerequisites: **N/A**

Corequisites: **N/A**

### **MANF 1100 Manufacturing and Automation Technology** **Semester Taught (3:2:3)** **General Ed Requirement: N/A**

This course teaches manufacturing and automation technology providing a complete course of the basic elements of manufacturing and automation and how they affect the world that we live in. This course covers the materials, processes, and management techniques used in the industry. Manufacturing is a managed system that draws upon many resources. Students will explore a number of materials and material processing techniques common to manufacturing.

Prerequisites: N/A

**Corequisites:** N/A

**MANF 1200 Intro to Robotics**

**Semester Taught (3:2:3)**

**General Ed Requirement:** N/A

This course is an introductory level that will explore many aspects of robotics in a basic and easy-to-understand manner. The key concepts are discussed using a big picture or systems approach that greatly enhances student learning. Many application and operational aspects of equipment and robotic systems are discussed.

Prerequisites: N/A

**Corequisites:** N/A

**MANF 1300 Geometric Dimensioning**

**Semester Taught (3:2:3)**

**General Ed Requirement:** N/A

This course will provide students with the complete fundamentals of geometric dimensioning and tolerancing concepts which will be introduced to the students in a methodical manner to help ensure that they have a full understanding of every basic concept as they build knowledge toward more advanced application.

Prerequisites: N/A

**Corequisites:** N/A

**MANF 1350 Manufacturing Process**

**Semester Taught (3:2:3)**

**General Ed Requirement:** N/A

This course will provide students with a complete view into the manufacturing process. By having students view many different fields and by studying the process students will have a better understanding into the world of manufacturing. Students will be provided with a comprehensive survey of hundreds of materials and processes, which can be used at both introductory and advanced levels in manufacturing. Student to learn how to find better way to make quality products faster, better, and cheaper.

Prerequisites: N/A

**Corequisites:** N/A

**MANF 1400 Composites**

**Semester Taught (3:2:3)**

**General Ed Requirement:** N/A

This course will provide students with both introductory and advanced levels in composites. Students will have comprehensive and hands-on experiences. They will be creating reliable methods and processes for composites, which will help students learn how to find ways to make quality products faster, better, and cheaper.

Prerequisites: N/A

**Corequisites:** N/A

**MANF 1500 Quality Control**

**Semester Taught (3:2:3)**

**General Ed Requirement:** N/A

This course will provide students with a greater understanding of the complexities of quality improvement efforts and will give the students real-life situations through each application. Emphasis is placed on the practical application of quality principles, interpretations, understanding, and concepts throughout the problem-solving process. Students will have a full understanding of every basic concept as they build knowledge toward more advanced applications in quality control.

Prerequisites: N/A

**Corequisites:** N/A

**MANF 1715 Applied Technical Math**

**Semester Taught (3:3:0)**

**General Ed Requirement:** N/A

This course covers the principles of algebra and geometry as they apply to problem solving in the Business & Applied Technologies division programs. It includes the quadratic equation, exponents and radicals, polynomials, constructions of geometric shapes, the circle concept, and applications of volume and shapes.

Prerequisites: N/A

**Corequisites:** N/A

**MANF 1930 Leadership & Professional Development - Course 1**

**Semester Taught (1:1:0)**

**General Ed Requirement:** N/A

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.

Prerequisites: N/A

**Corequisites:** N/A

**MANF 2332 Mechanical CAD Drafting (Formerly DRFT 2332)**

**Semester Taught (4:3:3)**

**General Ed Requirement:** N/A

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. Formerly DRFT 2332.

**Corequisites:** None

**MANF 2930 Leadership & Professional Development - Course 2**

**Semester Taught (1:1:0)**

**General Ed Requirement:** N/A

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.

Prerequisites: N/A

Corequisites: N/A

### **MATH 0700 Pre-Algebra**

**Semester Taught Spring, Fall (3:4:0)**

**General Ed Requirement: N/A**

The developmental math sequence (Math 0700, 0800, 0900 OR 0700, 0850) at Snow College is designed to prepare you for more rigorous college-level math courses (1050 and 1080 in the first case AND 1030 and 1040 in the second case). As you progress through the sequence, you will hone your understanding and proficiency with basic mathematics and algebra content.

The content will begin with a review of basic arithmetic on signed numbers, fractions, and decimals. Percents, ratios and proportions are covered. Students will also learn to simplify and evaluate arithmetic and algebraic expressions of the appropriate level with expressions and equations. They will also work with application problems. Prerequisites: **An ACT math score 14 or below or an appropriate Accuplacer score. (See the advisement center for more information.)**

Corequisites: None

### **MATH 0800 Beginning Algebra**

**Semester Taught Spring, Fall (4:4:0)**

**General Ed Requirement: N/A**

The developmental math sequence (Math 0700, 0800, 0900 OR 0700, 0850) at Snow College is designed to prepare you for more rigorous college-level math courses (1050 and 1080 in the first case AND 1030 and 1040 in the second case). As you progress through the sequence, you will hone your understanding and proficiency with basic mathematics and algebra content.

Covered content will include: the real number system, order of operations with fractions, exponents, linear equations and inequalities in one and two variables, application problems, polynomials, factoring, and radicals.

Prerequisites: **An ACT of 15-17 or appropriate Accuplacer score. (See Student Success Office for more information.)**

Corequisites: None

### **MATH 0850 Math Literacy**

**Semester Taught Spring, Fall (4:5:0)**

**General Ed Requirement: N/A**

Math 0850 prepares a student to go directly to either Math 1030 or Math 1040. A student may also use this course in place of Math 0800 and then continue to Math 0900 and on to Math 1050 or Math 1080. Students will study algebra, statistics, geometry and measurement systems. There is an emphasis on application problems. A graphing calculator and internet access are required.

Prerequisites: **ACT of 18-22 or successful completion of Math 0700 or its equivalent**

### **MATH 0900 Intermediate Algebra**

**Semester Taught Spring, Summer, Fall (4:5:0)**

**General Ed Requirement: N/A**

The developmental math sequence (Math 0700, 0800,0900 OR Math 0700, 0850) at Snow College is designed to prepare you for more rigorous college-level math courses (1050 or 1080 in the first case AND 1030 or 1040 in the second case). As you progress through the sequence, you will hone your understanding and proficiency with basic mathematics and algebra content.

Covered content 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 continue their use of variables and the simplifying and evaluating of algebraic expressions. Solving and graphing of linear and quadratic equations along with an introduction to linear, quadratic, exponential, and logarithmic functions will be covered. Prerequisites: **Math 0800 or Math 0850 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 the placement test.**

Corequisites: None

### **MATH 1030 Quantitative Literacy**

**Semester Taught Spring, Fall (3:3:0)**

**General Ed Requirement: Math**

This course provides an introduction to mathematical modeling and problem solving utilizing algebra, discrete mathematics, geometry and statistics. Furthermore, students will examine some of the greatest ideas of humankind – ideas comparable to the works of Shakespeare, Plato, and Michelangelo. Imagination, creativity, and sound logic will all be crucial components of these mathematical explorations. The overarching theme of the course is to gain a deeper understanding and appreciation for math and its many applications to the world around us.

There are three basic goals for this course:

To attain a better understanding of some rich mathematical ideas;

To build sharper skills for analyzing life issues that transcend mathematics;

To develop a new perspective and outlook on the way you view the world.

Prerequisites: **Math 0850 (Math Literacy) or Math 0900 (Intermediate Algebra) with a C or better, ACT math score of 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 the placement test.**

Corequisites: none

**MATH 1040 Introduction to Statistics**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Math**

Introduction to Statistics is an elementary introduction to the nature of statistical reasoning. Topics to be covered include descriptive statistics, sampling and data collection, basic 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 College Algebra**  
**Semester Taught Spring, Fall (4:4:0)**  
**General Ed Requirement: Math**

In this course students will study polynomial, rational, exponential, and logarithmic functions. Additional topics include sequences and series, conic sections, matrices, the binomial theorem, modeling, and graphing technology. This course prepares students for trigonometry and calculus.

Prerequisites: **Math 0900 (or equivalent) with a C or better, ACT math score 23 or higher (or equivalent), or appropriate placement test score. Prerequisite score or class must have been completed within the last two years or student must (re-)take placement test.**

**MATH 1060 Trigonometry**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

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 Pre-Calculus**  
**Semester Taught Spring, Fall (5:5:0)**  
**General Ed Requirement: Math**

An axiomatic development of the real number system, logarithms, systems of equations, complex numbers, theory of equations, matrices, progressions, and the binomial theorem to include a study of circular and triangular trigonometry. Graphing calculator required. **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 Applied Calculus**  
**Semester Taught Spring, Fall (4:4:0)**  
**General Ed Requirement: N/A**

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 Calculus I**  
**Semester Taught Spring, Fall (5:5:0)**  
**General Ed Requirement: N/A**

This course is an introduction to calculus. Topics include functions, limits, differentiation, and integration of functions. Applications of the derivatives and integrals for algebraic and trigonometric functions are also presented. Prerequisites: **(MATH 1050 and MATH 1060) or Math 1080**

**MATH 1220 Calculus II**  
**Semester Taught Spring, Fall (4:4:0)**  
**General Ed Requirement: N/A**

This course is a continuation of the study of calculus. Topics include differentiation and integration of transcendental functions, techniques of integration and applications, conic sections and polar coordinates, infinite sequences and series, and vectors. Prerequisites: **Calculus I**

**MATH 1630 Discrete Mathematics**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: N/A**

This is a course in discrete mathematics. Topics will include sets and relations, functions, induction, recursion, counting, permutations, combinations, algorithms, and graph theory. This course is required of mathematics and computer science majors as well as some fields of engineering.

Prerequisites: **Math 1050**  
**Corequisites: Math 1050**

**MATH 2010 Mathematics for Elementary Teachers I**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: N/A**

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, and integers. The course will combine a thorough treatment of mathematical concepts with pedagogical philosophy to help prospective teachers learn to teach mathematics with understanding and insight. Prerequisites: **MATH 1050**

**MATH 2020 Mathematics for Elementary Teachers II**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

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), 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**

**MATH 2040 Applied Statistics**  
**Semester Taught Spring, Fall (4:4:0)**  
**General Ed Requirement: N/A**

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 with a C- or better**

**MATH 2210 Calculus III**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

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 Linear Algebra and Differential Equations**  
**Semester Taught (4:4:0)**  
**General Ed Requirement: N/A**

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 Linear Algebra**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Math**

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 Differential Equations**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

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 2906 In-depth Investigations in Mathematics**  
**Semester Taught (1-3:1-3:0)**  
**General Ed Requirement: N/A**

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. Prerequisites: **May vary with topic. Instructor**

**MTT 0715 Applied Basic Technical Math**  
**Semester Taught (2:2:0)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **none**

Corequisites: **none**

**MTT 1000 Survey of Machine Tool Technology**  
**Semester Taught (2:1:3)**  
**General Ed Requirement: N/A**

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.



Prerequisites: N/A

Corequisites: N/A

**MTT 1007 Principles of Technology I**

**Semester Taught (2:1:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**MTT 1008 Principles of Technology II**

**Semester Taught (2:1:2)**

**General Ed Requirement: N/A**

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

Corequisites: N/A

**MTT 1060 Industrial Print Reading**

**Semester Taught (3:2:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**MTT 1110 Intro to Precision Maching**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: MTT 1125

**MTT 1125 Intro to Precision Machining Lab**

**Semester Taught (5:0:15)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: MTT 1110

**MTT 1210 Intermediate Precision Machining**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

This course is for second semester students. It covers advanced machining principles dealing with threads, gear cutting, computer numeric control (CNC), basic metallurgy tool building and design, and includes operation theory of band machines, shapers, grinders, and turret lathes. Students improve skills on engine lathes and vertical milling machines. The course uses lectures, discussions, and demonstrations.

Prerequisites: MTT 1125, MTT 1150

Corequisites: MTT 1225

**MTT 1225 Intermediate Precision Machining Lab**

**Semester Taught (5:0:15)**

**General Ed Requirement: N/A**

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 Related Machine Shop Practice**

**Semester Taught (2:0:6)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**MTT 1715 Applied Technical Math**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**MTT 1930 Leadership & Professional Development - Course 1**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**MTT 1999 Cooperative Education Experience**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

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.**

Corequisites: N/A

**MTT 2330 Introduction to Computer Numerical Control**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

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 machines. 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: N/A

Corequisites: MTT 2335

**MTT 2335 Introduction to Computer Numerical Control Lab**

**Semester Taught (5:0:15)**

**General Ed Requirement: N/A**

This lab 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 machines. 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: N/A

Corequisites: MTT 2330

**MTT 2430 Computer Numerical Control Operations**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

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 and MTT 2335

Corequisites: MTT 2435

**MTT 2435 Computer Numerical Control Operations Lab**

**Semester Taught (5:0:15)**

**General Ed Requirement: N/A**

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 and MTT 2335

Corequisites: MTT 2430

**MTT 2716 Machine Tool Mathematics/Measurement**

**Semester Taught (3:1:4)**

**General Ed Requirement: N/A**

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

Corequisites: N/A

**MTT 2800 Special Projects**

**Semester Taught (1-2:0:3-6)**

**General Ed Requirement: N/A**

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.)

Prerequisites: *N/A*

Corequisites: *N/A*

### **MTT 2930 Leadership & Professional Development - Course 2**

**Semester Taught (1:1:0)**

**General Ed Requirement: *N/A***

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.

Prerequisites: *N/A*

Corequisites: *N/A*

### **MUSC 1001 Summer Music Workshop**

**Semester Taught Summer (1-3:1-3:1-2)**

**General Ed Requirement: *N/A***

This class provides visiting summer school students with opportunities to improve their individual musical performance. Credit is variable, depending on workshop length and instructional hours. Enrollment in this class is by permission of the instructor only. Participants must have successfully completed their sophomore year of high school. Repeatable for credit.

Prerequisites: **Permission of instructor**

### **MUSC 1006 Concert Attendance - 1st Year (Formerly MUSC 100R)**

**Semester Taught Spring, Fall (.5:0:0)**

**General Ed Requirement: *N/A***

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.

Prerequisites: **None**

Corequisites: **None**

### **MUSC 1010 Introduction to Music**

**Semester Taught Spring, Fall (3:3:0)**

**General Ed Requirement: *Fine Arts***

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.

Prerequisites: **None**

Corequisites: **None**

### **MUSC 1030 Introduction to Jazz and Popular Music**

**Semester Taught Spring, Fall (3:3:0)**

**General Ed Requirement: *Fine Arts***

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.

Prerequisites: **None**

Corequisites: **None**

### **MUSC 1031 History of Rock and Roll**

**Semester Taught Spring (3:3:0)**

**General Ed Requirement: *Fine Arts***

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.

Prerequisites: *N/A*

Corequisites: *N/A*

### **MUSC 1036 Select Choir**

**Semester Taught Spring, Fall (1:4:0)**

**General Ed Requirement: *N/A***

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 Group Piano I for Non-Majors**

**Semester Taught Spring, Fall (1:0:0)**

**General Ed Requirement: *N/A***

This is a course for non-music majors who desire to learn to play the piano. Students will learn to read basic music notation and to play simple pieces of music at the piano.

### **MUSC 1060 Group Piano II for Non-Majors**

**Semester Taught Spring, Fall (1:0:0)**

**General Ed Requirement: *N/A***

This is a course for non-music majors who desire to learn to play the piano. Students will learn to read basic music

notation and to play simple pieces of music at the piano. This course will address intermediate level repertoire.

**MUSC 1080 Class Voice**

**Semester Taught (1:2:0)**

**General Ed Requirement: N/A**

This course is an introduction to the study and performance of vocal music. It is designed for the beginning to intermediate singer, who desires to learn more about vocal music, including technique, diction and performance practices.

**MUSC 1085 Piano Seminar**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

This course is primarily a performance class in which the students learn how to perform and gain insights into musical works through performing experiences. Piano-related topics will be presented through lectures and discussions. This course is required for all piano majors. Piano minors are encouraged to take it.

**MUSC 1096 Symphony Orchestra - 1st Year**

**Semester Taught Spring, Fall (1:0:4)**

**General Ed Requirement: N/A**

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 Fundamentals of Music**

**Semester Taught Fall (3:3:0)**

**General Ed Requirement: Fine Arts**

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.

Prerequisites: N/A

**Corequisites: N/A**

**MUSC 1106 Chamber Orchestra - 1st Year**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

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 Music Theory I**

**Semester Taught Fall (3:3:0)**

**General Ed Requirement: N/A**

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 administered - a score of 70% or better must be achieved on this exam, or the student will be placed in MUSC 1100 Fundamentals of Music. If students receive a score of 4 or higher on their high school Advance Placement (AP) Music Theory exam, they may choose to waive this course.

