

# Table of Contents

---

College Catalog .....	5
About IVCC .....	6
Academic Calendar .....	8
Accreditation .....	10
Admissions Tuition and Fees .....	11
Continuing Education .....	14
Cooperative Agreements .....	16
Course Numbering System .....	19
Degree and Transfer Requirements .....	20
Final Exam Schedule .....	22
General Education .....	23
Illinois Articulation Initiative .....	24
Our Mission .....	27
Personnel .....	28
Policies and Procedures .....	35
Student Services .....	36
Academic Course Information .....	37
Assessment Center .....	42
Bookstore .....	44
Career Services .....	46
Counseling and Orientation .....	47
Distance Learning .....	49
E2C .....	51
Early Childhood Center .....	52
Financial Aid .....	53
Parking .....	57
Partnerships - PCCCS .....	58
Project Success .....	60
Student Activities, Sports, and Organizations .....	61
Student Handbook .....	63
Campus Information .....	64
Course Information .....	65

Emergency .....	67
Substance Abuse Right To Know .....	69
Technology Information .....	71
<b>Transcripts .....</b>	<b>73</b>
<b>Course Descriptions .....</b>	<b>74</b>
Accounting .....	74
Adult Education .....	75
Agriculture .....	76
Allied Health .....	77
Anthropology .....	79
Art (see also Drawing) .....	80
Automotive .....	81
Biology .....	83
Business Law .....	84
Business .....	85
Chemistry .....	86
Computer Aided Drafting .....	87
Computer Numerical Control .....	88
Computer Technology .....	89
Constitution and Citizenship .....	92
Criminal Justice .....	93
Dental Assisting .....	94
Design .....	95
Drafting .....	96
Drawing (see also Art) .....	97
Early Childhood Education .....	98
Economics .....	100
Education .....	101
Electricity .....	102
Electronics .....	103
Emergency Medical Services .....	104
Engineering .....	107
English as a Second Language .....	108
English .....	109

<b>Film</b> .....	<b>111</b>
<b>Finance</b> .....	<b>112</b>
<b>Food Sanitation</b> .....	<b>113</b>
<b>Forensics</b> .....	<b>114</b>
<b>French</b> .....	<b>115</b>
<b>GED (General Education Development)</b> .....	<b>116</b>
<b>Gender Studies</b> .....	<b>117</b>
<b>Geography</b> .....	<b>118</b>
<b>Geology</b> .....	<b>119</b>
<b>German</b> .....	<b>120</b>
<b>Graphic Design Technology</b> .....	<b>121</b>
<b>Health and Wellness</b> .....	<b>123</b>
<b>Heating, Ventilation, and Air Conditioning</b> .....	<b>125</b>
<b>History</b> .....	<b>126</b>
<b>Honors</b> .....	<b>127</b>
<b>Horticulture</b> .....	<b>128</b>
<b>Human Services</b> .....	<b>130</b>
<b>Industrial Maintenance</b> .....	<b>131</b>
<b>Italian</b> .....	<b>132</b>
<b>Journalism</b> .....	<b>133</b>
<b>Leadership Studies</b> .....	<b>134</b>
<b>Library</b> .....	<b>135</b>
<b>Literature</b> .....	<b>136</b>
<b>Management</b> .....	<b>137</b>
<b>Manufacturing</b> .....	<b>138</b>
<b>Marketing</b> .....	<b>139</b>
<b>Math</b> .....	<b>140</b>
<b>Music (performance)</b> .....	<b>142</b>
<b>Music</b> .....	<b>144</b>
<b>Nursing</b> .....	<b>145</b>
<b>Philosophy</b> .....	<b>147</b>
<b>Photography</b> .....	<b>148</b>
<b>Physics (Theoretical and Applied)</b> .....	<b>149</b>
<b>Physics</b> .....	<b>150</b>

<b>Political Science</b> .....	<b>151</b>
<b>Psychology</b> .....	<b>152</b>
<b>Reading</b> .....	<b>153</b>
<b>Real Estate</b> .....	<b>155</b>
<b>Sociology</b> .....	<b>156</b>
<b>Spanish</b> .....	<b>157</b>
<b>Speech</b> .....	<b>158</b>
<b>Strategies for College</b> .....	<b>159</b>
<b>Student Development</b> .....	<b>160</b>
<b>Study Skills</b> .....	<b>161</b>
<b>Theater</b> .....	<b>162</b>
<b>Therapeutic Massage</b> .....	<b>163</b>
<b>Truck Driver Training</b> .....	<b>165</b>
<b>Warehousing</b> .....	<b>166</b>
<b>Welding</b> .....	<b>167</b>
<b>Wind Energy</b> .....	<b>171</b>
<b>Index</b> .....	<b>172</b>

## College Catalog

---

Welcome to the IVCC College Catalog for the 2012-2013 academic year. This is the first year that we have had the opportunity to provide an interactive and searchable catalog online. Limited print copies will be provided on campus, but we encourage you to "go green" and utilize the resources available on the internet. If you would like to have printed information, we invite you to take advantage of the click-to-print technology that will allow you to print the sections that you need.

We welcome your feedback and suggestions to make this catalog better for the future. Feedback may be provided through the input boxes across campus or to Tracy Morris, Associate Vice President for Student Services at [tracy\\_morris@ivcc.edu](mailto:tracy_morris@ivcc.edu).

## About IVCC

---

### Office of the President

As the college's tenth president, I have the distinct honor of welcoming you on behalf of our board of trustees, faculty, staff, and administration. Since 1924, Illinois Valley Community College (IVCC) has proudly maintained the reputation of being a high quality teaching and learning institution.

Although the nation's first public junior college was established in 1901 with the primary goal being to offer the first two years of postsecondary education to students who would eventually transfer to a senior college or university, it was the Truman Commission on Higher Education in 1947 that recommended all "junior" colleges become "community" colleges and serve as active centers of adult education by responding to the needs of the communities they serve. To that end, IVCC is a comprehensive community college that offers something for everyone: adult basic education, developmental and remedial education, vocational and technical training, baccalaureate education for students planning to transfer to a senior college or university, workforce development, and continuing education.

The Truman Commission also concluded that the opportunity to pursue postsecondary education was too often determined by economic factors like family income and the costs associated with living away from home while in college. With that in mind, IVCC's administration and board of trustees are mindful of the need to keep tuition and fees affordable while offering student-centered programs and services that are of great value.

There was a time when a high school diploma was the minimum qualification for many relatively high paying jobs, however, that has changed. Clearly, the majority of jobs being created today require postsecondary education. Literacy and numeracy skills are necessary in order to participate in today's competitive work environment and complex society.

If your goal is to enroll in college courses with the intent of earning an associate degree and possibly a baccalaureate degree, or earning a certificate with a new skill set that will lead to immediate employment, or if you are simply interested in taking courses for pleasure, no place like IVCC can take you so far. Our award-winning faculty and dedicated staff stand ready to assist in helping you achieve your academic and career goals. We are committed to life-long learning.

My hope is that you will take advantage of the wonderful opportunities we have to offer at Illinois Valley Community College. Begin your educational journey with us today and watch us exceed your expectations!

Sincerely,

Dr. Jerry Corcoran  
President

### IVCC Profile

Address: 815 N. Orlando Smith Road  
Oglesby, IL 61348-9692  
Phone: (815) 224-2720  
Fax: (815) 224-3033  
Web site: [www.ivcc.edu](http://www.ivcc.edu)

Founded: In 1924 as LaSalle-Peru-Oglesby Junior College; renamed Illinois Valley Community College in 1966.

Enrollment: 4,986 (fall 2011 midterm)

Faculty: 93 full-time, 180 part-time (fall 2010)

Total Employees: 471 (fall 2010)

Service area: IVCC serves approximately 148,800 residents in its 2,000 square mile district, No. 513. The district encompasses most of LaSalle and Putnam counties as well as the majority of Bureau County and small parts of Lee, DeKalb, Grundy, Livingston and Marshall counties.

District 513 High Schools (22): Crossroads (in Tiskilwa), DePue, Earlville, Hall, LaMoille, LaSalle-Peru, Marquette Academy, Mendota, Ottawa, Princeton, Putnam County, St. Bede Academy, Serena, Streator, Woodland, Rhema Christian Academy and LaSalle Peru Christian. High schools partially in IVCC's district are: Bureau Valley, Fieldcrest, Henry-Senachwine, Midland and Seneca.

Locations: Aside from its 425-acre Oglesby campus, IVCC offers day and evening classes at Ottawa Center, its downtown satellite site. In addition, night classes are offered at Princeton, LaSalle-Peru, Ottawa, Streator and Mendota high schools and other locations.

Curriculum: IVCC's comprehensive offerings include Associate in Arts, Associate in Science and Associate in Engineering Science and Associate in Arts in Teaching in Early Childhood Education transfer degrees, 21 Associate in Applied Science (career) degrees designed for employment after two years, and 44 certificate programs enabling students to gain employment in two years or less.

### IVCC History

Illinois Valley Community College, nestled atop a tree-lined bluff overlooking the Illinois River south of LaSalle-Peru, opened its doors in 1924 as LaSalle-Peru-Oglesby Junior College (LPOJC).

With local residents' support, the LaSalle-Peru High School Board April 24, 1924, approved a resolution to create the college and less than five months later on September 15 LPO JC welcomed 32 freshmen, seven faculty and two administrators.

LPO's mission was to "... lay the foundations for successful careers in vocational, social, and political fields." At just \$16 per semester, tuition and fees enabled students to bypass four costly semesters at a university far from home.

LPO's first director, Dr. Thomas J. McCormack, a Princeton University graduate, was recognized as one of the nation's outstanding educators. IVCC honors his memory each year by nominating top students as "McCormack Scholars." Dr. McCormack, a scholar to the end, reportedly died with a book in his hands in 1932.

Dr. Frank Jensen, a lifelong advocate for a fully tax-supported, tuition-free community college system in Illinois, served as LPO's director from 1935 to 1947. Francis Dolan and R. Earl Trobaugh joined the LPO teaching staff in the 1930s and later served as Presidents.

In 1950, the local community raised enough money to send LPO's football team to the Gold Dust Bowl in Vallejo, California. Though the team lost 41-6 to California's Santa Rosa Junior College, the invitation was the athletic highlight of LPO's first 25 years and the college honored the team in 2002.

On July 1, 1966, the College name was officially changed to Illinois Valley Community College. By the fall of 1968, the college moved to its current pastoral setting in the heart of the district. On October 21, 1967, District 513 voted 10-1 (20,527 "yes" to 2,189 "no") in favor of an \$8.25 million referendum to finance the beginning of IVCC. On September 9, 1968, the first college classes convened in 12 temporary buildings across the river as the new \$20 million permanent campus

was constructed overlooking the bluff. The permanent campus was dedicated in October 1972.

In May of 1974, Dr. Alfred E. Wisgoski, an LPO alumnus and graduate of Northern Illinois University, was named the college's seventh President, a position in which he remained for 22 years. Dr. Wisgoski was committed to a comprehensive community college with an open door policy.

Under Wisgoski's leadership, partnerships were built to better serve business and industry. These partnerships and new technical programs prompted IBM to identify IVCC as a business partner in preparing manufacturing industries to convert to computer integrated assembly systems. Of the IBM agreement signed in 1988, Wisgoski said, "this agreement guarantees IVCC will offer the very best in high technology training to our students on equipment better than that found in all but a handful of the nation's community colleges." IBM donated over \$1.2 million in equipment to IVCC, and the college has remained a leader in technology ever since.

Dr. Jean Goodnow, a graduate of the University of Iowa, was named IVCC's eighth President in April 1996. A master plan for facility renovations, new construction and infrastructure upgrades was developed a year later. In 1998, \$4.2 million in Technology Funding Bonds were sold for computer network and telecommunications infrastructure improvements and the provision of hardware and software for a college-wide interactive information system.

During Goodnow's tenure, the college received in excess of \$15 million in grants. Nine new career programs were developed including forensics, one of only five in the nation's community colleges. To further expand resources, a Development Office was established and the assets of the IVCC Foundation grew from \$1.7 million in 1996 to \$2.6 million in 2004.

In the fall of 2000, IVCC opened an Ottawa Center at Marquette High School to better serve the students on the east side of the district.

Goodnow left IVCC in 2005 for the presidency at Delta College near Bay City, Mich., and Dr. Charles "Chuck" Novak was appointed interim president. Novak was IVCC's first director of Continuing Education in the 1970s and was the longtime president at Richland Community College in Decatur.

After a nationwide search, Dr. Larry Huffman, a University of Illinois graduate, was appointed IVCC's ninth president in 2006. Huffman served as Dean of Student Development at IVCC from 1974 to 1977.

Dr. Huffman resigned in 2007 and Dr. Dave Louis, former president at Kishwaukee Community College, was appointed interim president.

On March 18, 2008 Dr. Jerry Corcoran was appointed IVCC's 10<sup>th</sup> president. In just three years since being promoted from Vice President for Business Services and Finance, Corcoran has led several significant initiatives including:

- Acquiring \$22.8 million in state capital development funding for the Community Instructional Center project. The scope of the project includes construction of an 80,000 square foot Community Technology Center, expected to open by 2013, as a new location for ten career programs, the Business Training Center, Adult Education, and a one-stop site for all enrollment services such as admissions, financial aid and counseling.
- Constructing the Truck Driver Training Center, the first new building on campus in 29 years.
- Adding 300 parking spaces much closer to the main campus and the repaving of the entire east campus lot.

- Opening the first day- and evening-class satellite center in IVCC's 86-year history, Ottawa Center. The center attracted over 600 students its first two semesters in 2010-11.
- Record-breaking enrollment. By 2010, IVCC was serving 8,361 credit students and 3,818 non-credit students.
- Recruiting the district's top students. In the fall of 2010, IVCC attracted 11 of the area's top high school graduates including seven valedictorians – the most in 29 years.

IVCC continues to prepare students for solid futures and the ever-changing needs of area employers.

For a more detailed history of the college through 1994, see:

*IVCC: The First 70 Years* by Elizabeth Cummings and Bill Danley.

# Academic Calendar

## Fall 2012 Term

Date	Event
August 1	Fall 2012 Tuition Due
August 16	In-Service for Faculty
August 17	New Student Convocation
August 20	CLASSES BEGIN
August 31	Last day for Refund for 16-week classes
September 3	Labor Day (College Closed)
October 1	Project Success registration begins for Spring 2013
October 1	Deadline to apply for Fall graduation
October 5	Enrichment Day (College Closed)
October 11	Mid-Term (Last day for first 8-week classes)
October 12	Fall Break (College Closed)
October 15	Fall 2012 2nd 8-week classes begin
October 31 8am	Spring 2013 Registration begins (On-Line)
October 31 Noon	Spring 2013 Registration begins (In-person)
October 31 2pm	Spring 2013 Registration begins (Phone/Fax/Mail)
November 8	Last Day for Student Withdrawal for 16-week classes
November 12	Veteran's Day (College Closed)
November 21, 22, 23	Thanksgiving Break (College Closed)
November 26	Classes resume
December 4, 12, 13, 17	Evening Semester Exams
December 12	Spring 2013 Tuition Due
December 12, 13, 17, 18	Day Semester Exams
December 19	Student Break Begins
December 20	Semester Ends
December 20	Final Grades due in the Records Office by 10am
December 20	Faculty Break Begins
December 21	Staff Break Begins (College Closes at 4:30)
December 22 - January 2	College Closed

## Spring 2013 Term

Date	Event
January 11	In-Service for Faculty
January 14	Classes Begin
January 21	Martin Luther King Jr. Day (College Closed)
January 28	Last Day for Refund for 16-week courses
February 1	Deadline to Apply for Spring Graduation
February 18	President's Day (College Closed)
March 7	Mid-Term (Last Day for first 8-week classes)
March 8	Development Day (No Classes)
March 11-14	Spring Break for Faculty & Students (No Classes)
March 15	Spring Break for Faculty, Students, & Staff (College Closed)
March 18	Spring 2013 2nd 8-week classes begin
April 2 8am	Summer 2013 registration begins (On-Line)
April 2 Noon	Summer 2013 registration begins (In-person)
April 2 2pm	Summer 2013 registration begins (Phone/Fax/Mail)

April 9 8am	Fall 2013 registration begins (On-Line)
April 9 Noon	Fall 2013 registration begins (In-person)
April 9 2pm	Fall 2013 registration begins (Phone/Fax/Mail)
April 11	Last day for Student Withdrawal for 16-week classes
May 7, 8, 9, 13	Evening Semester Exams
May 9, 10, 13, 14	Day Semester Exams
May 16	Final Grades due in the Records office by 10am
May 18	Semester Ends/Commencement

## Summer 2013 Term

**\*\*Summer 2013 subject to change after September 2012 Board Meeting**

### Summer "A" (3 Week Format)

Date	Event
May 20	Summer "A" begins
May 21	Last Day for Refund for Summer "A"
May 27	Memorial Day (College Closed)
May 30	Midterm Summer "A"
June 5	Last day to withdraw from Summer "A"
June 11	Summer "A" ends
June 13	Summer "A" grades due in the Records office by 10am

### Summer "B" (8 Week Format - No Fridays)

**\*\*Summer 2013 subject to change after September 2012 Board Meeting**

Date	Event
May 28	Summer "B" begins
June 3	Last day for Refund for Summer "B"
June 24	Midterm Summer "B"
July 1	Deadline to apply for summer graduation
July 4	Independence Day Holiday (College closed)
July 9	Last day to withdraw from Summer "B"
July 23	Summer "B" ends
July 25	Summer "B" grades due in the Records office by 10am

### Summer "C" (4 Week Format)

**\*\*Summer 2013 subject to change after September 2012 Board Meeting**

Date	Event
June 12	Summer "C" begins
June 13	Last day for Refund for Summer "C"
June 25	Midterm Summer "C"
July 1	Deadline to apply for summer graduation
July 2	Last day to withdraw from Summer "C"
July 4	Independence Day Holiday (College closed)
July 10	Summer "C" ends
July 15	Summer "C" grades due in the Records office by 10am



## Summer "D" (3 Week Format)

**\*\*Summer 2013 subject to change after September 2012 Board Meeting**

<b>Date</b>	<b>Event</b>
July 15	Summer "D" begins
July 16	Last day for Refund for Summer "D"
July 25	Midterm for Summer "D"
August 1	Last day to withdraw Summer "D"
August 8	Summer "D" ends
August 9	Summer "D" grades due in the Records office by 10am

# Accreditation

---

## Accreditation Contacts

Illinois Valley Community College is accredited by the:

**Higher Learning Commission of the North Central Association of Colleges and Schools**

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604

(800) 621-7440

<http://www.ncahlc.org>

IVCC is a member of the **Academic Quality Improvement Program (AQIP)** of the Higher Learning Commission

2011 AQIP Systems Portfolio (<http://www.ivcc.edu/cqi.aspx?id=6432>)

**IVCC is approved by:**

**The Illinois Community College Board**

[www.iccb.state.il.us/](http://www.iccb.state.il.us/) (<http://www.iccb.state.il.us/>)

**IVCC is a member of:**

- The American Association of Community Colleges
- The National League of Nursing

## IVCC Accreditation Contact Information

### Office of Planning and Institutional Effectiveness

**Lori Scroggs**

Vice President for Planning and Institutional Effectiveness

(815) 224-0405

[lori\\_scroggs@ivcc.edu](mailto:lori_scroggs@ivcc.edu)

**Sandy Beard**

Administrative Assistant for Planning and Institutional Effectiveness

(815) 224-0435

[sandy\\_beard@ivcc.edu](mailto:sandy_beard@ivcc.edu)

## Admissions, Tuition and Fees

---

Illinois Valley Community College has an "open door" admission policy. Any high school graduate or mature person with equivalent educational background is eligible for admission. Admission to most programs is open. Some programs have additional requirements for admission. Please refer to the specific program for details.

- **"Full-time"** status is equivalent to 12 semester hours or more in a semester.
- **"Part-time"** status is equivalent to 11 semester hours or less in a semester.

**If you have never completed high school:** You may enroll for part-time or full-time. (Students who have discontinued high school may enroll after their high school class has graduated or may obtain a certificate of severance from the superintendent or principal in the high school district in order to begin IVCC courses earlier.)

**International Students** are strongly urged to have a local sponsor in the IVCC district at the time of application. Admission requests should be made directly to the Admissions Office. Specific requirements will be mailed. International student packets and forms are available at [www.ivcc.edu/admissions](http://www.ivcc.edu/admissions). All forms, requirements, and information must be completed before the Form I-20 is issued.

**High School Student Enrollment:** It is the policy of the Board of Trustees of Illinois Valley Community College that current high school students, ages \*16 and older, will be permitted to attend IVCC. Such students wishing to take college courses during the regular high school day must submit written authorization from their designated high school official detailing the number of courses and/or semester hours and the particular courses for which the student wishes to enroll. Additionally, such students must take and pass any necessary placement exams. Transfer-related questions can be discussed with an IVCC counselor.

Students under the age of 16 who wish to enroll in any courses must petition the Associate Vice President for Student Services. Information, including the appropriate forms, can be obtained by calling (815) 224-0361 or contacting Linda Hawkins ([http://catalog.ivcc.edu/admissiontuitionandfees/mail%20to://linda\\_hawkins@ivcc.edu](http://catalog.ivcc.edu/admissiontuitionandfees/mail%20to://linda_hawkins@ivcc.edu)).

Students who are at least 16 years of age who no longer attend high school and do not have verification of a severed relationship with their high school must wait until their high school class graduates to enroll at IVCC.

**Home schooled students:** Students who have been home schooled must provide transcripts and/or GED scores (if available). Students not having either of these documents must contact the Office of Admissions and Records.

Students must take any necessary placement exams. Transfer-related questions can be discussed with an IVCC Counselor.

Home schooled students who wish to enroll in any courses before their official completion of high school curriculum must follow the same process as listed above.

- \* Exceptional circumstances may be reviewed by petitioning the Associate Vice President for Student Services. The form for appeal is available in the Counseling Center and the Admissions Office.

## A Guide to Enrollment

### Stepping into IVCC

#### Step 1. New Student Enrollment Form.

All students who wish to enroll at Illinois Valley Community College must submit a completed New Student Enrollment Form. The completed form must be returned by mail or in person to:

Admissions Office  
Illinois Valley Community College  
815 N. Orlando Smith Road  
Oglesby, IL 61348

Forms are available at area high schools, from IVCC's Admissions Office or online at [www.ivcc.edu/apply/](http://www.ivcc.edu/apply/).

#### Step 2. Have transcript sent.

Arrange to have official high school or any college transcript sent to the Admissions Office. **Transcripts are required.** They play a very important role in the counseling process. If you have earned a G.E.D., test results must be submitted to the Admissions Office. Students in high school should submit American College Test (ACT) results.

#### Step 3. Apply for financial aid/scholarships.

Apply for financial aid to help make college more affordable. Students must complete the Free Application for Federal Student Aid (FAFSA), available in the Financial Aid Office, at high schools, or online at [www.fafsa.gov](http://www.fafsa.gov) (<http://www.fafsa.ed.gov>). Be sure to visit our financial aid Web site at [www.ivcc.edu/financialaid](http://www.ivcc.edu/financialaid). The IVCC Foundation scholarship directory and application, due in February, may be accessed online at <http://www.ivcc.edu/foundation>.

#### Step 4: Take placement exams.

The college accepts the responsibility of assisting students in the selection of courses and programs that will be in the student's best interest. Required tests in reading, writing, math and computer skills are offered at area high schools and at IVCC. First-time, full-time students and students planning to enroll in English or math must take placement exams. Contact the Assessment Center at (815) 224-0542. Students with special needs should contact Tina Hardy at (815) 224-0284 to schedule testing.

#### Step 5. Meet with a counselor.

All incoming First Time, Full Time high school students are required to meet with an IVCC counselor through the New Student Orientation program. Visit [www.ivcc.edu/nso](http://www.ivcc.edu/nso) for more information.

Other prospective students are encouraged to make a counseling appointment by calling (815) 224-0360. A counselor will help plan the first semester class schedule and an overall educational plan. **Course prerequisites will be enforced through the registration process.**

#### Step 6. Register for classes.

After a counseling appointment, course registration forms should be taken to the Office of Admissions and Records where course selections are entered by an Enrollment Services Assistant. A registration/fee statement is generated and given to the student. Students registering through WebAdvisor will receive a statement and are responsible for adhering to payment deadlines.

#### Step 7. Pay tuition and fees.

Pay tuition and fees or make arrangements for payment by the dates listed on the fee statement. A payment plan is available.

#### **Step 8. Attend "New Student Convocation" or "Spring Preview."**

New students for the Fall semester should attend New Student Convocation. New students for the Spring semester should attend Spring Preview. These days are designed to familiarize the student with the college, meet classmates and staff, and prepare for the first day of classes!

It is highly recommended all students have an IVCC photo I.D. Contact the Admissions & Records Office at (815) 224-0448 for information.

## **Tuition and Fees**

### **Tuition\***

Students shall pay \$76.13 per credit hour for tuition if they are residents of District 513. (The Illinois Valley Community College Board of Trustees reserves the right to change tuition at any time.)

Students whose permanent residence is outside District 513 but who are live-in guests of a sponsor who resides within District 513 shall be charged the in-district tuition and fees for credit courses in which they register at IVCC.

The student must provide the Office of Admissions and Records with their in-district address.

Students who reside outside of District 513 but who have been employed at least 30 days and work 30 hours or more per week within District 513 must provide a letter from their employer supporting this.

Legal residents of Community College District 513 who are 65 or older may enroll in regularly scheduled classes tuition free, provided that classroom space exists and tuition paying students enrolled constitute the maximum number required for the course. Laboratory fees, course fees and registration fees still apply.

### **Extra Charge for Non-Resident**

Students (see Residency definition)

Students who are not residents of Community College District 513 shall pay an extra charge equal to the per capita cost per semester hour less tuition and state apportionment.

### **Fees\***

Illinois Valley Community College assesses a standard fee for all students per credit hour (currently \$7.39). This fee is returned to the student in the form of several services and programs. The Standard Fee supports instructional technology and activities designed to enhance student life and contribute to the overall college experience.

Course supply fees will be charged. A nonrefundable registration fee of \$5 per semester will be charged (except for ABE, GED, and ESL students).

### **Fee Payments**

Tuition and fees are due on or before the semester tuition due date. Students who register after the semester tuition due date must pay at the time of registration.

Students who do not have a deferment (scholarships, financial aid, or sponsorships) will be dropped from their classes for nonpayment and will not be able to attend until their bills are paid.

Students with deferments for tuition and/or fees must pay any fees that are not covered by their deferment before the semester tuition due date.

Students must contact the Cashier Department to apply financial aid to their accounts. Failure to do so will result in their classes being dropped.

## **Refund of Tuition and Fees**

Refund of tuition and fees will be made on the following basis:

For students who drop classes before the tenth day of a regular 16-week fall or spring semester, a full refund less the registration fee will be generated. For drops taking place during summer semester or for classes of varied lengths, the refund period varies according to the length of the class. The refund period is indicated on each student's registration statement at the time of registration.

Out-of-district colleges will be billed after the midterm of a semester for their students on chargeback who were officially enrolled at IVCC through the tenth day of the semester.

A student's decision to withdraw from classes could affect financial aid. Please see a financial aid advisor before withdrawing.

\* Tuition and fees are subject to change by Board of Trustees (District 513) action.

## **Payment Options**

### **Payment Plans**

Payment Plans are available online through FACTS/Nelnet. For more information go to [www.ivcc.edu/ecashier](http://www.ivcc.edu/ecashier) or call the payment plan information line at 815-224-0586. If schedule changes are made or classes are dropped after a payment plan is set up contact the cashier office immediately.

### **Full Payments through WebAdvisor**

Full payments can be made through WebAdvisor. Methods of payment accepted are Visa, MasterCard, Discover, American Express or e-Check. A WebAdvisor account must be set up in order to use this feature.

### **Mail Payments**

Payment can be mailed to:

IVCC - Attn: Cashier Department  
815 N. Orlando Smith Avenue  
Oglesby, IL 61348

Please allow at least 3 business days.

### **Credit Card By Phone**

Call (815) 224 0213 or fax to (815) 224-6091.

### **Drop Box**

Put payment in the drop box located at the front entrance of the college.

### **In Person**

Payments can be made in person at the Cashier Department located in the Main Lobby of Building C.

## FACTS/Nelnet Tuition Management

### Monthly Tuition Payments

To help you meet your educational expenses, Illinois Valley Community College offers FACTS/Nelnet as a convenient budget plan. FACTS/Nelnet is a tuition management plan that provides you with a low cost option for budgeting tuition and other educational expenses. It is not a loan program; therefore, you have no debt, there are no interest or finance charges assessed and there is no credit check. The only cost to budget monthly payments through FACTS/Nelnet is a \$25 per semester nonrefundable enrollment fee. The enrollment fee is automatically deducted within 14 days from the day the agreement is submitted to FACTS/Nelnet.

### How FACTS/Nelnet Works

Using FACTS/Nelnet is simple. Information for enrolling online is provided below. You may budget your tuition and fees one of two ways.

**Automatic Bank Payment (ACH)** - ACH payments are those payments you have authorized FACTS/Nelnet to process directly with your financial institution. It is simply a bank-to-bank transfer of funds that you have preapproved for your expenses at Illinois Valley Community College. Payments may be made from either your checking or savings account. Payments are processed on the fifth of each month and will continue until the balance due the college is paid in full.

**Credit Card Option** - Many students and families have requested the option of charging their monthly tuition payment to Visa, MasterCard, Discover or American Express credit cards. This enables you to take advantage of various bonus programs offered by your credit card company. If you select to use this option, your monthly payment will be automatically charged to your credit card on the fifth of each month.

**NOTE:** Should an automatic bank payment or credit card payment be missed, a \$25 missed payment fee will be automatically assessed to your account. You will be notified of the missed payment by FACTS/Nelnet via mail.

### Completing the FACTS/Nelnet Agreement

When you enroll online, be sure to have the following information:

1. Your 7-digit student ID number as assigned by IVCC - located on the registration statement.
2. The name and address of the person responsible for making payments.
3. Account information for the responsible person.

If paying by automatic bank payments, you will need the bank name, account number, and the bank routing number. Most of this information is located on your check. If paying by credit card, you will need the credit card number and expiration date.

**Avoid the line ... pay online.**

[www.ivcc.edu/ecashier](http://www.ivcc.edu/ecashier)

### Enrolling online is simple

Connect to the e-Cashier site at [www.ivcc.edu/ecashier](http://www.ivcc.edu/ecashier). Once you are in e-Cashier, review all information and refer to the menu bar at the top for additional answers to questions you may have. After you have reviewed all information, scroll down and select the "Proceed" button. Follow the simple steps outlined. After you have accepted the Terms and Conditions and submitted your agreement, you will receive an immediate e-mail (if e-mail address was provided). This e-mail will confirm receipt of your enrollment through FACTS/Nelnet

e-Cashier. Please remember, any required down payment will be deducted immediately.

### Questions

For more information on availability, please visit IVCC's Web site at [www.ivcc.edu](http://www.ivcc.edu), or call the Illinois Valley Community College Cashier's Office at (815) 224-0213.

### Full Payment Information

You may pay for your tuition in full through the e-Cashier site by selecting the payment in full option. This allows you the convenience of paying your tuition without having to visit or mail information to the Illinois Valley Community College Cashier's Office. Please remember, once you select this option, full payment will be deducted immediately and a \$2.00 fee assessed.

### Important

Call FACTS/Nelnet at (800) 609-8056 to make any changes to your address, phone, or banking information. If you have questions regarding your FACTS/Nelnet Agreement, please contact FACTS/Nelnet directly or go to "My FACTS/Nelnet" Account to review your agreement online. The instructions to access "My FACTS/Nelnet" Account are located in your confirmation letter or e-mail. If you have questions regarding your financial aid award or tuition balance, or you make any changes whatsoever to your schedule, please call the Illinois Valley Community College Cashier's Office at (815) 224-0213 so we can adjust or terminate your plan.

### Considering Financial Aid?

Apply for financial aid to help make college more affordable. Students must complete the Free Application for Federal Student Aid (FAFSA), available in the Financial Aid Office, at high schools, or online at [www.fafsa.gov](http://www.fafsa.gov) (<http://www.fafsa.ed.gov>). IVCC Foundation scholarships are also available -- apply each year between January and February. Be sure to visit our financial aid Web site at [www.ivcc.edu/financialaid](http://www.ivcc.edu/financialaid). See the financial aid section of this catalog for more information.

## Continuing Education and Business Services Division

---

The Continuing Education & Business Services (CEBS) Division at IVCC is committed to the College's mission of providing relevant lifelong learning experiences to our community. Our purpose is to enhance the economic and personal well-being of our customers and students by providing diverse continuing education, workforce and business development services.

The CEBS Division is a diverse group of service centers and programs. Our division includes the following service centers:

### Continuing Education Center

### Business Training Center

### Dislocated Workers Center

### Small Business Development Center

In addition CEBS provides support to our communities through community outreach initiatives and through partnerships with local economic development organizations & chambers of commerce. We are committed to the growth of our existing companies and the potential for new companies coming into the area. We are equally committed to the residents of our community in providing opportunities to continue their lifelong learning adventure.

Phone: (815) 224-0283

Website: [www.ivcc.edu/cebs](http://www.ivcc.edu/cebs)

## Continuing Education Center

The Continuing Education Center's (CEC) purpose is to enrich lives by providing lifelong learning opportunities. Staff design, develop and offer a wide array of credit and non-credit classes, trips/tours, outdoor science & art camps, and special events that enrich the lives of all ages, including youth and mature adults. Affordable, convenient classes are offered each spring, summer, and fall on the college campus and at many community locations.

Center staff collaborate with our community, area business professionals, and instructors to ensure the delivery of innovative programs, classes and special events. Center staff respond to the needs and interests of the community by developing current and dynamic programming in various open enrollment programs.

### Community Education

### Continuing and Professional Education

### Youth Programs

### Trips and Tours

### Road Scholar

Phone: (815) 224-0427

Website: [www.ivcc.edu/cec](http://www.ivcc.edu/cec)

## Business Training Center

The Business Training Center (BTC) serves district companies by providing business consulting and customized training programs that **improve employee performance and enhance organizational productivity, efficiency and quality**. The services are comprehensive in scope and are designed to meet the needs of district companies that want to improve the skills of their workforce to become or remain competitive in our ever-changing global marketplace. Services include:

### Customized Training

### Consulting

### Grant Funding Assistance

### Skills Assessments

### Contractor Safety

Phone (815) 224-0283

Website: [www.ivcc.edu/btc](http://www.ivcc.edu/btc)

The DWC is a branch of the local integrated workforce system providing employment-related services to both employers and job seekers under Title I of the Workforce Investment Act. Individuals served at the center can enroll in college training programs and/or receive job search assistance.

Since 1984, the center has helped over 8,000 individuals prepare for re-employment following the loss of their job-related income.

## You May Be Eligible If You:

- Have been laid off or have received notice of a permanent layoff due to a plant closure, downsizing, restructuring or change in market conditions
- Are eligible for or have exhausted your unemployment compensation and are unlikely to return to your previous occupation
- Were self-employed and are now unemployed as a result of general economic conditions
- Are a displaced homemaker (A displaced homemaker is one who was reliant on a spouse for financial support, and through death, divorce, or dislocation of that spouse is no longer receiving support)

## What are the benefits?

In today's job market, competition is tough, and good jobs require skilled training. In order to prepare you for a well-paying, permanent job in private business and industry, the Dislocated Workers Center provides the following services to qualified participants.

- Pre-Layoff Assistance
- Assessment of Job-Related Skills and Interests
- Career Exploration
- Document Preparation-Resumes, Cover Letters, Thank You Letters, Applications
- Interview Preparation
- Job Search and Placement Assistance
- On-the-Job Training
- Vocational/Occupational Training
- Customized Training

In addition, the center may pay for transportation and child care costs while you are in training.

The Dislocated Workers Center is located on IVCC's campus in Room D-208 or call (815) 224-0370.

For your convenience, DWC representatives are also available at the NCI Works One-Stop Center in Ottawa, the Business Employment Skills Team (BEST) offices in Peru, as well as at Sauk Valley Community College:

Ottawa: (815) 434-6795/6796

Peru: (815) 224-3281  
Sauk Valley CC: (815) 835-6371

Check us out on the Web: <http://www.ivcc.edu/dwc>

<http://www.svcc.edu/infomenu/departments/dwc/>

The Dislocated Workers Center is an affiliate of North Central Illinois Works, and an Illinois workNet partner.

## **Illinois Small Business Development Center**

IVCC's Illinois Small Business Development Center (SBDC) provides information and assistance to potential and existing small businesses. Services include:

- One-on-one business counseling and management assistance
- Business plan development
- Strategic planning
- Financing programs
- Financial analysis and planning
- Business education and training.

The IVCC Illinois Small Business Development Center is in partnership with the Illinois Small Business Development Center Network. The network consists of:

- Illinois Small Business Development Centers
- Procurement Technical Assistance Centers
- International Trade/NAFTA Centers
- Small Business Incubators
- The Office of Minority Business Development
- The Office of Women's Business Development.

Assistance is provided in the areas of preparing business and marketing plans, securing capital, improving business skills, accessing international trade opportunities, and addressing other business management needs.

Phone (815) 224-0212

Website: [www.ivcc.edu/sbdc](http://www.ivcc.edu/sbdc)

## Cooperative Agreements

---

### Programs at Other Community Colleges

Cooperative Agreements allow residents of the IVCC district to attend the community colleges listed below as an in-district student to pursue a career or occupational program NOT OFFERED by IVCC. The college has worked out cooperative agreements with 20 other community colleges. These agreements allow a student from IVCC's district to attend one of these colleges to complete the desired program and to only pay that college's in-district tuition rate.

The cooperative agreement form is required to be completed by IVCC students who wish to attend another Illinois Public Community college to complete a career or occupational program not offered by IVCC. For some of these colleges, the cooperative agreement can be used by the student if he or she only wants or needs to take one course not offered by IVCC in that particular semester. The form must be completed and turned in to the Office of Career and Technical Education for approval **at least 30 days** prior to the start of class. The form is signed by the Associate Vice President for Academic Affairs and sent to the college to be attended. The cooperating college will issue the degree or certificate for successful completion of the program of study.

In the rare instance where IVCC does not have a cooperative agreement for a desired program, the student can request a chargeback. In this case, the IVCC Board of Trustees will make the decision as to whether the College will pay the out-of-district tuition for the student to the attended community college. Requests for chargeback consideration must be submitted at least 60 days prior to the start of classes. Illinois Valley Community College will not pay chargeback for any programs that can be taken by a student under a cooperative agreement. IVCC promotes cooperative agreements with other colleges because of the large tax savings to residents in District 513. To request to be considered for a Chargeback for a career and technical (occupational) credit program at another Illinois community college, please submit the following:

1. A letter requesting a chargeback stating the Illinois community college the students wishes to attend and the title of the 2 year degree or certificate program.
2. A completed Chargeback Form.
3. A copy of the school's curriculum or program guidesheet (description of the program and a required course listing).

A Chargeback Request will only be considered if IVCC does not currently have a Cooperative Agreement with another community college with a similar program.

Please note that by Board Policy, Chargeback Requests must be approved by the IVCC Board of Trustees. You will be notified in writing of the Board's decision on the request within 5 business days after the scheduled Board meeting.

It is recommended that persons submit these requests at least TWO months prior to the start of the semester when the individual wishes to begin the program at the other community college.

Mail all items to:  
Sue Isermann, Associate Vice President for Academic Affairs  
Illinois Valley Community College  
815 N. Orlando Smith Avenue  
Oglesby, IL 61348

### Black Hawk College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

### Carl Sandburg College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

### College of DuPage

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

### Danville Area Community College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

### Elgin Community College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

### Heartland Community College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

### Highland Community College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

### Illinois Central College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered. *Credit courses not offered in a particular semester by the home district will be covered.*

### John Wood Community College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

### Joliet Junior College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered. *Credit courses not offered in a particular semester by the home district will be covered.*

### Kankakee Community College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

### Kaskaskia College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

### Kiswaukee College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.



*Credit courses not offered in a particular semester by the home district will be covered.*

## Lake Land College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

## Lewis and Clark Community College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

## Lincoln Land Community College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

## McHenry County College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

## Moraine Valley Community College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

## Morton College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

## Parkland College

Agriculture Business (Certificate)  
 Agriculture Business Management (Degree)  
 Precision Ag Technology (Degree)  
 Ag Research Technology (Degree)  
 Grain Merchandising & Management (Degree)  
 Ag Equipment Management & Marketing (Degree)  
 Automotive Collision Repair Technician (Certificate)  
 Computer Visualization Graphics (Degree)  
 Construction Design & Management (Degree)  
 Building Materials (Degree)  
 Construction Technology (Degree)  
 Dental Hygiene (Degree)  
 Equine Management (Certificate & Degree)  
 Fire Science Technology (Degree)  
 Hotel/Motel Management (Degree)  
 Restaurant Management (Degree)  
 Food Service (Certificate)  
 Mass Communications, All Options (Degree)  
 Occupational Therapy Assistant (Degree)  
 Radiologic Technology (Degree)  
 Respiratory Care (Degree)  
 Speech-Language Pathology Assistant (Degree)  
 Surgical Technology (Certificate)  
 Veterinary Technology (Degree)

## Prairie State College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

## Richland Community College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

## Rock Valley College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

## Sauk Valley College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

## South Suburban College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

## Spoon River College

Diesel Tractor Technology (Certificate & Degree)  
 Service Technology (Certificate)  
 Web Design (Certificate)  
 Web Development (Certificate)

## Waubensee Community College

All ICCB Approved Occupational Programs (Certificate & Degree) offered by the above college and not offered by IVCC will be covered.

**Please contact the Office of Career and Technical Education at 815-224-0409 for more information about cooperative agreements.**

## Cooperative Agreement

### Programs at Illinois Valley Community College

Residents of other community college districts may be eligible to attend IVCC as an in-district student if they are planning to attend using one of the agreements listed below.

## Black Hawk College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Black Hawk College will be covered.

## Carl Sandburg College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Carl Sandburg College will be covered.

## College of DuPage

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by College of DuPage will be covered.

## Danville Area Community College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Danville Area Community College will be covered.

## Elgin Community College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Elgin Community College will be covered.

## Heartland Community College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Heartland Community College will be covered.

## Highland Community College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Highland Community College will be covered.

## Illinois Central College

All Approved Occupational Programs (Certificate & Degree) not offered by Illinois Central College will be covered. *Credit courses not offered in a particular semester by the home district will be covered.*

## John Wood Community College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by John Wood Community College will be covered.

## Joliet Junior College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Joliet Junior College will be covered. *Credit courses not offered in a particular semester by the home district will be covered.*

## Kankakee Community College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Kankakee Community College will be covered.

## Kishwaukee College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Kishwaukee College will be covered. *Credit courses not offered in a particular semester by the home district will be covered.*

## Lake Land College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Lake Land College will be covered.

## Lewis and Clark Community College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Lewis and Clark Community College will be covered.

## Lincoln Land Community College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Lincoln Land Community College will be covered.

## McHenry County College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by McHenry County College will be covered.

## Moraine Valley Community College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Moraine Valley Community College will be covered.

## Morton College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Morton College will be covered.

## Parkland College

Horticulture (Certificate)  
Manufacturing Technology (Degree)  
Therapeutic Massage (Certificate)  
Forensic Specialist (Certificate & Degree)

## Prairie State College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Prairie State College will be covered.

## Richland Community College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Richland Community College will be covered.

## Rock Valley College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Rock Valley College will be covered.

## Sauk Valley College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Sauk Valley College will be covered.

## South Suburban College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by South Suburban College will be covered.

## Spoon River College

Computer Aided Engineering & Design (Degree)  
Computer Information Systems (Degree)  
Dental Assistant (Certificate)  
Electronics Technology (Degree)  
Horticulture (Certificate)  
Manufacturing Technology (Degree)  
Therapeutic Massage (Certificate)

## Waubensee Community College

All ICCB Approved Occupational Programs (Certificate & Degree) not offered by Waubensee Community College will be covered.

**Please contact the Office of Career and Technical Education at (815) 224-0409 for more information about cooperative agreements.**

# Course Numbering System

---

All courses carry a four digit number.

1. The **first** digit indicates freshman or sophomore level: 1 or 2.  
A first digit of 0 signifies a remedial-developmental review of basic skills courses. First digit of 0 courses are not applicable toward a degree or certificate nor are counted towards honors designations.
2. The **second** digit signifies the curriculum area the course is assigned to:  
0 = Baccalaureate (transfer)  
1 = Continuing education  
2 = Occupationally oriented  
9 = General studies (these courses do not generate credit that may be applied to any degree or certificate.)

## IAI Code:

The IVCC/IAI explanation found at the end of some course descriptions means that the course has been approved as meeting a specific general education core requirement for transfer and has been assigned a statewide IAI code.

EXAMPLE: ART 1000 Art Survey - "Fulfills an IVCC/IAI General Education/Fine Arts requirement with the IAI Code number of F2 901."

## Degree and Transfer Requirements

### Transfer Programs

#### Associate of Arts and Associate of Science

Associate of Arts and Associate of Science: IVCC offers a wide variety of courses specifically designed for transfer. For most college majors this enables students to complete their first two years of coursework leading toward a bachelor's degree in virtually any field of study at a four-year college or university. It is important for successful transfer to start planning immediately where you want to transfer and what baccalaureate degree you plan to complete. Counselors at the college are available to assist students in planning their program of study and their selection of coursework. Students who plan to complete an associate's degree and transfer as a junior in their major should achieve the following goals:

1. **Complete the Associate in Arts (A.A.) or Associate of Science (A.S.) degree.** The general education requirements for these degrees are on the following pages.
2. **Fulfill the lower level (freshman/sophomore) general education and major requirement of the institution you plan to attend.** The AA/AS degrees typically meet the lower level general education requirements, but your college major will determine what general education courses you should complete. **Transfer guides** in the catalog list general education requirements and major course requirements for the college/universities where the majority of students transfer. For more detailed information on college major requirements students should see a counselor, obtain a transfer major guidesheet from the Counseling Center, or go to the following Web site: <http://www.ivcc.edu/transferservices>. Another way to meet lower level general education requirements for most Illinois colleges/universities is to complete the General Education Core Course requirements that are part of the Illinois Articulation Initiative (IAI). This IAI is described in this section.
3. **When you are ready for transfer**, obtain a Request for Transcript form from the Admissions/Records Office. A transcript should be sent at the time of application and each semester of attendance before matriculation to your college/university.

#### Associate in Arts

Students seeking this degree typically plan to major in liberal arts disciplines such as art, criminal justice, education, English, foreign language, geography, history, law, music, philosophy, physical education, political science, psychology, sociology, social work, speech communication, and theatre.

#### Associate in Science

Students seeking this degree typically plan to major in a science related discipline such as biology, chemistry, computer science, dentistry, engineering, geology, mathematics, medicine, clinical laboratory science, nursing, pharmacy, occupational and physical therapy, physics, and veterinary medicine. It is also for transfer business majors such as accounting, business administration, finance, human resources, marketing, and management.

#### Associate in Engineering Science

Students seeking this degree plan to major in one of the many majors in Engineering.

#### Associate in General Studies

The Associate in General Studies (A.G.S.) is an individualized degree that meets the needs and interests of the student. The degree allows for the combination of both transfer and career courses. While not intended to be a transfer degree, the A.G.S. degree recognizes completion of two years of college. The requirements of the degree are listed later in this catalog, plus all associate degree graduation requirements must be met.

#### Associate of Arts in Teaching

The Associate of Arts in Teaching in Early Childhood Education is designed to provide students with a program equivalent of the first two years of most four-year college teacher education programs in early childhood education.

#### For Students Interested in Pursuing a Four-Year Degree

It is recommended that students planning to transfer follow the requirements of one of the following:

- The Illinois Articulation Initiative (IAI)
- The Associate in Arts (A.A.)
- The Associate in Science (A.S.)
- The Associate in Engineering Science (A.E.S.)

These degrees and the IAI are to meet general education requirements for a four-year degree. On the following pages are descriptions and requirements of the IAI and transfer degrees.

#### How important is it to complete the Associate Degree before transfer?

We encourage most students enrolled in an A.A., A.S. or A.E.S. degree program to complete the degree before transferring.

#### Why? There are advantages to you!

1. The agreement with most four-year colleges in Illinois allows all lower level general education classes to transfer if they follow the agreed-upon transfer guidelines.
2. You can begin as a full-fledged junior.\* Students who earn an associate degree prior to transferring are more likely to be successful at the university.
3. Some universities accept degree benefits by allowing students to transfer university credits back to IVCC to complete their associate degree requirements.
4. The more course work you complete prior to transfer, the less your baccalaureate degree will cost.

\* Community colleges have agreements with most state universities; students who complete the degrees of A.A., A.S. or A.E.S. will transfer their credit and typically enter the university with full junior standing.

#### Transfer Degree Requirements

**NOTE:** While these degrees can be completed in two years, many students opt to take longer. If you are working full-time or need more developmental course work, for example, you should plan to complete your degree in more than two years.

Associate in Arts and Associate in Science will satisfy lower division general education requirements for Illinois colleges and universities participating in the Illinois Articulation Initiative program. The Web address for transfer information is <http://itransfer.org> or please see a Counselor!

## Career Programs

Career programs are designed to lead to employment after one or two years of study. Normally courses in these programs are not designed to be transferred. There are exceptions and IVCC counselors can help explain how parts or all of a career program can be transferred. IVCC offers two options within the Career Program:

### Associate in Applied Science

The A.A.S. is the degree program in the career area. The A.A.S. can be completed in two years of full time study (or longer if attending on a part-time basis). About 75 percent of the course work required for the A.A.S. is directly in the particular major or field of study, or very closely related to it. The remaining 25 percent of the course work is in General Education. IVCC offers an A.A.S. degree in the following program areas:

- Accounting
- Automotive Technology
- Business Administration
- Business Technology
- Computer Aided Engineering & Design
- Computer Network Administration
- Criminal Justice
- Early Childhood Education
- Electronics & Electricians Technology
- Forensic Specialist
- Graphic Design Technology
- Human Services
- Manufacturing Technology
- Marketing
- Nursing (RN)
- Paraprofessional Educator
- Sustainable Horticulture
- Therapeutic Massage
- Welding Construction
- Welding Production
- Business Technology I
- Business Technology II
- Certified Nursing Assistant (CNA)
- Computer Aided Drafting
- Computer Networking
- Computer Numerical Control Operators
- Criminal Justice
- Dental Assisting
- EMT Basic
- Emergency Medical Responder
- Forensic Specialist
- Graphic Design Technology
- Heating, Ventilation & Air Conditioning (HVAC)
- Horticulture
- Human Services
- Industrial Electricians
- Industrial Maintenance
- Machinist & Tool & Die Making
- Paramedic
- Paraprofessional Educator
- Phlebotomy
- Practical Nursing (PN)
- Process Operations Technology
- Renewable Wind Energy (Basic/Advanced)
- Retailing/Merchandising
- Substance Abuse Basic & Advanced
- Therapeutic Massage
- Truck Driver Training
- Warehousing and Distribution
- Welding Advanced Construction
- Welding Basic Construction
- Welding GMAW
- Welding GTAW
- Welding OAW
- Welding Production

3/6/12

## Certificate Programs

Certificates are shorter term career programs. Some certificates consist of as little as three courses; others contain as many as 30 semester hours. Most certificate programs take about one year to complete (as a full-time student). Certificate programs contain many of the same courses found in the longer A.A.S. degree programs. At IVCC, the following certificate programs are offered:

- Basic Accounting
- Advanced Accounting
- Advanced Automotive Technology
- Basic Automotive Technology
- Automotive Brakes, Suspension & Alignment
- Automotive Engine Performance
- Automotive Driveability

## Final Exam Schedule

---

### Fall 2012

#### Day Exams

##### Wednesday, December 12

Classes that meet on Monday, Wednesday, and Friday; or Monday and Wednesday; or Wednesday and Friday; or Monday and Friday (or more than 3 days a week) beginning at 9:00 a.m., 11:00 a.m., 1:00 p.m. and 3:00 p.m.

##### Thursday, December 13

Classes that meet on Tuesday and Thursday beginning at 9:00 a.m., 9:30 a.m., 11:00 a.m., 1:00 p.m., 3:00 p.m. and 3:30 p.m. (9:30 a.m. classes may start at 9:00 a.m. to allow for a two-hour exam)

##### Monday, December 17

Classes that meet on Monday, Wednesday, and Friday; or Monday and Wednesday; or Wednesday and Friday; or Monday and Friday (or more than 3 days a week) beginning at 8:00 a.m., 10:00 a.m., 12:00 noon, 2:00 p.m. and 4:00 p.m.

##### Tuesday, December 18

Classes that meet on Tuesday and Thursday beginning at 8:00 a.m., 10:00 a.m., 12:00 noon, 12:30 p.m., 2:00 p.m. and 4:00 p.m. (12:30 p.m. classes may start at 12:00 noon to allow for a two-hour exam)

#### Evening Exams

Tuesday evenings – December 4

Wednesday evenings – December 12

Thursday evenings – December 13

Monday evenings – December 17

#### Online Classes

Final exams will be administered no later than Monday, December 17

##### Reminders:

- **Final exams must be administered on the scheduled day and time. Final grades are due in the Records Office by 10:00 a.m. on Thursday, December 20, 2012**

Final exams will be administered no later than Monday, May 13

##### Reminders:

Final exams must be administered on the scheduled day and time

Final grades are due in the Records Office by 10:00 a.m. on Thursday, May 16, 2013

Commencement is Saturday, May 18, 2013

#### Day Exams

##### Thursday, May 9

Classes that meet on Tuesday and Thursday beginning at 9:00 a.m., 9:30 a.m., 11:00 a.m., 1:00 p.m., 3:00 p.m. and 3:30 p.m.

(9:30 a.m. classes may start at 9:00 a.m. to allow for a two-hour exam)

##### Friday, May 10

Classes that meet on Monday, Wednesday, and Friday; or Monday and Wednesday; or Wednesday and Friday; or Monday and Friday (or more than 3 days a week) beginning at 9:00 a.m., 11:00 a.m., 1:00 p.m. and 3:00 p.m.

##### Monday, May 13

Classes that meet on Monday, Wednesday, and Friday; or Monday and Wednesday; or Wednesday and Friday; or Monday and Friday (or more than 3 days a week) beginning at 8:00 a.m., 10:00 a.m., 12:00 noon, 2:00 p.m. and 4:00 p.m.

##### Tuesday, May 14

Classes that meet on Tuesday and Thursday beginning at 8:00 a.m., 10:00 a.m., 12:00 noon, 12:30 p.m., 2:00 p.m. and 4:00 p.m.

(12:30 p.m. classes may start at 12:00 noon to allow for a two-hour exam)

#### Evening Exams

Tuesday evenings – May 7

Wednesday evenings – May 8

Thursday evenings – May 9

Monday evenings – May 13

##### Online Courses

### Spring 2013

# General Education

---

**The purpose of general education at IVCC is to enhance students' abilities to think and act responsibly as citizens in a changing world.**

The IVCC faculty has agreed that the goals outlined below will enable us to achieve this purpose. They will serve as guides for general education and will be addressed through IVCC's curriculum. Students will encounter teaching strategies and find learning activities designed to attain these goals embedded in courses throughout the curriculum.

1. **To apply analytical and problem solving skills to personal, social and professional issues and situations.**  
The purpose of this goal is to help students develop competence in their ability to differentiate between fact and opinion, to determine the accuracy and completeness of information, to be able to compare and contrast information and points of view, to apply logical reasoning skills, to make reasonable judgements, and to draw logical conclusions. Students should be able to apply these skills in both social and personal settings and use them to enhance their problem solving skills in the workplace.
2. **To communicate orally and in writing, socially and interpersonally.**  
The purpose of this goal is to help students develop ideas that they are able to communicate clearly, appropriately, effectively and creatively through both oral and written communication. These skills will be used throughout college, in the workplace, as well as in everyday life.
3. **To develop an awareness of the contributions made to civilization by the diverse cultures of the world, including those within our own society.**  
This goal seeks to deepen students' knowledge and appreciation of both multiculturalism in America and the interdependence of the world community by examining various facets of the cultures of the world on the following levels: personal, philosophical, religious, social, economic, historical and political.
4. **To understand and use contemporary technology effectively and to understand its impact on the individual and society.**  
The intent of this goal is to develop the ability of the students to access, understand and apply technology to their personal and professional lives, and to have an appreciation of the impact of technology on their communities.
5. **To work and study effectively both individually and in collaboration with others.**  
The purpose of this goal is for students to engage in activities that will assist them in developing skills to learn, understand, apply and evaluate knowledge for personal and intellectual growth and to interact effectively with others.
6. **To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.**  
The purpose of this goal is to assist students in developing an understanding of the tools necessary to develop and evaluate a personal code of ethics and then to apply those tools within the context of one's own personal and professional life. The faculty at IVCC aim to share a set of values with our students that will inspire them to develop a "moral compass" that will guide them in reaching ethical decisions in their personal, professional and spiritual lives.\*
7. **To develop and maintain a healthy lifestyle physically, mentally and spiritually.**  
The purpose of this goal is to contribute to students' understanding of the importance of choosing and maintaining a healthy lifestyle and the options available to them.

8. **To appreciate the ongoing value of learning, self-improvement and career planning.**

Academic experiences meet this goal when students are able to apply new and existing knowledge to exhibit a long-term perspective regarding achievement. Experiences that promote lifelong learning may not come from one discipline but are an integration of disciplines that promote a holistic environment for continued learning.

- \* In order for this goal to be accomplished, one must understand the difference between "values," "morals" and "ethics." "Values" are a set of enduring beliefs or attitudes about the worth of a person, object, idea or action. They are used to guide one in making decisions. Most students come to us with a set of values already in place. "Ethics" is most often defined as a systematic study of values and the principles of conduct. "Morality" is defined as the actual practice of virtue, or principles of right or wrong conduct in one's life.

## General Education Requirements

In addition to integrating the teaching and learning of the goals outlined above, IVCC has specific general education requirements in the following areas:

Global Appreciation - In order to graduate with an AA or AS degree, students must complete at least six semester hours from a list of courses approved for this requirement.

Health and Wellness - In order to earn a degree at IVCC, students must complete two semester hours from a list of courses approved for this requirement.

## Illinois Articulation Initiative

---

Illinois Valley Community College has agreements with several state and private universities to ensure ease to transfer of credits. Guidelines for completing the first two years of a college major along with listings of transfer course equivalencies are available in the Counseling Center. Also, information on course equivalencies is available at the following Web site: <http://www.ivcc.edu/transferservices>.

Most students who transfer complete an Associate of Arts or Associate of Science Degree. This degree ensures the transfer of courses to a college or university that participates in the statewide Illinois Articulation Initiative (IAI). Upon transfer, students with the degree have met lower level general education requirements and attain junior class status. Since some college majors require certain general education courses, students should always consult with an IVCC counselor. Currently 110 Illinois college and universities are IAI participants. The Web site for IAI is: <http://www.itransfer.org/>.

The Associate of Arts (AA) and Associate Science (AS) are degrees that incorporate the IAI General Education Core Curriculum (GECC). Students transferring without the AA or AS degree, but desire to transfer with the completion of the GECC are to meet the requirements as listed below. IAI will be noted on transcript that meet the requirements effective Summer 2011.

### Illinois Articulation Initiative

General Education Core for **Illinois Valley Community College**

#### Communications

3 courses (9 semester hours)

IAI Course No.	IVCC Course No.	Course Title	Semester Hours
C1 900	ENG 1001	English Composition I <sup>+</sup> *	3
C1 901R	ENG 1002	English Composition II <sup>+</sup> *	3
C2 900	SPH 1001	Fundamentals of Speech	3

+ Minimum grade of "C" required.

#### Mathematics

1 or 2 courses (3 to 6 semester hours)

IAI Course No.	IVCC Course No.	Course Title	Semester Hours
M1 900-B	MTH 1007	Calculus for Bus. & Soc. Sciences	4
M1 900-1	MTH 2001	Calculus & Analytic Geometry I	5
M1 900-2	MTH 2002	Calculus & Analytic Geometry II	4
M1 900-3	MTH 2003	Calculus & Analytic Geometry II	4
MI 902	ECN 2004	Business Statistics	3
MI 904	MTH 1000	Math for Liberal Arts	3
MI 906	MTH 1006	Finite Mathematics	4
MI 902	MTH 1008	General Elementary Statistics	3
MI 903	MTH 1010	Structure of Number Systems II	3

#### Physical and Life Sciences

2 courses (7 to 8) semester hours. At least one lab (L) course. One course selected from Physical Science; 1 course selected from Life Science.