**Corequisites: MUSC 1130 (Sight Singing/Ear Training I)**

**MUSC 1116 Symphonic Band**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

This course includes the study of standard band literature. Concerts are performed each semester. No audition required to register for this ensemble.

**Corequisites: MUSC 1126**

**MUSC 1120 Music Theory II**

**Semester Taught Spring (3:3:0)**

**General Ed Requirement: N/A**

This course is the second semester of the music theory series, continuing the study of the fundamental elements of music. Content will focus on part writing, composition, improvisation and analysis. It is required of all music-majors and minors and is recommended for serious students of voice, piano, or other instruments. This course must be taken in sequence, and concurrently with MUSC 1140.

Prerequisites: MUSC 1110

**Corequisites: MUSC 1140 (Sight Singing/Ear Training II)**

**MUSC 1126 Badger Pep Band**

**Semester Taught Spring, Fall (1:0:4)**

**General Ed Requirement: N/A**

Students in this course perform in support of Snow College athletic events.

**Corequisites: MUSC 2126**

**MUSC 1130 Sight Sing/Ear Training I**

**Semester Taught (1:2:0)**

**General Ed Requirement: N/A**

This course will introduce students to the process of sight singing and musical dictation. The course will promote the development of each student's ability to sing music at sight, notate melodies and rhythms as dictated, improvise, and identify and notate choral harmonies as dictated. This course must be taken concurrently with MUSC 1110. Required of music majors.

**Corequisites: MUSC 1110 (Music Theory I)**

**MUSC 1136 Wind Ensemble**  
**Semester Taught Spring, Fall (1:0:3)**  
**General Ed Requirement: N/A**

In this course students study serious wind ensemble literature. Concerts are given each semester. Audition required.

Prerequisites: **Permission of the Instructor**

**MUSC 1140 Sight Sing/Ear Training II**  
**Semester Taught (1:2:0)**  
**General Ed Requirement: N/A**

Catalog Description: This course will promote the development of each student's ability to sing music at sight, notate melodies and rhythms as dictated, identify and notate choral harmonies as dictated. Students are also given the opportunity to improvise. This course must be taken concurrently with MUSC 1120. Required of music majors.

Prerequisites: **MUSC 1110 (Music Theory I), MUSC 1130 (Sight Sing/Ear Training I)**

Corequisites: **MUSC 1120 (Music Theory II)**

**MUSC 1146 Jazz Ensemble, First Year**  
**Semester Taught Spring, Fall (1:0:1)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **none**

Corequisites: **none**

**MUSC 1150 Class Piano I**  
**Semester Taught (1:0:2)**  
**General Ed Requirement: N/A**

This is the first semester of a four semester sequential music major course designed to help students meet the music major piano proficiency requirement. Class Piano I introduces students to basic piano skills. This course also introduces the concept of musical improvisation. All music majors must take a piano assessment prior to enrolling in Class Piano. Students will be placed in the appropriate semester of Class Piano after completing the initial assessment.

Prerequisites: **piano placement testing required**

Corequisites: **None**

**MUSC 1156 Community Chorus**  
**Semester Taught Spring, Fall (1:0:3)**  
**General Ed Requirement: N/A**

The Community Chorus prepares and performs choral masterworks, including the annual Snow College production of Handel's Messiah, along with additional concerts during the year. May be repeated for credit.

**MUSC 1160 Class Piano II**  
**Semester Taught (1:0:2)**  
**General Ed Requirement: N/A**

This course is the second in a sequence of four class piano courses for music majors. It teaches fundamentals of piano playing and provides music majors with the opportunity to improve their piano skills as they progress toward piano proficiency. This course also reinforces basic concepts of musical improvisation. It follows MUSC 1150 (Class Piano I).

Prerequisites: **MUSC 1150 or instructor approval**

Corequisites: **None**

**MUSC 1166 A Cappella Choir, First Year**  
**Semester Taught (1:3:0)**  
**General Ed Requirement: N/A**

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**  
**Semester Taught (1:0:2)**  
**General Ed Requirement: N/A**

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 String Chamber Music**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

This course is the chamber music groups for capable string and piano players. It will include quartets, trios and sonatas. May be repeated for credit.

Prerequisites: **Approval of instructor or Director of Orchestras required**

**MUSC 1196 Brass Chamber Music**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

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 Introduction to Music Technology**  
**Semester Taught (1:2:0)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **None**

Corequisites: **None**

**MUSC 1206 Woodwind Chamber, First Year**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

Chamber ensemble groups for woodwind players. Available to music majors and non-music majors who wish to develop their musicianship and small-ensemble performance skills. This course is repeatable for credit.

Prerequisites: **None**

Corequisites: **None**

**MUSC 1226 Encore**

**Semester Taught Summer, Fall (1:0:2)**

**General Ed Requirement: N/A**

Group training in a variety of music literature. Those registering are expected to participate in major activities of the department. Non-auditioned.

**MUSC 1306 Jazz Improvisation**

**Semester Taught Spring, Fall (1:0:1)**

**General Ed Requirement: N/A**

This course is designed to teach musicians the basics of jazz improvisation with regards to the performance and understanding of historical jazz vocabulary, chord/scale relationships, rhythmic interaction within a small group, stylistic concepts of melody interpretation, and the rhythmic invention of scales. Exercises will include performing required scales in a variety of rhythms, performing major and minor ii-V-I jazz vocabulary licks in all twelve keys, performing required jazz standards by memory, and transcribing and performing an historical jazz solo.

**MUSC 1336 Percussion Ensemble - 1st Year**

**Semester Taught Spring, Fall (1:1:0)**

**General Ed Requirement: N/A**

Students will gain ensemble experience on a variety of percussion instruments. This course is open to all students.

Prerequisites: **None**

Corequisites: **None**

**MUSC 1350 Music Technology I**

**Semester Taught (2:2:1)**

**General Ed Requirement: N/A**

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 Music Technology II**

**Semester Taught (2:2:1)**

**General Ed Requirement: N/A**

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 Jazz Chamber Music, First Year**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

Chamber ensemble groups for jazz musicians. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit.

Prerequisites: **Audition required.**

Corequisites: **N/A**

**MUSC 1480 Brass Instrument Study and Pedagogy I**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

This course is the first in a sequence of two courses designed to teach music education majors the fundamentals of how to play and teach brass instruments. It is taught every other year, alternating with MUSC 1840 and 1850. This course and its follow up, MUSC 1490, are required for instrumental music education majors. Vocal music education majors are required to take only one semester and may enroll in either MUSC 1480 or MUSC 1490. All four-year instrumental music education programs require a full year of this course or its equivalent

**MUSC 1490 Brass Instrument Study and Pedagogy II**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

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, First Year**

**Semester Taught (1:0.5-1:1-2)**

**General Ed Requirement: N/A**

This course provides students with individual guitar instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops a student's

technical, interpretive, sight reading, pedagogical and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. An additional fee is required.

Prerequisites: **Permission of Instructor**

**MUSC 1566 Private Organ 1st Year  
Semester Taught (1:.5-1:1-2)  
General Ed Requirement: N/A**

This course provides students with individual organ instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops a student's technical, interpretive, sight reading, pedagogical and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. An additional fee is required.

Prerequisites: **Permission of instructor**

**MUSC 1576 Class Guitar  
Semester Taught Spring, Fall (1:1:0)  
General Ed Requirement: N/A**

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). Repeatable for credit.

**MUSC 1595 Private Piano Fundamentals  
Semester Taught (1:0.5-1:1-2)  
General Ed Requirement: N/A**

This course provides students with individual piano instruction and is repeatable one time for credit. This course develops a student's technical, interpretive, sight reading, pedagogical and improvisational skills while increasing his/her understanding of the history and repertory of the piano. The course is open to all non-Music Majors and for music students hoping to focus primarily on piano technique.

Prerequisites: **Permission of Instructor**

**MUSC 1596 Private Piano, First Year  
Semester Taught (1:0.5-1:1-2)  
General Ed Requirement: N/A**

This course provides students with individual piano instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops a student's technical, interpretive, sight reading, pedagogical and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the

course. An additional fee is required.

Prerequisites: **Permission of Instructor**

**MUSC 1616 (formerly 161R) Private Voice, First Year  
Semester Taught (1:.5-1:1-2)  
General Ed Requirement: N/A**

This course provides students with individual vocal instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops a student's technical, interpretive, sight reading, pedagogical and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. An additional fee is required.

Prerequisites: **Permission of Instructor**

**MUSC 1626 Private Woodwinds, First Year  
Semester Taught (1:0.5-1:1-2)  
General Ed Requirement: N/A**

This course provides students with individual woodwind instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops a student's technical, interpretive, sight reading, pedagogical and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. An additional fee is required.

Prerequisites: **Permission of Instructor**

**MUSC 1656 (formerly 165R) Private Brass, First Year  
Semester Taught (1:0.5-1:1-2)  
General Ed Requirement: N/A**

This course provides students with individual brass instruction. Private Instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops a student's technical, interpretive, sight reading, pedagogical and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. An additional fee is required.

Prerequisites: **Permission of Instructor**

**MUSC 1686 Private Percussion, First Year  
Semester Taught (1:0.5-1:1-2)  
General Ed Requirement: N/A**

This course provides students with individual percussion instruction. Private Instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops a student's

technical, interpretive, sight reading, pedagogical and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. An additional fee is required.

Prerequisites: **Permission of Instructor**

**MUSC 1700 Introduction to Music Education**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: N/A**

This course is an introduction to teaching music as a profession. It includes on site observations of public school music programs.

Prerequisites: **N/A**

**Corequisites: N/A**

**MUSC 1736 Private Strings, First Year (Repeatable for Credit)**  
**Semester Taught Spring, Fall (1:0.5-1:1-2)**  
**General Ed Requirement: N/A**

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 1750 Woodwind Methods and Pedagogy I**  
**Semester Taught Fall (1:2:0)**  
**General Ed Requirement: N/A**

This course teaches the fundamentals of playing and teaching single-reed instruments in the woodwind family. It will be taught every other year, alternating with MUSC 1800. It is required for music education majors.

Prerequisites: **None**

**Corequisites: None**

**MUSC 1760 Woodwind Methods and Pedagogy II**  
**Semester Taught Spring (1:2:0)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **None**

**Corequisites: None**

**MUSC 1800 Percussion Methods and Pedagogy I**  
**Semester Taught Fall (1:0:2)**  
**General Ed Requirement: N/A**

This course teaches 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 transfer institutions.

**MUSC 1840 String Workshop and Pedagogy I**  
**Semester Taught Fall (1:2:0)**  
**General Ed Requirement: N/A**

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. This course is a prerequisite for MUSC 1850.

**MUSC 1850 String Workshop and Pedagogy II**  
**Semester Taught Spring (1:2:0)**  
**General Ed Requirement: N/A**

Building on skills acquired in the prerequisite course, MUSC 1840, this course focuses on more advanced playing techniques of stringed instruments including violin, viola, cello, and string bass. The course will be taught every other year alternating with Brass Pedagogy. This course is required for instrumental music majors. Prerequisites: **MUSC 1840 or permission of instructor**

**MUSC 1856 Private Jazz, First Year**  
**Semester Taught (1:0.5:1)**  
**General Ed Requirement: N/A**

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**

**Corequisites: N/A**

**MUSC 1901 Performing Arts Career Exploratory**  
**Semester Taught (1:1:0)**  
**General Ed Requirement: N/A**

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 Creating Music with a Smartphone/Tablet**  
**Semester Taught (1:1:1)**  
**General Ed Requirement: N/A**



This course is open to any Snow College student on the Ephraim campus. Students will learn how to create music using a smartphone or tablet computer. In order to participate in the course, students must own a smartphone or tablet computer, and be prepared to download 10 applications from app stores.

**MUSC 1920 Opera Workshop**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

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 Chamber Vocal Ensemble**

**Semester Taught (1:0:3)**

**General Ed Requirement: N/A**

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 2006 Concert Attendance, Second Year**

**(Formerly MUSC 200R)**

**Semester Taught (0:0:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: **None**

**Corequisites: None**

**MUSC 2010 MUSIC HISTORY AND LITERATURE I**

**Semester Taught Fall (3:3:0)**

**General Ed Requirement: Fine Arts**

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 MUSIC HISTORY AND LITERATURE II**

**Semester Taught Spring (3:3:0)**

**General Ed Requirement: Fine Arts**

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 Select Choir**

**Semester Taught Spring, Fall (1:0:4)**

**General Ed Requirement: N/A**

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 activities of the department. The group is auditioned from the A cappella Choir. This course is repeatable for credit.**Prerequisites: By instructors permission**

**Corequisites: A Cappella Choir (MUSC 2166)**

**MUSC 2050 Vocal Pedagogy**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

This course is designed to teach those majoring in music how to sing and how to teach others to sing using correct principles and techniques. It is intended for both instrumental and vocal music majors. This course transfers as part of a music major to other institutions in Utah.

**MUSC 2080 Chamber Literature Survey**

**Semester Taught Spring (2:2:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: **None**

**Corequisites: None**

**MUSC 2085 Piano Seminar**

**Semester Taught Spring, Fall (1:1:0)**

**General Ed Requirement: N/A**

This course is primarily a performance class in which the students learn how to perform and gain insights into musical works through performing experiences. Piano-related topics will be presented through lectures and discussions. This course is required for all piano majors. Piano minors are encouraged to take it. May be repeated for credit.

**MUSC 2090 Piano Literature I**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: **None**

**Corequisites: None**

### **MUSC 2095 Piano Literature II**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: **None**

**Corequisites: None**

### **MUSC 2096 Symphony Orchestra 2nd Year**

**Semester Taught Spring, Fall (1:0:3)**

**General Ed Requirement: N/A**

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 Chamber Orchestra 2nd Year**

**Semester Taught Spring, Fall (1:2:2)**

**General Ed Requirement: N/A**

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 Music Theory III**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

This course is a continuation of Basic Music Theory. Includes chromatic harmony, composition, improvisation and analysis.

Prerequisites: **MUSC 1120 with a grade of C or better**

**Corequisites: MUSC 2130**

### **MUSC 2116 Symphonic Band**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

This course includes the study, rehearsal, and concert performances of standard band literature. No audition is required to register for this ensemble. This course is repeatable for credit. **Corequisites: MUSC 2126**

### **MUSC 2120 Music Theory IV**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

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: **MUSC 2110 with grade of C or better**

**Corequisites: MUSC 2140**

### **MUSC 2126 Badger Pep Band**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

This course involves participation in ensemble performances supporting Snow College athletic events. This course is repeatable for credit. **Corequisites: MUSC 2116**

### **MUSC 2130 Sight Sing/Ear Training III**

**Semester Taught (1:2:0)**

**General Ed Requirement: N/A**

This course is required of music majors. Students develop and improve the ability to sing music at sight, notate melodies and rhythms as dictated, identify and notate chordal harmonies as dictated, improve keyboard skills, and improvise music. This course must be taken in sequence with other sight singing/ear training courses, and concurrently with MUSC 2110.

Prerequisites: **Completion of MUSC 1140 with a grade of "C" or better or permission of instructor**

**Corequisites: MUSC 2110**

### **MUSC 2136 Wind Ensemble**

**Semester Taught Spring, Fall (1:0:3)**

**General Ed Requirement: N/A**

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 Sight Sing/Ear Training IV**

**Semester Taught Spring (1:2:0)**

**General Ed Requirement: N/A**

This course is required of music majors. Students develop and improve the ability to sing music at sight, notate melodies and rhythms as dictated, identify and notate chordal harmonies as dictated, improve keyboard skills, and improvise music. This course must be taken in sequence, and concurrently with MUSC 2120.

Prerequisites: **Completion of MUSC 2130 with a grade of "C"**

**Corequisites: MUSC 2120**

### **MUSC 2146 Jazz Ensemble**

**Semester Taught Spring, Fall (1:0:3)**

**General Ed Requirement: N/A**

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 Class Piano III**  
**Semester Taught Fall (1:0:1)**  
**General Ed Requirement: N/A**

This is a music major course that teaches the fundamentals of piano playing at an intermediate level. This course also reinforces basic concepts of musical improvisation.

Prerequisites: **MUSC 1150, MUSC 1160 or instructor approval at a piano assessment**  
**Corequisites: None**

**MUSC 2156 Community Chorus**  
**Semester Taught Spring, Fall (1:0:3)**  
**General Ed Requirement: N/A**

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 Class Piano IV**  
**Semester Taught Spring (1:0:1)**  
**General Ed Requirement: N/A**

This course completes the Class Piano sequence for music majors and culminates with the piano proficiency exam. This course also reinforces basic concepts of musical improvisation.

Prerequisites: **MUSIC 1150, MUSC 1160, MUSC 2150 or instructor approval**  
**Corequisites: None**

**MUSC 2166 A Cappella Choir**  
**Semester Taught Spring, Fall (1:0:3)**  
**General Ed Requirement: N/A**

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 Snow Men**  
**Semester Taught (1:0:2)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **MUSC 1176 or permission of instructor.**

**MUSC 2186 String Chamber Music 2nd Year**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

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 Brass Chamber Music**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

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 Woodwind Chamber Music**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **None**  
**Corequisites: None**

**MUSC 2226 Encore**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

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 Percussion Ensemble - 2nd Year**  
**Semester Taught Spring, Fall (1:0:1)**  
**General Ed Requirement: N/A**

Students will gain ensemble experience on a variety of percussion instruments. This course is open to all percussionists.

Prerequisites: **None**  
**Corequisites: None**

**MUSC 2350 Beginning Conducting**  
**Semester Taught Spring, Fall (2:2:0)**  
**General Ed Requirement: N/A**

The fundamentals of baton technique are addressed, as well as the basics of score preparation. Students will be introduced to the application of theoretical formal and historical knowledge to the process of conducting and musical problem solving.

Prerequisites: **N/A**  
**Corequisites: N/A**

**MUSC 2406 Jazz Chamber Music, Second Year**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

Chamber ensemble groups for jazz musicians. This ensemble will provide students with an opportunity to

develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit. Prerequisites: **MUSC 1406 or permission of Instructor.**  
**Audition required.**  
**Corequisites: N/A**

**MUSC 2556 (formerly MUSC 255R) Private Guitar, Second Year**  
**Semester Taught (1:.5-1:1-2)**  
**General Ed Requirement: N/A**

This course provides students with individual guitar instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required.

Prerequisites: **MUSC 1556 or permission of instructor**

**MUSC 2566 Private Organ, Second Year**  
**Semester Taught (1:.5-1:1-2)**  
**General Ed Requirement: N/A**

This course provides students with individual organ instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

**MUSC 2576 Class Guitar - Intermediate**  
**Semester Taught Spring, Fall (1:0:1)**  
**General Ed Requirement: N/A**

This course provides group instruction in the fundamentals of guitar and to further educate intermediate players. Students will focus on chords, strumming and fingerpicking patterns, standard notation, tablature, and

historical and cultural context (\$70.00 fee).

Prerequisites: **MUSC 1576 or equivalent experience**

**MUSC 2596 Private Piano, Second Year**  
**Semester Taught (1:.5-1:1-2)**  
**General Ed Requirement: N/A**

This course provides students with individual piano instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required.

Prerequisites: **MUSC 1596 or permission of instructor**

**MUSC 2616 Private Voice, Second Year**  
**Semester Taught (1:.5-1:1-2)**  
**General Ed Requirement: N/A**

This course provides students with individual vocal instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required.

Prerequisites: **MUSC 1616 or consent of instructor**

**MUSC 2626 Private Woodwind, Second Year**  
**Semester Taught (1:.5-1:1-2)**  
**General Ed Requirement: N/A**

This course provides students with individual woodwind instruction. Private instruction required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to

register for 2000 level private instruction. An additional fee is required.

Prerequisites: **MUSC 1626 or consent of instructor**

### **MUSC 2656 Private Brass, Second Year**

**Semester Taught (1:.5-1:1-2)**

**General Ed Requirement: N/A**

This course provides students with individual brass instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required.

### **MUSC 2686 Private Percussion, Second Year**

**Semester Taught (1:.5-1:1-2)**

**General Ed Requirement: N/A**

This course provides students with individual percussion instruction. Private instruction required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required.

### **MUSC 2706 Musical Theater Production**

**Semester Taught Spring (1:0:3)**

**General Ed Requirement: N/A**

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 Private Strings, Second Year (Repeatable for Credit)**

**Semester Taught Spring, Fall (1:.5-1:1-2)**

**General Ed Requirement: N/A**

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 2856 Private Jazz, Second Year**

**Semester Taught (1:0.5:1)**

**General Ed Requirement: N/A**

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**

**Corequisites: N/A**

### **MUSC 2976 Chamber Vocal Ensemble, Second Year**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

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 3030 Jazz and Popular Music History I**

**Semester Taught Fall (3:3:0)**

**General Ed Requirement: N/A**

This is the first course in a two-semester sequence. This course chronologically introduces musical components of jazz and popular music and the contributions of its major artists. Jazz styles to be studied include blues, ragtime, Dixieland. Popular music styles to be studied include parlor songs, spirituals, and Tin Pan Alley. This course chronologically introduces musical components of jazz and the contributions of its major artists. Students will further develop listening skills that help them identify and intelligently talk about jazz styles.

Prerequisites: **MUSC 3120**

### **MUSC 3031 Jazz and Popular Music History II**

**Semester Taught Fall (3:3:0)**

**General Ed Requirement: N/A**

This is the second course in a two-semester sequence. This course continues the chronology and concepts started in Jazz and Popular Music History I. Jazz styles to be studied include swing, bebop, cool, and fusion. Popular

music styles to be studied include rock and roll, world music, new age music, rap, hip-hop and others. Students will further develop listening skills that help them identify and intelligently talk about jazz and popular music styles. Prerequisites: **MUSC 3120**

**MUSC 3036 Select Choir, Third Year**  
**Semester Taught (1:0:4)**  
**General Ed Requirement: N/A**

A small ensemble open to advanced choral musicians. Available only to music majors who are 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 3096 Symphony Orchestra - 3rd Year**  
**Semester Taught Spring, Fall (1:0:4)**  
**General Ed Requirement: N/A**

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 Chamber Orchestra - 3rd Year**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

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 Music Theory IV**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

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 Badger Pep Band**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

This course involves participation in ensemble performances supporting Snow College athletic events. This course is repeatable for credit.

**Corequisites: MUSC 2116**

**MUSC 3136 Wind Ensemble**  
**Semester Taught Spring, Fall (1:0:3)**  
**General Ed Requirement: N/A**

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 Sight Sing/Ear Training IV**  
**Semester Taught Spring (1:2:0)**  
**General Ed Requirement: N/A**

This course is required of music majors. Students develop the ability to sing music at sight, notate melodies and rhythms as dictated, and identify and notate chordal harmonies as dictated. This course must be taken in sequence, and concurrently with MUSC 3120. Prerequisites: **Completion of MUSC 2130 with a grade of "C"**  
**Corequisites: MUSC 3120**

**MUSC 3146 Jazz Ensemble, Third Year**  
**Semester Taught Spring, Fall (1:0:3)**  
**General Ed Requirement: N/A**

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 Choral Pedagogy and Methods**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: N/A**

This course is designed to teach those pursuing a bachelors degree in vocal performance how to sing 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 Community Chorus, Third Year**  
**Semester Taught (1:0:2)**  
**General Ed Requirement: N/A**

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 3160 Instrumental Pedagogy and Methods**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: N/A**

Fundamental principles and specific techniques for private lesson teaching. Students will reinforce, acquire and apply principals, techniques, methods, and philosophies of instrumental music performance. Required for instrumental performance majors. Prerequisites: **MUSC 3130**

### **MUSC 3166 A Cappella Choir, Third Year**

**Semester Taught (1:0:3)**

**General Ed Requirement: N/A**

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 Snow Men**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

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 String Chamber Music - 3rd Year**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

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 Brass Chamber Music**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

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 Woodwind Chamber, Third Year**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: **None**

Corequisites: **None**

### **MUSC 3226 Encore Women**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

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 Contemporary Vocal Styles**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: **Completion of MUSC 2120 and 2140 with a grade of "C" or better OR permission of instructor.**

### **MUSC 3306 Jazz Improvisation I**

**Semester Taught (2:2:)**

**General Ed Requirement: N/A**

This course is the first in a two semester sequence designed to teach musicians the basics of jazz improvisation, especially with regards to the performance and understanding of historical jazz vocabulary, chord/scale relationships, rhythmic interaction within the ensemble, stylistic concepts of melodic interpretation, and the rhythmic invention of scales. This course is required for instrumental performance majors in the Bachelor of Music in Commercial Music degree program.

Prerequisites: **Permission of instructor**

### **MUSC 3307 Jazz Improvisation II**

**Semester Taught (2:2:)**

**General Ed Requirement: N/A**

This is the second course in a two-semester sequence. This course continues concepts started in Jazz Improvisation I. Students will improve their ability to understand the nuances of improvising in varied genres and styles, guided by historical precedence. Exercises will include performing required scales in a variety of rhythms, performing major and minor ii-V-I jazz vocabulary licks in all twelve keys, performing required jazz standards by memory, and transcribing examples of historic jazz solos representing the genres and styles discussed.

Prerequisites: **Completion of 3306 or permission of instructor**

### **MUSC 3336 Percussion Ensemble, Third Year**

**Semester Taught Spring, Fall (1:1:0)**

**General Ed Requirement: N/A**

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.**

**Corequisites: None**

### **MUSC 3350 Music Technology I**

**Semester Taught (2:2:1)**

**General Ed Requirement: N/A**

This is the first course in a two-semester sequence. This course introduces various types of computer technology as applied to music, with a focus on music notation software and applications related to music education. An additional course fee is required.

Prerequisites: **MUSC 2120/2140/2160 and admittance into B. Music program or permission of instructor.**

### **MUSC 3352 Music Technology II**

**Semester Taught (2:2:1)**

**General Ed Requirement: N/A**

This is the second course in a two-semester sequence. This course continues concepts started in Music Technology I, with a focus on MIDI sequencing and digital recording hardware and software applications. An additional course fee is required.

Prerequisites: **MUSC 3350 and admittance into B. Music program or permission of instructor.**

### **MUSC 3406 Jazz Chamber Music, Third Year**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

Chamber ensemble groups for jazz musicians. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit.

Prerequisites: **MUSC 2406 or permission of Instructor. Audition required.**

**Corequisites: N/A**

### **MUSC 3500 Recording Studio Operations**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

This course deals with the development and maintenance of a professional recording business, including the role of the engineer, producer and the use of music production techniques required to create a successful demo or completed project. Other concepts to be studied include budgeting for a project and the development of press kits, artist kits, and other areas that relate to public relations support for the artist, company and product. Students will apply these skills in creating projects for "Badger Records" the Snow College label.

Prerequisites: **MUSC 3750 Music Business Survey or permission of instructor**

### **MUSC 3540 MUSIC FORM AND ANALYSIS**

**Semester Taught Fall (3:3:0)**

**General Ed Requirement: N/A**

This course is an introduction to the study of formal analytical techniques of the 18th and 19th centuries. It includes analysis of 18th century counterpoint. Students will analyze assigned works and demonstrate an ability to effectively communicate and defend their conclusions both verbally and in writing.

Prerequisites: **MUSC 2120**

### **MUSC 3556 Private Guitar, Third Year**

**Semester Taught (1:0.5-1:1-2)**

**General Ed Requirement: N/A**

This course provides students with individual guitar instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 2000 level private instruction in order to register for 3000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

### **MUSC 3560 Songwriting I**

**Semester Taught Fall (2:2:0)**

**General Ed Requirement: N/A**

This course focuses on the practical application and technique of the working songwriter. Melody, lyrics, "hooks," harmony, rhythm, form, points of view and song logic will be covered. Students will analyze examples of popular song in order to gain an understanding of the techniques used by accomplished songwriters. Solo writing is introduced, as well as the concept of collaboration. This course introduces students to copyright law, publishing and licensing. Piano skills are reinforced and students utilize technological tools common to the music industry to create assigned work. Participants will work individually and in small groups. Students will compose several original songs throughout the semester.

Prerequisites: **MUSC 3120**

### **MUSC 3566 Private Organ, Third Year**

**Semester Taught (1:0.5-1:1-2)**

**General Ed Requirement: N/A**

This course provides students with individual organ instruction. Private instruction is required of music majors



each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 2000 level private instruction in order to register for 3000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

### **MUSC 3570 Songwriting II**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

This course continues with concepts learned in Songwriting I, and also introduces the concepts of writing on demand (jingles, TV and film music, event music, etc.). In addition, students will learn to catalogue their works to keep their output organized, and develop other good professional habits and discipline. Historical masters of composition and lyric writing will be analyzed. Students will learn title/concept development and write lyrics based on selected readings. This course reinforces student's understanding of copyright law, publishing and licensing. Piano skills are reinforced and students utilize technological tools common to the music industry to create assigned work. Participants will work individually and in small groups. Students will compose several original songs throughout the semester.

Prerequisites: **MUSC 3560**

### **MUSC 3596 Private Piano, Third Year**

**Semester Taught (1:0.5-1:1-2)**

**General Ed Requirement: N/A**

This course provides students with individual piano instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 2000 level private instruction in order to register for 3000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

### **MUSC 3616 Private Voice, Third Year**

**Semester Taught (1:0.5-1:1-2)**

**General Ed Requirement: N/A**

This course provides students with individual vocal instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 2000 level private instruction in order to register for 3000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

### **MUSC 3626 Private Woodwinds, Third Year**

**Semester Taught (1:0.5-1:1-2)**

**General Ed Requirement: N/A**

This course provides students with individual woodwind instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

### **MUSC 3630 MUSIC HISTORY AND LITERATURE I**

**Semester Taught Fall (3:3:0)**

**General Ed Requirement: Fine Arts**

This is the first semester of a two semester sequence providing music majors with a foundational understanding in the history and development of Western art music. It will cover music throughout history and the relationship of music to the other arts. This course includes the chronological study of music from Antiquity through the Classical period.

Prerequisites: **Music Theory II (MUSC 1130) and Expository Composition (ENGL 1010)**

### **MUSC 3640 MUSIC HISTORY AND LITERATURE II**

**Semester Taught Spring (3:3:0)**

**General Ed Requirement: Fine Arts**

This is the second semester of a two semester sequence providing music majors with a foundational understanding in the history and development of Western

art music. It will cover music throughout history and the relationship of music to the other arts. This course includes the chronological study of music during the Romantic and Contemporary periods. This is the continuation course to MUSC 3630.

Prerequisites: **Music Theory II (MUSC 1130) and Expository Composition (ENGL 1010)**

**MUSC 3656 Private Brass, Third Year**  
**Semester Taught (1:0.5-1:1-2)**  
**General Ed Requirement: N/A**

This course provides students with individual brass instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

**MUSC 3686 Private Percussion, Third Year**  
**Semester Taught (1:0.5-1:1-2)**  
**General Ed Requirement: N/A**

This course provides students with individual percussion instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, sight reading, pedagogical, and improvisational skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 1000 level private instruction in order to register for 2000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

**MUSC 3696 Private Composition/Production**  
**Semester Taught (1:0.5-1:1-2)**  
**General Ed Requirement: N/A**

This course provides individual musical instruction at an advanced level. Private instruction is required of all music majors each semester. Music performance majors are required to take 60-minute lessons each week, while music education and music therapy students are required to take 30-minute lessons each week. All students are also required to participate in regular master classes, recitals and juries which fulfill the lab portion of the course. The

course is also available to non-music majors who wish to develop their musicianship and performance skills. An additional fee is required. This course may be repeated for credit.

Prerequisites: **Permission of Instructor**

**MUSC 3720 Audio/Video Post Production**  
**Semester Taught (2:2:0)**  
**General Ed Requirement: N/A**

This course presents an overview of the technology and techniques used in the creation of music and audio for use in video film and TV production. Concepts to be studied include SMPTE time code, spotting, field audio recording, dialogue replacement, Foley, and the use of software editing platforms.

Prerequisites: **Completion of MUSC 3352 or permission of instructor**

**MUSC 3736 Private Strings, Third Year**  
**Semester Taught (1:0.5-1:1-2)**  
**General Ed Requirement: N/A**

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 Survey of Music Business**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: N/A**

This course is a general overview and a study of the major functional areas of the music business. Attention is given to the theoretical foundations and practical application of current business practices in the music industry including supporting organizations and the revenue flow from music consumer to creator. Additional topics will include copyright law, intellectual property, distribution, publishing, licensing, and marketing strategies.

Prerequisites: **Admittance into B. MUS program or permission of instructor**

**MUSC 3856 Private Jazz, Third Year**  
**Semester Taught (1:0.5:1)**  
**General Ed Requirement: N/A**

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**

Corequisites: **N/A**

### **MUSC 3920 Opera Workshop**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

This course includes staging and performances of arias and short scenes from operas, operettas, and musical theater. It is intended for students in the vocal music advisement track, as well as those wishing for an advanced experience in vocal literature. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. This course is open only to music majors pursuing the B. Mus degree or by permission of instructor. Audition required. May be repeated for credit.