##### Physical Sciences

IAI Course No.	IVCC Course No.	Course Title	Semester Hours
P1 900L	PHY 1001	General Physics	4
P1 900L	PHY 2003	General Physics	5
P1 902	CHM 1000	Introduction To Chemistry	3
P1 902L	CHM 1004	Chemistry	4
P1 902L	CHM 1006	General Chemistry I	5
P1 905	GEL 1006	Introduction To Oceanography	3
P1 908L	GEL 1007	Environmental Geology	4
P1 906L	GEG 1005	Introduction To Astronomy	4
P1 907L	GEL 1008	Physical Geology	4
P1 907L	GEL 1009	Historical Geology	4
P1 909L	GEG 1001	Weather & Climate	4
P1 909L	GEG 1002	Physical Geography	4
P1 900	PSC 1000	Intro To Physical Science	3



## Life Sciences

IAI Course No.	IVCC Course No.	Course Title	Semester Hours
L1 900L	BIO 1001	General Biology I	4
L1 900L	BIO 1003	Principles of Biology	4
L1 905	BIO 1000	The Global Environment	3

## Humanities and Fine Arts

3 courses (9 semester hours). One course selected from Humanities; 1 course selected from Fine Arts. Humanities/Fine Arts course may be used for either Humanities or Fine Arts credit.

### Humanities

IAI Course No.	IVCC Course No.	Course Title	Semester Hours
H1 900	FEN 2002	Intermediate French II	4
H1 900	GER 2002	Intermediate German II	4
H1 900	SPN 2002	Intermediate Spanish II	4
H2 901	HIS 1000	History of Western Civilization I	3
H2 902	HIS 1001	History of Western Civilization II	3
H9 900	GEN 2000	Women Through Culture and Centuries	3
H3 901	LIT 2013	Fiction	3
H3 905	LIT 2021	Intro To Shakespeare I	3
H3 906	LIT 2006	World Literature in Translation I	3
H3 911D	GEN 2002	Women in Literature	3
H3 912	LIT 2001	Major English Writers I	3
H3 913	LIT 2011	Major English Writers II	3
H3 914	LIT 2000	Survey of American Lit I	3
H3 915	LIT 2010	Survey of American Literature II	3
H4 900	PHL 1001	Introduction To Philosophy	3
H4 904	PHL 1002	Ethics	3
H4 905	PHL 1003	Philosophy of Religion	3
H4 906	PHL 1005	Logic	3
H5 904N	PHL 1013	Comparative Religions	3

### Fine Arts

IAI Course No.	IVCC Course No.	Course Title	Semester Hours
F1 901	MUS 1000	Music Appreciation	3
F1 908	THE 2002	Introduction To Theatre	3
F2 901	ART 1000	Art Survey	3
F2 902	ART 1010	Art Survey II	3
F2 902	FLM 2009	The Art of The Film	3

### Humanities/Fine Arts

IAI Course No.	IVCC Course No.	Course Title	Semester Hours
HF 900	FLM 2010	Film, Art & Literature	3
HF 907D	GEN 2001	Women in Ancient Cultures	3
HF 900	HFA 1000	Appreciation of Arts	3

## Social and Behavioral Sciences

3 courses (9 semester hours). Courses must be selected from at least two disciplines.

IAI Course No.	IVCC Course No.	Course Title	Semester Hours
S1 900N	ANT 1000	Introduction To Anthropology	3
S1 901N	ANT 1002	Cultural Anthropology	3
S2 900	HIS 2000	United States History To 1865	3
S2 901	HIS 2001	United States History From 1865	3
S2 910N	HIS 2002	History of Latin America	3
S2 914N	HIS 2007	History & Civilization of China	0-3
S2 919N	HIS 2006	History of Middle Eastern Civilization	3
S2 906N	HIS 2008	Modern Africa	3
S3 902	ECN 2002	Principles of Microeconomics	3
S3 901	ECN 2003	Principles of Macroeconomics	3
S4 900N	GEG 1003	Cultural Geography	3
S4 900N	GEG 1004	World Regional Geography	3
S5 900	PSI 1000	American National Government	3
S5 902	PSI 1002	State and Local Government	3
S5 904N	PSI 2000	International Relations	3

S6 900	PSY 1000	General Psychology	3
S6 903	PSY 2001	Child Growth and Development	3
S7 900	SOC 1000	Introduction To Sociology	3
S7 902	SOC 1002	Marriage and Family	3
S8 900	PSY 2004	Social Psychology	3

3/1/11

## Our Mission

---

IVCC teaches those who seek and is enriched by those who learn.

## Our Vision

Leading our community in learning, working and growing.

## Curricular Purposes

Illinois Valley Community College sets forth the following curricular purposes consistent with its mission.

1. We offer baccalaureate courses and associate degree level work, including general education, in preparation for upper division degrees conferred by four-year degree-granting colleges and universities.
2. We offer appropriate courses and applied associate degree and certificate level work, including general education, in vocational and technical areas of study directed toward the acquisition of new skills or the furthering of proficiency in skills to meet current and emerging employment needs.
3. We offer appropriate courses for a two-year general studies degree program to meet individual needs of students when such programs are not related to career education or baccalaureate parallel program.
4. We offer continuing education for working professionals and appropriate developmental and preparatory courses designed to aid the student in realizing a successful experience in higher education.

## Programs and Services

Illinois Valley Community College provides programs and services pertinent to the success of students enrolling at the college, community groups, organizations and individuals.

1. We offer comprehensive instructional support and student development services to assist students in discovering, establishing, and attaining their educational, vocational, and personal goals.
2. We offer a comprehensive program for students of co-curricular activities designed to promote and encourage cultural improvements, citizenship responsibilities and physical and social skills.
3. We offer a comprehensive program to accommodate the special academic, social and physical needs of students.
4. We offer cultural awareness and understanding of diversity within our global community by providing cultural and recreational leadership and enrichment activities.
5. We offer community service efforts to provide support to business, industry, agriculture, education and social agencies in order to meet community needs and assist in economic development.

## Board of Trustees and College Personnel

---

### Illinois Community College Board Members

Alexi Giannoulis, Chair  
Chicago

Guy H. Alongi  
DuQuoin

Randy Barnette  
Chicago

James W. Dumas  
Tamms

Victor P. Henderson  
Chicago

Suzanne Morris  
Grayslake

Rudolph J. Papa  
Bethalto

Thomas G. Pulver  
Glen Ellyn

Jake Rendleman  
Carterville

#### ICCB President/Chief Executive Officer

Geoffrey Obrzut

### IVCC Board of Trustees

The names listed below represent the Board of Trustees as of the April 2011 election. Please contact Jeanne Hayden, Executive Assistant to the President for the most up to date listing.

Michael C. Driscoll, Ottawa

Leslie-Anne Englehaupt, Secretary, LaSalle

Larry D. Huffman, Peru

David O. Mallery, Hennepin

James A. Narczewski, Spring Valley

Melissa M. Olivero, Vice Chair, Peru

Dennis N. Thompson, Chair, Princeton

Britney Burkart, 2012-2013 Student Trustee

### IVCC Foundation

#### Mission

The Illinois Valley Community College Foundation is an independent, nonprofit, **501 (c) (3)** corporation created to enhance the College's ability to provide educational opportunity and public service.

The Foundation provides access to IVCC through scholarships — more than \$1 million has been awarded in just the past ten years. In addition, the Foundation enhances IVCC's learning environment by supporting academic programs and purchasing much-needed instructional equipment the College could not otherwise afford. Since

its founding in 1976, the Foundation has been supported in its mission by generous individuals, civic groups, professional societies and businesses. For information, call Mr. Fran Brolley at (815) 224-0466.

#### Officers

O.J. Stoutner, President, Peru

John Cantlin, Vice President, Earlville

Linda Grove, Treasurer, Princeton

#### Directors

Iner Anderson, Princeton

Ralph Bowermaster, Ottawa

Mark Buehl, Ottawa

Patty Godfrey, Ottawa

Jane Goetz, Ottawa

Terry Judd, Hennepin

Dr. Susan Schmitt, Streator

Robert Walsh, Ladd

Jerry Yendro, Peru

Dr. Francis Zeller, Peru

### IVCC Personnel

#### President

Jerry Corcoran, B.S., M.A., Ed.D.  
President  
e-mail: jerry\_corcoran@ivcc.edu  
(815) 224-0404

#### Vice Presidents

Lori Scroggs, B.S., M.S., Ed.D.  
Interim Vice President for Learning and Student Development  
e-mail: lori\_scroggs@ivcc.edu  
(815) 224-0405

Cheryl Roelfsema, CPA, CMA, CPFO, A.S., B.S., M.B.A.  
Vice President for Business Services and Finance  
e-mail: cheryl\_roelfsema@ivcc.edu  
(815) 224-0419

Lori Scroggs, B.S., M.S., Ed.D.  
Vice President for Planning & Institutional Effectiveness  
email: lori\_scroggs@ivcc.edu  
(815) 224-0434

Sue Isermann, B.S., M.S.  
Associate Vice President for Academic Affairs and Ottawa Center Administrator  
e-mail: sue\_ismann@ivcc.edu  
(815) 224-0408 or (815) 224-0801

Tracy Morris, A.A., B.S., M.S., Ed.D.  
Associate Vice President for Student Services  
email: tracy\_morris@ivcc.edu

(815) 224-0393

## Deans

J. M. Anderson, B.A., M.A., Ph.D.  
Humanities, Fine Arts and Social Sciences  
e-mail: [jeff\\_anderson@ivcc.edu](mailto:jeff_anderson@ivcc.edu)  
(815) 224-0491

Marianne Dzik, B.S., M.Ed.  
English, Mathematics and Education  
e-mail: [marianne\\_dzik@ivcc.edu](mailto:marianne_dzik@ivcc.edu)  
(815) 224-0433

Bonnie Campbell, B.S.N, M.S.N.  
Health Professions  
e-mail: [bonnie\\_campbell@ivcc.edu](mailto:bonnie_campbell@ivcc.edu)  
(815) 224-0481

Ron Groleau, A.S., B.S., M.Ed.  
Natural Sciences and Business  
e-mail: [ron\\_groleau@ivcc.edu](mailto:ron_groleau@ivcc.edu)  
(815) 224-0482

M. Elaine Novak, A.A., B.S., M.S., Sp., Ed.D.  
Career and Technical Programs  
e-mail: [elaine\\_novak@ivcc.edu](mailto:elaine_novak@ivcc.edu)  
(815) 224-0483

## Student Development

Cynthia Cardosi, B.S., M.Ed., M.S.S., Ph.D.  
Counselor, Student Support Services/Project Success  
e-mail: [cynthia\\_cardosi@ivcc.edu](mailto:cynthia_cardosi@ivcc.edu)  
(815) 224-0592

Chris Herman, A.A., B.S., M.S.  
Director of Student Support Services/Project Success  
e-mail: [chris\\_herman@ivcc.edu](mailto:chris_herman@ivcc.edu)  
(815) 224-0593

Melissa Killian, B.S., M.S.  
Counselor  
e-mail: [melissa\\_killian@ivcc.edu](mailto:melissa_killian@ivcc.edu)  
(815) 224-0346

Jim Moskalewicz, B.S., M.S.  
Counselor  
e-mail: [jim\\_moskalewicz@ivcc.edu](mailto:jim_moskalewicz@ivcc.edu)  
(815) 224-0363

Renee Prine, B.S., M.S.  
Counselor  
e-mail: [renee\\_prine@ivcc.edu](mailto:renee_prine@ivcc.edu)  
(815) 224-0366

Jane Sack, B.S., M.S., Ed.D.  
Counselor  
e-mail: [jane\\_sack@ivcc.edu](mailto:jane_sack@ivcc.edu)  
(815) 224-0365

Diane Scoma, B.F.A., M.A.  
Counselor, Student Support Services/Project Success  
e-mail: [diane\\_scoma@ivcc.edu](mailto:diane_scoma@ivcc.edu)  
(815) 224-0591

Cathy Buck, B.A., M.A.  
Career Services Specialist  
e-mail: [cathy\\_buck@ivcc.edu](mailto:cathy_buck@ivcc.edu)  
(815) 224-0214

## College Services

Harold Barnes, B.S.E.E.  
Director of Information and Technology Services  
e-mail: [harold\\_barnes@ivcc.edu](mailto:harold_barnes@ivcc.edu)  
(815) 224-0450

Patrick Berry, CPA, B.S.  
Controller  
email: [pat\\_berry@ivcc.edu](mailto:pat_berry@ivcc.edu)  
(815) 224-0389

Fran Brolley, B.A., M.A.  
Director of Development/Director of Community Relations and Marketing  
e-mail: [fran\\_brolley@ivcc.edu](mailto:fran_brolley@ivcc.edu)  
(815) 224-0466

Thomas Canale, B.S.S., M.S.S.  
Athletic Director  
e-mail: [tommy\\_canale@ivcc.edu](mailto:tommy_canale@ivcc.edu)  
(815) 224-0471

Michelle Carboni, B.B.  
Director of Purchasing  
e-mail: [michelle\\_carboni@ivcc.edu](mailto:michelle_carboni@ivcc.edu)  
(815) 224-0417

Sara Escatel, B.S.  
Director of Adult Education  
e-mail: [sara\\_escatel@ivcc.edu](mailto:sara_escatel@ivcc.edu)  
(815) 224-0355

Jeannette Frahm, B.F.A., M.M.  
Ottawa Center Coordinator  
email: [jeannette\\_frahm@ivcc.edu](mailto:jeannette_frahm@ivcc.edu)  
(815) 224-0801

Jamie Gahm, B.S.  
Director of Continuing Education and Business Services  
e-mail: [jamie\\_gahm@ivcc.edu](mailto:jamie_gahm@ivcc.edu)  
(815) 224-0428

Mark Grzybowksi, B.S., M.B.A.  
Director of Admissions and Records  
e-mail: [mark\\_grzybowski@ivcc.edu](mailto:mark_grzybowski@ivcc.edu)  
(815) 224-0437

Bruce Hartman  
Truck Driver Training Coordinator  
e-mail: [bruce\\_hartman@ivcc.edu](mailto:bruce_hartman@ivcc.edu)  
(815) 224-0266

Gary Johnson, A.A.S.  
Director of Facilities  
email: [gary\\_johnson@ivcc.edu](mailto:gary_johnson@ivcc.edu)  
(815) 224-0378

Glenna Jones, SPHR, A.A., A.A.S., B.S.  
Director of Human Resources  
email: [glenna\\_jones@ivcc.edu](mailto:glenna_jones@ivcc.edu)  
(815) 224-0230

Beverly Malooley, B.S.  
Director of Small Business Development Center  
e-mail: [bev\\_malooley@ivcc.edu](mailto:bev_malooley@ivcc.edu)  
(815) 224-0212

Robert Mattson, B.S., M.S., M.Ed., MCIR  
Director of Institutional Research  
e-mail: [robert\\_mattson@ivcc.edu](mailto:robert_mattson@ivcc.edu)

(815) 224-0550

Anthony Ruda, B.S., M.S.  
 Director, Educational Fitness Center  
 e-mail: [tony\\_ruda@ivcc.edu](mailto:tony_ruda@ivcc.edu)  
 (815) 224-0333

Lauren Sandberg, B.S.  
 Bookstore Manager  
 e-mail: [lauren\\_sandberg@ivcc.edu](mailto:lauren_sandberg@ivcc.edu)  
 (815) 224-0312

Connie Skerston, A.A.S., B.G.S.  
 Assistant Director of Admissions & Records  
 email: [connie\\_skerston@ivcc.edu](mailto:connie_skerston@ivcc.edu)  
 (815) 224-0446

Danielle Stoddard, B.A., M.S.  
 IVCC Dual Credit Coordinator & CTE Recruiter  
 email: [danielle\\_stoddard@ivcc.edu](mailto:danielle_stoddard@ivcc.edu)  
 (815) 224-0598

Cory Tomasson, A.A., B.A., M.S.  
 Coordinator of Student Activities  
 e-mail: [cory\\_tomasson@ivcc.edu](mailto:cory_tomasson@ivcc.edu)  
 (815) 224-0509

Joel Torbeck, B.A., M.S., M.B.A.  
 Director of Dislocated Workers Center  
 e-mail: [joel\\_torbeck@ivcc.edu](mailto:joel_torbeck@ivcc.edu)  
 (815) 224-0442

Sarah Glascock Trager, B.A., M.S.  
 Assessment Center Coordinator  
 e-mail: [sarah\\_trager@ivcc.edu](mailto:sarah_trager@ivcc.edu)  
 (815) 224-0552

Emily Vescogni, A.A.S., B.S., M.S.  
 Director of Learning Technologies  
 e-mail: [emily\\_vescogni@ivcc.edu](mailto:emily_vescogni@ivcc.edu)  
 (815) 224-0462

Frances A. Whaley, B.A., M.S.  
 Head Librarian  
 e-mail: [frances\\_whaley@ivcc.edu](mailto:frances_whaley@ivcc.edu)  
 (815) 224-0263

Patricia Williamson, B.A., M.A., Ed.S.  
 Director of Financial Aid  
 e-mail: [patty\\_williamson@ivcc.edu](mailto:patty_williamson@ivcc.edu)  
 (815) 224-0440

## Faculty

Stephen Alvin  
 History  
 B.S., M.A., Southern Illinois University  
 e-mail: [steve\\_alvin@ivcc.edu](mailto:steve_alvin@ivcc.edu)  
 (815) 224-0423

Larry Ault  
 Physical Science Lab  
 B.M.Ed., University of North Texas  
 M.M., Emporia State University  
 M.S.E.S., Indiana University  
 e-mail: [larry\\_ault@ivcc.edu](mailto:larry_ault@ivcc.edu)  
 (815) 224-0309 or (815) 224-0397

Jean Batson-Turner  
 Human Services  
 M.A., Baylor University

Master of Divinity, Texas Christian Univ.  
 e-mail: [jean\\_batson-turner@ivcc.edu](mailto:jean_batson-turner@ivcc.edu)  
 (815) 224-0268

Nora Bazydlo Hamilton  
 Nursing  
 A.A.S., Illinois Valley Comm. College  
 B.S., Olivet Nazarene University  
 M.S., University of Phoenix  
 email: [nora\\_hamilton@ivcc.edu](mailto:nora_hamilton@ivcc.edu)  
 (815) 224-0443

David Bergsieker  
 Art  
 B.F.A., Washington University  
 M.F.A., University of Wyoming  
 e-mail: [david\\_bergsieker@ivcc.edu](mailto:david_bergsieker@ivcc.edu)  
 (815) 224-0342

Jason Beyer  
 Philosophy  
 B.A., University of Wisconsin at Parkside  
 M.A., Ph.D., Loyola University  
 email: [jason\\_beyer@ivcc.edu](mailto:jason_beyer@ivcc.edu)  
 (815) 224-0583

Abhijeet Bhattacharya  
 Economics  
 B.E., Bangalore University, Bangalore, India  
 M.A., Western Illinois University  
 M.B.A., University of Alabama  
 M.S., Illinois Institute of Technology  
 email: [abhijeet\\_bhattacharya@ivcc.edu](mailto:abhijeet_bhattacharya@ivcc.edu)  
 (815) 224-0519

Timothy Bias  
 Manufacturing Technology/Manufacturing Program Coordinator  
 A.A., Illinois Valley Community College  
 B.S., Northern Illinois University  
 email: [tim\\_bias@ivcc.edu](mailto:tim_bias@ivcc.edu)  
 (815) 224-0261

Christine Blaydes  
 Nursing, C.N.A.  
 A.A.S., Illinois Valley Community College  
 email: [chris\\_blaydes@ivcc.edu](mailto:chris_blaydes@ivcc.edu)  
 (815) 224-0330

Mary Black  
 Mathematics Lab  
 B.S., Delta State University  
 M.S., Western Illinois University  
 e-mail: [mary\\_black@ivcc.edu](mailto:mary_black@ivcc.edu)  
 (815) 224-0546

Wesley Black  
 Mathematics  
 B.S., Delta State University  
 M.S., University of North Dakota  
 e-mail: [wes\\_black@ivcc.edu](mailto:wes_black@ivcc.edu)  
 (815) 224-0459

Vincent Brolley  
 Psychology  
 B.A., University of Notre Dame  
 J.D., University of Illinois at Urbana  
 M.S., Illinois State University  
 email: [vince\\_brolley@ivcc.edu](mailto:vince_brolley@ivcc.edu)  
 (815) 224-0401

Mark Brown  
English Composition and Creative Writing  
B.A., Idaho State University  
M.F.A., Boise State University  
email: mark\_brown@ivcc.edu  
(815) 224-0282

Anna Bruch  
Nursing  
B.S.N., St. Francis Medical Center College of Nursing  
M.S.N., Bradley University  
e-mail: anna\_bruch@ivcc.edu  
(815) 224-0320

Jennifer Bubb  
English/Reading/Study Skills  
A.A., Illinois Valley Community College  
B.S., Illinois State University  
e-mail: jennifer\_bubb@ivcc.edu  
(815) 224-0277

Susan Caley Opsal  
Anatomy/Physiology  
B.S., M.S., University of Wisconsin  
e-mail: sue\_caley@ivcc.edu  
(815) 224-0412

Bonnie Campbell  
Nursing  
B.S.N., Illinois Wesleyan University  
M.S.N., Loyola University  
email: bonnie\_campbell@ivcc.edu  
(815) 224-0349

Lauri Carey  
Horticulture  
B.S., M.S., University of Illinois  
e-mail: lauri\_carey@ivcc.edu  
(815) 224-0217

Diane Christianson  
Early Childhood Education  
B.S., North Dakota State University  
B.S., Moorhead State University  
M.S., University of North Dakota  
e-mail: diane\_christianson@ivcc.edu  
(815) 224-0477

Lori Cinotte  
English/Journalism  
A.A., Lincoln Land Community College  
B.A., Eastern Illinois University  
M.A., Sangamon State University  
e-mail: lori\_cinotte@ivcc.edu  
(815) 224-0289

Amanda Cook Fesperman  
Political Science/History/International Education  
B.A., M.A., Western Michigan University  
e-mail: amanda\_cookfesperman@ivcc.edu  
(815) 224-0203

Rebecca Donna  
Criminal Justice and Forensics/Director of Criminal Justice Program  
B.S., M.S., Illinois State University  
Ph.D., Southern Illinois University  
e-mail: rebecca\_donna@ivcc.edu  
(815) 224-0202

Vacant

Sociology  
e-mail:  
(815) 224-0413

Gina Elias  
Computer Networking  
A.A., Illinois Valley Community College  
B.S., M.S., Illinois State University  
e-mail: gina\_elias@ivcc.edu  
(815) 224-0329

Norman Engstrom  
Choral Music/Theatre  
B.A. & B.M.E., Augustana College  
M.F.A., University of Minnesota  
e-mail: norm\_engstrom@ivcc.edu  
(815) 224-0279

Jeffrey Fesperman  
Geography  
B.A., M.A., University of North Carolina  
e-mail: jeff\_fesperman@ivcc.edu  
(815) 224-0356

Christine Foster  
Nursing  
B.S.N., Olivet Nazarene University  
M.S., Lewis University  
e-mail: chris\_foster@ivcc.edu  
(815) 224-0381

Marjorie Francisco  
Nursing  
B.S., Northern Illinois University  
M.S.N., St. Francis Medical Center College of Nursing  
email: margie\_francisco@ivcc.edu  
(815) 224-0574

James Gibson  
Electronics  
B.S., M.S., Illinois State University  
e-mail: jim\_gibson@ivcc.edu  
(815) 224-0453

Ron Groleau  
Biology  
A.S., Illinois Valley Community College  
B.S., M.Ed., University of Illinois  
e-mail: ron\_groleau@ivcc.edu  
(815) 224-0482

Linda Hanley  
Nursing  
B.S.N., University of the State of New York  
M.S.N., Northern Illinois University  
e-mail: linda\_hanley@ivcc.edu  
(815) 224-0564

Carmen Hartford  
Biology  
B.S., Illinois State University  
M.S., Saint Joseph College  
e-mail: carmen\_hartford@ivcc.edu  
(815) 224-0201

Cheryl Hobneck  
Mathematics Lab  
B.S., Illinois State University  
M.A., Saint Xavier University  
e-mail: cheryl\_hobneck@ivcc.edu

(815) 224-0506

Laura Hodgson  
Nursing Lab  
A.A.S., Illinois Valley Comm. College  
B.S.N. Illinois State University  
e-mail: [laura\\_hodgson@ivcc.edu](mailto:laura_hodgson@ivcc.edu)  
(815) 224-0525

Julie Hogue  
Nursing  
B.S.N., M.S.N., Illinois State University  
e-mail: [julie\\_hogue@ivcc.edu](mailto:julie_hogue@ivcc.edu)  
(815) 224-0296

Sue Isermann  
Computer Science  
B.S., Illinois State University  
M.S., University of Illinois  
e-mail: [sue\\_ismann@ivcc.edu](mailto:sue_ismann@ivcc.edu)  
(815) 224-0408 or (815) 224-0801

Kaushalya Jagasia  
English  
B.A., M.A., Gujarat University  
e-mail: [koshu\\_jagasia@ivcc.edu](mailto:koshu_jagasia@ivcc.edu)  
(815) 224-0210

Matthew Johl  
Chemistry  
B.S., University of Wisconsin-Platteville  
Ph.D., Iowa State University  
e-mail: [matthew\\_johl@ivcc.edu](mailto:matthew_johl@ivcc.edu)  
(815) 224-0468

LeeAnn Johnson  
Natural Science Lab  
A.S., Illinois Valley Community College  
B.S., Northern Michigan University  
M.S., Northern Illinois University  
e-mail: [leeann\\_johnson@ivcc.edu](mailto:leeann_johnson@ivcc.edu)  
(815) 224-0308 or (815) 224-0317

Keith King  
Biology  
A.S., Illinois Valley Community College  
B.S., M.S., Illinois State University  
e-mail: [keith\\_king@ivcc.edu](mailto:keith_king@ivcc.edu)  
(815) 224-0201

Betsy Klopccic  
Psychology  
B.A., M.A., Illinois State University  
e-mail: [betsy\\_klopccic@ivcc.edu](mailto:betsy_klopccic@ivcc.edu)  
(815) 224-0208

Art Koudelka  
Automotive Technology  
B.S.E.D., M.S., Northern Illinois University  
e-mail: [art\\_koudelka@ivcc.edu](mailto:art_koudelka@ivcc.edu)  
(815) 224-0220

David Kuester  
Speech/Theatre  
B.S., George Williams College  
M.A., Northern Illinois University  
Ph.D., Southern Illinois University  
e-mail: [david\\_kuester@ivcc.edu](mailto:david_kuester@ivcc.edu)  
(815) 224-0352

Charles Kwiatkowski  
Computer Science/Networking  
A.A.S., College of DuPage  
B.S., Southern Illinois University at Carbondale  
M.S., Northern Illinois University  
email: [charles\\_kwiatkowski@ivcc.edu](mailto:charles_kwiatkowski@ivcc.edu)  
(815) 224-0325

Shane Lange  
Automotive Technology  
B.S., Southern Illinois University  
A.A.S., Illinois Valley Community College  
e-mail: [shane\\_lange@ivcc.edu](mailto:shane_lange@ivcc.edu)  
(815) 224-0396

Paul Leadingham  
Welding Instructor/Welding Program Coordinator  
A.G.S., Joliet Junior College  
e-mail: [paul\\_leadingham@ivcc.edu](mailto:paul_leadingham@ivcc.edu)  
(815) 224-0319

Kirk Lockwood  
English  
B.A., Millikin University  
M.A., University of Louisville  
e-mail: [kirk\\_lockwood@ivcc.edu](mailto:kirk_lockwood@ivcc.edu)  
(815) 224-0336

Pamela Mammano  
Nursing  
B.S.N., St. Xavier College  
M.S.N., Northern Illinois University  
e-mail: [pam\\_mammano@ivcc.edu](mailto:pam_mammano@ivcc.edu)  
(815) 224-0322

Richard Mangold  
Psychology  
B.S., Grand Valley State  
M.A., Washington University  
Ed.D. Northern Illinois University  
e-mail: [rick\\_mangold@ivcc.edu](mailto:rick_mangold@ivcc.edu)  
(815) 224-0367

Cherie Monterastelli  
Therapeutic Massage  
B.S.N., Alverno College  
M.S.N., University of Illinois at Chicago  
e-mail: [cherie\\_monterastelli@ivcc.edu](mailto:cherie_monterastelli@ivcc.edu)  
(815) 224-0507

Steve Nett  
Biology  
B.S., Winona State University  
M.S., Northern Illinois University  
e-mail: [steve\\_net@ivcc.edu](mailto:steve_net@ivcc.edu)  
(815) 224-0205

Tina Nink  
Nursing  
B.S.N., M.S.N., Northern Illinois University  
e-mail: [tina\\_nink@ivcc.edu](mailto:tina_nink@ivcc.edu)  
(815) 224-0396

Adam Oldaker  
English Composition  
B.A., Illinois Wesleyan University  
M.A., Purdue University  
M.A., Lewis University  
email: [adam\\_oldaker@ivcc.edu](mailto:adam_oldaker@ivcc.edu)



(815) 224-0326

Jared Olesen  
Sociology  
A.A., Illinois Central College  
B.S., Illinois State University  
M.A., University of California, Irvine  
e-mail: jared\_olesen@ivcc.edu  
(815) 224-0281

Michael Pecherek  
Music  
B.M., M.M. (Strings) & M.M. (Conducting), Northern Illinois University  
e-mail: michael\_pecherek@ivcc.edu  
(815) 224-0430

Patricia Pence  
Nursing  
LPN, RN, Illinois Valley Comm. College  
B.S.N., Bradley University  
M.S.N., Northern Illinois University  
Ed.D., University of Phoenix  
e-mail: pat\_pence@ivcc.edu  
(815) 224-0274

Dorene Perez  
Engineering Design  
A.A.S., Illinois Valley Comm. College  
e-mail: dorene\_perez@ivcc.edu  
(815) 224-0221

Michael Phillips  
Geology  
B.S., M.S., Southern Illinois University  
e-mail: mike\_phillips@ivcc.edu  
(815) 224-0394

Anna Marie Pietrolonardo  
World Languages  
B.A., Scripps College  
M.A., Northwestern University  
M.B.A., DePaul University  
e-mail: anna\_pietrolonardo@ivcc.edu  
(815) 224-0250

Tara Coburn Ptasnik  
English  
B.A., M.A., Eastern Illinois University  
e-mail: tara\_ptasnik@ivcc.edu  
(815) 224-0335

Deborah Pumo  
Nursing  
A.A.S., Illinois Valley Comm. College  
B.S.N., Southern Illinois University  
M.S., Northern Illinois University  
Ed.D., Northern Illinois University  
e-mail: deb\_pumo@ivcc.edu  
(815) 224-0343

Kimberly Radek  
English  
B.A., M.A., Northern Illinois University  
e-mail: kimberly\_radek@ivcc.edu  
(815) 224-0395

Randy Rambo  
English  
A.A., Lincoln Land Community College  
B.A., M.A., Southern Illinois University at Edwardsville

e-mail: randy\_rambo@ivcc.edu  
(815) 224-0338

Robert Reese  
Business  
B.S., Northern Illinois University  
M.B.A., Bradley University  
e-mail: bob\_reese@ivcc.edu  
(815) 224-0354

Delores Robinson  
English Composition  
B.A., University of Illinois at Urbana  
M.A., University of Illinois at Springfield  
email: delores\_robinson@ivcc.edu  
(815) 224-0398

Michael Sankovich  
Accounting  
B.S., Illinois Benedictine College  
M.B.A., Northern Illinois University  
Certified Public Accountant  
e-mail: mike\_sankovich@ivcc.edu  
(815) 224-0348

Dominic Sarsah  
Physics  
B.S., University of Cape Coast, Ghana, West Africa  
M.S., University of Minnesota  
e-mail: dominic\_sarsah@ivcc.edu  
(815) 224-0470

Jennifer Savoia  
Nursing  
B.S.N., University of St. Francis  
M.S.N., Regis University  
email: jennifer\_savoia@ivcc.edu  
(815) 224-0510

Eric Schroeder  
Environmental Biology  
B.A., Southern Illinois University at Carbondale  
Master of Urban Planning, University of Illinois at Urbana  
email: eric\_schroeder@ivcc.edu  
(815) 224-0597

Cynthia Schultz  
Mathematics  
B.S., M.A., Mankato State University  
e-mail: cynthia\_schultz@ivcc.edu  
(815) 224-0431

Richard Serafini  
Accounting  
A.A., Illinois Valley Community College  
B.A., Western Illinois University  
M.A.C., Golden Gate University  
Certified Public Accountant  
Certified Management Accountant  
e-mail: rick\_serafini@ivcc.edu  
(815) 224-0392

Julie Sherbeyn  
Health, Wellness & Physical Education  
B.S., University of Nebraska at Lincoln  
M.A., University of Nebraska at Kearney  
e-mail: julie\_sherbeyn@ivcc.edu  
(815) 224-0475

Francie Skoflanc

Graphic Arts Technology  
A.A., Illinois Valley Community College  
B.A., Illinois State University  
e-mail: francie\_skoflanc@ivcc.edu  
(815) 224-0327

Jeffrey Spanbauer  
History  
B.A., Illinois Wesleyan University  
M.A., Illinois State University  
e-mail: jeff\_spanbauer@ivcc.edu  
(815) 224-0254

Michelle Story  
Computer Lab  
A.A.S., Illinois Valley Comm. College  
e-mail: michelle\_story@ivcc.edu  
(815) 224-0441

Linda Thomas  
Reading  
B.A., Edgewood College  
M.S., University of Wisconsin  
e-mail: linda\_thomas@ivcc.edu  
(815) 224-0478

Cory Tomasson  
Speech  
A.A., Illinois Central College  
B.A., St. Ambrose University  
M.S., Illinois State University  
e-mail: cory\_tomasson@ivcc.edu  
(815) 224-0509

Thomas Tunnell  
Mathematics  
B.S., University of Illinois, Urbana  
M.A., University of Illinois, Springfield  
e-mail: thomas\_tunnell@ivcc.edu  
(815) 224-0257

Jill Urban-Bollis  
Psychology/Education  
B.A., M.A., University of Illinois at Springfield  
e-mail: jill\_urbanbollis@ivcc.edu  
(815) 224-0429

Nora Villarreal  
English Composition  
A.A., Illinois Valley Community College  
B.A., Illinois State University  
M.A., Northern Illinois University  
email: [nora\\_villarreal@ivcc.edu](mailto:nora_villarreal@ivcc.edu)  
(815) 224-0331

Dawn Wiggins  
Mathematics  
B.S., M.S., University of Illinois, Urbana  
e-mail: dawn\_wiggins@ivcc.edu  
(815) 224-0339

Promise Yong  
Chemistry  
B.S., University of Buea, Cameroon  
Ph.D., University of North Dakota  
e-mail: promise\_yong@ivcc.edu  
(815) 224-0467

Karen Zeilman  
Art and Studio Art

B.F.A., University of Illinois, Urbana  
M.S., Illinois State University  
e-mail: karen\_zeilman@ivcc.edu  
(815) 224-0351

VACANT  
EMS Instructor/Program Coordinator  
email:  
(815) 224-0267

## Policies and Procedures

---

There are a number of policies and procedures that IVCC students and staff need to be informed of. In order to make this large amount of information accessible, we have broken the policies and procedures down into the following categories:

### Assessment (<http://catalog.ivcc.edu/assessment>)

- Assessment Board of Trustees Policy
- Assessment Center Information
- Assessment Testing

### Equal Opportunity Initiatives (<http://catalog.ivcc.edu/equalopportunityinitiative/>)

- Affirmative Action
- Americans with Disabilities Act, Grievance Procedures and Request for Reasonable Accommodations
- Title IX (Discrimination based on Gender)

### Crime and Safety Information (<http://catalog.ivcc.edu/crimeandsafetyinformation/>)

- Campus Crime Awareness
- Campus Shootings: What Students and Staff Need to Know
- Children on Campus
- Chronic Communicable Diseases
- Drug Free Workplace
- Emergency Alert System
- Inclement Weather Policy
- Search and Seizure
- Sex Offenses on Campus
- Sexual and Other Harassment

### Student Right to Know (p. 69)

- Access to Student Records
- Use of Campus and Computing Network Resources, Acceptable Use Guidelines
- Smoking/Tobacco Use Policy

### Student Rights and Responsibilities/ Code of Conduct (<http://catalog.ivcc.edu/studentrightsandresponsibilitycodeofconduct/>)

- Tobacco Use Policy
- Student Rights
- Academic Complaint Procedure
- Non-academic Complaints
- Sexual and Other Harassment
- Student Responsibilities
- Academic Integrity
- Code of Conduct

- Disciplinary Process (including for athletes and organization members) and Due Process for Expulsion

If you have any questions, concerns, or issues with any of the policies and procedures (including locating printed materials), contact the Associate Vice President for Student Services, Dr. Tracy Morris. Dr. Morris is located in the Counseling Center or can be reached at (815) 224-0393.

## **Student Services and Academic Programs**

---

The IVCC Office of Student Services invites you to utilize the many resources available to you through our website, catalog, and the links along the right side of this page. If you have any issues, please contact the Associate Vice President for Student Services, Dr. Tracy Morris at by email or at 815-224-0393.

# Academic Course Information

## Classification of Students

### Freshman

A student who has completed fewer than 30 semester hours of college credit will be given freshman status.

### Sophomore

A student who has completed a minimum of 30 semester hours of credit will be given sophomore status.

Grade	Description
A	Excellent - 4 grade points per semester hour
B	Good - 3 grade points per semester hour
C	Average - 2 grade points per semester hour
D	Lowest passing grade - 1 grade point per semester hour
F	Failure - 0 grade points per semester hour
P	Passing - not included in computing grade point average
W	Withdrawn - not included in computing grade point average
INC	Incomplete - not included in computing grade point average

## Credit Hours

College credit hours are earned by students when they spend hours learning a skill or a specific body of knowledge. At IVCC, credit hours are assigned to each course when it is developed. One credit hour is equal to one 50 minute class "hour" per week for a lecture course over a sixteen week semester. The number of credit hours assigned to a course and required for student attendance are equated, based on the length and method(s) of the course. Credit hour equivalents vary for different types of methods (lecture, lab, field experience, etc.) All courses, including assigned credit hours, are approved by the Illinois Community College Board.

## Student Honors

The academic honors recognized at IVCC include the following:

### President's Honors

It is the policy of the Board of Trustees of Illinois Valley Community College that the "President's Honors" will include students earning a term grade point average of 3.75 to 4.00 in 12 or more semester hours. The 12 completed college-level semester hours exclude non-credit courses, courses taken for audit, and developmental courses. President's Honors will be awarded in the fall and spring semesters.

### Academic Honors

It is the policy of the Board of Trustees of Illinois Valley Community College that "Academic Honors" will include students earning a term grade point average of 3.25 or above in 6 or more completed college-level hours. The 6 completed college-level semester hours exclude non-credit courses, courses taken for audit, and developmental courses. Academic Honors will be awarded in the fall and spring semesters.

**Note: Students will receive the higher of the two applicable honors.**

## Annual Academic Awards Program

Students will receive a special certificate at the spring Awards Banquet for having achieved full-time honors status for two or three consecutive semesters.

## Thomas J. McCormack Scholars

Students earning a minimum grade point average of 3.75 in 14 or more college-level semester hours each of the first three semesters will be designated as Thomas J. McCormack Scholars at the Annual Academic Honors Banquet held in the spring. Dr. McCormack was principal of LaSalle-Peru Township High School from 1903-1932 and was the first director of L-P-O Junior College, which was housed at the high school for many years.

## Pass/Fail Grade

Students enrolling in certain designated courses may elect a pass/fail option. Students electing this option must declare their intent at the time of registration. No more than 12 semester hours earned in pass/fail courses are applicable to a degree and no more than three semester hours earned are applicable toward a certificate offered by the college.

## Grade of "Incomplete"

"Incomplete" is a temporary grade assigned when illness, unavoidable absence, or other reasons satisfactory to the instructor prevent completion of the course requirements by the end of the semester. A grade of "INC" must be removed as designated by the instructor, but not later than the last class day of the semester following the issuance of the incomplete, excluding Summer semester.

If the incomplete is not made up within the allotted time, the grade for the course is changed to an F, or failing grade. Questions about incompletes should be directed to the Office of Admissions and Records.

Veterans must make up incomplete grades promptly to insure continued receipt of G.I. Bill benefits. Questions about the impact on veteran benefits should be directed to the Financial Aid Office.

## Auditing a Class

Many courses at Illinois Valley Community College may be audited. An auditor is a participating listener in a course and is not required to take tests or submit reports unless the course is required for admission and/or progress in a program. A student auditing a class receives no grade or credit on a transcript. Registration for audit classes will be accepted beginning the week the class is scheduled to begin, provided space is available in the class.

Audit students pay the regular tuition and fee rates. A student may not change class registration from audit to credit or from credit to audit once the semester begins.

Further information about which courses may be audited and procedures for registering may be obtained from the Counseling Center or Deans Offices.

Students are expected to attend all classes regularly. If absence from class is unavoidable, it is the student's responsibility to explain the absence to his/her instructor(s) and arrange to complete any work missed.

Instructors will identify their attendance policy in their course syllabus. If an instructor finds the number of accumulated absences violates the

stated policy and is therefore interfering with the student's progress and ability to successfully complete the course, the student may be withdrawn from the course without notice.

In open entry/open exit courses taught in a non-traditional manner and in distance learning classes, steady progress toward completion of course objectives is required of all students. Students not making adequate progress in fulfilling course objectives may be withdrawn from the course without notice.

## Withdrawal from Classes

**Rationale:** The purpose of the withdrawal option is to allow students to make responsible decisions regarding their academic status and their ability to complete an individual course. This responsibility is similar, and thus preparatory, to students' experiences in universities and the workforce. It is understood that for them to make informed decisions regarding their academic careers, students must have the appropriate information regarding their status. It is the instructor's responsibility, therefore, to provide students with some form of assessment of their academic status prior to the last official withdrawal date.

### The procedure:

- To withdraw from an individual course, a student can initiate a withdrawal request through their WebAdvisor account, in person in the Records Office with a photo ID or through his or her instructor. In the absence of the instructor, the student should contact the Dean responsible for the course's scheduling.
- Students have until the end of the twelfth week of a regular 16-week semester course (or an equivalent length of time in courses of different lengths) to request a withdrawal.
- Instructors may also initiate the withdrawal process if the student fails to comply with the attendance requirements as outlined in the course syllabus.
- All withdrawals earn a grade of "W," which does not affect the GPA but deletes the course credit(s) for the involved course(s).
- No refund is given for withdrawals.

The scholastic requirements of the college are detailed below. To remain in "good standing," a student must achieve the minimum cumulative grade point average (GPA). Only students who have earned a cumulative GPA of 2.0 (C) or better will be recommended for transfer to other colleges and universities.

All students will be subject to the same scholastic requirements. **Academic probation or dismissal standards will not apply until a student has attempted a total of at least twelve (12) semester hours of credit. Developmental course credit is eligible to be counted towards this total.**

There are three levels of probation for students with poor academic performance. A student is placed on *Academic Caution* after the first semester of poor academic performance. After the second consecutive semester of poor performance, the student is placed on *Academic Warning* and, after the third semester, *Academic Probation*. Students placed on any level of probation are required to meet with a counselor to discuss their status and options for academic success. Students on any level of probation will be referred to the Early Alert System.

A student will not be placed on academic dismissal status without first having been on the three levels of academic probation. If a student has not returned to good academic standing after the semester on Academic Probation, the student will be subject to *Academic Dismissal*.

Students are notified of Academic Dismissal by letter and a restriction is placed on the student's account. Students wishing to petition for

re-admission must complete the appropriate form and meet with a counselor to develop an academic plan. This plan is then submitted to the Associate Vice President for Student Services for approval.

A student on Academic Dismissal may register for up to six (6) hours in summer session with permission in an attempt to improve his/her grade point average. Students must meet with a counselor and submit the registration form to the Associate Vice President in order to be registered.

\*\*Students receiving financial aid or veteran's benefits need to review the Standards of Academic Progress Policy in the Financial Aid (<http://www.ivcc.edu/financialaid>) section, as the standards are different and have different consequences.

## Graduation

### Associate Degree Completion

To qualify for any of the associate degrees conferred by the college, students must complete requirements of their degree and the following requirements which apply to all associate degrees:

1. Successful completion of a minimum of 64 semester hours of credit.
2. Of the minimum of 64 semester hours of credit required for the Associate in Arts, Associate in Science, and Associate in Engineering Science degrees, 60 semester hours must be earned in courses having a second digit of "0." (Example: ENG 1001 has a second digit of "0" whereas ENG 1205 has a second digit of "2"). Any course number below 1000 does not generate credit toward a degree.
3. Completion at Illinois Valley Community College of at least 16 semester hours required for graduation. When online courses are incorporated into the student's educational plan, those courses offered through and taught by IVCC faculty will apply to the 16 semester hour requirement.
4. Successful completion of all required courses for the Associate Degree desired and required minimum cumulative grade point average of 2.0. For the Associate in Arts (AA), Associate in Science (AS), and Associate in Engineering Science (AES) degrees, a minimum grade of "C" in English 1001, 1002 and Speech 1001 are required for graduation.
5. File an intent to graduate. Intent to graduate forms must be filed during or prior to the semester in which graduation requirements will be fulfilled. The deadlines for filing the intent to graduate are as follows:

Date	Event
July 1	Summer Graduation (August)
October 1	Fall Graduation (December)
February 15	Spring Graduation (May)

Students in all associate degrees or certificates with continuous enrollment may use the catalog in use at the time of enrollment or any subsequent catalog. Students who are not enrolled for two consecutive semesters, excluding summer, must complete the requirements of the current catalog in use at the time of re-enrollment.

Students that are not currently enrolled in the term that they have applied to graduate may use the catalog in use at the time of enrollment if all requirements have been met. If all required courses are not completed, the student must complete the requirements of the current catalog in use at the time of re-enrollment.

## Certificate Completion

To qualify for a certificate, students must complete requirements which apply to each specific certificate.

1. Successful completion of all required courses for the certificate desired and required minimum grade point average of 2.0.
2. Completion at Illinois Valley Community College of at least 25% of the coursework required for graduation.
3. File an intent to graduate. Intent to graduate forms must be filed during or prior to the semester in which graduation requirements will be fulfilled. The deadlines for filing the intent to graduate are as follows:

Date	Event
July 1	Summer Graduation (August)
October 1	Fall Graduation (December)
February 15	Spring Graduation (May)

## Grad Fair

Grad Fair information will be sent in February of each year for students who file an Application for Graduation inviting them to participate in the annual spring (May) commencement ceremony. Grad Fair is held on a determined date on the Main Campus, allowing the opportunity for students to submit measurements for their graduation cap and gown. In addition to May graduates, August and December graduates are also invited to participate in the commencement ceremony as well. No fee is charged for the graduation cap and gown.

If you are within two (2) classes of graduation and plan to complete these classes during the upcoming summer semester, you can participate in the commencement ceremony on Saturday, May 18. You would simply need to fill out the graduation application, indicate summer graduation, and return completed form to the Admissions and Records Office by [February 15](#).

## Graduation Honors

### F. W. Matthiessen Award

This award is presented during commencement to the student who has not only attained the highest grades but who has also distinguished himself/herself in service to the college and to the local community. This distinguished award is given to commemorate the civic leadership, community service and philanthropic spirit of Frederick Matthiessen, one of the area's most prominent industrialists and philanthropists.

### Honors at Graduation

Honors at commencement will be as follows:

#### Cum Laude

GPA of 3.25 to 3.74

#### Magna Cum Laude

GPA of 3.75 and above

#### Summa Cum Laude -

Highest rank in scholarship above 3.75

#### Certificate Honors

GPA of 3.25 and above

## Residency (Definition)

30-DAY RESIDENCY qualifies a student for In-District tuition.\*

Students should be able to provide one or more of the following:

1. Voter registration in District 513.
2. Evidence of tax, utility or rent receipts in District 513.
3. Driver's license and/or vehicle registration showing an address in District 513.
4. Other documents which can verify residency in District 513.

\* subject to change

A student who resides with his or her parents or guardian in Community College District 513 is a resident student.

An emancipated student who is completely self-supporting and who has resided in Community College District 513 for at least 30 days prior to the beginning of the semester at Illinois Valley Community College shall be considered a resident of the District.

## Dual Admissions Agreements

IVCC currently has dual admissions agreements with Illinois Central College for students attending or paying taxes to Midland School District, Fieldcrest School District, and Henry-Senachwine School District, and with Sauk Valley Community College for students attending or paying taxes to Bureau Valley School District. These agreements allow students to attend either community college at in-district tuition rates. Students will be coded as out-of-district and may be asked to prove residency with the Cashier to receive the in-district rate.

**Important note:** This does not imply residency for the purpose of admissions into limited admissions programs such as the IVCC Nursing Program. Students who reside outside the IVCC district and within these dual admissions areas are still considered out-of-district for any limited admissions program and will be admitted only after all qualified in-district applicants have been admitted.

## Academic Forgiveness Options

### Grade Exclusion Policy\*

It is the policy of the Board of Trustees of Illinois Valley Community College that students will be provided an opportunity to achieve objectives without the demotivating effects of previously earned failing grades. To be eligible for consideration, a student must meet the following criteria:

1. The student could not have attended any post-secondary educational institution for two consecutive semesters. (Summer sessions are not counted as semesters for this policy, but three consecutive academic quarters are considered the equivalent of two semesters.)
2. Upon returning to IVCC after the two consecutive semester out-of-school period, the student must complete a minimum of 12 semester hours with a grade point average of 2.0 or better.
3. Upon satisfying criterion (B), the student must apply to the Admissions & Credentials Analyst for implementation of the grade exclusion policy. Only Failing ("F" or "WF") grades will be excluded from computation of the cumulative grade point average. If the student wishes to repeat some courses in which failing grades were received, the student may utilize the college repeat policy for those courses. Students planning to transfer to another institution are cautioned that the receiving college

may use all grades earned in repeated or excluded courses for computation of grade point average for admission or other purposes.

## Repeating a Class

Students may repeat any course, regardless of the grade previously received (including "withdrawal"). However, credit will only be granted once except as noted in the "Course Descriptions" section of the catalog. Only the highest grade earned for any repeated course will be calculated into the grade point average. Students should be aware that, for transfer purposes, other schools may not calculate grade point average in this manner.

Limited admissions programs such as the Nursing Program may have individual policies that differ from the general policy regarding repeatability of courses. Information on those policies may be found on that specific program webpage.

## Life Experience/Transfer-In Options

### Proficiency Examinations

Credit for proficiency examinations may be granted for full college credit for all students currently accepted to Illinois Valley Community College. Proficiency examinations may be offered in the form of a course written examination, combination of written and performance examination, and/or documentation of prior learning through the use of a portfolio. The division in which the course is taught will place on file timelines and standards that must be attained to pass the examination. Approval to take an examination must be granted by the appropriate Dean. Credit offerings are at the discretion of each division and a list of the offerings and procedures are available in the Counseling Center and Division Offices. The current courses for which one may receive proficiency credit include but are not limited to:

CSP 1210	Basic Computer Skills for The Workplace	1
CSP 1203	Microsoft Office Professional I	3
CSP 1230	Basic Keyboarding	2
CSO 1201	DOS for Windows	2
CSO 1202	Microsoft Windows	2
CSN 1200	Using Internet and The World Wide Web	3
BIO 1001	General Biology I	4
BIO 1007	Anatomy & Physiology I	4
BIO 1200	Human Body Structure & Function	3
HPE 1003	Personal and Community Health	2

## Fee

A \$15.00 non-refundable fee is payable at the time the student makes application for a proficiency examination for each course.

## Credit

Students passing the examination are granted college credit upon payment of the course tuition. In lieu of a grade, a P (Pass) is posted on the student's college transcript. No official record is made of not passing a proficiency examination. The student's grade point average is not affected in either case.

## College Level Examination (CLEP)

The College Level Examination Program (CLEP) is a national testing service that provides students an opportunity to demonstrate college-level learning from experiences outside the classroom. Where appropriate, CLEP subject exams may be used to meet general education requirements. General exams will be equated to elective credit.

Through CLEP, a person can demonstrate knowledge that is awarded with academic credit. On-the-job experience, military training, personal reading, correspondence courses or telecourses are some of the sources that can prepare an individual to earn college credit. Transferability of CLEP credit is subject to the policies of the transfer school. All CLEP examinations are in addition to, not a replacement of, other forms of proficiency examinations, including departmental proficiency examinations. No grades are assigned for credit received through CLEP.

The College Level Examination Program includes two types of examinations. The CLEP General Examinations cover the areas of English composition, humanities, mathematics, natural sciences and social sciences and history. The General Examinations are intended to cover learning usually included within the general education requirements in a college program. The CLEP Subject Examinations test the knowledge or skills achieved by students completing specific freshman-sophomore level courses. Credit earned through CLEP tests cannot duplicate credit earned or attempted in college course work. A maximum of 12 hours of credit can be earned through CLEP, Advanced Placement, military or other proficiency credit. Credit awarded for CLEP General or Subject Exam will be recorded as P (Pass) and earned semester hours of credit.

Information about CLEP General and Subject Exams, scores required for IVCC credit, transfer of credit, registration, cost, and testing location at IVCC are available in the Assessment Center, Admissions Office, and Counseling Center. Information is also available at [www.ivcc.edu/assessment](http://www.ivcc.edu/assessment).

## Advanced Placement (AP Credit)

Students may be awarded credit for the College Board's Educational Testing Services Advanced Placement Examinations when they correspond to equivalent IVCC courses. For other criteria in awarding Advanced Placement credit, students are to contact the Admissions Office or the Counseling Center. Credit awarded in this manner will be added to the semester credit hours earned, but not to the semester hours attempted or grade point average. The criteria for awarding credit are based on the recommendation of the consortium of colleges and universities that belong to the Illinois Articulation Initiative. Information on this group can be accessed through the following Web address: [www.itransfer.org](http://www.itransfer.org) (<http://www.itransfer.org>). Students may be awarded credit for scores of 3, 4 and 5. Students transferring are urged to contact the college/university they plan to attend to see how test scores will be evaluated. If additional credit would be awarded, please contact the Admissions Office to determine if you are entitled to additional credit from IVCC.

## Transfer Credit

(From other Regionally Accredited Colleges)



1. Have transcript of credit earned at other colleges sent directly to IVCC Admissions Office - Official Transcripts Only.
2. Complete a Request for Evaluation of Transcript form indicating the degree or certificate you are seeking. Credit to be accepted at IVCC must have at least a "D" grade. A "D" course may need to be repeated in certain IVCC programs.
3. GPA (Grade Point Average) will not be transferred or computed into IVCC GPA unless credits equal 50% or more of the credits on an IVCC degree or certificate.

## **Military Service Contract**

Veterans: Options open to veterans in evaluating prior military experiences:

1. Up to four hours of physical education and two hours of HPE 1003 Personal and Community Health will be awarded if honorably discharged and with more than 12 months of active military service. A DD-214 is required by the Office of Admissions and Records, in order for credit to be granted. Reservists may also receive the same credit upon presenting their DD 2384-1 (NOBE) form.
2. Elective credit may be granted based upon American Council of Education's "Guide to the Evaluation of Education Experiences in the Armed Forces."

## Assessment Center

### Required Assessment Testing

It is the policy of the Board of Trustees of Illinois Valley Community College that: "The college requires placement testing and counseling of all students." This policy seeks to assure the successful completion of a Degree or Certificate program of 30 or more credit hours by students at this college.

1. All first-time full-time students must complete assessment in reading, writing and math.
2. All part-time students who enroll in on-campus or off-campus courses in composition and/or mathematics must undergo placement examinations in composition, reading, and/or mathematics prior to the first class meeting.
3. Students transferring from other colleges and universities, with from 9 to 29 credit hours attempted, and who plan to enroll full-time, will be required to be tested in English, reading and mathematics, unless they meet the following criteria (as documented on an official transcript); (1) a 2.0 grade point average in at least 9 credit hours completed; and (2) a "C" or better grade point in college freshman English class and a "C" average or better in mathematics if needed within the curriculum.
4. IVCC will accept ACT scores that are submitted directly from ACT or on an official High School Transcript in lieu of ACCUPLACER Placement Test scores. The following scores will be accepted for placement. Students whose subscores are lower must take the appropriate ACCUPLACER Placement Test to determine placement. ACT scores are valid for two years from the date of the testing.
  - English ACT subscore of 21 or higher: or .
  - Reading ACT subscore of 23 or higher: Reading requirement waived.
  - Math ACT subscore of 22 or higher: or .
  - Math ACT subscore of 24 or higher: , , or
  - Math ACT subscore of 26 or higher:

Higher level Math courses require the ACCUPLACER Math Placement Test be taken.

1. Students whose ACT subscores are lower must take the appropriate ACCUPLACER placement test to determine placement. ACT scores are valid for two years from the date of testing.
2. Students who do not achieve minimum scores on the ACCUPLACER placement tests will be required to take appropriate developmental reading, writing or math courses.

### Writing Across the Disciplines - A College Commitment

Illinois Valley Community College realizes the necessity for providing all of its students opportunities to practice their writing skills, particularly as developed during their years in elementary and secondary schools and refined in college freshman courses. Therefore, the administration and faculty of Illinois Valley Community College commit themselves to a program of Writing Across the Disciplines, wherein students may continue to practice, develop, and refine their writing competencies through such exercises as note taking, written reports, analytical responses on essay examinations, personal

journals, nursing care plans, research essays, clinical observation reports and laboratory reports.

### Assessment Center

- (815) 224-0542
- [assessmentcenter@ivcc.edu](mailto:assessmentcenter@ivcc.edu)
- [www.ivcc.edu/assessment](http://www.ivcc.edu/assessment)

#### Assessment Center Hours:

##### Main Campus (Oglesby)

- Monday - 8 AM - 5PM
- Tuesday/Wednesday/Thursday - 8 AM - 8 PM
- Friday - 8 AM - 3 PM

##### Ottawa Center

- Tuesday - 2 PM - 8 PM
- Wednesday - 9 AM - 3 PM

Hours subject to change. Please call the Assessment Center at (815) 224-0542 to schedule a testing appointment.

#### Placement Testing Hours:

##### Main Campus (Oglesby)

- Tuesday and Wednesday at 10:00 a.m.
- Wednesday and Thursday at 4:00 p.m.

##### Ottawa Center

- Tuesday at 4:30 PM
- Wednesday at 9 AM

The Assessment Center provides a variety of options and services for the college community. The center is responsible for the following services:

- IVCC computerized placement tests for English, math, reading, and computer skills\*
- Make-up tests for IVCC students
- IVCC Proficiency tests
- Online and telecourse tests
- CLEP Tests
- Exams for other universities proctored
- GED Testing
- Contractor Safety Training (Site Specific)

### Placement Retest Procedure

IVCC placement test scores and ACT scores will be valid for a period of 2 years from the initial testing date. Individuals who have taken an IVCC placement test will be allowed to retest in any or all of the three testing areas, English, Mathematics or Reading, twice in a 12 month period.

There will be no charge for placement testing the **first** time. Individuals choosing to retest will be charged the following fees:

After retesting, the score that will be valid, will be the higher of the scores.

Placement results from IVCC or any other college are not valid after a 2 year period, unless you have successfully completed coursework in the particular subject.

Any individual wanting to take a retest must contact the IVCC Assessment Center at (815) 224-0542 or stop in Room E215 to schedule an appointment to retest. Payment must be made before taking a retest.

Retest questions not covered by this procedure should first be directed to the Assessment Specialist at (815) 224-0552. Issues, which cannot be resolved through the Assessment Specialist, will be referred to Dean of the English, Mathematics and Education division, whose decision will be final.

## **MyMath Test**

Students often need help preparing for math in college. Proper placement is very important for future success. MyMath test is an online program that is easy to use and gives individuals customized math review. MyMath test consists of two branches of study:

**ACCUPLACER review:** This program offers review for individuals before completing the math placement test. Cost for this branch of the program is \$10.00

**Step Up To Math:** This program is intended for individuals who have completed the math placement test twice and are not satisfied with the required course placement. Individuals will complete a practice test, be given a customized review based on need and have 16 weeks of access to improve math skills. Successful completion of the program will move math placement up one level. Cost for this branch of the program is \$25.00.

Deadlines to register Step Up To Math are:

- Summer – Register no later than April 25 – test by May 25
- Fall – Register no later than July 5 – test by August 5
- Spring – Register no later than December 7 – test by January 7

For more information regarding MyMath Test please contact the Math Learning Center at (815) 224-0506 or the Assessment Center at (815) 224-0542.

# Bookstore

## IVCC Bookstore Products & Services

The IVCC Bookstore stocks all textbooks and supplies needed by students to complete their course work. In addition, customers will find an assortment of trade books, emblematic clothing and merchandise, academically priced software, massage therapy and nursing supplies, greeting cards and gift items.

## The Mission of the Bookstore

The IVCC Bookstore is a self-supporting operation owned and operated by Illinois Valley Community College. We are committed to serving students, faculty, staff, and visitors to our campus with the products and services necessary for their success within the college environment. These products and services will be delivered with courtesy, professionalism and an understanding of our financial responsibility to the college as a whole.

## Contact Information

IVCC Bookstore  
815 N. Orlando Smith Road  
Oglesby, IL 61348  
Phone: (815) 224-0311  
Fax: (815) 224-3294  
Email: bookstore@ivcc.edu  
Website: www.ivccbookstore.com (<http://www.ivccbookstore.com>)

## Hours of Operation

Monday-Thursday: 8:00 am to 6:00 pm  
Friday: 8:00 am to 4:30 pm  
Closed Saturday and Sunday

The Bookstore is closed when the college is closed.  
The Bookstore is closed Fridays during the eight-week summer session.

The Bookstore has extended hours during January, August and Buyback and Rental Return  
When IVCC is open and classes are not in session the Bookstore closes at 4:30 pm

## Forms of Payment

The IVCC Bookstore accepts cash, checks, Visa, MasterCard, and Discover as well as debit cards sponsored by those companies.

## Purchasing Textbooks

The IVCC Bookstore offers three ways to purchase textbooks:

1. Bring a copy of your schedule to the bookstore and present it at the textbook counter. Bookstore staff will pull your textbooks and answer any questions you may have.
2. Call the bookstore and we can FedEx your books to your home or business (a \$4.95 shipping charge applies).
3. Order online from [www.ivccbookstore.com](http://www.ivccbookstore.com) (<http://www.ivccbookstore.com>). Have a copy of your schedule ready and follow the prompts from our homepage.

## Textbook Refund Policy

### No Receipt-No Refund

For a Full Refund -

- For classes lasting a full semester during the fall or spring, you may return textbooks for a full refund for any reason for **10 business days from the first day of class**.
- Textbooks for classes lasting eight weeks may be returned for 5 business days following the first day of class for any reason.
- Textbooks for classes lasting four weeks or less may be returned until the class meets for the second time.
- Count days Monday-Friday to compute the refund time limit. Do not count Saturdays, Sundays or holidays. Days must be counted from and include the first day of the semester or the first day that the class meets.
- Any required or optional book purchased during the last 14 business days of the semester will be non-refundable. To determine this day count days Monday-Friday. Do not count Saturdays, Sundays, or holidays. Days must be counted from and include the last day before book buyback begins, counting backwards 14 business days.

## Book Condition

- New books must be in brand new condition when returned. If you write in the book, damage it or open included software, we must consider that book used.
- Never write in, mark, soil or remove plastic wrapping from your textbooks until you are sure you have the correct book or you are sure your class won't be canceled.
- Defective books will be replaced at no charge if returned as soon as the defect is discovered.

### Receipt required for refund or exchange!

## Other Refund Information and Guidelines

- Optional books and all other merchandise (other than textbooks) may be returned for 2 weeks from the date of purchase with receipt. This 2 week policy applies to all other policy information below:
- Software and other multimedia merchandise must be unopened for exchange or refund.
- All non-text merchandise must be in original condition. If the merchandise came packaged, it must be returned unopened and undamaged. Defective merchandise must be returned with the original packaging for refund or exchange.
- All refund policies described in this publication are subject to change without notice.
- Please direct questions concerning information in this publication to bookstore employees.

## Textbook Rental-Option Program

IVCC students may now take advantage of our textbook "rental-option" when purchasing books for a growing number of courses. If a textbook is designated as a "rental-option" title, students have the option of purchasing the textbook or renting.

Designated textbooks are rented for \$48 each, which includes a \$28 rental fee plus a \$20 deposit. When the student has finished with their rental book at the end of the semester, they simply return it to the IVCC Bookstore by the published date on their rental agreement and receive their \$20 deposit back.

The student's final textbook rental is \$28. Due to the nature of this program, rental costs are subject to change.

The IVCC Bookstore is working with Academic Divisions and Faculty to make as many titles available for rent as possible as our program expands. Not all textbooks are part of our rental program.

## Rental Requirements:

1. An IVCC student ID.
2. A copy of your schedule showing that you are enrolled in the class.
3. When at the register, you will sign a rental agreement stating that you understand when your rental book must be returned and the penalties if the books are returned late or not returned.

## Rental Return Policy:

- For classes lasting a full semester during the fall or spring, you may return your rental book for any reason within the first 10 days of class and receive the full \$48 refund.
- For classes lasting 8 weeks, rentals may be returned for a full refund within 5 days from the first day of class.
- For classes lasting 4 weeks or less, rentals may be returned for a full refund until the class meets for the second time. After the initial full refund period, you must return your rental book by the published date (detailed on your rental agreement) to receive your deposit of \$20.
- After the final date, your student account will be charged for the retail price of a new book plus a \$10 handling cost less your \$28 rental fee. This covers the replacement cost of the book plus shipping. Your deposit is forfeited.
- You will be unable to rent books, receive a transcript or register for classes until these fees have been paid.
- At the time you rent your books, you will sign a rental agreement detailing the information above. It is important that you keep your receipt and rental agreement in case you need to return your books and to remind you of when your books are due back without penalty.
- When determining the final day for a full refund: Count days Monday-Friday to compute the refund time limit. Do not count Saturday, Sunday or holidays. Days must be counted from and include the first day the class meets.

## For purchased textbooks or rentals

If your class is canceled or you drop a class, the timing guidelines of the textbook and rental return policy still apply.

### RENTING TEXTBOOKS ONLINE

- Go to [www.ivccbookstore.com](http://www.ivccbookstore.com)
- In the upper left side of the main page find "Buy Textbooks"
- Choose your semester from the drop down menu. Hit Go.
- Select your course listed alphabetically under "Departments"
- Select your course number, then select your section
- When books come up you will see the textbook for purchase and the same textbook for rental online, listed separately.
- Choose the rental textbook only, if you wish to rent it. DO NOT choose both.
- You will be asked to "accept" the current semester's rental agreement before your book will be placed in the basket. You must accept to have the book placed in your basket.
- You may add other books before completing your order.

### **OTTAWA CENTER TEXTBOOK PICK UP**

If you are taking courses at the Ottawa Center, you can have your textbooks delivered to the center at no charge. You will need to pick them up. To order your books online go to the tab at the top "Buy Textbooks" area of our website [www.ivccbookstore.com](http://www.ivccbookstore.com) and follow the steps above. When you arrive at the checkout screen, choose "Pick up at Ottawa Center" as your shipping choice. Currently books are

delivered to the Ottawa Center on Wednesdays and will be available after 2:00pm. All online orders placed Monday to Tuesday will be available for pick up at the Ottawa Center on Wednesday of that week. Orders Placed on Tuesday after 2pm Wednesday, Thursday, Friday, Saturday, or Sunday will be delivered on the Wednesday of the following week.

## Textbook Buyback and Rental Return

Textbook Buyback and Rental Return are held at the same time in the hall outside the Bookstore during final exams each semester. Signs will be posted around the college and in the Bookstore noting the date and times of the buyback. The \$20 deposit will be refunded for rental books. Purchased textbooks in good condition that have been adopted for the next semester will be repurchased at 50% of the new price at the beginning of the term subject to the following conditions:

- Textbooks that have been revised by the publisher and textbooks in poor condition will not be bought back (highlighting and margin notes are acceptable; written or circled answers and loose or missing pages are not.)
- The bookstore reserves the right to limit quantities on any title based on current inventory.
- Titles that have not been re-adopted or that exceed the bookstore's limits will be repurchased at the current wholesale market value if there is one. Old editions, however, do not usually have any market value.
- Textbooks used by a student for a class that he or she drops after the tenth day of the semester must be held for the term ending buyback.

For more information on the IVCC Bookstore and its policies, please visit our website at [www.ivccbookstore.com](http://www.ivccbookstore.com) (<http://www.ivccbookstore.com>).

## Career Services

### Career Services Information

Located in Counseling Center  
 Office Hours: 8:30 a.m. to 4:00 p.m.  
 Monday through Friday  
 One evening per week, call or see our website for further details.  
 Phone: (815)-224-0502  
 Fax: (815)-224-0224

### Overview of Services

Career Services specializes in assisting students, alumni and college district residents with career decision making, career planning and job search. Individual appointments are available for career guidance and to instruct and advise clients on the job search process, including resume and cover letter writing and interviewing skills. To make an appointment, please call the Career Services Office at (815) 224-0502.

Workshops and classroom visits are held throughout the academic year offering topics related to the job search such as Resume Writing, Cover Letters, Interviewing Skills and Career Decision Making. For a schedule of workshops and activities, contact Career Services or visit our website [www.ivcc.edu/cs](http://www.ivcc.edu/cs).

### Job Postings and On-Line Services

We offer a variety of job postings from IVCC's district employers who are interested in hiring our students and district residents. With an email address and a password, job seekers can register for IVCC's online job search/job posting system, [www.collegecentral.com/ivcc](http://www.collegecentral.com/ivcc), and have access to job postings in our district as well as throughout the Chicago suburbs and Central Illinois. These postings may offer part-and full-time employment as well as internships. Many postings target IVCC's occupational programs, although we offer information on entry-level positions and those requiring a Bachelor's degree or greater. These plus additional position openings can also be viewed by visiting Career Services Job Board on campus.

### Job Fair

Our annual spring job fair offers opportunities from an average of over 50 employers and is open to all IVCC students, alumni and college district residents. This major event, held in April of each year provides an opportunity for job seekers to meet a variety of employers face-to-face in one setting. The event is held to recruit students who attend IVCC and to attract people who are currently employed and are interested in a career change. Employers who may wish to participate in this annual event should call the Career Services Office to request more information. On-Campus recruitment by individual businesses is sponsored by Career Services and is listed on our Job Board under 'Special Events'. Information on the Job Fair and our 'Special Events' is available on the Career Services website, [www.ivcc.edu/cs](http://www.ivcc.edu/cs).

### Career Resource Center

The Career Resource Center is a two-station computer lab and printer designated entirely to support the job search process. The Center is staffed daily during regular business hours to provide hands-on assistance with resumes and cover letters, and to assist visitors with accessing career planning and labor market information via the Internet. The Center is located within the Career Services area.

### Internships

Career Services works collaboratively with Academic Program Coordinators and serves as a resource to students who are seeking an internship opportunity. Assistance may include internship forms, resources to find information about internships available, a database

of employers, and information on internship opportunities with the Walt Disney World College Program.

### Wage Data and Labor Market Information

Employment wages, projections, as well as state and regional data, are available through the Career Services website. Career Services can assist individuals with locating and understanding the information as it relates to making career decisions.

### Career Assessments

Personality and interest inventories are available to aid in the decision-making process and in selecting educational programs. Our on-line career assessment and exploration tool, CareerCruising.com, provides an individualized assessment utilizing career matcher software and occupational information. CareerCruising.com may be accessed via the internet from school or home and is our most valuable and used career decision-making tool.

# Counseling and Orientation

## Counseling and Orientation

Fall and Spring Preview programs are provided for new students to help acquaint them with the college services at Illinois Valley Community College. Notification is sent to students and information is available at [www.ivcc.edu/admissions](http://www.ivcc.edu/admissions).

## Counseling Center

### Hours of Operation, Location & Contact Information

Monday-Thursday

8:00 AM - 7:00 PM

\*Friday

8:00 AM - 4:00 PM

Building E Office E-201C

Contact (815) 224-0360

\*The college is closed on Fridays starting mid-June through the first week of August.

## Appointment Options

### When should I make an appointment with a counselor to plan my schedule?

Students should call or visit the Counseling Center during the month of September to schedule an appointment for the Spring Semester. Similarly, students should call or visit the Counseling Center in mid-January or February to schedule an appointment for the Summer and Fall Semesters.

### Who is required to see a counselor?

Students who are enrolling at IVCC for the first time and wish to enroll as a full-time student must see a counselor. Likewise, students placed on academic caution must see a counselor before they are eligible to register.

- **Appointments.** Available Monday through Thursday 8:00 AM - 7:00 PM, and Friday 8:00 AM - 4:00 PM throughout the year, except during Walk-in periods. Call (815) 224-0360 to schedule an appointment EARLY (September for your Spring schedule, and mid-January or February for your Summer and/or Fall schedule).
- **Walk-ins.** Available daily. Meet with a Counselor on a first come, first served basis. Contact the Counseling Center at (815) 224-0360 to confirm that the Walk-in option is available during the time you plan to be on campus.

## New Student Orientation

The purpose of the New Student Orientation is to orient new students with IVCC, acquaint new students with college services and resources, familiarize new students to the campus and appropriate college processes, receive advisement, and register for classes.

IVCC offers a blended new student orientation program that includes on-line and on-campus components. The first segment of the orientation can be completed ON YOUR OWN TIME via the Internet.

**You must first complete the on-line portion of the orientation before you can schedule a time to come for the IVCC campus orientation program.** Access our on-line orientation at [www.ivcc.edu/nso](http://www.ivcc.edu/nso) anytime after January 31, and select the PowerPoint OR web

version for your viewing preference. Once you've completed the on-line orientation, you will be able to choose a date to attend the campus orientation program, where you will meet with a counselor and register for classes! IT'S THAT EASY!

For your convenience, several of our campus orientations are held during the evening, and run approximately 2 hours. The evening orientation program begins at 2:00 p.m. and is repeated at later times during that same evening. New Student Orientation day session start times vary and are repeated.

If you haven't already taken the **college placement tests, you should do so BEFORE starting the on-line portion** of the orientation.

**Important Note:** If you elect **not to attend** the New Student Campus Orientation, individual appointments to meet with a Counselor and register for classes will not be available **until June 1st**. After this date, the on-line orientation must still be viewed prior to meeting with a counselor. **To avoid waiting until after June 1st to meet with a counselor, be sure to attend one of our New Student Orientations.**

## Counseling, Advising and Transfer Services

Counselors at IVCC provide comprehensive services that are designed to assist you in reaching your educational goals and to enhance your learning and personal development. We strive to *educate* you about graduation and transfer requirements, college policies, student support resources, educational and career planning, and much more. We advocate for you to ensure your academic success as well as personal growth and social development. We *empower* you through working collaboratively with you to develop strong decision-making skills, as well as the necessary skills that you need to assume responsibility of your educational plans and achievements.

## Academic Planning

Counselors are available to assist you in the exploration of your educational goals. We help you to:

- develop an educational plan
- learn how to succeed in college
- explore educational options and develop a map to meet educational goals
- succeed when experiencing academic challenges

## Career Counseling

IVCC Counselors can help you to explore and clarify your understanding of personal qualities that influence your career choices. Counselors assist with:

- identifying your personal interest, skills, and abilities
- exploring options in career fields
- helping to match an educational plan to your personal and career interests.

## Academic Advising

IVCC Counselors provide developmental advising support, which includes

- career and educational planning
- interpretations of assessments
- strategies to address academic difficulties
- preparation for university transfer or entry into the workforce
- assistance planning a schedule for the next semester

## Transfer Services

IVCC offers a wide variety of courses specifically designed for transfer. This enables you to complete the first two years of coursework leading toward a bachelor's degree in virtually any field of study at a four-year college or university. Visit the IVCC Transfer Services website at <http://www.ivcc.edu/transferservices>. Our Transfer Coordinator and counselors are available to assist you to:

- plan your program of study
- select coursework for a seamless transfer

## Personal Counseling

If you are experiencing a crisis situation, please inform the Counseling Center's Administrative Assistant located at the Reception Desk, and you will see a counselor immediately.

The Counseling Center staff is specially trained in working with students and identifying personal issues. Appropriate community agency (and college) referrals may be made for further assistance. The IVCC Personal Counseling Assistance Program (P-CAP) provides: confidential and professional counseling assistance in emergency situations as well as with ongoing problems

- confidential and professional counseling assistance regarding personal issues that may be adversely affecting your success in college
- professionally trained counselors in the areas of mental health, personal development and relationship issues who can assist you
- counselors who will help you learn how to manage personal issues, develop skills for problem solving and decision-making, and build strong relationships.

## Counseling and Advising Resources

### ULifeline

ULifeline is an anonymous, confidential, online resource center, where college students can be comfortable searching for the information they need and want regarding mental health and suicide prevention. It is available where college students seek information the most - at their fingertips on the Internet. Visit [www.ivcc.edu/counseling](http://www.ivcc.edu/counseling) for more in-depth information on ULifeline.

### Transfer and Career Guide Sheets

Transfer and Career/Tech program guides are available in the Counseling Center, E-201 and via the IVCC website at [www.ivcc.edu](http://www.ivcc.edu)/transferring. The guides, used in combination with the current IVCC catalog, list requirements for specific programs and graduation from IVCC.

### Counseling Website

Visit the counseling website at [www.ivcc.edu/counseling](http://www.ivcc.edu/counseling) for further information regarding counseling, advising, and transferring.

## Counseling and Advising Policy Statements

### Academic Advising Statement

The functions of academic advising at IVCC include:

- Providing students with current information on policies, procedures and programs of IVCC and other universities as possible.
- Assisting students in choosing educational and career objectives that commensurate with their interests and abilities.
- Assisting students in exploring the possible short and long range consequences of their choices.

- Making students aware of the wide range of services and educational opportunities that may be pertinent to their educational objectives.
- Ensuring students understanding of their responsibility to know and meet graduation requirements and to make every reasonable effort to obtain adequate academic advising.
- Encouraging frequent advisor contact that will help to ensure the student has current academic information and is making adequate progress towards educational goals.

## Confidentiality Statement

When meeting with a counselor, some students are concerned about privacy and confidentiality. We do our very best to minimize these concerns by respecting student anonymity and protecting student information. IVCC counselors operate within the professional guidelines of the American Counseling Association and are professionally obligated to keep information confidential. Information about counseling sessions will not be related to, or discussed with, any external constituents to Counseling without the explicit written permission from the student-except in cases where harm to self or others is discovered. Referrals are also provided only with the student's permission.



## Distance Learning

<http://www.ivcc.edu/DL>  
(815) 224-0451

IVCC is involved in several initiatives to broaden the student's course selection options. These options have traditionally been thought of as distance learning. However, many students find distance learning offerings are simply a more convenient scheduling option. Distance Learning options require less travel to campus and offer students more time for family, work, and other obligations.

### Online Courses

Courses offered via the Internet meet the same quality standards as our traditional on-campus courses. Students are able to interact with their instructor and classmates via e-mail, class Web pages, and other types of interactive media. To succeed with online courses, students must be able to remain on schedule without the physical reminder of going to class every couple of days. In addition, they must participate by maintaining frequent contact with the electronic discussion area, where they will be posting messages and replying to other students.

### Blended courses

Blended courses combine the benefits of face-to-face courses with the benefits of online learning. These classes have a required online component. Students spend less time in the classroom, and more time interacting through online communications technologies. If you feel you learn best when listening to the instructor in the classroom, you may find this a suitable alternative to online learning. Some students find blended courses give them the experience and confidence needed to try online courses.

### Illinois Virtual Campus

The Illinois Virtual Campus (IVC) has been established to provide citizens of Illinois with access to diverse higher education resources including baccalaureate programs, graduate study and professional development. The IVC is a clearinghouse for Illinois colleges and universities who offer distance learning courses to off-campus or out-of-district students. Through statewide collaboration, the IVC brings together distance learning programming to offer students a meaningful range of options. It creates a single location—an electronic catalog—from which all of this programming can be accessed. The Illinois Virtual Campus utilizes IVCC and other community colleges to provide outreach, student advising, student support, and technology access.

Students wishing to incorporate courses identified through the Illinois Virtual Campus should contact their counselor to verify that distance education options will count toward a degree and/or transfer to the college of choice.

### ILCCO

IVCC partners with Illinois Community Colleges Online (ILCCO) member colleges to expand the variety of courses available online. Students enroll in ILCCO classes just as they do other IVCC courses, but the instructor is located at a different Illinois community college. ILCCO provides many benefits to students, including coordinated transcripts, financial aid processing, tuition payment and bookstore services.

## Study Abroad

### England, Austria, Ireland, Spain, Costa Rica and Australia

As a member of the Illinois Consortium for International Studies and Programs (ICISP), IVCC now offers students exciting opportunities to spend a semester in England, Austria, Ireland, or Spain, or a summer session in Costa Rica or Australia. In many cases, financial aid is available for Study Abroad opportunities.

### CANTERBURY, ENGLAND

**The City:** Canterbury is a picturesque city of 34,000 located in Kent County, 90 minutes from London by train.

Famous as the destination for Chaucer's 14th-century pilgrims, the city dates to Roman times. Landmarks in the city include portions of the old Roman walls and the historic cathedral where the 12th century Archbishop Thomas Becket was murdered.

**The College:** Christ Church College, a public institution enrolling about 10,000 British students is located in central Canterbury, one block from the ancient city wall and three blocks from the cathedral. As a student in the program, you will have full access to all facilities.

### SALZBURG, AUSTRIA

**The City:** Beautiful Salzburg is located in the northern foothills of the Alps, near the Bavarian border.

Its scenic landscape and rich architectural heritage have led to its reputation as one of the world's most beautiful cities. Famous as the birthplace of Mozart, and host to the annual Salzburg Music Festival, the city has long been a music center for Europe.

**The College:** The program is affiliated with Salzburg College, a private school located on the grounds of Schloss Leopoldskron where The Sound of Music was filmed.

### CARLOW, IRELAND

**The City:** Located about 50 miles south of Dublin, Carlow is best described as a quintessential Irish country town. Affectionately called "Carlow-Towne" by the locals, Carlow serves the nearby rural areas of the Barrow Valley. Located on the banks of the scenic River Barrow, a wide selection of merchant shops and traditional pubs line the cobblestone streets of the bustling city center.

**The College:** Carlow College, founded in 1798 is one of Ireland's oldest educational institutions. With a student body of less than 1,000, Illinois students will be very much a part of all the activities at the college. Students will study Irish Culture, other general education courses, and go on field trips designed to complement and enhance their educational experience.

### SEVILLA, SPAIN

**The City:** Seville located about 300 miles southwest of Madrid and the capital of Andalusia is one of the most beautiful cities in the world. It is a city of palaces, churches, towers and historic neighborhoods. Its origins date back to Roman times. Its history includes Visigoth, Arabic, Christian, Jewish, and modern culture and influences. Andalusia is where all of Spain's most powerful images appear together: bullfighters, flamenco dancers and singers, white villages, festivals, fairs, and more.

**The College:** The International College of Seville has a library, wi-fi access, and a student lounge. Courses are taught in English and does not require knowledge of Spanish to get started. The college is located

in a quiet residential neighborhood where chalets, bouganville bushes and palm trees give way to historic taverns and outdoor cafes.

## **SAN JOSE, COSTA RICA**

**The Country and City:** Beautiful San Jose is the capital of Costa Rica, a bastion of democracy, stability and social equality in Central America.

The country boasts a variety of topography, including beautiful beaches, mountains, tropical rain forests and active volcanoes. The capital of San Jose enjoys 80 degree temperatures year round.

**The College:** Students will enroll for a five-week summer session at the Forester Instituto Internacional, a modern private institution.

Students will take an appropriate level of Spanish and a course in Latin American history and culture, with an emphasis on Cost Rica. Five field trips are included, featuring an active volcano, a banana plantation, a biological reserve and a three-day excursion to a national park on the Caribbean coast.

## **SYDNEY, AUSTRALIA**

**The City:** Sydney is one of the most multi-cultural cities in the world, with people from over 180 nations speaking 140 different languages. Recently the city was rated fourth in the world for its quality of life. A true cosmopolitan city, students can immerse themselves in its rich cultural diversity. They will enjoy the hustle and bustle of the shopping and restaurant districts, the sheer beauty and splendor of the harbor with its famous Opera House, and the 70 beaches along the coast.

**The College:** The students will enroll for a four week summer session created specifically for ICISP students at Macquarie University, one of the finest in the country. They will earn six credits in the humanities and live on campus. Field trips to the Blue Mountains, a sheep station, a professional rugby game, and numerous historic and cultural sites in and near Sydney will allow the students to immerse themselves in Australian life.

For more information contact:

Stephen Alvin, Instructor  
(815) 224-0423  
steve\_alvin@ivcc.edu

## E2C

### E<sup>2</sup>C - Early Entry College

**E<sup>2</sup>C** (Early Entry College) is an opportunity for students to earn college credit while enrolled as juniors or seniors in high school. Qualified students, with permission from their high school principal or designee, are eligible to enroll in IVCC courses offered on-site at their local high schools during the day.

#### Statement of Purpose

**E<sup>2</sup>C** is a flexible program customized to meet the unique needs and goals of each local high school. **E<sup>2</sup>C** students must meet all IVCC admission guidelines. **E<sup>2</sup>C** courses offered meet the IVCC General Education requirements, as well as those requirements established by the statewide Illinois Articulation Initiative (IAI).

#### Reduced Cost

The cost for IVCC **E<sup>2</sup>C** courses taken for college credit (dual credit) is half the regular tuition rate per credit hour plus registration fees and the cost of textbooks normally associated with the course.

#### E<sup>2</sup>C Faculty

All **E<sup>2</sup>C** instructors are highly qualified in their subject area and meet the qualifications to teach college level courses.

#### Eligibility

Students must complete an IVCC application and document approval from their high school principal or designee. Students are required to take the IVCC placement tests prior to enrolling in **E<sup>2</sup>C** mathematics, English, or chemistry courses. Placement tests may be scheduled on the IVCC campus by calling the Assessment Center at (815) 224-0552.

#### Transferability of E<sup>2</sup>C Courses

IVCC courses are transferable to other colleges and universities but are subject to the course acceptance policies of the transfer college. Students are encouraged to meet with an IVCC counselor to explore transfer issues, particularly to the University of Illinois and to private or out-of-state colleges.

For more information, please see "High School Students Taking IVCC Courses" on our Transfer Services webpage (<http://catalog.ivcc.edu/studentservices/e2c/www.ivcc.edu/transferservices>).

#### E<sup>2</sup>C Program Evaluation

IVCC strives to promote student learning and assure quality teaching. Students enrolled in **E<sup>2</sup>C** courses will sign a consent to release academic transcript information so that their progress in **E<sup>2</sup>C** courses, as well as their subsequent progress at IVCC or another college, can be documented. This information will be used to evaluate and improve the **E<sup>2</sup>C** program. Individual student data will be kept confidential.

#### Courses available in E<sup>2</sup>C currently include:

- English
- Speech
- Psychology
- Sociology
- History

- World Languages
- Art
- Music
- Mathematics
- Sciences
- Political Science

Dual credit course offerings in the career and technical areas are also available.

For information or questions on the **E<sup>2</sup>C** Program contact:

Danielle Stoddard  
(815) 224-0598 or by email at [danielle\\_stoddard@ivcc.edu](mailto:danielle_stoddard@ivcc.edu)

IVCC offers students a comprehensive Honors Program. To qualify for the program, students must demonstrate potential for academic excellence, must show commitment to achieving Honors Program standards, must commit to 4 Honors courses including Honors Orientation (HON 1001) and Honors Portfolio (HON 1002) and must be seeking a degree or certificate from IVCC. While a member of the Honors Program, students must maintain a GPA of 3.5 or above. To begin application to the Honors Program, students should write an essay giving their reasons for wanting to enter the program and their rationale for their ability to complete it. Obtain further information by contacting the Honors Director, the Division of English, Mathematics and Education or an IVCC counselor.

<http://www.ivcc.edu/honors>

## Early Childhood Center

### Early Childhood Education Center

#### Mission Statement

We believe that children come first. Qualified, caring staff work collaboratively to foster the social, emotional, educational and physical development of children through modeling. The Center is a social preparation for kindergarten through an inclusive, integrated and child-centered model of teaching and learning.

The Early Childhood Center/Preschool is an educational facility for student, faculty, staff and community children ages 3-5. It is located on the East Campus - Building 5.

Under the direction of the Early Childhood Education Program, the center serves as a lab school to the Early Childhood Education students for observations, field and student teaching experiences. It provides a quality education setting for parents and children, based on current theory and best practices for the growing and developing minds and bodies of young children.

#### Program Emphasis

- Serves children ages 3-5 years old
- Open to IVCC students, faculty, staff and the IVCC community
- Open fall semester, spring semester; summer openings for the three and four week sessions are based on the number of enrollments. The center is closed during the 8-week summer session.
- Hours of operation are 7:30 a.m. to 5:00 p.m.
- Licensed for a maximum capacity of 15 children at one time
- Fees are based on full-time and part-time enrollment schedule - reduced fees for IVCC student parents
- Financial assistance provided through Child Care Connection Subsidy Program and Child Care Access Means Parents in School (CCAMPIS) grant. A parent must be a student enrolled at IVCC for CCAMPIS subsidy.

For further information or to obtain an enrollment packet (completed paperwork must be on file prior to enrollment), please call (815) 224-0218.

### The 'Learning Ladder' Early Childhood Center

The 'Learning Ladder' Early Childhood Center is a nationally accredited early childhood program through NAEYC's National Academy of Early Childhood Programs. The Center serves children ages 6 weeks to 5 years of age (not enrolled in kindergarten). The center consists of a partnership between ACE Hardware Retail Support Center in Princeton and Illinois Valley Community College's Early Childhood Education Program. The 'Learning Ladder' Early Childhood Center provides a quality educational setting for families and children, a safe and secure setting for staff, parents and children, and a home-away-from-home for all children. Under the direction of the Early Childhood Education Program, the center serves as a lab school to the Early Childhood students for observations, field and student teaching experiences.

#### Program Emphasis:

- Located at the ACE Hardware Retail Support Center in Princeton, IL
- Services children ages 6 weeks up to 5 years of age
- Open to the public

- Open throughout the year
- Hours of operation are 5 a.m. to 6 p.m.
- Licensed for a maximum capacity of 44 children at any one time
- Fees are based on full-time and part-time enrollment schedules
- Financial assistance provided through Child Care Connection Subsidy Program and Child Care Access Means Parents in School (CCAMPIS) grant. A parent must be a student enrolled at IVCC for CCAMPIS subsidy.

For further information or to obtain an enrollment packet (completed paperwork must be on file prior to enrollment), please call (815) 876-3205.

### Early Childhood Education Parent/Teacher Resource Center

The Early Childhood Education Program currently has a Parent/Teacher Resource Center available for staff, students and parents. It is located on East Campus in Building 10. The Resource Center hours are provided on a semester basis.

Resource materials are available on a check-out basis. The Center provides students with access to a working area for the completion of projects/assignments, as well as a place to network with other students. Various materials are provided for students to use within their assigned projects, such as an overhead projector for enlarging pictures, a computer laminator, a large cutting board as well as a computer and printer for research. IVCC parents are invited to check out several resources as well. These resources include children's books, educational parenting resources, children's games/activities, parent/child activity kits, videos, computer software for children, and a variety of other pertinent materials designed for parents.

# Financial Aid

## Financial Aid

### The Financial Aid Office Mission

The Financial Aid Office serves students and families by helping them find sources of assistance that give them access to college.

The Financial Aid Office educates people about financial aid programs, application procedures, responsible management of financial aid funds and fulfilling all responsibilities that accompany being a student, student employee or an educational loan borrower.

Phone: (815) 224-0438

Fax: (815) 224-0638

Web Address: <http://www.ivcc.edu/financialaid/>

### Overview of Services

#### Financial Aid Advising

The Financial Aid Office staff is available to answer your questions about all aspects of applying for and receiving financial assistance. Students and their parents are welcome to contact us at any time.

#### Special Financial Aid Reviews

In certain cases, a financial aid application may not accurately reflect an applicant's current financial situation, because of circumstances beyond his/her control. As a result, the Financial Aid Office may exercise "professional judgment" and revise an application to reflect the applicant's current financial situation.

The following scenarios illustrate some special circumstances that can be addressed by the Financial Aid Office. This is not an exhaustive list.

- Major loss of income or benefits due to unemployment, unexpected layoff, dislocation, natural disaster, certain unexpected non-discretionary expenses, etc.
- Separation or divorce after an initial financial aid application has been completed.
- Death of a parent or spouse after an initial financial aid application has been completed.

#### Tuition Deferments & Bookstore Vouchers

Some financial aid recipients are eligible to defer their tuition or charge required books and supplies in the bookstore before financial aid funds are disbursed.

- Contact the Financial Aid Office or Cashier for information.

#### What happens to Financial Aid recipients who withdraw or stop attending classes?

Students who receive federal financial aid are subject to a federal regulation if they cease attending before the end of the term. This law applies in cases where a student ceases enrollment officially OR unofficially. This law is explained in the following paragraphs.

#### Tuition & Fees

IVCC must return financial aid funds to the Department of Education when a student stops attending before 60% of the term has been completed. If a student stops attending classes before that point in time, IVCC must return a portion of the financial aid because it was not "earned."

Because IVCC has to repay money to the federal government, the Business Office will bill the student for this amount (i.e., the balance created on the student's account once the funds have been returned by the college). If this balance is not paid, the student will be prevented from registering for future classes at IVCC and a hold will be placed on the student's academic transcripts.

The amount the student will owe is based on the date the student stops attending. IVCC will determine what percent of the semester has been completed. For example, if the student's tuition and fees are \$800 and the student completes 25% of the semester, then IVCC must return 75% of the student's aid (= \$600) to the Department of Education. The student will then owe \$600 to IVCC for the now unpaid tuition and fees.

- If a student completes only 10% of the semester, then the student will owe 90% (= \$720).

### Financial Aid Disbursements

A student receiving financial aid that stops attending IVCC may also be required to return a portion of Federal Grant aid (Pell Grant or SEOG Grant) which was paid directly to the student by IVCC. The student may be required to return a percentage of the unearned grant aid he/she received if he/she stopped attending before 60% of the term has been completed.

Students who do not return these federal funds will be barred from receiving further financial aid because IVCC will refer these persons to the Department of Education for debt collection. If that happens, the student will lose eligibility for financial aid at all colleges in the United States until he/she has either repaid the money or established a satisfactory repayment program with the Department of Education.

Because this regulation is complex, you are strongly encouraged to contact the Financial Aid Office before you stop attending the college.

#### Who is eligible to receive financial aid?

In order to be eligible for Financial Assistance the applicant must:

- Be a U.S. citizen or eligible non-citizen;
- Have a high school diploma or GED certificate (if you have neither of these you may still be eligible - contact the Financial Aid Office for information);
- not be in default on a student loan, nor have borrowed in excess of established Title IV loan limits;
- not owe a refund on a Federal or State grant received at any previously attended school(s);
- be registered with Selective Service if you are a male and required by Federal law;
- be enrolled in an associate degree program or an approved certificate program at least 16 credit hours in length;
- maintain Satisfactory Academic Progress while completing a degree or certificate program (see section on Satisfactory Academic Progress).

#### How do I apply for financial aid?

To apply for Federal and State financial aid (grants, work-study and loans) you must complete a Free Application for Federal Student Aid (FAFSA). You can complete the FAFSA online at [www.fafsa.gov](http://www.fafsa.gov) (<http://www.fafsa.gov>), or use the paper application. Contact the Financial Aid Office for the application or assistance.

#### What is satisfactory academic progress?

Federal and state regulations require that Illinois Valley Community College establish and implement a standard of academic progress for

students receiving financial assistance. The Satisfactory Academic Progress Policy applies to all IVCC students receiving federal Title IV financial aid, state aid, institutional aid, and/or military benefits. Satisfactory academic progress is measured in three ways:

1. GRADE POINT AVERAGE
2. COURSE COMPLETION RATE
3. MAXIMUM TIME FRAME TO COMPLETE PROGRAM

You must satisfy all three of these standards of progress to maintain financial aid eligibility, including veteran benefits (except where noted).

#### Cumulative Grade Point Average (GPA) Requirement:

A student must have a cumulative grade point average of 2.0 or higher to be eligible for continued financial assistance. Incomplete (I) grades will be calculated as an 'F' until the final grade has been submitted. It is the student's responsibility to notify the Financial Aid Office when their final grade has been completed.

**Students who do not have a cumulative 2.0 GPA will be put on one semester of warning, but will still receive financial aid for that semester. If a 2.0 GPA is not achieved by the end of that semester, they will be suspended and will no longer be eligible for financial aid.**

#### Course Completion Rate:

A new, continuing, or transfer student must successfully complete 67 percent of the courses attempted throughout his/her entire enrollment at IVCC. A successful completion is defined as earning a grade of 'D' or better. Withdrawals (official or unofficial), incompletes, repeated courses, and developmental courses are included in hours attempted.

Beginning at the end of Fall 2010 semester, students who do not have a cumulative 67 percent completion rate will be put on a one semester warning, but will still receive financial aid for that semester. If a 67 percent completion rate is not achieved by the end of that semester, they will be suspended and will no longer be eligible for financial aid (Note: Illinois Veteran's Grant and Illinois National Guard Grants are exempt from course completion requirements.)

#### Maximum Timeframe to Complete Program:

Students may pursue completion of a degree or certificate program on a full or part-time basis, but the federal government requires that students make progress toward completion in a timely fashion. A student cannot receive financial assistance beyond the specified time allotted for completion of his/her program.

Students maximum attempted hours of eligibility at IVCC are determined by multiplying the length of the Academic Program by 150 percent. Included in attempted hours are credit hours transferred to IVCC from other institutions and "Prior" hours attempted at IVCC, regardless of whether or not the student previously received financial aid. Examples are as follows:

Associate Degree requiring 64 credit hours =  $64 \times 150\% = 96$   
Maximum Credit Hours Attempted.

Certificate Program requiring 24 credit hours =  $24 \times 150\% = 36$   
Maximum Credit Hours Attempted.

If financial aid is discontinued under the Maximum Timeframe Standard, special consideration **may** be given, through the Appeal Process, only for the following reasons:

- Students are allowed a maximum of 30 attempted hours of developmental course work in addition to the 96 Maximum Credit Hour Limit.
- Students who have changed majors may be granted a reasonable extension of hours provided they submit a letter from an IVCC Counselor verifying the change in major and the remaining courses required for degree completion. Students must have been meeting the required Standards of Satisfactory Academic Progress prior to changing majors.

The review of the Maximum Timeframe Standard will occur at the end of each semester. Once a student reaches 150 percent of the standard program hours, financial aid will be discontinued.

**Important note:** Students, who have completed their program of study and received their degree or certificate, will be considered as suspended from receiving further financial aid. Financial aid cannot pay for course work taken to meet prerequisites for a program of study at another college or university. Students who plan on pursuing a second degree or certificate at IVCC may submit an appeal for the reinstatement of their financial aid.

#### EVALUATION AND APPEAL PROCESS

##### Evaluation Process:

The Standards of Academic Progress tracking begins when the student attempts his/her first credit hour course at IVCC. The evaluation process is run at the end of each academic semester.

1. Students who do not meet the cumulative 2.0 GPA and/or the cumulative 67 percent completion rate will be placed on "**Warning Status**" for their next semester of attendance. Students will be allowed to receive financial aid during this warning period.
2. Students, who are currently on warning status and fail to meet the 2.0 GPA, cumulative 67 percent completion rate and/or have exceeded the 150 percent timeframe, will be placed on "**Suspended Status.**" While on suspended status students may not receive any federal or state financial aid, including: grants, student loans and military benefits (an exception is made for the Illinois Veteran and National Guard Grants if the 2.0 GPA requirement has been met.)
3. Students who have met or exceeded the maximum program timeframe will be placed on "**Suspended Status.**"

##### Appeal Process:

Any student placed on suspended status has the right to appeal. Appeal Forms are available in the Financial Aid Office or may be printed from the Financial Aid web page. All appeals must be complete and provide detailed information about extenuating circumstances. Extenuating circumstances include: personal illness/accident, serious illness or death within the immediate family, an auto accident or other situation beyond the reasonable control of the student. Third-party documentation is required with each appeal when applicable. Documentation may include, but is not limited to, copies of medical records, accident reports, and/or letters from an IVCC counselor, work supervisor or other counselor. Appeals must be submitted prior to or during the semester for which the student is seeking financial aid. Students will be notified **by mail** of the *Standards of Academic Progress Committee's* decision as promptly as possible. **All appeal decisions are final.**

Students whose initial appeal is denied cannot submit a subsequent appeal until successful completion of at least one additional term, in which a minimum of six credit hours have been attempted.

Students may also regain good standing by completing additional semester(s) at their own expense and bringing their cumulative GPA

and/or course completion rate up to the required standard, or, by completing 'I' grades or repeating failed courses for a higher grade. It is the student's responsibility to notify the Financial Aid Office, through an appeal, in order to have their financial aid reinstated.

Students who are reinstated by the *Standards of Academic Progress Committee* are placed on "Probation Status" and are expected to meet and maintain the cumulative 2.0 GPA and 67 percent completion rate by the end of the semester for which he/she was reinstated. Students who meet the standards for the reinstated term but have not been able to bring their cumulative rates up to the required standards may appeal for another semester of "**Probation Status.**"

**NOTE:** If a student is not meeting the minimum standards of academic progress at either the time of initial application or after the warning semester and the student has shown academic improvement during the preceding term(s), the Director of Financial Aid reserves the right, on a case-by-case basis, to "place" or "continue" a student on probation. The Director also reserves the right to suspend a student without a semester of warning based on academic performance during the preceding term(s).

While the Financial Aid Office will attempt to notify students of their warning, probation or suspended status, it is the student's responsibility to read, understand and follow the Standards of Academic Progress Policy. If you have any questions or need additional information regarding this policy or appeal procedures, please contact the Financial Aid Office, C-223, (815) 224-0438.

Financial aid is intended to assist students in financing their education when family and personal resources are not adequate to meet their total educational cost. The information that follows is general. For more detailed information on all these programs, contact the Financial Aid Office.

The principal forms of financial aid are:

- **GRANTS:** Financial aid awarded to students based on financial need. They are typically funded by the federal or state government; however many private colleges and universities have institutional grants that are awarded according to their own criteria. Grants are "free." No repayment is necessary.
- **SCHOLARSHIPS:** Financial aid awarded to students based on merit, talent, financial need, or other specialized criteria. Scholarships given to IVCC students are funded by the state government, the Illinois Valley Community College Foundation, and private agencies. Scholarships are also "free." No repayment is necessary, except in certain cases that are specified on the application materials.
- **EMPLOYMENT:** Enables students to earn money while attending school.
- **LOANS:** Financial aid awarded to students - or parents - to help meet education-related expenses. An educational loan is just that - a loan which must be repaid, with interest.

## Federal Grants

- **Federal Pell Grant:** For students pursuing their first undergraduate degree who qualify based on the federal formula. Awards range from \$555 to \$5,550.
- **Federal Supplemental Educational Opportunity Grant (FSEOG):** For students who are eligible for the Federal Pell Grant and who have exceptional financial need. At IVCC these awards range from \$100 to \$200. Funding is limited.

## Illinois State Grants

- **Monetary Award Program:** \$60 -- up to the cost of tuition for 15 credits per semester. Subject to change based on availability of state funds.
- **Illinois Veteran Grant:** Full tuition for Illinois veterans.
- **Illinois National Guard Grant:** Full tuition for Illinois National Guard personnel.

## Illinois State Scholarships

- **Illinois MIA/POW Scholarship** is available to any spouse, natural child, legally adopted child, or any step-child of an eligible veteran or service person who has been declared to be a prisoner of war, missing in action, have died as a result of a service-connected disability or be permanently disabled for service-connected causes with 100% disability and who at the time of entering service was an Illinois resident or was an Illinois resident within six months of entering such service.
- **Minority Teachers of Illinois Scholarship Program:** Tuition scholarships of up to \$5,000 per year to assist individuals of African American/Black, Hispanic American, Asian American or Native American origin who plan to become teachers at the preschool, elementary or secondary level.
- **Illinois Future Teacher Corps Program:** \$5,000 to \$10,000 to academically talented students, with a priority given to minority students, to pursue careers as public preschool, elementary and secondary school teachers in disciplines that have been designated as Teacher Shortage Disciplines in the State of Illinois.
- **Illinois Special Education Tuition Waiver Program:** The Illinois Special Education Teacher Tuition Waiver Program encourages current teachers and academically talented students to pursue careers in any area of special education as a public, private or parochial preschool, elementary or secondary school teacher in Illinois. Recipients are exempt from paying tuition and fees at an eligible institution for up to four calendar years.

Additional information on Illinois State Scholarships and application deadlines is available from the College Illinois website at <http://collegeillinois.org>

## IVCC Foundation Scholarships

Each year, about 200 students earn scholarships through the IVCC Foundation ranging in value from \$500 to \$2,000. Over the past seven years alone, the Foundation has awarded over \$700,000.

In all, more than 120 scholarships are available for students to apply for between early January and February 28. Scholarships are awarded the following fall semester.

Awards are available in specific disciplines such as criminal justice, education, nursing, music, theatre and others. In addition, there are over 30 scholarships open to students in all programs of study.

The application and information is available online at [www.ivcc.edu/foundation](http://www.ivcc.edu/foundation), by calling (815) 224-0551 or by stopping by the Foundation Office, C202. All applicants for Foundation Scholarships are required to complete the Free Application for Federal Student Aid (FAFSA).

## Employment

Two different types of employment opportunities are available to IVCC students.

- **Federal Work-Study** is a federally funded financial aid employment program for students with demonstrated financial need. A variety of on-campus jobs are offered through the Work-Study Program.

Student employment enables students to earn money while attending school. All student employees at IVCC are paid the State Minimum Wage (\$8.25/hour) and are limited to 20 hours per week (or less) during enrollment periods.

- **College employment** opportunities are also available (without regard to financial need).

Students interested in employment should contact the IVCC Financial Aid Office to obtain an application for employment. Applicants are not guaranteed a job but are given equal consideration for positions that are open.

## Loans for Students

**Stafford Loans:** Stafford Loans are either subsidized or unsubsidized.

- A subsidized loan is awarded on the basis of financial need. You will not be charged any interest before you begin repayment or during authorized periods of deferment. The federal government "subsidizes" the interest during these periods.
- An unsubsidized loan is not awarded on the basis of need. You'll be charged interest from the time the loan is disbursed until it is paid in full. If you allow the interest to accumulate, it will be capitalized - that is, the interest will be added to the principal amount of your loan and additional interest will be based upon the higher amount. This will increase the amount you have to repay. If you choose to pay the interest as it accumulates, you'll repay less in the long run.

You can receive a subsidized loan and an unsubsidized loan for the same enrollment period. If you're a dependent undergraduate student at IVCC, you can borrow up to \$5,500 if you're a first-year student enrolled in a program of study that is at least a full academic year (\$3,500 of this amount may be in a subsidized loan; the remainder will be unsubsidized); \$6,500 if you've completed your first year of study and the remainder of your program is at least a full academic year (\$4,500 of this amount may be in a subsidized loan; the remainder will be unsubsidized).

If you're an independent undergraduate student or a dependent student whose parents are unable to get a PLUS Loan (see the following), you can borrow up to \$9,500 if you're a first-year student enrolled in a program of study that is at least a full academic year (\$3,500 of this amount may be in a subsidized loan; the remainder will be unsubsidized); \$10,500 if you've completed your first year of study and the remainder of your program is at least a full academic year (\$4,500 of this amount may be in subsidized loans; the remainder will be unsubsidized).

These are the maximum amounts that you can borrow for a full academic year. For periods of study that are shorter than an academic year, the maximum amounts you can borrow may be less. The Financial Aid Office will determine the specific amount that you are eligible to borrow.

The Financial Aid Office has the right to refuse certification of a student loan or may reduce the amount requested. Students will be sent written notification of the denial or reduction and the reason why this action was taken.

## Parent Loan for Undergraduate Students (PLUS)

PLUS Loans enable parents with good credit histories to borrow to pay the education expenses of each child who is a dependent undergraduate student enrolled at least half time. To be eligible to receive a PLUS Loan, your parents generally will be required to pass a credit check. The yearly limit on a PLUS Loan is equal to your cost of attendance minus any other financial aid you receive. For example, if your cost of attendance is \$6,000 and you receive \$4,000 in other

financial aid, your parents could borrow up to - but no more than - \$2,000.

## Other Local Resources of Financial Aid

- **Business Employment Skills Team (BEST):** Offers educational assistance (tuition, books, transportation), child care, tutoring guidance and support, and job placement assistance.  
Ottawa: (815) 433-4550  
LaSalle: (815) 224-1586  
Princeton: (815) 872-0255  
Dixon: (815) 288-1260
- **Department of Human Services-Office of Rehabilitation Services (ORS):** Offers educational assistance to students who have a physical or mental disability that is a handicap to employment.  
LaSalle: (815) 224-1314
- **Dislocated Workers Center:** Offers educational and training assistance to students who have experienced employment dislocation (e.g., plant closing, lay-off, etc.). Contact Illinois Valley Community College: (815) 224-0370.
- **Illinois Valley Services:** Offers career planning, parenting and job search skills, plus financial assistance for tuition, books and travel to single parents, single pregnant women and displaced homemakers. Contact Illinois Valley Community College: (815) 224-0347.



# Parking

## Parking and Traffic Regulations

It is the policy of the Board of Trustees of Illinois Valley Community College that everyone will obey all posted traffic control signs and laws of the State of Illinois while on the IVCC Campus.

A committee of students and staff has endorsed the following guidelines. Parking lots 2, 3, 4, 5 and 7 are reserved for student parking. Parking lot 7 is also reserved for East Campus employees and guests.

Everyone is expected to abide by state traffic laws and campus parking regulations. The following violations have special significance and will be enforced:

1. Blocking roads or walkways;
2. Parking in fire lanes;
3. Driving or parking on the lawn;
4. Blocking the exit route of other parked cars;
5. Parking in the Faculty/Staff lots (1 and 6), visitor parking spaces, or parking spaces for the disabled; and
6. Not parking within parking space lines.

Persons in violation of any one of the preceding six provisions will have his/her cars towed and impounded at a local towing company. The cost of the towing will be paid by the violator to the towing company before the car will be released.

Parking lots 1 and 6 will be open to anyone after 4 p.m., but rules regarding handicapped parking still apply. Visitor parking permits are available through the Business Services Office and Campus Security.

## Handicapped Parking & Temporary Parking Permits

A limited number of handicapped parking spaces are available for students and employees who are temporarily or permanently disabled. Handicap parking is available in parking lots 1 and 6, in the circle, on the east side of the Cultural Center and in parking lot 7. Only permits issued by the Illinois Secretary of States Office are valid. For questions on parking procedures, contact the Associate Vice President for Student Services or Campus Security.

## First Responders

Illinois Valley Community College has a group of volunteer First Responders. First Responders are certified by the Illinois Department of Public Health and assist people who are in need of emergency medical attention. Ron Groleau, Dean of Natural Sciences and Business, serves as the coordinator.

## Partnerships PCCCS

### Partnerships for College and Career Success (PCCS) - Formerly TECH PREP

The Illinois Community College Board and the Illinois State Board of Education renamed local entities charged with carrying out Title II activities, Partnerships for College and Career Success (PCCS), to reflect an emphasis on more coordinated state and local efforts and smoother transitions for students among education levels.

PCCS begins in high school with a wide range of opportunities for students to learn more about their field of interest with hands-on experiences. PCCS combines academic and technical educational to ensure the skills necessary for both entry-level jobs and advanced positions.

#### What is PCCS?

- A direct link between your education and your future
- Combines academic and technical education to provide the skills necessary for both entry level jobs and advanced positions
- Begins in high school and has multiple exit points - certificate programs, Associate in Applied Science degrees, and industry certification
- Provides hands-on application of classroom knowledge
- Reduced remediation

#### Articulation/Dual Credit Agreements

IVCC, the Starved Rock Associates for Vocational and Technical Education Consortium (SRAVTE), and area high schools that are not members of SRAVTE have developed and implemented specific articulation/dual credit agreements in the program areas of:

- Automotive
- Business
- Computer Technology
- Drafting/CAD
- Early Childhood Education
- Electronics
- Graphic Design
- Health Occupations - Certified Nursing Assistant (CNA)
- Horticulture
- Manufacturing
- Welding

The major purpose for the development of these articulation/dual credit agreements is to prevent high school students from having to repeat the learning of knowledge and skills covered in their high school programs. Students can earn college credit at IVCC by passing proficiency examinations, portfolio evaluations, or dual credit course completion in high school. The specific articulation agreements spell out the procedures and requirements for each program. Teachers and counselors at area high schools have copies of these agreements or interested students can contact the Associate Vice President for Academic Affairs at IVCC.

With dual credit, the student has the option of earning college credit at IVCC beginning at either the Fall or Spring semester, depending on the agreement in place. IVCC college credit is earned simultaneously throughout the duration of the course, from start to finish as if the student was taking the course on campus at IVCC. IVCC assists with

this process each semester to ensure those wishing to enroll in the dual credit option are properly registered.

The following is a listing of area high schools that have articulation/dual credit agreements:

- DePue
- Hall
- Henry-Senachwine
- LaMoille
- LP Area Career Center
- LaSalle-Peru
- Mendota
- Ottawa
- Princeton
- Putnam County
- Seneca
- St. Bede Academy
- Streator

#### PCCS On-Campus Project

##### Making Industry Meaningful In College (MIMIC)

IVCC's nationally recognized MIMIC Project places students from electronics, engineering design and a variety of business fields in companies to select, design, prototype, manufacture, market, and sell products. The student teams, called "companies," simulate an industrial company structure, allowing the students to experience a workplace environment in a classroom setting.

The MIMIC project stresses teamwork, critical thinking, problem solving and communication as it provides students with opportunities to sharpen their technical skills. Student products are sold on campus at a MIMIC Fair scheduled at the end of the spring semester.

In 2005, IVCC received a National Science Foundation Grant (#0501885) to utilize the MIMIC project to build continuous quality improvement into the two-year technical programs in engineering design and electronics. The MIMIC project, which originated at IVCC in 1995, had been funded primarily by the IVCC/SRAVTE Tech Prep Consortium and currently receives funds from the Carl D. Perkins Grant.

#### Senior University Programs

To learn more about options available to complete a baccalaureate degree, students are urged to contact the Counseling Center or by calling 224-0360 for a counselor appointment. Many universities now offer degrees online and also offer opportunity for earning credit through life experiences and proficiency. The recommended website to use for online degree completion programs in Illinois is [www.ivc.illinois.edu](http://www.ivc.illinois.edu) (<http://www.ivc.illinois.edu>). The college also has an agreement with Franklin University in Ohio that allows for online degree completion. To learn more about the Franklin University Program visit their website at [www.alliance.franklin.edu](http://www.alliance.franklin.edu) (<http://www.alliance.franklin.edu>).

#### Truck Driver Training

Location: East Campus  
Phone: (815) 224-0266.

The Truck Driver Training program at IVCC offers a four-week day class combining classroom presentation and hands-on experience that leads to a Class A commercial driver's license with all endorsements.

This class meets Monday through Friday 8:00 am to 4:30 pm. Evening classes meet for six weeks 5:00 pm to 10:00 pm Monday through Friday and require one Saturday drive to complete the 160 hours. Modern sleeper tractors and 53 foot van trailers are used on the skills course as well as on-the-road training. Trailers used for road training are loaded with concrete highway dividers to give students the experience of driving weighted trailers.

Contact Bruce Hartman at (815) 224-0266 or e-mail [bruce\\_hartman@ivcc.edu](mailto:bruce_hartman@ivcc.edu).

## **Adult Education and I-READ Adult Literacy Program**

The Adult Education Program (<http://www.ivcc.edu/adulted>) serves adult learners who are 16 years or older and who are not enrolled in public or private high school. Most classes are a lab instructional setting that focuses on individualized, self-paced learning in Adult Basic Education (ABE-basic skills review) (<http://www.ivcc.edu/adulted.aspx?id=2964>) and General Educational Development (GED) (<http://www.ivcc.edu/adulted.aspx?id=2884>) preparation classes. i-Pathways online (<http://www.ivcc.edu/adulted.aspx?id=12618>) is a GED preparation class that is mostly an at-a-distance learning program. (815) 224-0358

English as a Second Language and Citizenship classes (<http://www.ivcc.edu/adulted.aspx?id=2984>) are also available for nonnative English speakers in a multi-level format with small groups of students with similar ability. (815) 224-0432 English; (815) 224-0355 Español

ABE, GED, ESL, and Citizenship classes are available at the IVCC Oglesby and Ottawa Center campuses and at other off-campus sites throughout the IVCC district.

The I-READ Adult Literacy Program (<http://www.ivcc.edu/adulted.aspx?id=3120>) serves adult learners who are 17 years or older, who live in the IVCC district, and who want to improve their basic reading, writing, math or English language skills. Eligible learners meet with volunteers during one-to-one tutoring sessions at local libraries, churches, or schools or during adult education classes. I-READ volunteer tutors receive 15 hours of training before being matched with adult learners. (815) 224-0372

TO REGISTER FOR FREE ADULT EDUCATION CLASSES,  
CONTACT THE ADULT EDUCATION PROGRAM FOR  
ENROLLMENT POLICIES. (815) 224-0358

# Project Success

## Student Support Services TRIO Program - Project Success

### Built on Relationships

The Project Success staff strives to develop personal and professional relationships with their students. Such positive relationships are critical to the success of every TRIO student. The goal of Project Success is to provide an open, supportive and friendly environment that encourages the personal and academic growth of program participants.

### Our Mission

The mission of Project Success is to work in partnership with students to help them achieve academic success, promote personal growth and improve student retention. Through a wide range of academic and personal support activities, Project Success will help students achieve their goals and make the most of their college experience.

### What We Offer

1. Personal Attention and Support
2. Academic Advising and Early Registration
3. Easy Access Computers for Student Use
4. Career Exploration Activities
5. Transfer Assistance and visits to Four-Year Colleges and Universities
6. Opportunities for Cultural Enrichment and Leadership Training
7. Workshops and Support Groups
8. Limited Scholarships

### Are You Eligible?

Project Success is designed to assist first-generation and low-income students who are degree seeking and/or hope to transfer to a four-year college or university. Project Success also serves students with physical or learning disabilities through collaboration with the Office of Disability Services.

### How To Contact Us

Project Success is located in E-301 and can be reached at (815) 224-0594.

### Project Success Staff

#### Director

Chris Herman - (815) 224-0593

#### Counselors

Cynthia Cardosi - (815) 224-0592

Diane Scoma - (815) 224-0591

#### Administrative Assistant

Teresa Bowen - (815) 224-0594

# Student Activities, Sports, and Organizations

## Student Activities, Sports and Organizations

### Mission Statement

The Student Activities department complements the student's academic experience through the development of, exposure to, and participation in social, cultural, multi cultural, intellectual, recreational, community service and campus governance programs.

Opportunities for the development of leadership, social and interpersonal relationships, skills and character are offered through participation in recognized campus organizations.

Included among these are professional and honorary societies related to the academic areas of the college, departmental organizations, service and social organizations and recreational groups.

Each organization, in fulfilling its obligation as a part of the college, has a faculty member, staff member, or administrator as an advisor.

All social activities planned by the student organizations are held under the supervision of the organization's advisor.

To inquire about creating a new organization, please contact the Coordinator of Student Activities, Room E-306 or (815) 224-0509.

### Current Clubs and Organizations

Clubs and Organizations Descriptions and Contact Information (<http://www.ivcc.edu/clubsandorganizations.aspx?id=236>)

- Alpha Delta Nu- Nursing Honor Society
- American Chemical Society
- Amnesty International
- Association of Information Technology Professionals
- Black Student Association
- Chi Alpha Fusion
- College Democrats
- College Republicans
- Criminal Justice Association
- Diverse Universe
- Economics Student Association
- Focus on Fitness
- Gay/Straight Alliance
- Honors Program Organization
- Hort Club
- Human Services Organization
- Human Services Organization Honor Society
- Illinois Valley Student Leadership Organization
- International Society
- IV Leader (School Newspaper)
- Phi Theta Kappa
- Physics Club
- POWER (People of the World End Racism)
- Psychology Club
- Robotics Club

- Round Table Gaming Society
- Running Club
- *River Currents* (Literary Magazine)
- SIFE (Assistants Students in Free Enterprise)
- Sigma Delta Mu (Spanish Honor Society)
- Sigma Kappa Delta (English Honor Society)
- Sigma Delta Mu (Spanish Honor Society)
- SPAMO (Students of Performing Arts and Music Organization)
- Student Ambassadors
- Student Government Association
- Student Nurses Association
- Student Nurses Association
- Transformed
- Wellness Committee
- World Languages

### Student Government Association

The Student Government Association (SGA) is the officially recognized student government organization at IVCC.

The SGA, composed of four officers and a student representative to the Board of Trustees, three representatives of the freshman and three representatives of the sophomore classes (based on enrollment), meet to discuss matters of concern to the entire student body and to plan events and activities for students at the college. In addition, members of SGA serve with faculty and administrators on various committees.

Watch for notices regarding Student Government petitioning and elections during September and April.

Questions regarding the Student Government Association, its membership, and activities should be directed to the Coordinator of Student Activities, Room E-306 or (815) 224-0509.

The Student Government Office is located in C-108. Member office hours are posted on the office door.

### Co-Curricular Transcripts

The Co-Curricular Transcript is a self-reported document that provides students an opportunity to record and verify participation in co-curricular and extra-curricular activities, learning, and development while attending Illinois Valley Community College.