Prerequisites: **Admittance into B. MUS program or permission of instructor. Audition required.**

### **MUSC 3976 Chamber Vocal Ensemble, Third Year**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

This course will provide small group training in a variety of choral music literature. Those registering are expected to participate in major activities of the department. This course is open only to music majors pursuing the B. Mus degree or by permission of instructor. Audition required. May be repeated for credit.

Prerequisites: **Admittance into B. MUS program or permission of instructor. Audition required.**

### **MUSC 4001 Summer Music Workshop**

**Semester Taught (1-3:1-3:1-2)**

**General Ed Requirement: N/A**

This class is designed for visiting summer school students to help them improve their individual musical performance. Credit is variable, depending on workshop length and instructional hours. Enrollment in this class is by permission of the instructor only. Repeatable for credit.

Prerequisites: **Permission of instructor**

### **MUSC 4036 Select Choir, Fourth Year**

**Semester Taught (1:0:4)**

**General Ed Requirement: N/A**

A small ensemble open to advanced choral musicians. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit.

Prerequisites: **MUSC 3036 or permission of instructor. Audition required.**

### **MUSC 4096 Symphony Orchestra - 4th Year**

**Semester Taught Spring, Fall (1:0:4)**

**General Ed Requirement: N/A**

The course provides training and practical playing experience in a wide range of works for orchestra. Concerts and special programs are given throughout the year in which the students will be expected to participate. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Audition required. This course is repeatable for credit.

Prerequisites: **MUSC 3096 or permission of instructor. Audition required.**

### **MUSC 4106 Chamber Orchestra - 4th Year**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

The course provides training and practical playing experience in a wide range of works for orchestra. Concerts and special programs are given throughout the year in which the students will be expected to participate. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Audition required. This course is repeatable for credit.

Prerequisites: **MUSC 3106 or permission of instructor. Audition required.**

### **MUSC 4110 Contemporary Keyboard Harmony**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

This course focuses on application of the skills learned in class piano to jazz and popular music. Assignments will focus on chording, improvisation, lead-sheet reading and writing sight reading and other keyboard skills for popular and jazz music genres. This course gives students the opportunity to continue to improve piano skills acquired during the proficiency process as well as adapting those skills to commercial music applications.

Prerequisites: **MUSC 2160, Piano Proficiency or permission of instructor**

### **MUSC 4126 Badger Pep Band**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

This course involves participation in ensemble performances supporting Snow College athletic events. This course is repeatable for credit.

**Corequisites: MUSC 2116**

**MUSC 4130 Commercial Arranging**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: N/A**

This course focuses on the practical application of composition skills learned in Music Theory I-IV. Emphasis will be placed on the creation of musical arrangements for a wide variety of instrumental and vocal ensembles. Topics of study will include the ranges and colors of instruments and voices and their idiomatic styles. Additional topics will include an emphasis on commercial arranging, alteration, and other forms of musical adaptation and their relation to copyright laws and licensing.

Prerequisites: **Music Theory IV (MUSC 3120)**

**MUSC 4136 Wind Ensemble**  
**Semester Taught Spring, Fall (1:0:3)**  
**General Ed Requirement: N/A**

This course includes a study of serious wind ensemble literature. Concerts are performed each semester as part of the course. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. An audition is required. This course is repeatable for credit.

Prerequisites: **MUSC 3136 or permission of instructor.**  
**Audition required.**

**MUSC 4140 Contemporary Orchestration**  
**Semester Taught Spring (2:2:0)**  
**General Ed Requirement: N/A**

This course includes a study of the characteristics of woodwind, brass, percussion, and string instruments and the process of orchestrating for those instruments and their application to contemporary music. Assignments will focus on the practical application of orchestration for popular and jazz music genres.

Prerequisites: **Music Theory IV (MUSC 3120)**

**MUSC 4146 Jazz Ensemble, Fourth Year**  
**Semester Taught Spring, Fall (1:0:3)**  
**General Ed Requirement: N/A**

Jazz Ensemble is a standard jazz big band. The jazz ensemble will perform literature inclusive of all jazz styles. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Audition required. May be repeated for credit.

Prerequisites: **MUSC 3146 or permission of instructor.**  
**Audition required.**

**MUSC 4147 Commercial Music Ensemble**  
**Semester Taught (1:0:1)**  
**General Ed Requirement: N/A**

This course provides students with an ensemble experience that focuses on various commercial music genres. The group serves as a laboratory for performers, composers, and music technologists. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Students will function as ensemble leaders and in collaboration with other ensemble members. It is required during the final year of study for all students pursuing the Bachelor of Music degree in Commercial music. This course may be repeated for credit.

Prerequisites: **Permission of instructor. This course may be repeated for credit.**

**MUSC 4150 Commercial Composition**  
**Semester Taught Spring (2:2:0)**  
**General Ed Requirement: N/A**

This course focuses on the practical application of composition skills learned in Theory I-V to the area of commercial music. Additional topics will include the writing of music for TV/film and other visual media. Activities will include writing charts for class members and the performances of these works in class.

Prerequisites: **MUSC 3120 (Music Theory IV)**

**MUSC 4156 Community Chorus, Fourth Year**  
**Semester Taught (1:0:2)**  
**General Ed Requirement: N/A**

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 A Cappella Choir, Fourth Year**  
**Semester Taught (1:0:3)**  
**General Ed Requirement: N/A**

This course will provide group training in a variety of choral music literature. Those registering are expected to participate in major activities of the department. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor.

Audition required. May be repeated for credit.  
Prerequisites: **MUSC 3166 or permission of instructor.**  
**Audition required.**

**MUSC 4176 Snow Men**  
**Semester Taught (1:0:2)**  
**General Ed Requirement: N/A**

This course will provide group training in a variety of choral music literature for men's voices. Those registering are expected to participate in major activities of the department. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit. Prerequisites: **MUSC 3176 or permission of instructor.**  
**Audition required.**

**MUSC 4186 String Chamber Music - 4th Year**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

This course provides training and practical playing experience for chamber music groups. It is designed for capable string and piano players. Students will learn string and piano literature including quartets, trios, sonatas, etc. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. This course is repeatable for credit. Prerequisites: **MUSC 3186 or permission of instructor.**  
**Audition required.**

**MUSC 4196 Brass Chamber Music, Fourth Year**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

In this course students participate in a group ensemble experience on brass instruments. It is designed for capable brass players. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. This course may be repeated for credit. Prerequisites: **MUSC 3196 or permission of instructor.**  
**Audition required.**

**MUSC 4206 Woodwind Chamber Music, Fourth Year**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

Chamber ensemble groups for woodwind players. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Audition required. May be repeated for credit. Prerequisites: **MUSC 3206 or permission of instructor.**  
**Audition required.**  
**Corequisites: None**

**MUSC 4226 Encore Women**  
**Semester Taught (1:0:2)**  
**General Ed Requirement: N/A**

This course will provide group training in a variety of choral music literature for women's voices. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit. Prerequisites: **MUSC 3226 or permission of instructor.**  
**Audition required.**

**MUSC 4336 Percussion Ensemble, Fourth Year**  
**Semester Taught Spring, Fall (1:1:0)**  
**General Ed Requirement: N/A**

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.**  
**Corequisites: None**

**MUSC 4350 Advanced Conducting**  
**Semester Taught (2:2:0)**  
**General Ed Requirement: N/A**

This course continues with concepts introduced in Beginning Conducting. Students will learn more about scores, including transposition of instruments, ranges and tonal colors of voices and instruments, and advanced baton and hand-conducting techniques. Assignments will include the conducting of Snow College ensembles. Students will learn to function as ensemble leaders and will also demonstrate and defend their musical decision-making, both individually and collaboration with other students. Students will have the opportunity to synthesize the theoretical, analytical, historical and cultural components of their coursework in the process of functioning as a leader in the music making process. Prerequisites: **MUSC 2350, MUSC 3540, MUSC 3640**

**MUSC 4363 Orchestra MIDI Mock-ups**  
**Semester Taught Spring 2nd Block (2:2:0)**  
**General Ed Requirement: N/A**

This course focuses on the creation of realistic, electronically produced mockups of orchestral compositions. Students will make an in-depth study of sample-based virtual instruments and their manipulation through Musical Instrument Digital Interface (MIDI). Emphasis will be placed on achieving realism by controlling various MIDI parameters.

**MUSC 4400 Survey of Contemporary Musical Styles**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: N/A**

This course provides an opportunity for students to learn about and perform contemporary repertoire with feedback from the instructor and students. The course provides a forum for covering elements of improvisation, sight

reading, stylistic interpretation, stage presence, repertory, technique and pedagogy. The course also provides students with an understanding of current musical practices in the context of the historical practices from which they evolved.

Prerequisites: **MUSC 3XXX Private Instruction (3rd year) or permission of instructor**

**Corequisites: MUSC 4147 Contemporary Music Ensemble**

**MUSC 4406 Jazz Chamber Music, Fourth Year Semester Taught Spring, Fall (1:0:1)  
General Ed Requirement: N/A**

Chamber ensemble groups for jazz musicians. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit.

Prerequisites: **MUSC 3406 or permission of instructor.**

**Audition required.**

**Corequisites: N/A**

**MUSC 4440 Audio Recording Theory Semester Taught (3:2:2)  
General Ed Requirement: N/A**

This course focuses on the study of the music recording process, including music-recording technology and its history, innovations, and effects on the recording process, specifically the sonic quality of recorded music. The development of audio perception skills for recording engineers and producers will also be emphasized.

Prerequisites: **Completion of MUSC 2130/2140 with a grade of "C" or better. Admittance into B. MUS program or permission of instructor**

**MUSC 4450 Audio Recording Techniques I Semester Taught (3:2:2)  
General Ed Requirement: N/A**

This course is an in-depth study of the technical characteristics and performance of each component of the recording studio. Topics include advanced studio electronics and signal flow, computer-based digital recording and editing, automated console operations, condenser microphones, spatial signal processing, and the role of the audio engineer.

Prerequisites: **MUSC 4440 or permission of instructor**

**MUSC 4556 Private Guitar, Fourth Year Semester Taught (1:0.5-1:1-2)  
General Ed Requirement: N/A**

This course provides students with individual guitar instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational,

pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 3000 level private instruction in order to register for 4000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

**MUSC 4566 Private Organ, Fourth Year Semester Taught (1:0.5-1:1-2)  
General Ed Requirement: N/A**

This course provides students with individual organ instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 3000 level private instruction in order to register for 4000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

**MUSC 4596 Private Piano, Fourth Year Semester Taught (1:0.5-1:1-2)  
General Ed Requirement: N/A**

This course provides students with individual piano instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 3000 level private instruction in order to register for 4000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

**MUSC 4616 Private Voice, Fourth Year Semester Taught (1:0.5-1:1-2)  
General Ed Requirement: N/A**

This course provides students with individual vocal instruction. Private instruction is required of music majors

each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 3000 level private instruction in order to register for 4000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

**MUSC 4626 Private Woodwinds, Fourth Year**  
**Semester Taught (1:0.5-1:1-2)**  
**General Ed Requirement: N/A**

This course provides students with individual woodwind instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 3000 level private instruction in order to register for 4000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

**MUSC 4656 Private Brass, Fourth Year**  
**Semester Taught (1:0.5-1:1-2)**  
**General Ed Requirement: N/A**

This course provides students with individual brass instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 3000 level private instruction in order to register for 4000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

**MUSC 4686 Private Percussion, Fourth Year**  
**Semester Taught (1:0.5-1:1-2)**  
**General Ed Requirement: N/A**

This course provides students with individual percussion instruction. Private instruction is required of music majors each semester during college. Music majors receive one-hour lessons each week of the semester. The course is repeatable for credit. This course develops and improves a student's technical, interpretive, improvisational, pedagogical, and sight reading skills as well as developing a student's understanding of the history and repertory of the specific instrument/voice. The course promotes synthesis various types of musical knowledge. A jury is required at the end of the semester. The jury accounts for 20% of the grade for the course. Students must successfully pass the jury at the end of their second semester of 3000 level private instruction in order to register for 4000 level private instruction. An additional fee is required.

Prerequisites: **Permission of instructor**

**MUSC 4696 Private Composition/Production**  
**Semester Taught (1:0.5-1:1-2)**  
**General Ed Requirement: N/A**

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 Audio Recording Techniques II**  
**Semester Taught (3:2:2)**  
**General Ed Requirement: N/A**

This course is an in-depth study of the technical characteristics and performance of each component of the recording studio. Topics include advanced studio electronics and signal flow, computer-based digital recording and editing, automated console operations, condenser microphones, spatial signal processing, and the role of the audio engineer.

Prerequisites: **MUSC 4450 or permission of instructor**

**MUSC 4736 Private Strings, Fourth Year**  
**Semester Taught (1:0.5-1:1-2)**  
**General Ed Requirement: N/A**

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**

**Semester Taught (2:2:1)**

**General Ed Requirement: N/A**

This course presents an advanced study of the history and development of electronic music, synthesis, sampling and MIDI. The course will focus on the application of synthesizers in the production of contemporary music and the use of MIDI and MIDI show control, in the modern recording studio and stage environments.

Prerequisites: **MUSC 4450 Audio Recording Techniques I**

**MUSC 4840 Live Sound/Concert Production**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

This course is required for all students in the instrumental/vocal performance and music production advisement tracks. This course will focus on sound production for live events, including acoustics and room characteristics, speaker arrays and placement, microphone choices and placement, basic live sound mixing skills, and the creation of recordings for archival and commercial applications. The course further serves as a means to teach students the business of concert promotion and marketing.

Prerequisites: **Completion of MUSC 3352 Music Technology I or permission of instructor**

**MUSC 4856 Private Jazz, Fourth Year**

**Semester Taught (1:0.5:1)**

**General Ed Requirement: N/A**

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**  
**Corequisites: N/A**

**MUSC 4901 Music Senior Capstone**

**Semester Taught (2:2:1)**

**General Ed Requirement: N/A**

To be taken in the final year of residence before graduation. This course is designed to be the culminating experience of the major, including reflection on the student's academic experience and their transition from the college setting to professional life. This course

comprises an in-depth integration, synthesis and application of the student's personal experiences, opportunities, and ambitions as related to their anticipated career and life objectives within the music industry. A final project shows mastery of the skills learned in the major, as well as incorporating the discussion of short- and long-term goals and a plan for the realization of these goals.

Prerequisites: **Completion of required junior year music courses in B.Mus degree or permission of instructor**

**MUSC 4905 Senior Recital**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

To be taken in the final year of residence before graduation. Registration requires approval of the Music Department Chair. Students will demonstrate through performance of a varied repertoire their ability to synthesize and artistically render musical knowledge and skills gained through private and ensemble study as well as theoretical and historical coursework.

Prerequisites: **Permission of Instructor and Department Chair**

**MUSC 4976 Chamber Vocal Ensemble, Fourth Year**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

This course will provide small group training in a variety of choral music literature. This ensemble will provide students with an opportunity to develop technical skill, sight-reading ability, and knowledge of the repertory related to the ensemble. It further allows students to synthesize musical, historical and cultural knowledge into meaningful artistic expression. Registration by permission of instructor. Audition required. May be repeated for credit.

Prerequisites: **MUSC 3976 or permission of instructor. Audition required.**

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**N**

**NR 1010 Introduction to Natural Resources**

**Semester Taught Fall (2:1:3)**

**General Ed Requirement: N/A**

Introduction to Natural Resources is a course designed to help students learn what careers are available in multiple natural resource fields. This class also gives students an introduction to the history, problems and potential solutions in natural resource fields by giving them the opportunity to see examples in the field.

Prerequisites: **None**

**Corequisites: None**

**NR 1020 Environmental Sampling and Analysis**

**Semester Taught Spring (2:1:3)**

**General Ed Requirement: N/A**



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.

Prerequisites: **None**

**Corequisites: None**

**NR 1030 Fundamentals of Food Production Systems**

**Semester Taught Fall (2:2:0)**

**General Ed Requirement: N/A**

This course will cover food production's dependence on natural resources for feeding a growing U.S. and world population. Historical and modern crop and livestock production practices and innovations along with developments in sustainable agronomic practices will be covered.

Prerequisites: **N/A**

**NR 1900 Natural Resource Projects**

**Semester Taught Spring, Summer, Fall (1 to 3:1 to 3:0)**

**General Ed Requirement: N/A**

This course is designed to help students find and learn from real life experiences in areas of natural resources. Internships will focus on real-time projects available from public and private organizations. The purpose of the internship experience is to provide students with hands-on learning that will help them be more attractive to potential employers and transfer programs.