### Purpose

The Co-Curricular Transcript is an official record of a student's involvement in nonacademic activities that may be used to complement a resume, an academic transcript, a scholarship application and the like.

### Eligibility

All students who are in good standing with IVCC are invited to participate in this program.

### Eligible Activities

Only noncredit events and activities qualify for Co-Curricular Transcripts. These events can take place on or off campus and need not be sponsored by the college. The Co-Curricular Transcripts will be divided into seven categories.

- Clubs/Organizations
- Leadership Development

- Career Development
- Campus Service
- Community Service
- Athletics/Recreation
- Other (Awards, Honors, etc.)

- Softball
- Tennis

The Athletic Office is located in G-211 or by phone at (815) 224-0472.

## Process

Students will be required to follow the following process in order to complete and request a co-curricular transcript.

### Enrolling

Each student that would like to participate in this program will be required to contact the Coordinator of Student Activities (E-306) to fill out an initial enrollment application form. The Coordinator of Student Activities will then create an electronic and paper file for the student.

Application Form (<http://www2.ivcc.edu/sga/cocurricularapp..htm>)

### Activity Verification Form

The student can obtain an Activity Verification Form from the Coordinator of Student Activities. These forms must be completed by the student and must be signed by the appropriate Activity Representative for each activity. These forms may be turned in to the Coordinator of Student Activities (E-306) at any time and must be submitted by the end of the semester in order for events to be included on the transcript.

Verification Form (<http://www2.ivcc.edu/sga/cocurricularactivityverification.htm>)

### Follow Up

Upon receipt of the Activity Verification Form, the Coordinator of Student Activities will contact the appropriate Activity Representative to personally verify the student's participation in the activity. Once verified, the activity will be documented in the student's file.

### Requesting a Transcript

A student must request a transcript from the Coordinator of Student Activities by completing a Request Form. Request Forms should be filled out at least 48 hours prior to the desired pick up time. Transcripts will only be issued to the student unless a signed consent directs otherwise.

### Issuing a Transcript

The Coordinator of Student Activities will compile a complete transcript. The Vice President for Student Services will sign and authorize each Co-Curricular Transcript. Transcripts will only be issued to the student unless a signed consent directs otherwise.

## Athletics

### Men

- Basketball
- Baseball
- Tennis
- Golf

### Women

- Basketball
- Volleyball

# Student Handbook

## Student Handbook Welcome

Welcome to Illinois Valley Community College! I want to thank you for choosing IVCC for the next step in your education. IVCC is proud of its tradition of academic excellence in the Illinois Valley since 1924. There are a number of opportunities for you at IVCC and I encourage you to take advantage of as many of them as you can during your time here.

This online handbook includes a lot of information including course and campus information, emergency information, technology information, and the Student Code of Conduct. In addition, all of the Student Right to Know information that is emailed to students each semester is included as well.

It is important for students to be aware of their rights and responsibilities. If you have suggestions to help us improve our services, or if you want to tell us how we are doing, be sure to use the comment boxes located around campus or online. We take your feedback seriously and are always working to improve. I wish you the best during your time at IVCC and look forward to serving you.

Sincerely,

Dr. Tracy Morris

Associate Vice President

Student Services

## ILLINOIS VALLEY COMMUNITY COLLEGE

### Mission Statement

*IVCC teaches those who seek and is enriched by those who learn.*

### Vision Statement

*Leading our community in learning, working and growing.*

### Core Values

#### Responsibility

**We will follow through on our commitments, welcome constructive assessment and suggestions for improvement. We will meet performance expectations for personal and professional conduct. We will be accountable for appropriate, efficient, and effective use of resources.**

#### Caring

We will nurture a culture of mutual appreciation, cultivate empathy and a compassionate response to others.

#### Honesty

We speak and act truthfully, without hidden agenda – saying when we make mistakes or do not know, avoiding silence when it may be misleading, identifying and working with each other to communicate and solve problems.

#### Fairness

We treat students and colleagues equitably, without favoritism or prejudice, giving all the benefit of the doubt and providing opportunities for individual success.

#### Respect

We will consider all the talents, feelings and contributions of all in our interactions and behaviors; practice active listening and collaborating in our daily work; base our relationships on the essential dignity of

each individual, value diverse cultures, backgrounds, lifestyle and abilities; understand that inclusion makes us stronger and able to perform at higher levels.

## Campus Information

### PARKING AND TRAFFIC CONTROL

It is the policy of the Board of Trustees of Illinois Valley Community College that everyone will obey all posted traffic control signs and laws of the State of Illinois while in the IVCC Campus.

Parking Lot 1 is reserved for faculty, staff, and visitors.

Parking Lots 2, 3, 4, and 5 are open to everyone.

Parking Lot 6 is reserved for faculty and staff.

Parking Lot 7 is reserved for students, visitors, and east campus faculty.

The following violations have special significance and will be enforced by campus safety service personnel:

- A. Blocking road or walkway
- B. Parking in fire lanes
- C. Driving or parking on the lawn
- D. Blocking the exit route of other parked cars
- E. Parking in unauthorized spaces
- F. Not parking within parking space lines

Any person in violation of any one of the preceding provisions will have his/her car towed. The cost of the towing will be paid by the violator to the towing company before the car will be released.

Parking Lots 1 and 7 will be open to anyone after 4 p.m., but rules regarding disabled parking will still apply. Visitor parking permits are available through the Vice President for Business Services and Finance Office.

### HANDICAPPED PARKING & TEMPORARY PARKING PERMITS

A limited number of handicapped permit parking spaces are available for students who are temporarily or permanently disabled. Spaces are located next to Building F along with others in parking Lots 1 & 6. IVCC honors tags issued by the State or local municipalities for restricted parking on our campus. State permits may be secured through the local Secretary of State Driver's License Facilities. Many local municipalities also issue permits through city hall offices. Permits can be obtained for a temporary, specified period of time, such as for a temporary disability through IVCC Campus Security located in C103 or by calling (815) 224-0558. For questions on parking procedures, contact the Vice President for Learning and Student Development or IVCC Campus Security.

### FIRST RESPONDERS

Illinois Valley Community College has a group of volunteer First Responders. First Responders are certified by the Illinois Department of Public Health and assist people who are in need of emergency medical attention. Ron Groleau, Dean of Natural Sciences and Business, serves as the coordinator.

### LOST & FOUND

The daytime switchboard operator/receptionist and evening switchboard operator/safety service officer will be responsible for the

lost & found articles, which will be located at the desk near the main entrance.

Lost items turned in will be logged as to item description, date and time received, and name of person turning in the item (optional information).

Items turned in to the receptionist area after hours or when the College is closed should be accompanied by a note indicating date found, where found, and person leaving the item in case a question may surface.

When an item is retrieved, the owner will initial the log. The date and time the article is retrieved will be recorded by the switchboard operator/receptionist.

Items will be held for thirty (30) days. After thirty (30) days, the item will be offered to the person turning it in to lost & found. If the item is refused, then it will be distributed based on its description, e.g., calculators to the Math Learning Lab or disks to LRC-D and so forth, or the item will be discarded or donated appropriately.

Only the two positions mentioned above will have access to the locked lost & found locker. A key will be retained in Human Resources to be made available to a utility clerk scheduled to work in this area.

A collection of umbrellas is available at the lost & found for check out as needed.

### INTERCOLLEGIATE ATHLETICS

The college recognizes the value of athletic participation and, therefore, supports intercollegiate and intramural athletic programs for men and women. Intercollegiate sports at IVCC include baseball, basketball, volleyball, softball, tennis, and golf. Students wishing to participate on college intercollegiate athletic teams should contact the Athletic Director in Room G-211, (815) 224-0471.



## Course Information

### COURSE NUMBERING SYSTEM

All courses are made up of a four digit number

- The first digit indicates freshman or sophomore level (1 or 2).
  - A first digit of zero (0) signifies a remedial-developmental review of basic skill courses. First digit of 0 courses are not applicable toward a degree or certificate nor are counted towards honors designations.
  - The second digit identifies the curriculum area the course is assigned to:
- 0 = Baccalaureate (AA, AS and AES transfer degrees)
- 1 = Continuing Education (not applicable to degrees/certificates)
- 2 = Career/occupationally oriented (applies to AAS career degrees and Certificates)
- 9 = General studies (these courses do not generate credit that may be applied to any degree or certificate)

### UNDERSTANDING CREDIT HOURS

College credit hours are earned by students when they spend hours learning a skill or a specific body of knowledge. At IVCC, credit hours are assigned to each course when it is developed. One credit hour is equal to one 50 minute class "hour" per week for a lecture course over a sixteen week semester. The number of credit hours assigned to a course and required for student attendance are equated, based on the length and method(s) of the course. Credit hour equivalents vary for different kinds of methods (lecture, lab, field experience, etc.). All courses, including assigned credit hours, are approved by the Illinois Community College Board.

### GRADING SYSTEM

- A = Excellent--4 grade points per each semester hour
- B = Good--3 grade points
- C = Average--2 grade points
- D = Passing, Below Average--1 grade point
- F = Failing--0 grade point
- P = Passing--credit earned only, not computed in grade point average
- I = Incomplete--temporary grade assigned when a small portion of the class remains

to be completed. Assigned for extenuating circumstances. Must eventually be replaced by a letter grade (A through F above).

W = Withdrawn--not computed in the grade point average

### COMPUTING YOUR GRADE POINT AVERAGE

The formula for computing the GPA is:

$$\text{Total grade points earned} \div \text{total hours attempted} = \text{GPA}$$

Example: Student attempts 9 semester hours (three courses) and earns grades of A, B, D respectively.

24 grade points (12 for 3 semester hours of A, 9 for 3 hours of B and 3 for 3 hours of D)  $\div$  9 total semester hours attempted = 2.666 GPA

A GPA of 2.0 and above is considered Good Academic Standing

### HONORS DESIGNATION

#### President's Honors

It is the policy of the Board of Trustees of Illinois Valley Community College that the "President's Honors" will include students earning a term grade point average of 3.75 to 4.0 in 12 or more completed college-level hours. The 12 completed college-level semester hours exclude non-credit courses, courses taken for audit, and developmental courses. President's Honors will be awarded in the Fall and Spring Semesters.

#### Academic Honors

It is the policy of the Board of Trustees of Illinois Valley Community College that the "Academic Honors" will include students earning a term grade point average of 3.25 or above in 6 or more completed college-level hours. The 6 completed college-level semester hours exclude non-credit courses, courses taken for audit, and developmental courses. Academic Honors will be awarded in the Fall and Spring semesters.

### REGISTRATION PROCEDURE

#### Guidelines

- Registration is required prior to the first class meeting.
- Late registration is NOT permitted.
- Once the first class meeting has occurred, registration for the class will not be allowed.
- Registration for ONLINE courses will NOT be permitted once the start date of the online course has passed.
- Schedule adjustments or "switching classes" after the class has met the first time is NOT allowable in most instances.
- Payment for your classes must be made by the payment deadline specified at the time of your registration
- All students receiving some form of FINANCIAL AID including LOANS, SCHOLARSHIPS, and TUITION WAIVERS must contact the CASHIER department. Failure to do so may result in the cancellation of your class schedule.

#### Registration and Payment Tips

- Plan ahead and register for classes on time.
- Schedule an appointment to meet with a counselor EARLY in the semester to have your schedule of classes ready for registration.
- Pay for your classes before the payment deadline. If classes are dropped from your schedule due to non-payment after the classes have started, you will NOT be able to re-register and retrieve your schedule.
- Be aware of payment deadlines.

#### Q & A

My class begins on Tuesday. Can I register on Monday?

Yes! As long as you register BEFORE your class first meets.

Are there classes that start later in the semester that I can create or add to my existing schedule?

Yes! There are several 8 and 10-week courses that begin later in the semester available for you to register for up to the 1st day the classes meet. Ask a Counselor about these courses.

## WITHDRAWAL FROM CLASSES

The purpose of the withdrawal option is to allow students to make responsible decisions regarding their academic status and their ability to complete an individual course. This responsibility is similar, and thus preparatory, to students' experiences in universities and the workforce. It is understood that for them to make informed decisions regarding their academic careers, students must have the appropriate information regarding their status. It is the instructor's responsibility, therefore, to provide students with some form of assessment of their academic status prior to the last official withdrawal date.

### Procedure:

- To withdraw from an individual course, a student may initiate a withdrawal request with his or her instructor. In the absence of the instructor, the student must contact the Dean responsible for the course's scheduling.
- Students have the ability to initiate a withdraw from a class or all classes. Students are strongly encouraged to meet with their teacher before submitting a withdrawal. Students should also talk to a counselor and/or the Financial Aid Office to determine the implications of withdrawing.
- To withdraw from all classes, the student need not contact instructors or the Dean(s) but is required to contact the Admissions and Records Office.
- Students have until the end of the twelfth week of a regular semester course (or an equivalent length of time in courses of different lengths) to request a withdrawal.
- Instructors may also initiate the withdrawal process if the student fails to comply with the attendance requirements as outlined in the course syllabus. Faculty members also have the right to rescind a withdrawal in cases of academic dishonesty.
- All withdrawals earn a grade of "W," which does not affect the GPA but deletes the course credit(s) for the involved course(s).

## GRADUATION

Applying for graduation is the only way to get your degree or certificate conferred. Students should file a Graduation Application during or prior to the semester in which graduation requirements will be fulfilled. Graduation Applications can be obtained from the Office of Admissions and Records and on the web at [www.ivcc.edu/admissions/applyforgraduation.html](http://www.ivcc.edu/admissions/applyforgraduation.html). Deadlines for filling the Graduation Application are as follows:

Summer graduation (August): July 1

Fall graduation (December): October 1

Spring graduation (May): February 15

### Graduation Ceremony

Any student who applies for graduation and plans to participate in the ceremony, held in May of each year, MUST sign up in advance and be measured for a graduation gown. Measurements are scheduled during March and letters will be sent to students in February with information on when and how to be measured. Students graduating in August who apply for graduation prior to March 1st will be invited to participate in

the May ceremony. All other August graduates, as well as December graduates, will be invited to the following year's ceremony.

## FERPA

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

- (1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

The student should submit to the Director of Admissions and Records or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

# Emergency

## EMERGENCY PROCEDURES

Emergencies, disasters, accidents and injuries can occur at any time and without warning. Being prepared physically and mentally to handle emergencies is an individual as well as an organization responsibility. Illinois Valley Community College and the Risk Management Committee have established emergency procedures for you to follow so that the effects of those emergencies can be minimized. **YOUR SAFETY IS OF PRIMARY IMPORTANCE.**

The following information is to acquaint you with a plan for handling emergencies and disasters. The more you are prepared, the better you will respond to any situation. No matter what the crisis, **THINK** before you **ACT**, then act swiftly to minimize your exposure in any emergency. At all times, be familiar with your surroundings.

## 911 PROCEDURES

"911" will connect you directly to the Oglesby Police Department Dispatch. Give the following information to report a bomb threat, fire, medical emergency, etc:

- Nature of the emergency.
- Give Address—Illinois Valley Community College.
- Your name, extension or phone number, and location.
- **DO NOT HANG UP, ADDITIONAL INFORMATION MAY BE NEEDED.**

Complete an Incident Report and file with Safety Services as soon as possible

## BOMB THREAT—FIRE (Reporting)

To report a BOMB THREAT or a FIRE, do the following:

- Dial "911" and report "Bomb Threat" or "Fire."
- Give Address—Illinois Valley Community College
- Describe Bomb Threat Call or Location of Fire.
- Give your name, extension or phone number, and location.
- **DO NOT HANG UP, ADDITIONAL INFORMATION MAY BE NEEDED.**
- Follow EVACUATION procedures.

## EVACUATION

Evacuation routes and exits are posted in all classrooms, offices, etc. Familiarize yourself with them. Determine, in advance, the nearest exit and route to follow in the event of an emergency. Establish an alternate route to be used in the event your first route is blocked or unsafe to use.

- An EVACUATION ALERT will be announced.
- Offer assistance to anyone in need of help.
- Take personal belongings with you.
- Walk **DO NOT Run—DO NOT PUSH OR CROWD!**
- **DO NOT USE ELEVATORS!**
- **DO NOT enter the COURTYARD!**

- **DO NOT** return to your area/classroom until instructed.

## MEDICAL EMERGENCY

In a MEDICAL EMERGENCY do the following:

- Dial "911."
- Give Address—Illinois Valley Community College.
- State nature of the medical emergency.
- Give your name, extension or phone number, and location.
- **DO NOT HANG UP, ADDITIONAL INFORMATION MAY BE NEEDED.**
- Fill out an Incident Report and file with Safety Services as soon as possible.

## WEATHER ALERT—WATCH OR WARNING

A WEATHER ALERT will be sounded for a Severe Weather/Tornado Watch or Warning. Signs will be posted in the Link, Main Lobby, Cafeteria, Gymnasium, East Campus and displayed on the TV Monitor in the Main Lobby.

Weather **WATCH**—Conditions are right for severe weather.

- Be prepared to go to the nearest Designated Shelter area.

Weather **WARNING**—Severe weather conditions or a tornado has been sighted.

- Collect personal belongings and go to the nearest Designated Shelter area **IMMEDIATELY**. A Designated Shelter map is posted in each room.
- Offer assistance to anyone in need of help.
- **DO NOT USE ELEVATORS!**
- Walk **DO NOT Run** to the nearest stairway—**DO NOT PUSH OR CROWD!**
- Remain in Designated Shelter location until **ALL CLEAR** is sounded.

## COLLEGE CLOSED

Conditions require the College to close for the safety of visitors, students and staff.

- If the College is in session, a **COLLEGE CLOSED** message will be announced.
- Take all belongings and leave in an orderly manner.
- Drive Carefully!

## BEFORE CLASSES

Weather conditions, power outages, etc. may require the College to close. A decision will be made as early as possible. Students are encouraged to check the IVCC webpage, call the College Switchboard at (815) 224-2720 for information on college closings, or tune into the following local radio stations.

## EMERGENCY ALERT SYSTEM

The IVCC Emergency Alert system has been set up so that campus administrators can quickly communicate with students, faculty, and staff in the event of an emergency situation that would require that the campus be closed. The privacy and priority of this information will

be preserved and will not be shared with third parties for commercial purposes or any purpose other than this notification system. There will be two options: Text messaging and email. If you select to use the text messaging option, you need to have SMS text messaging enabled on your cell phone account to receive these messages. Depending on your plan, these messages may carry a per message charge. This alert system will only be used for campus closures (weather or security related) and for bi-monthly tests to minimize the cost to the user. Students will not be notified of class cancellations through this service—students need to check the IVCC website for this information.

It is imperative that students notify the Records Office of any changes to their cell phone number or email address in order to be notified in case of an emergency.

You will be notified within 2 weeks by postcard when your account has been activated. This notification will also include important information about this system.

Please note that some cell phone services may not receive signals when on campus. On-campus notification will be achieved through the enhanced phone system and the public address system.

To sign up for this service, go to [www.ivcc.edu/alerts](http://www.ivcc.edu/alerts).

## **CAMPUS SHOOTINGS: WHAT IVCC STUDENTS AND STAFF NEED TO KNOW**

As a result of the tragic shootings at Virginia Tech University, Louisiana Technical College, and Northern Illinois University, following are some security-related facts, procedures, and counseling services that you need to know.

1. If an emergency situation arises, never hesitate to call the Oglesby Police Department by dialing 911. Our system is set up so that you do not need to access an outside line first; simply dial 911. Emergency telephones in the elevators go directly to 911 with two-way communication.
2. Members of IVCC's security staff are on campus 24/7/365, and they can be reached in a number of ways:
  - By dialing either "0" or extension 314;
  - By calling (815) 739-1290; or,
  - Through emergency call boxes located in the stairwells and parking lots.
3. We have the ability to secure access to rooms by locking down all doors with proximity card readers in Buildings A-F in a matter of seconds. We can also be selective when locking down specific doors and/or specific buildings.
4. We have the ability to broadcast a message through our alarm system across the entire campus and/or to specific buildings.
5. We have 72 surveillance cameras that are scanning and recording data at all times.
6. In the event of a campus shooting, please follow these procedures:
  - Seek immediate shelter;
  - Stay out of sight out of windows; and,
  - Wait for an "all clear" announcement before opening the door.
7. Personal Counseling services are available year-round. The IVCC Personal Counseling Assistance Program (P-CAP) provides confidential and professional counseling assistance in emergency situations as well as with ongoing problems. Counselors are

professionally trained in mental health, personal development, and relationship issues. If you or someone you know is experiencing personal concerns or a crisis/emergency situation, you may see a counselor immediately. Please do not hesitate to walk-in or call the Counseling Center at (815) 224-0360.

8. IVCC has made a sincere commitment to the principles of continuous quality improvement when assessing all of our programs and services. Thank you for your cooperation and feedback.

# Substance Abuse and Student Right To Know

## Consumer Information: Student Right-To-Know and Crime Statistics

Illinois Valley Community College is accredited by the Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 1-312-263-0456, <http://www.ncahigherlearningcommission.org>.

The Student Services Office is pleased to provide you a full list of information on the topics listed below at the Student Right to Know Website (<http://www.ivcc.edu/righttoknow.aspx?id=5340>).

- General Information
- Financial Aid
- Student Accident Insurance
- Campus Shootings
- Emergency Alert System
- Contact Information

Illinois Valley Community College must disseminate under the Higher Education Act of 1965, as amended, and the Family Education Rights and Privacy Act. Listed below is the type of information IVCC is required to provide and the College offices or materials where the information can be found. Please refer to these "information sources" if you need more information.

## Access to Student Records

Inquiries regarding the Family Educational Rights and Privacy Act (FERPA) of 1974 or the Illinois Student School Records Act should be directed to the Admissions and Records Office.

Under the Family Educational Rights and Privacy Act, all students have the right to inspect and review official college records in accordance with the provisions of the aforementioned Act and within guidelines of the college implementing that Act.

IVCC reserves the right to work with third parties to utilize student directory information for the purpose of locating students and alumni. Students should contact the Admissions and Records Office to either place a nondisclosure hold or to remove a nondisclosure hold. Furthermore, with regard to any such utilization, students may inspect, upon request, instruments used to collect personal information from students for any marketing or distribution purposes.

More information can be found at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## Illinois Valley Substance Abuse Policies

For a full description of the resources available in our community, as well as information regarding substance abuse warning signs and treatment resources, please utilize our webpage (<http://www.ivcc.edu/righttoknow.aspx?id=5342>).

## Smoking/Tobacco Use Policy

It is the policy of the Board of Trustees of Illinois Valley Community College to prohibit all use of tobacco in all IVCC buildings and vehicles.

Smoking is prohibited in all College-owned and leased vehicles. This includes College cars, vans, shuttles, Facilities vehicles, and Shipping & Receiving vehicles.

Smoking/use of tobacco is allowed only in designated areas outside the buildings in accordance with the Smoke Free Illinois Act. Students in violation of smoking ordinances or other conduct violations may be ticketed and subject to the Student Code of Conduct for multiple offenses. Penalties for violations of the student code of conduct may be found at [catalog.ivcc.edu/studentservices/studenthandbook](http://catalog.ivcc.edu/studentservices/studenthandbook) and may include oral or written reprimands, disciplinary probation, suspension, or expulsion.

Violations by employees will be noted on the annual Employee Development Plan (EDP) or in the case of faculty on the appropriate pre- or post-tenure evaluation and review documentation.

## Illinois Valley Community College Drug-Free Workplace

It is the policy of the Board of Trustees of Illinois Valley Community College to provide, in accordance with Public Law 100-690, The Anti-Drug Abuse Act of 1988, sanctions or rehabilitation programs for all workers at IVCC who engage in the unlawful manufacture, sale, distribution, possession or use of a controlled substance or alcohol on campus or the work site. Also as a condition for receiving a Pell Grant, students must certify that they will not do any of the activities mentioned. If they do and are convicted, a court could suspend financial aid (Title IV Funds). This policy is stated under the Student Code of Conduct in the Student Handbook and is noted in the current catalog.

### 1. Notice of Conviction:

As a condition of employment, IVCC employees are required to comply fully with this policy, to include agreeing to notify the employer, no later than five (5) days after each conviction, of any criminal drug conviction resulting from a violation occurring at the workplace.

Notification of any employee's drug conviction will be given to the Federal Agency by the employee's supervisor within ten (10) days.

Within thirty (30) days of receiving notice of a conviction in the workplace, the convicted employee:

- will be subject to appropriate disciplinary action by the employer, which may be up to and including termination;
- may be required to participate in an approved drug abuse assistance or rehabilitation program.

### 2. Student Violation and Discipline:

Students convicted of drug use, possession, or delivery of controlled substances risk losing student financial aid for one year or longer. Other penalties upon conviction for drug and/or alcohol abuse are covered in detail in the IVCC Student Code of Conduct found in the Student Handbook and the college catalog.

### 3. Rights of Due Process:

Rights of due process for employees and/or students are covered in detail in appropriate contracts and manuals.

### 4. Policy Review:

This policy and the program of implementation will be reviewed biennially. The policy is subject to change without notice, however, as Federal regulations or court orders require. Policy program coordinator is the Associate Vice President for Student Services, located in E-201 or can be contacted by calling (815) 224-0393.

Illinois Valley Community College is committed to providing a healthy, drug-free atmosphere for students and employees to work and learn in.

IVCC's staff and students' physical, mental and emotional wellness is essential in maintaining this environment. Substance abuse and related problems become issues of concern for everyone, not just the abuser. It has a negative impact on productivity, absenteeism, accidents, morale, job performance, ability to learn, health costs and reputation. Early identification and referral for assistance is necessary for rehabilitation and maintaining the integrity of the college environment. This booklet is designed to help IVCC's students and employees identify warning signs of abuse, the effects of alcohol and drugs, legal sanctions imposed upon offenders, treatment resources and IVCC's policy regarding drugs and alcohol on campus.

## **Consumer Information: Student Right-To-Know and Crime Statistics**

Illinois Valley Community College is accredited by the Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 1-312-263-0456, <http://www.ncahigherlearningcommission.org>.

The Student Services Office is pleased to provide you this list of information Illinois Valley Community College must disseminate under the Higher Education Act of 1965, as amended, and the Family Education Rights and Privacy Act. Listed below is the type of information IVCC is required to provide and the College offices or materials where the information can be found. Please refer to these "information sources" if you need more information.

# Technology Information

## COMPUTER ACCOUNTS

Your K-Number (on the bottom of the ID):

- is your username for WebAdvisor, Blackboard and the network;
- is the first part of your student email address and effective May 22 your email address will be knumber@students.ivcc.edu;
- will never be used to identify you. It is to be used only as the username to log into the various computerized college systems.

Your **student ID number** (the purple numbers on the new student ID cards):

- is used to identify you instead of using the social security number;
- should be protected in the same manner as your social security number or credit card;
- may also be used as a default password for campus accounts. (Be sure you change this default password after your initial login to keep your information secure.)

**Please note:** Effective Summer 2011, all students will be responsible for checking their IVCC email. All electronic college correspondence will only be sent to the IVCC email. For information on accessing this account, [go to the Learning Commons](#).

## IVCC Student ID Number

The number printed on your ID will permit you access to the online resources available through the library. The Student ID number contains your student number. Your 7-digit number is also printed on your schedule.

## Account Passwords

You are strongly encouraged to change your password as soon as you log into each system. For your security, passwords should contain both numbers and letters, both uppercase and lowercase. More information about account passwords is linked from the MyIVCC page at <http://www.ivcc.edu/myivcc>.

## Password Resets

The only remedy for a forgotten password is a reset. WebAdvisor has a password reset option, and this is the only way to have your password reset. For other systems, you can call, email or visit the Learning Commons for assistance. Students are required to provide their name, username, and student ID number when requesting a password reset.

Blackboard also has a password reset option. Be advised that while IVCC employees will not email password information to non-IVCC email accounts, the automated password reset options of Blackboard and WebAdvisor will send passwords to those accounts designated by the student.

## Accessing Online Accounts

Quick access to all accounts is provided on the MyIVCC page at <http://www.ivcc.edu/myivcc>. The MyIvcc page also contains links to instructions for each application.

## IVCC WebAdvisor Account

Through your WebAdvisor Account, you can access your student records, such as final grades, class schedules, etc. You can also

view current course schedules and register for classes online through WebAdvisor. A WebAdvisor account is created for all students upon registration for an initial class at IVCC. From the MyIVCC page, access WebAdvisor and then click the "I'm new to WebAdvisor link."

Students will be required to update and verify their demographic information every 180 days on WebAdvisor. This will be required before a student can access registration and other information on WebAdvisor.

## IVCC Email Account

Your email account is created the Tuesday or Thursday following the date you register for classes. The College and your instructors may send important information to you through your IVCC email account. You are responsible for regularly checking this account.

All Students are expected to check their IVCC email account.

## IVCC Network Account

Logging onto computers at IVCC requires an IVCC Network Account. Accounts are created each August, shortly before the start of the fall semester. Past accounts and all documents stored in the provided network storage space are deleted at that time, also. Your network space, also referred to as your U: drive, is a safe space to store your school work.

## Blackboard

Some instructors will use an electronic classroom environment called Blackboard. Blackboard accounts are created shortly before the start of each semester.

## STUDENT EMAIL COMMUNICATION GUIDELINES

Email is considered an official means of communication and the College expects students to access their IVCC email account to read their mail on a regular basis. Email sent by the college may be time-sensitive and may require student action.

These guidelines ensure the provision of an email account to facilitate access to information. Students without access to the Internet at home may use the computers in the Computer Resource Center, Jacobs Library or at other locations on campus.

## Student Responsibilities

Students are responsible for all information sent to them via their official IVCC email account. A student's failure to read communications from the college does not absolve them from complying with the content of such communications.

Student may elect to redirect mail sent to their IVCC email account to another email address, but do so at their own risk. Email lost as a result of forwarding is not the responsibility of the College.

## Communications Sent Via Email

Students can expect that information deemed to be important to a student's success at IVCC will be sent via email.

The following list provides examples of the types of information a student will receive only via email. This is not intended to be a complete listing.

- Reminders of important dates such as deadlines to pay tuition, opening of registration, etc.
- Information about commencements and convocations

- Financial aid award notifications
- Library overdue notices
- New student information about academic support services
- Notices about student workshops
- Student employment opportunity announcements
- Communications from professors regarding course requirements
- Policy notices

#### Inappropriate Use of Campus Email

It is the intent of the College to avoid overuse of email. Campus employees will not send the following types of information to students.

- Information unrelated to College business
- Solicitations
- Messages containing confidential information, such as course grades, and other personal information that is readily available to the student through WebAdvisor.
- Email that violates the Acceptable Use Guidelines

### Educational Uses of Email

Individual professors should communicate expectations regarding the use of email in their course syllabus.

### Assignment of Email Accounts

To assure that all students have access to this important form of communication, an official IVCC email account is created for each student enrolled in a credit course at IVCC. Accounts are created each Tuesday and Thursday morning throughout the year and daily near the start of each semester. The account will remain active as long as the student is actively enrolled in IVCC credit courses.

The College provides one-on-one assistance and workshops to help students become proficient in the use of their email accounts.

### COMPUTER LABS

The following computer labs are utilized for classroom instruction:

A208, A209, A212 - Computer Applications D102 - CAD\*\*

A211 - Programming D109 - PC Repair

A214 - Nursing D109A - Networking\*\*

A301 - World Language Resource Center\*\* D201 - CRC Open Lab

B118 - Graphic Art (MAC)\*\* E326 - Math

B213, E214, E216 - English

\*\*Specialized labs are available during Open Lab Sessions and hours are posted at each lab.

### DISTANCE LEARNING COURSES:

### ONLINE AND BLENDED COURSES AND TELECOURSES

Information about distance learning courses is available online at <http://www.ivcc.edu/DL>. The Distance Learning site provides links to course and instructor web pages, information specific to online learners and telecourse students, and orientation dates.

All online students are required to enroll in CSP-0002. Sessions are offered both on-campus and online. The on-campus session is approximately 90 minutes. Students should complete the orientation by the first day of their online class. Students neglecting this requirement will be dropped from their online course(s). Once this requirement has been fulfilled, it does not need to be repeated.

Student in blended courses are encouraged to participate in CSP-0002. These students will meet with instructors in the classroom with less frequency than regular classes, because about half of the course is completed online.



## Transcripts

Transcripts will be released only upon written request by the student. Transcript request forms may be obtained in the Office of Admissions and Records, in the Counseling Center or at [www.ivcc.edu/admissions/transcript](http://www.ivcc.edu/admissions/transcript). In order to better protect the security of student records released by the Office of Admissions and Records, a photo ID will be required when a transcript is picked up in the office. When another person is picking up an official document listed above, that person will need a letter signed by the student to release the document and will be asked for a photo ID as well.

## Student IDs

It is recommended all students have an IVCC photo ID. ID photos are taken in the Admissions & Records office (during regular office hours.):

IDs are required in Jacobs Library to check out books, for free admittance to cultural or intercollegiate sporting events and when using the Computer Labs.

Effective Summer 2011, the student's K-Number (on the bottom of the student ID) is the username for WebAdvisor, Blackboard and the network. It is the first part of a student's IVCC email address ([knumber@students.ivcc.edu](mailto:knumber@students.ivcc.edu)). It will never be used to identify a student. It is to be used only as the username to log into the various computerized college systems.

Students can find their K-Number by:

1. Visiting the WebAdvisor home page and clicking on "What is my user ID".
2. Using any of the "What is my K-Number" computers across campus.
3. Visiting the Learning Commons in D-201.
4. Visiting the Learning Commons in D-201. Students are required to bring a copy of their schedule and their old ID card when requesting a new card. If the student does not have their old ID, they are required to show a photo ID and pay a \$5 replacement fee.

Effective Summer 2011, all students will be responsible for checking their IVCC email. Official electronic college correspondence will only be sent to the student's IVCC email account. For information on accessing this account, please contact the Learning Commons in D-201.

The college does not offer a group health or health/accident insurance policy for students. Each student must secure that coverage for him/herself, if desired.

## Intercollegiate Athletics

The college recognizes the value of athletic participation and, therefore, supports intercollegiate and intramural athletic programs for men and women.

Intercollegiate sports at IVCC include four sports for each gender. Men's Baseball, Basketball, Golf and Tennis. Women's Softball, Basketball, Volleyball and Tennis. Students wishing to participate on college intercollegiate athletic teams should contact the Athletic Director in Room G-210, (815) 224-0471.

IVCC also offers a wide variety of intramural programs throughout the course of the academic year. All intramural activities are open to faculty, staff, and IVCC students.

## Records Office

The Office of Admissions and Records has the responsibility of maintaining the permanent academic records of all students who attend IVCC. Requests to have an official transcript sent to another institution must be submitted to the Office of Admissions and Records in writing. The forms are available in the Office of Admissions and Records, in the Counseling Center or at [www.ivcc.edu/admissions/transcript](http://www.ivcc.edu/admissions/transcript).

In order to better protect the security of student records released by the Office of Admissions and Records, a photo ID will be required when a schedule, transcript, or insurance form is picked up in the office. When another person is picking up an official document listed above, that person will need a letter signed by the student to release the document and will be asked for a photo ID as well.

In situations where a person does not have one of the above forms of ID, the document will be processed immediately and mailed to the student address on file.

## Veterans Education Benefits

The Veteran's Certifying Official, located in the Financial Aid and Veteran's Affairs Office, is available to assist with GI Bill enrollment certification, and provide information or special services for veterans, service personnel and eligible dependents. The application process for military educational benefits can be complicated and lengthy. Therefore, interested applicants begin the process as soon as possible and allow 2-3 months for results. You may also want to contact the Department of Veterans' Affairs at (888) 442-4551 with questions about eligibility criteria.

The following information outlines some of the GI Bill programs available: Montgomery GI Bill - Active Duty (MGIB, Chapter 30); Montgomery GI Bill - Selected Reserve (MGIB, Chapter 1606); Survivors' and Dependents' Educational Assistance Program (Chapter 35); Training for Veterans with Service-Connected Disabilities (Vocational Rehabilitation, Chapter 31), Post 9/11 (Chapter 33), and Reserve Educational Assistance Program (Chapter 1607).

## WebAdvisor

WebAdvisor is a Web interface that allows students to access their personal academic information. Through WebAdvisor students can search for classes to take, register for classes, make full tuition payments and much more. WebAdvisor can be found at [www.ivcc.edu/webadvisor](http://www.ivcc.edu/webadvisor). Support is available in the Learning Commons.

## Student Access to Records

In accordance with the provisions of Public Law 93-380, a student currently or formerly enrolled at Illinois Valley Community College has the right of access to his/her records.

The types of educational records maintained by the college and directly related to students are those to which student access is allowed per Public Law 93-380. Following are types of educational records at IVCC to which students may request access and the name of the college official responsible for each type of record:

- An official college academic record (transcript) from the Director of Admissions & Records
- Student disciplinary records from the Associate Vice President for Student Services.

For more complete details concerning student access to educational records, refer to the section titled FERPA in the student handbook.

# Accounting

## Courses

### **ACT 1010. Financial Accounting. 3 hrs.**

An introduction to financial accounting as an information processing system that communicates relevant financial data regarding the business entity to external decision-makers. Emphasizes the basic concepts, principles, and techniques used in the generation of accounting data for financial statement preparation, interpretation, and use. (Students with one year of high school accounting may enroll by consent of instructor.) Prerequisite: Sophomore standing with a 2.0 GPA or completion of ACT 1210 with a grade of "C."

### **ACT 1020. Managerial Accounting. 3 hrs.**

Course deals with basic managerial accounting concepts and practice including classification of costs, cost-volume-profit relationship, manufacturing costs, job order and process cost systems, budgeting, standard costs and variance analysis, direct and absorption costing, cost allocation, decentralized operations, pricing decisions, capital budgeting, financial statement analysis, and statement of cash flows.

### **ACT 1210. Fundamentals of Accounting. 3 hrs.**

Emphasis is placed on the procedural aspects of financial accounting for a sole proprietorship. The accrual basis is used, debit and credit is studied as it relates to the accounting equation. The entire accounting cycle is covered for service and merchandising businesses, including adjustment preparation of financial reports, and closing procedures. Also included are bank statement reconciliation, petty cash, special journals, and payroll accounting. A practice set is included at the end of the course to review the entire accounting cycle. Intended for students who plan to take only one semester of accounting or for those who need preparation before enrolling in ACT 1010.

### **ACT 1220. Practical Income Tax Prep. 2 hrs.**

Students will acquire knowledge and skills and gain practical experience in the preparation of Income Tax returns (IRS 1040 form and supporting schedules). Documents will be prepared and filed electronically as a service to low-income and senior citizens within the IVCC district. Students will recognize the key role individual tax preparers play in recording and reporting tax information. Students will also become acutely aware of the importance of this information in financial tax planning.

### **ACT 1280. Quickbooks-Pro Accounting. 3 hrs.**

This course utilizes QuickBooks-Pro Software to perform various financial accounting functions including general ledger, accounts payable, accounts receivable, inventory, and fixed assets. There is an emphasis on payroll regulations and the payroll functions of maintaining employee information, processing the payroll, and preparing required governmental reports. Prerequisite: ACT 1210 (with "C" or better) or ACT 1010 or consent of instructor.

### **ACT 2020. Cost Accounting. 3 hrs.**

A study of the process of generating accounting data which will be useful to management in performing the functions of planning and control and decision making. Topics emphasized include: product costing, cost-volume-profit relationships, and budgeting and standard costs.

### **ACT 2200. Tax Accounting. 3 hrs.**

The course is intended for students that seek to file business and personal tax returns. Such topics as methods of payment of tax liability, recognition of gains and losses, capital gains and losses, dividends, inventories, and depreciation will be covered.

### **ACT 2221. Intermediate Accounting I. 3 hrs.**

A study of the theory, concepts and procedures underlies the preparation of external accounting reports for corporate organizations. Topics to be covered include: financial statement preparation, monetary assets, inventories, plant assets, current liabilities, intangibles, and time value of money concepts.

### **ACT 2222. Intermediate Accounting II. 3 hrs.**

A continuation of Intermediate Accounting I dealing with theory and concepts of external reporting. Topics covered include comprehensive treatment of liabilities, capital stock, retained earnings, the statement of cash flows, financial statement analysis, and full disclosure in financial accounting. Emphasis is also given to internal records including sole proprietorships and manufacturing firms. Computerized accounting methods are explored. Lecture, two hours per week; lab, two hours per week.

# Adult Education

## ABE Courses

### **ABE 0900. Adult Basic Education I. 0.5 hrs.**

These courses are designed for the adult whose reading, writing, and math skills are at or below the first to the eighth-grade level. Delivery of instruction used includes individual instruction, lecture, discussion, audio-visual materials, and individual assignments. Pre-assessment skills for placement is provided before entry to the class. The class will meet for three contact hours per week. The class will be conducted in an individualized/small group format.

### **ABE 0930. Adult Basic Education IV. 0.5 hrs.**

Eight separate instructional levels in basic reading, writing, and mathematics are provided in an off-campus classroom setting. Grade is not included in the GPA for graduation.

## AOR Courses

### **AOR 0900. Adult Basic Education Orientation. 0.5 hrs.**

This course provides goal-setting, career search and adult education program information. During this orientation course, the student is given the Test of Adult Basic Education, aided by the instructor in interpretation of those results, and aided by the instructor in setting goals. The student is also given COPS career inventory and aided interpretation of those results in light of current job market information. In addition, information about the methods of instruction, policies and procedures used in the Adult Education program are presented. The grading is pass/fail. Prerequisite: Survey of Adult Basic Education Level E or M scores 1.0-8.9/Enrollment IVCC Adult Education Program.

# Agriculture

## Courses

**AGR 1002. Intro Agriculture Mechanics. 3 hrs.**

This course is designed to introduce students to the various aspects of agricultural mechanics. The content of this course is chosen to give an overview of several technical areas that compromise agricultural mechanization. Content of this course is chosen to give an overview of several technical areas that comprise agricultural mechanization. Lecture, 1 hour; lab, 4 hours; seminar, 1 hour .

**AGR 1005. Introductory Soil Science. 4 hrs.**

This course will cover such areas as: soil formation, color, structure, texture, classes and types. The classes will also include the use of fertilizers and the interpretation of soil tests. Laboratory experiments will be provided to enhance the work with soils and provide the student with ample opportunities to do class and individual experiments, and to ask questions. Lecture, 2 hours; lab, 2 hours; seminar, 1 hour.

**AGR 1203. Agriculture Production Techniques. 0.5 hrs.**

This course is designed to meet the needs of the agriculture community for specialized educational experiences. Each class will be individualized to to a particular set of needs and a credit value assigned for each section offered. Typical examples include: uses of herbicides and insecticides, machine operation techniques, farm problems, and proper land usage. This course may be repeated for a maximum of six semester hours.

# Allied Health

## Courses

### **ALH 1000. Introduction To Nutrition. 3 hrs.**

The objective of this course is to provide the student with the scientific principles of nutrition across the lifespan and to acquaint her/him with the recent scientific findings in the nutrition field. With the knowledge acquired, the student should be able to evaluate her/his daily lifestyle thereby enabling her/him to reach and maintain optimum health nutrition, and fitness. The nutrition student should be able to evaluate her/his personal food choices as well as to evaluate nutritional information found in popular books, magazine and scientific nutritional journals. The student will examine the basic concepts of nutrition as they apply to various stages of the life cycle and to common disease processes.

### **ALH 1001. Terminology of The Health Field. 3 hrs.**

This course focuses on basic language related to the health field. Emphasis is given to work analysis and construction, definitions, pronunciation, and spelling. Fundamentals of the anatomy, physiology, and pathology of body systems are explored, and terminology related to these systems is presented.

### **ALH 1002. Human Growth & Development for Health Workers. 3 hrs.**

A study of human growth and developmental process as it relates to physical cognitive, emotional, social and moral development throughout the life span (conception through death). Health promotion and maintenance measures for each stage are introduced within the context of the family including the socio-cultural aspects.

### **ALH 1030. Yoga. 2 hrs.**

This introductory course contextualizes yoga as it is popularly understood in the West. The class begins with fundamental exercises and adds new postures and exercises throughout the course which are designed to balance mind, body, and spirit. The wellness benefits of yoga are explored from the mind-body perspective with emphasis on stress reduction and its relationship to well-being as understood from a holistic perspective. Psychology of yoga is also discussed as are foundational moral and ethical principles which contribute to a balanced, stable, and vital lifestyle conducive to health and wellness.

### **ALH 1031. T'ai Chi. 2 hrs.**

This beginning level course introduces students to Tai Ji, its historical origins and philosophical foundations, fundamental principles, the Chen Style Form, and Tai Ji meditation. The course will include exercises geared toward developing sensitivity to natural rhythms of movement in the body and in nature. Beneficial effects of Tai Ji on health and well being as understood from the Eastern and Western perspectives will also be discussed.

### **ALH 1200. Introduction To Health Science. 3 hrs.**

This is an introductory study of health concepts basic to health occupations or for anyone interested in health. Theories of health-illness continuum are examined and compared. Methods to achieve and maintain maximum health status are discussed, stressing nutrition. Stress factors and coping methods related to common health problems are discussed including common pathogenic organisms. Modern methods of prevention and treatment are explored in relation to specific health problems.

### **ALH 1201. Mathematics for Allied Health. 1 hr.**

This course covers common mathematics requirements for Allied Health professions with a focus on nursing. It includes International Systems of Measurement (metric system), apothecary and household systems, system conversions, as well as reading and calculating medication dosages. The dimensional analysis in the mathematical process is used in this course.

### **ALH 1202. Allied Health Dosage Calculations. 2 hrs.**

This course covers common mathematical requirements for Allied Health professions with a focus on nursing. It includes a review of the following: basic math, systems including conversions, metric, apothecary, and household, interpretations of drug labels, charting, abbreviations, and methods of calculations for oral, injectable, and intravenous drugs, calculations for specialty areas including pediatrics, critical care, labor and delivery. The Dimensional Analysis in the mathematical process is used in this course.

### **ALH 1209. Infection Control Practices. 0.5 hrs.**

This course introduces the student to microbiology as it relates to infection control. Basic concepts, procedures, and current regulatory mandates related to infection control and the management of hazardous materials will be presented. Current OSHA and CDC guidelines for compliance will be presented. Prerequisite: Employment as a health care provider or enrollment in a health care curriculum.

### **ALH 1214. Certified Nursing Assistant (CNA). 8 hrs.**

This course provides the individual with the skills necessary to perform services commonly performed by the Certified Nursing Assistant (CNA). The theory, laboratory and supervised clinical component of this course enables the individual to provide daily care to the ill and elderly. Specific knowledge in caring for individuals who have Alzheimer's Disease and/or other related dementias is woven throughout the course. Support systems for families and care givers are identified and discussed. Supervised clinical practice provides the opportunity for the development of the proficiency and confidence necessary to utilize the knowledge and skills from the class.

### **ALH 1215. Certified Nursing Assistant Refresher. 2 hrs.**

Certified Nursing Assistant Refresher Course provides the opportunity for a Nursing Assistant who has not provided nursing related services for a consecutive 24-month period of time after January 1, 1990 to review and test. Reviewing will take place in IVCC labs. Testing will take place in IVCC labs and at a clinical site per IDPH guidelines. Prerequisite: Verification that the individual's name is on the Illinois Nurse Aide Registry in good standing. Has not failed the competency test three times.

### **ALH 1220. Cardio-pulmonary Resuscitation. 1 hr.**

A course designed to teach the principles and techniques needed to deal with resuscitation emergencies. Included will be: rescue breathing, choking, and cardiopulmonary resuscitation skills for adults, children and infants. Upon satisfactory completion of the course, students will receive certification in American Red Cross Community CPR.

### **ALH 1221. Industrial First Aid. 1 hr.**

A course designed to prepare students to recognize emergencies and make appropriate decisions regarding the care of people who are ill or injured. Students passing the course will receive American Red Cross certification in Adult CPR and Standard First Aid.

**ALH 1230. Special Topics in Health. 0.5 hrs.**

This course is designed to be a study of specific topics or projects in any of the discipline areas of health. Each class will be individualized to a particular set of needs with a credit value assigned for each section offered. This course may be repeated up to three times and is offered with variable credit for 0.5 to 3.0 credit hours.

**ALH 1250. Principles & Practices of Phlebotomy. 4 hrs.**

This course consists of a lecture and laboratory practice of the proper collection of laboratory specimens. It includes terminology, anatomy and physiology appropriate to phlebotomy, phlebotomy techniques, safety, quality control, professionalism and communication techniques. It provides exposure to the necessary skills to effectively function as part of the medical laboratory-healthcare team. Prerequisite: Minimum age of 18 and high school diploma or GED.

**ALH 1251. Phlebotomy Practicum. 3 hrs.**

This course consists of 100 hours of clinical practice of phlebotomy at an affiliated laboratory site. This supervised training will emphasize competency in blood collection, specimen handling and processing, safety, quality control, and communication skills necessary to function as a member of the medical laboratory health care team. After completion of ALH 1250 and ALH 1251 the student will be eligible to take the Phlebotomy Certification Exam offered by certifying agencies. Exit level competencies and generally consistent with entry level responsibilities. Prerequisite: ALH 1250 and current immunization.

**ALH 1280. CPR/First Aid. 0.5 hrs.**

This course is designed to teach the principles & techniques needed to deal with respiratory and cardiac emergencies and to prepare students to recognize medical emergencies and make appropriate decisions regarding the care of people who are ill or injured. Universal precautions and exposure control of blood borne pathogens, HIV disease and communicable diseases will also be covered. Upon successful completion of this class students will receive the American Red Cross CPR certification and the American Red Cross Aid certification.

**ALH 1281. CPR/First Aid Refresher. 0.5 hrs.**

This a refresher course for those students that have completed ALH 1230. This course is designed to fulfill the requirements for the annual renewal of CPR/First Aid. This course will review the principles and techniques needed to deal with respiratory and cardiac emergencies and make appropriate decisions regarding care of people who are ill and injured. Universal precautions and exposure control of blood borne pathogens, HIV disease and communicable diseases will also be covered. Upon successful completion of this class will receive American Red Cross CPR re-certification and American Red Cross First Aid re-certification.

**ALH 1290. Nursing Case Studies. 2 hrs.**

This course covers seven areas of Nursing Content: Fundamentals, Management, Medical-Surgical, Obstetrics, Pediatrics, Physical Assessment, Psychiatric/Mental Health. These seven content areas have case studies associated with them. The seventy-two online case studies present real-world patient situations. Each case study includes critical-thinking questions that cover nursing care for clients with a wide range of physiological and psychosocial alternations, as well as related management, pharmacology, and therapeutic concepts. Prerequisite: NUR 1210 or NUR 1211 or consent of instructor.

# Anthropology

## Courses

### **ANT 1000. Introduction To Anthropology. 3 hrs.**

An exploration of the four major sub-fields of anthropology: physical/biological and cultural anthropology, archaeology, and linguistics. Students will explore human evolution, dating techniques, and the factors that underlie human diversity.

### **ANT 1002. Cultural Anthropology. 3 hrs.**

A survey of human cultures from prehistoric to present. Students will be introduced to culture as an adaptive mechanism and template for behavior. The course introduces students to key anthropological concepts and ethnographic fieldwork, the signature methodology of the discipline.

## Art (see also Drawing)

### Courses

**ART 1000. Art Survey. 3 hrs.**

Cultural analysis of the interrelated fields of architecture, sculpture, painting, and other humanistic studies beginning with the Paleolithic period and continuing through the Gothic period. Lecture, 3 hours.

**ART 1007. Painting I. 3 hrs.**

Oil (or acrylic) painting is explored through instruction in materials and techniques, composition and color, and the development of individual expression. A series of original paintings is executed by each student. An examination of traditional and contemporary concerns in painting. Lecture, one hour per week, laboratory, four hours per week.

**ART 1009. Ceramics I. 3 hrs.**

Introduction to the terminology and technical aspects of ceramics. Basic techniques for clay preparation, hand forming, wheel throwing, and the operation of the kiln kick wheels and power operated potter's wheels. Lecture, one hour per week; laboratory, four hours per week.

**ART 1010. Art Survey II. 3 hrs.**

Cultural analysis of the interrelated fields of architecture, sculpture, painting, and other humanistic studies beginning with the Italian Renaissance and continuing through the 20th Century's Modern period. Lecture, 3 hours.

**ART 2002. Sculpture I. 3 hrs.**

A study of several media and techniques involving clay modeling, casting, carving and direct plaster. Construction of armature and use of the basic tools of the sculpture. Modeling from life is a part of this course. Lecture, one hour per week; laboratory, four hours per week.

**ART 2004. Art Fundamentals. 3 hrs.**

Theory and practice of the creative processes in the visual arts. Students will gain an appreciation of the various art forms and will have live studio work in drawing and design, painting, printmaking, pottery and sculpture. Lecture, one hour a week; laboratory, four hours a week.

**ART 2009. Ceramics II. 3 hrs.**

Continued application of first semester procedures of Pottery I, with emphasis on the control of design in form and techniques, including methods of glaze application and decorative techniques. Practice in the operation of clay equipment, stacking, and firing kilns. Experimentation in the possibilities and limitations of the medium. Lecture, one hour per week; laboratory, four hours per week.



# Automotive

## Courses

### **ATO 1210. Basic Gas Engines. 5 hrs.**

The purpose is to give the student a background in the theory, construction, design, operation, and service of gasoline piston engines. Laboratory work will consist of the following requirements on a given engine: disassembly, cleaning, inspecting, measuring, recording, machining and reassembly. Students are encouraged to supply their own engine for this course. Lecture, 2 hours; lab, 6 hours.

### **ATO 1220. Basic Automotive Electricity. 3 hrs.**

This is a basic automotive electricity course dealing with voltage, current, resistance, series and parallel circuits, digital multimeter, digital storage oscilloscope, basic electronics, wiring diagrams, batteries, starting systems, and charging systems. Lecture, 2 hours; lab, 2 hours.

### **ATO 1240. Power Trans & Manual Trans. 3.5 hrs.**

This course includes information relative to clutches, manual transmissions/trans-axles, driveshafts/halfshafts and differentials on front wheel drive and rear wheel drive vehicles. The course will study the operation, service and rebuilding of constant mesh, fully synchronized manual transmissions and trans-axles. Lecture, 2 hours; lab, 3 hours.

### **ATO 1250. Engine Performance. 3 hrs.**

This course is a basic tune-up class with the purpose of obtaining an understanding of ignition systems used in automotive vehicles. The basic design of all electronic ignition systems and how to troubleshoot each component from a no-start or driveability condition will be taught in the classroom. Basic test equipment such as compression and cylinder leakage testers, regular oscilloscope, hand-held digital storage oscilloscope, multimeter, and 4-gas analyzer will be taught during lab. Lecture, 2 hours; lab, 2 hours.

### **ATO 1260. Steering and Suspension Systems. 4.5 hrs.**

This course describes the various styles of automotive suspension and steering systems and their components. They include wheel bearings, tires, shock absorbers and struts, front and rear suspension systems, steering columns, power steering, gear boxes, rack and pinion steering, four wheel steering systems, alignment angles and four wheel alignment. The main emphasis in this class will be on performing a complete 4-wheel alignment on any vehicle. Lecture, 2 hours; lab, 5 hours.

### **ATO 1270. Service Management. 1 hr.**

This class deals with management principles as they relate to the automobile service industry. Topics covered include: formation of a business, hiring and firing personnel, small business bookkeeping, job estimating, profitability, insurance and entrepreneurship. The course will also cover EPA regulations, OSHA regulations, liability issues and computerized management for the automotive repair industry. Lecture, 1 hour.

### **ATO 1280. Automotive Tech. Internship. 3. hrs.**

This course offers supervised on-the-job experience in an approved automotive facility. Students meet one hour per week with the on-campus automotive instructors, and must work a minimum of 225 hours to earn the three credit hours. Prerequisite: Sophomore standing or consent of instructor. \*\*Not offered each semester.

### **ATO 1280. Automotive Tech. Internship. 3. hrs.**

This course offers supervised on-the-job experience in an approved automotive facility. Students meet one hour per week with the on-campus automotive instructors, and must work a minimum of 225 hours to earn the three credit hours. Prerequisite: Sophomore standing or consent of instructor. \*\*Not offered each semester.

### **ATO 2200. Brake Systems. 5 hrs.**

This course of study is for the design and operation of automotive brake systems used on cars and light trucks. It will focus on the theory of operation for disc and drum brake designs, hydraulics, master cylinder and power assist units, valves, and anti-lock brakes. The service of these systems will be practiced during lab sessions. Lecture, 2 hours; lab, 6 hours.

### **ATO 2210. Adv Engine Performance & Driveability. 5 hrs.**

This is an advanced tune-up class that covers distributor, distributorless, optical, and coil-on-plug electronic ignition systems. Computer controlled electronic spark advance systems will be explained. Students will service vehicles during lab sessions and diagnose driveability problems using the 4-gas analyzer, regular oscilloscope, digital storage oscilloscope and scanner. Students will be taught how to do a proper tune-up and solve engine performance problems such as lack of engine power, poor fuel economy, and engine driveability issues. Lecture, 2 hours; lab, 6 hours.

### **ATO 2220. Fuel Systems & Emission Controls. 4.5 hrs.**

The theory, service, diagnosis and repair of port fuel injected and gasoline direct injection will be the main emphasis of this class. Other areas of fuel system studied will be fuel pumps, computer controls, sensors, turbochargers and intake and exhaust systems. The following emission control systems will be covered: OBD II monitors, positive crankcase evacuation, exhaust gas recirculation, catalytic converters and evaporative emission controls. Lecture, 2 hours, lab 5 hours.

### **ATO 2230. Automatic Transmissions/ Trans- Axles. 4.5 hrs.**

This course includes information relative to automatic transmission and trans-axles found on the modern day motor vehicle. Classroom topics covered include: planetary gear operation, application devices, hydraulics, torque converters and diagnosis. The main emphasis in lab will be the diagnosing of transmission problems, service procedures and rebuilding of automatic transmissions/trans-axles. Lecture, 2 hours; lab, 5 hours.

### **ATO 2240. Automotive Accessories. 3 hrs.**

This course provides a comprehensive understanding of vehicle electrical accessories/ systems, and troubleshooting techniques. They include electrical wiring diagrams, basic electrical tests, cruise controls, windshield wipers, instrument gauges, lighting circuits, steering wheels, short circuit testers, power (seats, door locks, windows and sliding door), body computer, air bags, keyless entry, anti-theft, electronic displays, and communications networking. Lecture, 2 hours; lab, 2 hours. Prerequisite: ATO 1220 or consent of instructor.

### **ATO 2250. Heating and Air Conditioning. 3 hrs.**

This course covers the theory, construction, operation and servicing of the air conditioning, heating and cooling systems found on the automobile. Emphasis will be placed on testing, troubleshooting, and servicing of the air conditioning system using appropriate manuals, tools, equipment, and safety practices. The recovery and recycling of refrigerant, laws governing R-12 and R-134a, and technician refrigerant certification will receive special emphasis. Lecture, 2 hours; lab, 2 hours.

**ATO 2260. Advanced Drivelines. 3 hrs.**

This course includes information relative to four wheel drive transfer cases, front axles, all wheel drive systems, and computer controlled transmissions and trans-axles. The theory, diagnosis and repair of electronically controlled transmissions and transaxles will be covered. Some of the topics covered include: the computer, sensors, shift solenoids, force motors, pulse width modulation, torque converter clutches, PM generators and all other related electronics that allow the computer to control the shift pattern and shift quality. The student is required to rebuild a minimum of two electronically controlled transmissions in this course. Lecture, 2 hours; lab, 2 hours.

**ATO 2270. Automotive Service. 4 hrs.**

This course is designed to provide an on-the-job type experience to the advanced automotive student. The student will be given selected vehicles to diagnose and repair using knowledge acquired from previous automotive classes. The student may choose to specialize in one area or perform services in all areas much like the general automotive technician. This course will prepare the student for an entry-level job in the automotive service industry. Lecture, 1 hour; lab, 6 hours.

**ATO 2280. Computerized Engine Controls. 3 hrs.**

This course is designed to teach how computers aid in controlling fuel systems, electronic ignition and emission control devices. On-Board Diagnostic Generation I and II systems will be taught along with all of the various engine input and output devices and how they work with the engine computer (PCM). During the lab, scanner and digital storage oscilloscopes will be used to solve OBD problems. Lecture, 2 hours; lab, 2 hours.

**ATO 2290. Automotive Certification. 1 hr.**

This lecture course is designed to assist the advanced automotive student or the experienced automotive technician who is preparing to take the National Institute for Automotive Service Excellence Certification Examination. Lecture, 1 hour.

# Biology

## Courses

### **BIO 1000. The Global Environment. 3 hrs.**

A study of the human relationships with and responsibility for the health and well-being of our earth. Ecology, the branch of science investigating the relationships of an organism (human) with its environment (earth) is the emphasis of this course. Major considerations are given to the use and misuse of the earth's energy and material resources, the consequences and alternatives to human actions and the individual physical costs plus collective social costs.

### **BIO 1001. General Biology I. 4 hrs.**

An integrated course covering the fundamentals of the plant and animal world. Special attention is given to the structure and function of cells, the genetic continuity of life, and evolution. Lecture, two hours per week; seminar, one hour per week; lab, two hours per week.

### **BIO 1002. General Biology II. 4 hrs.**

This course reinforces the concepts introduced in BIO 101 with an emphasis on human biology, ecology, and the diversity of life. Special attention is given to the biological processes of digestion, respiration, circulation, excretion, communication and reproduction. Prerequisite: BIO 1001 or consent of the instructor.

### **BIO 1003. Principles of Biology. 4 hrs.**

This course will present the unifying concepts of biology which form the foundation for the biological sciences. The topics will include the chemical and physical foundations of biology, cellular structure and functions of the cell, energetics of cellular respiration and photosynthesis, Mendelian and molecular genetics, and population genetics and natural selection. Lecture, two hours per week; seminar, one hour per week; lab, three hours per week. Suggested for majors or minors. Prerequisite: High school chemistry and concurrent enrollment in CHM 1004 or CHM 1006.

### **BIO 1004. Biological Diversity. 4 hrs.**

This course will include the structure, function, evolutionary relationships, and ecological principles found in the plant and animal world. The major systems of plants and animals will be included in this course. Lecture, two hours per week; seminar, one hour per week; lab, three hours per week.

### **BIO 1007. Anatomy & Physiology I. 4 hrs.**

This course involves an introductory study of the structure and function of the human body. A study of cytology, histology, and five organ systems (skeletal, muscular, nervous, integumentary, and endocrine) illustrates the relationships between structures and their functions. Laboratory exercises include cat dissection, cadaver demonstration and other materials. Lecture two hours per week; lab three hours per week; seminar one hour per week. Prerequisite: None, but BIO 1200 or BIO 1001 is recommended for students with a limited science background.

### **BIO 1008. Anatomy & Physiology II. 4 hrs.**

A continuation of BIO 1007, this course completes an introductory study of the structure and function of the human body. Six major systems: reproductive, circulatory, lymphatic, respiratory, digestive, and excretory are studied, along with metabolism and regulation of fluids, electrolytes and pH. Lecture two hours per week; lab three hours per week; seminar one hour per week. Prerequisite: BIO 1007, or THM 1206 and THM 1216, or consent of the instructor.

### **BIO 1009. Microbiology. 4 hrs.**

An introductory study of the nature and activities of micro-organisms and their effect on human affairs. Emphasis is on the fundamental principles and their applications. Lecture, two hours per week; seminar, one hour per week; lab, three hours per week.

### **BIO 1200. Human Body Structure & Function. 3 hrs.**

This course will emphasize the anatomy (structure) and physiology (function) of the human body. Lecture, demonstrations, discussions and laboratory activities focus on how the body is constructed and how it functions.

## **Business Law**

### **Courses**

**BUL 2000. The Legal Environment of Business. 3 hrs.**

This course deals with the legal environment in which businesses operate. The general areas of study are: the legal framework of business, antitrust law, consumer law, securities law, labor law, and the social environment of business. Some specific topics include: the judicial system, the Clayton Act, Sherman Act, FTC, product liability, truth in lending agency, S.E.C., labor law, the constitution, environment law, and international law.

# Business

## Courses

### **BUS 1010. Introduction To Business. 3 hrs.**

An introductory survey course covering such topics as management, marketing, finance, labor relations and business government relations. The course is designed to provide students an opportunity to learn business terminology and to understand the interrelatedness of the various business functions.

### **BUS 1201. Let's Talk Business. 1 hr.**

This course is designed to show the integration of the content across the two target courses: Fundamentals of Accounting and Introduction to Business. An understanding of this connection between the courses will help to ease the student's transition into college-level business degree programs. Guest speakers and field trips, both off-campus and on-campus, will expand the scope of the business and accounting courses to which it is linked. Prerequisite: Concurrent enrollment in ACT 1210 and BUS 1010.

### **BUS 1230. Math for Business & Finance. 3 hrs.**

A review of the fundamental mathematical process, fractions, and percentages. A study of discounts, commissions, depreciation, overhead, interest, bank discount, amortized mortgage loans, balance sheet ratios, simple statistical measures, financial statements, graphs, stocks and bonds, solving for the unknown, and time value of money. Prerequisite: Appropriate score on the Math placement test or successful completion of MTH 0900 with a "C" or better.

### **BUS 1299. Special Topics in Business. 0.5 hrs.**

This course is designed to meet the needs of businesses, schools, or other local groups for specialized education experiences. Each class will be individualized to a particular set of needs and a credit value assigned for each section offered. Typical examples include business ethics, customer service and benefit package evaluation. This course may be repeated for a maximum of 3 times.

### **BUS 2000. International Business. 3 hrs.**

This course focuses on the environmental complexities that arise when business activities and institutions transcend international borders. Emphasis is on the impact and the dynamics of sociocultural, demographic, economic, technological, and political-legal factors in the foreign trade environment. Topics include globalization, patterns of world trade, operation procedures of the multinational enterprise, international monetary systems, foreign exchange markets, international marketing and global supply chain management.

### **BUS 2210. Business Internship. 3 hrs.**

Students work in jobs directly related to their field of study. This gives them a first-hand opportunity to see the principles they are learning in the classroom put into practice. This course may be repeated for credit. Lab, fifteen hours per week. Prerequisite: Consent of instructor.

### **BUS 2260. Integrated Business Operations. 3 hrs.**

This course offers students in business, computer or industrial programs the opportunity to form and run a small company. Each student company prepares a marketing plan, does a cost analysis, designs, manufactures, and sells a product. Students have the opportunity to interact with those from different functional areas and develop an understanding of the overall considerations involved in running a business. Prerequisite: Sophomore standing.

# Chemistry

## Courses

### **CHM 1000. Introduction To Chemistry. 3 hrs.**

This course surveys the fundamental concepts of general chemistry and includes some organic and biochemistry. A non-mathematical approach is used where possible. The course is intended for non-science majors or as a background for science majors but does not serve as a prerequisite for any advanced chemistry course. Lecture, three hours per week.

### **CHM 1004. Chemistry. 4 hrs.**

This is an introductory course in chemistry suitable as a general education laboratory science course or as a preparatory course for general chemistry. Basic ideas, terminology, and mathematical skills are emphasized. Concepts of energy, atomic structure and bonding, formulas, nomenclature, equations, stoichiometry, states of matter, solutions, and some nuclear and organic chemistry are covered. Two lecture hours per week; two lab hours per week; one seminar hour per week. Prerequisite: Intermediate Algebra or concurrent enrollment.

### **CHM 1006. General Chemistry I. 5 hrs.**

This course covers the general principles of chemistry including atomic theory, bonding, and molecular geometry, stoichiometry, the states of matter, thermodynamics, nuclear chemistry, and solutions. Laboratory emphasizes quantitative work. The course is recommended for students with a year of high school chemistry and at least one and one-half units of algebra and a satisfactory score on the chemistry placement examination. Lecture, three hours per week; seminar, one hour per week; lab, three hours per week. lab, three hours per week. Prerequisite: CHM 1004 or one year of high school chemistry, one and one-half units of high school algebra and appropriate score on the Accuplacer College Level Math Test or MTH 1003 or MTH 1005 and one year of high school chemistry.

### **CHM 1007. General Chemistry II. 5 hrs.**

This course is a continuation of CHM 1006. Topics include kinetics, equilibrium, acid-base theories, buffers, electrochemistry, coordination chemistry, and organic chemistry. Laboratory includes gravimetric, volumetric, electroanalytic, and spectrophotometric methods of analysis. Lecture, two hours per week; seminar, one hour per week; lab, six hours per week.

### **CHM 2002. Organic Chemistry. 5 hrs.**

The course covers the fundamental principles of organic chemistry stressing the preparation, reactions, mechanisms, and structure of organic compounds. Laboratory includes basic techniques in compound purification, synthesis and identification. Hands-on application of infra-red spectroscopy and gas chromatography are utilized in qualitative and quantitative analysis of organic compounds. Lecture, two hours per week; seminar, one hour per week; lab, six hours per week. Prerequisite: CHM 1007 or the equivalent or consent of instructor.

### **CHM 2003. Organic Chemistry II. 5 hrs.**

This course is a continuation of Organic Chemistry I and including applications of mechanisms to synthetic reactions, the use of special data in the determination of structure and analysis, and natural products. Lecture, two hours per week; seminar, one hour per week; lab, six hours per week. Prerequisite: Grade of C or better in CHM 2002 or equivalent.

# Computer Aided Drafting

## Courses

### **CAD 1200. Computer Aided Draft I AutoCAD. 3 hrs.**

This course introduces computer-aided drafting (CAD) and examines the hardware that makes up a CAD workstation. It also covers the operating system (Windows) that enables the equipment to function as a unit. The course shows how to use AutoCAD to set up drawings and add lines, circles, arcs, other shapes, geometric constructions, and text. Students will use display and editing techniques as well to obtain information about their drawings and work with drawing files. This course examines basic dimensioning concepts. Lecture, 2 hours; lab, 2 hours.

### **CAD 1201. Comp Aided Draft II, Using AutoCAD. 3 hrs.**

This course is designed to build on the skill acquired in the Computer Aided Drafting I course. This course introduces the student to dimensioning, blocks, attributes, sectional views, external references, multiview layouts, and an introduction to three-dimensional drawings, external commands. Students will learn how to use AutoCAD to draw and edit polylines, set layers, linetypes and colors; dimension drawings; create section lines and graphic patterns, design symbols and attributes for multiple use. Student drawings will be plotted and printed. Lecture, 2 hours; lab, 2 hours. Prerequisite: CAD 1200 or consent of the instructor.

### **CAD 1202. Civil Applications of CAD. 3 hrs.**

This course introduces the CAD technician to civil applications. Emphasis is placed upon preparing survey plats and topographical drawings from surveyor coordinates. Lecture, 2 hours; lab, 2 hours. (Students with working knowledge of AutoCAD may enroll by consent of instructor.)

### **CAD 1203. Electronics Drafting. 2 hrs.**

This course trains the student in reading blueprints (technical drawings). This course contains principles involved with blueprint reading and sketching principles, concepts, ANSI and ISO drafting symbols and standards, terminology, manufacturing process notes and other related technical information contained on a mechanical or CAD produced engineering drawing. Lecture, 1 hour; lab, 2 hours.

### **CAD 1206. Descriptive Geometry and Development Drawings.. 3 hrs.**

This class will deal with descriptive geometry, the graphical representation and solution of spatial relationships of points, lines and planes by means of projections. The drafter will understand the various steps to graphically solve problems with points, lines and planes and apply descriptive geometry to various drafting problems. Also, the drafter will learn surface developments patterns for the bending or folding of a material to a required shape. Lecture, 2 hour; lab, 2 hours. (Students with one year of high school drafting or drafting experience may enroll by consent of instructor.)

### **CAD 2200. Computer Aided Design I. 3 hrs.**

This is a class in mastering 3D modeling techniques using the latest version of Autodesk Inventor. Specific techniques discussed to model parts, assemblies and drawings. The student will prepare models to be printed to a rapid prototyping machine. Lecture, 2 hours; lab, 2 hours.

### **CAD 2201. Computer Aided Design II. 3 hrs.**

This class will deal with descriptive geometry, the graphical representation and solution of spatial relationships of points, lines, and planes by means of projections. The drafter will understand the various steps to graphically solve problems with points, lines, and planes, piercing points and apply descriptive geometry to various drafting problems. This class will deal with vectors and the terms and problems associated with them. Also, the drafter will learn surface development patterns for the bending or folding of material to a required shape. Lecture, 1.5 hours; lab, 3 hours. (Students with industrial drafting experience may enroll by consent of instructor.)

### **CAD 2202. Architectural CAD. 3 hrs.**

This course is designed to develop an understanding of drafting procedures in preparation of architectural, civil and construction drawings. Units of study will include graphic representation of residential and commercial buildings, site analysis, building codes, conventional symbols, spatial concepts, and the use of various materials related to construction. The basis of the course work will consist of the preparation of detail working drawings for construction purposes. Lecture, 2 hours; lab, 2 hours.

### **CAD 2203. Engineering Design Concepts. 3 hrs.**

This course introduces the CAD technician to key engineering design concepts. Emphasis is placed upon strength of materials (such as stresses, shear, bending and beam design) and the ability to calculate and analyze the forces that operate upon static structures. Lecture, 2 hours; lab, 2 hours.

### **CAD 2204. Geometric Dimensioning & Tolerancing. 3 hrs.**

This is a course in Geometric Tolerance and Dimensions including tolerances of form and position or location control. The student will learn methods of indicating geometric tolerances by means of geometric characteristic symbols, as recommended by ANSI, rather than by traditional notes. Lecture, 2 hours; lab, 2 hours. (Students with equivalent industrial experience may enroll by consent of instructor.)

### **CAD 2206. Design Technician Internship. 3 hrs.**

Individual students will be assigned to an engineering department in local industries. Work will be that normally performed by a design technician. Students meet one hour per week with instructor and spend 15 hours per week on the job. Prerequisite: Consent of instructor.

### **CAD 2208. Design Projects. 4 hrs.**

This course will give the student the opportunity to apply the knowledge and training achieved in preceding courses in an "on-the-job" situation. Assignments will consist of analysis of problems, synthesis, preliminary design, layout, and production of the final set of working drawings. Students in this class will participate in the award winning MIMIC (Making Industry Meaningful In College) program. Students from CAD, Electronics, Marketing, Accounting and Manufacturing will be teamed together in "companies" to design, market and sell a product on campus. Lecture 2 hours; lab, 4 hours.

# Computer Numerical Control

## Courses

### **CNC 1200. Fundamentals of CNC Operations. 3 hrs.**

In this course, the student will learn the basics of computer numerical control. They will, by the end of the semester, have a knowledge of the types of machines, purpose, and controls. They will also study basic CNC operation and programming. Lecture, two hours per week; lab, two hours per week.

### **CNC 1202. CNC Milling Machine Operations. 3 hrs.**

Students will learn about the basic and advanced features of CNC milling machines, including controls and programming. They will learn how to read blueprints and use GM codes to write programs. Students will also learn how to select tools, speeds and feeds for different operations and materials. They will also learn how to download and upload files from a computer. Lecture, 1.5 hours; lab, 3 hours.

### **CNC 1204. CNC Turning Center Operations I. 3 hrs.**

Students will learn basic CNC Turning Center Operations (Lathe). The student will learn basic CNC Lathe components and operations, understand and write part programs, and learn Lathe operator skills. Proper loading of programs into the machine control, verifying accuracy and program editing, and the basis of speeds and feeds will also be taught. Lecture, 2 hours; lab, 2 hours.

### **CNC 1206. CNC Turning Machine Operations II. 3 hrs.**

This course is a continuation of CNC Turning Center Operations I (CNC 1204). The student will learn how to control quality, basic and advanced setup skills, and advanced programming skills. Lecture, 2 hours; lab, 2 hours.



# Computer Technology

## CSD Courses

### **CSD 1210. Comprehensive Access. 3 hrs.**

In this comprehensive course in Microsoft Access, student will learn basic through advanced database topics to create and maintain databases. Tables, Fields, Relationships, Queries, Forms, Reports, Switchboards, and SQL will be covered. Lecture, 2 hours; lab, 2 hours.

## CSG Courses

### **CSG 1202. Photoshop - SP. 3 hrs.**

This course offers a project-based series of lessons to learn Adobe PhotoShop program's features and capabilities. Individualized instruction-open entry. A tutorial type of text is used. (Photoshop version CS5 with Bridge) Lecture, 3 hours. (Students must have previous computer experience working with Microsoft Windows.)

### **CSG 1205. Microsoft Power Point - SP. 1 hr.**

This course is an introduction to Microsoft PowerPoint for Windows. It will include lessons on creating and modifying a presentation, use of PowerPoint help, using outline view, using clip art, linking a chart to a presentation, and using slide show features. This course may be offered as web or as a traditional lecture and lab. (PowerPoint version 2010) Lecture, .5 hour; lab, 1 hour. (Students must have previous computer experience working with Microsoft Windows.)

### **CSG 2202. Advanced Photoshop - SP. 3 hrs.**

This self-paced course offers a project-based series of lessons to learn advanced Adobe Photoshop feature and capabilities. Adobe Photoshop provides a wide range of tools for users to achieve photographic and design effects that were previously created only with painstaking, traditional darkroom methods. Photoshop is used in both Desktop Publishing and Web Page Design. (Photoshop version CS5 with Bridge) Lecture, 3 hours.

## CSI Courses

### **CSI 1002. Intro To Business Computer Systems. 3 hrs.**

A course for many different majors planning to transfer to a four-year institution. Computer concepts, terminology, equipment, system analysis and design; management information systems; and applications are surveyed. Business application skills in the microcomputer areas of spreadsheet, database, word processing and presentation are emphasized. Use of e-mail and the world wide web are used throughout the course. Lecture, 3 hours.

### **CSI 1008. Visual Basic.Net Programming. 3 hrs.**

The course is designed to introduce the students with previous programming experience to visual programming. Students will learn Visual Basic's built in functions, as well as, work with decision and repetition structures. Other topics will include arrays, functions and databases. Lecture, 2 hours; lab, 2 hours.

### **CSI 1011. Introduction To Programing & Logic. 4 hrs.**

The first in a sequence of courses for majors in Computer Science. Introduces a disciplined approach to problem-solving and algorithm development, in addition to an introduction to procedural and data abstraction. Covers: selection, repetition, and sequence control structures; program design, testing, and documentation using good programming style; block-structured high-level programming; and methods, classes, and arrays. Taught using the Java programming language. Lecture, 3 hours; lab, 2 hours. [Equals IAI CS 911 compatible description.]

### **CSI 1012. Object Oriented Programming. 4 hrs.**

Introduces the concepts of object oriented programming to students with a background in the procedural paradigm. Taught using the Java programming language. The course begins with a review of control structures and datatypes with emphasis on structured data types and array processing. It then moves to introduce the object-oriented programming paradigm, focusing on the definition and use of classes along with the fundamentals of object-oriented design. Additional topics may include overview of simple analysis of algorithms, basic searching and sorting techniques and an introduction to software engineering issues. Lecture, 3 hours; lab, 2 hours. Prerequisite: CSI 1011 with a grade of C or better.

### **CSI 1299. Special Topics in Computers. 0.5 hrs.**

CSI 1299 is a variable credit course offering .5 - 4 credits. This courses's topics vary according to the semester taught. It is taken by students who need a course for substitution during times when the computer curriculum changes. Each class will be individualized to a particular set of needs and a credit value assigned for each section offered.

### **CSI 2011. Data Structures & Algorithms. 4 hrs.**

The second in a sequence of courses for majors in Computer Science. Covers: design and implementation of large-scale problems; abstract data types; data structures (files, sets, pointers, lists, stacks, queues, trees, graphs); program verification and complexity; recursion; dynamic concepts (memory, scope, block structures); text processing; and an introduction to searching and sorting algorithms. This course should use the same programming language as CS 911 - Computer Science I. Students should complete BOTH CS 911 and CS 912 at the same school before transferring to the degree-granting school. (Prerequisite: CS 911 - Computer Science I.)The Computer Science Panel recommends that a student receiving a minimum score of 4 on the AP Computer Science AB exam be granted credit for CS 912.

## CSM Courses

### **CSM 1209. Management Information Systems. 3 hrs.**

This course will cover systems development methods, management, information systems, decision support systems and expert systems. Students will use the Internet for communication and research purposes. Lecture, 3 hours.

### **CSM 2240. Office Management. 3 hrs.**

This course provides an overview of the duties and services required of an administrative assistant in a modern office. Topics covered in the course are: use of telephone and customer service; banking and scheduling of meetings; and planning for a professional career. Lecture, 3 hours.

## CSN Courses

### CSN 1200. Using Internet and The World Wide Web. 3 hrs.

This course is an introductory-level course designed to equip the student with the necessary tools to navigate through the World Wide Web. Topics include E-mailing, browsing, searching, communicating, and downloading. Also, basic web page construction and web security will be covered. Lecture, 2 hours; lab, 2 hours.

### CSN 1201. Web Page Development & HTML. 3 hrs.

The major emphasis of this course is to expose the student to the practical applications of the Internet and how the Internet can contribute to the enhancement of personal, family, and professional growth. The main topics of the course include Web page layout, design, and HTML programming. Lecture, 2 hours; lab, 2 hours. (Previous computer and Internet experience recommended.)

### CSN 1202. Web Site Development. 3 hrs.

Creation of sophisticated web pages and applications; advanced skills in web site organization; updating of web content; using Microsoft Expression Web. Topics include text formatting, working with images, working with hyperlinks, creating tables, creating forms, and creating page layouts. (Expression Web 3) Lecture, 2 hours; lab, 2 hours. (Previous computer and internet experience recommended.)

### CSN 1225. Core Networking Technologies. 3 hrs.

The course introduces the student to the essential terminology and basic concepts of networking. These will consist of network components, designs, and physical media. Networking topics will include media, topologies, protocols, networking devices, network design and layouts, basic troubleshooting, security, and documentation. Lecture, 2 hours; lab, 2 hours.

### CSN 1230. Network Administration I. 3 hrs.

An introductory course to Microsoft Server network operating system. Basic system administration and troubleshooting are covered. Creation of user accounts, groups, storage management are examined and applied through lecture, demonstration and hands-on activities. Lecture, 2 hours; Lab, 2 hours. Prerequisite: CSN 1225 or concurrent enrollment.

### CSN 1231. Network Administration II. 3 hrs.

A second course to the Microsoft Server network operating system. Advanced system administration and services are covered. Lecture, 2 hours; lab, 2 hours. Prerequisite: CSN-1230.

### CSN 1233. Network Administration III. 3 hrs.

This course offers students a look at contemporary network operating systems. Topics may vary from semester to semester to keep abreast of changing technologies. Lecture, 2 hours; lab, 2 hours.

### CSN 1234. Securing & Analyzing TCP/IP Networks. 3 hrs.

Students will learn how to implement and support TCP/IP in local and wide area network environments. Topics will include securing and optimizing a TCP/IP network. This course is intended for network administrators. Lecture, 2 hours; lab, 2 hours. Prerequisite: CSN-1225 and CSN-1230.

### CSN 2222. Computer Networking Internship. 3 hrs.

Students will work in jobs directly related to their field of study. This gives the student an opportunity to utilize the principles and skills they have learned in the classroom in real-world situations. Individual students are responsible for contacting a local business to secure an internship position. Students must complete 225 hours of on-the-job work experience. Prerequisite: Consent of the Program Coordinator.

### CSN 2250. Speciality Servers. 3 hrs.

This course will cover working with heterogeneous computer systems. The student will work with current server, LAN, and WAN technology and be able to demonstrate how the systems interact with each other. Lecture, 2 hours; lab, 2 hours. Prerequisite: CSN-1231 and CSO-2200.

### CSN 2260. Network Routing. 3 hrs.

An introductory course to routing in local-area networks (LANs) and wide-area networks (WANs). Cisco routers and IOS Basics will be covered. Emphasis will be placed on the use of problem solving to solve LAN and WAN networking problems. Lecture, 2 hours; lab, 2 hours. Prerequisite: CSN-1225.

## CSO Courses

### CSO 1201. DOS for Windows. 2 hrs.

An introduction to the MS-DOS operating system. Topics covered include: directories, files, copying files and disks, erasing files, formatting disks, and hard disk management. Individualized instruction, self-paced-open entry. A tutorial type of text is used. CSO 1201 may not be taken after CSO 1200 and count towards the same degree or certificate. Lecture, 1 hour; lab, 2 hours.

### CSO 1202. Microsoft Windows. 2 hrs.

Microsoft Windows is an operating system, which allows the user to integrate the different tasks performed on a personal computer. Windows is a graphical user interface that can make DOS based computers more user friendly. Lecture, 1 hours; lab, 2 hours.

### CSO 2200. UNIX Operating System. 3 hrs.

This course will present a theoretical and hands-on study of the UNIX operating system. Topics include operating system concepts, terminology, file system structure, network communication, and network management. Lecture, 2 hours; lab, 2 hours.

### CSO 2202. Comprehensive Windows. 3 hrs.

This class will cover the latest release of Windows for the corporate workstation. Topics include installing and upgrading the operating system, managing the desktop, connecting to a peer-to-peer network and client/server network, and troubleshooting. Lecture, 2 hours; lab, 2 hours.

## CSP Courses

### CSP 0001. Community Computer Usage. 0 hrs.

Community members may enroll in this course to utilize the college's computer resources. No tuition for the course-a set fee is established.

### CSP 0002. Orientation Distance Learning. 0 hrs.

All students taking an online class for the first time must enroll in CSP 0002. There is no cost associated with the orientation, but if you do not complete the orientation by the start date of your online classes, you will be dropped from your online courses.

**CSP 1203. Microsoft Office Professional I. 3 hrs.**

Students will gain hands-on experience using the applications included in Microsoft Office Professional. This course is designed to use the basic features of Word, Excel, Access, and PowerPoint, and to integrate data between the applications. Students will also be introduced to topics about purchasing, installing, and maintaining a personal computer system. The mode of instruction for this course may be lecture/lab or web based. (Office Professional version 2010) Lecture, 2 hours; lab, 2 hours. (Previous computer experience is strongly encouraged.)

**CSP 1206. Computer Skills for College Success. 1 hr.**

The course objective is to assist students build a foundation for essential application computer skills including basic word processing, basic presentation software, basic use of the Internet and email, computer concepts and file management. The material is developed to ensure that students will see the importance of learning how to use the applications for future coursework. This course is intended for students with no prior computer application experience. Keyboarding experience strongly recommended. Lecture, 1 hour.

**CSP 1210. Basic Computer Skills for The Workplace. 1 hr.**

Students will gain basic hands-on experience using Windows, word processing, and spreadsheets. Activities will emphasize their application in the technical and manufacturing workplace. (Windows version XP; Office version 2010) Lecture, .5 hour; lab, 1 hour.

**CSP 1230. Basic Keyboarding. 2 hrs.**

This course is designed to introduce, develop and build basic skills in keyboarding using the touch method. Emphasis is placed on learning the keyboarding technique, developing speed and accuracy, introducing file management and basic word processing functions used to create, edit, save and format a simple block style letter and simple memo. By course end, ability to keyboard a minimum of 25 words per minute in three-minute timed writing, three errors or less.

**CSP 1231. Adv Keyboarding/Document Formatting. 3 hrs.**

This course will develop production level speed in using a personal computer keyboard, as well as teaching document processing for letters, reports, tables, and memos using an up-to-date word processing program. Lecture, two hours per week; lab, two hours per week. Prerequisite: CSP 1230 or appropriate score on keyboarding proficiency exam. (Word version 2010) Lecture, 2 hours; lab, 2 hours.

**CSP 2200. PC Troubleshooting, Upgrade & Repair. 3 hrs.**

A hands-on course covering hardware of a personal computer, its peripherals, and its operating system. Preventative maintenance and minor repair of hardware, as well as upgrading and installation of software and hardware, will be discussed. This course will help the student prepare for industry certification, in conjunction with later classes. Lecture, 2 hours; lab, 2 hours.

**CSP 2201. Help Desk/User Support. 2 hrs.**

This course will present an overview of the wide range of topics than an entry level user support specialist will be expected to know. This course will include the technical aspects of end user support along with necessary problem-solving and communication skills. Topics will include customer support, help desk organization, procedures, and resources. Lecture, 1.5 hours; lab, 1 hour.

**CSP 2203. Microsoft Office Professional II. 3 hrs.**

This course is a continuation of Microsoft Office Professional I (CSP 1203). It is designed to further develop skills in Microsoft Office applications of Word, Excel, Access, and PowerPoint and the integration of these programs. Also, Outlook and web page development from Microsoft Office documents will be introduced. (MS Office Professional version 2010) Lecture, 2 hours; lab, 2 hours.

**CSP 2204. Microsoft Office Professional III. 3 hrs.**

A continuation of topics studied in Microsoft Office Professional II. Advanced topics in Microsoft Word, Excel, Access, and PowerPoint, and Outlook will be covered. Microsoft Publisher will be introduced. Integration of data among the applications will be covered as well as using Visual Basic with some of the applications. (MS Office Professional version 2010) Lecture, 2 hours; lab, 2 hours.

**CSP 2222. Business Technology Internship. 4 hrs.**

Students will work in jobs directly related to their field of study. This gives the student an opportunity to utilize the principles and skills they have learned in the classroom in real-world situations. Individual students are responsible for contacting a local business to secure an internship position. Students must complete 225 hours of on-the-job experience.

**CSP 2230. A+ Certification. 1 hr.**

This online course covers the major areas of the CompTIA A+ certification exam and helps prepare the student to take the A+ certification exam. Lecture, 1 hour.

## CSS Courses

**CSS 1200. Microsoft Excel-SP. 1 hr.**

This introductory self-paced course offers hands-on, practical instruction in the use of the Microsoft Excel spreadsheet program. Students will learn how to analyze and chart data. A tutorial type of text is used. (Excel version 2010) Lecture, 1 hour.

**CSS 1210. Comprehensive Excel. 3 hrs.**

This comprehensive course in Excel, teaches students the basic concepts and continues through advanced spreadsheet topics. Students will use Excel to create and enhance spreadsheets. Formatting, copying, working with lists, charts, macros, printing, working with multiple sheets, and using Visual Basic to enhance sheets will be covered. Students will also learn principles of what if analysis, use data tables, and customize toolbars. (Excel version 2010) Lecture, 2 hours; lab, 2 hours. (Previous computer experience recommended.)

**CSS 2200. Advanced Excel. 1 hr.**

This is an advanced course in Microsoft Excel that covers a number of accounting functions along with several advanced problem solving components. Tasks include creation and analysis of financial statements, depreciation calculations, amortizations, and cash flow budgets. Prerequisite: CSP-1203 or CSS-1200. Lab, 2 hours.

## CSW Courses

# Constitution & Citizenship

## Courses

### **CST 0970. Citizenship Skills (ABE). 0.5 hrs.**

This course is designed to prepare qualified legal immigrants and refugees for the written and oral sections of the USCIS (United States Citizenship Immigration Services) citizenship exam administered in English. Prerequisite: A TABE (Test of Adult Basic Education) reading score of below 9.0, the ability to read and write basic English, understand and communicate in English orally, and read and write common sight words and basic personal information.

### **CST 0990. Citizenship Skills (ESL). 0.5 hrs.**

This course is designed to prepare qualified legal immigrants and refugees for the written and oral sections of the USCIS (United States Citizenship Immigration Services) citizenship exam administered in English. Prerequisite: Ability to read and write English at a student performance level (SPL) of 3 (High Beginning Level) or more as well as understand and communicate well orally in English and read and write common sight words and basic personal information. A minimum BEST (Basic English Skills Test) literacy score of 36, a CELSA (Combined English Language Skills Assessment) score of 20, a BEST Plus score of 418, or permission of the instructor.

# Criminal Justice

## Courses

### **CRJ 1000. Introduction To Criminal Justice. 3 hrs.**

This course provides an overview and integration of major concepts, assumptions, developments, and approaches of the criminal justice system, including police, courts, corrections and legislative control. Current events and developments in the criminal justice system will be emphasized.

### **CRJ 1030. Juvenile Delinquency. 3 hrs.**

This course deals with juvenile offender theory and the etiology of deviant behavior. Juvenile procedures and alternative dispositions are examined.

### **CRJ 1070. Corrections in America. 3 hrs.**

The purpose of this course is to examine the philosophical and theoretical study of the American correctional process: including a critique of assumptions, policies, and practices of present correctional institutions and consideration of strategies for implementation of change.

### **CRJ 1210. Policing in America. 3 hrs.**

The course will explore various issues involved in the policing mission through an interdisciplinary perspective, i.e., history, economics, sociology, psychology, etc. The student will become acquainted with the basic elements of policing in America. The concept of a professional police system will be investigated and the relationship of this approach to policing in a free society will be evaluated.

### **CRJ 1260. Administration of Justice. 3 hrs.**

This course analyzes what constitutes law and what constitutes crime. The nature of criminal responsibility and the criminal justice mechanism at work are examined. Critical issues of law enforcement will be emphasized.

### **CRJ 2010. Criminal Investigation. 3 hrs.**

This course will examine the fundamentals of investigation; crime scene applications; the recording, collection and presentation of evidence, investigative techniques and procedures; and follow-up case studies.

### **CRJ 2020. Criminal Law. 3 hrs.**

This course examines the components, the purposes, and the functions of criminal law. The Illinois Criminal Code is studied with emphasis placed upon identifying the elements of various crimes against person and property.

### **CRJ 2030. Evidence and Criminal Procedures. 3 hrs.**

This course will acquaint the student with the concept of due process within the criminal justice system. The development and the application of due process are explored. Evolutionary changes in the criminal law that affect the criminal process will also be considered.

### **CRJ 2040. Criminology. 3 hrs.**

The focus of the course is on the acquisition of knowledge in the area of the conceptual and theoretical aspects of criminal behavior. The emphasis of the course will be on an examination and study of the psychological and sociological behavioral factors related to offender interaction in the criminal justice system.

### **CRJ 2050. Issues in Criminal Justice. 3 hrs.**

In this survey course, students will study a fundamental aspect of the criminal justice field. The course content will be dependent upon the topic chosen. The course may be repeated three times for credit, if the topic(s) of the course is/are different. Prerequisite: CRJ 1000 or concurrent enrollment in CRJ 1000.

### **CRJ 2260. Police Community Relations. 3 hrs.**

This course takes a human relations approach to exploring the complex factors involved in police-community relations. Good relationships between police practitioners and citizens is viewed as the key to positive police-community relations. The case approach to gaining insights and understandings into the police role, police professionalism, use of discretion, and individual rights is utilized in this course.

### **CRJ 2280. Criminal Justice Internship. 4 hrs.**

This is a practicum arrangement whereby each student receives credit for work experience in a job which is related to course work in the criminal justice area. In addition to learning applications of course material, students will be trained in responsibilities and attitudes. Through planned interrelation of learning experiences in the classroom and on the job, this training strives to make the student initially able to enter the job market. This course may be repeated once for credit. Prerequisite: Sophomore standing and consent of instructor.

### **CRJ 2290. Criminal Justice Seminar. 1 hr.**

This course is a seminar course in which criminal justice interns will meet with the internship coordinator to discuss their experiences. The seminar will also provide a forum by which the student interns can be assisted with problems and/or areas of concern related to their internship experiences. This course may be repeated once for credit. Prerequisite: Concurrent enrollment in CRJ 2280.

# Dental Assisting

## Courses

### DLA 1200. Dental Science I. 3 hrs.

This course is designed to acquaint the students with basic functions of the body systems, head and neck anatomy, anatomy and function of oral structures, tooth morphology, occlusion and dental terminology. Lecture, three hours per week. Prerequisite: Admission to the Dental Assisting Program.

### DLA 1201. Dental Materials & Lab Procedures. 4 hrs.

This course stresses the physical properties, manipulation and applications of gypsum products, restorative materials, cements, impression materials, and waxes. Lecture, two hours per week; lab, four hours per week. Prerequisite: Admission to the Dental Assisting Program.

### DLA 1202. Supervised Dental Assisting Practice. 1.5 hr.

This course provides the student with actual clinical experience in four-handed, sit-down dentistry. Through supervised clinical practice in our on-campus clinic an opportunity for developing competence and confidence in the utilization of dental assisting knowledge and skills will be provided to the student. Competence in expanded functions allowed in Illinois will also be developed by the student. Lab, two hours per week; lecture, one-half hour per week. Prerequisite: Enrollment in or successful completion of all first semester Dental Assisting courses. Current CPR certification and current immunizations.

### DLA 1203. Chairside Assisting I. 4 hrs.

This course provides information on the history, ethics, and legal concerns of dentistry. Dental psychology and patient communication skills are emphasized. Principles of four-handed sit-down dentistry are presented and practiced which includes instrument and equipment identification and maintenance. Basic chairside assisting skills are presented and practiced. Dental terminology and materials are integrated throughout this course. Current OSHA and CDC guidelines for infection control and handling of hazardous materials are practiced. Lecture, two hours per week; lab, four hours per week. Prerequisite: Admission to the Dental Assisting Program.

### DLA 1204. Dental Radiography I. 2 hrs.

This course consists of the study and practice of exposing radiographs commonly required in dental practice, and includes the processing, mounting, and filing of intra-oral radiographs. Biological effects of radiation and safety measures are emphasized. Lecture, one hour per week; lab, two hours per week. Prerequisite: Admission to the Dental Assisting Program.

### DLA 1205. Preventive Dentistry I. 2 hrs.

This course includes discussion on the causes and treatments of dental caries and periodontal disease with emphasis on diet, nutrition, proper home care, and the dental assistant's role in prevention. Personal oral health is stressed and students will prepare and present programs to patients regarding personal oral hygiene. Lecture, two hours per week. Prerequisite: Admission to the Dental Assisting Program.

### DLA 1206. Dental Office Management. 3 hrs.

This course emphasizes telephone techniques, appointment control, written communication skills, record management, and insurance form generation and tracking. Financial records, with-holding taxes, collection of accounts, and payment of bills is studied. Inventory, ordering and receipt of supplies is also studied. Exercises that will give hands on experience with computerization of records will be assigned. Resume preparation and job interviewing skills are also presented. Lecture, three hours per week. Prerequisite: Admission to the Dental Assisting Program. CSP 1230 or two semesters of high school keyboarding/word processing within the past five years with a grade of "C."

### DLA 2200. Dental Science II. 2 hrs.

This course is designed to familiarize the student with pharmacology, oral pathology, anesthesia, and medical emergencies as they relate to the dental practice. Oral embryology and histology are also presented. Lecture, two hours per week. Prerequisite: Successful completion with a grade of "C" or better in DLA 1200.

### DLA 2201. Dental Laboratory Procedures II. 2 hrs.

This course stresses physical properties and applications of casting metals, dental porcelain, and dental plastics. Laboratory procedures necessary for Prosthodontics will be studied and practiced. Lecture, one hour per week; lab, three hours per week. Prerequisite: Successful completion with a grade of "C" or better in DLA 1200.

### DLA 2202. Clinical Practice. 5 hrs.

Assignments will be to two private dental offices to provide practical experience in dental assisting. Students will also be assigned to dental specialty offices for observation of the dental assistant's role in specialty practices. Weekly seminars provide the student with opportunities to discuss practical experiences and allow for preparation for the Dental Assisting National Board Exam. Seminar, two hours per week, clinical, 35 hours per week. Prerequisite: Completion of all dental assisting courses. Current CPR certification and current immunizations.

### DLA 2203. Chairside Assisting II. 3 hrs.

This course will require students to utilize basic chairside assisting skills and principles of four-handed, sit-down dentistry during dental procedures. Dental speciality procedures and instruments will be introduced and practiced. Dental terminology and materials are integrated throughout this course and current OSHA and CDC guidelines for infection control and handling of hazardous materials will be followed. Lecture, two hours per week; lab, two hours per week. Prerequisite: A grade of "C" or better in DLA 1203.

### DLA 2204. Dental Radiography II. 2 hrs.

This course continues intensified practice in exposure, processing, and mounting of dental radiographs. Students will also be introduced to interpretation of radiographs and specialized intraoral and extraoral radiographic techniques. Lecture, one hour per week; lab, two hours per week. Prerequisite: Successful completion of DLA 1204 with a grade of "C" or better.

# Design

## Courses

### **DSN 1000. Design I. 3 hrs.**

A basic studio course for those interested in fine arts, graphic design, or art education. The student carries out a series of problems relating to the elements and principles of design. The course develops organizational abilities and technical skills. Lecture, one hour per week; laboratory, four hours per week.

### **DSN 1010. Design II. 3 hrs.**

A studio course; continuation of DSN 1000, using a variety of media, stressing the understanding of color theory and its application to two-dimensional design concerns. Lecture, one hour per week; laboratory, four hours per week.

# Drafting

## Courses

### **DFT 1200. Mechanical Drafting. 3 hrs.**

A course in mechanical drafting theory including terms common to an engineering drawing, basic drawing and lettering techniques, geometrical constructions, technical sketching, an in-depth study of multi view projection, sectional and auxiliary views, dimensioning (customary and metric system) and multi view projection in the production of a complete set of detail and assembly drawings. Lecture, 2 hours; lab, 2 hours.

### **DFT 1201. Advanced Drafting. 3 hrs.**

DFT 1201 is a continuation of basic mechanical drafting including advanced multi-view principles with advanced applications of dimensioning and tolerancing emphasizing geometrical and positional tolerances. A study will be made of the requirements for working drawings including detailing and assembly drawings. Production drawings will be completed using standard mechanical drafting equipment. Lecture, 2 hours; lab, 2 hours.

### **DFT 1203. Machine Blueprint Reading. 3 hrs.**

Machine blueprint reading is a course designed to progress logically from an introduction to blueprint reading through a study of the fundamental skills and concepts involved in reading, sketching, and interpreting drawings. Lecture, 3 hours.



## Drawing (see also Art)

### Courses

**DRW 1000. Drawing I. 3 hrs.**

Basic studio course for those interested in fine arts, graphic design or art education. Using a variety of media and approaches, students develop ability in descriptive and interpretive drawing. Lecture, one hour per week; laboratory, four hours per week.

**DRW 1010. Drawing II. 3 hrs.**

Continuation of the basic Drawing I course. Charcoal, pencil and ink are the basic materials. Exploring mixed media and ink wash on different supports. Emphasis on the development of skills and expressive interpretation. Lecture, one hour per week; laboratory, four hours per week. Prerequisite: DRW 1000 or consent of instructor.

# Early Childhood Education

## Courses

### **ECE 1000. Introduction To Early Childhood Education.. 3 hrs.**

This course is designed as an overview of early childhood care and education, including the basic values, structure, organization and programming in early childhood. Examination of the student's personal qualities in relationship to expectations of the field is addressed throughout the course. A field experience component of 15 contact hours of direct observation in a variety of early childhood settings is required. DCFS Background Check through Accurate Biometrics is required. Lecture, four hours per week; observation, fourteen hours.

### **ECE 1005. Health, Safety and Nutrition. 3 hrs.**

This course is designed to enable the student to understand the personal health of the individual, including health, safety and nutrition issues with emphasis on meeting health needs for children and staff in group settings. A healthy lifestyle, preventive health and community health are examined. Lecture, three hours per week.

### **ECE 1027. Child, Family, School & Community. 3 hrs.**

This course focuses on the child in the context of family, school and community. An analysis of the contemporary American family will be discussed with emphasis on the family interactions which largely dictate the child's behavior and way of relating to people. Included are knowledge of other cultures, the diversity of life styles, issues of communication and the role of the school and community as social agents with our changing society. Students will gain an understanding of their professional role in strengthening family/ child relationships through the effective use of community resources.

### **ECE 1201. Child Guidance/Child Study. 3 hrs.**

This course is designed to provide the student with an understanding of children's behavior. The student will identify underlying causes of problem behavior and ways to incorporate the environment to display appropriate behavior. Positive child guidance techniques will be emphasized. The student will have an opportunity to observe in a classroom setting to view behavior and behavior techniques. Lecture, three hours per week; laboratory, ten hours per semester. Course content includes birth to eight years old. Prerequisite: ECE 1000 or concurrent enrollment in ECE 1000.

### **ECE 1202. Foundations & Trends for Infant/Toddler/ Two Care & Education. 3 hrs.**

This course is designed to provide the student with an overview of physical, motor, social, emotional, cognitive and linguistic growth of the very young child birth to three. Students will become familiar with the foundations and historical impact of serving the very young child in quality programs. It will focus on current pedagogical practices as well as conditions and trends that impact the child's learning and development. Special emphasis will be placed on culture, family and environments. Inclusive of ten hours experiential learning. Lecture, three hours per week.

### **ECE 1203. Creative Activities. 3 hrs.**

This course is designed to give the student an understanding of the natural creative potential that evolves through play within all areas of development. The student will have the opportunity to learn how to establish an aesthetically creative environment for young children. The student will learn methods of presenting activities to young children in ways to enhance and encourage creativity. The student will enhance their observational and documentation skills of the young child through activity presentations. Lecture, three hours per week; laboratory, two hours per week. Prerequisite: ECE 1000 or concurrent enrollment in ECE 1000.

### **ECE 1204. Developmentally Appropriate Practices For Infants, Toddlers, and Two's. 3 hrs.**

This course is designed to provide the student with an in-depth look at developmentally appropriate practices (DAP) including assessment and curriculum for infant, toddler and two (IT) programs. A study of observational techniques and developmentally appropriate assessments for the very young child will be emphasized, including informal and formal assessment techniques. Special attention will focus assessment and its use in guiding decision-making and instructional planning. The course will lead students through the process of planning and implementing the curriculum, focusing on developmentally appropriate practices that promote the very young child's total well-being including play, physical growth and development, mental health, emotional stability, brain development, and human relationships. Emphasis will be placed on the learning environment. Students will participate in a minimum of 10 hours of required field experience.

### **ECE 2005. Students With Disabilities in Schools. 3 hrs.**

This course is designed to introduce the student to many types of exceptionalities which may be encountered in the classroom and within society. It will address an overview of children/adults with exceptional cognitive, physical, social, and emotional characteristics; analysis of development and educational needs imposed by exceptionality; identification, intervention strategies, methods, and programs designed to meet their needs, including, but not limited to, children identified as learning disabled. It will present the historical, philosophical and legal foundations of special education including the study of applicable state and federal laws and requirements. Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), Individualized Family Service Plan (IFSP), and Individualized Education Plan (IEP). It will provide current data on causes, characteristics, assessment, intervention, mainstreaming, inclusive programs and innovation. This course is inclusive of 30 hours of observation/field experience. State Police/FBI Background Check through Accurate Biometrics is required. Lecture, three hours per week; lab, one hour per week.

### **ECE 2201. School Age. 3 hrs.**

This course is designed to provide the student with an overview of the various investigative studies encountering the need for before-and-after school programs. The student will gain knowledge on program management and content. Various issues dealing with individual needs as well as parental needs will be emphasized.

### **ECE 2202. Curriculum Programming. 3 hrs.**

This course is designed to acquaint the student with the basic curriculum areas in the early childhood classroom. Emphasis will be placed on the math, science, language and social studies areas. The student will become actively involved in the creating of materials and activities for the early childhood classroom. Teaching techniques, classroom structure, daily planning and scheduling will be examined extensively. Course content includes birth to eight years old.

**ECE 2203. Supervision and Administration. 4 hrs.**

Students will integrate knowledge, theory and practical experience to develop skills in administration and supervision of early childhood education centers. Included will be topics such as interpersonal relationships, program planning, staff hiring-training-development-motivation, licensing standards, the role of administrator working with a board, establishing policies/procedures, community resources, facility planning, budgeting, purchasing equipment/materials, grouping and enrolling children, managing the food-health-safety programs, center evaluation and working with parents, volunteers and community. Lecture, four hours per week.

**ECE 2206. E-Portfolio. 1 hr.**

This course is designed to mentor and support students throughout their implementation of a personal/professional portfolio. The development of the portfolio will provide students with a framework for initiating, planning, and facilitating their professional development while building connections between their professional career goals and educational goals. Students will prepare a portfolio and use the materials as a means to show overall achievement and growth, document the scope and quality of educational experiences and show proof of skills and knowledge. The portfolio will serve as an assessment of student learning and will enhance the students' abilities to be able to meet proposed licensure requirements. The core areas are directly aligned with the Illinois Professional Teaching Standards (ITPS). Additionally, it will require students to reflect on their performance and learning. \*EDC 1203 is recommended as a prerequisite.

**ECE 2207. Observation and Assessment. 3 hrs.**

This course is designed to demonstrate to the student how to do authentic, alternative, classroom-based assessment on young children. It will further provide the student with the knowledge and skills to interpret and use the information gained to plan curriculum that is responsive to and supportive of children's learning. Students will have the opportunity to engage in assessment processes through means of classroom observations, providing each student with a stronger understanding of child development skills. Ten hours of child observation is required.

**ECE 2208. Language Development. 3 hrs.**

This course is designed to introduce the student to the four components of language arts: listening, speaking, reading and writing. The course incorporates a study of normal language development from birth through school-age. An understanding of how children may progress through language development stages at differing rates will be discussed. Children's literature is emphasized through development of skills in methods of presentation. The course will also develop an understanding of the effects of cultural and linguistic diversity on language development.

**ECE 2219. Practicum/Student Teaching. 5 hrs.**

This course is designed to provide the student with an opportunity to participate as a student teacher in two early childhood settings/programs. The student will apply previous learned theory and implement prior learning by utilizing the skills and techniques they have gained. The student will engage in every phase of the program--working 20 hours per week in on-the-job experience under the direction of qualified supervising teachers. Students will be placed in two diverse and varied settings serving young children and families. Students will complete lessons, units, and other required assignments throughout their practicum/ student teacher placement. Individual conferences reports, projects and seminar sessions are also integral parts of this course. The student must consult with the practicum supervisor prior to registering. Prerequisite: ECE 1000, ECE 1201, ECE 1203, ECE 2202, ECE 2207, ECE 2208, GPA of 2.0 or higher. Petitioned approval by ECE Program Coordinator.

# Economics

## Courses

**ECN 1202. Fundamentals of Economics. 3 hrs.**

A general survey of the operation of the economic system, with reference to the business firm, the determination of price and output, the level of national income, and conditions. Specifically designed for one semester in economics at the undergraduate level.

**ECN 2002. Principles of Microeconomics. 3 hrs.**

An introduction to market structures, behavior of the firm, consumer demand, the pricing and employment of resources and current economic problems.

**ECN 2003. Principles of Macroeconomics. 3 hrs.**

An introduction to the major areas of modern economic theory and public policy; national income theory, and monetary theory and institutions, economic stability, taxation, and international trade and finance.

**ECN 2004. Business Statistics. 3 hrs.**

An introduction of the modern theory and methodology of statistics. Emphasis on frequency distributions, central tendency, probability, sample design, statistical inference, hypotheses testing, index numbers and their construction and use. Prerequisite: MTH 0907 or equivalent.

# Education

## Courses

### **EDC 1000. Introduction To Education. 3 hrs.**

This course provides an introduction to teaching as a profession in the American education system. It offers a variety of perspectives on education including historical, philosophical, social, legal, and ethical issues in a diverse society. It also includes background knowledge in organizational structure of schools. A practicum component is required with includes 15 hours of classroom observation. This course requires direct contact with children. Because of that fact, students will be required to complete a criminal background check.

### **EDC 1201. Special Topics in Instructional Tech. 0.5 hrs.**

This course is designed to meet the needs of faculty in the area of instructional technologies. Each class will be individualized to particular set of needs and a credit value assigned for each section offered. Typical examples include Internet technologies, courseware development, multi-media, and smart classroom technologies.

### **EDC 1202. Instructional Technology & Classroom Integration. 1 hr.**

This course is designed to meet the needs of faculty in the area of instructional technologies. The class will consist of eight two-hour modules (workshops) to be selected by the faculty member from the semester offerings. Typical examples include Internet technologies, courseware development, multi-media, and smart classroom technologies. This class could be taken as either letter grade or as a pass/fail course. The course may be repeated up to three times.

### **EDC 1203. Educational Technology. 3 hrs.**

Students/educators will develop skills and knowledge in learning technologies that allow the student/educator to appropriately and responsibly use tools, resources, processes, and systems to retrieve, assess, and evaluate information from various media. Students/educators will use that knowledge, along with the necessary skills and information to create engaged learning environments.

### **EDC 1205. Introduction Community College Teaching. 2 hrs.**

This course is designed for adjunct faculty and provides a foundation for instruction, and professional development in a learner-centered community college. Participants will explore the design and development of effective instructional methods, the assessment of student learning, classroom management techniques and the policies and procedures of IVCC. This course blends classroom meetings with online and independent coursework.

### **EDC 2000. Educational Psychology. 3 hrs.**

This comprehensive course concerns psychological principles underlying educational practice. Theories concerning cognitive and psychological development, human learning/development, and motivation are studied with emphasis on application for instruction, including assessment. Emphasis will also be placed on learner-centered instruction and diversity. Application includes preschool through high school, including students with special needs. Prerequisite: PSY 1000 or consent of instructor.

### **EDC 2003. Clinical Experiences in Education. 1 hr.**

This course is a pre-student teaching practicum (K-12). It allows for students who are considering the field of education an opportunity to observe and interact with children and state certified teachers in a classroom setting. Required participation includes a minimum of 30 clock hours in the classroom. A weekly 50-minute seminar is provided for students to focus on classroom issues including classroom management and effective teaching and learning methods/styles. Students are supervised by the college instructor and a cooperating teacher. Discussions of classroom situations are explored as they gain experience through the practicum. This course requires direct contact with children. Because of that fact, students will be required to complete a criminal background check. Prerequisite: Suggested concurrent enrollment in EDC 2000.

### **EDC 2006. Multicultural Education. 3 hrs.**

This course is designed to provide students the opportunity to explore the theories and processes needed to examine social forces influencing American education including social and global perspectives. The course content will assist students to understand and become aware of working with and teaching diverse groups within the educational setting and how schooling is shaped by the social contexts in which it occurs. The complex issues facing educational environments will be examined which include issues of genetic heritage, class, gender, religion, ethnicity, and exceptionality. In addition, global standards will be reviewed. Multicultural best practices will be explored as students develop their philosophy of education.

# Electricity

## Courses

### **ELE 1200. Basic Industrial Electricity I. 4 hrs.**

The first in a series of two basic electricity classes for industrial electricians. It includes a study of electricity from its basic nature through resistive circuits with AC and DC voltages applied. Practical applications are emphasized. Necessary mathematics is integrated. This course introduces students to the safety required in industry today. The course will focus on NEC regulations, local codes where they apply and 70 E regulations. Lecture, 2 hours; lab, 4 hours.

### **ELE 1201. Basic Industrial Electricity II. 4 hrs.**

A continuation of Basic Industrial Electricity I with the introduction of capacitive and inductive circuit elements and how they react to sinusoidal and unit step voltage. Practical application to industrial type circuits will be emphasized. Necessary mathematics is integrated. Lecture, 2 hours; lab, 4 hours. Prerequisite: ELE 1200 or consent of instructor.

### **ELE 1202. Motors and Controls I. 2.5 hrs.**

Principles of operation and control of DC and single phase AC motors and generators are studied. Additional topics include: J.I.C. symbols, power and control wiring in ladder diagram format, and wiring techniques for forward-reverse and speedcontrol operations. Troubleshooting techniques will be emphasized throughout this course. Lecture, 2 hours; lab, 1 hour.

### **ELE 1203. Motors and Controls II. 2.5 hrs.**

Principles of operation and control of three-phase motors and generators are studied. Additional topics include: power control wiring, forward-reverse and speed-control operations, AC variable frequency drives and dynamic and regenerative braking. Troubleshooting techniques will be emphasized throughout this course. Lecture 2 hours; lab, 2 hour. Prerequisite: ELE 1202 or consent of instructor.

### **ELE 1204. Programmable Logic Controllers I. 3 hrs.**

This course introduces students to Programmable Logic Controllers (PLCs). Course content includes: PLC logic concepts, basic PLC programming, and PLC hardware components and their installation, application, and maintenance. Troubleshooting techniques will be emphasized throughout this course. Lecture, 2 hours; lab, 2 hours.

### **ELE 1205. Programmable Logic Controllers II. 3 hrs.**

This course is a continuation of ELE 1204, emphasizing PLC systems, advanced programming, networking and troubleshooting. Lecture, 2 hours; lab, 2 hours.

### **ELE 1206. Electrical Wiring. 2 hrs.**

This course will cover the skills necessary to perform most residential and light industrial wiring. These skills include installing and wiring breaker boxes, motor controls, outlets and switches, and pulling wire through conduit after bending and installation. The installation of telephone and computer network wiring will also be discussed. Lecture, 1 hour; lab, 2 hours.

### **ELE 1220. Electrical Safety. 1 hr.**

This course will introduce students to the safety required in industry today. The course will focus on NEC Regulations, local codes where they apply and 70 E regulations. Lecture, 1 hour.

### **ELE 1230. NEC Code. 2 hrs.**

This course covers the interpretation of the current National Electrical Code. With a thorough discussion and practical examples of how the code impacts the electrical field, this course is a must to stay current in the field. Repeatable 3 times. Prerequisite: ELE 1220 Electrical Safety, or Instructor consent. Lecture, 2 hours.

### **ELE 2204. Power Generation & Distribution. 3 hrs.**

The Power Generation & Distribution course looks at the generation, distribution and transmission of electricity as it relates to wind farm production and maintenance. This is a two-hour lecture and two-hour lab course with a large hands-on component. Lecture, 2 hours; lab, 2 hours.

### **ELE 2205. Electrician Internship. 2 hrs.**

The Electrician Internship course has been developed and established as the on-the-job component of the Electrician Apprenticeship program. The on-the-job component of the Electrician Apprenticeship program. The on-the-job component will consist of work relating to the wiring of residential, commercial, industrial, and/or specialized electrical systems. All of the on-the job work-related activities will be performed under the directed supervision of the journeyworker. [This course offered through IBEW local unions only.]

### **ELE 2206. Electrician Internship. 2 hrs.**

The Electrician Internship course has been developed and established as the on-the-job component of the Electrician Apprenticeship program. The on-the-job component of the Electrician Apprenticeship program. The on-the-job component will consist of work relating to the wiring of residential, commercial, industrial, and/or specialized electrical systems. All of the on-the job work-related activities will be performed under the directed supervision of the journeyworker. [This course offered through IBEW local unions only.]

### **ELE 2207. Electrician Internship. 2 hrs.**

The Electrician Internship course has been developed and established as the on-the-job component of the Electrician Apprenticeship program. The on-the-job component will consist of work relating to the wiring of residential, commercial, industrial, and/or specialized electrical systems. All of the on-the-job work-related activities will be performed under the direct supervision of the journeyworker. [This course offered through IBEW local unions only.]

### **ELE 2208. Electrician Internship. 2 hrs.**

The Electrician Internship course has been developed and established as the on the job component of the Electrician Apprenticeship program. The on-the-job component will consist of work relating to the wiring of residential, commercial, industrial, and/or specialized electrical systems. All of the on-the-job work-related activities will be performed under the direct supervision of a journeyworker. [This course offered through IBEW local unions only.]

### **ELE 2209. Electrician Internship. 2 hrs.**

The Electrician Internship course has been developed and established as the on-the-job component of the Electrician Apprenticeship program. The on-the-job component will consist of work relating to the wiring of residential, commercial, industrial, and/or specialized electrical systems. All of the on-the-job work-related activities will be performed under the direct supervision of the journeyworker. [This course offered through IBEW local unions only.]

# Electronics

## Courses

### **ELT 1000. Introduction To Electronics. 3 hrs.**

This course is an introduction to electricity, magnetism, and basic electrical and electronic circuits for students with a BACKGROUND IN BASIC MATHEMATICS. Topics include: single DC and AC circuits, resistance, capacitance, inductance, transistors, diodes, Ohm's Law, Kirchoff's Laws, etc. Labs will reinforce the lecture and promote the proper use of test equipment. Lecture; 2 hours; lab, 2 hours.

### **ELT 1200. Beginning Industrial Electronics. 2.5 hrs.**

Basic theory and construction of semiconductors and operation of transistor circuits. Converting alternating current to direct current. Introduction to integrated circuit construction and operation. Lecture, 2 hours; lab, 1 hour.

### **ELT 1202. Solid State Electronics: Characteristics And Analysis.. 5 hrs.**

An introduction to semiconductor theory and transistor characteristics. The diode as applied to rectification, logic, and clamping is investigated as well as transistor biasing, load line analysis and amplification. Class A, B, and C amplifiers, SCRs, TRIACs, photo-devices, and high-power devices are covered. Lecture, 3 hours; lab, 4 hours.

### **ELT 1203. Industrial Instrumentation. 2.5 hrs.**

This course is designed to cover the basic concepts of: temperature; pressure; flow and level and how each is measured; the operation and applications of transducers, meters, and control circuits; along with practical installation and troubleshooting techniques for instrumentation systems. Lecture, 2 hours; lab, 1 hour.

### **ELT 1204. Fundamentals of Electronics: Dc/Ac Theory and Circuit Analysis. 5 hrs.**

This course introduces an analysis of DC circuits using Kirchoff's laws, ohms and network theorems. This course is also an introduction to magnetism, inductance, capacitance, principles, and analysis of AC circuits, resonant circuits, and filters. Lecture, 3 hours; lab, 4 hours.

### **ELT 2200. Linear Circuits & Analysis. 3.5 hrs.**

Theoretical and experimental analysis of discrete electronic component design; operation and construction of amplifiers and regulators with linear integrated circuits; methods of interfacing integrated circuits. Lecture, 2.5 hours; lab, 2 hours. \*\*Not offered each semester.