Prerequisites: **NA**

**NR 2010 Environmental Policy and Reporting**

**Semester Taught Spring (2:2:0)**

**General Ed Requirement: N/A**

This course is an introduction to governmental policy and regulations. Students will learn about policies and regulations including the National Environmental Policy Act (NEPA). The course will also include an introduction to governmental reporting on data obtained in the field.

**NR 2040 Principles of Range Management (Formerly Introduction to Range Management)**

**Semester Taught Fall (3:2:2)**

**General Ed Requirement: N/A**

Various aspects of range management including; grazing management, stocking rate, wildlife influences, water and nutrient cycles, plant physiology, manipulation of range vegetation, rangeland types and management of public rangelands will be discussed. Identification and management of important range plants in the Intermountain West will be introduced. Class instruction will include outside, on-site instruction.

**NR 2050 Range Management and Monitoring**

**Semester Taught Fall (4:3:2)**

**General Ed Requirement: N/A**

This course will cover the various livestock grazing systems that are practiced on western rangelands. Emphasis will be given to learning and using current range monitoring systems for evaluating forage-producing capacity and utilization by ruminant livestock and wildlife, and rangeland health. The class will be largely field based.

**NR 2060 Survey of Hydrology**

**Semester Taught Fall (3:2:2)**

**General Ed Requirement: N/A**

A survey of hydrology theory and field techniques geared for students planning to work as field technicians. Topics include water law, hydrologic cycle, surface water and ground water, snow hydrology, watershed management, water quality.

Prerequisites: **MATH 1010 or equivalent**

**NR 2610 Wildlife Identification (Formerly Wildland Animal Ecology and Identification)**

**Semester Taught (3:2:3)**

**General Ed Requirement: N/A**

A survey of North American families of bony fishes, amphibians, reptiles, birds and mammals geared for students planning to work as field technicians. Wildlife species of Utah will be emphasized. Topics include animal morphology, tracks, scat, habitat, and behavior. Students will be required to identify species of animals found locally in the field. Taught in fall semester of odd years.

**NR 2805 Natural Resource Safety Certifications (Formerly Short Term Training in Natural Resources)**

**Semester Taught Spring, Fall (1 to 3:1 to 3:2 to 6)**

**General Ed Requirement: N/A**

Short-term training in natural resources helps students obtain the necessary training to allow them to be employable in the field and perform required duties safely. Each semester, students will select from available trainings approved by the Director of the Natural Resources program. The trainings will vary from semester to semester based on instructor availability, local need, and student interest.

**NR 2815 Natural Resource Safety Certifications - 2nd Semester (Formerly Short Term Training in Natural Resources - 2nd Semester)**

**Semester Taught Spring, Fall (1 to 3:1 to 3:2 to 6)**

**General Ed Requirement: N/A**

Short-term training in natural resources helps students obtain the necessary training to allow them to be employable in the field and perform required duties safely. Each semester, students will select from available trainings approved by the Director of the Natural Resources program. The trainings will vary from semester to semester based on instructor availability, local need, and student interest.

**NR 2850 Special Topics**  
**Semester Taught (TBA:TBA:TBA)**  
**General Ed Requirement: N/A**

This course is designed to address a special topic associated with the discipline that may not be included as a part of the normal curriculum. Topics may be extensions of current field of study or it may include possible future additions to the departmental curriculum.

**NURP 1000 Introduction to Medical Terminology**  
**Semester Taught (2:2:0)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**NURP 1101 Drug Dosages and Calculations**  
**Semester Taught Spring, Summer, Fall (1:0:3)**  
**General Ed Requirement: N/A**

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.

Prerequisites: None

Corequisites: None

**NURP 1102 Fundamentals of Nursing**  
**Semester Taught (4:2:6)**  
**General Ed Requirement: N/A**

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).

Prerequisites: N/A

Corequisites: N/A

**NURP 1103 Pharmacology**  
**Semester Taught (3:2:3)**  
**General Ed Requirement: N/A**

This course is a study of the fundamental principles of pharmacology, medication administration, and a review of math principles. The major focus of this course is identification of medicinal categories with the accompanying pharmacological actions, uses, precautions, and nursing implications. Students must have been accepted into the Practical Nursing program to enroll. This course is part of a required series to prepare students to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

Prerequisites: N/A

Corequisites: N/A

**NURP 1106 Pediatric/Maternity Nursing I**  
**Semester Taught (2:2:1)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

**NURP 1107 Pediatric/Maternity Nursing II**  
**Semester Taught (3:3:3)**  
**General Ed Requirement: N/A**

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. This 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 1109 Professional Transition for the Practical Nurse**  
**Semester Taught (2:2:3)**  
**General Ed Requirement: N/A**

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).

Prerequisites: N/A

Corequisites: N/A

### **NURP 1110 Intravenous Therapy Certification**

**Semester Taught (1:5:1)**

**General Ed Requirement: N/A**

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: **Must be a LPN, RN, or have permission from Chair.**

Corequisites: N/A

### **NURP 1114 Caring for the Adult I**

**Semester Taught (4:4:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

### **NURP 1115 Caring for the Adult II**

**Semester Taught (3:1:9)**

**General Ed Requirement: N/A**

This course is the main clinical component of NURP 1102, 1103, and 1114 nursing series and is designed to help students master the skills necessary in the health care setting of the practical nurse. Students also study acute and emergency conditions as well as promoting mental health and wellness across the life span. Students will function as part of a health care team and provide basic nursing care within the scope of practice as mandated by the Utah State Board of Nursing. Students must be accepted into the Practical Nursing program to enroll. A minimum of 135 hours will be spent in various health care settings. This course is part of a required series to prepare students to take the National Council Licensure

Examination for Practical Nurses (NCLEX-PN). Students must have successfully completed NURP 1114 to enroll in this course.

Prerequisites: **NURP 1114**

### **NURP 2114 Advanced Nursing Care of the Adult and Child**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

This course is designed to introduce students to more complex physiological and psychosocial needs of clients across the lifespan and the active role of the registered nurse in health care delivery. The course emphasis is to prepare students to focus on acute illness and conditions, as well as chronic and disabling conditions and establish critical thinking and clinical decision-making for each disease process. This course will reinforce the affects of acute and chronic illness on clients and their families and familiarize students in consulting and collaborating with other members of the multidisciplinary health care team. The course reinforces previously learned concepts and focuses on the registered nurse making nursing judgments timely and applying those appropriate clinical decisions. This course is a companion course to NURP 2214.

Companion courses 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 Advanced Nursing Pharmacology and Treatment Modalities**

**Semester Taught Fall (2:2:0)**

**General Ed Requirement: N/A**

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 Mental Health Nursing Across the Lifespan**

**Semester Taught Spring (2:2:0)**

**General Ed Requirement: N/A**

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 equivalent with an accredited Practical Nursing program  
**Corequisites:** NURP 2280

**NURP 2190 Patient Care Management  
Semester Taught Fall (2:2:0)  
General Ed Requirement: N/A**

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 students to take the National Council Licensure Examination for Registered Nurses (NLEX-RN).

**Prerequisites:** NURP 2130, NURP 2114, NURP 2214  
**Corequisites:** NURP 2290

**NURP 2214 Advanced Nursing Care of the Adult and Child Clinical  
Semester Taught (4:0:12)  
General Ed Requirement: N/A**

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 2114

**NURP 2280 Mental Health Nursing Across the Lifespan Clinical  
Semester Taught Spring (1:0:3)  
General Ed Requirement: N/A**

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 Patient Care Management Clinical  
Semester Taught Fall (3:0:9)  
General Ed Requirement: N/A**

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

## O

**OLE 1000 Introduction to Outdoor Leadership  
Semester Taught Spring, Fall (3:3:0)  
General Ed Requirement: Social and Behavioral Science**

This course focuses on outdoor leadership by introducing and exposing students to the history and various theories of outdoor leadership principles, practices, and ethics. Emphasis is also placed on implementation, evaluation and transference of leadership characteristics beyond an outdoor environment. Students apply leadership skills while planning and implementing a three-day outdoor adventure to be carried out during the semester.

**OLE 1010 Outdoor Leadership Business and Careers  
Semester Taught Fall (1:1:0)  
General Ed Requirement: N/A**

This course provides hands-on opportunities and exposure to a variety of outdoor-related businesses and organizations from the perspective of both client/customer and manager/operator.

**OLE 1505 Kayaking  
Semester Taught Spring, Summer, Fall (1:0:2)  
General Ed Requirement: N/A**

This course provides an introduction to the fundamental skills and knowledge in kayaking, including proper use and care of equipment, paddling strokes and techniques, reading water flow patterns on flat and white water rivers, safety measures, and self-rescue techniques. Students

must pass a swimming test. A field trip is required. This course may be repeated for credit.

**OLE 1527 Rock Climbing**

**Semester Taught Spring, Summer (1:0:2)**

**General Ed Requirement: N/A**

This course provides an introduction to the fundamental skills and knowledge in rock climbing, including free climbing and safety systems. This course may be repeated for credit.

**OLE 1535 Backpacking**

**Semester Taught Spring, Summer, Fall, Fall 1st Block, Spring 2nd Block (3:2:2)**

**General Ed Requirement: N/A**

This course provides an introduction to the fundamental skills and knowledge of backpacking, including minimum impact camping techniques, environmental awareness and preservation ethics, and techniques and skills needed to plan and conduct an effective safe backpacking trip. This course may be repeated for credit.

**OLE 1542 Wilderness First Responder**

**Semester Taught Spring, Summer, Fall (3:2:1)**

**General Ed Requirement: N/A**

This course addresses the practice of advanced wilderness medical techniques and protocols for situations requiring extended patient care and management in remote environments with limited resources in backcountry and wilderness environments. Wilderness First Responder certification offered with successful completion.

**OLE 1550 Mountain Biking**

**Semester Taught Spring, Summer, Fall (1:0:2)**

**General Ed Requirement: N/A**

This course provides an introduction to the fundamental skills and knowledge of mountain biking, including riding techniques, basic maintenance, safety, and environmental awareness. Mountain bikes are NOT provided - you MUST have access to your own mountain bike.

**OLE 1625 Cross Country Skiing**

**Semester Taught Spring 1st Block (1:0:2)**

**General Ed Requirement: N/A**

This course provides an introduction to the fundamental skills and knowledge of cross-country skiing, including clothing systems for winter activities, proper equipment selection and utilization, travel and route finding skills, and basic avalanche evaluation. This course may be repeated for credit.

**OLE 1635 Backcountry Skiing**

**Semester Taught Spring 1st Block (1:0:2)**

**General Ed Requirement: N/A**

This course provides an introduction to the fundamental skills and knowledge of backcountry skiing, including proper winter attire & equipment use and care, travel techniques, winter safety, and environmental awareness. Prerequisites: **Permission of Instructor**

**OLE 1655 Snowshoeing**

**Semester Taught (1:5:2)**

**General Ed Requirement: N/A**

This course provides students an introduction to the fundamental skills and knowledge of snowshoeing. Students will learn about proper winter clothing, equipment and use, travel techniques, winter safety, and environmental awareness.

**OLE 1660 Winter Camping**

**Semester Taught (1:5:2)**

**General Ed Requirement: N/A**

This course provides students an introduction to the fundamental skills and knowledge of winter camping. Students will learn about proper winter clothing, equipment and use, sheltering, cooking, travel techniques, winter safety, and environmental awareness.

**OLE 2000 Outdoor Skills**

**Semester Taught Spring, Summer, Fall (2:2:0)**

**General Ed Requirement: N/A**

This course provides a foundation to basic outdoor living skills in backcountry environments. Topics include basic camping skills, equipment and clothing selection and use, weather, health and sanitation, travel techniques, navigation, and decision making/problem solving.

**OLE 2100 Outdoor Leadership Ethics and Environment**

**Semester Taught (2:0:0)**

**General Ed Requirement: N/A**

This course will address the issues and impacts related to outdoor recreation and the importance of developing a land ethic that will ensure future use of outdoor resources. The history, background, and development of the recreation ecology and the Leave No Trace movements will be addressed. Special use permits and permitting issues will be covered. Development of a personal and professional outdoor ethic will be emphasized in part by utilizing the Leave No Trace Center for Outdoor Ethics Master Educator curriculum and the Utah Guides and Outfitters standards.

**OLE 2200 Expedition Leadership**

**Semester Taught (1:5:2)**

**General Ed Requirement: N/A**

This course provides an experiential approach in addressing the planning, logistics, and safety and risk management needed to design, and implement outdoor endeavors. Emphasis is on development of leadership through sound judgment, decision-making, while instructing in backcountry/wilderness environments.

**Corequisites: OLE 2000 Outdoor Skills**

**OLE 2450 Climbing-based Skills/Leadership Development**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

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 as rope systems, anchors, rappelling and belaying, protection placement, lead climbing philosophy, site management, risk management, and related emergency procedures.

**OLE 2550 Winter-based Outdoor Skills/Leadership Development**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

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 Adventure Education**

**Semester Taught Spring, Fall (2:1:2)**

**General Ed Requirement: N/A**

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 Ropes Course Leadership**

**Semester Taught (2:1:2)**

**General Ed Requirement: N/A**

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 Water-based Outdoor Skills/Leadership Development**

**Semester Taught (2:0:0)**

**General Ed Requirement: N/A**

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.

**OLE 2998 Outdoor Leadership Internship**

**Semester Taught (2::0)**

**General Ed Requirement: N/A**

This course is a practical application of outdoor leadership where students will apply knowledge and techniques to a minimum of 100 hours of experience in a department approved outdoor leadership and entrepreneurship-based organization.

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**PE 1001 Improving Athletic Performance**

**Semester Taught Summer (1:1:2)**

**General Ed Requirement: N/A**

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 Aerobics I**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

This course utilizes a variety of aerobic exercises, including step aerobics, to improve fitness and promote a healthy lifestyle. Repeatable for credit.

**PE 1011 Zumba**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: **None**

Corequisites: **None**

**PE 1015 Spinning I**

**Semester Taught Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block (1:0:2)**

**General Ed Requirement: N/A**

This is a fitness course that uses Spinning Bikes to improve overall fitness, including cardiovascular fitness and muscular endurance.

Prerequisites: **N/A**

Corequisites: **N/A**

**PE 1043 Jogging**

**Semester Taught Spring (1:0:2)**

**General Ed Requirement: N/A**

Fundamentals of running to enhance an aerobic personal fitness program. Endurance strategies and running techniques will be taught in this class.

**PE 1073 Circuit Training**

**Semester Taught Spring, Summer, Fall (1:0:2)**

**General Ed Requirement: N/A**

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.

**Prerequisites:** none

**Corequisites:** none

**PE 1085 Weight Training**

**Semester Taught Spring, Summer, Fall (1:0:2)**

**General Ed Requirement:** N/A

This course is a weight training program using free weights. This course is repeatable for credit.

**Prerequisites:** none

**Corequisites:** none

**PE 1096 Fitness and Wellness**

**Semester Taught Spring, Summer, Fall (1:1:1)**

**General Ed Requirement:** Physical Education

Fitness and Wellness is a course that will help increase student awareness of the need for a lifetime fitness and wellness program. Students will develop programs and participate in activities to help them implement a lifetime commitment to fitness and wellness.

**Prerequisites:** none

**Corequisites:** none

**PE 1100 (Formerly PHED 1360) Tennis I**

**Semester Taught Fall 1st Block, Spring 2nd Block (1:0:2)**

**General Ed Requirement:** N/A

This course is designed to teach basic tennis strokes, rules, and scoring.

**PE 1101 Tennis II**

**Semester Taught Fall 1st Block (1:0:2)**

**General Ed Requirement:** N/A

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 Racquetball I**

**Semester Taught Spring, Fall, Fall 2nd Block, Spring 2nd Block (1:0:2)**

**General Ed Requirement:** N/A

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.**Prerequisites:** None

**Corequisites:** None

**PE 1111 Racquetball II**

**Semester Taught Spring, Summer, Fall (1:0:2)**

**General Ed Requirement:** N/A

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.

**Prerequisites:** Racquetball I or instructor approval

**PE 1130 Golf I**

**Semester Taught Summer, Fall 1st Block, Spring 2nd Block (1:0:2)**

**General Ed Requirement:** N/A

This course is designed to teach basic golf skills, scoring, rules, and etiquette.

**Prerequisites:** none

**Corequisites:** none

**PE 1131 Golf II**

**Semester Taught Fall 1st Block, Spring 2nd Block (1:0:2)**

**General Ed Requirement:** N/A

This course is designed for experienced golfers. The class covers strategy of the short game, putting, distance and club selection, etiquette, rules and golf course management. Students will play 10 rounds of golf on Palisade golf course or any course of their choosing. This course is repeatable for credit.