### **ELT 2204. Digital/Micro: Principles & Applications. 5 hrs.**

Introduction to basic logic gates and design procedures. Additional topics include adders, encoders, multiplexors, flip-flops, registers, counters, logic families and RAM and ROM; as well as a hands-on introduction to microprocessor principles on a discrete component level. Lecture, 3 hours; lab, 4 hours.

### **ELT 2205. Prototype Design and Fabrication. 2 hrs.**

This course is an introduction to print reading, design, layout, packaging and fabrication of electronic equipment. An individual project is required. Lecture, 1 hour; lab, 2 hours. Prerequisite: Concurrent enrollment in ELT 2207.

### **ELT 2207. Instruments & Measurements. 1 hr.**

A study of circuits used in electronic measurements; applications and theory of the circuits used in test instruments; capabilities and limitations of test instruments; and loading effects of the instruments. Lecture, .5 hour; lab, 1 hour.

### **ELT 2209. Electronics Tech Internship. 3 hrs.**

Individual students will be responsible for contacting a local industry to secure an internship position related to electronics repair, manufacturing, or design. The work that the student will perform would be that performed by an entry-level electronics technician. Students must complete 225 hours of on-the-job work experience. Students must contact the internship supervisor before they can register for this course. Prerequisite: Consent of instructor.

### **ELT 2210. HMI, SCADA & Fiber Optics. 3 hrs.**

This course is a continuation of the PLC automation classes utilizing software and hardware to build and use a Human Machine Interface (HMI) and the introduction of the System Control and Data Acquisition (SCADA) system. Lecture, 2 hours; lab, 2 hours.

### **ELT 2254. Electrical Capstone. 1 hr.**

This course will give the student the opportunity to apply the knowledge and training obtained in the preceding courses culminating in two capstone projects. One project will be the award winning MIMIC project. One project will be an automation project utilizing a micro-controller or PIC. Assignments will consist of analysis, synthesis, design, flow-charting, programming, and construction of an automation project. Prerequisite: ELT 2204 or current enrollment in ELT 1203. Lecture, .5 hour; lab, 1 hour.

# Emergency Medical Services

## Courses

### **EMS 1201. International Trauma Life Support Provider Course (ITLS). 1 hr.**

ITLS is accepted internationally as the standard training course for prehospital trauma care. ITLS courses combine classroom learning and hands-on skill stations. Scenario assessment stations enable you to put your learning to work in simulated trauma situations. ITLS courses are designed, managed and delivered by course directors, coordinators and instructors experienced in EMS, prehospital care and the ITLS approach. This course can be used as a state-of-the-art continuing education course and as an essential curriculum in many paramedic, EMT, and first responder training programs. Prerequisite: Consent of instructor with current, Unrestricted State Approved EMT-Basic, EMT-Intermediate, or EMT-Paramedic License.

### **EMS 1203. Advanced Cardiac Life Support. 1 hr.**

The Advanced Cardiac Life Support (ACLS) Provider Course is designed for healthcare providers who either direct or participate in the resuscitation of a patient, whether in or out of a hospital. In this course students will enhance their skills in the treatment of arrest and peri-arrest patients through active participation in a series of simulated cardiopulmonary cases. The goal of the ACLS provider Course is to improve the quality of care provided to the adult victim of cardiac arrest or other cardiopulmonary emergencies. Prerequisites: Consent of Instructor and Current EMT-Intermediate, EMT-Paramedic, Registered Nurse (RN), Registered Respiratory Therapist (RRT), Physician (MD, DO), or Physician's Assistant (PA) license. Other allied health professions with approval of EMS Program Coordinator, and a basic understanding of ECG recognition is required.

### **EMS 1204. Pediatric Advanced Life Support. 1 hr.**

The Pediatric Advanced Life Support (PALS) Provider Course is designed for healthcare providers who initiate and direct advanced life support through the stabilization or transport phases of a pediatric emergency, either in or out of hospital. This course will enhance the student's skills in the evaluation and management of an infant or child with respiratory compromise, circulatory compromise, or cardiac arrest. The goal of the PALS Provider Course is to improve the quality of care provided to seriously ill or injured children, resulting in improved outcome. Prerequisites: Consent of instructor; and Current EMT-Intermediate, EMT-Paramedic, Registered Nurse (RN), Registered Respiratory Therapist (RRT), Physician (MD, DO), or Physician's Assistant (PA) license. Other allied health professionals with approval of EMS Program Coordinator; and A basic understanding of ECG recognition is required.

### **EMS 1205. Emergency Communications RN. 1.5 hr.**

The emergency communications registered nurse (ECRN) is a registered professional nurse licensed under the Illinois Nurse Practice Act who is approved by an EMS System Medical Director to monitor telecommunications from and give voice orders to EMS System personnel, under the authority of the EMS Medical Director, and in accordance with System protocols. Prerequisites: Consent of Instructor (1) Current IL State Registered Nurse (RN) License; (2) Current CPR Healthcare Provider or Instructor Card; (3) Current ACLS Provider or Instructor Card; (4) Current PALS/PEPP Provider or Instructor Card; (5) Current ITLS Advanced Provider or Instructor Card.

### **EMS 2200. Emergency Medical Responder. 4 hrs.**

This course is designed to provide the knowledge, skills and attitudes required to provide immediate emergency medical care. Students will learn medical techniques needed to treat life-threatening conditions until the arrival of other emergency medical services. It is designed for police, firemen, industry, public service individuals and others who may be present at the scene of any medical condition. Students completing this course will meet the requirements for formal recognition by the State of Illinois as a First Responder.

### **EMS 2201. Emergency Medical Technician - Basic. 8 hrs.**

This course is designed to prepare students for the overall roles and responsibilities of the Emergency Medical Technician. Training in emergency medical care and operational aspects of the EMT's role is accomplished by developing skills short of those rendered by physicians, or by paramedical personnel under the direct supervision of a physician. The course also includes training in the use of all equipment required to accomplish this role. Enrollment priority is given to people working for an ambulance service or those who will work for an ambulance service upon course completion. A student must be 18 years of age and complete the class with a final grade of 80% or above to be permitted to take the State EMT certification exam or National Registry Certification Exam.

### **EMS 2207. EMT-I to EMT-P Transition. 9 hrs.**

This course is designed to expand, enhance, and develop the knowledge and skills of new and experience EMT-Intermediate in the advanced emergency care of ill or injured persons. This course follows the National Department of Transportation Guidelines and is approved by the Illinois Department of Public Health. Lecture, demonstrations, skills evaluation, and both hospital and field internship are the principle methods of instruction. Specific training areas include administration of different I.V. fluids, advanced airway management, cardiac monitoring including defibrillation, cardioversion, cardiac pacing, and the administration of different emergency medications. The curriculum for the EMT-Intermediate to EMT-Paramedic educational bridge program shall be the 1998 United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Paramedic course: National Standard Curriculum. Prerequisite: Consent of instructor with: (1) Completion of an I-99 based EMT-Intermediate Course Curriculum and (2) Unrestricted State Approved EMT-Intermediate License or Completion of an I-99 based EMT-Intermediate Course with an average of 80% or higher, and have not attempted licensure and (3) Completion of Biology 1200, Human Structure Function, or its equivalent with the past seven years with a grade of "C" or better.



**EMS 2210. Paramedic I-Intro. 4 hrs.**

This course is designed to introduce and develop the knowledge and skills for EMT-Basic's in the area of advanced emergency care of ill or injured persons. This course follows the National Department of Transportation Guidelines and is approved by the Illinois Department of Public Health. Lecture, demonstrations, skills evaluation, and hospital internships are the principal methods of instruction. Specific training areas include, but not limited to: introduction to advanced EMS, medical/legal issues, EMS system design, workforce safety and wellness, EMS system communications, therapeutic communication with patients, lifespan development, airway management, and patient assessment. The curriculum for the EMT-Paramedic educational program shall adhere to the 2009 National EMS Education Standards and EMS Scope of Practice set forth by the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA). Prerequisites: Consent of Instructor with: (1) Completion of an EMT-Basic or I-99 based EMT-Intermediate course curriculum and (2) unrestricted State Approved EMT-Basic or EMT-Intermediate License; (3) Completion or concurrent enrollment in Biology 1200 or its equivalent within the past 7 years with a grade of "C" or better; (4) Current AHA/ARC BLS Healthcare Provider card; (5) High school graduate or valid GED; (6) Concurrent enrollment in EMS 2211 and EMS 2212.

**EMS 2211. Paramedic II Pharmacology. 4 hrs.**

This course is designed to introduce and develop the knowledge and skills for EMT-Basic's in the area of advanced emergency care or ill or injured persons. This course follows the National Department of Transportation Guidelines and is approved by the Illinois Department of Public Health. Lecture, demonstrations, skill evaluation and hospital internships are the principal methods of instruction. Specific training areas include, but not limited to: principles of pharmacology, mathematical calculations for medication administration/IV fluid therapy, medication administration techniques, IV and IO insertion, and introduction to emergency medications and IV solutions. The curriculum for the EMT- Paramedic educational program shall adhere to the 2009 National EMS Education Standards and EMS Scope of Practice set forth by the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA). Prerequisites: Consent of instructor with (1) Completion of an EMT-Basic or I-99 based EMT-Intermediate course curriculum and (2) Unrestricted State Approved EMT-Basic or EMT- Intermediate License; (3) Completion of concurrent rollment in Biology 1200 or its equivalent within the past 7 years with a grade of "C" or better; (4) Current AHA/ ARC BLS Healthcare Provider Card; (5) High school graduate or valid GED; (6) Concurrent enrollment in EMS 2210 and EMS 2212.

**EMS 2212. Paramedic III Practicum I. 2 hrs.**

This course is designed to introduce and develop the knowledge and skills for EMT-Basic's in the area of advanced emergency care of ill or injured persons. This section places students in the hospital setting. Students will be exposed to a variety of patients, focusing their psychomotor skills on airway management, basic patient assessment techniques and pharmacologic interventions. The curriculum for the EMT- Paramedic educational program shall adhere to the 2009 National EMS Education Standards and EMS Scope of Practice set forth by the United States Department of Transportaion (US DOT) National Highway Traffic Safety Administration (NHTSA). Prerequisites: Consent of Instructor with: (1) Completion of an EMT-Basic or I-99 based EMT-Intermediate course curriculum and (2) Unrestricted State Approval EMT-Basic or EMT-Intermediate License; (3) Completion of or concurrent enrollment in Biology 1200 or its equivalent within the past 7 years with a grade of "C" or better; (4) Current AHA/ARC BLS Healthcare Provider card; (5) High school graduate or valid GED; (6) Concurrent enrollment in EMS 2210 and EMS 2211.

**EMS 2213. Paramedic IV - Medical Emergency I. 3 hrs.**

This course is designed to introduce and develop the knowledge and skills for proper assessment and treatment of patients complaining of medical disorders. Lecture, demonstrations, and skills evaluation are the principal methods of instruction. Specific training areas include, but not limited to: medical emergency overview; cardiovascular disorders; disorders of the head, eyes, ears, nose, and throat; respiratory emergencies; nervous system disorders; endocrine emergencies; immune system disorders; and gastrointestinal disorders. This course follows the National Department of Transportation Guidelines and is approved by the Illinois Department of Public Health. The curriculum for the EMT-Paramedic eductional program shall adhere to the 2009 National EMS Education Standards and EMS Scope of Practice and set forth by the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA).

**EMS 2214. Paramedic V - Medical Emergency II. 3 hrs.**

This course is designed to introduce and develop the knowledge and skills for proper assessment and treatment of patients complaining of medical disorders. Lecture, demonstrations, and skills evaluation are the principal methods of instruction. Specific training areas include, but not limited to: Renal/genitourinary/gynecological disorders; non-traumatic musculoskeletal disorders skin disorders; toxicology; infectious and communicable diseases; behavioral and substance abuse disorders; and hematologic disorders. This course follows the National Department of Transportation Guidelines and is approved by the Illinois Department of Public Health. The curriculum for the EMT-Paramedic educational program shall adhere to the 2009 National EMS Education Standards and EMS Scope of Practice set forth by the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA).

**EMS 2215. Paramedic VI - Paramedic Practicum II. 3 hrs.**

This course is designed to build on the knowledge and skills the paramedic students developed during their first practicum. In this section, students return to the hospital setting, and are also introduced to an ALS ambulance service for field clinical work. Students will be exposed to a variety of patients, focusing their psychomotor skills on airway management, and expanding their pharmacological interventions and patient assessment skills for all medical complaints. The curriculum for the EMT- Paramedic educational program shall adhere to the 2009 National EMS Education Standards and EMS Scope of Practice set forth by the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA).

**EMS 2216. Paramedic VII - Shock/Trauma. 4 hrs.**

This course is designed to introduce and develop the knowledge and skills for proper assessment and treatment of a trauma victim. Students will learn about shock states, and resuscitation techniques. Lecture, demonstrations, and skills evaluation are the principal methods of instruction. Specific training areas include, but not limited to: trauma system overview; soft tissue trauma and burns; bleeding and bleeding control; trauma to the head, face, and neck; nervous system and spinal trauma; thoracic trauma; abdominal trauma; musculoskeletal trauma; and enviornmental emergencies. This course follows the National Department of Transportation Guidelines and is approved by the Illinois Department of Public Health. The curriculum for the EMT-Paramedic education program shall adhere to the 2009 National EMS Education Standards and EMS Scope of Practice set forth by the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA).

**EMS 2217. Paramedic VIII- Special Populations & EMS Operations. 4 hrs.**

This course is designed to introduce and develop the knowledge and skills for proper assessment and treatment of a trauma victim. Students will learn about shock states, and resuscitation techniques. Lecture, demonstrations, and skills evaluation are the principle methods of instruction. Specific training areas include, but not limited to: trauma system overview; soft tissue trauma and burns; bleeding and bleeding control; trauma to the head, face, and neck; nervous system and spinal trauma; thoracic trauma; abdominal trauma; musculoskeletal trauma; and environmental emergencies. This course follows the National Department of Transportation Guidelines and is approved by the Illinois Department of Public Health. The curriculum for the EMT-Paramedic educational program shall adhere to the 2009 National EMS Education Standards and EMS Scope of Practice set forth by the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA).

**EMS 2218. Paramedic IX - Practicum III. 5 hrs.**

This course is designed to build on the knowledge and skills the paramedic students developed during their first two practicums. In this section, students return to the hospital and field setting. Students will build on their psychomotor skills regarding airway management, pharmacological interventions and patient assessment skills for all medical complaints. Students will also be introduced to current concepts of trauma care, as well as, obstetrical, neonatal/pediatric, geriatric, and chronically ill patients. In the field setting, students should be honing their skills as a team leader, directing care and treatment of the ill/ injured. Students will finish their minimum required skills and ambulance call volume. The curriculum for the EMT-Paramedic educational program shall adhere to the 2009 National EMS Education Standards and EMS Scope of Practice set forth by the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA).

# Engineering

## Courses

### **EGR 1000. Engineering Graphics I. 4 hrs.**

A course in orthographic projection, auxiliary views, basic principles of descriptive geometry involving point, line, and plane relationships, charts and diagrams, and computer applications to graphics. Lecture, 2 hours; lab, 4 hours.

# English as a Second Language

## Courses

### **ESL 0900. English As a Second Language (begin 1). 0.5 hrs.**

Offered in a classroom setting on campus and at extension sites, the ESL component of the Adult Education program focuses on improvement of listening, speaking, reading, and writing skills for non-native English speakers. Progressive levels of instruction are provided through eight curriculum components. Grade is not included in the GPA for graduation.

### **ESL 0910. English As a Second Language (begin 2). 0.5 hrs.**

Offered in a classroom setting on campus and at extension sites, the ESL component of the Adult Education program focuses on improvement of listening, speaking, reading, and writing skills for non-native English speakers. Progressive levels of instruction are provided through eight curriculum components. Grade is not included in the g.p.a. for graduation.

### **ESL 0920. English As a Second Language (begin 3). 0.5 hrs.**

Offered in a classroom setting on campus and at extension sites, the ESL component of the Adult Education program focuses on improvement of listening, speaking, reading, and writing skills for non-native English speakers. Progressive levels of instruction are provided through eight curriculum components. Grade is not included in the g.p.a. for graduation.

### **ESL 0930. English As a Second Language (inter 1). 0.5 hrs.**

Offered in a classroom setting on campus and at extension sites, the ESL component of the Adult Education program focuses on improvement of listening, speaking, reading, and writing skills for non-native English speakers. Progressive levels of instruction are provided through eight curriculum components. Grade is not included in the g.p.a. for graduation.

### **ESL 0950. English As a Second Language (inter 3). 0.5 hrs.**

Offered in a classroom setting on campus and at extension sites, the ESL component of the Adult Education program focuses on improvement of listening, speaking, reading, and writing skills for non-native English speakers. Progressive levels of instruction are provided through eight curriculum components. Grade is not included in the g.p.a. for graduation.

### **ESL 0960. English As a Second Language (adv 1). 0.5 hrs.**

Offered in a classroom setting on campus and at extension sites, the ESL component of the Adult Education program focuses on improvement of listening, speaking, reading, and writing skills for non-native English speakers. Progressive levels of instruction are provided through eight curriculum components. Grade is not included in the g.p.a. graduation.

### **ESL 0980. Functional English. 1 hr.**

Functional English as a second language is designed to enable the participants to communicate effectively in their workplace and community. Priority will be given to the structures and vocabulary needed not only for communication within the work environment but also for basic survival and personal/social adjustment to the community.

### **ESL 0990. ESL Transition I. 1 hr.**

Students will enter this transition class either having already completed an advanced-level English as a Second Language (ESL) class or having scored 66 or higher on a Basic Skills Test (BEST) or 42 or higher on an English Language Skills Assessment (CELSA).

Individuals placing into ESL Transition I will also score below the ninth-grade reading level on the TABE Survey Form 9. Students in ESL Transition will work on the skills necessary to function in academic situations in non-ESL classes at the college level. Emphasis will be placed on producing clear, well-organized paragraphs. English grammar and usage will be reviewed as needed. Students will engage in activities from a variety of sources, including CD/tapes, videos, and guest speakers, and then respond to what they have heard through class discussions. Instructors will monitor student progress through pre- and post-testing in order to determine students' readiness to transition to either ESL Transition II or college-level classes.

Prerequisite: Students will enter this transition class either having already completed an advanced-level English as a Second Language (ESL) class or having scored 66 or higher on a Basic Skills Test (BEST) or 42 or higher on an English Language Skills Assessment (CELSA). Individuals placing into ESL Transition I will also score below the ninth-grade reading level on the TABE Survey Form 9.

### **ESL 0991. ESL Transition II. 1 hr.**

Students will enter this transition class either having already completed an advanced-level English as a Second Language (ESL) class or having scored 66 or higher on a Basic Skills Test (BEST) or 42 or higher on an English Language Skills Assessment (CELSA).

Individuals placing into ESL Transition II will also score at the ninth-grade reading level or above on the TABE Survey Form 9. Students in ESL Transition II will work on the skills necessary to function in academic situations in non-ESL classes at the college level. Students will read longer and more advanced authentic English material, prose, and short stories and then react to those readings both in writing and in class discussions. Emphasis will be placed on producing clear, well-organized and well-developed essays. English grammar and usage will be reviewed as needed. Students will also engage in various career exploration activities as well as learn occupational vocabulary specific to their career interests. In addition, students will engage in a variety of activities from a variety of sources including CD/tapes, videos, and guest speakers, and then respond to what they have heard through class discussions. Instructors will monitor student progress through pre- and post-testing in order to determine students' readiness to transition to either ESL Transition II or college-level classes.

# English

## Courses

### **ENG 0800. Basic Composition I. 3 hrs.**

Basic Composition I is a preparation course before enrolling in ENG 0900, Basic Composition II. The course work focuses on sentence structure, grammar, mechanics, and paragraph writing. Basic Composition I earns 3 credit hours of IVCC credit but does not earn transfer credit hours. Students must earn 80% of the total points available to pass the class.

### **ENG 0801. Basic Composition I, Module 1. 1 hr.**

Basic Composition I - Module I introduces the student to basic sentence structure and parts of speech. It is the first module in a series of three modules which satisfy the Basic Composition I requirement. Students receive individualized and computer aided instruction. Module I earns one hour of IVCC credit, but does not earn transfer credit hours. It is not figured into the GPA and is evaluated by letter grading system. All three modules, ENG 0801, ENG 0802, and ENG 0803, must be successfully completed with a grade of "C" or higher in order to satisfy the requirement for Basic Composition I.

### **ENG 0802. Basic Composition I, Module 2. 1 hr.**

Basic Composition I - Module II continues with the study of sentence structure and sentence boundary errors. The students are introduced to the prewriting techniques used in the first step of writing. The study of the writing process is continued with the introduction of the paragraph. Emphasis is placed on preplanning and writing a well-developed paragraph. It is the second module in a series of three modules which satisfy the Basic Composition I requirement. Students receive individualized and computer aided instruction. Module II earns one hour of IVCC credit, but does not earn transfer credit hours. It is not figured into the GPA and is evaluated by letter grading system. All three modules, ENG 0801, ENG 0802, and ENG 0803, must be successfully completed in order to satisfy the requirement for Basic Composition I.

### **ENG 0803. Basic Composition I, Module 3. 1 hr.**

Basic Composition I-Module III continues with the study of the paragraph placing emphasis on revising and editing the paragraph. Paragraphs will be written on a variety of modes as well as in response to literature. Grammar, punctuation, and capitalization will be reviewed. Essay components and essay construction are introduced. It is the third module in a series of three modules which satisfy the Basic Composition I requirement. Students receive individualized and computer aided instruction. Module III earns one hour of IVCC credit, but does not earn transfer credit hours. It is not figured into the GPA and is evaluated by letter grading system. All three modules, ENG 0801, ENG 0802, and ENG 0803, must be successfully completed in order to satisfy the requirement for Basic Composition I.

### **ENG 0900. Basic Composition II. 3 hrs.**

Basic Composition II is a preparation course before enrolling in the transfer course, Eng 1001, or the communications course, ENG 1205. The course work focuses on writing essays. The course includes a review of functional grammar, usage, punctuation, and basic paragraph writing. Basic Composition II earns three credit hours of Illinois Valley Community College credit, but it does not earn transfer credit hours.

### **ENG 0901. Grammar, Usage and Mechanics. 1 hr.**

In class diagnostic testing determines topics to be studied in this open-entry, open exit individualized course. Possible topics include punctuation, phrases, clauses and sentence structure. Editing and proofreading will be stressed. Instruction is presented via a number of learning modalities: computer programs, videos, DVD's, and books. This pass/fail grade is not computed in the graduation GPA.

### **ENG 0902. Sentence Development. 1 hr.**

This individualized course focuses on sentence structure and sentence style and variety. The student will sharpen sentence writing and revising skills. Instruction is presented via a number of learning modalities: computer programs, video tapes and books. This open-entry, open-exit course does not receive college credit.

### **ENG 0904. Paragraph Development. 1 hr.**

This individualized course teaches the student to write well-developed, coherent paragraphs. Emphasis is placed on methods to gather ideas, on preplanning and on revising the paragraph. Instruction is presented via a number of learning modalities: computer programs, video tapes and books. This open-entry, open-exit course does not receive college credit.

### **ENG 0905. Essay Writing. 1 hr.**

This individualized course teaches the student to write well-developed, coherent essays. Emphasis is placed on prewriting techniques, preplanning the essay, writing a strong thesis, using a variety of methods to open and close the essay, using transitions and revising and proofreading. Instruction is presented via a number of learning modalities: computer programs, video tapes and books. This open-entry, open-exit course does not receive college credit.

### **ENG 0906. Writing About Literature. 1 hr.**

This individualized course assists the student in expanding his/her essay writing skills by reading, analyzing, evaluating and interpreting literature. Instruction is presented via a number of learning modalities: computer programs, video tapes and books. This open-entry, open-exit, course does not receive college credit.

### **ENG 0908. Transitional ESL Learners. 1 hr.**

This individualized course is geared to obtaining better communication skills in basic English and is specifically designed for the culturally diverse student who has either recently come to the United States or who has had English as a second language in high school. This course creates a bridge for graduates of the Adult Education ESL program. This open-entry, open-exit course is individualized and is presented via a number of learning modalities: books, computers, videos and audio-tapes. No college credit is given for this course.

### **ENG 0909. English Lab. 1 hr.**

This individualized course provides opportunities for students to strengthen their writing skills in one or more areas in which they have a demonstrated weakness. It is required for any student who places into ENG 1001 but whose placement writing sample demonstrates one or more areas in which the student needs to improve to succeed in ENG 1001.\* Course topics may include the following: pre-writing strategies, essay structure and development, paragraph structure and development, syntax, grammar, mechanics, and revision strategies. Instruction is presented via a number of learning modalities that may include the following: computer programs, videos, books, computer-aided instruction, and/or one-on-one instruction. This course does not receive college credit and is graded on a pass/fail basis. \*Some students successfully completing ENG 0900 may also be required to take this course.

**ENG 0910. Basic Composition II, Module 1. 1 hr.**

Basic Composition, Module 1 reviews basic sentence structure and punctuation and focuses on writing a well-developed paragraph. It is the first in a series of three modules which satisfy the Basic Composition II requirement. Students receive individualized and computer-aided instruction. Module 1 earns one hour of Illinois Valley Community College credit. It is not figured into the GPA and is evaluated on a pass/fail grading system. All three modules, ENG 0910, ENG 0911, and ENG 0912, must be successfully completed in order to satisfy the requirements for Basic Composition II.

**ENG 0911. Basic Composition II, Module 2. 1 hr.**

Basic Composition II, Module 2 focuses on writing. Emphasis is placed on developing paragraphs through a variety of modes of composition and on the process of writing an essay. It is the second module in a series of three modules that satisfy the Basic Composition II requirements. Students receive individualized and computer-aided instruction. Module 2 earns one hour of Illinois Valley Community College credit. It is not figured into the GPA and is evaluated on a pass/fail grading system. All three modules, ENG 0910, ENG 0911, and ENG 0912, must be successfully completed in order to satisfy the requirements for Basic Composition II. Prerequisite: Successful completion of ENG 0910.

**ENG 0912. Basic Composition II, Module 3. 1 hr.**

Basic Composition II, Module 3 places emphasis on writing essays based on literature using a variety of modes of composition. It is the third module in a series of three modules which satisfy the Basic Composition II requirement. Students receive individualized and computer-aided instruction. Module 3 earns one hour of Illinois Valley Community College credit. All three modules, ENG 0910, ENG 0911, and ENG 0912, must be successfully completed in order to satisfy the requirements for Basic Composition II. Prerequisite: Successful completion of ENG 0911.

**ENG 1001. English Composition I. 3 hrs.**

English Composition I allows the student to study and apply rhetorical principles of writing in developing effective sentences, paragraphs, and essays, with particular emphasis on analyzing and writing expository prose. Students' essays will be based upon their readings of a variety of texts on various topics. The course includes the use of interactive word processing computer software. Prerequisite: Appropriate score on English placement exam, or an ACT subscore of 21, or successful completion of ENG 0900 or the individualized lab modules of ENG 0910, ENG 0911, and ENG 0912. In addition, Accuplacer reading exam score of 68 or higher, or ACT reading subscore of 23 or higher, or successful completion of RED 0900 or the individualized lab modules of RED 0910, RED 0911, and RED 0912.

**ENG 1002. English Composition II. 3 hrs.**

English Composition II continues the study and application of rhetorical principles of expository writing in developing effective sentences, paragraphs, and essays, with particular emphasis on analyzing and writing expository prose. Students' essays will be based upon their readings of poetry, drama, and fiction. The library research writing will be developed from the literature. The course includes the use of various computer applications, including word-processing and the Internet. Prerequisite: ENG 1001.

**ENG 1003. Creative Writing. 3 hrs.**

An introduction to the techniques and strategies of creative writing, including primarily poetry and fiction, and not excluding creative nonfiction, drama, film scripts, graphic novels, and hypertexts. The course will make use of models from established contemporary writers and allow students to practice the techniques of these writers.

**ENG 1200. Grammar Skills for The Workplace. 2 hrs.**

A course in the basics of English grammar. Students will review basic skills in grammar, punctuation and usage through written exercises and workbook assignments.

**ENG 1205. Writ Comm Skills for Bus Ind & Tech. 3 hrs.**

This course focuses on writing for vocational, technical, and business worlds. Designed for students in business, technical, and vocational programs, the writing includes memos, letters, resumes, business and technical reports. The course also stresses team building, critical thinking, and problem solving. Prerequisite: Appropriate score on English placement exam, or an ACT subscore of 22, or successful completion of ENG 0900 or the individualized lab modules of ENG 0910, ENG 0911, and ENG 0912. In addition, Accuplacer reading exam score of 68 or higher, or ACT reading subscore of 23 or higher, or successful completion of RED 0900 or the individualized lab modules of RED 0190, RED 0911, and RED 0912.

**ENG 2000. Technical & Business Writing. 3 hrs.**

Designed for the student in baccalaureate technical and business programs, this course focuses on the types of on-the-job writing encountered in technical, professional, and business areas: emphasizes short and long report writing in the student's major, as well as practical, technical and business written communication (such as letters, abstracts, and personal evaluations).

# Film

## Courses

### **FLM 2009. The Art of The Film. 3 hrs.**

Background viewing, critiquing, lectures, discussions on history and appreciation of cinema as an art form and its influence on and reflection of society.

### **FLM 2010. Film, Art & Literature. 3 hrs.**

This course looks closely at the relationship of film, visual art, and literature, focusing most specifically upon the interaction between them from a historical perspective, i.e. how this relationship has changed as the art forms have changed since their inception. Required comparative readings and film and art viewings are a component of this course.

# Finance

## Courses

**FIN 1200. Principles of Finance. 3 hrs.**

An introductory finance course dealing with principles of financial management and control. Emphasis will be placed on the areas of financial analysis and return on investment, administration of assets, financial institutions, capital structure and cost of capital, short and long-term financing, and short, intermediate and long-term debt financing. Prerequisite: ACT 1010 or concurrent enrollment.



# Food Sanitation

## Courses

### **FSS 1200. Applied Food Service Sanitation. 1 hr.**

This course is designed to assist the manager or potential manager of any food service operation to apply food service sanitation. Topics to be included are sanitation and health, sanitary food and food handling, safe food environment, sanitation and the customer, and sanitation management.

# Forensics

## Courses

### **FRS 1000. Introduction To Forensic Science. 3 hrs.**

This course examines the field of forensic science. The categories of criminalities, criminology, psychiatry, dentistry, handwriting, fingerprint comparison, toxicology, serology, and other specialties will be used in this course.

### **FRS 2010. Basic Prin Documentation & Communication. 3 hrs.**

This course will acquaint the student with the necessary communication skills necessary to conduct a forensic investigation. Both written and oral aspects of communication will be explored including documentation of field investigation: completion of standard forms for data gathering; the use of computer animation; preparation for deposition procedures and courtroom decorum; and professional ethics in forensics.

### **FRS 2030. Trace Evidence. 3 hrs.**

This class examines trace evidence collection including the general principles of collecting particular types of evidence and laboratory organization and practices. The areas of trace evidence discussed include, but are not limited to: glass analysis, elemental analysis, paint analysis, fiber analysis, and hair analysis. The identification of impressions found at the crime scene will be discussed.

### **FRS 2040. Forensic Photography. 3 hrs.**

This course examines photography procedures and methodologies applied to crime scenes and forensic evidence. Included will be the use of forensic light sources, digital photography as well as digital imaging. Hands-on applications and instructor feedback will be emphasized.

### **FRS 2050. Crime Scene Analysis. 3 hrs.**

This course is designed to acquaint the student with the concepts of forensic crime scene analysis and the criminalist's role at the scene. This includes a detailed study of the various investigative and scientific aspects of crime scene analysis. Emphasis will be placed on the collection, preservation, identification, and packaging of evidence.

### **FRS 2280. Forensic Specialists Practicum. 4 hrs.**

This course is a practicum arrangement whereby each student receives credit for work experience in a job related to course work in the criminal justice system. In addition to learning applications of course material, students will be responsible for their own success. Through planned interrelation of learning experiences in the classroom and on the job, this training strives to prepare the student for the job market. The Forensics Internship and Internship Seminar may be repeated once for credit in order to provide the student with the possibility of expanded experience within the field. If the internship is repeated, the intern must accept placement at an agency different than the first agency internship. This would allow students to gain hands-on experience with two separate agencies and improve their marketability upon graduation. Prerequisite: CRJ 1000 and FRS 1000, consent of instructor and concurrent enrollment in FRS 2290.

### **FRS 2290. Forensic Specialists Practicum Seminar. 1 hr.**

This course is a seminar course in which forensic specialist interns meet with the internship coordinator to discuss their experiences. This seminar will also provide a forum for assistance, problem solving, and/or concerns. The seminar course may be repeated once for credit along with the internship if the second course is taken at an agency different from the first internship. Prerequisite: Concurrent enrollment in FRS 2280.

# French

## Courses

### **FEN 1000. Conversational French I. 3 hrs.**

Introduction to the basics of the language, with emphasis on speaking and listening skills. A supplement to the FEN-1001-FEN-2002 language courses with additional practice in basic conversation. Can be taken prior to the regular language sequence(s) -- 1001 and following -- or concurrently with any other course (except 2003 Advanced Composition and Conversation). Can also be taken on its own merits for those with a personal interest for avocational purposes. Provides basic conversational patterns, idiomatic vocabulary, basic grammar and syntax, and general cultural patterns. IN THE MAJORITY OF INSTANCES, THIS COURSE WILL TRANSFER ONLY AS A GENERAL ELECTIVE FOR THE B.A. DEGREE OR FOR OTHER BACCALAUREATE DEGREES REQUIRING A WORLD LANGUAGE.

### **FEN 1001. Elementary French I. 4 hrs.**

An elementary French course designed to foster development of the four essential skills of language acquisition: comprehension of spoken French, reading comprehension, speaking and writing. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in class discussions.

### **FEN 1002. Elementary French II. 4 hrs.**

A continuation of FEN-1001 designed to foster development of the four essential skills of language acquisition: comprehension of spoken French, reading comprehension, speaking and writing. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in discussions. Prerequisite: FEN 1001, one year of high school French.

### **FEN 1010. Conversational French II. 3 hrs.**

A continuation of French 1000, with additional conversation practice and review. Provides an expansion of conversational patterns, vocabulary, review of basic grammar and syntax, and continued exploration of culture in Francophone countries. IN THE MAJORITY OF INSTANCES, THIS COURSE WILL TRANSFER ONLY AS A GENERAL ELECTIVE FOR THE B.A. DEGREE OR FOR OTHER BACCALAUREATE DEGREES REQUIRING A WORLD LANGUAGE.

### **FEN 2001. Intermediate French I. 4 hrs.**

An intermediate French course designed to foster development of the four essential skills of language acquisition: comprehension of spoken French, reading comprehension, speaking and writing, and an awareness of cultural and literary contributions from Francophone countries. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in discussions. Prerequisite: FEN 1002, two years of high school French or permission of the instructor.

### **FEN 2002. Intermediate French II. 4 hrs.**

A continuation of FEN 2001 designed to foster development of the four essential skills of language acquisition: comprehension of spoken French, reading comprehension, speaking and writing, and an awareness of cultural and literary contributions from Francophone countries. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in discussions. Prerequisite: FEN 2001 or three years of high school French.

### **FEN 2003. Composition & Conversation. 3 hrs.**

An advanced level composition and conversation course with emphasis on oral and written proficiency, study of idiomatic expression and current usage. Prerequisite: FEN 2002 or three years of high school French (or consent of instructor).

### **FEN 2004. Survey of French Literature. 3 hrs.**

An advanced level composition and conversation course based upon a survey of historical French literature. Grammar is reviewed extensively. Advanced selections from French literature will be read and analyzed. Prerequisite: FEN 2002 or three years of high school French (or consent of instructor).

# GED (General Education Development)

## GED Courses

### **GED 0900. General Education Development. 0.5 hrs.**

A survey course with a lecture format designed for educationally mature persons who wish to prepare for the GED and earn the High School Equivalency Certificate. The five disciplines of writing skills, social studies, science, literature, and math plus preparation for the Constitution test will be covered. The official GED tests are administered at Illinois Valley Community College to individuals who are at least eighteen years of age and whose high school class has graduated. The course is graded pass/fail. The grade is not computed in the g.p.a. for graduation.

## GFT Courses

### **GFT 0900. GED Fast Track I. 0.5 hrs.**

This course is divided into two parts designed to prepare the fluent reader without a high school diploma to take two subtests of the GED test. The two parts are US and Illinois Constitution and Social Studies. A brief overview of the content of each subject is delivered. In addition, critical reading techniques and test-taking techniques are presented and discussed. The grading is pass/fail.

## GOR Courses

### **GOR 0900. GED Orientation. 0.5 hrs.**

This course provides information about the content of and skills measured by the GED test, the methods used in administering and scoring the test, the preparation offered by Adult Education Program of IVCC, and the current skill level of the student in relation to the skills needed in the GED. Additionally, information about basic career search and goal-setting is delivered. The grading is pass/fail. Prerequisite: Survey Test of Adult Basic Education Level A or D Scores 9.0-12.9/ Enrollment in IVCC Adult Education Program.

# Gender Studies

## Courses

### **GEN 2000. Women Through Culture and Centuries. 3 hrs.**

This course examines the historical development of gender norms, identities and roles as they have been shaped and changed by cultural, historical, and political factors. The course will promote understanding of the significance that gender plays in societies. The opportunity to learn about the history and contributions of women in the arts and sciences, and to think critically regarding these issues is available to male and female students in this context.

### **GEN 2001. Women in Ancient Cultures. 3 hrs.**

This course is designed to give students an understanding of the status and relationship of women and men within the historical context of ancient western civilization and the development of patriarchy in society, especially as they apply to the status and relationships of men and women today. Students will learn of archeological finds, including architecture, art, literature, both belles lettres and otherwise, and human remains and also of social, philosophical, and historical theories that explain, or attempt to explain, the ideologies regarding the role of women and men in ancient societies.

### **GEN 2002. Women in Literature. 3 hrs.**

This course looks closely at literature by and/or about women as it informs their gendered identity. A key component of the course is the historical and chronological discussion of gender role definition and the relationship between that and how women are viewed and view themselves. Discussion of readings, films, and other media trace the development of women's writings and increases appreciation and awareness of the excellence in women's writing.

# Geography

## Courses

### **GEG 1001. Weather & Climate. 4 hrs.**

An investigation into the science of the earth's atmosphere and its related weather. Emphasis will be placed on the origin and composition of the atmosphere, earth-sun relationships, radiation, temperature, humidity, condensation and precipitation, air pressure and winds, air masses, climates, severe weather, and forecasting. Typical assignments will involve the interpretation of weather symbols, the identification of weather conditions, and simple weather forecasting techniques. Lecture, two hours per week; seminar, one hour per week; lab, two hours per week.

### **GEG 1002. Physical Geography. 4 hrs.**

This course identifies key elements within the Earth's atmosphere, hydrosphere, lithosphere and biosphere, and explains the processes that shape these subsystems and that govern their interaction. Special emphasis is given to the geographic distribution of these phenomena and the manner in which human populations are affected by their natural surroundings and how they impact the physical environment. Lecture, two hours per week; seminar, one hour per week; lab, two hours per week.

### **GEG 1003. Cultural Geography. 3 hrs.**

This course systematically examines present-day cultural landscapes in an attempt to ascertain the spatial manifestations of various cultural elements: demography, migration, language, religion, agriculture, political/economic systems and urbanization. Geographical analysis is emphasized as an important tool that can be applied to find solutions to the problems confronting humankind at various scales (local, regional, and global). Lecture, two hours per week; seminar, one hour per week.

### **GEG 1004. World Regional Geography. 3 hrs.**

This is a survey course that examines each of the world's major geographical realms: Europe, Russian Realm, East Asia, Southeast Asia, South Asia, North Africa and Southwest Asia, Sub-Saharan Africa, Australia/Oceania, South America, Latin America and North America. A systematic review is conducted of the unique physiographic, climatic, cultural, historical, political, and economic elements that define and differentiate these regions. Lecture: three hours per week.

### **GEG 1005. Introduction To Astronomy. 4 hrs.**

Astronomy, one of mankind's oldest intellectual pursuits, continues to both intrigue and awe man, even after 5,000 years. This course is designed to meet the needs of those students who merely have a cursory interest in the where, what, and how of cosmic phenomenon such as the sun, moon, planets, stars, meteors, comets, and constellations. Also, we will speculate on the why and when of black holes, and the possibility of life in space. Weather permitting, we will have laboratory sessions on stellar observational equipment and techniques. Lecture, two hours per week; seminar, one hour per week; lab, two hours per week.

# Geology

## Courses

### **GEL 1005. Natural Disasters. 3 hrs.**

This is an introductory course in the study of the interactions between human activities and hazardous natural processes. An overview of modern concepts in geology and other earth sciences is followed by an in-depth examination of natural hazards including the nature of hazards, human impacts on hazardous processes, the impact of hazards on humans, and human responses to hazards. This course provides instruction in applied geology and other earth sciences and scientific reasoning that is useful to all students.

### **GEL 1006. Introduction To Oceanography. 3 hrs.**

The course focuses on the marine environment as a unique feature of the planet earth and investigates areas of intense and public concern--the pervasiveness of the ocean and its effect on the earth's weather, its stunning physical size and diversity of contained life forms, its contributions to the physical and historical development of man, its impact on geopolitical and economic matters, the impact of oceanic pollutants, and the potential exploitation of marine resources.

### **GEL 1007. Environmental Geology. 4 hrs.**

This is an introductory course in the study of the interactions between human activities and the earth and geologic processes. An overview of modern geologic concepts is followed by an indepth examination of natural hazards, natural resources, waste management, environmental restoration and land-use planning. This course provides instruction in applied geology and scientific reasoning that is useful to all students. Lecture, two hours per week; seminar, one hour per week; lab, two hours per week.

### **GEL 1008. Physical Geology. 4 hrs.**

An introduction to the study of the earth as it is carried on by geologists today. Geological principles and processes dealing with geomorphology, crustal movements, rock and mineral identification, volcanism, and sedimentation are some of the topics covered. Experience in aerial photo and topographic map interpretation is provided in laboratory exercises. Lecture, two hours per week; seminar, one hour per week; lab, three hours per week.

### **GEL 1009. Historical Geology. 4 hrs.**

An introductory study into the origin and structure of the earth. Emphasis will be placed on North America, dealing with the growth of continents, and mountain building. A study of evolution changes occurring in plant and animal life as documented by fossil remains will be made. Interpretation of geologic forces by means of topographic maps and geologic maps. Field trips are an integral part of the course. Lecture, two hours per week; seminar, one hour per week; lab, three hours per week.

# German

## Courses

### **GER 1000. Conversational German. 3 hrs.**

Introduction to the basics of the language, with emphasis on speaking and listening skills. A supplement to the GER-1001-GER-2002 language courses with additional practice in basic conversation. Can be taken prior to the regular language sequence(s) -- 1001 and following -- or concurrently with any other course (except 2003 Advanced Composition and Conversation). Can also be taken on its own merits for those with a personal interest for avocational purposes. Provides basic conversational patterns, idiomatic vocabulary, basic grammar and syntax, and general cultural patterns. IN THE MAJORITY OF INSTANCES, THIS COURSE WILL TRANSFER ONLY AS A GENERAL ELECTIVE FOR THE B.A. DEGREE OR FOR OTHER BACCALAUREATE DEGREES REQUIRING A WORLD LANGUAGE.

### **GER 1001. Elementary German I. 4 hrs.**

An elementary German course designed to foster development of the four essential skills of language acquisition: comprehension of spoken German, reading comprehension, speaking and writing. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in class discussions.

### **GER 1002. Elementary German II. 4 hrs.**

A continuation of GER 1001 designed to foster development of the four essential skills of language acquisition: comprehension of spoken German, reading comprehension, speaking and writing. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in discussions. Prerequisite: GER 1001 or one year of high school German.

### **GER 1010. Conversational German II. 3 hrs.**

A continuation of GER 1000, with additional conversation practice and review. Provides an expansion of conversational patterns, vocabulary, review of basic grammar and syntax, and continued exploration of German culture. IN THE MAJORITY OF INSTANCES, THIS COURSE WILL TRANSFER ONLY AS A GENERAL ELECTIVE FOR THE B.A. DEGREE OR FOR OTHER BACCALAUREATE DEGREES REQUIRING A WORLD LANGUAGE.

### **GER 2001. Intermediate German I. 4 hrs.**

An intermediate German course designed to foster development of the four essential skills of language acquisition: comprehension of spoken German, reading comprehension, speaking and writing, and an awareness of German cultural and literary contributions. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in discussions. Prerequisite: GER 1002, two years of high school German or permission of the instructor.

### **GER 2002. Intermediate German II. 4 hrs.**

A continuation of GER 2001 designed to foster development of the four essential skills of language acquisition: comprehension of spoken German, reading comprehension, speaking and writing, and an awareness of German cultural and literary contributions. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in discussions. Prerequisite: GER 2001, three years of high school German or equivalent or permission of instructor.

### **GER 2003. Composition & Conversation. 3 hrs.**

An advanced level composition and conversation course with emphasis on a variety of readings; modern German authors, newspapers and magazines and selected short texts to illustrate points of grammar. Prerequisite: GER 2001 or three years of high school German (or consent of instructor).

### **GER 2004. Survey of German Literature. 3 hrs.**

An advanced level composition and conversation course based upon a survey of modern German prose and poetry, principally as a means of gaining insight into modern German thought and character. Writers include Hoffmannsthal, Schnitzler, Boll, Mann, Brecht, Rilke, Grass and Eichendorf. Prerequisite: GER 2003 or three years of high school German (or consent of instructor).



# Graphic Design Technology

## Courses

### **GDT 1201. Introduction To Quark. 3 hrs.**

This course is an introduction to this professional page layout application. Students will learn the basics of this program in a step-by-step format on the Macintosh platform. This is a cross-platform course so students using Intel-based systems running Windows will also benefit from this instruction. Prerequisite: The student should know how to use the mouse to point and click, and how to drag items around the screen. She/he should know how to resize a window, and how to arrange windows on the desktop to maximize the space available. She/he should know how to access pull-down menus and how check boxes work. Lastly, the student should know how to create, open and save files. Experience on either platform (Mac or PC) is required.

### **GDT 1202. Photoshop I for Graphic Design. 3 hrs.**

This course is an introduction to this image editing software for printing and Web design. Students will learn the basics of this program in a step-by-step format on the Macintosh platform. This is a cross-platform course so students using Intel-based systems running Windows will also benefit from this instruction. Prerequisite: The student should know how to use the mouse to point and click, and how to drag items around the screen. She/he should know how to resize a window, and how to arrange windows on the desktop to maximize the space you have available. She/he should know how to access pull-down menus and how check boxes work. Lastly, the student should know how to create, open and save files. Experience on either platform (Mac or PC) is required.

### **GDT 1203. Printing Technology. 3 hrs.**

This course is an introduction to the history and technology of the printing process. This course will give students a better understanding of what happens to their digital layout during the printing process. The basic concepts of traditional prepress are reviewed as well as digital terminology and digital prepress concepts.

### **GDT 1204. Web Design for Graphic Design. 3 hrs.**

This course is an introduction to professional Web site management and page creation. Students will learn the basic program in a step-by-step format on the Macintosh platform.

### **GDT 1222. Introduction To Illustrator. 3 hrs.**

This course is an introduction to familiarize the student with the fundamentals of Adobe Illustrator. The program is an industry standard in the graphic arts and produces vector artwork. This is a cross-platform course so students using Intel-based systems running Windows will also benefit from this instruction.

### **GDT 2006. Visual Communications I. 3 hrs.**

Introduction to Design in Advertising. A studio course in layout, lettering, mechanical skills and studio preparation for graphic production; survey of reproduction processes. Lecture, one hour per week; laboratory, four hours per week.

### **GDT 2202. Photoshop II. 3 hrs.**

This course is an advanced class in Adobe Photoshop for Graphic Design. In this class the students will build on their existing knowledge of the programs expanding creative techniques and pursue production setup. This is a cross-platform course so students using Intel-based systems running Windows will also benefit from this instruction.

### **GDT 2205. Graphic Design Internship I. 1 hr.**

The student will relate academic studies to the world of work, become familiar with the career of graphic design, apply the principles and theories learned in classroom experiences, establish learning outcomes, and prepare related reports. Application of materials and skills learned in prior classes will be the focus of this internship. Prerequisite: Students must complete at least one full semester of the Graphic Design courses (GDT 1201, GDT 1202, DRW 1000, DSN 1000) as outlined in the student guide sheet and have a minimum of a C average in graphic classes and the consent of the program director.

### **GDT 2206. Graphic Design Internship II. 1 hr.**

The student will relate academic studies to the world of work, become familiar with the career of graphic design, apply the principles and theories learned in classroom experiences, establish learning outcomes, and prepare related reports. Application of materials and skills learned in prior classes will be the focus of this internship. Prerequisite: Students must complete at least one full semester of the Graphic Design courses (GDT 1201, GDT 1202, DRW 1000, DSN 1000) as outlined in the student guide sheet and have a minimum of a C average in graphic classes and the consent of the program director.

### **GDT 2207. Graphic Design Internship III. 1 hr.**

The student will relate academic studies to the world of work, become familiar with the career of graphic design, apply the principles and theories learned in classroom experiences, establish learning outcomes, and prepare related reports. Application of materials and skills learned in prior classes will be the focus of this internship. Prerequisite: Students must complete at least one full semester of the Graphic Design courses (GDT 1201, GDT 1202, DRW 1000, DSN 1000) as outlined in the student guide sheet and have a minimum of a C average in graphic design classes and the consent of the program director.

### **GDT 2211. Design Solutions I. 3 hrs.**

This is a student staffed in-house design studio course. Participants will work on real life assignments from many areas including jobs from Illinois Valley Community College, not-for-profit groups, and area businesses in the Apple Mac Lab. The student will relate academic studies to the world of work, become familiar with their career, apply the principles and theories learned in classroom experiences, establish learning outcomes, and prepare related reports.

### **GDT 2214. Multimedia I. 3 hrs.**

Students will explore theories, elements, and hardware/software components of multimedia. Topics include digital image editing, digital sound and video editing, animation, web page development, and interactive presentations. Emphasis is on conceptualizing and producing effective multimedia.

### **GDT 2216. Visual Communications II. 3 hrs.**

This course is an advanced class in Visual Communications. The student will review the design procedures and gain advanced knowledge in the principles of design and develop solutions for advanced design problems.

### **GDT 2221. Graphic Design Solutions II. 3 hrs.**

This is the advanced level of the student staffed in-house design studio course. Participants will continue to work on real life assignments from many areas including jobs from IVCC, not-for-profit groups, and area business in the Mac lab. The students will relate academic studies to the world of work, become familiar with their careers in graphic design, apply the principles and theories learned in classroom experiences, establish learning outcomes, and prepare related reports. They will also prepare a professional portfolio and resume for a job search.

**GDT 2232. Illustrator II. 3 hrs.**

This course is advanced instruction on Adobe Illustrator. The program is an industry standard in the graphic arts field and produces vector artwork. This is a cross-platform course so students using Intel-based systems running Windows will also benefit from this instruction.

# Health and Wellness

## Courses

### **HPE 1000. Wellness. 1 hr.**

This is a course designed to help students understand the wellness concept and how it applies to the development of a healthy lifestyle. The course content includes information on self-responsibility, nutrition, stress management, and physical fitness.

### **HPE 1001. Wellness Lab. 1 hr.**

A course designed to help the student appraise and develop his/her own level of physical fitness as it applies to the total concept of wellness. Each student will actively take part in a personal fitness program using the college fitness center. An orientation session for each student will be held at the beginning of the semester and each student's level of fitness will be evaluated through pre- and post-physical fitness assessment measures. Prerequisite: HPE 1001 cannot be taken concurrently with HPE 1020, 1021, 2020 or 2021.

### **HPE 1003. Personal and Community Health. 2 hrs.**

This course includes a study of community health problems caused by pollution, communicable disease and chronic illness. It considers personal problems caused by malnutrition, drugs and emotional illness. Current developments in health science are discussed. One lecture and one seminar per week.

### **HPE 1004. First Aid. 2 hrs.**

A course designed to provide the citizen responder with the knowledge and skills necessary in an emergency to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until professional medical help arrives. Students passing the course may be eligible to receive American Red Cross certification in American Red Cross First-Responding to Emergencies and American Red Cross Adult CPR.

### **HPE 1008. Physical Education Activities for Elementary School Children.. 2 hrs.**

A course designed to present the activities involved in physical education for elementary school children. Progression within the activities and techniques of organization will be included.

### **HPE 1020. Physical Fitness I. 1 hr.**

This course is designed for the student desiring to reach a beginning level of fitness. Emphasis is placed on three areas of physical fitness: strength, flexibility, and cardiovascular endurance. Each student must attend an orientation session at the beginning of the class. Each student's level of fitness will be evaluated through a pre-and-post-physical fitness assessment. Prerequisite: None. HPE 1001 cannot be taken concurrently with this course.

### **HPE 1021. Physical Fitness II. 1 hr.**

This course is designed for the student desiring to reach an intermediate level of fitness. Emphasis is again placed on three areas of physical fitness: strength, flexibility, and cardiovascular endurance. Each student's level of fitness will be evaluated through a pre-and post-physical fitness test. Prerequisite: HPE 1020, HPE 1001 cannot be taken concurrently with this course.

### **HPE 1201. Physical Fitness in The Workplace. 1 hr.**

This course is designed for the student desiring to reach a beginning level of fitness. Emphasis is placed in three areas of physical fitness: strength, flexibility and cardiovascular endurance. Each student's level of fitness will be evaluated through a pre-and post-physical fitness assessment.

### **HPE 1301. Physical Fitness in The Workplace II. 1 hr.**

This course is designed for the student desiring to reach an intermediate level of fitness. Emphasis is again placed in three areas of physical fitness: strength, flexibility and cardiovascular endurance. Each student's level of fitness will be evaluated through a pre-and post-physical fitness assessment.

### **HPE 1302. Physical Fitness Workplace III. 1 hr.**

This course is designed for the student desiring to reach an advanced level of fitness. Emphasis is again placed in three areas of physical fitness: strength, flexibility and cardiovascular endurance. Each student's level of fitness will be evaluated through a pre- and post-physical fitness assessment.

### **HPE 1303. Physical Fitness Workplace IV. 1 hr.**

This class is designed for the advanced student who is interested in maintaining a high degree of physical fitness. This class emphasizes all the components of composition, flexibility, and cardiovascular endurance. Each student's level of fitness will be evaluated through a pre- and post-physical fitness assessment.

### **HPE 1304. Physical Fitness in The Workplace V. 1 hr.**

This course is designed for the student desiring to maintain an advanced level of fitness. Emphasis is placed in three areas of physical fitness: strength, flexibility and cardiovascular endurance. Each student's level of fitness will be evaluated through a pre- and post-physical fitness assessment.

### **HPE 1305. Physical Fitness Workplace VI. 1 hr.**

This class is designed for the advanced student who is interested in maintaining a high degree of physical fitness. This class emphasizes all the components of physical fitness; muscular strength, body composition, flexibility, and cardiovascular endurance. Each student's level of fitness will be evaluated through a pre- and post-physical fitness assessment.

### **HPE 1306. Physical Fitness Workplace VII. 1 hr.**

This class is designed for the advanced student who is interested in maintaining a high degree of physical fitness. This class emphasizes all the components of physical fitness: muscular strength, body composition, flexibility, and cardiovascular endurance. Each student's level of fitness will be evaluated through a pre- and post-physical fitness assessment.

### **HPE 1307. Physical Fitness Workplace VIII. 1 hr.**

This class is designed for the advanced student who is interested in maintaining a high degree of physical fitness. This class emphasizes all the components of physical fitness: muscular strength, body composition, flexibility, and cardiovascular endurance. Each student's level of fitness will be evaluated through a pre- and post-physical fitness assessment.

**HPE 1308. Physical Fitness in the Workplace IX. 1 hr.**

This class is designed for the advanced student who is interested in maintaining a high degree of physical fitness. This class emphasizes all the components of physical fitness: muscular strength, body composition, flexibility and cardiovascular endurance. Each student's level of fitness will be evaluated through a pre- and post-physical fitness assessment.

**HPE 1309. Fitness in the Workplace X. 1 hr.**

This class is designed for the advanced student who is interested in maintaining a high degree of physical fitness. This class emphasizes all the components of physical fitness: muscular strength, body composition, flexibility, and cardiovascular endurance. Each student's level of fitness will be evaluated through a pre-and post-physical fitness assessment.

**HPE 2020. Physical Fitness III. 1 hr.**

This course is designed for the student desiring to maintain a high level of fitness. Emphasis is placed in three areas of physical fitness: strength, flexibility, and cardiovascular endurance. Each student's level of fitness will be evaluated through a pre-and post-physical fitness test. Prerequisite: HPE 1020, HPE 1001 cannot be taken concurrently with this course.

**HPE 2021. Physical Fitness IV. 1 hr.**

The course is designed for the student desiring to maintain a high level of fitness. Emphasis is again placed on the three areas of physical fitness: strength, flexibility, and cardiovascular endurance. Each student's level of fitness will be evaluated through a pre-and post-physical fitness test. Prerequisite: HPE 2020, HPE 1001 cannot be taken concurrently with this course.

# Heating, Ventilation, and Air Conditioning

## Courses

### **HVC 1210. Basic Heating. 3 hrs.**

This course is a beginning course using gas heating to illustrate basic concepts of heating. Lecture, 2 hours; lab, 2 hours. Prerequisite: ELE 1200 or concurrently enrolled.

### **HVC 1220. Basic Refrigeration. 3 hrs.**

This course will introduce the basic concepts of refrigeration and air conditioning. Instruction will include laboratory activities of basic mechanical and physical refrigeration work. Lecture, 2 hours; lab, 2 hours. Prerequisite: ELE 1200 or concurrently enrolled.

### **HVC 1230. Sheet Metal Fabrication. 3 hrs.**

In this course, students will gain knowledge and obtain practical hands-on skills in using sheet metal equipment to make a variety of ducts, fittings, and grills for the fabrication of air and gas handling duct work. Lecture, 2 hours; lab, 2 hours.

### **HVC 1240. Design, Installation & Servicing. 3 hrs.**

This course is designed to provide the necessary skills and knowledge associated with the design of different air conditioning and heating systems, pipe lay-out and components along with the service aspects and installation. Lecture, 2 hours; lab, 2 hours.

### **HVC 2210. Advanced Heating. 3 hrs.**

This course is a continuation of the HVC 1210. It is designed to provide more detailed coverage of the different types of heating systems. Lecture, 2 hours; lab, 2 hours.

# History

## Courses

### **HIS 1000. History of Western Civilization I. 3 hrs.**

An introductory course dealing with an analysis of the political, economic, social and cultural events and achievements of Western Civilization. The course begins with early man and ends with the Middle Ages. Special emphasis will be placed on early man, Sumer, Egypt, Greece, Rome and the Middle Ages. In appropriate places, a multicultural approach will be stressed.

### **HIS 1001. History of Western Civilization II. 3 hrs.**

An introductory course dealing with an analysis of the political, economic, social and cultural events and achievements of Western Civilization. The course begins with the Renaissance and ends with the aftermath of World War II. Special emphasis will be placed on such developments as the Renaissance, the Reformation, The Enlightenment, the French Revolution, World War I, World War II and its aftermath. In appropriate places, a multicultural approach will be stressed.

### **HIS 1005. American Labor History. 3 hrs.**

This course is a survey of the history of workers in America from colonial times to today, with an emphasis on the relationship between workers and industrialization. The role of work, the history and development of labor unions, and the impact of a modern global economy on workers are some of the topics which will be studied.

### **HIS 2000. United States History To 1865. 3 hrs.**

An introductory course that examines the political, social, cultural and economic developments of United States history from the pre-Columbian era through the Civil War.

### **HIS 2001. United States History From 1865. 3 hrs.**

An introductory course that examines the political, social, cultural and economic developments of United States history since the end of the Civil War.

### **HIS 2002. History of Latin America. 3 hrs.**

An introductory course that examines the political, social, cultural and economic developments of Latin America from the pre-Columbian era to contemporary times.

### **HIS 2006. History of Middle Eastern Civilization. 3 hrs.**

This course introduces the student to Middle Eastern societies and their culture from the introduction of Islam to the present. Social, economic, political and religious institutions will be examined within an historic context. Special topics will include the origin and spread of Islam, the economics of oil, sciences and mathematics, and the Israeli-Palestinian controversy.

### **HIS 2007. History & Civilization of China. ,3 hrs.**

This course introduces the student to China, from the origins of Chinese civilization to the present. It will examine the political, social and economic history of China, including the origins and development of its peoples and cultures. Course not offered each semester.,This course introduces the student to China, from the origins of Chinese civilization to the present. It will examine the political, social and economic history of China, including the origins and development of its peoples and cultures.

### **HIS 2007. History & Civilization of China. ,3 hrs.**

This course introduces the student to China, from the origins of Chinese civilization to the present. It will examine the political, social and economic history of China, including the origins and development of its peoples and cultures. Course not offered each semester.,This course introduces the student to China, from the origins of Chinese civilization to the present. It will examine the political, social and economic history of China, including the origins and development of its peoples and cultures.

### **HIS 2008. Modern Africa. 3 hrs.**

This course will introduce the student to colonial and post colonial Africa, with an emphasis on social, cultural, and political institutions in these time periods. The course will also focus on present problems in the area of Sub-Saharan Africa, including attempts to overthrow neocolonialism, problems of development, health crises, and other present-day African affairs.

### **HIS 2010. Special Topics in History. 3 hrs.**

In this survey course, students will study a specific issue or period in history. The course content will be dependent upon the topic chosen. The course may be taken four times for credit if the topic(s) of the course is different.

# Honors

## Courses

### **HON 1001. Honors Orientation. 2 hrs.**

Honors Orientation is for first semester Honors Program students and helps students identify, plan, and achieve educational and/or career goals. The course culminates with students presenting an Honors Plan which states their educational and/or career goals and their plan for how they will pursue and/or achieve their goals through community involvement, campus leadership, and experiential learning while members of the IVCC Honors Program. Prerequisite: Honors Program admission.

### **HON 1002. Honors Portfolio. 1 hr.**

Honors portfolio is for Honors Program students in their final semester in the program and helps document and reflect upon the pursuit and/or achievement of their education and/or career goals. The course culminates with students presenting an Honors Portfolio which documents and reflects upon their education and/or career goals and how they pursued and/or achieved their goals through community involvement, campus leadership, and experiential learning while members of the IVCC Honors Program. Prerequisite: Honors Program admission; Completion of HON 1001; Completion of or concurrent enrollment in second Honors section course.

# Horticulture

## Courses

### **HRT 1010. Principles of Horticulture. 3 hrs.**

This course will present a general background in the basic principles of plant growth and development. The topics will include a survey of the wide range of horticulture. Industries related to the production, marketing, and utilization of horticulture crops will be explored. Lecture, 3 hours.

### **HRT 1011. Floral Design I. 3 hrs.**

This course is designed to introduce students to the floral design principles used to create exceptional floral designs. Topics also include care and handling of fresh flowers and the basic operation of retail floral businesses. Lecture, 2 hours; lab, 2 hours.

### **HRT 1220. Annuals and Perennials I. 2 hrs.**

This course will present annual and perennial ornamental herbaceous plant species. The focus of the course will be on identification, maintenance and landscape value of selected herbaceous plants. The focus will be on spring flowering perennials and annuals. Lecture, 2 hours.

### **HRT 1221. Annuals & Perennials II. 2 hrs.**

This course will present annual and perennial ornamental herbaceous plant species. The focus of the course will be on identification, maintenance and landscape value of selected herbaceous plants. The focus of this course will be on late summer and fall blooming perennials and annuals. Lecture, 2 hours.

### **HRT 1222. Woody Plant Identification and Use. 4 hrs.**

This course will present woody plant species. The focus will be on identification, maintenance and landscape value of selected plant species. Lecture, 3 hours; lab, 2 hours.

### **HRT 1223. Evergreens, Vines & Groundcovers. 3 hrs.**

This horticulture course will introduce and discuss wood plant species, specifically evergreens, vines, and groundcover. The focus of the course will be on the identification, maintenance and landscape value of selected plant species. Lecture, 2 hours; lab, 2 hours.

### **HRT 1224. Plant Propagation & Biotechnology. 4 hrs.**

This course will cover the propagation of common plants. Topics will include plant reproduction, propagation techniques and micro-propagation. Also, concepts associated with genetic engineering will be introduced. Lecture, 3 hours; lab, 2 hours.

### **HRT 1226. Greenhouse Management. 3 hrs.**

This course will cover topics related to greenhouse structures and their operation. Included topics are design, construction, location, heating and cooling systems, cultural practices, and cost accounting as they are related to greenhouse management. Lecture, 2 hours; lab, 2 hours.

### **HRT 1227. Floral Crop Production. 3 hrs.**

This course will concentrate on the methods for growing and maintaining floral crops produced in the greenhouse. Some of the topics included in the course are: scheduling, crop selection, and production needs. Lecture, 2 hours; lab, 2 hours.

### **HRT 1228. Turfgrass Management. 3 hrs.**

This course will cover the establishment and maintenance of managed turf grasses. The focus of the course will be on cultural practices and pest control. Lecture, 2 hours; lab, 2 hours.

### **HRT 1230. Landscape Design I. 3 hrs.**

This course will introduce the principles of landscape design. Topics will include site analysis, reading landscape plans, and drafting of landscape plans. Lecture 2, hours; lab, 2 hours.

### **HRT 1231. Landscape Design II. 3 hrs.**

This course will continue the development of the principles of landscape design introduced in Landscape Design I. The topics covered will include private space design and full landscape design. Lecture, 2 hours; lab, 2 hours.

### **HRT 1232. Floral Design II. 3 hrs.**

This course involves the further development of the principles taught in Floral Design I. The topics included in the course are flower shop management and establishment and management of a successful floral business. Advanced floral design skills will also be covered. Lecture, 2 hours; lab, 2 hours.

### **HRT 1235. Horticulture Internship Seminar. 1 hr.**

This course is designed to prepare the student for enrollment in an Internship, or entering the workforce. Topics include resume writing, interviewing, workplace communication, and career planning.

### **HRT 1236. Pest Management I. 2 hrs.**

This course is an introduction to the disease and insects that affect ornamental plants and turf. Topics in the course include the identification of pests and control of damage caused to plants with an emphasis on outdoor pests. Lecture, 2 hours; lab, 1 hour.

### **HRT 1237. Pest Management II. 2 hrs.**

This course is a continuation of the study of diseases and insects that affect ornamental plants and turf. Topics include the identification of pests and control of damage caused to plants with an emphasis on indoor pests and pesticide licensing. Lecture, 2 hours; lab, 1 hour.

### **HRT 1239. Landscape Construction. 2 hrs.**

This course provides hands-on experience installing hardscape material commonly used in landscaping. The focus of the course will be on the utilization of stone and stone-like materials. Lecture, .5 hour; lab, 3 hours.

### **HRT 1240. Landscape Construction II. 2 hrs.**

This course provides hands-on experience installing hardscape materials commonly used in landscaping. The focus of the course will be on the utilization of stone and stone-like materials in addition to other materials as appropriate for class projects. As a project-based course, students will learn how to install materials as well as how to manage projects. Lecture, .5 hour; lab, 3 hours. Prerequisite: HRT 1239 or consent of instructor.

### **HRT 1241. Horticulture Internship. 4 hrs.**

This is an on-the-job learning environment in which the student, the employer and the supervising instructor keep in close contact to help the student implement learning technical skills and information. This course joins together the technical information taught in the classroom and laboratory with the in-field experience. Seminar, 335 hours. Prerequisite: Consent of instructor.



**HRT 1242. Horticulture Internship II. 4 hrs.**

Students will gain additional work experience in the field of horticulture by taking this course. Application of material and skills learned in prior classes will be the focus of this internship. Seminar, 335 hours.

**HRT 1400. Basic Horticulture. 3 hrs.**

This course will present a general background in the basic principles of plant growth and development. The topics will include a survey of the wide range of horticulture. Industries related to the production, marketing, and utilization of horticulture crops will be explored. This course will cover employability opportunities and skills necessary for employment which will be reinforced through the remainder of the horticulture program.

**HRT 1410. Landscape Plant Identification. 4 hrs.**

This course will introduce the students to woody and herbaceous perennials. Students will learn how to identify plants according to leaf, overall shape, size and use. Plants will be grouped by deciduous or evergreen trees, shrubs and ground covers.

**HRT 1420. Landscape Maintenance. 3 hrs.**

This course covers principles for maintaining landscapes through proper care, fertilization, irrigation, disease and pest control, pruning and other techniques.

# Human Services

## Courses

### **HSR 1000. Introduction To Human Services. 3 hrs.**

This course provides an overview of the field of human services and social welfare, including an analysis of the social, political, and historical context in which human service delivery takes place. Students will gain an understanding of the primary intervention strategies used by human service workers, as well as practical suggestions for developing helping skills and ethical standards in a changing, diverse society. Contemporary social issues and the changing nature of the helping process will be emphasized.

### **HSR 1200. Portfolio Development. 1 hr.**

This course is designed to mentor and support students through their implementation of a personal/professional portfolio. The development of the portfolio will provide students with a framework for initiating, planning and facilitating their professional development while building connections between their professional career goals and educational goals. Students will prepare a portfolio and use the materials as a means to show overall achievement and growth, document the scope and quality of educational experiences and show proof of skills and knowledge. The portfolio will serve as an assessment of student learning and will enhance the students' abilities to meet workforce standards in the field of human services. Prerequisite: Completion of requirements for Human Services Associate in Applied Science Degree.

### **HSR 1201. Counseling Methods & Interviewing Tech. 3 hrs.**

This course provides an orientation to communication strategies and skills necessary to establish collaborative relationships with diverse client populations. Various theoretical models will be reviewed, including behavioral, cognitive-behavioral human relations, ecological, and current theories and perspectives useful for intervention and counseling. Students will have opportunities to begin developing skills in active listening, intake interviewing, crisis intervention, establishing rapport with clients, and supportive individual counseling. The significance of participant empowerment will be emphasized as the student learns empathic communication skills.

### **HSR 1202. Helping Across Cultures. 3 hrs.**

This course provides an orientation to the area of cultural diversity for human service workers. A variety of theoretical models and intervention strategies will be reviewed to sensitize human service providers and those learning to be providers to the complex issues involved in cross-cultural service delivery. Students will have opportunities to begin developing skills to become "culturally competent." Emphasis will be given to the critical need for human service professionals to actualize their commitment to nondiscrimination and equal access for all clients.

### **HSR 1203. Group Dynamics. 3 hrs.**

This course provides an orientation to group dynamics and group leadership for human service workers. Various kinds of groups, group leadership styles, and basic skills for group leaders will be studied, with special attention given to group intervention strategies for the beginning stage, the middle stage, and the closing stage of a group. Emphasis will focus on helpful skills and strategies for dealing with problem group situations and group work with specific populations.

### **HSR 1204. Addictive Disorders. 3 hrs.**

Utilizing a holistic client-centered approach to addictions treatment, this course will present historical and contemporary understandings of the nature of addiction, substance misuse and dependence, addiction across the life span, and diverse modalities for effective treatment of addiction disorders. In addition to alcohol and other drug use, attention will be given to eating disorders, compulsive gambling, sex addiction, computer obsessions, and other addictive behaviors. The disease model of chemical dependency will be thoroughly examined as the foundation for treatment of alcohol and other drug use. In addition, emphasis will be placed on the strengths perspective for direct intervention with persons who are addicted; this model builds on clients' strengths and resources while fostering an empowering treatment environment that emphasizes personal control and choice, a sense of purpose, and a hope-based sense of achievement.

### **HSR 1205. Case Management Skills. 3 hrs.**

This course serves as an introduction to the concept of case management as it is used to provide human services. The case management process is traced from the intake interview to termination of services, with in-depth attention given to the three phases of case management: assessment, planning and implementation. Emphasis is given to exploration of the responsibilities and skills of the effective case manager. In addition, the context in which the case management process occurs is reviewed and organizational, legal, and ethical issues confronting the case manager are addressed. Historical perspectives of case management and theoretical models utilized by case managers are discussed in detail.

### **HSR 1206. Practicum I. 4 hrs.**

This course provides a comprehensive community agency experience for skills development and application, career exploration, and individual reflection. Emphasis will be given to self-understanding as the human services student actively participates in the day-to-day activities of a social service agency. Prerequisite: Consent of instructor.

### **HSR 1207. Practicum II. 4 hrs.**

This course is for students who have completed HSR 1206: Practicum I. This course provides a continued community agency field experience for advanced skills development and application, continuing career exploration, and individual reflection. Emphasis will be given to self-understanding as the student actively participates in the day-to-day service activities of a social service agency. Prerequisite: HSR 1206 and permission of the Program Coordinator.

### **HSR 1220. Intro To Domestic Violence Advocacy. 3 hrs.**

This course provides an introduction to domestic violence and sexual assault advocacy. Students will learn the intervention strategies and skills necessary to advocate with institutions and systems on behalf of domestic violence and sexual assault victims. Students will have opportunities to begin developing skills in providing crisis intervention and advocacy to victims of domestic violence and sexual assault. Completion of this course and a student practicum prepares the student to take the Certified Domestic Violence Professional examination.

# Industrial Maintenance

## Courses

### **IMT 1200. Equipment Maintenance. 3 hrs.**

This course provides a basic theory of power transmission equipment and practical applications of it. Basic concepts and procedures for the maintenance and replacement of bearings, v-belts, timing belts, and flat belts, chain and chain drives, shaft couplings, gearing, clutches and brakes, lubrication, centrifugal pumps, bearings, screw threads, mechanical fasteners, and packing and seals will be studied. Basic troubleshooting techniques will be studied. Lecture, 2 hours; lab, 2 hours.

### **IMT 1205. Industrial Hydraulics. 3 hrs.**

This course is designed to safely introduce all components, circuits, and principles commonly used in industry, and to fully acquaint the student with principles of fluid power. Practical working circuits with many variations have been developed to demonstrate machine behavior and malfunctions as they actually happen. Electro-mechanical exercises tie machine fluid and pneumatic power and electrical behavior together for industrial understanding. Also basic trouble-shooting techniques will be addressed. This course is competency-based instruction. Lecture, 2 hours; lab, 2 hours.

### **IMT 1206. Industrial Pneumatics. 2 hrs.**

This course is designed to safely introduce all component circuits, and principles commonly used in industry, and to fully acquaint the student with principles of pneumatic power. Practical working circuits with many variations have been developed to demonstrate machine behavior and malfunctions as they actually happen. Electro mechanical exercises tie machine pneumatic power and electrical behavior together for industrial understanding. This course is competency-based instruction. Lecture, 1 hour; lab, 2 hours.

### **IMT 1207. Pipefitting. 2 hrs.**

This course will provide the student with the knowledge and practical applications necessary for the installation and maintenance of building and industrial piping. Components applied to industrial situations will be analyzed. Lecture, 1 hour; lab, 2 hours.

### **IMT 1208. Industrial Safety. 0.5 hrs.**

IMT 1208 is a variable credit course offering .5 - 1 credit. This course provides a basic view of the concepts of industrial safety, the origins of the safety movement, the elements of a good safety program and an understanding of those elements. Lecture, 1 hour.

### **IMT 1220. Rigging Systems. 3 hrs.**

This course will introduce the student to the discipline known as rigging as applied to maintenance work. The student will participate in a lecture/lab setting, featuring a series of written and performance tests. Safety, rigging math, rigging principles, slings, chains, cranes, rigging hardware, and forklifts will be covered. Lecture, 1.5 hours; lab, 3 hours.

# Italian

## Courses

### **ITL 1000. Conversational Italian I. 3 hrs.**

Introduction to the basics of the language, with emphasis on speaking and listening skills. Provides basic conversational patterns, idiomatic vocabulary, basic grammar and syntax, and general cultural patterns. IN THE MAJORITY OF INSTANCES, THIS COURSE WILL TRANSFER ONLY AS A GENERAL ELECTIVE FOR THE B.A. DEGREE OR FOR OTHER BACCALAUREATE DEGREES REQUIRING A WORLD LANGUAGE.

### **ITL 1010. Conversational Italian II. 3 hrs.**

A continuation of ITL 1000, with additional conversation practice and review. Provides an expansion of conversational patterns, vocabulary, review of basic grammar and syntax, and continued exploration of Italian culture. IN THE MAJORITY OF INSTANCES, THIS COURSE WILL TRANSFER ONLY AS A GENERAL ELECTIVE FOR THE B.A. DEGREE OR FOR OTHER BACCALAUREATE DEGREES REQUIRING A WORLD LANGUAGE.

# Journalism

## Courses

### **JRN 1001. Intro To The Mass Media. 3 hrs.**

A survey of the historical, sociological, economic, political and intellectual contexts of the media. Emphasis on criticisms and challenges to newspapers, magazines, radio, television, and films.

### **JRN 1002. Reporting. 3 hrs.**

Instruction and practice in the skill of reporting journalistic ethics, and writing copy for the mass media.

### **JRN 1003. Advanced Reporting. 3 hrs.**

This course presents the instruction, practice, and laboratory experience in advanced techniques of reporting; with emphasis on public affairs, interpretations, and investigation. Lecture, two hours a week; laboratory two hours a week.

### **JRN 2000. Journalism/Communications Internship. 1 hr.**

This course offers the student a practicum experience. Students will work in jobs directly related to their fields of study. This gives the student an opportunity to utilize the principles and skills they have learned in the classroom in real-world situations. Individual students are responsible for contacting a local communications outlet to secure an internship position. Prerequisite: Completion of JRN 1002/Consent of instructor.

## **Leadership Studies**

# Library

## Courses

### **LIB 1000. Research Strategies. 1 hr.**

This course prepares the student to address the challenges of an information-rich society. Students will learn how to develop an effective research strategy incorporating traditional library materials and emerging technologies. Information literacy skills can be applied to academic, professional, and personal pursuits.

# Literature

## Courses

**LIT 2000. Survey of American Lit I. 3 hrs.**

Survey of American Literature from Colonial Period to 1855. A consideration of representative major writers, the significance of their contributions and influence. Attention also to the social, economic, and political milieu and influences upon literature. Prerequisite: ENG 1001 and 1002 (May be taken concurrently with ENG 1002 upon consent of the Dean).

**LIT 2001. Major English Writers I. 3 hrs.**

A study of the principal works and writers of the British Isles, from Anglo-Saxon period through the 18th century, with special attention to political, social and philosophical backgrounds. Prerequisite: ENG 1001 and 1002 (May be taken concurrently with ENG 1002 upon consent of the Dean).

**LIT 2005. Children's Literature. 3 hrs.**

A study of the major genres, themes and critical concerns of literature written for children and young adults. Special attention to the historical, social, and cultural contexts that have influenced literature for young people. Prerequisite: ENG 1001 and 1002 (May be taken concurrently with ENG 1002 upon consent of the Dean).

**LIT 2006. World Literature in Translation I. 3 hrs.**

This course offers reading and analysis of representative masterpieces from a variety of regions and epochs, from ancient cultures to the Renaissance era. Prerequisite: ENG 1001 and 1002 (May be taken concurrently with ENG 1002 upon consent of the Dean).

**LIT 2010. Survey of American Literature II. 3 hrs.**

A continuation of the survey described for LIT 2000 from 1855 to the present. A consideration of representative major writers, the significance of their contributions and influence. Attention also to the social economic, and political milieu and influences upon literature. Prerequisite: ENG 1001 and 1002 (May be taken concurrently with ENG 1002 upon consent of the Dean).

**LIT 2011. Major English Writers II. 3 hrs.**

A continuation of the subject material offered in Chief English Writers 2001, beginning with writers of the Romantic period and concluding with writers of the twentieth century. Prerequisite: ENG 1001 and 1002 (May be taken concurrently with ENG 1002 upon consent of the Dean).

**LIT 2013. Fiction. 3 hrs.**

Designed to acquaint the student with a selection of masterpieces of fiction. The emphasis will be on pleasures and subtlety of the details and narrative artistry contained in the novels and short stories. The course is less a historical survey than an intense appreciation of individual works of art. Prerequisite: ENG 1001 and 1002 (May be taken concurrently with ENG 1002 upon consent of the Dean).

**LIT 2021. Intro To Shakespeare I. 3 hrs.**

A consideration of the development of Shakespeare's dramatic genius through a study of selected comedies, tragedies, and chronicles. Prerequisite: ENG 1001 and 1002 (May be taken concurrently with ENG 1002 upon consent of the Dean).



# Management

## Courses

### **MGT 1230. Owning and Operating a Small Business. 3 hrs.**

An introduction to understanding critical elements that are involved with starting and operating a small business. Among the topics discussed are: entrepreneurial alternatives, the business plan, marketing strategies, financial matters, and human resource considerations. Special topics such as social responsibility and ethics may be covered.

### **MGT 2010. Principles of Management. 3 hrs.**

A study of nature and functions of management, as well as the concepts, skills, and techniques used in this field. Prerequisite: Students enrolling in Management should have second-year standing or business experience, or consent of instructor.

### **MGT 2220. Principles of Supervision. 3 hrs.**

A practical introduction to first-line supervision. Emphasis will be given to the topics of leadership, organization, selection and evaluation of employees, safety, and employee motivation. Prerequisite: MGT 2010 or consent of instructor.

### **MGT 2230. The New Business Venture. 3 hrs.**

An instructional course for the next generation of Entrepreneurial Leaders. The need for entrepreneurial education has never been greater. The New Business Venture is about the actual process of getting the new venture started, growing the venture, successfully harvesting it, and starting again. Students will learn how to think, act and perform in more entrepreneurial ways. Students will develop strategies and practices that are economically sensible to sustain a new venture. Students will become skilled at staying poised through the initial exuberance while focusing on knowledge, understanding and experience. Finally, the student will craft a personal entrepreneurial strategy.

# Manufacturing

## Courses

### **MET 1200. Inspection, Measurement & Quality. 3 hrs.**

Inspection and gaging covered in a concise manner. Many phases of inspection work and their applications to present-day manufacturing operations. The course covers a variety of manual and automatic measuring devices and gages, their specific function and specialized techniques of application. In addition, it analyzes the methods and duties of the different types of inspectors. Lecture, 3 hours.

### **MET 1202. Manufacturing Materials & Processes I. 4 hrs.**

This course introduces the student to basic manufacturing processes. The course is designed to develop fundamental understanding of the processes used in manufacturing various products. The course covers areas such as; casting, forging, rolling, and machining techniques. This course also has lab in which students will gain hands-on experience in using basic machining tools such as lathe, milling, and grinding machines. Students will learn how to read and utilize precision measuring instruments such as micrometers, calipers, and height gauges. This course also includes a study of the composition and physical properties of ferrous and non-ferrous metals. Lecture, 2.5 hours; lab, 3 hours.

### **MET 1203. Manufacturing Materials & Processes II. 3 hrs.**

This course is a continuation of MET 1202. In this course, students are exposed to other manufacturing processes not covered in MET 1202, such as: welding, nontraditional machining and latest trends in manufacturing. Students will also have opportunity to do advanced machining and measuring on lathes, mills, and drills. This course may be repeated for credit. Lecture, 1.5 hours; lab, 3 hours.

### **MET 1204. Tooling Processes I. 3 hrs.**

This course covers the fundamentals of press tool design and tool die making principles. Students develop an understanding of basic die types such as piercing, blanking, and stamping. Emphasis is placed on the above die making principles with students working in hands-on environment to produce a series of elementary press tools for secondary die operations. Lecture, 1.5 hours; lab, 3 hours.

### **MET 1205. Tooling Processes II. 3 hrs.**

This course is a continuation of MET 1204. Students will further develop their understanding of press tool processes. Emphasis in this course shifts from simple secondary type tooling to more complex progressive dies. Students will help design and build a working progressive die. Lecture, 1.5 hours; lab, 3 hours.

### **MET 1209. Welding Metallurgy. 3 hrs.**

Basic introduction to ferrous and non-ferrous material and alloys and their molecular activity during processing from raw material to finished product. The composition and changes of the metal is analyzed under laboratory testing to heat treatment, destructive and nondestructive testing, and various fabrication processes. Lecture, 3 hours.

### **MET 2201. Statistical Quality Control Techniques. 3 hrs.**

This course includes: fundamentals of statistics including Standard Deviation; normal curve frequency, distribution; central limit theorem; construction and use of variable control charts study of process capability; control charts for attributes such as P&C charts; basic concepts of acceptance sampling; various sampling plans; AQL; and introduction of reliability. Students will work on SPC Plus software. Lecture, 2 hours; lab, 2 hours. Prerequisite: MTH 1206 or consent of instructor. \*\*Offered fall semester, even years.

### **MET 2206. Manufacturing Tech Internship. 3 hrs.**

Individual students will be assigned to a manufacturing department in a plastics or metal industry. Students meet 1 hour per week with instructor and spend a minimum of 225 hours per semester on the job. Prerequisite: Sophomore manufacturing student or consent of instructor.

# Marketing

## Courses

### **MKT 1210. Principles of Marketing. 3 hrs.**

An introductory course in fundamentals of marketing, the nature of competition, basic marketing problems, and policies of business organizations and the planning of marketing.

### **MKT 1220. Sales/Retailing. 3 hrs.**

A basic course designed to give students a broad understanding of the principles, methods, policies, problems, and functions of retailing and sales. Students give sales presentations and study actual retail establishments.

### **MKT 2210. Principles of Advertising. 3 hrs.**

A study of current trends and recent research in advertising. Planning, creation, and use of advertising and how it relates to the economy and marketing. Evaluation of newspaper, radio, television, outdoor, specialty advertising, and direct mail to find the most economical and effective method of delivering the message to the desired market. Prerequisite: MKT 1210 or concurrent enrollment in MKT 1210 or consent of instructor.

# Math

## Courses

### **MTH 0900. Pre-Algebra. 3 hrs.**

This course is designed for those students who would like a review of arithmetic before beginning the Basic Algebra course or for those who would like to improve their arithmetic skills and be introduced to beginning algebra topics. Arithmetic topics to be studied include numeration, whole numbers, fractions, decimal numerals, percent, exponents, ratio, and proportion. Algebra topics to be studied include signed numbers, order of operations, simplifying algebraic expressions, evaluating expressions and solving simple equations. This course is offered in a traditional classroom format.

### **MTH 0906. Basic Algebra. 4 hrs.**

This course is the first course in a two-semester developmental algebra sequence. Topics of study include: numbers of arithmetic, real numbers, order of operations, solving linear equations and inequalities in one variable, graphing linear equations and inequalities in two variables, solving systems of equations in two variables and three variables, solving application problems in one and two variables, polynomials, and rules of exponents. Mathematical study skills will be studied and applied throughout the course. This course is offered in a combined lecture/computer lab or in the Math Learning Center in an individualized lab/computer lab format. The grade in this course is not computed in the GPA, or applicable to any degree or certificate program for graduation. This course is a prerequisite for MTH 0907. Prerequisite: Appropriate score on the Math Placement Test or successful completion of MTH 0900 with a "C" or better.

### **MTH 0907. Intermediate Algebra. 4 hrs.**

This is the second course in a two-semester developmental algebra sequence. Topics to be studied include algebraic operations; functions, polynomials, factoring, rational expressions, exponents and radicals, and quadratic functions. This course is offered in combined lecture/computer lab format or the Math Learning Center in an individualized lab/computer format. No college credit is awarded for this course. Prerequisite: Appropriate score on the Math Placement Test or successful completion of MTH 0906 with a "C" or better.

### **MTH 0908. Basic Geometry. 3 hrs.**

This is the beginning course in geometry. Topics of study include: angles, triangles, quadrilaterals, circles, congruence, similarity, area and perimeter plane figures, and surface areas and volumes of selected solids. Emphasis is on applying knowledge of geometry relations to solve problems rather than on rigorous development of geometric relations. An individualized approach is used. Completion of this course satisfies the geometry prerequisite for any other course. Prerequisite: MTH 0907 or adequate score on the math placement test.

### **MTH 1000. Math for Liberal Arts. 3 hrs.**

Intended as a survey course for those students interested in developing an appreciation of the role of mathematics and mathematical methods in contemporary thought. Emphasizes the understanding and application of mathematics. The course includes the study of set theory, probability, statistics, and other selected topics such as consumer math, scientific notation, problem solving, and geometry. This course does not serve as the prerequisite for any other mathematics course. Prerequisite: 1) MTH 0907 Intermediate Algebra and MTH 0908 Geometry, both with "C" or better; or 2) An appropriate score on the placement test.

### **MTH 1003. College Algebra. 4 hrs.**

This course is primarily for students who need to continue on in mathematics. Topics of study include: review of fundamental algebraic operations, radicals, systems of equations, higher degree equations, inequalities, absolute value, logarithms, matrices, and the binomial theorem. Credit is not given for this course and for MTH 1005. Prerequisite: 1) MTH 0907 Intermediate Algebra and MTH 0908 Geometry, both with a "C" or better; or 2) An appropriate score on the placement test or an ACT math subscore of 24.

### **MTH 1004. Trigonometry. 3 hrs.**

This course is primarily for students who need to continue on in the study of mathematics. Topics of study include the trigonometric functions and their graphs, identities, trigonometric equations, and practical applications. Credit is not given for this course and for MTH 1005. Prerequisite: 1) MTH 0907 Intermediate Algebra and MTH 0908 Geometry, both with a "C" or better; or 2) An appropriate score on the placement test.

### **MTH 1005. Precalculus. 5 hrs.**

This course covers the same topics as College Algebra (MTH 1003) and Trigonometry (MTH 1004) with emphasis on functions approach and curve sketching. It is recommended for students planning to take the calculus sequence but have not met the prerequisites. Credit is not given for this course and for MTH 1003 or MTH 1004. Prerequisite: 1) MTH 0907 Intermediate Algebra and MTH 0908 Geometry, both with a "C" or better; or 2) An appropriate score on the placement test.

### **MTH 1006. Finite Mathematics. 4 hrs.**

This course is intended for students in business, social science, and other areas in which a knowledge of the mathematics of probability, matrices, linear programming and their applications is used. Prerequisite: 1) MTH 1003 with a grade of "C" or better; or 2) An appropriate score on the placement test.

### **MTH 1007. Calculus for Bus. & Soc. Sciences. 4 hrs.**

This course is for students who need a basic understanding of differential and integral calculus, but do not need the more rigorous traditional calculus sequence. Applications in the fields of business and social sciences are stressed. Prerequisite: 1) MTH 1003 with a grade of "C" or better; or 2) An appropriate score on the placement test.

### **MTH 1008. General Elementary Statistics. 3 hrs.**

This course is intended to provide students with a basic understanding of the role of statistics in society along with a workable knowledge of statistical methods. Topics include: graphical methods of organizing data, numerical descriptions of data, basic probability theory, probability distributions, statistical inference, estimation, hypothesis testing, correlation and regression, and analysis of variance. Prerequisite: 1) MTH 0907 Intermediate Algebra and MTH 0908 Geometry, both with a "C" or better; or 2) An appropriate score on the placement test.

### **MTH 1009. Structure of Number Systems I. 3 hrs.**

This course is a study of the basic structure of the real number system, set theory, basic algorithms, informal geometry, and problem solving. The goal of this course is to increase the student's knowledge and understanding of mathematical theories and concepts. This is not a course in computational arithmetic skills. This course is recommended for students majoring in elementary or junior high education. Prerequisite: 1) MTH 0907 Intermediate Algebra and MTH 0908 Geometry, both with a C or better; or 2) An appropriate score on the placement test.

**MTH 1010. Structure of Number Systems II. 3 hrs.**

This course is the second course in a two-semester sequence. Topics of study include, but are not limited to, introductory geometry, measurement, probability, statistics, motion geometry, and coordinate geometry. This course is recommended for students majoring in elementary or junior high education. Prerequisite: 1) MTH 0907 Intermediate Algebra and MTH 0908 Geometry, both with a C or better; or 2) An appropriate score on the placement test.

**MTH 1011. Dimensions of Math Understanding. 3 hrs.**

This course focuses on the student's understanding of mathematical properties of real numbers and problem solving skills. Multiple representations will be used including algebraic. Emphasis is placed on verbal and written communication of mathematical concepts. Prerequisite: 1) MTH 0907 Intermediate Algebra and MTH 0908 Geometry, both with a C or better; or 2) An appropriate score on the placement test.

**MTH 1206. Technical Mathematics I. 3 hrs.**

This is the first course in technical mathematics. It includes topics in arithmetic, the metric system, selected topics in basic algebra, ratio and proportion, practical geometry and trigonometry. Emphasis is on the use of mathematics to solve typical job problems. An individualized study approach is used. Prerequisite: MTH 0900 or adequate score on the math placement test.

**MTH 1208. Applied Mathematics. 3 hrs.**

This course includes topics in algebra and trigonometry; vectors, tables and graphs. It is oriented, where practical, toward typical technical problems. Course not offered each semester.

**MTH 1208. Applied Mathematics. 3 hrs.**

This course includes topics in algebra and trigonometry; vectors, tables and graphs. It is oriented, where practical, toward typical technical problems. Course not offered each semester.

**MTH 1216. Technical Mathematics II. 2 hrs.**

This is the second course in the technical math sequence. Topics include: polynomials; equations with applications; graphing linear equations, systems of equations; factoring and quadratic equations. An individualized study approach is used.

**MTH 1220. Industrial Mathematics. 3 hrs.**

This course covers the use of the following math skills in solving occupational problems: whole numbers, fractions, and decimals; percents; measurement; formulas and equations; lines, angles and shapes; positive and negative numbers; and ratios and proportions.

**MTH 2001. Calculus & Analytic Geometry I. 5 hrs.**

This course is the first in a three-semester sequence of analytic geometry and calculus. Topics include: real numbers, lines, circles, conics, functions, limits, derivative and anti-derivative with applications, transcendental functions and the definite integral with applications. Prerequisite: 1) MTH 1005 or 1003 and 1004, with a grade of "C" or better; or 2) An appropriate score on the placement test. (Proficiency exam available).

**MTH 2002. Calculus & Analytic Geometry II. 4 hrs.**

Topics include: the definite integral and applications, techniques of integration, polar coordinates, polar graphs, indeterminate forms, improper integrals, conics, Taylor polynomials, sequences, and series. Prerequisite: MTH 2001 with a grade of C or better.

**MTH 2003. Calculus & Analytic Geometry II. 4 hrs.**

Topics include: three dimensional vectors, parametric equations, analytical geometry, partial differentiation, multiple integrals, and vector analysis. Prerequisite: MTH 2002 with a grade of C or better.

**MTH 2006. Intro Computing/Numerical Methods. 3 hrs.**

This course includes the fundamental principles, concepts, and methods of computing with an emphasis on numerical methods. Basic problem solving and programming techniques are covered, along with fundamental algorithms and data structures. Topics from numerical methods include Newton's method, function approximation, numerical differentiation, numerical integration, solutions to ordinary differential equations, and other selected topics.

**MTH 2007. Differential Equations. 3 hrs.**

Solution of ordinary differential equations of the first order and higher order with constant coefficients by exact methods, some equations with variable coefficients, systems of equations, Laplace transforms, and an introduction to numerical methods. Applications of all topics to problems arising in engineering and the physical sciences are studied. Prerequisite: Credit or concurrent enrollment in MTH 2003 or consent of instructor.

## Music (performance)

### Courses

#### **MUP 1001. Collegiate Chorale. 1 hr.**

A course in the understanding and enjoyment of music. Musical examples studied through selections from standard choral literature. Laboratory, three hours per week. This course may be repeated for a maximum of four hours credit. Prerequisite: None. A desire to sing in a choir.

#### **MUP 1002. Wind Ensemble. 1 hr.**

Designed primarily to provide performing instrumental ensemble for students and community members with (at least) high school band experience, as well as an ensemble for IVCC students preparing for future college music study. The music selected is written primarily for the Wind Ensemble which is a small wind and percussion performing organization. The ensemble will appear in one formal concert each semester, with informal appearances as activities will allow. This course may be repeated for a maximum of four hours credit. Prerequisite: High school band experience and consent of instructor.

#### **MUP 1004. Jazz Ensemble. 1 hr.**

A study of style and techniques in the jazz idiom. The course is open to all wind instrument players in addition to piano, guitar, and trap drum players. This course may be repeated for maximum of four hours credit. Lecture, one hour per week; Laboratory, one hour per week. Prerequisite: Performance ability on a wind instrument, piano, guitar or trap drum.

#### **MUP 1011. Chamber Singers. 1 hr.**

A selected group which specializes in studying and performing music written especially for choral ensembles. Lecture, one hour per week; laboratory, one hour per week. This course may be repeated for a maximum of four hours credit. Prerequisite: Audition, consent of instructor and concurrent enrollment in MUS 1001.

#### **MUP 1012. Flute Ensemble. 1 hr.**

Designed primarily to provide performing instrumental ensemble for students and community members with (at least) high school band experience, as well as an ensemble for IVCC students preparing for future college music study. The music selected is written primarily for the Flute Ensemble which is a small wind and percussion performing organization. The ensemble will appear in one formal concert each semester, with informal appearances as activities will allow. This course may be repeated for a maximum of four hours credit. Prerequisite: High school band experience and consent of instructor.

#### **MUP 2001. Applied Music- Vocal. 2 hrs.**

Individual instruction for music students whose principal performing medium is voice. Emphasis on technique, literature on performance, with proficiency requirements at each level. One hour lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the College vocal groups recommended. Prerequisite: Music major or audition. The 1-credit Applied Voice which includes MUP 1001, MUP 1011, MUP 1021 or MUP 1031 and permission of instructor.

#### **MUP 2005. Applied Music:Piano. 2 hrs.**

Individual music instruction for students whose principal performing medium is piano. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week.

#### **MUP 2013. Applied Music: Guitar. 2 hrs.**

Individual music instruction for students whose principal performing medium is one of the variety of instruments classified as string (2013-2053), woodwind (2022-2072), brass (2014-2044) or percussion (2005-2025). Piano, organ and guitar are also available. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the college instrumental groups is recommended.

#### **MUP 2014. Applied Music: Trumpet. 2 hrs.**

Individual music instruction for students whose principal performing medium is one of the variety of instruments classified as string (2013-2053), woodwind (2022-2072), brass (2014-2044) or percussion (2005-2025). Piano, organ and guitar are also available. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the college instrumental groups is recommended.

#### **MUP 2015. Applied Music: Drums/Orchestra. 2 hrs.**

Individual music instruction for students whose principal performing medium is one of the variety of instruments classified as string (2013-2053), woodwind (2022-2072), brass (2014-2044) or percussion (2005-2025). Piano, organ and guitar are also available. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the college instrumental groups is recommended.

#### **MUP 2022. Applied Music: Oboe. 2 hrs.**

Individual music instruction for students whose principal performing medium is one of the variety of instruments classified as string (2013-2053), woodwind (2022-2072), brass (2014-2044) or percussion (2005-2025). Piano, organ and guitar are also available. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the college instrumental groups is recommended.

#### **MUP 2023. Applied Music: Violin. 2 hrs.**

Individual music instruction for students whose principal performing medium is one of the variety of instruments classified as string (2013-2053), woodwind (2022-2072), brass (2014-2044) or percussion (2005-2025). Piano, organ and guitar are also available. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the college instrumental groups is recommended.

#### **MUP 2024. Applied Music: Trombone. 2 hrs.**

Individual music instruction for students whose principal performing medium is one of the variety of instruments classified as string (2013-2053), woodwind (2022-2072), brass (2014-2044) or percussion (2005-2025). Piano, organ and guitar are also available. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the college instrumental groups is recommended.

**MUP 2025. Applied Music: Drum Sets. 2 hrs.**

Individual music instruction for students whose principal performing medium is one of the variety of instruments classified as string (2013-2053), woodwind (2022-2072), brass (2014-2044) or percussion (2005-2025). Piano, organ and guitar are also available. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the college instrumental groups is recommended.

**MUP 2032. Applied Music: Clarinet. 2 hrs.**

Individual music instruction for students whose principal performing medium is one of the variety of instruments classified as string (2013-2053), woodwind (2022-2072), brass (2014-2044) or percussion (2005-2025). Piano, organ and guitar are also available. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the college instrumental groups is recommended.

**MUP 2034. Applied Music: French Horn. 2 hrs.**

Individual music instruction for students whose principal performing medium is one of the variety of instruments classified as string (2013-2053), woodwind (2022-2072), brass (2014-2044) or percussion (2005-2025). Piano, organ and guitar are also available. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the college instrumental groups is recommended.

**MUP 2043. Applied Music: Bass. 2 hrs.**

Individual music instruction for students whose principal performing medium is one of the variety of instruments classified as string (2013-2053), woodwind (2022-2072), brass (2014-2044) or percussion (2005-2025). Piano, organ and guitar are also available. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the college instrumental groups is recommended.

**MUP 2044. Applied Music: Tuba. 2 hrs.**

Individual music instruction for students whose principal performing medium is one of the variety of instruments classified as string (2013-2053), woodwind (2022-2072), brass (2014-2044) or percussion (2005-2025). Piano, organ and guitar are also available. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the college instrumental groups is recommended.

**MUP 2052. Applied Music: Saxophone. 2 hrs.**

Individual music instruction for students whose principal performing medium is one of the variety of instruments classified as string (2013-2053), woodwind (2022-2072), brass (2014-2044) or percussion (2005-2025). Piano, organ and guitar are also available. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the college instrumental groups is recommended.

**MUP 2053. Applied Music: Cello. 2 hrs.**

Individual music instruction for students whose principal performing medium is one of the variety of instruments classified as string (2013-2053), woodwind (2022-2072), brass (2014-2044) or percussion (2005-2025). Piano, organ and guitar are also available. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the college instrumental groups is recommended.

**MUP 2062. Applied Music: Flute. 2 hrs.**

Individual music instruction for students whose principal performing medium is one of the variety of instruments classified as string (2013-2053), woodwind (2022-2072), brass (2014-2044) or percussion (2005-2025). Piano, organ and guitar are also available. Emphasis is placed on technique, literature and performance, proficiency requirements at each level. One hour per lesson per week. This course may be repeated for a maximum of eight (8) semester hours. Concurrent enrollment in one of the college instrumental groups is recommended.

# Music

## Courses

### **MUS 1000. Music Appreciation. 3 hrs.**

A survey course covering the history of music. Intended to broaden the students understanding of music as an essential component of culture. Course work is divided into three categories: study of elements and fundamentals, study of music history and context in which major works were created, and listening. Lecture, three hours per week.

### **MUS 1001. Fundamentals of Music. 2 hrs.**

Introduction to the elements and fundamentals of music theory. Intended to provide students with a general understanding of the elements of music e.g; rhythm, melody, harmony, notation, texture and form. Training in the fundamentals of harmony. Lecture, two hours per week.

### **MUS 1002. Music Theory I. 4 hrs.**

Introductory study of the basic elements of music theory. Coursework is divided into two categories: study of music theory, rhythm, triads, seventh chords and diatonic harmony and aural skills; the development of proficiency in ear training and sight singing using the movable do solfege. Lecture, three hours per week; lab 2 hours per week. NOTE: Music majors must be concurrently enrolled in applied music lessons. Prerequisite: Basic knowledge of music reading.

### **MUS 1012. Music Theory II. 4 hrs.**

Continuation of MUS 1002. Continuation of diatonic harmony, part writing and analysis. Continuation of aural skills; ear training, rhythmic dictation and sight singing using the movable do solfege. Lecture, three hours per week; lab, two hours per week. NOTE: Music majors must be concurrently enrolled in applied music lessons.

### **MUS 2002. Music Theory III. 4 hrs.**

Continuation of MUS 1012. Completion of diatonic harmony. Introduction to chromatic harmony. Emphasis on part writing and analysis, continuation of aural skills; ear training, rhythmic and melodic dictation, and sight singing using the movable do solfege. Lecture, three hours per week; lab, two hours per week. NOTE: Music majors must be concurrently enrolled in applied music lessons.

### **MUS 2012. Music Theory IV. 4 hrs.**

Continuation of MUS 2002. Application of analytical techniques through the study of formal designs of the common-practice period. Continuation, sight singing using the movable do solfege, and basic keyboard skills. NOTE: Music majors must be concurrently enrolled in applied music lessons.



# Nursing

## Courses

### **NUR 1201. Fundamentals of Nursing I. 4 hrs.**

An introductory course in nursing. The content focuses on nursing as a profession within varied settings, integrating personal philosophy, legal documentation, and ethical accountability. The nursing process is introduced as the foundation for the development of Critical Thinking skills. An approach to goal-oriented communication is utilized in promotion, protection, and maintenance of health. These skills are blended to assist the student in providing individuals, families or groups with health education within various community settings. Cultural diversity is introduced as a consideration in providing the learner with health care knowledge based on varied values and personal belief systems. Lecture, two and one-half hours per week; clinical, four and one-half hours per week, including clinical conferences and discussion of related topics. Prerequisite: Admission to the nursing program; current enrollment in or completion of (A.D.N.) BIO 1007, BIO 1009, ALH 1002, or (P.N.) ALH 1200, BIO 1200, ALH 1002.

### **NUR 1202. Fundamentals of Nursing II. 4 hrs.**

A basic course in nursing which expands the knowledge and skills acquired in Fundamentals of Nursing I. The content incorporates holistic wellness and health restoration across the life span focusing on medication administration, principles of fluid and electrolytes, oxygenation therapies, and perioperative and wound care. Campus lab experiences enhance development of dexterity and proficiency of nursing skills. Supervised practice in the clinical area provides students opportunities to implement critical thinking, therapeutic nursing skills, communication skills, and care management in providing patient care. Lecture, two and one-half hours per week; college laboratory, two hours per week; clinical, five and one-half hours per week including clinical conference and discussion of related topics. Prerequisite: Successful completion of NUR 1201; concurrent enrollment in, or completion of (A.D.N.) BIO 1007, BIO 1009, ALH 1002; or (P.N.) ALH 1200, BIO 1200, ALH 1002.

### **NUR 1205. Pharmacology I for The Nursing Student. 1.5 hr.**

This course is designed to prepare the nursing student to safely administer medications in the clinical setting. The intent of this course is to introduce the nursing student to the fundamentals of drug therapy and pharmacotherapeutics of nursing practice. The focus of major drug classifications and specific medicinal agents will be discussed in relation to pharmacodynamics, pharmacokinetics, therapeutic use, adverse reactions, and precautions. Major classifications studied in this course include nutrition and Electrolytes, Anti-inflammatory Agents, Non-narcotic and Narcotic Analgesics, Anti-infective Agents, and Endocrine Agents. Students who successfully complete Nursing 1205 with a "C" or greater will continue the study of pharmacology in Nursing 1206. This course is intended for nursing students who have previous credit for NUR 1201 or are currently enrolled in NUR 1201.

### **NUR 1206. Pharmacology II for The Nursing Student. 1.5 hr.**

This course is designed to continue to prepare the nursing student to safely administer medications in the clinical setting. The intent of this course is to assist the nursing student in application of the fundamentals of drug therapy and pharmacotherapeutics of nursing practice that were introduced in Nursing 1205. The focus of major drug classifications and specific medicinal agents will continue from Nursing 1205 and be discussed in relation to pharmacodynamics, pharmacokinetics, therapeutic use, adverse reactions, and precautions. Major drug classifications included in this course include Cardiovascular Agents, Respiratory Agents, Neurologic Agents, Autonomic Nervous System Agents, and Psychiatric Agents. This course is intended for nursing students who have successfully completed NUR 1201 and NUR 1205 with a grade of "C" or better and who have successfully completed or are concurrently enrolled in NUR 1202. Prerequisite: Credit or concurrent enrollment in NUR 1202.

### **NUR 1210. Mental Health Nursing. 3 hrs.**

The focus on this course is the nursing care of patients with mental health problems throughout the life cycle. The student is provided the opportunity to utilize critical thinking, the nursing process, nursing skills, and theoretical knowledge in a variety of health care settings. Lecture, one and one-half hours per week; clinical, four and one-half hours per week, including clinical conferences and discussion of related topics. Prerequisite: NUR 1201, NUR 1202; (A.D.N.) BIO 1007, BIO 1009, ALH 1002; OR (P.N.) ALH 1200, ALH 1002, BIO 1200. Concurrent enrollment in, or completion of (A.D.N.) ALH 1000, BIO 1008, PSY 1000 or (P.N.) PSY 1000, ENG 1001.

### **NUR 1211. Holistic Nursing I. 5 hrs.**

The focus of this course is the nursing care of patients with the most commonly experienced problems of the respiratory, cardiopulmonary, gastrointestinal, urinary, endocrine, and integumentary systems across the life span. Students are provided an opportunity to utilize critical thinking, the nursing process, nursing skills, and theoretical knowledge in a variety of health care settings. Lecture, three hours per week; clinical, six hours per week, including clinical conferences and discussion of related topics. Prerequisite: NUR 1201, NUR 1202, (A.D.N.) BIO 1007, BIO 1009, ALH 1002; or (P.N.) ALH 1200, ALH 1000, BIO 1200. Concurrent enrollment in, or completion of (A.D.N.) ALH 1000, BIO 1008, PSY 1000 or (P.N.) PSY 1000, ENG 1001.

### **NUR 1220. Role of The Licensed Practical Nurse. 1 hr.**

The focus of this course is the role and function of the practical nurse. The role and function of the licensed practical nurse will be identified and discussed in relation to law, institutional policy, professional standards, and ethical behavior. Current trends in practical nursing and health care are explored. Lecture, one hour per week. Prerequisite: NUR 1201, NUR 1202, NUR 1210, NUR 1211; ALH 1200 (or ALH 1000 and BIO 1009); BIO 1200 (or BIO 1007 and BIO 1008); PSY 1000; ENG 1001. Completion of or concurrent enrollment in NUR 1221.

**NUR 1221. Holistic Medical/Surgical Nursing for The Practical Nurse.. 5 hrs.**

The focus of this module is the nursing care of patients with the most commonly experienced conditions and problems of the reproductive, nervous, and immunological systems across the lifespan. Care of the childbearing client/family, including normal pregnancy and common complications is also covered. Students are provided an opportunity to utilize critical thinking, the nursing process, nursing and communication skills, and knowledge of theory and community in the clinical setting. Lecture, four hours per week; clinical, six hours per week, including clinical conferences and discussion of related topics. Prerequisite: NUR 1201, NUR 1202, NUR 1210, NUR 1211; ALH 1200 (or ALH 1000 and BIO 1009); ALH 1002; BIO 1200 (or BIO 1007 and BIO 1008); PSY 1000; ENG 1001. Completion of or concurrent enrollment in NUR 1220.

**NUR 1230. Intro To Registered Nursing for The Practical Nurse.. 2 hrs.**

This course is designed to assist the LPN in the understanding of the comprehensive role of the registered nurse as specified by the philosophy and curriculum of the Illinois Valley Community College Associate Degree Nursing Program. Learning experiences will be provided to evaluate and enhance the LPN's knowledge of nursing concepts and performance of selected nursing skills. This course is a requirement for students who have not graduated from the Practical Nursing program at Illinois Valley Community College and wish to pursue the Associate Degree in Nursing. It is also a requirement for individuals who have graduated from the IVCC P.N. program over three years ago. Independent study. Prerequisite: Licensure as a Practical Nurse and Advanced Placement standing in the Associate Degree Nursing program.

**NUR 2200. Management Concepts in Nursing. 1 hr.**

This course introduces the Associate Degree nursing student to the basic knowledge related to managing client care as required by the profession of Nursing. Key concepts to be included are: client care management, time management, health care economics, supervision, delegation, and conflict resolution. Lecture, one hour per week. Prerequisite: NUR 1201, NUR 1202, NUR 1210, NUR 1211; BIO 1007, BIO 1008, BIO 1009, ALH 1002, ALH 1000, PSY 1000. Concurrent enrollment in or completion of ENG 1001, SOC 1000; or licensure as a Registered Nurse.

**NUR 2201. Holistic Nursing II. 5 hrs.**

The focus of this module is the holistic nursing care across the life span of patients with problems related to the biliary, digestive, hematologic and reproductive systems, cancer, burns, and HIV/AIDS. The student is provided the opportunity to utilize critical thinking, the nursing process, nursing skills, theoretical knowledge, and management skills in various health care settings. Lecture, three hours per week; clinical, six hours per week, including clinical conferences and discussion of related topics. Prerequisite: NUR 1201, NUR 1202, NUR 1210, NUR 1211, BIO 1007, BIO 1008, ALH 1002, BIO 1009, ALH 1000, PSY 1000. Concurrent enrollment in or completion of ENG 1001, SOC 1000, NUR 2200.

**NUR 2202. Maternal Child Nursing I. 4 hrs.**

The focus of this course is on the nursing needs of individuals as they relate to childbearing and children. Experience in preventive, supportive, and therapeutic care is offered through clinical experience in the care of the obstetrical patient, newborn, child, and adolescent. Students are provided the opportunity to utilize critical thinking, the nursing process, nursing skills, and management skills in various health care settings. Lecture, two hours per week; clinical, five and one-half hours per week including clinical conferences and discussion of related topics. Prerequisite: NUR 1201, NUR 1202, NUR 1210, NUR 1211, BIO 1007, BIO 1008, BIO 1009, ALH 1002, ALH 1000, PSY 1000. Concurrent enrollment in or completion of ENG 1001 and SOC 1000 and NUR 2200.

**NUR 2210. Issues in Professional Nursing. 2 hrs.**

This course is concerned with the current issues and trends in the practice of nursing and the delivery of health care. Emphasis is on the transition of student nurse to graduate nurse. Analytical skills of moral reasoning are presented in order that the nurse will be able to adopt a moral point of view and make a defend considered moral judgments. The Illinois Nursing Act and ethical issue in nursing are discussed. Lecture, two hours per week. Prerequisite: NUR 1201, NUR 1202, NUR 1210, NUR 1211, NUR 2200, NUR 2201, NUR 2202; BIO 1007, BIO 1008, BIO 1009, ALH 1002, ALH 1000, PSY 1000, ENG 1001, SOC 1000. Concurrent enrollment in or completion of ENG 1002 or licensure as a registered nurse.

**NUR 2211. Holistic Nursing III. 5 hrs.**

The focus of this course is the nursing care of clients/patients throughout the life cycle with neurological, endocrine, and musculoskeletal(NEMS) problems. Students are provided the opportunity to utilize critical thinking, the nursing process, nursing skills, theoretical knowledge, and management skills in various health care settings. Lecture, three hours per week; clinical, six hours per week, including clinical conferences and discussion of related topics. Prerequisite: NUR 1201, NUR 1202, NUR 1210, NUR 1211, NUR 2200, NUR 2201, NUR 2202, BIO 1007, BIO 1008, BIO 1009, ALH 1000, ALH 1002, PSY 1000, SOC 1000, ENG 1001. Concurrent enrollment or completion of ENG 1002 and NUR 2210.

**NUR 2212. Holistic Nursing IV. 5 hrs.**

The focus of this module is the nursing care of individuals throughout the life cycle with needs related to the cardiac, respiratory, vascular, and renal systems. The student is provided the opportunity to utilize critical thinking, the nursing process, nursing skills, theoretical knowledge, and management skills in various health care settings. Lecture, three hours per week; clinical, six hours per week including clinical conferences and discussion of related topics. Prerequisite: NUR 1201, NUR 1202, NUR 1210, NUR 1211, NUR 2200, NUR 2201, NUR 2202, BIO 1007, BIO 1008, BIO 1009, ALH 1000, ALH 1002, PSY 1000, SOC 1000, ENG 1001. Concurrent enrollment in or completion of ENG 1002 and NUR 2210.

**NUR 2301. Pharmacology in Nursing Practice. 3 hrs.**

This course is designed for the nurse who wishes to develop her/his theoretical knowledge base of pharmacotherapeutics for nursing practice. The focus of major drug classifications and specific medicinal agents will be discussed in relation to pharmacodynamics, pharmacokinetics, therapeutic uses, adverse reactions, and precautions. Prerequisite: R.N. or experienced L.P.N. or successful completion of NUR 1201 and 1202 and BIO 1007 and 1008 or BIO 1200.

# Philosophy

## Courses

### **PHL 1001. Introduction To Philosophy. 3 hrs.**

An introduction to the major types of philosophical thought and the central problems of philosophy (e.g. human nature, political philosophy, the nature of morality, philosophy of religion) as presented through classical and contemporary reading selections.

### **PHL 1002. Ethics. 3 hrs.**

This course examines moral principles and moral issues. The course focuses upon the nature and the ground of moral obligation. It introduces major ethical systems and tests those against selected contemporary moral problems.

### **PHL 1003. Philosophy of Religion. 3 hrs.**

A rational examination of the nature and content of religious belief through an examination of such issues as the relation of reason to faith, the existence and nature of God, religious experience, and the occurrence of evil.

### **PHL 1005. Logic. 3 hrs.**

A study of the methods and principles used to recognize, analyze, and evaluate arguments. The course focuses on recognizing and evaluating sources of knowledge, identifying sources of biased reasoning, learning formal and informal methods of evaluating arguments, analyzing language and imagery used in argumentation, and recognizing fallacies and biases in everyday reasoning.

### **PHL 1013. Comparative Religions. 3 hrs.**

This course examines and compares several of the major religious traditions around the world, with an emphasis on identifying historical connections, common themes and theoretical differences among them. May include treatments of the nature of religion, the relation of religion to culture, or problems arising from religious diversity.

# Photography

## Courses

### **PHO 2000. Introduction Photography. 3 hrs.**

An introduction to the principles and practices of black and white photography, this course teaches students the use of still cameras, film, composition techniques, developing skills, and printing methods. Students will supply their own cameras. Lecture, two hours per week; laboratory, two hours per week.

# Physics (Theoretical and Applied)

## Courses

### **TAM 2001. Theoretical & Applied Mechanics (Stat/ Dynam). 5 hrs.**

This course employs a vector approach to statics and dynamics. The topics covered include resultants of force systems; algebraic and graphical methods of resolution; analysis of forces acting on members of trusses, frames, etc; friction, centroids, kinematics of particles and rigid bodies; moments of inertia; kinetics of particles and rigid bodies; solution of kinetics problems by methods work, energy impulse and momentum; mechanical vibrations. Prerequisite: Credit in PHY 1001 and registration in MTH 2003.

# Physics

## Courses

### **PHY 1001. General Physics. 4 hrs.**

This course is for students in chemistry, engineering, and physics. This course includes forces, motion, work and energy, circular and harmonic motion. Lecture, two hours per week; seminar, one hour per week; lab, two hours per week. Prerequisite: Credit in MTH 2001.

### **PHY 2001. General Physics. 4 hrs.**

This course is for students in chemistry, engineering, and physics. This course includes the concepts of temperature, heat, molecular properties of matter, concepts of waves and wave motion, vibrating bodies, electric fields, DC current and circuits. Lecture, two hours per week; seminar, one hour per week; lab, two hours per week. Prerequisite: PHY 1001 and credit or registration in MTH 2002.

### **PHY 2002. General Physics. 4 hrs.**

This course is for students in chemistry, engineering, and physics. This course includes the concepts of magnetic field, A.C. current and circuits electromagnetic waves, light, optics, atomic and nuclear physics. Lecture, two hours per week; seminar, one hour per week; lab, two hours per week.

### **PHY 2003. General Physics. 5 hrs.**

This course is for students in the Arts and Sciences. (Not for chemistry, engineering, or physics majors.) This course includes the basic concepts of force and motion, energy and momentum, properties of matter, heat and thermodynamics, wave motion, and sound. Lecture, three hours per week; seminar, one hour per week; lab, two hours per week. Prerequisite: MTH 1005 or equivalent.

### **PHY 2004. General Physics. 5 hrs.**

This course is for students in the Arts and Sciences. (Not for chemistry, engineering, or physics majors.) This course includes the basic concepts of light and optics, electricity and magnetism, and atomic and nuclear physics. Lecture, three hours per week; seminar, one hour per week; lab, two hours per week.

# Political Science

## Courses

### **PSI 1000. American National Government. 3 hrs.**

This course will introduce students to the Constitution and the formal governmental institutions of the United States of America. Students will also learn about political parties, both modern and historical, lobbying and interest groups, civil liberties, and civil rights. This course will allow students to critically analyze our system of government and to thoughtfully address some of the major dilemmas that face American politics today.

### **PSI 1002. State and Local Government. 3 hrs.**

This course introduces the student to the study of state and local governments within the federal system. Students will study the U.S. and Illinois Constitutions, the powers of state and local governments, state executives, legislators, courts, police and corrections. Students will also study local governments, policy making, budgets, and social programs.

### **PSI 1003. Introduction To Global Studies. 3 hrs.**

This course introduces the student to the concepts of globalizations through the comparative study of global issues. Topics to be discussed in the course include: The changing nature of the international system, globalization, human rights, poverty, global health, the environment, and global conflict and terrorism. The course is required for students completing the Emphasis in Global Studies.

### **PSI 2000. International Relations. 3 hrs.**

This course will introduce students to the international environment by looking at the challenges that face the world, and, consequently the United States, and the alternative approaches available to addressing those challenges. Students will learn about major organizations in the international arena, including the United Nations, the European Union, the World Trade Organization, the World Bank, and the International Monetary Fund. Students will also be examining such concepts as war and peace, foreign policy, security, conflict and conflict management, international law, terrorism, human rights, and trade. Current events in the international environment will also be discussed.

# Psychology

## Courses

### **PSY 1000. General Psychology. 3 hrs.**

This is an introductory course dealing with analysis and description of human behavior with special reference to research methods, psychological influences on the brain and behavior, learning memory, perception, motivation, emotions, personality and adjustment. Emphasis is placed on psychological principles as they relate to daily life.