**Prerequisites:** Golf I or permission of instructor

**PE 1145 Bowling**

**Semester Taught Spring, Fall (1:0:2)**

**General Ed Requirement:** N/A

This course teaches the student how to average scores, develop handicaps, and score bowling games. The class is divided into teams and competes in regular bowling leagues. Students also learn about tap nine bowling, low score bowling and Baker bowling.**Prerequisites:** none

**Corequisites:** none

**PE 1191 Softball Sports Conditioning**

**Semester Taught Fall (1:0:10)**

**General Ed Requirement:** N/A

This Course is for first year members of the Womens intercollegiate softball team at Snow College. It is not repeatable for credit.

**PE 1192 Womens Basketball Sports Conditioning**

**Semester Taught Fall (1:0:10)**

**General Ed Requirement:** N/A

This Course is for first year members of the Womens intercollegiate basketball team at Snow College. It is not repeatable for credit.

**PE 1193 Mens Basketball Sports Conditioning**

**Semester Taught Fall (1:0:10)**

**General Ed Requirement:** N/A

This Course is for first year members of the Men's intercollegiate basketball team at Snow College. It is not repeatable for credit.

**PE 1194 Volleyball Sports Conditioning**

**Semester Taught Spring (1:0:10)**

**General Ed Requirement:** N/A

This Course is for first year members of the Womens intercollegiate volleyball team at Snow College. It is not repeatable for credit.

**PE 1195 Football Sports Conditioning**

**Semester Taught Spring (1:0:10)**

**General Ed Requirement:** N/A

This Course is for first year members of the Mens intercollegiate football team at Snow College. It is not repeatable for credit.

**PE 1200 Basketball Fundamentals**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

This course is designed to teach fundamental basketball skills of passing, shooting, team play, strategy, and rules.  
Prerequisites: none

**PE 1210 Volleyball**  
**Semester Taught Spring, Fall, Fall 1st Block, Spring 1st Block (1:0:2)**  
**General Ed Requirement: N/A**

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 Intermediate Volleyball**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

This course is a physical education activity class designed to help students improve and develop advanced skills in volleyball.  
Prerequisites: **PE 1210 or instructor approval**

**PE 1215 Walleyball**  
**Semester Taught Fall (1:0:2)**  
**General Ed Requirement: N/A**

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**  
**Semester Taught Spring (1:0:2)**  
**General Ed Requirement: N/A**

This course teaches the fundamentals of softball and team play.

**PE 1230 Soccer**  
**Semester Taught Spring (1:0:2)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A  
Corequisites: N/A

**PE 1300 Beginning Swimming**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

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.

Prerequisites: None

**PE 1301 Intermediate Swimming**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

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 Advanced Swimming**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

Students will improve their swimming skills in freestyle, back crawl, breaststroke and butterfly. The class will provided timed swims and a regular workout schedule.  
Prerequisites: **PE 1301 (formerly PHED 1620) or ability to swim the four competitive strokes: freestyle, back crawl, breaststroke, butterfly**

**PE 1310 Water Fitness**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

This course provide students the opportunity to increase physical fitness through a variety of cardiorespiratory, strength, and flexibility exercises in the swimming pool. This course is repeatable for credit.

**PE 1340 Lifeguard Training**  
**Semester Taught Spring, Fall (2:2:1)**  
**General Ed Requirement: N/A**

The primary purpose of the American Red Cross Lifeguarding program is to provide entry-level lifeguard candidates with the skills and knowledge to prevent, recognize, and respond to emergencies and to provide care for injuries and sudden illnesses until advanced medical personnel arrive and take over.

Prerequisites: A candidate must be 15 years of age on or before the final scheduled session of this course. The candidate must also successfully complete the following swimming requirements: Swim 500 yards (10 laps of the pool) continuously using these strokes in the following order:

- 200 yards of front crawl showing rhythmic breathing and a stabilizing propellant flutter kick



- 100 yards of breaststroke
- 200 yards of either front crawl or breaststroke

They must swim 20 yards using front crawl or breaststroke, surface dive to a depth of 7-12 feet, retrieve a 10 pound object, return to the surface, and swim back to the starting point with the object.

**PE 1345 Water Safety Instruction**  
**Semester Taught Spring, Fall (2:2:1)**  
**General Ed Requirement: N/A**

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 1505 Kayaking**  
**Semester Taught Spring, Summer, Fall (1:0:2)**  
**General Ed Requirement: N/A**

This course provides an introduction to the fundamental skills and knowledge in kayaking, including proper use and care of equipment, paddling strokes and techniques, reading water flow patterns on flat and white water rivers, safety measures, and self-rescue techniques. Students must pass a swimming test. A field trip is required. This course may be repeated for credit.

**Corequisites: During Maymester only: PE 1535 and PE 1527**

**PE 1515 Sailing**  
**Semester Taught Fall 1st Block (1:10:20)**  
**General Ed Requirement: N/A**

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 Rock Climbing**  
**Semester Taught Spring, Summer, Fall (1:0:2)**  
**General Ed Requirement: N/A**

This course provides an introduction to the fundamental skills and knowledge in rock climbing, including free climbing and safety systems. This course may be repeated for credit.

**Corequisites: During Maymester only: PE 1505 and PE 1535**

**PE 1535 Backpacking**  
**Semester Taught Spring, Summer, Fall (3:2:2)**  
**General Ed Requirement: N/A**

This course provides an introduction to the fundamental skills and knowledge of backpacking, including minimum impact camping techniques, environmental awareness and preservation ethics, and techniques and skills needed to plan and conduct an effective safe backpacking trip. This course may be repeated for credit.

**Corequisites: During Maymester only: PE 1505 and PE 1527**

**PE 1543 First Aid and CPR**  
**Semester Taught Spring, Summer, Fall (3:2:1)**  
**General Ed Requirement: N/A**

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 Mountain Biking**  
**Semester Taught Summer, Fall 1st Block, Spring 2nd Block (1:0:2)**  
**General Ed Requirement: N/A**

This course provides an introduction to the fundamental skills and knowledge of mountain biking, including riding techniques, basic maintenance, safety, and environmental awareness. Mountain bikes are NOT provided - you MUST have access to your own mountain bike.

**PE 1560 Riding and Horsemanship**  
**Semester Taught Spring (1:2:2)**  
**General Ed Requirement: N/A**

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 Cross Country Skiing**  
**Semester Taught Spring 1st Block (1:0:2)**  
**General Ed Requirement: N/A**

This course provides an introduction to the fundamental skills and knowledge of cross-country skiing biking, including clothing systems for winter activities, proper equipment selection and utilization, travel and route finding skills, and basic avalanche evaluation. This course may be repeated for credit.

**PE 1635 Backcountry Skiing**  
**Semester Taught Spring 1st Block (1:0:2)**  
**General Ed Requirement: N/A**

This course provides an introduction to the fundamental skills and knowledge of backcountry skiing, including

proper winter attire & equipment use and care, travel techniques, winter safety, and environmental awareness.

Prerequisites: **Instructor approval**

**PE 1710 Western Swing Dance**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

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 7:00pm for two hours. The Snow College Western Dance Club sponsors a dance each Wednesday night after class from 9:00pm to 11:30 pm.

Prerequisites: **none**

**Corequisites: none**

**PE 1891 Intercollegiate Softball - Women**  
**Semester Taught Spring (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for first year members of the Women's intercollegiate softball team at Snow College. Course is not repeatable for credit.

Prerequisites: **Instructor**

**PE 1892 Intercollegiate Basketball - Women**  
**Semester Taught Spring (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for first year members of the Women's intercollegiate basketball team at Snow College. Course is not repeatable for credit.

Prerequisites: **Instructor**

**PE 1893 Intercollegiate Basketball - Men**  
**Semester Taught Spring, Fall (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for first year members of the Men's intercollegiate basketball team at Snow College. Course is not repeatable for credit.

Prerequisites: **Instructor**

**PE 1894 Intercollegiate Volleyball - Women**  
**Semester Taught Fall (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for first year members of the Women's intercollegiate volleyball team at Snow College. Course is not repeatable for credit.

Prerequisites: **Instructor**

**PE 1895 Intercollegiate Football - Men**  
**Semester Taught Fall (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for first year members of the Men's intercollegiate football team at Snow College. Course is not repeatable for credit.

Prerequisites: **Instructor**

**PE 2010 Introduction to Physical Education**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: N/A**

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 2030 Organization Intramural Sports**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

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 2045 Softball Officiating**  
**Semester Taught Fall 1st Block (1:1:1)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **None**

**Corequisites: None**

**PE 2050 Basketball Officiating**  
**Semester Taught Spring 1st Block (1:1:1)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **None**

**Corequisites: None**

**PE 2055 Football Officiating**  
**Semester Taught Fall (1:1:1)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **None**

**Corequisites: None**

**PE 2060 Volleyball Officiating**  
**Semester Taught Spring 2nd Block (1:1:1)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **none**

**Corequisites: none**

**PE 2191 Softball Conditioning**  
**Semester Taught Fall (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for second year members of the Womens intercollegiate softball team at Snow College. It is not repeatable for credit.

**PE 2192 Women Basketball Sports Condition**  
**Semester Taught Fall (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for second year members of the Womens intercollegiate basketball team at Snow College. It is not repeatable for credit.

**PE 2193 Men**  
**Semester Taught Spring, Fall (1:0:0)**  
**General Ed Requirement: N/A**

This course is for second year members of the Men's intercollegiate basketball team at Snow College. Course is not repeatable for credit.  
Prerequisites: **Instructor**

**PE 2194 Volleyball Sports Conditioning**  
**Semester Taught Spring (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for second year members of the Womens intercollegiate volleyball team at Snow College. It is not repeatable for credit.

**PE 2195 Football Sports Conditioning**  
**Semester Taught Spring (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for second year members of the Mens intercollegiate football team at Snow College. It is not repeatable for credit.

**PE 2222 Playground Education and Recreation**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

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 Intercollegiate Volleyball Women**  
**Semester Taught Fall (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for members of the Womens intercollegiate volleyball team at Snow College. Repeatable for credit.  
Prerequisites: **Instructor**

**PE 2436 Intercollegiate Softball Women**  
**Semester Taught Spring, Fall (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for members of the Women's intercollegiate softball team at Snow College. Repeatable for credit.  
Prerequisites: **Instructor**

**PE 2466 Intercollegiate Basketball - Woman**  
**Semester Taught Spring, Fall (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for members of the Women's intercollegiate basketball team at Snow College. Repeatable for credit.  
Prerequisites: **Instructor**

**PE 2600 Introduction to Sports Medicine**  
**Semester Taught Spring, Fall (3:2:1)**  
**General Ed Requirement: N/A**

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 Cheerleading**  
**Semester Taught Spring, Fall (1:0:10)**  
**General Ed Requirement: N/A**

This is an intercollegiate varsity athletic team. Open-entry, open-exit with permission of instructor. Repeatable for credit.

**PE 2850 Special Topics**  
**Semester Taught Spring, Fall (TBA:TBA:TBA)**  
**General Ed Requirement: N/A**

This course is designed to address a special topic associated with the discipline that may not be included as a part of the normal curriculum. Topics may be extensions of current field of study or it may include possible future additions to the departmental curriculum.

**PE 2891 Intercollegiate Softball - Women**  
**Semester Taught Spring (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for second year members of the Women's intercollegiate softball team at Snow College. Course is not repeatable for credit.  
Prerequisites: **Instructor**

**PE 2892 Intercollegiate Basketball - Women**  
**Semester Taught Spring (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for second year members of the Women's intercollegiate basketball team at Snow College. Course is not repeatable for credit.  
Prerequisites: **Instructor**

**PE 2893 Intercollegiate Basketball - Men**  
**Semester Taught Spring, Fall (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for second year members of the Men's intercollegiate basketball team at Snow College. Course is not repeatable for credit.  
Prerequisites: **Instructor**

**PE 2894 Intercollegiate Volleyball - Women**  
**Semester Taught Fall (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for second year members of the Women's intercollegiate volleyball team at Snow College. Course is not repeatable for credit.  
Prerequisites: **Instructor**

**PE 2895 Intercollegiate Football - Men**  
**Semester Taught Fall (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for second year members of the Men's intercollegiate football team at Snow College. Course is not repeatable for credit.  
Prerequisites: **Instructor**

**PE 2936 Intercollegiate Basketball - Men**  
**Semester Taught Spring, Fall (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for members of the Mens intercollegiate basketball team at Snow College. Repeatable for credit.  
Prerequisites: **Instructor**

**PE 2956 Intercollegiate Football**  
**Semester Taught Fall (1:0:10)**  
**General Ed Requirement: N/A**

This Course is for members of the Mens football team at Snow College. Repeatable for credit.  
Prerequisites: **Instructor**

**PHAR 1010 Introduction to Pharmacy Practice**  
**Semester Taught (2:2:0)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **N/A**  
Corequisites: **N/A**

**PHAR 1020 Pharmacy Practice**  
**Semester Taught (3:2:2)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **PHAR 1010**  
Corequisites: **N/A**

**PHAR 1100 State and Federal Pharmacy Laws**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: N/A**

This course presents and thoroughly reviews federal and state pharmacy laws and regulations.  
Prerequisites: **N/A**  
Corequisites: **N/A**

**PHAR 1210 Pharmacology for Pharmacy Technicians I**  
**Semester Taught (4:4:0)**  
**General Ed Requirement: N/A**

This course discusses the nature of drugs, drug absorption, and patient variables that affect drug therapy. Drug classification and nomenclature are also discussed.  
Prerequisites: **N/A**  
Corequisites: **N/A**

**PHAR 1220 Pharmacology for Pharmacy Technicians II**  
**Semester Taught (4:4:0)**  
**General Ed Requirement: N/A**

This course discusses the nature of drugs, drug absorption, and patient variables that affect drug therapy. This course follows PHAR1210. It enhances understanding of the following areas: respiratory drugs, gastrointestinal drugs, urinary system drugs, cardiovascular drugs, muscle relaxants, and non-narcotic analgesic agents, hormones, topicals, ophthalmics, otics, recontaminant drugs and chemotherapy, vitamins, nutritional supplements, herbs, and antidotes.  
Prerequisites: **PHAR 1210**  
Corequisites: **N/A**

**PHAR 1960 Pharmacy Clinical Practicum**  
**Semester Taught (4:0:12)**  
**General Ed Requirement: N/A**

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**  
Corequisites: **N/A**

**PHIL 1000 Introduction to Philosophy**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Humanities**

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 Ethics and Values**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Humanities**

The course helps the student explore personal morality by understanding ethical theories and their application to contemporary ethical issues. **Prerequisites: English 1010**

**PHIL 2600 World Religion and Scripture**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: Humanities**

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.

**PHSC 1000 Interdisciplinary Physical Science**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Physical Science**

This course is designed to give non-majors a glimpse at physics, chemistry, geology, meteorology, and astronomy, and how they relate to the world around them. It does this by using a conceptual approach to and demonstrations of the most significant and universal laws and models describing the physical world. The course also shows how the different disciplines in the physical sciences overlap and contribute to each other.

**Prerequisites: MATH 1010 or equivalent**

**PHSC 1005 Interdisciplinary Physical Science laboratory**  
**Semester Taught (1:0:2)**  
**General Ed Requirement: Physical Science Lab**

This laboratory class is designed to enhance the learning in the interdisciplinary physical science course (PHSC 1000). It provides hands on experiments in the physical sciences with emphasis in physics, chemistry, earth science, and space.

**Corequisites: PHSC 1000**

**PHSC 1440 Cosmos**  
**Semester Taught (2:2:0)**  
**General Ed Requirement: Physical Science**

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 2100 Honors Physical Science**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: Physical Science**

PHSC 2100 is a study of how modern physical science has evolved, including content from fields such as physics, astronomy, geology, and chemistry. The course looks at science from an historical perspective; science as a process is emphasized over science as a body of facts. This class is taught in an interdisciplinary seminar format with class discussions, presentations, and term papers. It is recommended that you enroll in PHSC 2105 concurrently.

**Prerequisites: Math 0900 (or equivalent) with a C or**

**better, ACT math score 23 or higher (or equivalent), or appropriate placement test score.**

**PHSC 2105 Honors Physical Science Laboratory**  
**Semester Taught Fall (1:0:2)**  
**General Ed Requirement: Physical Science Lab**

This course counts as a physical science lab credit for students enrolled in the physical science classes in the Honors Program: PHYS 2100 and GEO 2100. Students will do elementary experiments in physics, geology, and astronomy.

**Corequisites: GEO 2100, PHYS 2100**

**PHYS 1000 Conceptual Physics**  
**Semester Taught (2:2:0)**  
**General Ed Requirement: Physical Science**

PHYS 1000 is a survey of the basic concepts of classical and modern physics as they apply to phenomena observed in everyday life. Topics include mechanics, gravitation, thermodynamics, waves, sound, light, and electricity and magnetism. Emphasis is on the concepts, with a minimum of mathematics.