### **PSY 2000. Personality. 3 hrs.**

This course is designed to provide an introduction to the major personality theories in psychology. Included are the psychoanalytic/psychodynamic, humanistic, behavioral, cognitive trait and biological approaches. Considerable emphasis will be placed upon the integration of theory and research through the review and practical application of personality assessment techniques and research methodology.

### **PSY 2001. Child Growth and Development. 3 hrs.**

This course reviews the biological foundations of conception, birth and language development. Physical, cognitive, psychosocial and emotional development and maturation are charted from conception to adolescence. The relationship between theory, research and practical application is emphasized.

### **PSY 2004. Social Psychology. 3 hrs.**

This course involves the scientific study of human behavior as influenced by other individuals. Emphasis is placed on research and theory regarding such social factors as communication, motivation, differential social and cultural factors in personality, social interaction, prejudice, gender issues, attraction, conformity, group processes.

### **PSY 2005. Human Sexuality. 3 hrs.**

This course is an introductory course dealing with basic psychological, biological and cultural aspects of human sexuality as they relate to daily life. Emphasis will be placed on psychological dimensions of sexuality to promote an increased personal understanding of sexual behavior.

### **PSY 2006. Abnormal Psychology. 3 hrs.**

This course is designed to acquaint the student with the study of symptoms, causes, and treatments of various psychological disorders, and a variety of other classifications from DSM IV will be covered.

### **PSY 2200. Human Relations in The World of Work. 3 hrs.**

This course is designed specifically for students in one or two-year occupational programs; this course focuses on applied psychology related to the world of work. Attention is given to motivation, job-related problems, interpersonal relations on the job and adjustment to typical stress situations. Attention is also given to the job selection and interview process. Instruction is directed toward the practical application of behavioral principles, and the recognition and incorporation of individual or cultural differences in the global workplace.



# Reading

## Courses

### **RED 0800. Basic Reading I. 3 hrs.**

This course is designed to help students build a foundation of basic word analysis, vocabulary, and reading skills. Students will be introduced to various study strategies to promote academic success. This review course will build on students' strengths and is recommended for students who need an intensive review of the basic reading skills necessary for successful comprehension. IVCC college credit is awarded, but no transferable college credit. The course is evaluated by a letter grading system; however, it is not calculated into the GPA. Students must earn 80 percent of the total points available to pass the course. Prerequisite: Appropriate score on the Accuplacer Reading Test.

### **RED 0810. Basic Reading I, Module 1. 1 hr.**

Basic Reading I, Module 1 introduces the student to basic vocabulary building techniques, study skills and reading comprehension skills. It is the first in a series of three modules which satisfies the Basic Reading 1 requirement. Students work independently receiving individualized and computer-aided instruction. This course is intended for those who need an intensive review of the basic reading skills necessary for successful comprehension. No transferable credit is awarded. It is evaluated on a letter grading system, but the grade is not calculated into the GPA. Students must successfully complete the course with a grade of "C" or higher to satisfy the requirements for Basic Reading I. Prerequisite: Appropriate score on the Accuplacer Reading Placement Test.

### **RED 0811. Basic Reading I, Module 2. 1 hr.**

Basic Reading I, Module 2 continues the study of basic vocabulary building techniques, study skills, and reading comprehension skills. It is the second in a series of three modules which satisfy the Basic Reading I requirement. Students work independently receiving individualized and computer-aided instruction. The course is intended for those who need an intensive review of the basic reading skills necessary for successful comprehension. No transferable credit is awarded. It is evaluated on a letter grading system, but the grade is not calculated into the GPA. Students must successfully complete the course with a grade of "C" or higher to satisfy the requirements for Basic Reading I. Prerequisite: Successful completion of RED 0810.

### **RED 0812. Basic Reading I, Module 3. 1 hr.**

Basic Reading I, Module 3 continues the study of basic vocabulary building techniques, study skills, and reading comprehension skills. It is the third in a series of three modular courses which satisfy the Basic Reading I requirement. Students work independently receiving individualized and computer-aided instruction. This course is intended for those who need an intensive review of the basic reading skills necessary for successful comprehension. No transferable credit is awarded. It is evaluated on a letter grading system, but the grade is not calculated into the GPA. Students must successfully complete the course with a grade of "C" or higher to satisfy the requirements for Basic Reading I. Prerequisite: Successful completion of RED 0811.

### **RED 0900. Basic Reading II. 3 hrs.**

This course is designed to enhance student knowledge of word analysis, vocabulary, and comprehension skills. It explores and practices critical reading and thinking. Students will be introduced to study and test-taking strategies that promote academic success. This course builds on students' strengths and is for those who need greater efficiency in the reading skills necessary for academic success. IVCC college credit is awarded, but no transferable college credit. The course is evaluated by a letter grading system; however, it is not calculated into the GPA. Students must complete the course with a "C" or higher to satisfy the requirement for Basic Reading II. Students must earn 80 percent of the total points available to pass the course. Prerequisite: Successful completion of Basic Reading I or appropriate score on the Accuplacer Reading Test.

### **RED 0901. Vocabulary. 1 hr.**

This open-entry, open-exit, individualized course is designed for students who wish to improve their vocabulary. Students have the option of reviewing a variety of topics: prefixes, suffixes, roots, context clues, and specialized vocabulary. Sixteen hours of class attendance are required, and the pass/fail grade does not count in the student's GPA. No college credit is awarded for this course.

### **RED 0904. Reading Rate & Comprehension. 1 hr.**

Increasing the accuracy and understanding of text reading is the focus of this course. Practice in identifying main ideas, supporting details and organizational structure will be stressed along with critical reading and thinking skills. An opportunity will be given to increase reading rate. Instruction is presented via a number of learning modalities: books, computer programs, and videos. The pass/fail grade is not computed in graduation GPA. This open-entry, open-exit course is not awarded college credit.

### **RED 0905. Reading/Writing Technical Documents. 1 hr.**

This course has a twofold purpose: to receive instruction and practice in reading and in writing technical documents. Strategies for learning vocabulary associated with a technical field, reading charts and graphs and general reading comprehension will be emphasized as well as writing business letters, memos and reports. Direct application will be made to the student's technical textbooks. Instruction is presented via a number of learning modalities: books, computer programs, audio tapes and videos. This open-entry, open-exit course earns a pass/fail grade which is not computed in the graduation GPA.

### **RED 0906. Spelling. 1 hr.**

The open-entry, open-exit individualized course is designed for the student who needs assistance in spelling. Topics include basic spelling rules, memory gimmicks, proofreading, and spelling tools. The specific needs of the student are determined through testing, referrals from instructors, and the student's instructional program. Sixteen hours of class attendance are required, and the pass/fail grade does not count in the student's GPA.

### **RED 0907. Motivation and Planning. 1 hr.**

The student will inventory and evaluate his/her personal learning style, motivational strategies and time management skills. The student will develop a daily time plan, write personal and educational goals and learn ways to be self-motivated. Instruction is presented via a number of learning modalities, such as books and videos. This open-entry, open-exit course is not awarded college credit.

**RED 0910. Basic Reading II, Module 1. 1 hr.**

Basic Reading II, Module 1 is designed to enhance the student's knowledge of word analysis, vocabulary development, study skills, and comprehension. It is the first in a series of three modules that satisfy the Basic Reading II requirements. Students work independently receiving individualized and computer-aided instruction. Module 1 earns one hour of Illinois Valley Community College credit. It is not figured into the GPA and is evaluated on a letter-grading system. All three modules, RED 0910, RED 0911, and RED 0912, must be successfully completed with a grade of "C" or higher in order to satisfy the requirements for Basic Reading II. Successful completion of RED 0910, RED 0911, and RED 0912 also satisfies the prerequisite reading requirement for ENG 1001 and ENG 1205. Prerequisite: Successful completion of Basic Reading I or appropriate score on the Accuplacer Reading Placement Test.

**RED 0911. Basic Reading II, Module 2. 1 hr.**

Basic Reading II, Module 2 continues the development of vocabulary and study skills. Emphasis is placed on comprehension development, inferences, analysis, and data interpretation. It is the second module in a series of three modules that satisfy the Basic Reading II requirements. Students work independently receiving individualized and computer-aided instruction. Module 2 earns one hour of Illinois Valley Community College credit. It is not figured into the GPA and is evaluated on a letter-grading system. All three modules, RED 0910, RED 0911, and RED 0912, must be successfully completed with a grade of "C" or higher in order to satisfy the requirements for Basic Reading II. Successful completion of RED 0910, RED 0911, and RED 0912 also satisfies the prerequisite reading requirement for ENG 1001 and ENG 1205. Prerequisite: Successful completion of RED 0910.

**RED 0912. Basic Reading II, Module 3. 1 hr.**

Basic Reading II, Module 3 explores and practices critical reading and thinking skills. Emphasis is placed on the application of those skills to academic life. It is the third in a series of three modules that satisfy the Basic Reading II requirements. Students work independently receiving individualized and computer-aided instruction. Module 3 earns one hour of Illinois Valley Community College credit. It is not figured into the GPA and is evaluated on a letter-grading system. All three modules, RED 0910, RED 0911, and RED 0912, must be successfully completed in order to satisfy the requirements for Basic Reading II. Successful completion of RED 0910, RED 0911, and RED 0912 also satisfies the prerequisite reading requirement for ENG 1001 and ENG 1205. Prerequisite: Successful completion of RED 0911.

**RED 1008. Power Reading. 3 hrs.**

Power Reading develops college reading efficiency by strengthening inferential comprehension, vocabulary depth, and reading rate. Students will actively analyze a best-seller, explore current issues, sharpen skills by reading selections from a variety of disciplines, and engage in roundtable discussions, PowerPoint presentations, written summaries, and computer research. This course is offered in the classroom format. IVCC and transferable college credit are awarded. Prerequisite: Appropriate score on the Accuplacer Reading Test, consent of the instructor, or successful completion of RED 0900 or the RED 0910, RED 0911 and RED 0912 series.

# Real Estate

## Courses

### **REA 1200. Real Estate Broker Pre-License I. 3 hrs.**

This course provides students with instruction in real estate fundamentals. Students are required to attend all sessions which include introduction to the license law and real property, basics of agency, seller and buyer relationships and counseling, local, state and federal laws, brokerage, property management, leases, independent contractor and employee status, etc. This course is appropriate and required for anyone interested in obtaining a broker license in Illinois. This course, along with REA 1201, fulfills the education requirements for obtaining an Illinois Real Estate Broker license.

### **REA 1201. Real Estate Broker Pre-Licensing II. 3 hrs.**

This course provides students with instruction in real estate fundamentals. Students are required to attend all sessions which include real estate contracts, title records and transfers, real estate financing principles and practices, closing transactions, commercial property, and interactive activities. This course is appropriate and required for anyone interested in obtaining a real estate broker license in Illinois. This course, along with REA 1200, fulfills the education requirements for obtaining an Illinois Real Estate Broker license.

# Sociology

## Courses

**SOC 1000. Introduction To Sociology. 3 hrs.**

An introduction to basic sociological principles, concepts, and methods. Efforts will be made to develop an understanding of the social world, social organization and collective behavior.

**SOC 1002. Marriage and Family. 3 hrs.**

An examination of the diverse systems of kinship and shifts in family structure and relations over time. The course also provides sociological analysis of intimate relationships focusing on a range of topics from cultural influences on mate selection to domestic violence.

**SOC 2001. Social Problems. 3 hrs.**

An investigation of contemporary and historical social problems within the United States and globally. Students will explore the ways different perspectives lead to different approaches in defining and addressing social problems. Societal problems ranging from prejudice to environmental degradation will be critically evaluated. Prerequisite: SOC 1000 Introduction to Sociology is helpful but not required.

# Spanish

## Courses

### **SPN 1000. Conversational Spanish I. 3 hrs.**

Introduction to the basics of the language, with emphasis on speaking and listening skills. A supplement to the SPN-1001-SPN-2002 language courses with additional practice in basic conversation. Can be taken prior to the regular language sequence(s) -- 1001 and following -- or concurrently with any other course (except 2003 Advanced Composition and Conversation). Can also be taken on its own merits for those with a personal interest for avocational purposes. Provides basic conversational patterns, idiomatic vocabulary, basic grammar and syntax, and general cultural patterns. IN THE MAJORITY OF INSTANCES, THIS COURSE WILL TRANSFER ONLY AS A GENERAL ELECTIVE FOR THE B.A. DEGREE OR FOR OTHER BACCALAUREATE DEGREES REQUIRING A WORLD LANGUAGE.

### **SPN 1001. Elementary Spanish I. 4 hrs.**

An elementary Spanish course designed to foster development of the four essential skills of language acquisition: comprehension of spoken Spanish, reading comprehension, speaking and writing. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners to develop projects, write journals and participate in discussions.

### **SPN 1002. Elementary Spanish II. 4 hrs.**

A continuation of SPN-1001 designed to foster development of the four essential skills of language acquisition: comprehension of spoken Spanish, reading comprehension, speaking and writing. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners to develop projects, write journals and participate in discussions. Prerequisite: SPN 1001, two years of high school Spanish, or permission of instructor.

### **SPN 1010. Conversational Spanish for Professionals. 3 hrs.**

A continuation of SPN 1000, with additional conversation practice and review. Provides an expansion of conversational patterns, vocabulary, review of basic grammar and syntax, and continued exploration of German culture. IN THE MAJORITY OF INSTANCES, THIS COURSE WILL TRANSFER ONLY AS A GENERAL ELECTIVE FOR THE B.A. DEGREE OR FOR OTHER BACCALAUREATE DEGREES REQUIRING A WORLD LANGUAGE. Prerequisite: None (previous exposure to Spanish language helpful).

### **SPN 1200. Conversational Spanish for Med Personnel. 3 hrs.**

Introduction to the basics of the Spanish language with emphasis on business and professional communication. Presentation of basic grammar, syntax and conversational patterns. Provides realistic dialogues and situational exercises about cases that medical personnel encounter in the course of their work. Students are required to work with partners in role playing situations and vocabulary drills. Short readings, covering business and professional topics are followed by brief conversations and a question-answer exercise. SPN 1200 is designed and recommended for all medical personnel with a desire to communicate with Spanish-speaking patients.

### **SPN 2001. Intermediate Spanish I. 4 hrs.**

An intermediate Spanish course designed to foster development of the four essential skills of language acquisition: comprehension of spoken Spanish, reading comprehension, speaking and writing, and an awareness of cultural and literary contributions from the 21 Spanish speaking societies. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners to develop projects, write journals and participate in discussions. Prerequisite: SPN 1001 or SPN 1002, two years of high school Spanish or permission of the instructor.

### **SPN 2002. Intermediate Spanish II. 4 hrs.**

A continuation of SPN-2001 designed to foster development of the four essential skills of language acquisition: comprehension of spoken Spanish, reading comprehension, speaking and writing, and an awareness of cultural and literary contributions from the 21 Spanish speaking societies. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners to develop projects, write journals and participate in discussions. Prerequisite: SPN 2001, two years of high school Spanish or equivalent or permission of instructor.

### **SPN 2003. Composition and Grammar. 3 hrs.**

An advanced level composition and conversation course based upon a cultural approach. Grammar is reviewed extensively. Advanced selections from Hispanic literature will be read and analyzed. Prerequisite: SPN 2002 or three years of high school Spanish or consent of instructor.

### **SPN 2004. Survey of Spanish Literature. 3 hrs.**

An advanced level composition and conversation course based upon a survey of historical Hispanic literature. Grammar is reviewed extensively. Advanced selections from Hispanic literature will be read and analyzed. The course titles include both SPN-2004 and HFA-1007 Special Topic so that two semesters - each with a different topic can be taken for 3 semester credit hours per course, or a total of 6 semester hours. Fall semester covers Iberian Spanish Literature and spring semester covers Latin American Literature. Prerequisite: SPN 2002, three years of high school Spanish or consent of instructor.

# Speech

## Courses

**SPH 1001. Fundamentals of Speech. 3 hrs.**

A course in the fundamentals of speech presentation in audience situations with emphasis upon the development of effective research organization, delivery and listening. Lecture, three hours per week.

**SPH 1204. Oral Communication Skills for Business, Industry & Technology. 3 hrs.**

This course focuses on the recognition and practical application of speaking, listening and observing skills for the world of work. Designed for students in business, technical, and vocational programs, the course stresses team building, critical thinking and problem solving.

# Strategies for College

## Courses

### **SFC 1000. Strategies for College. 2 hrs.**

In Strategies for College, students learn strategies to assist them in taking charge of their life. The course allows students through journal writing, reading and group activities to investigate strategies and options that will lead to success in college and in life. An investigation of study skills, IVCC support services, and careers is included.

# Student Development

## Courses

### **SDT 1201. Career Exploration. 1 hr.**

This course is designed to teach each student how to systematically approach the task of exploring the world of work. Students will be taught how to make use of resource materials. They will be taught how to differentiate between useful resources and unuseful resources. Students will also be taught how to incorporate their own values in deciding which occupational grouping to further pursue. Examination of identified strengths as they apply to job skills will be discussed.

### **SDT 1202. Career Decision Making. 1 hr.**

The material in this class is designed to teach students how to make career decisions based upon the individual student's values and strengths. The student will be taught how to use a decision making matrix and will be taught how the matrix can be used in making career decisions. Students will be taught how to take their personalized values and incorporate them into career decision making.

### **SDT 1203. Job Seeking Skills. 1 hr.**

The unit is designed to help the student acquire the necessary skills and strategies essential to obtain a job; and the essentials for adjustment to the occupation and for upward and lateral mobility within the occupation. Lecture, 1 hour.

### **SDT 1210. Cooperative Wk Study- Walt Disney World. 8 hrs.**

The Disney Cooperative Work Study requires 600 hours of on-the-job experience on site at Walt Disney World and in the Walt Disney World College program. This directed work experience is designed to expand a student's knowledge of successful organizational practices and build transferable knowledge and skills for future employment beyond the college experience.



# Study Skills

## Courses

### **SSK 0902. Test Taking Techniques. 1 hr.**

This open-entry, open-exit individualized course is designed for the student who needs to learn or to review test taking strategies and for the student who wants to overcome test stress and anxiety. Sixteen hours of class attendance are required, and the pass/fail grade does not count toward college credit and is not included in the student's GPA.

### **SSK 0903. Using Study Systems. 1 hr.**

Application of the SQ3R textbook study system, Cornell notetaking, lecture notetaking, mapping, and outlining notetaking are the focus of this individualized course. Instruction is presented via a number of learning modalities including books, computer programs, videos and audio tapes. The pass/fail grade is not computed in the graduation GPA. This open-entry, open-exit course is not awarded college credit.

### **SSK 0904. College Study Skills. 3 hrs.**

This course is designed to give new and returning college students an opportunity to learn about and practice important study skills needed for college success. Topics covered include strategic reading, note taking, memory and test-taking strategies, critical thinking, learning styles, time-management and organization, career awareness, and college knowledge (an introduction to services, supports, policies, and procedures at IVCC). There will be an emphasis on the application of these skills to content areas. SSK 0904 is strongly recommended for students who place into two developmental courses.

# Theater

## Courses

**THE 1005. Theatre Play Production. 3 hrs.**

The study and production of a major play, revue, and/or readers' theatre. All areas of production related to acting, technical work, business, and public relations will be dealt with as areas of specific assignments. The class meeting times will be arranged with the instructor for rehearsal and for independent work assignments.

**THE 1006. Acting. 3 hrs.**

A first year course in basic skills in the art of acting in interpretation of roles. Lecture, three hours per week.

**THE 2001. Oral Interpretation. 3 hrs.**

Intensive study of literary selections involving critical reading and interpretation of oral readings to audiences. Lecture, three hours per week.

**THE 2002. Introduction To Theatre. 3 hrs.**

A study of the origins and the development of theatre arts from primitive man to contemporary theatre movements. Representative examples of theatre from each period will be studied through readings and/or performances. The application of critical elements to a production will be used as a basis for the course. The course deals primarily with western world theatre with a brief presentation of theatre from the Middle and Far East.

**THE 2005. Theatre Play Production. 3 hrs.**

A continuation of THE 1005. Lecture, one hour per week; laboratory, five hours per week.

# Therapeutic Massage

## Courses

### **THM 1200. Introduction To Therapeutic Massage. 1 hr.**

This course will serve as an introduction to the basic principles and techniques of therapeutic massage. Students will learn the basic Swedish Massage techniques and how to apply them to the back, arms and legs. Students will disrobe and practice on each other during each of the six classes. Basic anatomy and physiology of the major muscle groups, basic bones, benefits and contradictions of massage, professional ethics and body mechanics are taught. Students will also learn about self-care practices. Prerequisite: Students must be 18 years old or a high school graduate.

### **THM 1202. Musculoskeletal System. 5 hrs.**

This course is a continuation and expansion of BIO 1200, The Human Body Structure and Function. It focuses on the musculoskeletal system, its structure, function, kinesiology, physiology, and palpation, as it relates to massage therapy. Heavy emphasis is placed on human bones and their development, muscle origin, insertion, action, anatomical landmarks and other components of the musculoskeletal system, such as: tendons, joints, ligaments and peripheral nerves. Identification of anatomical structures to visualization, palpation and examination is practiced. Prerequisite: THM 1200, BIO 1200, SFC 1000 and ALH 1001.

### **THM 1204. Therapeutic Massage Techniques I. 5 hrs.**

This course serves as the beginning and foundation of three core massage courses in the Therapeutic Massage Certificate Program. Students learn holistic self-care techniques, the history of Swedish Massage, the benefits and contraindications of massage, and infection control and safety practices. Swedish Massage techniques with variations are taught, demonstrated and developed into a sequence for a full-body therapeutic massage for healthy adults including appropriate and safe body mechanics for the student. Use and care of equipment and supplies are instructed and demonstrated. Client assessment, interview, and documentation is introduced. Additionally, all students are certified in seated-chair massage. Prerequisite: THM 1200, ALH 1001, SFC 1000, and BIO 1200.

### **THM 1206. The Human Body. 5 hrs.**

The Human Body is an investigation into and study of the structural and functional relationships and homeostasis of body systems. The course incorporates the system approach and integration of the systems into one functioning unit - the human body. Laboratory procedures, basic chemistry, the cell, cell division, and development are incorporated into this course. A cadaver study is an integral part of the course. Prerequisite: THM 1200 or graduate massage therapist.

### **THM 1208. Professional Development & Ethics. 2 hrs.**

This course is designed to introduce therapeutic massage students to issues and implications of professional development and ethics within the profession of therapeutic massage. The course addresses massage from a historical perspective moving into contemporary professional concerns and practice management. It also includes basic ethical terminology, principles, and dilemmas; client/therapist interactions; boundaries; human sexuality issues in massage, developing therapeutic relationships and basic therapeutic communication skills. Prerequisite: THM 1200, ALH 1001, SFC 1000 and BIO 1200.

### **THM 1212. Pathology for Massage Therapy. 3 hrs.**

Pathology for the massage therapist investigates the nature and causes of disease, the changes of the body's structure and function as a result of disease and the conditions produced by the disease. Students will learn the effects of specific massage techniques on specific disease conditions. They will discuss disease pathologies with the goal of being able to make informed decisions about the safety and applicability of various massage techniques. Students will sharpen their critical thinking skills in order to independently find information and identify variables that contribute to informed decisions in order to practice massage safely.

### **THM 1214. Therapeutic Massage Techniques II. 5 hrs.**

This course is designed to build upon and expand basic Swedish Massage principles and techniques learned in THM 1204. In this class students continue to study and experience holistic self-care and a variety of integrative modalities, many of which may be learned and incorporated into their basic therapeutic massage session. Psychology for body workers, myofascial release and neuromuscular therapy, energy modalities, reflexology, lymphatic massage, aromatherapy, craniosacral therapy, hot stone therapy and hydro/thermal therapy are the major modalities included in the course. Students also study and experience Yoga and T'ai Chi, for self-care, centering, and body mechanics. Prerequisite: THM 1202, THM 1204 and THM 1208.

### **THM 1218. Therapeutic Massage Clinical. 2 hrs.**

In the therapeutic massage clinical setting, massage students have the opportunity to apply the principles, techniques and procedures practiced and learned in the classroom and lab to members of the community. Under the direction of the clinical supervisor, students are expected to review client intake information to determine possible contraindications, demonstrate proper ethics, client/therapist communication skills, proper draping techniques, and safety and sanitary precautions; and perform a full-body massage utilizing basic Swedish Massage techniques, properly documenting the session for the client's records. Students massage two to three clients consecutively. Students also attend a weekly seminar. Prerequisite: THM 1200, THM 1204, and THM 1206.

### **THM 1222. Therapeutic Massage Capstone Seminar. 2 hrs.**

In this capstone seminar, massage students will prepare to practice as confident, professional, licensed massage therapists. They will demonstrate expertise in therapeutic massage by completing comprehensive clinical case studies. They will demonstrate professional along with critical thinking as they research, develop and implement a plan of care for their clients/ case studies. Students will demonstrate professional legal and ethical standards within their scope of practice while they examine other disciplines' scope of practice. They will identify professional employment practices. Additionally, students will identify and initiate various practices to promote self-care and to educate clients in self-care practices. Students will also review for and prepare to take the national exam for state licensure. Prerequisite: THM 1212, THM 1214 and THM 1218.

**THM 1224. Therapeutic Massage Techniques III. 5 hrs.**

THM 1224 continues to build on skills and modalities learned in THM 1204 and THM 1214. Students will learn new and adaptive massage techniques and experience a variety of environments and populations as they move into the community to work with other healthcare professionals and to massage special populations. Considerations are given to infants, children and perinatal massage; sports and fitness massage; medical massage for rehabilitation, chronic disease and terminal illness; also massage for geriatric clients, physically and emotionally challenged adults and children; business and industry; and for the spa industry. Students will also continue their exploration of self-care practices. Prerequisite: THM 1212, THM 1214 and THM 1218.

**THM 1226. Therapeutic Massage Bus. Pract. & Ethics. 3 hrs.**

In this course the student explores various aspects of developing and maintaining a successful therapeutic massage practice including self-analysis and self-care. Students will develop a portfolio and explore the components of a business plan. Students will discuss the components of a bookkeeping system, develop and manage client records, explore various marketing practices, as well as examine and discuss the importance of the professional relationship of the client and the therapist. Additionally, students will discuss and debate the legal and ethical issues and best practices of a therapeutic massage practice. Prerequisite: THM 1212.

**THM 1228. Therapeutic Massage Clinical. 2 hrs.**

This course continues the learning experiences of THM 1218, Therapeutic Massage Clinical I, requiring the massage student to engage more deeply in critical thinking, safety, assessment, and documentation as well as understanding the scope of practice and roles of their health care disciplines. In the student clinical setting, therapeutic massage students have the opportunity to apply the massage principles, techniques and procedures in a professional therapeutic massage environment to members of the community. Under the direction of the clinic supervisor, students are expected to demonstrate proper ethics, client/therapist communication skills, proper draping techniques, sanitary precautions, perform a full-body massage based on client needs and properly document the session in the client's record. Students will also be expected to massage three clients consecutively, to demonstrate professional behavior, and to attend a weekly seminar. Prerequisite: THM 1212, THM 1214 and THM 1218.

**THM 2204. Clinical Massage I: Upper & Lower Body. 6 hrs.**

This course is designed to instruct students in functional assessment and therapeutic intervention with massage of the upper and lower human body in relation to musculoskeletal conditions. Students will learn to identify and address client problems and injuries. Discussion of the massage therapy scope of practice and its relationship to other allied health professions is instructed. Understanding methods of professional communication with other healthcare professionals clients, exploring holistic self-care practices, and developing a systematic evaluation and documentation scheme is also covered. Students will expand their practical learning experiences into various community health care agencies, as well as completing an internship. Prerequisite: Licensed Massage Therapist and a graduate of an approved school of massage therapy; or a Licensed Massage Therapist and consent of the instructor.

**THM 2214. Clinical Massage II: Chronic Health Conditions. 6 hrs.**

This course is designed to instruct students in advanced assessment and therapeutic intervention techniques for chronic health problems and disease. Therapeutic massage for specific chronic conditions such as cancer/hospice, fibromyalgia, myofascial pain, lymphedema, cardiovascular disease, GI problems, diabetes, and headaches is instructed. Students continue to explore their personal holistic well-being and learn to apply this knowledge and these concepts to their identified client's needs. Students also learn principles of client/family education; pharmacology, and continue to expand their knowledge of assessment of pathology of chronic conditions and care plan development. They will also continue their practical learning experiences in various community health care facilities as well as completing an internship. Prerequisite: LMT and a graduate of an approved school of massage therapy; or LMT and consent of the program coordinator.

# Truck Driver Training

## Courses

### **TDL 1201. Truck Driving Training I. 3 hrs.**

This course is the classroom presentation portion of the truck driver training program. The course is designed for people with no commercial driving experience. This course will provide the student with a basic orientation on commercial driver's license requirements. This course will concentrate on the rules, regulations, and other requirements necessary to prepare students for passing the written portion of the CDL examination. Prerequisite: At least 18 years old, show that driving privileges are not suspended, revoked, canceled or disqualified, meet the medical requirement of the Federal Motor Carrier Safety Regulation or prove exempt status of not being subject to the regulations. Lecture, 3 hours.

### **TDL 1202. Truck Driver Training II. 7 hrs.**

This course is the driving or behind-the-wheel portion of the truck driver training program. The student will be expected to demonstrate the proper preparation, handling, safety, and driving skills necessary to pass the Commercial Driver's License (CDL) examination. The activities included in this course will involve both on-the-lot driving as well as over-the-road driving on city streets and highways. Prerequisite: At least 18 years old, show that driving privileges are not suspended, revoked, canceled or disqualified, meet the medical requirement of the Federal Motor Carrier Safety Regulation or prove exempt status of not being subject to the regulations. Lecture, 7 hours.

### **TDL 2210. Equipment Refresher Training. 6 hrs.**

CDL-Basic Operating Practices, CDL-Safe Driving Practices, and CDL Advanced Operating Practices are all reviewed in this course. This course will include hands-on, over-the-road driving of equipment and review class "A" commercial driver's license requirements. The course will review general knowledge and safe driving practices while operating a commercial vehicle. Detailed knowledge of advanced operating practices will also be reviewed in order to drive a commercial vehicle. This training will include information on federal/state rules and regulations. Prerequisite: At least 18 years old, show a current Illinois Driver's License with no outstanding or unpaid violations anywhere in the United States, meet the medical requirements of the Federal Motor Carrier Safety Regulations or prove exempt status of not being subject to the regulations, meet the employment standards of the trucking industry; hold a current commercial driver's license (CDL). Lab, 12 hours.

### **TDL 2275. Truck Driver Permit Testing. 4. hrs.**

This course is the classroom presentation of the truck driver training program and is designed for people that need to renew their existing commercial driver's license. This course will provide the student with a basic orientation on commercial driver's license requirements, and, will concentrate on the rules, regulations and other requirements necessary to prepare students for the written portion of the CDL examination. Prerequisite: At least 18 years old, hold a current Illinois Driver's License with no outstanding or unpaid violations anywhere in the United States, produce the CDL when requested, meet the medical requirements of the Federal Motor Carrier Safety Regulations or prove exempt status of not being subject to the regulations, and meet the employment standards of the trucking industry. Lecture, 4 hours.

# Warehousing

## Courses

### **WHS 1200. Basic Forklift Operation. 1 hr.**

This course is designed to ensure that all forklift operators, regardless of their degree of experience, have uniform understanding of the safe and efficient operation of forklifts and compliance with the safety rules and OSHA regulations at their worksite. Students will learn safe driving skills while gaining concise knowledge of how a forklift works. Safety will be stressed as means of reducing accidents and injuries in the workplace. Lecture, .5 hour; lab, 1 hour.

### **WHS 1201. Warehousing Fundamentals. 4 hrs.**

Students will gain an understanding of warehousing fundamentals and the role warehousing plays in the logistical supply chain and in a global economy. Material will cover information essential to warehouse supervisors and management personnel. Lecture, 3 hours; lab, 2 hours.

### **WHS 1202. Introduction To Warehousing. 1 hr.**

This course is designed to give students an understanding of warehousing fundamentals and the role warehousing plays in the logistical supply chain and in a global economy. Material will cover information essential to warehouse supervisors and management personnel. Lecture, 1 hour.

### **WHS 1210. Working in Warehousing Environment. 1.5 hr.**

This course provides learners with an overview of the functional and structural composition of warehousing and distribution centers. Topics include product flow, warehousing processes, working safely in a warehousing environment, principles in running a business, workplace ethics, and how employees affect the bottom line. Lecture, 1.5 hours.

### **WHS 1220. Warehousing & Workforce Skills. 1.5 hr.**

This course provides training in the workplace practices that contribute to success on the job. Units include effective communication, working together, positive image, and interview skills. Lecture, 1.5 hours.

### **WHS 1230. Warehousing Technology Skills. 2 hrs.**

This course covers the use of scanners and data applications along with the understanding of industrial controls and computer automation. Units in this course include scanners and data entry, warehouse data applications, problem solving, introduction to industrial controls, and introduction to computers and automation. Lecture, 2 hours.

### **WHS 1240. Representative Warehousing Skills. 2.5 hrs.**

This course discusses mathematical concepts used in warehousing and distribution. It also focuses on powered material handling equipment and safety requirements. Warehousing simulations provide a structured opportunity to practice using hands on simulations of the concepts gained during the program. Lecture, 2.5 hours.

### **WHS 1250. Warehousing & Distribution Process. 2.5 hrs.**

This course provides learners with the knowledge and core skills associated with warehousing and distribution. Units in this course include warehousing and distribution, warehousing productivity measures, methods of inventory management, protecting materials and merchandise, palletizing, handling systems, and processing hazardous materials. Lecture, 2.5 hours.

# Welding

## WED Courses

### WED 2200. Welding Blueprint Reading. 3 hrs.

This course includes the understanding of basic drafting procedures. Views include isometric, oblique drawings; and multi-view engineering drawings. Sketching will be included and the symbols of welding will be emphasized as they apply to a set of drawings delivered from the engineering department of the welding fabrication shop, or the construction site, or the field site. Lecture, 2 hours; lab, 2 hours.

## WLD Courses

### WLD 1200. Stick, Plate, Flat Arc Welding. 2 hrs.

Theory and practice in the preparation and welding of flat position steel plate joints using the E-6010 and E-7018 electrodes. Safety, electrode selection, polarity, current selection, inspection and testing are included. Lecture, 1 hour; lab, 2 hours.

### WLD 1201. Stick, Plate, Horizontal Arc Welding. 2 hrs.

Theory and practice in the preparation and welding of horizontal position steel plate joints using the E-6010 and E-7018 electrodes. Safety, joint preparation and A.W.S. welding procedures will be stressed. Lecture, 1 hour; lab, 2 hours. Prerequisite: WLD 1200.

### WLD 1202. Stick, Plate, Vertical-up Arc Welding. 2 hrs.

The theory and practice in the preparation and welding of vertical up position steel plate joints using the E-6010 and E-7018 electrodes. Safety, joint preparation, weave techniques and A.W.S. welding procedures will be stressed. Lecture, 1 hour; lab, 2 hour. Prerequisite: WLD 1201 or concurrent enrollment or consent of instructor.

### WLD 1203. Stick, Plate, Vertical-down Arc Welding. 2 hrs.

The theory and practice in the preparation and welding of vertical down position and steel plate joints using E-6010 and E-7018 electrodes. Safety joint preparation, weave techniques and A.W.S. welding procedures are stressed. Lecture, 1 hour; lab, 2 hours. Prerequisite: WLD 1201 or concurrent enrollment or consent of instructor.

### WLD 1204. Stick, Plate, Overhead Arc Welding. 2 hrs.

The theory and practice in the preparation and welding of overhead position steel plate joints using the E-6010 and E-7018 electrodes. Safety, joint preparation, weave techniques, stringer techniques, and A.W.S. welding procedures are stressed. Lecture 1 hour; lab, 2 hours. Prerequisite: WLD 1202 or WLD 1203 or concurrent enrollment or consent of instructor.

### WLD 1210. GMAW (MIG) Mild Steel. 2 hrs.

In this course, the theory and practice in the preparation and welding of mild steel plate, in all positions, using the Gas metal Arc Welding (MIG) process are explored. Safety, equipment components, nozzle set-up, travel direction, torch angles weave and stringer techniques will be stressed. Joints are prepared and welded in accordance with AWS standards used in industry and construction. All position welds are accomplished on the appropriate plate and tests will be given according to AWS criteria. AWS testing procedures will be performed and completed according to ANSI / AWSS D1.1 Structural Steel Welding Code. Lecture, 1 hour; lab, 2 hours.

### WLD 1211. GMAW (MIG) Stainless Steel. 2 hrs.

In this course, the theory and practice in the preparation and welding of stainless steel plate, in all positions, using the Gas metal Arc Welding (MIG) process are explored. Safety, equipment components, torch set-up, travel direction, torch and filler rod angles, weave and stringer techniques will be stressed. Joints are prepared and welded in accordance with AWS standards used in industry and construction. All position welds are accomplished on the appropriate plate and tests will be given according to AWS criteria. AWS testing procedures will be performed and completed according to ANSI/AWS D1.1 Structural Steel Welding Code. Lecture, 1 hour; lab, 2 hours.

### WLD 1212. GMAW (MIG) Non Ferrous Alloys. 2 hrs.

In this course, the theory and practice in the preparation and welding of non ferrous (aluminum) plate, in all positions, using the Gas metal Arc Welding (MIG) process are explored. Safety, equipment components, torch set-up, travel direction, torch and filler rod angles, weave and stringer techniques will be stressed. Joints are prepared and welded in accordance with AWS standards used in industry and construction. All position welds are accomplished on the appropriate plate and tests will be given according to AWS criteria. A.W.S. testing procedures will be performed and completed according to ANSI/AWS D1.1 Structural Steel Welding Code. Lecture, 1 hour; lab, 2 hours. Prerequisite: WLD 1211 or consent of instructor.

### WLD 1213. GMAW Pipe, All Positions. 2 hrs.

In this course, common pipe joints are prepared and welded in accordance with AWS and ASME standards used in industry and construction. Position welds are accomplished in the 2G, 5G, and 6G position with the Gas Metal Arc Welding process. The appropriate pipe tests will be given and AWS testing procedures will be performed and completed to ANSI/AWS testing criteria. Lecture, 1 hour; lab, 2 hours. Prerequisite: WLD 1212 or consent of instructor.

### WLD 1220. GTAW (TIG) Mild Steel. 2 hrs.

In this course, the theory and practice in the preparation and welding of mild steel plate, in all positions, using the Gas Tungsten Arc Welding process are explored. Safety, equipment components, torch set-up, travel direction, torch and filler rod angles, weave and stringer techniques will be stressed. Joints are prepared and welded in accordance with AWS standards used in industry and construction. All position welds are accomplished on the appropriate plate and tests will be given according to AWS criteria. AWS testing procedures will be performed and completed according to ANSI / AWS D1.1 Structural Steel Welding Code. Lecture, 1 hour; lab, 2 hours.

### WLD 1221. GTAW (TIG) Stainless Steel. 2 hrs.

In this course, the theory and practice in the preparation and welding of stainless steel plate, in all positions, using the Gas Tungsten Arc Welding process are explored. Safety, equipment components, torch set-up, travel direction, torch and filler rod angles, weave and stringer techniques will be stressed. Joints are prepared and welded in accordance with AWS standards used in industry and construction. All position welds are accomplished on the appropriate plate and tests will be given according to AWS criteria. AWS testing procedures will be performed and completed according to ANSI / AWS D1.1 Structural Steel Welding Code. Lecture, 1 hour; lab, 2 hours.

**WLD 1222. GTAW (TIG) Non Ferrous Alloys. 2 hrs.**

In this course, the theory and practice in the preparation and welding of non ferrous (aluminum) plate, in all positions, using the Gas Tungsten Arc Welding process are explored. Safety, equipment components, torch set-up, travel direction, torch and filler rod angles, weave and stringer techniques will be stressed. Joints are prepared and welded in accordance with AWS standards used in industry and construction. All position welds are accomplished on the appropriate plate and tests will be given according to AWS criteria. AWS testing procedures will be performed and completed according to ANSI / AWS D1.1 Structural Steel Welding Code. Lecture, 1 hour; lab, 2 hours.

**WLD 1230. Dual Shield & Metal Core. 2 hrs.**

In this course, the theory and practice in the preparation and welding of mild steel plate, in all positions, using the Dual Shield and Metal Core processes are explored. Safety, equipment components, nozzle set-up, travel direction, torch angles, weave and stringer techniques will be stressed. Joints are prepared and welded in accordance with AWS standards used in industry and construction. All position welds accomplished on the appropriate plate and tests will be given according to AWS criteria. AWS testing procedures will be performed and completed according to ANSI/AWS D1.1 Structural Steel Welding Code. Lecture, 1 hour; lab, 2 hours.

**WLD 2203. Pipe Stick 2G Position. 2 hrs.**

In this course, Common pipe joints are prepared and welded in accordance with AWS and ASME standards used in industry and construction. Position welds are accomplished in the position with the E-6010 and E-7018 electrodes. The appropriate pipe test will be given and AWS testing procedures will be performed and completed according to ANSI/AWS testing criteria. Lecture, 1 hour; lab, 2 hours.

**WLD 2206. Gas Welding & Brazing, Flat & Horizontal. 2 hrs.**

This course includes the theory, safety, and operation of oxyacetylene welding and cutting equipment. The student will learn to produce quality welds and to braze joints in the flat and horizontal positions on steel plate. Lecture, 1 hour; lab, 2 hours.

**WLD 2207. Oaw Vertical Up, Overhead & Steel Pipe. 2 hrs.**

This course includes the theory, safety and operation of oxyacetylene welding equipment in the production of vertical up, overhead, and steel pipe welds. Common plate and pipe joints are prepared and welded in accordance with AWS and ASME standards used in industry and construction. Position welds are accomplished in the vertical up and all pipe positions. The appropriate plate and pipe tests will be given according to AWS criteria. Lecture, 1 hour; lab, 2 hours.

**WLD 2208. Cutting Torch & Plasma Arc Cutting. 2 hrs.**

This course includes the theory, safety, and correct operation of the oxyacetylene cutting equipment and the plasma arc cutting machine. The student will learn to make quality cuts safely and effectively with this equipment. Straight cuts and all angle cuts will be demonstrated and performed for the students to master all the proper techniques that will help in the welding workplace. Lecture, 1 hour; lab, 2 hours.

**WLD 2209. Fabrication. 2 hrs.**

In this course, theory and practice in the Fabrication and Welding of actual parts that are prepared by the student, will be explored. Students will have the opportunity to develop better welding skills through the fabrication, fit-up and welding procedures that will be practiced. Skills on several Fabricating machines (Shear, Ironworker, Horizontal Band Saw, etc.) will be safely mastered. Lecture, 1 hour; lab, 2 hours. Prerequisite: Minimum two lower-level welding courses or instructor approval.

**WLD 2210. MIG Special Topics. 2. hrs.**

In this course, the theory and practice in the preparation and welding of mild steel, stainless steel, and non ferrous metals, in all positions, using the Gas metal Arc Welding (MIG) process are explored. Safety, equipment components, nozzle set-up, travel direction, torch angles, weave and stringer techniques will be stressed. Emphasis on perfecting basic skills learned in WLD 1210, 1211, and 1212 and working on repairing broken parts that must be salvaged. Joints are prepared and welded in accordance with AWS standards used in industry and construction. All position welds are accomplished on the appropriate plate and tests will be given according to AWS criteria. AWS testing procedures will be performed and completed according to ANSI/AWS D1.1 Structural Steel Welding Code. Lecture, 1 hour; lab, 2 hours. Prerequisite: Minimum of 120 clock hours of GMAW or concurrent enrollment or consent of instructor. \*\*Not offered each semester.

**WLD 2210. MIG Special Topics. 2. hrs.**

In this course, the theory and practice in the preparation and welding of mild steel, stainless steel, and non ferrous metals, in all positions, using the Gas metal Arc Welding (MIG) process are explored. Safety, equipment components, nozzle set-up, travel direction, torch angles, weave and stringer techniques will be stressed. Emphasis on perfecting basic skills learned in WLD 1210, 1211, and 1212 and working on repairing broken parts that must be salvaged. Joints are prepared and welded in accordance with AWS standards used in industry and construction. All position welds are accomplished on the appropriate plate and tests accomplished on the appropriate plate and tests will be given according to AWS criteria. AWS testing procedures will be performed and completed according to ANSI/AWS D1.1 Structural Steel Welding Code. Lecture, 1 hour; lab, 2 hours. Prerequisite: Minimum of 120 clock hours of GMAW or concurrent enrollment or consent of instructor. \*\*Not offered each semester.

**WLD 2211. OAW Special Topics. 2. hrs.**

This course includes the theory, safety and operation of oxyacetylene welding equipment in the production of all position welds on plate, pipe, and working on repairing parts that must be salvaged. Emphasis on perfecting basic skills learned in WLD 2206, 2207, and 2208. Common plate and pipe joints are prepared and welded in accordance with AWS and ASME standards used in industry and construction. Position welds are accomplished in the vertical up and all pipe positions. The appropriate plate and pipe tests will be given according to AWS criteria. Lecture, 1 hour; lab, 2 hours. Prerequisite: Minimum of 120 clock hours of OAW (oxyacetylene welding and cutting) or concurrent enrollment or consent of instructor. \*\*Not offered each semester.

**WLD 2211. OAW Special Topics. 2. hrs.**

This course includes the theory, safety and operation of oxyacetylene welding equipment in the production of all position welds on plate, pipe, and working on repairing parts that must be salvaged. Emphasis on perfecting basic skills learned in WLD 2206, 2207, and 2208. Common plate and pipe joints are prepared and welded in accordance with AWS and ASME standards used in industry and construction. Position welds are accomplished in the vertical up and all pipe positions. The appropriate plate and pipe tests will be given according to AWS criteria. Lecture, 1 hour; lab, 2 hours. Prerequisite: Minimum of 120 clock hours of OAW (oxyacetylene welding and cutting) or concurrent enrollment or consent of instructor. \*\*Not offered each semester.



**WLD 2213. Pipe, Stick, 5G Position. 2 hrs.**

In this course, common pipe joints are prepared and welded in accordance with AWS and ASME standards used in industry and construction. Position welds are accomplished in the 5G position with E-6010 and E-7018 electrodes. The appropriate pipe test will be given and AWS testing procedures will be performed and completed according to ANSI/AWS testing criteria. Lecture, 1 hour; lab, 2 hours.

**WLD 2220. TIG Special Topics. 2 hrs.**

In this course, the theory and practice in the preparation and welding of mild steel, stainless steel, and non ferrous metals, in all positions, using the Gas Tungsten Arc Welding process are explored. Safety, equipment components, torch set-up, travel direction, torch and filler rod angles, weave and stringer techniques will be stressed. Emphasis on perfecting basic skills learned in WLD 1220, 1221, and 1222 and working on parts that must be salvaged. Joints are prepared and welded in accordance with AWS standards used in industry and construction. All position welds are accomplished on the appropriate plate and tests will be given according to AWS criteria. AWS testing procedures will be performed and completed according to ANSI/AWS D1.1 Structural Steel Welding Code. Lecture, 1 hour; lab, 2 hours. Prerequisite: Minimum of 120 clock hours of GTAW or concurrent enrollment or consent of instructor.

**WLD 2233. Pipe-stick Tig-root All Positions. 2 hrs.**

In this course, common pipe joints are prepared welded in accordance with AWS and ASME standards used in industry and construction. Position welds are accomplished in all pipe positions using the TIG root process and E-7018 electrodes for final weld out. The appropriate pipe test will be given and AWS testing procedures will be performed and completed according to ANSI/ AWS testing criteria. Lecture, 1 hour; lab, 2 hours. Prerequisites: WLD 2223 and WLD 1220.

**WLD 2250. Welding Internship. 3 hrs.**

In this course, individual students will be responsible for contacting a local industry to secure an internship within their welding department. This will give students the opportunity to apply the knowledge and training obtained in the preceding welding and fabrication courses that they have taken. Students must complete 225 hours of on-the-job experience. Prerequisite: Consent of Welding Program Coordinator.

**WLD 2250. Welding Internship. 3 hrs.**

In this course, individual students will be responsible for contacting a local industry to secure an internship within their welding department. This will give students the opportunity to apply the knowledge and training obtained in the preceding welding and fabrication courses that they have taken. Students must complete 225 hours of on-the-job experience. Prerequisite: Consent of Welding Program Coordinator.

## WLT Courses

**WLT 1202. AWS Testing Stick Plate Vertical-up Arc Welding. 2 hrs.**

In this course, theory and practice in the preparation and welding of Vertical-up position steel plate joints, using the E-6010 and E-7018 electrodes will be explored. Safety, joint preparation and American Welding Society, (from hereon known as AWS), welding procedures will be stressed. The student will practice and prepare for the AWS Certification Test in the vertical-up position. Lecture, one hour a week; Lab, two hours a week.

**WLT 1204. AWS Test:Stk Plt Overhead Arc. 2. hrs.**

In this course, theory and practice in the preparation and welding of Overhead position steel plate joints, using the E-6010 and E-7018 electrodes will be explored. Safety, joint preparation and American Welding Society, (from hereon known as AWS), welding procedures will be stressed. The student will practice and prepare for the AWS Certification Test in the Overhead position. Lecture, one hour a week; Lab, two hours a week. Prerequisite: WLD 1202.

**WLT 1204. AWS Test:Stk Plt Overhead Arc. 2. hrs.**

In this course, theory and practice in the preparation and welding of Overhead position steel plate joints, using the E-6010 and E-7018 electrodes will be explored. Safety, joint preparation and American Welding Society, (from hereon known as AWS), welding procedures will be stressed. The student will practice and prepare for the AWS Certification Test in the Overhead position. Lecture, one hour a week; Lab, two hours a week. Prerequisite: WLD 1202.

**WLT 1209. AWS Testing: MIG (Wire) Flat Plate Arc. 2. hrs.**

In this course, theory and practice in the preparation and welding of flat position steel plate using solid core wire will be explored. A welding process designed for the welding of ferrous materials utilizing small diameter consumable electrode wire continuously fed into an electric arc. Safety, equipment set-up, travel direction, gun angle, weave and stringer techniques will be stressed. The student will practice and prepare for the AWS Certification Test in the flat position. Lecture, one hour a week; Lab, two hours a week. Prerequisite: None. WLD 1200 is highly recommended.

**WLT 1209. AWS Testing: MIG (Wire) Flat Plate Arc. 2. hrs.**

In this course, theory and practice in the preparation and welding of flat position steel plate using solid core wire will be explored. A welding process designed for the welding of ferrous materials utilizing small diameter consumable electrode wire continuously fed into an electric arc. Safety, equipment set-up, travel direction, gun angle, weave and stringer techniques will be stressed. The student will practice and prepare for the AWS Certification Test in the flat position. Lecture, one hour a week; Lab, two hours a week. Prerequisite: None. WLD 1200 is highly recommended.

**WLT 1230. AWS Testing: Dual Shield & Metal Core. 2. hrs.**

In this course, theory and practice in the preparation and welding of all position mild steel plate joints, using Dual Shield and Metal Core will be explored. Safety, equipment components, nozzle set-up, travel direction, torch angles, weave and stringer techniques will be taught. Joints that are prepared and welded in accordance with the American Welding Society (from hereon know as AWS), standards used in industry and construction will be stressed. All position welds are accomplished on the appropriate plate and practice tests will be given according to AWS criteria. The student will practice and prepare for the AWS Certification Test in the Flat position. Lecture, one hour a week; Lab, two hours a week.

**WLT 1230. AWS Testing: Dual Shield & Metal Core. 2. hrs.**

In this course, theory and practice in the preparation and welding of all position mild steel plate joints, using Dual Shield and Metal Core will be explored. Safety, equipment components, nozzle set-up, travel direction, torch angles, weave and stringer techniques will be taught. Joints that are prepared and welded in accordance with the American Welding Society (from hereon know as AWS), standards used in industry and construction will be stressed. All position welds are accomplished on the appropriate plate and practice tests will be given according to AWS criteria. The student will practice and prepare for the AWS Certification Test in the Flat position. Lecture, one hour a week; Lab, two hours a week.

**WLT 2200. AWS Testing: MIG (Wire) Horizontal. 2. hrs.**

In this course, theory and practice in the preparation and welding of horizontal position steel plate using solid core wire will be explored. A welding process designed for the welding of ferrous materials utilizing small diameter consumable electrode wire continuously fed into an electric arc. Safety, equipment set-up, travel direction, gun angle, weave and stringer techniques will be stressed. The student will practice and prepare for the AWS Certification Test in the horizontal position. Lecture, one hour a week; Lab, two hours a week.

**WLT 2203. AWS Testing: Pipe Stick 2G Position. 2 hrs.**

In this course, theory and practice on common pipe joints, using the E-6010 and E-7018 electrodes, will be prepared and welded in accordance with the American Welding Society (from hereon known as AWS) and the American Society of Mechanical Engineers (from hereon known as ASME). Safety, joint preparation and Standard Welding Procedures will be stressed. The student will practice and prepare for the AWS Certification Test in the 2G position according to testing criteria. Lecture, one hour a week; Lab, two hours a week. Prerequisite: WLD 1204.

**WLT 2203. AWS Testing: Pipe Stick 2G Position. 2 hrs.**

In this course, theory and practice on common pipe joints, using the E-6010 and E-7018 electrodes, will be prepared and welded in accordance with the American Welding Society (from hereon known as AWS) and the American Society of Mechanical Engineers (from hereon known as ASME). Safety, joint preparation and Standard Welding Procedures will be stressed. The student will practice and prepare for the AWS Certification Test in the 2G position according to testing criteria. Lecture, one hour a week; Lab, two hours a week. Prerequisite: WLD 1204.

**WLT 2203. AWS Testing: Pipe Stick 2G Position. 2 hrs.**

In this course, theory and practice on common pipe joints, using the E-6010 and E-7018 electrodes, will be prepared and welded in accordance with the American Welding Society (from hereon known as AWS) and the American Society of Mechanical Engineers (from hereon known as ASME). Safety, joint preparation and Standard Welding Procedures will be stressed. The student will practice and prepare for the AWS Certification Test in the 2G position according to testing criteria. Lecture, one hour a week; Lab, two hours a week. Prerequisite: WLD 1204.

**WLT 2223. AWS Testing: Pipe Stick 6G Position. 2. hrs.**

In this course, theory and practice on common pipe joints, using the E-6010 and E-7018 electrodes, will be prepared and welded in accordance with the American Welding Society (from hereon known as AWS) and the American Society of Mechanical Engineers (from hereon known as ASME). Safety, joint preparation and Standard Welding Procedures will be stressed. The student will practice and prepare for the AWS Certification Test in the 6G position according to testing criteria. Lecture, one hour a week; Lab, two hours a week.

**WLT 2223. AWS Testing: Pipe Stick 6G Position. 2. hrs.**

In this course, theory and practice on common pipe joints, using the E-6010 and E-7018 electrodes, will be prepared and welded in accordance with the American Welding Society (from hereon known as AWS) and the American Society of Mechanical Engineers (from hereon known as ASME). Safety, joint preparation and Standard Welding Procedures will be stressed. The student will practice and prepare for the AWS Certification Test in the 6G position according to testing criteria. Lecture, one hour a week; Lab, two hours a week.

**WLT 2223. AWS Testing: Pipe Stick 6G Position. 2. hrs.**

In this course, theory and practice on common pipe joints, using the E-6010 and E-7018 electrodes, will be prepared and welded in accordance with the American Welding Society (from hereon known as AWS) and the American Society of Mechanical Engineers (from hereon known as ASME). Safety, joint preparation and Standard Welding Procedures will be stressed. The student will practice and prepare for the AWS Certification Test in the 6G position according to testing criteria. Lecture, one hour a week; Lab, two hours a week.

**WLT 2233. AWS Testing: Pipe Stick TIG Root All Positions. 2 hrs.**

In this course, theory and practice on common pipe joints, using the Tig Root process and E-7018 electrodes, will be prepared and welded in accordance with the American Welding Society (from hereon known as AWS) and the American Society of Mechanical Engineers (from hereon known as ASME). Safety, joint preparation and Standard Welding Procedures will be stressed. The student will practice and prepare for the AWS Certification Test in the Tig Root 6G position according to testing criteria. Lecture, one hour a week; Lab, two hours a week.

# Wind Energy

## Courses

### **WND 1200. Wind Energy Concepts. 3 hrs.**

This course is the first course in the wind energy program. Topics include the history, economics, operation and terminology of the wind turbine. This class also introduces students to the wind energy trainers and has a lab component. Lecture, 2 hours; lab, 2 hours.

### **WND 1210. OSHA & Wind Turbine Safety. 2 hrs.**

This course covers the basic safety practices for the Wind Turbine industry with a focus on OSHA regulations and standards and is appropriate for any industrial Electro-mechanical system. This course also covers Personnel Protective Equipment (PPE). Prerequisite: Pass physical from a medical professional before attempting the climb component. Lecture, 1.5 hours; lab, 1 hour.

### **WND 2200. Wind Turbine Control, Operation & Maintenance. 4 hrs.**

This course covers the relationships between mechanics, electronics, and wind energy to operate, control, and maintain a wind turbine. Major lab time will be devoted to troubleshooting and field testing techniques. Lecture, 2 hours; lab, 4 hours.

### **WND 2222. Wind Energy Tech Internship. 3 hrs.**

This course is the final course for the Basic Wind Energy Tech Certificate. The student must work 225 hours at an approved site and complete weekly reports as well as a final written report. Prerequisite: WND 2200 and Instructor Consent.

# Index

---

## A

About IVCC .....	6
Academic Calendar .....	8
Academic Course Information .....	37
Accounting .....	74
Accreditation .....	10
Admissions Tuition and Fees .....	11
Adult Education .....	75
Agriculture .....	76
Allied Health .....	77
Anthropology .....	79
Art (see also Drawing) .....	80
Assessment Center .....	42
Automotive .....	81

## B

Biology .....	83
Bookstore .....	44
Business .....	85
Business Law .....	84

## C

Campus Information .....	64
Career Services .....	46
Chemistry .....	86
College Catalog .....	5
Computer Aided Drafting .....	87
Computer Numerical Control .....	88
Computer Technology .....	89
Constitution and Citizenship .....	92
Continuing Education .....	14
Cooperative Agreements .....	16
Counseling and Orientation .....	47
Course Descriptions .....	74
Course Information .....	65
Course Numbering System .....	19
Criminal Justice .....	93

## D

Degree and Transfer Requirements .....	20
Dental Assisting .....	94
Design .....	95
Distance Learning .....	49
Drafting .....	96

Drawing (see also Art) .....	97
------------------------------	----

## E

E2C .....	51
Early Childhood Center .....	52
Early Childhood Education .....	98
Economics .....	100
Education .....	101
Electricity .....	102
Electronics .....	103
Emergency .....	67
Emergency Medical Services .....	104
Engineering .....	107
English .....	109
English as a Second Language .....	108

## F

Film .....	111
Final Exam Schedule .....	22
Finance .....	112
Financial Aid .....	53
Food Sanitation .....	113
Forensics .....	114
French .....	115

## G

GED (General Education Development) .....	116
Gender Studies .....	117
General Education .....	23
Geography .....	118
Geology .....	119
German .....	120
Graphic Design Technology .....	121

## H

Health and Wellness .....	123
Heating, Ventilation, and Air Conditioning .....	125
History .....	126
Honors .....	127
Horticulture .....	128
Human Services .....	130

## I

Illinois Articulation Initiative .....	24
Industrial Maintenance .....	131
Italian .....	132

**J**  
 Journalism ..... 133

**L**  
 Leadership Studies ..... 134  
 Library ..... 135  
 Literature ..... 136

**M**  
 Management ..... 137  
 Manufacturing ..... 138  
 Marketing ..... 139  
 Math ..... 140  
 Music ..... 144  
 Music (performance) ..... 142

**N**  
 Nursing ..... 145

**O**  
 Our Mission ..... 27

**P**  
 Parking ..... 57  
 Partnerships - PCCCS ..... 58  
 Personnel ..... 28  
 Philosophy ..... 147  
 Photography ..... 148  
 Physics ..... 150  
 Physics (Theoretical and Applied) ..... 149  
 Policies and Procedures ..... 35  
 Political Science ..... 151  
 Project Success ..... 60  
 Psychology ..... 152

**R**  
 Reading ..... 153  
 Real Estate ..... 155

**S**  
 Sociology ..... 156  
 Spanish ..... 157  
 Speech ..... 158  
 Strategies for College ..... 159  
 Student Activities, Sports, and Organizations ..... 61  
 Student Development ..... 160  
 Student Handbook ..... 63  
 Student Services ..... 36  
 Study Skills ..... 161

Substance Abuse Right To Know ..... 69

**T**  
 Technology Information ..... 71  
 Theater ..... 162  
 Therapeutic Massage ..... 163  
 Transcripts ..... 73  
 Truck Driver Training ..... 165

**W**  
 Warehousing ..... 166  
 Welding ..... 167  
 Wind Energy ..... 171