**PHYS 1010 Elementary Physics**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Physical Science**

PHYS 1010 is a general one semester physics course with a laboratory. This course is designed for nonscience 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**  
**Corequisites: Elementary Physics Laboratory (PHYS 1015)**

**PHYS 1015 Elementary Physics Laboratory**  
**Semester Taught Spring, Fall (1:0:2)**  
**General Ed Requirement: N/A**

PHYS 1015 is a laboratory course to accompany PHYS 1010. Students will learn techniques of measurement and data analysis. Principles from the lecture course will be demonstrated and tested. **Prerequisites: N/A**  
**Corequisites: Elementary Physics (PHYS 1010)**

**PHYS 1060 Astronomy: Stars and Galaxies**  
**Semester Taught Fall (3:4:0)**  
**General Ed Requirement: Physical Science**

This is 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 Introduction to Meteorology**  
**Semester Taught Fall (2:2:0)**  
**General Ed Requirement: Physical Science**

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**  
**Corequisites: None**

**PHYS 2010 College Physics I**  
**Semester Taught Fall (4:4:0)**  
**General Ed Requirement: N/A**

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.  
**Corequisites: PHYS 2015**

**PHYS 2015 College Physics I Lab**  
**Semester Taught Fall (1:0:2)**  
**General Ed Requirement: N/A**

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: College Algebra and Trigonometry**  
**Corequisites: PHYS 2010**

**PHYS 2020 College Physics II**  
**Semester Taught Spring (4:4:0)**  
**General Ed Requirement: N/A**

PHSX 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, an introduction to electricity, magnetism, circuits, optics, and relativity. Concurrent registration for the laboratory course PHYS 2025 is required. **Prerequisites: PHYS 2010**  
**Corequisites: PHYS 2025**

**PHYS 2025 College Physics II Lab**  
**Semester Taught Spring (1:0:2)**  
**General Ed Requirement: N/A**

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.  
**Corequisites: PHYS 2020**

**PHYS 2210 Physics for Scientists and Engineers I**  
**Semester Taught (4:4:0)**  
**General Ed Requirement: N/A**

PHSX 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 1210**  
**Corequisites: PHYS 221L**

**PHYS 2215 Physics for Scientists and Engineers I Laboratory**  
**Semester Taught (1:0:3)**  
**General Ed Requirement: N/A**

PHSX 221L is the laboratory experience to accompany PHSX 2210. Students will learn techniques of measurement and data analysis and to communicate scientific results effectively in writing. Principles from the lecture section will be illustrated. **Corequisites: PHYS 2210**

**PHYS 2220 Physics for Scientists and Engineers II**  
**Semester Taught (4:4:0)**  
**General Ed Requirement: N/A**

PHSX 2220 is the second 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 electricity, magnetism, circuits, optics, and relativity. The methods of calculus are applied to develop theories and to solve problems. **Prerequisites: PHSX 2210**  
**Corequisites: PHSX 222L**

**PHYS 2225 Physics for Scientists and Engineers II Laboratory**  
**Semester Taught Spring (1:0:3)**  
**General Ed Requirement: N/A**

PHSX 222L is the laboratory experience to accompany PHSX 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. **Corequisites: PHYS 2220**

**PHYS 2710 Introductory Modern Physics**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

This course is an introduction to modern, or 20th century physics. PHYS 2710 is required for Physics majors, recommended for Chemistry majors and some engineering majors. Topics covered include relativity, quantum mechanics, atomic and nuclear physics, solid state physics, and cosmology.

Prerequisites: **PHYS 2220 (or concurrently) and MATH 2210 (or concurrently)**

**PHYS 2901 Sophomore Capstone**  
**Semester Taught Spring, Fall (.5:1:0)**  
**General Ed Requirement: N/A**

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**

**POLS 1000 American Heritage**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: American Institutions**

This course introduces students to the political, historical, and economic foundations of the United States Constitution. Through examining and critically analyzing primary sources, students will develop a deeper understanding of the varied ideas and forces that founded, reinforces, and challenges our current constitutional system. This process will enable students to engage in all levels of politics as more informed and deliberate actors.

Prerequisites: **None**  
Corequisites: **None**

**POLS 1100 American National Government**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: American Institutions**

This course is an introduction to the structure, function, and political dynamics of the major institutions within the American governmental system. **Prerequisites: N/A**  
**Corequisites: N/A**

**POLS 2100 Introduction to International Relations**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

Students will examine the international political system; analyze the cause of conflict and the various approaches to peace through a study of balance of power theories, disarmament, diplomacy, and international organizations. Also, students will examine economic forms of power, political economy, environmental concerns, and humanitarian issues within an international framework.

**POLS 2200 Introduction to Comparative Politics**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

This course will expose students to various concepts and theories of comparative politics through the examination of the cultures, structures, institutions, processes and historical contexts in which they occur. Emphasis will be placed on cultural, religious, and ethnic practices and perspectives which shape contemporary society and political institutions. Students will explore the difference between industrialized democracies, current and former communist regimes, and less developed nations by analyzing politics in various case studies such as the United Kingdom, China, France, South Africa and Iran.

**POLS 2300 Introduction to Political Theory**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: N/A**

This is an introductory level survey course in political thought. It will examine the ideas behind, and the political implications of, various political ideologies. Emphasis will be placed on the writings from authors identifying with these ideologies.

**POLS 2400 Special Topics in Political Science**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: N/A**

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.  
Prerequisites: **None**  
Corequisites: **None**

**PSY 1010 General Psychology**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Social and Behavioral Science**

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. **Prerequisites: N/A**  
**Corequisites: N/A**

**PSY 1100 Developmental Psychology**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Social and Behavioral Science**

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 PSY1010)**

**PSY 1234 Psychology in Popular Media**  
**Semester Taught (2:2:0)**  
**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**PSY 1400 Analysis of Behavior**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: Science Inquiry**

In this course, students learn about the fundamental principles of learning and behavior. The course reviews topics such as classical and operant conditioning and their ability to change human and animal behavior. In conjunction to the lecture section of the course, there is a lab section. Students will spend time training a virtual rat using the principles they study. The course is required for psychology majors and minors.

Prerequisites: **PSY 1010**

Corequisites: **PSY 1410**

**PSY 1405 Analysis of Behavior Lab**  
**Semester Taught Spring (1:0:2)**  
**General Ed Requirement: Science Inquiry**

In this lab, students apply the fundamental principles of learning and behavior as learned in the lecture section. The lab applies topics such as classical and operant conditioning and their ability to change human and animal behavior. Students will spend time training a virtual rat using the principles they study. The course is required for psychology majors and minors.

Prerequisites: **PSY 1010**

Corequisites: **PSY 1400**

**PSY 2010 Psychology as a Science and Career**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

This course is designed for students who are considering or have declared themselves psychology majors. The course centers around developing the skills and knowledge base necessary to be a successful psychology major at any higher education institution. Students enrolled in the course will gain better understanding of concepts ranging from psychology writing in APA format, methods of finding and understanding classic or current psychology research, research design, basic statistics, and career options in psychology.

Prerequisites: **PSY 1010**

Corequisites: **PSY 1010**

**PSY 2300 Introduction to Social Psychology**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: N/A**

This course is a survey of the effects of social influences on the basic psychological processes of 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**

Corequisites: N/A

**PSY 2720 Psychology Research & Internship**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

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: **Psychology 1010 AND any other Psychology course**

**PSYC 2400 Experimental Analysis of Behavior**  
**Semester Taught Spring (3:3:0)**  
**General Ed Requirement: N/A**

This course is concerned with psychological methodology and its application to the fields of learning, conformity, social interaction, attitudes, conflict, and self perception. A self development project is also pursued and analyzed. A field trip is required.

Prerequisites: **PSYC 1010**

Corequisites: N/A

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**SOC 1010 Principles of Sociology**  
**Semester Taught Spring, Fall (0:3:0)**  
**General Ed Requirement: Social and Behavioral Science**

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. Prerequisites: N/A

Corequisites: N/A

**SOC 1020 Modern Social Problems**  
**Semester Taught Spring, Fall (0:3:0)**



**General Ed Requirement: Social and Behavioral Science**

This course presents an introduction to current social problems, including population, crime, prejudice, family disintegration, dependency, and religious conflict.

Variable credit may be earned.**Prerequisites: N/A**

**Corequisites: N/A**

**SPAN 1010 Elementary Spanish I**

**Semester Taught Spring, Fall (5:5:0)**

**General Ed Requirement: N/A**

This course provides an introduction to the Spanish language and the cultures of Spanish-speaking peoples. It is designed for students with no previous Spanish study.

During the course, students develop basic oral and listening communication skills by participating in activities that require them to use Spanish in a variety of situations. As a result of developing these skills, they also acquire the ability to read and write Spanish at a basic level. 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 and basic conversation practice in Spanish.

**Prerequisites: None**

**Corequisites: None**

**SPAN 1020 Elementary Spanish II**

**Semester Taught Spring, Fall (5:5:0)**

**General Ed Requirement: Foreign Language**

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 Intermediate Spanish I**

**Semester Taught Fall (4:5:0)**

**General Ed Requirement: Foreign Language**

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 Intermediate Spanish II**

**Semester Taught Spring (4:5:0)**

**General Ed Requirement: Foreign Language**

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 2010 or equivalent**

**SPAN 2950 Undergraduate Tutoring**

**Semester Taught Spring, Fall (1:0:3)**

**General Ed Requirement: N/A**

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 Introduction to Special Education**

**Semester Taught Spring, Fall (3:3:0)**

**General Ed Requirement: N/A**

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 Investigations in Diversity****Semester Taught (1:1:0)****General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A****SW 1010 Social Work as a Profession****Semester Taught Spring, Fall (3:3:0)****General Ed Requirement: N/A**

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.

Prerequisites: None

**Corequisites: None****SW 2100 Human Behavior and the Social Environment****Semester Taught Spring (3:3:0)****General Ed Requirement: N/A**

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)

**Corequisites: N/A****SW 2300 Social Welfare as an Institution****Semester Taught Spring, Fall (3:3:)****General Ed Requirement: N/A**

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.

Prerequisites: None

**Corequisites: None****SW/EDUC 2400 Diverse Populations****Semester Taught Spring, Fall (3:3:0)****General Ed Requirement: N/A**

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.

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**TESL 1000 International Student Orientation****Semester Taught Spring, Summer, Fall, Fall 1st Block, Fall 2nd Block, Spring 1st Block, Spring 2nd Block****(1:2:0)****General Ed Requirement: N/A**

This course will provide international students with the knowledge, attitudes, skills, and awareness to adapt to college life at Snow College. The course is designed with multiple sections which will help orient students to college life and American culture. These learning sections will address the following issues: adjusting to American college culture, campus services, and US immigration law as it pertains to International students studying in the US. This course may be repeated for credit. (This course is cross-listed with ESL 1000.)

**Prerequisites: Students must have a current Foreign Student Visa to attend this course.****TESL 1051 International Partners****Semester Taught Fall 1st Block (1:1:0)****General Ed Requirement: N/A**

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.

Prerequisites: N/A

**Corequisites: N/A****TESL 1052 International Partners****Semester Taught Fall 2nd Block (1:1:0)****General Ed Requirement: N/A**

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: N/A

**Corequisites: N/A****TESL 1053 International Partners****Semester Taught Spring 1st Block (1:1:0)****General Ed Requirement: N/A**

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: N/A

Corequisites: N/A

**TESL 1054 International Partners**

**Semester Taught Spring 2nd Block (1:1:0)**

**General Ed Requirement: N/A**

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: N/A

Corequisites: N/A

**TESL 1151 Community Outreach**

**Semester Taught Fall 1st Block (1:1:0)**

**General Ed Requirement: N/A**

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: N/A

Corequisites: N/A

**TESL 1152 Community Outreach**

**Semester Taught Fall 2nd Block (1:1:0)**

**General Ed Requirement: N/A**

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: N/A

Corequisites: N/A

**TESL 1153 Community Outreach**

**Semester Taught Spring 1st Block (1:1:0)**

**General Ed Requirement: N/A**

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: N/A

Corequisites: N/A

**TESL 1154 Community Outreach**

**Semester Taught Spring 2nd Block (1:1:0)**

**General Ed Requirement: N/A**

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: N/A

Corequisites: N/A

**TESL 1400 Methods in Teaching Second and Foreign Languages**

**Semester Taught Spring, Fall (4:4:0)**

**General Ed Requirement: N/A**

This is an introductory course in techniques of language teaching. It begins with a brief historical survey of language teaching and continues with a discussion of the current trends in the field. Students study language acquisition theory as it relates to classroom practice and learn to use technology appropriately in classroom settings. Preparation and presentation of lesson plans is a major focus of this course.

Prerequisites: N/A

Corequisites: N/A

**TESL 1600 Language Learning Strategies**

**Semester Taught Fall 2nd Block, Spring 2nd Block (1:2:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**TESL 1997 First Year Practicum in Teaching English as a Second Language**

**Semester Taught Fall (1-6:0:0)**

**General Ed Requirement: N/A**

This course is offered through Cooperative Education. Students in the TESL program are required to work in language instruction in order to earn credit. Students may tutor, work as conversation partners, or work as an assistant with the course instructor. Students make goals, follow a plan to achieve the goals, keep a journal, and write a final report.

Prerequisites: **Concurrent enrollment in TESL 1400 or completion of TESL 1400**

Corequisites: **Concurrent enrollment in TESL 1400 or completion of TESL 1400**

**TESL 1998 First Year Practicum in Teaching English as a Second Language**

**Semester Taught Spring (1-6:0:0)**

**General Ed Requirement: N/A**

This course is offered through Cooperative Education. Students in the TESL program are required to work in language instruction in order to earn credit. Students may tutor, work as conversation partners, or work as an assistant with the course instructor. Students make goals, follow a plan to achieve the goals, keep a journal, and

write a final report.

**Prerequisites:** Concurrent enrollment in TESL 1400 or completion of TESL 1400

**Corequisites:** Concurrent enrollment in TESL 1400 or completion of TESL 1400

**TESL 1999 First Year Practicum in Teaching English as a Second Language**

**Semester Taught Summer (1-6:0:0)**

**General Ed Requirement:** N/A

This course is offered through Cooperative Education. Students in the TESL program are required to work in language instruction in order to earn credit. Students may tutor, work as conversation partners, or work as an assistant with the course instructor. Students make goals, follow a plan to achieve the goals, keep a journal, and write a final report.

**Prerequisites:** Concurrent enrollment in TESL 1400 or completion of TESL 1400

**Corequisites:** Concurrent enrollment in TESL 1400 or completion of TESL 1400

**TESL 2051 International Partners**

**Semester Taught Fall 1st Block (1:1:0)**

**General Ed Requirement:** N/A

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

**Corequisites:** N/A

**TESL 2052 International Partners**

**Semester Taught Fall 2nd Block (1:1:0)**

**General Ed Requirement:** N/A

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

**Corequisites:** N/A

**TESL 2053 International Partners**

**Semester Taught Spring 1st Block (1:1:0)**

**General Ed Requirement:** N/A

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

**Corequisites:** N/A

**TESL 2054 International Partners**

**Semester Taught Spring 2nd Block (1:1:0)**

**General Ed Requirement:** N/A

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

**Corequisites:** N/A

**TESL 2151 Community Outreach**

**Semester Taught Fall 1st Block (1:1:0)**

**General Ed Requirement:** N/A

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

**Corequisites:** N/A

**TESL 2152 Community Outreach**

**Semester Taught Fall 2nd Block (1:1:0)**

**General Ed Requirement:** N/A

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

**Corequisites:** N/A

**TESL 2153 Community Outreach**

**Semester Taught Spring 1st Block (1:1:0)**

**General Ed Requirement:** N/A

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

**Corequisites:** N/A

**TESL 2154 Community Outreach**

**Semester Taught Spring 2nd Block (1:1:0)**

**General Ed Requirement:** N/A

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

**Corequisites:** N/A

**TESL 2300 Testing and Evaluation****Semester Taught Spring (1:1:0)****General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**TESL 2650 Language in Society****Semester Taught Spring, Fall (3:3:0)****General Ed Requirement: Humanities**

We are all intimately familiar with at least one language: our own. Few native speakers, however, stop to consider what they know about their own language and how their language shapes daily life. This course will provide students with a basic introduction to language and the relationship of language to society. Examples will be taken from a wide variety of languages and cultures. This course is cross-listed with ENGL 2650.

Prerequisites: N/A

Corequisites: N/A

**TESL 2660 Introduction to Language Systems****Semester Taught Spring (3:3:0)****General Ed Requirement: Humanities**

A general introduction to the theory of language, this course will focus on language systems, including how they exist in linguistic communities, with particular attention to phonology, morphology, syntax and semantics. Examples of general linguistic principles will be drawn from English as well as other languages. Cross-listed as ENGL 2660.

Prerequisites: N/A

Corequisites: N/A

**TESL 2700 Job Search Resources****Semester Taught Spring (1:1:0)****General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

**TESL 2800 Special Projects****Semester Taught Spring, Summer, Fall (variable:0:0)****General Ed Requirement: N/A**

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.

Prerequisites: None

Corequisites: None

**TESL 2997 Second Year Practicum in Teaching****English as a Second Language****Semester Taught Fall (1-3:0:0)****General Ed Requirement: N/A**

This course is offered through Cooperative Education. Students in their second year of the TESL program are required to work in language instruction in order to earn credit. Students may tutor, work as conversation partners, or work as an assistant with the course instructor.

Students make goals, follow a plan to achieve the goals, keep a journal, and write a final report.

Prerequisites: **Completion of TESL 1400****TESL 2998 Second Year Practicum in Teaching****English as a Second Language****Semester Taught Spring (1-3:0:0)****General Ed Requirement: N/A**

This course is offered through Cooperative Education. Students in their second year of the TESL program are required to work in language instruction in order to earn credit. Students may tutor, work as conversation partners, or work as an assistant with the course instructor.

Students make goals, follow a plan to achieve the goals, keep a journal, and write a final report.

Prerequisites: **Completion of TESL 1400****TESL 2999 Second Year Practicum in Teaching****English as a Second Language****Semester Taught Summer (1-3:0:0)****General Ed Requirement: N/A**

This course is offered through Cooperative Education. Students in their second year of the TESL program are required to work in language instruction in order to earn credit. Students may tutor, work as conversation partners, or work as an assistant with the course instructor.

Students make goals, follow a plan to achieve the goals, keep a journal, and write a final report.

Prerequisites: **Completion of TESL 1400****THEA 1001 Summer Theatre Workshop****Semester Taught Summer (1-3:1-3:1-3)****General Ed Requirement: N/A**

This class is designed for visiting summer school students to help them improve their individual skills, technique, and performance abilities. 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**

**THEA 1013 Survey of Theatre**  
**Semester Taught Spring, Summer, Fall (3:3:0)**  
**General Ed Requirement: Fine Arts**

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. Prerequisites: **None**  
**Corequisites: None**

**THEA 1023 Introduction to Film**  
**Semester Taught (3:3:0)**  
**General Ed Requirement: Fine Arts**

An introduction to the elements of film, this course is designed to develop an appreciation and understanding of film as an art form. The class explores film criticism, film history, and film making techniques through discussion and examination of historical and contemporary film. Prerequisites: **None**  
**Corequisites: None**

**THEA 1031 Theatre History and Literature: Classical**  
**Semester Taught Fall (3:3:0)**  
**General Ed Requirement: Fine Arts**

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. Prerequisites: **None**  
**Corequisites: None**

**THEA 1032 Theatre History and Literature: Modern**  
**Semester Taught Spring (3:3:3)**  
**General Ed Requirement: Fine Arts**

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. Prerequisites: **None**  
**Corequisites: None**

**THEA 1033 Acting I**  
**Semester Taught Fall (3:3:3)**  
**General Ed Requirement: Fine Arts**

This course is an introduction to terminology, improvisation, script analysis and interpretation, body movement, vocal production, acting techniques, and ensemble acting. Prerequisites: **none**  
**Corequisites: none**

**THEA 1080 Theatre Improv Performance Team**  
**Semester Taught Spring, Fall (2:0:4)**  
**General Ed Requirement: N/A**

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 1113 Voice and Diction**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: N/A**

This course is a multi-faceted approach to healthy vocal production, diction and dialect. It provides students with both the theory and practice of excellent speech function and expressive communication. Theory and practice in developing command of oral techniques for stage include breath support, resonance, free vocal release, and articulation. Prerequisites: **None**  
**Corequisites: None**

**THEA 1223 Stage Makeup**  
**Semester Taught Spring, Fall (2:0:4)**  
**General Ed Requirement: N/A**

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. Prerequisites: **none**  
**Corequisites: none**

**THEA 1513 Stagecraft**  
**Semester Taught Spring, Fall (3:2.5:1.5)**  
**General Ed Requirement: Fine Arts**

This course is an introduction to technical theater 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 theater. Prerequisites: **None**  
**Corequisites: None**

**THEA 1901 Performing Arts Career Exploratory**  
**Semester Taught (1:1:0)**  
**General Ed Requirement: N/A**

This course provides students the opportunity to explore careers in theater. 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 theater elective credit to 4-year schools.

**THEA 2033 Acting II**  
**Semester Taught Spring (3:3:6)**  
**General Ed Requirement: N/A**

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**  
**Corequisites: THEA 1033 or instructor**

**THEA 2080 Theatre Improvisation**  
**Semester Taught Spring, Fall (3:3:0)**  
**General Ed Requirement: Oral Communications**

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.

Prerequisites: **None**  
**Corequisites: None**

**THEA 2130 Play Production**  
**Semester Taught (3.0:3.0:0)**  
**General Ed Requirement: N/A**

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 Directing**  
**Semester Taught Spring (3:3:6)**  
**General Ed Requirement: N/A**

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**

**THEA 2203 Costume Construction**  
**Semester Taught Spring (3:2:2)**  
**General Ed Requirement: N/A**

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.

Prerequisites: **none**  
**Corequisites: none**

**THEA 2210 Basic Scenic Design**  
**Semester Taught Fall (3:2:1)**  
**General Ed Requirement: N/A**

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.

**Corequisites: None**

**THEA 2233 Acting for the Camera**  
**Semester Taught Spring, Fall (3:3:1)**  
**General Ed Requirement: N/A**

This course is intended to introduce students to the fundamental skills needed to act in film and for the camera and to provide an opportunity for practical experience. It is designed to familiarize the student with techniques of acting--- concentrating on understanding and mastering skills associated with acting for the camera.

**THEA 2290 Special Topics in Theatre**  
**Semester Taught (1-3:1-3:0)**  
**General Ed Requirement: N/A**

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 2443 Acting for Musical Theatre**  
**Semester Taught Spring, Fall (3:3:1)**  
**General Ed Requirement: N/A**

This course offers students and opportunity to develop skills in merging three separate art forms into one (acting, singing and dancing). It provides opportunity for students to learn to communicate through musical theatre.

Prerequisites: **None**  
**Corequisites: None**

**THEA 2510 Scene Painting**  
**Semester Taught Spring, Fall (3:2:3)**  
**General Ed Requirement: N/A**

This course provides a practical examination of 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. This course is repeatable for credit.

**THEA 2540 Lighting Design**  
**Semester Taught Fall (3:2:2)**  
**General Ed Requirement: N/A**

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.

Prerequisites: None

Corequisites: None

**THEA 2601 Performance Practicum I**  
**Semester Taught Spring, Fall (1-2:1-2:1-2)**  
**General Ed Requirement: N/A**

This course allows application of acting skills through supervised play rehearsals and performances. This course is repeatable for credit.

Prerequisites: **Instructor**

Corequisites: **Consent of Instructor**

**THEA 2602 Performance Practicum II**  
**Semester Taught Spring, Fall (1-2:1-2:1-2)**  
**General Ed Requirement: N/A**

This course allows application of acting skills through supervised play rehearsals and performances. This course is repeatable for credit.

Prerequisites: **Instructor**

Corequisites: **Consent of Instructor**

**THEA 2603 Performance Practicum III**  
**Semester Taught Spring, Fall (1-2:1-2:1-2)**  
**General Ed Requirement: N/A**

This course allows application of acting skills through supervised play rehearsals and performances. This course is repeatable for credit.

Prerequisites: **Instructor**

Corequisites: **Consent of Instructor**

**THEA 2604 Performance Practicum IV**  
**Semester Taught Spring, Fall (1-2:1-2:1-2)**  
**General Ed Requirement: N/A**

This course allows application of acting skills through supervised play rehearsals and performances. This course is repeatable for credit.

Prerequisites: **Instructor**

Corequisites: **Consent of Instructor**

**THEA 2605 Performance Practicum V**  
**Semester Taught Spring, Fall (1-2:1-2:1-2)**  
**General Ed Requirement: N/A**

This course allows application of acting skills through supervised play rehearsals and performances.

This course is repeatable for credit.

Prerequisites: **Instructor**

Corequisites: **Consent of Instructor**

**THEA 2606 Performance Practicum VI**  
**Semester Taught Spring, Fall (1-2:1-2:1-2)**  
**General Ed Requirement: N/A**

This course allows application of acting skills through supervised play rehearsals and performances. This course is repeatable for credit.

Prerequisites: **Instructor**

Corequisites: **Consent of Instructor**

**THEA 2611 Production Practicum I**  
**Semester Taught Spring, Fall (1-2:1-2:1-2)**  
**General Ed Requirement: N/A**

This course is a practical application of basic theatre production skills through supervised play rehearsals and technical crew support experiences. Repeatable for credit.

**THEA 2612 Production Practicum II**  
**Semester Taught Spring, Fall (1-2:1-2:1-2)**  
**General Ed Requirement: N/A**

This course is a practical application of basic theatre production skills through supervised play rehearsals and technical crew support experiences. Repeatable for credit.

**THEA 2613 Production Practicum III**  
**Semester Taught Spring, Fall (1-2:1-2:1-2)**  
**General Ed Requirement: N/A**

This course is a practical application of basic theatre production skills through supervised play rehearsals and technical crew support experiences. Repeatable for credit.

**THEA 2614 Production Practicum IV**  
**Semester Taught Spring, Fall (1-2:1-2:1-2)**  
**General Ed Requirement: N/A**

This course is a practical application of basic theatre production skills through supervised play rehearsals and technical crew support experiences. Repeatable for credit.

**THEA 2615 Production Practicum V**  
**Semester Taught Spring, Fall (1-2:1-2:1-2)**  
**General Ed Requirement: N/A**

This course is a practical application of basic theatre production skills through supervised play rehearsals and technical crew support experiences. Repeatable for credit.

**THEA 2616 Production Practicum VI**  
**Semester Taught Spring, Fall (1-2:1-2:1-2)**  
**General Ed Requirement: N/A**

This course is a practical application of basic theater production skills through supervised play rehearsals and technical crew support experiences. Repeatable for credit.

**THEA 2901 Theatre Capstone**  
**Semester Taught (2:2:1)**  
**General Ed Requirement: N/A**

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**



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### **WELD 1000 Welding Fundamentals**

**Semester Taught (2:1:3)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

### **WELD 1007 Principles of Technology I**

**Semester Taught (2:1:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

### **WELD 1008 Principles of Technology II**

**Semester Taught (2:1:2)**

**General Ed Requirement: N/A**

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

Corequisites: N/A

### **WELD 1010 Oxy-acetylene Welding and Cutting Processes**

**Semester Taught (4:2:6)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

### **WELD 1020 Shielded Metal Arc Welding**

**Semester Taught (4:2:6)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

### **WELD 1030 Related Oxy-acetylene and Arc Welding**

**Semester Taught (3:1:6)**

**General Ed Requirement: N/A**

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 welding, 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.

Prerequisites: N/A

Corequisites: N/A

### **WELD 1050 Welding Skills Lab**

**Semester Taught (0:0:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: N/A

Corequisites: N/A

### **WELD 1260 Electrical Fundamentals**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

This course presents the theories and principles of basic electricity, electrical safety, and working precautions as used by welders.

Prerequisites: N/A

Corequisites: N/A

### **WELD 1300 Advanced Arc Welding**

**Semester Taught (8:3:15)**

**General Ed Requirement: N/A**

This course will cover preventive maintenance for welding equipment, proper service, and troubleshooting of portable engine driven welders and electric powered welding machines. Welding practice is continued with emphasis on multiple pass welding, V groove welding,

and pipe welding. Qualification tests must be completed for flat, horizontal, vertical, and overhead positions to complete the course.

Prerequisites: **WELD 1020**

Corequisites: **WELD 1310**

### **WELD 1303 Advanced Arc Welding A**

**Semester Taught (4:2:6)**

**General Ed Requirement: N/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**

Corequisites: **None**

### **WELD 1305 Advanced Arc Welding B**

**Semester Taught (4:2:6)**

**General Ed Requirement: N/A**

This course will cover preventive maintenance for welding equipment, proper service, and troubleshooting of portable engine driven welders and electric powered welding machines. Welding practice is continued with emphasis on pipe welding.

Prerequisites: **WELD 1303**

Corequisites: **None**

### **WELD 1310 Welding Inspection**

**Semester Taught (2:2:0)**

**General Ed Requirement: N/A**

This course is for welding technology majors. It presents skills and techniques to assist welders to better perform their duties. Procedure and qualification testing welds and welders are studied. The course covers inspection procedures and includes destructive and non-destructive testing for the various welding defects.

Prerequisites: **WELD 1020**

Corequisites: **WELD 1300**

### **WELD 1313 Welding Inspection A**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

This course is for welding technology majors. It presents skills and techniques to assist welders to better perform their duties. Qualification testing weld procedures are studied. The course includes inspection procedures and destructive testing for the various welding defects.

Prerequisites: **WELD 1020**

Corequisites: **WELD 1303**

### **WELD 1315 Welding Inspection B**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/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

non-destructive testing for the various welding defects.

Prerequisites: **WELD 1020, WELD 1313**

Corequisites: **WELD 1305**

### **WELD 1600 Welding Electrical and Electronics I**

**Semester Taught (3:3:2)**

**General Ed Requirement: N/A**

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.

Prerequisites: **N/A**

Corequisites: **N/A**

### **WELD 1715 Applied Technical Math**

**Semester Taught (3:3:0)**

**General Ed Requirement: N/A**

This course covers the principles of algebra and geometry as they apply to problem solving in the Business and Applied Technologies (BAT) division programs. It includes the quadratic equation, exponents and radicals, polynomials, constructions of geometric shapes, the circle concept, and applications of volume and shapes.

Prerequisites: **N/A**

Corequisites: **N/A**

### **WELD 1930 Leadership & Professional Development - Course 1**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: **N/A**

Corequisites: **N/A**

### **WELD 1999 Cooperative Education Experience**

**Semester Taught (1:0:2)**

**General Ed Requirement: N/A**

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.**

Corequisites: **N/A**

### **WELD 2009 Practical Welding**

**Semester Taught (2:1:3)**

**General Ed Requirement: N/A**

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**

**Corequisites: N/A**

### **WELD 2200 Semi-Automatic Welding Processes**

**Semester Taught (8:3:15)**

**General Ed Requirement: N/A**

A course designed for welding technology majors to cover theory and practical hands-on experience with semi-automatic wire-fed machines. Emphasis is on safety and maintenance of equipment, basic fundamentals of each process, mode of transfers associated with gas metal arc welding (GMAW) and flux core arc welding (FCAW) processes, and electrode selection, gas selection, proper regulator, and flow meter calibration. Joint design and equipment troubleshooting will also be discussed.

Prerequisites: **WELD 1300**

**Corequisites: N/A**

### **WELD 2210 Blueprints for Welders**

**Semester Taught (6:5:3)**

**General Ed Requirement: N/A**

This course studies basic print interpretation and visualization for industrial applications. It includes weld symbols and covers layout techniques from shop drawings to fabrication of sheet metal, plate, pipe, and structural shapes. Lab experience is included.

Prerequisites: **DRFT 1010 or instructor approval**

**Corequisites: N/A**

### **WELD 2320 Metallurgy**

**Semester Taught (4:4:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: **N/A**

**Corequisites: N/A**

### **WELD 2400 Industrial Joining Processes**

**Semester Taught (8:3:15)**

**General Ed Requirement: N/A**

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**

**Corequisites: N/A**

### **WELD 2600 Principles of Welder Certification**

**Semester Taught (0:0:0)**

**General Ed Requirement: N/A**

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 Special Projects**

**Semester Taught (1-2:0:3-6)**

**General Ed Requirement: N/A**

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.)

Prerequisites: **N/A**

**Corequisites: N/A**

### **WELD 2930 Leadership & Professional Development - Course 2**

**Semester Taught (1:1:0)**

**General Ed Requirement: N/A**

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.

Prerequisites: **N/A**

**Corequisites: N/A**



# SNOW COLLEGE

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Ephraim, Utah 84662

YOU CAN CHECK OUT THE ACADEMIC CATALOG ON OUR WEBSITE AT

[www.snow.edu/catalog](http://www.snow.edu/catalog)

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